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Joseph Charles Blauvelt

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of the requirements for

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Major professor

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THE IMPLEMENTATION OF PHYSICAL EDUCATION PROGRAMS IN RURAL HONDURAS: A LOCAL PERSPECTIVE

Volume I

By

Joseph Charles Blauvelt

A DISSERTATION

Submitted to
Michigan State University
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ABSTRACT

THE IMPLEMENTATION OF PHYSICAL EDUCATION PROGRAMS IN RURAL HONDURAS: A LOCAL PERSPECTIVE

By

Joseph Charles Blauvelt

Formal education in developing nations has undergone a tremendous expansion in recent years. In turn, physical education in these nations is reaching more and more students. It is not clear, however, that physical education programs, often based on models designed for use in developed countries and administered from offices in major cities, are appropriate for use in rural areas of developing nations. The purpose of this study, therefore, was to describe, from the perspective of participating students and teachers, the conditions and behaviors which occurred in the physical education program of a small public high school in rural Honduras. In addition, this perspective of the participants, was compared with that of government officials and local members of the community. The study was undertaken using ethnographic techniques and based on a three month period of on-site observation. Results clearly show a tremendous discrepancy between what went on in the school from the point of view of the participants and the program described by authorities in central administration.

A contrast also existed between physical education activities offered in the school and recreational opportunities available outside of school. In addition, the program described was dynamic and highly valued by students, faculty, and community members. This could be attributed largely to ability and enthusiasm of the teacher, who succeeded despite receiving little material support and having to battle against long held skepticism as to the value of physical education. The results support the idea that physical education in rural areas in developing nations is worthwhile and can succeed under the starkest of conditions if teachers are enthusiastic and capable.

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1992

This dissertation is dedicated to my wife and children who have made great sacrifices in order to allow me to complete my studies.

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I wish to acknowledge and offer my sincere appreciation to several people without whom I would not have been able to complete this program.

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PREFACE

One of the several characteristics of field research is the recognition of the very real way in which investigators influence the situation which they are examining. Schatzman and Strauss (1973) explain that "the field researcher claims no antiseptic distance and noninterference from outside influence" (p. 2). It is in this spirit that this preface is written.

I feel very strongly that my past experiences provided both the source of my desire to undertake this study, as well as a continual influence on all phases of this study. I am likewise convinced that a recounting of some of these experiences will enhance the ability of the reader to better understand the problem being presented and the context in which the study took place. Therefore, prior to beginning the main body of this report, I will recount in a very personal way some of the situations in which I have been involved that have influenced my thinking on the topic of physical education in the Third World.

I spent nine years as a teacher of physical education at the Escuela Superior del Profesorado (ESP), the national teacher training college in Tegucigalpa, Honduras. During this time I was involved in situations which caused me to reflect seriously on the place of physical education in the Honduran system of education. Some of these experiences are herein related.

It was September of 1973 and I had not been in the country more than one month when I was asked to be part of the committee which would design the academic program for the soon to be formed "physical education major" at the ESP. The committee consisted of four Peace Corps volunteers, of which I was one; one German physical educator who had recently moved to Honduras; and two Hondurans. One of the Hondurans left after two months to study physical education in the Federal Republic of Germany and his replacement was a Honduran who had recently completed her college studies in Costa Rica. The curriculum was generated exclusively from discussions in the committee meetings, using a few college catalogues and the personal experiences of committee members as guidelines. The program was initiated in January of 1974 and has remained virtually unchanged to this day.

I have often reflected back on the "arrogance" of this committee. The program was designed to prepare teachers to teach in Honduran high schools. Yet what did we know about the particulars of Honduran high schools or even the content of the physical education curriculum? The answer is obviously "not much!"

Another experience is an event that recurred many times. I often travelled to rural areas to give in-service workshops to elementary school teachers. Repeatedly I was asked, "How can my students perform this type of activity if all they eat are a few tortillas and a handful of beans?" A good question for which I had no good answer other than the

logical thought that those students probably should not and could not participate in physical education classes.

Yet, as I rode the bus into these rural areas I inevitably saw children walking for miles with heavy loads of firewood on their backs, a ritual which I am sure they repeated daily. And in the city, the mothers and sisters of children like these carried tremendous loads of fruit upon their heads, trudging up and down the steep hills of Tegucigalpa. The repeated question at the workshops juxtaposed with the continual witnesses of these "feats of strength and endurance", caused me to ponder many times the relationship between nutrition and what went on in the physical education class.

A final anecdote concerns two months which I spent working at United Nations sponsored camps for Nicaraguan refugees in Teupasenti and Jacaleapa. When I was first approached about designing a recreation program for the refugee children I felt insulted and was deeply angered. Surely there must be a more pressing need for these children! What about food, clothing and shelter? After two months in the camps, however, my perspective had changed radically. While far from being a life of luxury, the refugees did not want for the basic staples for survival and often lived more comfortably than their Honduran hosts. But, there seemed to be a spiritual void which came with uprooting and leaving a home which they might never see again. Some of the activities organized as part of the

recreation program seemed to help fill this void and offered a rallying point for the homeless refugees. Something as simple as a pick-up baseball game seemed to take on great significance. How wrong I had been in my preconceptions of the situation. I often wonder how many times I have made similar mistakes.

I am now four years removed from Honduras and have been immersed in academia, yet I still have no good answers for the concerns raised by these experiences. The literature is full of similar concerns yet there are few clues for solutions. Why is it that we do not we understand better the workings of physical education in the developing world? I have begun to suspect that this problem is due in part to the point of view which previous research has taken. Programs in developing nations are often studies in relationship to their place in national policy. Surveys are usually completed by representatives of ministries of education and culture, and although those surveyed are sincere and well intentioned their perspective usually comes from an office in the capital city. Maybe it is time we asked the students, teachers, and community members themselves, about what is going on! This study attempts to do just that.

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CHAPTER 1

THE PROBLEM

In recent years the study of physical education and sport in developing nations has been on the rise. Much of the increased interest can be partially attributed to the highly publicized participation of Third World nations in the Olympic Games and other international competitions. The 1976 boycott of the Olympic Games by black African nations; the success of Kenyan long distance runners; the emphasis placed on the Pan American Games by Cuba; and the hosting of the Summer Olympics by Mexico City and Seoul are but a few examples.

Logically, therefore, much of the research in developing nations focuses on the role which physical education and sport play in the development and execution of national policy and international relations. This in turn leads to an emphasis on the study of elite competitive sport. Research designs often initially consist primarily of surveys to ascertain the organization, administration, and conditions under which sport and physical education function in these countries. Invariably the subjects who are surveyed are political and educational leaders and occasionally teachers or coaches. These studies prove to be valuable in providing an overview of sport in these societies but there is little focus on individual responses to sport and physical education. Even when the focus is on

the individual, the subjects are often elite athletes or university students studying outside their native countries. In addition, instruments used are often developed for use in different contexts (Onifade, 1985; Ekanem, 1976).

These studies bring to the fore many problems encountered in the administration of physical education programs in the Third World, however, solutions to these problems are often based on common logic or basic assumptions rather than on empirical research. For example, in some studies malnutrition is cited as inhibiting children from participating fully in physical education yet in the same studies the addition of "vigorous physical exercise" is suggested as an important component for school physical education curricula (Ndule, 1974; Adedeji, 1972). Similarly, the lack of participation of women in sports and physical education is decried by little information is available on how the women of the Third World feel about this situation. Also, the Westernization of sport and physical education is criticized as a form of colonization by almost all authors, yet very few suggest that Western sport be eliminated or even de-emphasized in the school physical education curriculum.

The contradictions continue on and solutions are admittedly difficult. But in the search for these solutions, one voice is notably missing, that of "the people." The participants in school physical education programs and recreational sport throughout the Third World

are seldom given a forum in which to express the importance of these activities in their lives.

The situation confronting physical education and sport in Honduras is quite similar to that in other developing nations. Monies seem to be found more easily for elite sport activities, such as hosting the Central American Games of 1990, than for school physical education programs. Physical education curricula are shaped largely by those trained in industrialized nations. The problem of malnutrition results in the quandary as to what level of physical performance can be expected of Honduran children and athletes. Finally, although much more could be added to this list of examples, research in the area of physical education and sport is virtually non-existent.

Yet, despite these problems, physical education remains a part of the official school curriculum in Honduras. If those involved in administering these programs are truly interested in their evaluation and improvement, it seems prudent to begin at the "ground floor" and attempt to discover what actually goes on in the physical education classrooms throughout Honduras.

Despite the aforementioned examples of a focus on national and international issues with little concern about individual responses to physical activity, some research does exist which focuses on personal responses to sport and recreational activity. Most of this research comes from those interested in the anthropology of play. While these

researchers seldom focus on physical education in the classroom, they have much to teach those who are interested in such matters. The anthropologists recognized the cultural and personal significance which play and sport activities may hold. In addition, their research methods seem particularly appropriate for ascertaining this significance and how it is developed.

It is in this tradition that this present study takes place. It focuses on a small rural high school in Honduras, and particularly on the behavior and beliefs of the physical education teacher who works there. We will see in detail how this teacher goes about his daily tasks as well as exploring the opinions and attitudes which he holds. In this particular case we find a physical education program which is determined and defined largely by the dynamic personality of this single teacher. While no claim is made concerning the typicality of the situation described, one can at least be assured that what is described is real and did in fact occur in this single site. Hopefully, this type of insight can help others interested in understanding the functioning of physical education at the most basic personal level.

In summary, one can say that the eyes of some researchers have turned toward the Third World in the area of sport and physical education. Their vision, however, has not usually penetrated past the use of sport by the nation to obtain both national and international policy goals.

Little attention has been given to individual responses to sport and even less has been focused upon the physical education student in the school setting. This lack of attention is particularly notable in Honduras. The problem thus becomes discovering the significance which physical education holds for students, teachers, and community members. After all, if an activity is to be examined it seems only logical as well as just, that the principal actors in the activity be the starting place for analysis.

Need for the Study

This study can be justified on various levels. Particular needs which this study may meet are presented here in an order beginning with the specific needs of physical education in Honduras and progressing to the more general needs of the scientific and educational community at large.

1. In Honduras, this study fulfills two particular needs. For one thing there is very little research of any type of physical education in Honduras. It is difficult to deny the value of research in education or any scientific field of study. This study, therefore, adds to the limited body of physical education literature concerning Honduras, and hopefully will serve as a starting point for future investigations and practical policy decisions.

In addition, the development, organization and administration of physical education programs in Honduras

has usually been "from the top down." The centralized Ministry of Education develops programs for all schools throughout the country. The Escuela Superior del Profesorado trains teachers yet many of the professors at this institution have had limited experience in the everyday execution of physical education programs throughout the country. This study, therefore, should help to focus much needed attention on the actual "consumers" of physical education curricula and teacher training programs, i.e. the students and teachers who are in the schools.

2. Research on physical education in the Third World has highlighted many problems but offers few solutions. These problems include the emphasis on elite sport; the problems of malnutrition; limited female participation; the Westernization of sport and physical education and others. While this study does not solve any of these problems it does examine them in a new light. Where most previous studies have focused on the relationship of sport and physical education to the nation as a whole this study focuses on the perceptions of the actual participants in school physical education. It is hoped that this new perspective will accelerate the progress being made in the resolution of the many problems confronting physical education in the developing world.

3. Recently, some researchers in the field of physical education have noted the longstanding "reverence" which has been held for the "positivistic/traditional"

scientific method of inquiry. At the same time they point out limitations to the traditional method of inquiry and suggest that an interpretive/naturalistic approach may be more appropriate for investigation certain kinds of questions concerning physical education (Berlin, 1986). This study, by using an ethnographic approach, adds to the growing body of physical education literature using these methods. Hopefully, it will suggest to future investigators new ways and possibilities of looking at problems which concern all those involved in research in the area of physical education.

4. The "shrinking" of the world by means of modern technology and the ever growing interdependence of nations are matters which affect all educators. While this study includes much information of specific interest to Honduran educators, this final report is published in dissertation form at a university in the United States of America. As such, its principal readers are likely to be "American" educators. This study, thus, will help emphasize the role and conditions of education in developing nations and hopefully aid those in advanced nations in realizing the importance of studying and **learning from** other "less developed" countries.

Purpose of the Study

The general purpose of this study is to provide as rich a description as possible of a single setting. While this description is then analyzed in an attempt to identify and understand factors which contribute to the described conditions, it is not the purpose of the study to establish the typicality of the situation which is observed. Specifically, therefore, the purpose of this study is to describe, from the perspective of participating students and teachers, the conditions and behaviors which occur in a particular high school physical education program in rural Honduras. In addition, an attempt is made to identify the factors which affect this program and the perceptions of it which are held by students and teachers. Finally, it is the intention of this study to compare and contrast this "local view" of the school physical education program, with other images and conditions of physical education in the developing world including the "official view" of the program as described by central education authorities; characteristics of Third World physical education programs which are found in the literature; and the recreational patterns of the community in which the program exists.

Research Questions

Although some researchers suggest that the qualitative researcher "does not assume that enough is known to

recognize important concerns before undertaking research" (Bogdan and Biklen, 1982, p. 29), others think the research plan should be as "deliberative as possible" (Erickson, 1986, p. 95). This second approach was taken here and a list of initial research questions, deemed relevant to the stated purpose of this study, was developed before field observation began. As data collected and analyzed in the field, however, some questions were modified and others were added. The original research questions are presented below, followed by an explanation of how they were altered over time. With the exception of the initial section of "general questions", the questions are grouped according to the subject on which they focus. It should also be noted that the questions have been phrased in accordance with the specific conditions of the site which was studied (i.e. a small rural Honduran high school with one male physical education teacher).

General Questions

In accordance with the stated purposes of the study, the general questions which guide the study are the following: What are the conditions and behaviors found in the school physical education programs held by central education authorities? What are the recreational patterns of the community in which the school physical education program existed? What are the factors which contribute to the conditions described in the three different settings?

These general questions remained basically the same throughout the study. More emphasis was placed on the first and last questions than on the other two, however, since the school setting was in fact the primary focus of the study.

Students

In order to answer the general questions, I developed more specific questions which focused on different groups and settings. The original questions focusing on the students were the following: What meaning and significance do the students attribute to the physical education class? Are their expressed perceptions reflected in classroom behavior and performance? How are student perceptions of physical education related to their out of school recreational activities? How are these perceptions related to any type of physical activity performed by the students including work related tasks? How are behaviors and perceptions related to gender? How do performance and behavior in the physical education class relate to performance and behavior in other academic subjects? How do perceptions of physical education relate to perceptions of the importance of school in general? of sport in general?

For the most part, these questions prove useful in guiding all stages of the study. Also, two additional questions were explored. They were "What are the nutritional habits of the students?" and "What factors

contribute to the development of the perceptions of physical education which the students hold?"

Physical Education Teacher

The original research questions concerning the physical education teacher were the following: What significance does the physical education teacher attribute to physical education? Is his expressed perception related to his in-class behaviors? What is his background of professional preparation and does it relate to his perceptions of the significance of physical education? How does he feel other teachers value his work? What kind of social and working statuses does he hold within the school faculty? within the community?

All of these questions proved valuable, and in addition, several more were included. I found it necessary to ask "How does the teacher feel toward the programs and support offered by the central authorities?" I also explored the question "How is the teacher different than others who have come before him?"

Teachers of Other Subjects

Original questions about non-physical education teachers in the school were the following: What significance do teachers who do not teach physical education give to the physical education class? Does this behavior reflect their stated opinion? In what kind of recreational activities do they participate?

In addition to these questions, I found it helpful to explore questions relating to the opinions of these teachers concerning the physical education teacher. These included: What opinion do they hold of the physical education teacher as a professional? and how has the physical education teacher influenced the meanings which they currently attach to physical education?

The Community

The original questions used for exploring the community were the following: What significance is attributed to physical education by community members in general? by parents of students? What kinds of recreational and sport activity are popular? Are these activities found in the school physical education class?

While each of these questions was retained there was a significant shift in emphasis. The last two questions concerning community recreational activity became those questions which were emphasized. To expand what was learned from exploring these two questions, I also asked "What factors contribute to the observed recreational activity patterns?"; "Can these recreational patterns be changed?"; and if they can be changed "Would it be appropriate for government and private agencies to make an effort to do so?"

Central Administration

Original questions asked about the school administration were the following: How does what actually

is taught in the physical education classroom relate to the official written curriculum? What meaning is attributed to physical education by the school director? by regional supervisors? by representatives of the Director General of Physical Education? by authorities in the Ministry of Education? Do written and executed policy reflect the expressed perceptions as to the significance of physical education?

While I was in the field, it quickly became apparent that the school director was not closely aligned with central administrative authorities. Thus, while all the questions stated above were used, I grouped information obtained concerning the school director with that of "other teachers" for purposes of analysis and reporting.

The Setting

The original research question concerning the setting was the following: Does the physical setting (facilities, equipment, climate, community health condition, etc.) seem to affect in any way the meaning of physical education as perceived by the various participants?

In addition to being concerned about how the setting affected perceptions, I also found it valuable to ask how do these conditions affect the physical education curriculum? the class routine? and student performance?

Research Procedures

The procedure used to carry out this study was field research in which the majority of data were collected by means of participant observation. Hand written field notes were the primary source of data. In addition, tape recorded, open-ended interviews were conducted with selected informants. I also examined documents such as curriculum guides, work plans, and school records. I spent exactly 3 months in the field, during which time data were collected and analyzed repeatedly. These analyses occurred on a daily basis as well as on a more formal level at approximately three week intervals. Following each analysis, I modified research questions in order to help target subsequent observation of situations most likely to yield useful data. Upon leaving the field, I coded and analyzed field notes in depth. This dissertation is the final research report.

Rationale

The rationale for selecting these research procedure is based principally on the nature of the problem being examine. Of primary interest are the personal perceptions and meanings which participants and others closely associated with them, give to physical education. The belief that field based, qualitative or ethnographic methods are well suited to answering this type of questions is supported by the literature (Erickson, 1986; Bogdan & Biklen, 1982; Schatzman & Strauss, 1973; Earls, 1986). As

an example, of this belief, Erickson states that "fieldwork research is most appropriate when one needs to know more about the meaning perspective of particular actors in the particular events" (p. 9). Since this "meaning from the view of the participant" is precisely the goal of this project, the procedure selected seems well justified.

Problems Encountered

As is usually the case, several problems confounded the research process. The circumstances surrounding the first three of these problems are described in detail in Chapter 3 "Procedures" of this report. Thus, they are only briefly described below. The final problem, that of translation, is however examined in detail at this time. Finally, problems which I expected due to political unrest in the area, did not materialize.

Conflicts in the Role of the Researcher

One of the principal decisions a field researcher has to make is what role to play during participant observation. This may vary on a spectrum from completely detached observation (e.g. from behind a one way mirror) to a total participation resulting in the extreme condition of "going native." Researchers normally situate themselves somewhere between these two extremes.

Because I had lived in the country for over nine years I faced the problem of people holding expectations concerning my behavior based on their previous knowledge of

me. I dealt with this issue by initially fulfilling many of the roles, such as teacher and athlete, which people had come to expect to me. As the study progressed people became more aware of an comfortable with my role as a researcher, I gradually pulled back and curtailed my participation in many activities. This is ironic in that under normal circumstances, a researcher would probably move in just the opposite direction, that is, from observer to participant. In retrospect, however, I do not feel that the multiple expectations about my role adversely affected the collection of data.

Problems Due to Distance

The principal problem due to conducting research at such a distance from my home was not one of the logistics of gaining access to the site and subjects as I anticipated, but rather one of conducting the field analysis of data without assistance from advisors or research colleagues. The fact that I had no one with whom to discuss my assertions concerning the data collected, made it difficult for me to eliminate or more sharply focus the research questions which guided the study. The end result was that I collected an inordinate amount of data which in the final analysis was not used. While I feel strongly that the end product was not adversely affected by this problem, I realize that the elimination of certain data sources would have greatly expedited the process.

Site Selection

I made every attempt to minimize problems with the site selection by arranging for primary and alternate sites before leaving the United States of America. Nevertheless, upon arriving in Honduras I found that neither the primary nor the secondary site were available. I was thus forced to search for a site after arriving in country. Despite the impromptu nature of this process, the site which I finally selected fulfilled all the designated requirements. It was a public high school in a small rural town, yet the physical education program was taught by a graduate of the National Teachers College. Thus, in the end, the problems confronted in finding a site did not significantly affect the quality nor the time frame of the investigation.

Language and Translation

The native language of most subjects observed was Spanish. I held all interviews with the exception of one, in Spanish. Commentary and notes which I added to the transcriptions of recorded conversations were in English and/or Spanish depending on what the situation seemed to call for. Likewise, I recorded field notes in English and/or Spanish, though Spanish was used when recording verbatim comments and conversations.

Because verbatim conversations make up a large part of field work researcher's evidence, accurate translation becomes essential. In this case, I did most of the translating myself, seeking assistance when necessary.

Also, at times, I discussed my translation with participants in the study, in order to assure accuracy. I chose not to translate some Spanish words and phrases. These are identified and defined in the "Definition of Terms" section of this final report. One might argue that the collector of data should not translate conversations so as to assure that the translations are impartial and accurate. Nevertheless, I feel justified in having done the translation in this study. Besides greatly facilitating the process of data analysis, the fact that I personally recorded that which I translated, helped to assure that the translation accurately reflected the nuances and implied meanings of the conversations in which I participated.

Definition of Terms

Several common terms are used throughout this report which may carry different meanings for different readers. In this section an explanation will be give of how these terms are used within the context of this study. In addition, terms unique to the setting, especially Spanish words which have not be translated, are herein defined.

Third World, Developing World, Less Developed Nations

These terms and others are often used to refer to nations which are not located in North America or Western or Eastern Europe and which have not yet reached a high level of industrialization. No attempt is made, in this study, to

distinguish between these various labels. The terms mentioned here and others commonly used to categorize these countries should be considered synonymous within the context of this study.

Physical Education and Sport

This is an all inclusive term which is used extensively throughout the literature and usually includes in-school physical education, school sponsored sport and intramural activities, and organized sport activities not occurring in the school setting. This terminology is used throughout this study in a similar way.

Physical Education

This term is used to refer to activity which takes place exclusively within the school setting and is considered by the teacher and students as part of, or pertaining to the physical education class.

Sport

This term is used to define competitive physical activity which may occur inside or outside the school setting. Sport activity sponsored by the school is referred to as "school sport." Sport activity occurring outside the school setting is referred to as extra-scholastic sport. Extra-scholastic sport may be organized by agencies and clubs or be of a spontaneous nature.

Recreational Activity

This refers to activities in which people engage during their leisure time. Of most interest here, although not of exclusive interest, are those recreational activities involving physical activity. This may or may not include sport activity.

Physical Activity

This term includes all activity which involves somewhat vigorous physical exertion. This term should be seen as encompassing both recreational and work related activity.

Instituto Morazan

This is the pseudonym given in this study to the school in which the observation took place. Francisco Morazan is generally considered the founding father of Honduras and thus I chose this pseudonym as representative of the country. This should not be confused with other institutions in Honduras which truly carry the name "Instituto Morazan."

Pueblo

Pueblo is the pseudonym given in this report to the Honduran town in which this study took place. The word "pueblo" can be translated to mean "town." There are actual towns by the name of Pueblo. These towns should not be confused with the Pueblo of this study.

DGEF

This is the Spanish acronym for the General Director of Physical Education. When used in this study it refers to the office of the General Director of Physical Education and not the General Director herself. This is the entity within the Ministry of Education responsible for the planning and supervision of physical education and school sport throughout Honduras.

Escuela Superior del Profesorado

This institution is also referred to in this study as the National Teachers College. It is a public, four-year, college level institution dedicated exclusively to the training of teachers. At the time in which this study took place it was the only college in Honduras which offered a specialization in physical education.

Ciclo Comun

This translates literally as "common cycle" and refers to school grades seven, eight, and nine. The name comes from the fact that curriculum in these grades is supposed to be uniform throughout the country. The subsequent grades are considered the "Ciclo Diversificado" (diversified cycle), in that students choose different tracks of specialization such as college preparatory, teaching, and business. The Ciclo Comun is considered part of high school. High schools in small towns often do not include

the Ciclo Diversificado, and in fact, the high school observed in this study included only the Ciclo Comun.

I Curso, II Curso, III Curso

Within the Ciclo Comun the I Curso corresponds to seventh grade, the II Curso to eighth grade, and the III Curso to ninth grade. In most of the official publications these cursos are referred to by roman numerals. I will use this form throughout this report.

Director

When the term "director" is used in referring to the Director of the Instituto Morazan, it should be interpreted to mean the "principal" of the school.

Profesor/Profesora

The terms profesor and profesora can be translated to mean teacher or professor. Profesor refers to a male teacher and profesora refers to a female teacher. In Honduras, it is common practice for students to refer to teachers by their first names, preceded by the title "Profesor" or "Profesora." Often, the title is shortened to "Profe." In order to approximate conditions found at the site, I will refer to the teachers in this study by using the term Profesor or Profesora followed by their first names. Note that both terms are spelled using only one "s."

Practical Activities

This is a literal translation of the term, "actividades practicas", which is the name given to a class required within the Ciclo Comun curriculum. It is roughly a combination of what in the United States of America would be the classes of home economics, shop, and health.

Campo

This word translates roughly as "country." Within Honduras, and within the context of this study, it refers to the rural areas of Honduras. The majority of land area in Honduras is considered to be "campo."

Futbolito

Futbolito is the name given to the game of soccer when played in an area smaller than an official soccer field and using small goals, usually with posts only 3 feet apart, and with small (usually 6" diameter) ball. It is often played on basketball courts or in the street.

List of Subjects

There are a large number of subjects referred to by name in this report. Because I have assigned pseudonyms which are typical of Honduran names, it may be difficult for English speaking readers to keep track of the identity of each subject. Thus I have provided a list of the principal subjects described in this report.

Profesor Rolando Barrios. The physical education teacher at the Instituto Morazan, the principal subject of the study.

Profesor Hugo Vasquez. The Director (school principal) of the Instituto Morazan.

Professora Margarita. The social studies teacher and director of the folkloric dance club at the Instituto Morazan.

Profesora Laura. The Spanish teacher and drama coach.

Profesora Carmen. The practical activities teacher and former physical education teacher at the Instituto Morazan.

CHAPTER 2

REVIEW OF LITERATURE

The review of literature for this project posed two particular difficulties. First, there was not a great deal of research concerning physical education in Honduras. Second, some authors (e.g. Agar, 1980) have suggested that a review of literature prior to undertaking ethnographic research is difficult under the best of circumstances, since the exact nature of the questions to be analyzed are not always clear at the beginning of the research process. Nevertheless, a rather extensive review of literature was undertaken prior to beginning this study. This review proved valuable in that it helped to guide the development of initial research questions and to focus early data collection. In addition, the concepts found in the literature helped provide a frame of reference for analyzing the results of the study.

This review is divided into four sections. The discussion of each of the these topics helps to set the context for the study. The sections are entitled (a) Research on Sport and Physical Education in Honduras, (b) Physical Education and Sport in Developing Nations, (c) Education in the Developing World, and (d) Qualitative Research Methods.

Research on Physical Education and Sport in Honduras

Research concerning physical education and sport in Honduras is extremely sparse. The available research consists of a 1980 study conducted by the Office of the Director General of Physical Education and several theses which have been completed by students at the national teachers training college, the Escuela Superior del Profesorado (ESP). The study conducted by the Office of the Director General of Physical Education was done under the supervision of a Japanese technical advisor, Hayato Takesue, and was similar in design and purpose to studies carried out previously by the Japanese, in El Salvador and in Japan.

The study documented the height, weight, chest circumference and fitness level of 2000 male and female students between the ages 10 and 17 years old. Comparisons were made between urban and rural settings within Honduras, and with results obtained in El Salvador and Japan. In general, results of urban and rural students were quite similar, with urban students scoring only slightly better on some of the tests. One notable difference was that while urban students were taller and heavier than rural students, there was no difference found in chest circumference. The investigators attributed the larger size in urban students to better nutrition and the relative smaller chest circumference to the fact that "children in the rural zone have more opportunities to do physical exercises such as

walking, running, climbing, etc. than children in the urban zone". (Direccion General de Educacion Fisica, 1980, p. 17) This possible explanation is very significant. If it is true, it confuses the logic that those who are poorly nourished are incapable of performing vigorous exercise and becoming physically fit.

In comparing the results with those obtained in El Salvador and Japan, the researchers found the Hondurans to be shorter and lighter than the Japanese yet slightly taller and heavier than the Salvadorans. In the fitness tests, Salvadoran and Honduran scores did not differ markedly but were significantly less than Japanese scores. While size differences were attributed to nutrition, the investigators explained the difference in fitness test scores by the fact that the Central Americans were not accustomed to taking such test, and by citing a lower quality of physical education in the schools (Direccion General de Educacion Fisica, 1980, p. 51).

Again, the researcher's conclusions offer controversy. What really happened in the physical education classroom? This investigation included no classroom observation, yet it was assumed that low fitness tests scores could be attributed in part to poor physical education classes. While this study was commendable and an excellent first step in the research process, it emphasizes the fact that much more needs to be done.

Another source of research in the area of physical education are the theses which are required of graduates from the national teacher training college, the Escuela Superior del Profesorado (ESP). Unfortunately, only a few of these theses have dealt with physical education, and only one seems at all relevant to the present study.

In 1977, Zavala and Lainez surveyed 40 high school physical education teachers from Tegucigalpa about their perceptions of the Ministry of Education's official physical education program. The results were surprisingly positive. The overwhelming majority of respondents agreed that there was a strong correlation between the specific program objectives and the general program objectives; that there was a strong correlation between specific objectives and program content; and that time assigned for the physical education class (2 hours per week) was sufficient in order to complete the program content. It is interesting to note, however, that not one of the 40 actually completed the official program during the year in question. Only when asked if equipment and facilities were adequate did the teachers respond negatively. Teachers working in public high schools believed they did not have adequate facilities and equipment with which to work, while private school teachers felt facilities were adequate. (Zavala and Lainez, 1977, p. 60)

Such complete agreement with an official curriculum is unusual throughout the developing world. This would

indicate that the conclusions of this study merit closer examination. One problem could be that teachers were in a sense being asked to evaluate their employer (the Ministry of Education). There is no indication in the research report that attempts were made to protect anonymity. Also, it would be interesting to conduct a similar study in rural areas where the identical national program is in use. At least this study begins to get at the personal perceptions and meanings which those involved in physical education hold, but much more insightful research is needed.

Thus, it is obvious that there is a dearth of physical education research reported in Honduras. What little research there is, offers few answers and only emphasizes the need for more investigation in this area.

Physical Education and Sport in Developing Nations

Despite the scarcity of research on physical education and sport in Honduras, there is a growing body of literature concerned with physical education and sport in other developing nations. While every setting has unique characteristics, many Third World countries face similar problems in the areas of physical education and sport. Thus, a review of the literature concerning physical education and sport in other developing nations, helps set the context for this study and alert one to the key concepts which may surface during the investigation. The sub-headings which are used to help organize this section are

Design and Purpose of Studies; Physical Education, Sport and the State; Curriculum and Objectives; Physical Education, Sport, and Culture; and Trends and Problems.

Design and Purpose of Studies

Much of the research dealing with sport and physical education in developing nations is primarily historical-descriptive in design (Bennett et al., 1983; Adedoja, 1985). This type of design has been well suited for the purposes of the majority of studies. The most common of these purposes of the majority of studies. The most common of these purposes have been to examine the past history of sport and physical education in a particular country (Amirtash, 1980; Indrapana, 1973; Wu, 1965); to document the present day status of and conditions affecting sport and physical education (Adedeji, 1972; Ekanem, 1976; Hall, 1973; Park, 1974; Fox, 1977; Horrine, 1975); and to discuss the role of physical education and sport in the development and execution of national policy (Andreson, 1984; Kirsch, 1977; Wright, 1978; McHenry, 1980).

For each of the aforementioned purposes, however, the primary concern is on the nation as a whole, and on the structure and status of sport and physical education within the nation. This emphasis is easily seen in three dissertations done at Ohio State University dealing with the role of physical education and sport in the "national building process" (Adedeji, 1972; Hall, 1973; Park, 1974)

and in recent literature concerning the relationship between government policy and sports (Andreson, 1984; Kirsch, 1977; Wright, 1978; McHenry, 1980). Additionally, cross-national studies such as those found in comparative physical education texts (Bennett et al., 1983; Van Dalen & Bennett, 1971) and survey studies such as those conducted by UNESCO, invariably offer an array of statistics summarizing the organization and administration of sports and physical education within each country.

Such studies demonstrate the overall societal and political context within which physical education programs exist and are admittedly "very relevant, useful and purposeful for a country that is just emerging into the academics of physical education" (Adedoja, 1972, p. 31). Yet, these studies often are deficient in that by focusing on that "global problems will be solved only by starting on the local level". This seems particularly appropriate advice for physical education where, while the focus remains on political and national objectives of physical education, the written objectives in almost every developing nation still emphasize the needs of the individual student. One author, who is concerned particularly with physical education, concurs that "it is at the village level that many of the reforms of the underdeveloped areas of the world must begin" (Ndule, 1974, p. 2).

Consequently, a few researchers in developing nations have begun to consider specific responses of the individual

toward physical education. Onifade (1985) used the Kenyon Attitude Toward Physical Activity Inventory to study the attitudes of Nigerian students toward physical activity. Beran and Smith (1976), however, developed a semantic differential scale to examine the attitudes of Filipino school children toward play. While Beran and Smith reported that their instrument was successful, Onifade concluded that the students probably did not express their real attitudes.

This contrast in results illustrates some of the problems of research in the developing world. On the one hand, instruments are sometimes used which were developed for use in different cultural contexts, and on the other hand, the research is often done at a distance. For example, Onifade (1985) surveyed Nigerian university students studying in the United States of America, while several other researchers (Indrapana, 1973; Sial, 1972; Hall, 1973) conducted their studies without making country visits during the research process. Ekanem (1976) in particular, stressed that his research was adversely affected by difficulties due to the distance which separated the researcher from the respondents.

Another deficiency of many studies is that the subjects interviewed have often been political and educational leaders and/or university students reflecting on their past experiences (Hall, 1973; Adedeji, 1972; Onifade, 1985). While these subjects help provide the "official" status of physical education, the data might mask more personal

responses. For example, Sial (1972) in attempting to discover attitudes of Pakistani physical education teachers, expressed logical doubts about using a methodology in which she was forced to gather information only through contact with "directresses" of physical education.

Finally, it is important to note that there have been exceptions to the aforementioned patterns, both in the focus of the studies and the methodologies which have been used. For example, one investigator reported the successful use of the Wear Inventory of Attitude toward Physical Education and claimed that the Inventory "is able to help determine what attitudes subjects held toward physical education regardless of whether the population studied would be found within or outside the American culture" (Ekanem, 1976, p. 42). In contrast, Beran and Smith (1976) used an instrument specifically designed for their study which took place in the native country of the children being observed. Similarly, Ourso (1974) attempted to ascertain factors influencing Japanese excellence in gymnastics, by spending a year in Japan interviewing and observing Japanese gymnasts and physical education students both in the schools and gymnasiums, and in home and social settings.

Thus, much of the growing body of research concerning Third World countries focuses on the nation as a whole and uses survey techniques that usually poll the opinions of political and educational authorities. There are, however, some studies focusing on more personal responses of

individuals toward physical education, although they have not been entirely without methodological shortcomings. Of all the studies involving developing nations, most deal with Africa, particularly Nigeria. Other studies are concerned with the Near East and the Far East, but very few have focused on Latin America.

Physical Education, Sport, and the State

As has been stated many investigators have focused on the relationship between sport and physical education and the nation as a single entity. These studies often take one of two directions. Some studies examine the use of the sport and physical education to enhance national policy, while others discuss the role of sport and physical education in international relations.

Adedeji (1972), Hall (1973), and Park (1974) all examine the role of physical education and sport in the "nation building" process, while other investigators studied the role of physical education and sport in the execution of national policy (Anthony, 1979; Bennett et al., 1983; Ndule, 1974; Wu, 1965; Wright, 1978; McHenry, 1980). In all of these studies the authors suggest that physical education and sport has been used to integrate different ethnic groups found within countries and to help develop a sense of national pride. As an example, investigators in Nigeria (Adedeji, 1972), Kenya (Hall, 1973), and Panama (Horrine, 1975) all cite the successful use of sport and physical

education in integrating nations. Adedeji (1972) is representative of the others in calling physical education "an indispensable element for bringing about the integration of ethnic groups" (p. 250) and "a means of diminishing parochialism within the Nigerian society" (p. 250).

While there is a consensus that many developing countries attempt to use sport and physical education in the nation building process, not all agree that these attempts have been as successful as the previous paragraph would lead one to believe. McHenry (1980), in discussing the case of Tanzania, states "although sports have the potential for building new bonds among people through joint participation, they may also produce new cleavages" (p. 250). Wright (1978) concurs indicating that "within the Republic of Nigeria there exists intense rivalry between the nineteen states for success in sports" (p. 362). Thus, the controversy continues concerning the degree of effectiveness of using sport and physical activity to enhance the nation building process.

Some, however, would even question the motives of government sport and physical education programs. Bennett et al. (1983), suggest that "sport and physical education are used extensively as a tool for indoctrinating youth and people in general into a particular political philosophy" (p. 188). While some might argue that this is a logical and justifiable role of a government, Bennett et al. also state that "sports can be perceived as a way of helping national

governments to maintain the status quo." Some authors (Freire, 1970; Udagama, 1980; Lundgren, 1985) consider this to be one of the most serious charges against educational systems in the developing world and thus they would be just as critical of the use of sport and physical education for similar purposes.

The use of sport and physical education in international relations has had greater visibility than its use in promoting national policy. This topic has gained the attention of the entire world through the highly publicized political confrontations surrounding the Olympic games. These events have not involved exclusively the industrialized super powers but also have included to a great degree the nations of the Third World. The use of sport and physical education in the Third World can be investigated from two points of view. One is by examining how the developing nations themselves use sport and physical education in international relations and the other is by looking at how industrialized nations relate to developing nations through the use of sport.

McHenry (1980) notes "it is not surprising to find that the governments of the Third World are among the strongest supporters of the use of sports to achieve policy objectives. Internationally, they have brought issues such as South African apartheid into a world forum" (p. 237). The concern about the use of sport as an international forum is also highlighted by comments concerning the First

International Conference of Ministers and Senior Officials responsible for Physical Education and Sport sponsored by UNESCO in 1976. Bennett et al. (1983) postulate that "this conference was initiated by communist and Third World Countries, who wanted to turn it into a kind of United Nations Organization for sports to counterbalance the international sport organizations in which they could not achieve a majority" (p. 202). Similarly, Kanin (1976) claims that the Pan American Games are used by Cuba as "a games" become, for Cuba, more important than the Olympics" (p. 498).

While these examples and many more cannot be denied, an even more common use of sport and physical education by Third World countries is as a means of obtaining international prestige (Wright, 1978; Anthony, 1979). Nigeria is one example of this striving to achieve international prominence in the world of sport. Adedeji (1972) polled Nigerian government, educational, and sports authorities and found that the single most important motive for Nigerian support of sport was to obtain international prestige. Another example is South Korea where park (1974) cited the desire of the government to obtain prestige through sport. The staging of the 1988 Olympic Games in South Korea indicates that this strategy continues.

Sport and physical education is also used by nations to assist and influence Third World countries. For example, West German assistance in sport to developing nations has

been called an "instrument of planned development politics, used consciously and based on a large amount of money" (Bloss, 1977, p. 21). This German assistance has included sending sport specialists to developing countries, training Third World athletes in Germany, supporting the construction of facilities, and other types of aid (Kirsch, 1977). Another example is the U.S.A. whose Peace Corps Volunteers have greatly influenced the development of physical education programs in Third World Nations (Hall, 1973; Indrapana, 1973; Ndule, 1974).

Educational institutions are also involved in this type of assistance to developing nations. The Bayreuth International Sport Seminar held in West Germany (Andresen, 1984) and the international emphasis in physical education at Lock Haven State College in Pennsylvania (Maetozo, 1985) are but two examples. International professional organizations such as the International Council of Sport Science and Physical Education (ICSSPE) and the International Council for Health, Physical Education and Recreation (ICHPER) also are involved in assisting developing nations (Hebbelinck & Borms, 1984; Sanders, 1985).

While all this assistance may sound idealistic and positive, there are indications that it is used by industrialized nations to maintain their international status just as national governments may use sport to perpetuate the current distribution of power. The

campaigning by the government of the U.S.A. for support of the 1980 Olympic boycott has been well documented. Bennett et al. (1983) indicate that "the United States State Department established a special task force to promote the boycott in other countries" (p. 204).

Concerning the entire international sport scene, Wright (1984) states that "sport does reflect the relative disparity in development between countries, but like other political and economic situations, there is little chance to opt out" (p. 367). This pessimistic idea that international sport assistance and participation, rather than helping developing nations, further restricts the chains of their dependency is supported very forcefully by Eichberg (1984) in his article "Olympic Sport - Neocolonization and Alternatives". He claims that there is "economic dominance and neocolonization by Western capitalism in sport as in other areas" (p. 98). These assertions as well as those concerning sport and national policy should lead us to consider carefully the true motives and objectives behind the support of physical education and sport in developing nations.

Curriculum and Objectives

In tracing the history of physical education in China, Wu (1965) concluded that many of the objectives of physical education were "no doubt, the same as those in other countries" (p. 75). It is somewhat surprising to find that

despite political and cultural differences this statement by Wu holds true for most developing nations. We have already seen that the most powerful motives and guiding objectives are probably political and consider the well being of the nation as a whole, but in official written curricula from Latin America to Africa to Asia objectives designed to achieve individual development are dominant.

The most common objective found concerns not physical development but the development of the "complete individual" (Park, 1974; Hall, 1973; Sanders, 1985; Wright, 1978; Tien, 1978; Bennett et al., 1983). This objective has been defined as development of "the mind, body, and spirit" and the development of "fully functioning personalities". A second popular objective is that of "physical development". This is usually stated in a general way and only on occasion is the term "physical fitness" use (Park, 1974; Hall, 1973; Wu, 1965; Fox, 1977). Almost as common as the physical development objective is "mental development", sometimes called "mental hygiene" (Park, 1973; Hall, 1973; Tien, 1978; Wu. 1965).

Surprisingly, the specific mention of "health" is less common than those objectives mentioned thus far (Sanders, 1985; Ndule, 1974; Wu, 1965; Park, 1974). This can partially be explained if health is considered to be part of the rather generally stated and all inclusive objectives concerning physical development. Another common objective is the "development of sport skills" (Hall, 1973; Fox, 1977;

Wu, 1965). The hope that the development of these sports skills among students will result in a larger pool from which to select elite athletes, while apparently a prime national objective, is seldom stated officially in physical education curricula (Fox, 1977). Other objectives found in physical education curricula throughout the Third World include community development, coordination, formation of good citizens, character building, and the effective use of leisure time.

Thus, physical education objectives appear to be remarkably similar throughout the developing world and in industrialized nations. These objectives are typically concerned with the development of the "whole person" and are often stated in general terms. One must be aware, however, that these written objectives do not always complement national motives for supporting physical education and sport as discussed previously. When there is a conflict, it seems obvious that the individual "educational" objectives end up being neglected (Park, 1974).

Just as objectives do not differ markedly among the developing nations, neither do the activities and sports which make up the different physical education curricula. "Western" sports seem to dominate most physical education programs in the Third World (Wu, 1965; Ndule, 1974; Hall, 1973). Explanations for this range from carry over from colonially-imposed educational systems such as seen in Kenya (Hall, 1973), to the fact that "Developmental assistance"

programs such as Peace Corps often established the first formal physical education programs (Ndule, 1973; Hall, 1973; Indrapana, 1973), and to the idea that many developing nations are tied in the Olympic system and thus gear their programs toward Olympic sports (Eichberg, 1984).

Indigenous activities have not completely disappeared from the physical education curricula of developing nations. In almost every country certain traditional games are included. The most common traditional activity found in currucula through the Third World is some form of traditional dance. Most investigators agree that traditional activities should be maintained and that efforts must be made to preserve them as an important part of the physical education curriculum (Ndule, 1974; Adediji, 1972; Amirtash, 1980). While some authors such as Eichberg (1984), argue for curricula and competitions based exclusively on traditional activities, most agree that a combination of western and traditional sport activities is the most appropriate (Ndule, 1974; Adediji, 1972; Amirtash, 1980).

Physical Education, Sport, and Culture

The interest in comparative and international studies focusing on sport and physical education which has been evident in the studies reviewed thus far, might be considered a relatively new development. Anthropologists, however, have long been interested in the cultural significance of play and games. Many of their studies

relate directly to issues of concern in formal sports and physical education programs, and offer valuable insights to the educational researcher.

Two examples of this type of research are the studies of Fonger and of Geertz. Fonger (1978) related the type of games played in four different North American Indian societies (Klamath, Papago, Zuni, and Aztec) to the complexity of each society. Geertz (1973) in a much cited work saw the Balinese cockfight as a metaphor for the society in which it occurred. While studies such as these aid us in recognizing the importance of examining the cultural contexts in which physical education and sport occur, they also offer models for research methodology.

The use of ethnographic research techniques is beginning to be used in more typical physical education settings. Bain (1982) suggests the value of these techniques in developing curriculum theory. Griffin (1985) describes the contextual factors affecting a physical education program in an urban multiracial setting and Parrott (1972) classifies children's games in an ethnography of a second grade recess period. Each of these studies describes the specific cultural setting for physical education activities.

It should be obvious that the description and explanation of culture is particularly relevant in examining physical education and sport in the developing world. Many of the problems of physical education and sport which are

discussed throughout this review of literature, are affected by and often stem from the particular cultural context within which they are found. Bennett et al. (1983) agree that "sports and games have ever been a part of culture and are a reflection of the larger society within which they exist" (p. 110). Thus, one can only hope that researchers concerned with interest in physical education will follow the lead of anthropologists and increase their efforts to examine physical activity in terms of the cultural context within which it occurs.

Trends and Problems

In both the physical education literature and the anthropological literature, one finds certain problems associated with physical education and sport in developing nations appear repeatedly. It is interesting to compare this list of problems which was developed from the literature prior to undertaking the fieldwork, with the problems and conditions which actually existed in the site where the study took place.

Low Status of Education/Physical Education

Many investigators found the subject of physical education to occupy a very low level of status in the overall educational system within a country (Hall, 1973; Ndule, 1974; Sial, 1972). Typical of this situation is the comment by Sial (1972) that "physical education is the most neglected subject or field in the whole sphere of Pakistani

education" (p. 54). This problem is compounded by the fact that education in general is often seen by citizens of developing nations as irrelevant to their needs (Ndule, 1973). Thus, physical education often finds itself in the unfortunate position of being considered the least valuable component in an already undervalued educational system.

It is interesting that in spite of these facts, not a single investigator questions the value of physical education in the developing world. Each researcher attempts to explain the reasons for the low status but then offers suggestions on how to elevate physical education to its "rightful place". Perhaps an investigation as to the actual value of physical education in these settings would be warranted. Rather than to continue to assume that the traditional general objectives are automatically valuable, it would be helpful to let the people speak. Perhaps in this way, we may first answer whether physical education belongs in the curriculum in the developing world and then discover better and more relevant ways to deliver its message.

Facilities

Given the low status of physical education in most developing nations it is not surprising that most researchers cite an extreme shortage of physical education and sports facilities. In Nigeria for example, "there were no gymnasiums and children had not alternative but to participate in sports and games on wet grass during rainy

seasons and dry dusty grounds during the dry season. This was enough to make many children develop a negative attitude toward physical education (Adedeji, 1972, p. 150). The sentiment expressed here is disturbing in that it seems to attribute the lack of interest in physical education to the lack of facilities. One might ask, didn't these children continue to play with enthusiasm during the same climatological conditions? Why then was their attitude toward physical education in the school dampened? Still, Adedeji's (1972) observation cannot be entirely ignored. Griffin (1985) in a study conducted in an urban, multiracial setting in the U.S.A., argued strongly that contextual factors such as facilities affect the quality of physical education programs in a very real way.

If this be the case, however, there would not appear to be much hope for programs in developing nations where economic problems will most likely limit the construction of physical education facilities for years to come. A more realistic approach might be the adaptation of activities to available facilities. The International Council for Health, Physical Education and Recreation has recognized this problem and regularly includes a feature in the International Journal of Physical Education entitled "Teaching Aids for Physical Education in Developing Countries". Also, a return to indigenous games might help alleviate the shortage of facilities while at the same time making physical education more relevant.

Those who continue to argue that improved facilities are both a necessary and a practical solution might examine the case of Brazil. Bennett et al. (1983) cit Brazil as having more stadia with a seating capacity of over 100,000 than any other country in the world. Their closest competitor, the U.S.A., has only such 5 such structures. This circumstance could lead to the argument that it is not that developing nations cannot afford to improve physical education facilities, rather that they choose to patronize highly competitive elite sports.

Emphasis on Elite Sport

The case of these Brazilian stadia are just one example of the emphasis on elite sport found throughout the Third World. While the written objectives for physical education and sport programs are replete with admirable educational goals aimed at the individual, a more urgent, if undocumented, agenda exists for using sport to achieve national and international political objectives. These political objectives do not necessarily have to be achieved at the expense of the educational objectives as has been demonstrated in China (Tian, 1978; Wu, 1965). Nevertheless, in the majority of cases elite competitive sport is the chosen vehicle for promoting the political ends, and funding usually comes at the expense of physical education in the schools (Park, 1974; Adedeji, 1972).

This view is not taken only by Third World governments. Many industrialized nations also gear their developmental

sport assistance toward elite sport. An example are The Federal Republic of Germany's sport assistance programs for developing countries. Bloss (1977) indicates that only a few of these programs are geared towards the support of school sport or sport science while the rest focus on elite sport. He is, however, critical of this situation, stating that

> This is in contradiction to the basic program of assistance in education and science. The support of a small group of top level athletes can hardly be combined with the objective of an improvement of the economical and social situation of the common people" (p. 23).

Even some researchers have focused their efforts on improving elite sport. Adedoja (1985) argues for more sophisticated research in sport psychology in order to aid the training of elite Nigerian athletes and Ojeme (1985) recommends the use of Nigerian universities for the training of top level competitors.

It is obvious, therefore, that throughout the developing world, school sport and physical education has suffered because of elite sport. While most investigators have deplored this situation, all do not, and certainly governments of both developing and industrialized nations feel justified in this approach. There seems to be a school of thought, however, that the legitimate political aims of the government, such as nation building and friendly international relations, might be achieved better by focusing more attention on physical education in the schools

and on sport for the masses (Tien, 1978; Blauvelt, 1985). Certainly the idea is intriguing enough to merit serious investigation.

Westernization of Physical Education and Sport

Indrapana's (1973) statement that "One must accept the fact that physical education in Thailand has been greatly influenced by foreigners" (p. 257) can be repeated in virtually every developing nation. The origins of this influence usually start with colonialism as seen in the case of Kenya (Hall, 1973), and then later can be traced to developmental assistance programs such as the Peace Corps and even religious missionaries (Ndule, 1974; Indrapana, 1973). Recently, however, the continued Westernization of sport is carried out most directly by the Olympic system and international sports federations (Eichberg, 1984).

There is hardly an investigator who does not lament the loss of traditional sport and physical education from the physical education curriculum. Most, however, also recognize the value of "Western" sport and agree with Adedeji (1972) that "There must be a programme which integrates local games and Western sports, combining the best of these cultures" (p. 4). Some people like Eichberg (1984), however, are not convinced that Western sport should be forced on other cultures and embraced so readily by the developing nations. The fact that both arguments are quite logical points to the need of investigating very personal

responses by students in developing nations to both Western and indigenous activities.

Teacher Training

The lack of well trained physical education specialists, especially at the elementary level, has hampered the development of physical education in the developing world (Ekanem, 1976; Anyanwu, 1979; Sial, 1972). Anyanwu (1979) suggest that reasons for the shortage of well trained teachers include the low academic status accorded physical education, the lack of qualified teachers in the universities and teacher training institutions, and the inadequate practical education given to teachers. Sial (1972) claims that cultural traditions also limit the number of young people, especially women, who enter the profession. Yet, Ekanem (1976) found a consensus agreement among students in Nigerian teachers training colleges, that physical education should be taught by specialists both in the elementary and secondary schools. As with most problems, that of teacher training is interrelated with others. On the one hand there are those who are not convinced of the importance of training teachers because of the low status accorded physical education and on the other hand suggested solutions are tempered with economic realities.

Nutrition

The malnutrition suffered by a great number of children in the developing world and its relationship to physical

education is over mentioned. Ndule (1974) states that "No amount of physical exercise or sports or athletics is going to help much for the African child to be physically fit, if he [sic] is undernourished" (p. 3). This statement seems logical and is expressed in most studies concerning the Third World. No proponents can be found, however, who recommend the elimination of physical education due to this circumstance. Adedeji (1972) agrees with the statement of Ndule but at the same time recommends that more vigorous physical exercise be added to the physical education program in Nigerian schools.

In a study designed to examine the relationship between physical fitness and nutrition in Filipino high school students, Wright (1985) found no such relationship. A study such as Wright's goes against conventional logic, yet it supports the maintenance of vigorous exercise in school programs. It is clear that this issue must be carefully examined. If it is true that physical education requirements sap children of energy needed to perform the most basic of tasks, then perhaps we should consider eliminating physical education from the curriculum. On the other hand, anyone who has observed many of these youngsters at play and at work knows that their physical capacity is often remarkable. A possible explanation may be the differing degrees of conditions which are commonly grouped together in international health statistics as "malnutrition".

Women in Sports and Physical Education

Most investigators have found a tendency for women to be excluded from full participation in physical education and sport activities. This is often attributed to religious and cultural traditions. Amirtash (1980) and Sial (1972) demonstrate clearly the difficulty of sports participation for women in the Islamic world. Restrictions are placed not only on types of acceptable activities but also on modes of dress and on interaction with men which further limit instruction in physical education. The lack of sufficient participation in sports by women from African states is also indicated by several authors (Adedeji, 1972; Hall, 1973).

A pleasant exception to this pattern is found in the work of Holm (1978), who examined the opportunities for participation in physical education and sport by Brazilian women. She concluded that although the attitude of "machismo" tended to permeate Brazilian society, "in physical education, sports participation, public reinforcement and funding, opportunities and interest are equal for males and females" (p. 152). A further examination of this situation might result in information valuable in improving women's sport participation in other developing nations.

It is clear that the participation of women in sports and physical education in developing nations is limited by cultural and religious factors. While, efforts must be made

to improve this situation, the contextual cultural factors must be taken into consideration.

Leisure Activities

The concept of leisure time sport activity in the developing world offers an interesting contrast of opinions. The terms "sport for all" and "sport for the masses" are becoming an ever increasing part of the sport and physical education vocabulary. UNESCO (McNeely, 1980) has affirmed that participation in sport is a right for all people and many authors have encouraged "sport for all" programs in Third World nations.

Others such as Bloss (1984), however, claim that sport for the masses, at least as it is practiced in industrialized nations, should not be encouraged in the developing world. In referring to some of the functions of "sport for all" programs, Bloss states "the regenerative function due to one sided movement and lack of movement as well as the compensating function in regard to stress of the working situation in the industrial nations has not yet great importance" (p. 23). Thus, he argues that sport for the masses in Third World nations should be done "on a private, individual basis and as a spontaneous undertaking" (p. 23).

While Bloss offers logical arguments, there may be other reasons for participating in organized recreational sport which justify its use in developing countries. Blauvelt (1984) for example, reported the successful use of

an organized recreational activity for Nicaraguan refugees in a refugee camp in Honduras. The program in this case seemed to fill a spiritual void which had come with uprooting and leaving one's own home and country. Whatever the answer may be, the fact that countries are "jumping on the sport for all bandwagon", necessitates the serious consideration of these types of programs.

In concluding the discussion of these problems which recur through the literature, it is appropriate to mention that without exception, the authors agree that physical education should remain a part of the educational system in the developing world. There is vast disagreement on the best ways to teach and organize physical education, and as has been demonstrated clearly in this review of literature, there is sample recognition of a vast array of serious problems which limit the proper conduct of physical education programs. But, in no case has anyone suggested the elimination of programs. There is most definitely a consensus that even in the developing world, physical education has something to offer. Even still, careful analysis is needed of questions such as; what is the value of physical education? to whom is it valuable? and do these values justify its continued existence in face of ever surmounting problems?

Education in the Developing World

The understanding of the context in which an incident occurs is essential to the understanding of the incident itself. Thus it is impossible to discuss physical education without describing the general educational situation within which it is situated. This is particularly true of physical education in the Third World, where most of the aforementioned problems find a parallel in the problems of education in general. Although there is an extensive body of literature concerning education in the developing world, only those problems which recur throughout the literature and which parallel problems found in physical education, will be examined in this section. The problems or issues which will be discussed are the following: 1) education and economic growth, 2) the emphasis on higher education and elitism in education, 3) the rapid expansion of education and its significance as a symbol of progress, 4) education as an instrument of change versus education to maintain the status quo and 5) alternatives to formal education.

Education and Economic Growth

To separate the problems of education in the Third World from the issues surrounding economic growth is an impossibility. Indeed, education has been seen as the "engine of growth" (Letwin, 1985). The ability of education to serve this function, however, has not proven to be very successful.

One problem which has occurred is the growing number of educated yet unemployed people in the Third World (Psacharopolous, 1982; Carnoy, 1980, 1985; Zacharial, 1985; Simmons, 1980). Carnoy explains this by claiming that "unemployment is not a function of the amount of schooling or type of schooling of the labor force...the numbers [of employed] will not be raised by making education more relevant" (1980, p. 158). Instead, he believes that it is the economic structure of the society which must change.

Despite this opinion that "it is not education's fault" there has been a growing disillusionment with education's failure to aid economic growth and decrease unemployment. One result of this has been an increase in technical education, designed to teach specific job skills. Yet, many researchers such as Park (1980) fell that this solution has not and will not be effective.

Another reaction against education's economic failure has been to cut funding. Irvine warns that increasingly education "will be judged worthy of support from government funds on the basis of perceived socio-economic benefits" (1982, 0. 16). The pessimism reaches an extreme when authors such as Barkin (1971) suggest not only that education does not help economic growth but that it actually might hinder it. Some, however, such as the International Institute for Educational Planning (1982), still believe that education has a vital role to play in economic development.

Whatever, the case may be, it is clear that the fate of education in the Third World is closely linked to the economic situation confronting those nations. In some cases, education has failed as an "engine of economic growth" and thus comes to be perceived as an economic liability. The reaction is often a reduction of already limited funds. This reaction is particularly damaging for physical education programs, which are perceived as the weakest link in a system which is already "under siege".

Emphasis on Higher Education and Elitism in Education

Another characteristic of education in the Third World is the emphasis that has been placed on higher education (Simmons, 1980; Irvine, 1982; Bowles, 1980; Zacharial, 1985; Psacharopolous, 1982; Dore, 1976). This growth in higher education, where elite sport is often funded at the expense of in-school physical education programs.

In fact, the emphasis on higher education has been criticized as severely as elite sport programs (Irvine, 1982, Udagama, 1980). As an example, Irvine (1982) notes that universities are accused of "being sanctuaries for the elite and of paying too little attention to the basic development needs of the country" (p. 16). In an illustration of this point, Wiley (1985) noted that of the 11 members on the physics staff at the University of Nairobi, not one was engaged in research addressing the developmental needs of the country.

The solution to this problem is not simple. Simmons (1980) calls a dilemma a "choice between two alternatives which are equally unsatisfactory to people making the choice" (p. 2). Thus, "The Education Dilemma" for developing nations is between the alternatives of continuing to fund higher education at the expense of elementary education or channeling funds from the universities into more economical elementary and non-formal education. But this becomes a true dilemma since the first choice has already proven to be an economic liability and the latter alternative would probably result in complaints from irate upper income parents whose children will be denied access to higher education and upon whom government leadership depends for political support. (Simmons, 1980). Thus, decisions facing Third World Governments on where to place limited educational funds, are far from simple.

Educational Expansion/Education as a Symbol

Despite the aforementioned problems, education has expanded rapidly in the Third World (Post, 1985; Letwin, 1985). If, as we have seen, education does not offer economic solutions and is geared toward the elite, what then can account for its rapid expansion in the developing world? A possible explanation is that education has become an important social symbol. On an individual level, education has become "a form of social right" (Carnoy, 1985, p. 170). Thus, despite the many problems confronting education in

the Third World, there seem to be powerful social forces which push for its continued expansion. Indeed, Dore (1976) characterizes these forces as "a pressure which is practically irresistable" (p. 101).

Education as an Instrument of Change versus Education to Maintain the Status Quo

Post (1985) suggests that schooling "is one of the most important state services by virtue of its capacity to behave as both the cause and effect of social change" (p. 189). Whether or not this is true, is one of the most controversial and emotionally charged topics to be found in the literature discussing education in the Third World. There is no doubt that most scholars harbor the hope that education can bring about change but many now express disillusionment with this thought.

Paulston (1977), for example, has seen education as a form of cultural hegemony and as the practice of internal colonization. This hegemony, is not only maintained through curriculum content but also through methodology. This methodology, called the "banking concept of education" (Freire, 1970), relies on the teacher as the sole source of knowledge which is to be memorized by the student. Obviously, this type of teaching does not encourage the creative thinking necessary to promote social change.

The disillusionment with the hope that education can bring about change in particularly evident in the following comments of Udagama:

> The school was supposed to be a social leveller in LDCs. The stratified and even ossified social structures of these countries were to be transformed by education. The earlier imposed education systems may have achieved some social levelling at the initial stage of colonial rule, but now we know that schools have added to the vertical divisions of society. The system is perpetuated now by the acknowledged education advantages given by elite families to their children. Education like wealth can be transferred to children. The politically peddled "quality of opportunity" is truly farcical.
>
> For too long the rhetoric has assumed that education was an agent of change in the developing world. Education certainly changed the speech, dress, eating habits and life style in the colonial world, but we now know that the banking type of education, as Freire observed, does not produce the change agent. The sophisticated academic secondary and tertiary institutions have alienated men from their societies by overemphasizing education and skills at the expense of attitude and commitment. A school alone can change nothing in society.
>
> (Udagama, 1980, p. 24)

If education does not bring about change, then it may serve to maintain an existing power structure both by Third World governments in dealing with their own citizens and by industrialized nations in their dealings with the Third World (Lundgren, 1985). This further complicates the use of education as an agent of change for it implies that "while the state apparatus has power in relation to its own society, it may be powerless in relation to other nations and economic systems" (Lundgren, 1985, p. 135). Thus, it is clear that while some authors still harbor the hope that

education will become a liberating force in the Third World, others are convinced that in reality education has become the tool by which change is prevented.

Alternatives to Formal Education

Disappointment with both the economic and social results of educational programs in the developing world has led some people to look for alternative approaches. One such approach is the development of technical education and training programs to develop specific job skills. While these programs have been popular, they have not always proven to be successful (Dore, 1976; Park, 1980).

An ever growing mode of delivering education is the use of distance education (Rumble, 1982a, 1982b: Hallak, 1983; Escotet, 1983; Crooks, 1983). This mode of education may use advanced technology as demonstrated by the use of satellites in India or it may simply use written programmed learning packets in what was previously known as correspondence education. While this mode of education facilitates reaching a great number of people in remote places and does not usually necessitate the construction of school buildings, there is still much discussion as how to best use it. Some educators argue that distance education should have its own objectives and systems of evaluation and be considered a type of non-formal education while others insist on using it to duplicate and extend systems of formal education (Escotet, 1983). What seems certain is that

distance education will continue to be used in the Third World as the demand for education keep increasing.

A third alternative is the many non-formal education programs aimed at reaching those who normally are not included in the programs of formal education. Included here are the many campaigns to reduce illiteracy carried out by national governments as well as agricultural and health education projects often sponsored by international agencies.

Consciousness raising, a process in which facilitator aid students to see their own reality and recognize their situation of being oppressed, is often discussed as part of non-formal education programs (Freire, 1970; 1973; 1975). The procedure is not without controversy and even one of its most fervent proponents, O'Gorman, recognizes it as a potentially subtle and deceptive manipulation of other people (1984a). However, O'Gorman and others feel that consciousness raising can be done in a non-manipulative way and used to combat the use of education as cultural hegemony.

The growth of these alternatives to education is unlike the other issues discussed in that there is no clear parallel in the field of physical education. This is a potentially dangerous situation since physical education and sport is often excluded from, or at least ignored, when these alternatives are proposed. As alternate forms of education prosper, and formal education diminishes, physical

education may find itself without a home. Thus it would seem imperative that physical educators work to include physical education in the alternative education projects which seem to be springing up throughout the Third World.

These are but a few of the most common problems which face education in the developing world. Any investigator who examines a part of the educational system must be aware of these problems and must recognize their influence on all aspects of the educational system in a developing nation.

Qualitative Research

A general theme of the review of literature thus far, has been that most researchers dealing with education and physical education in the Third World have focused on how these areas have fit into the overall scheme of national development. While they have succeeded in setting the general context of education and physical education in these countries, the personal responses of students and teachers have been largely neglected. It is the hope of partially rectifying this oversight that has inspired this proposal. Likewise, the intention of focusing on personal perceptions of physical education has lead the researcher to select qualitative methods based on participant observation. This section of the review of literature will briefly discuss the definition and use of qualitative research methods; describe some of the characteristics of these methods; and provide some examples of the use of these methods in the study of

physical education and sport. A variety of terms have been used to identify qualitative research. They include "field research", "naturalistic", "ethnographic", "symbolic interactionist", "interpretive", and others (Bogdan & Biklen, 1982; Erickson, 1986). While in practice these terms are often used synonymously (Bogdan & Biklen, 1982), technically they tend to have specific meanings (Erickson, 1986). For example, Spradley and McCurdy (1972) insist that ethnography is used exclusively to describe a particular culture and not to explain, classify or interpret. But, whatever the term that is used, they all make up "the family of approaches to participant observational research" (Erickson, 1986, p. 2). For the purpose of this literature review, the terms "qualitative" and "interpretive" will be used synonymously.

These methods have been used for approximately 70 years in sociology, and since the early 1960s in education (Erickson, 1986). Often their use has created controversy as to whether or not they are "legitimate", scientific methods (Erickson, 1986; Bogdan & Biklen, 1982; Harris, 1981). The use of these methods continues to grow, however, and the publication of The Discovery of Grounded Theory by Glasser and Strauss (1967) seems to be the benchmark in establishing a rigorous methodology for qualitative research.

While defining qualitative research or settling on an exact word with which to label it, is difficult, most

research projects in this "family" share similar purposes and characteristics. The discussion of some of these characteristics will be herein presented. Perhaps the most distinct characteristic of interpretive research is that it is based on participant observation in the field. In order to carry out effective participant observation, the researcher must get very close to the subjects (Schatzman & Strauss, 1973). The data collected in participant observation usually takes the form of fieldnotes. While these fieldnotes contain description of events and personal interpretations made by the researcher, the collection of quantitative data is also sometimes included (Erickson, 1986). Videotape and audiotape are often used to assure the accuracy of participant observation.

One of the principles of interpretive research is to strive to see and explain what is happening from the participants point of view (Harris, 1981; Schatzman & Strauss, 1973; Erickson, 1986). This means that interpretive research is particularly appropriate for answering questions such as "what do actions mean to the actors involved in then, at the moment the actions take place?" (Erickson, 1986, p. 9). It is because of this principle and ability to answer such questions, that qualitative research is attractive to many researchers in education (Berlin, 1986; Rist, 1982). In the words of Rist "this mode of research brings the study of human beings **as human beings** to center stage" (1982, p. x).

This principle of discovering the participant's point of view, is related to questions concerning the design of these studies. Normally, the researcher goes into a study with a very limited idea of key concepts and questions and must continually refashion the design throughout the period of observation (Schatzman & Strauss, 1973; Bogdan & Biklen, 1982). Erickson (1986) on the other hand feels that the research process should be "as deliberative as possible". But, even when one goes into a study in a "deliberative" fashion, hypotheses are never tested. Instead, research questions guide the observation, and the end result is often the raising of hypotheses or the "grounding of theory" (Glasser & Strauss, 1967).

Another characteristic of interpretive research is the fact that both data analysis and data collection take place throughout the period of observation. One specific method of doing this is the "Constant Comparative Method" proposed by Glasser and Strauss (1967). But, whether or not their exact method is followed, all methods are characterized by a sequence in which data are collected and analyzed immediately. This information is then used to refashion the research questions which in turn are used to guide subsequent observation. This cycle is repeated continually throughout the study.

A final concept which usually arises in the literature on qualitative research is the question of ethics. Almost all authors deal with this question (Agar, 1980; Bogdan and

Biklen, 1982; Erickson, 1986) but few offer fool-proof solutions. As Agar (1980) puts it "the guidelines for the protection of human subjects were not designed with ethnography in mind" (p. 56). The point is any researcher whose goal is to "get as close as possible" to the participants will be faced with ethical dilemmas. One must be aware of this fact and prepared to deal with it.

In summary, qualitative or interpretive research goes by many names but each shares common characteristics. These include; the fact that the research is based on participant observation; the desire to see things from the participants point of view; entering into the study with an open mind; the ongoing process of data collection--data analysis--data collection; and the fact that the researcher is likely to be faced with ethical dilemmas.

While interpretive research has not been used extensively in physical education and sport, there are some examples of its use. Many of these are concerned with the anthropology of play and the cultural significance of games (Geertz, 1973; Cheska, 1984; Fonger, 1978; Parrot, 1972). A growing group of researchers, however, recognize the potential for the use of interpretive research in traditional physical education and sport settings (Harris, 1981; Widmer, 1978; Earls, 1986; Berlin, 1986; Bain, 1982; Griffin, 1985). One of the appeals of using this research in physical education is the ability to focus on the student and the teacher (Berlin, 1986). Thus, an interpretative

research approach seems particularly appropriate for a study such as this one in which I examine the significance and meaning attributed to physical education, by students and teachers in Honduras.

CHAPTER 3

PROCEDURE

As has been stated, the purpose of this study is to describe, from the perspective of participating students and teachers, the conditions and behaviors which occur in a high school physical education program in rural Honduras. In addition, an attempt is made to identify the factors which affect and result in these conditions, and to compare and contrast the school program, with other views of rural physical education programs and with patterns of recreational activity found in the community in which the school is located. The procedures described in this chapter were chose to help accomplish these purposes.

Site

With a relatively large land area of 112,088 square kilometers, and a population of around 4,000,000 people, Honduras is not severely overpopulated as are many developing nations. Nevertheless, Honduras, located in mid-Central America, is commonly considered one of the poorest countries in the Western Hemisphere. Approximately 62% of the population live in rural areas, and of the rural population over the age of 15, as many as 84.3% have been estimated to be illiterate (CONSUPLANE, 1980). Almost 53% of the total workforce are involved in the sector of agriculture (Banco Central de Honduras, 1986). As much as

72% of the population have been identified as suffering from some form of malnutrition and the infant mortality rate of 117 per one thousand is the third highest in the Western Hemisphere behind Bolivia and Haiti (Funes de Torres, 1984).

After experiencing a succession of military coups, the people of Honduras elected a president in November of 1981. In 1986, a new president was elected and thus Honduras has experienced almost 7 consecutive years of elected constitutional government.

Public elementary and secondary education are provided free of charge. There is a minimal charge for university education. Elementary schools include grades one through six. High schools are divided into the "Ciclo Comun" which comprises grades seven through nine, and the "Ciclo Diversificado" which comprises grade 10 through grades 11, 12, or 13 depending on the area of specialization which the student selects. All public elementary and secondary education is controlled by the Ministry of Education. The Ministry determines which teachers are hired, develops the curriculum for all public schools throughout the country, and provides funding. Education is mandatory through elementary school but this requirement is not strictly enforced. Although, only 56% of the school aged population is estimated to have enrolled in classes in 1987 (Direccion General de Planeamiento y Reforma Educativa, 1986), there is a much greater demand for educational services than the system of public education can accommodate. As a result,

private schools have flourished and can be found throughout the country. There are also "semi-official" schools which receive only part of their funding from the government (J. Sierra, personal communication, July 16, 1987).

The Director General of Educational Planning and Reform within the Ministry of Education is officially responsible for the development and approval of all school curricula, including physical education. The physical education program is supervised and administered, however, by the Director General of Physical Education (DGEF). Although physical education is mandatory, almost no elementary schools and only a few high schools have trained physical education specialists. Instead, in elementary schools the regular classroom teacher is usually responsible for teaching physical education and in the high schools a teacher from another subject area is often assigned to teach the physical education class. Many people believe that the class is not offered when there is no physical education specialist. The Escuela Superior del Profesorado began offering a Major in Physical Education in 1974 but the demand for teachers has thus far exceeded the number of graduates produced (A. Suazo, Director General of Physical Education, personal communication, July 16, 1987).

The specific site used in this study is a rural town, referred to in this report as Pueblo, with a population of roughly 2,000 people. The town is located in a mountainous coffee growing region about a two hour bus ride from the

capital city, Tegucigalpa. Pueblo is a long narrow town with a single main street almost a mile long which connects on both ends to a main highway. Additional streets crisscross the main street which is the only paved road in the town. Although the town is wired for electricity provided by a municipal generator, the generator was not working during almost 80% of the period in which this study took place. It becomes dark around 7:00 p.m. and with the exception of a few homes and businesses with private generators, most buildings are lit with candles and kerosene lamps. Most houses are of whitewashed adobe with tin or red tile roofs. As in most rural Honduran towns, there is a central plaza which includes park benches placed along a labyrinth of paved walkways through neatly kept gardens of trees and flowers. On opposite sides of the central plaza is a Catholic church and the city hall. The town high school which includes only the Ciclo Comun, is located at the end of the main street near one of the entrances to the highway. The school physical plant is described in detail in Chapter 4 of this report.

The physical education classes at the High School meet twice a week for an hour as required by the Ministry of Education. They are taught by a teacher who graduated with a degree in physical education from the National Teachers College, and who has worked at the high school since 1983.

There are several reasons for selecting a site such as Pueblo. A rural area was chosen principally because the

majority of the population of Honduras lives in rural areas. In addition, I wanted to examine how a program, developed in and administrated from the main urban center of the country, would function in a rural setting.

A school with a trained physical education specialist was chosen to assure that there would be physical education classes being taught by an instructor who was aware of and understood the national physical education curriculum. While cases where there is no physical education class nor specialist are important to document, they are simply not the focus of interest in this particular study.

Negotiation of Access

As a guest in a foreign country, I felt it was essential to follow a well organized plan in order to assure that all the proper channels were followed in gaining access to the site. While procedures sometimes had to be altered, I always used legal and proper means. Below is a chronological list of the steps I followed in obtaining access for this study.

Steps in the negotiation of access which were taken before arriving in Honduras were the following:

1. Informal contact by means of a personal letter was made with Dr. Carleton Corrales, then Director of the Escuela Superior del Profesorado. In this letter I mentioned my desire to return to Honduras to conduct dissertation research. In a reply sent in August of 1986,

Dr. Corrales encouraged me to undertake the proposed study and promised to assist me in obtaining permission from the Ministry of Education.

2. In January of 1987 I telephoned Maria del Carmen de Urquia, the Chairperson of the Department of Physical Education to ask for her assistance in this project. She agreed to help and I sent her a letter detailing the procedures I expected to follow.

3. Urquia then compiled a list of sites which met the requirements which I had established. She also listed the size of each possible school and the number of physical education classes which were taught each week.

4. Upon receiving the list compiled by Urquia, I prioritized the sties in terms of desirability for conducting the study. Since all schools on the list met the minimum criteria, prioritization was done in terms of the number of physical education classes taught each week and geographical location. I felt that the existence of a large number of classes would facilitate data collection. Also, I gave low priority to schools which were located in areas near war zones. I designated the two sites with the highest priority as the primary and alternative sites.

5. Urquia then contacted each physical education teacher on the list of possible sites. All expressed a willingness to allow me to observe their classes. Urquia informed the teachers at the primary and alternative sites

and also received compliance and encouragement from the principal at the primary site.

6. I sent formal letters of appreciation along with an explanation of the project to the physical education teacher and the principal at the primary site.

7. Urquia made arrangements with the teacher and the principal at the primary site to locate housing for the duration of my stay.

8. Concurrently with the initial contact of Urquia, I sent a formal letter explaining the project and asking for assistance in obtaining permission, to Dr. Corrales. With this letter I sent a formal request for permission to the Ministry of Education. Corrales hand delivered this letter, and assured me in writing that obtaining permission would not be a problem.

9. Also, concurrently with the above activities, I obtained a visa from the Honduran Consulate in Chicago.

10. Before leaving for Honduras, a formal written request for permission to conduct the study was made to the University Committee for Research in Human Subjects at Michigan State University. The Committee requested a revision in the documentation which I presented. I complied and several weeks before leaving the U.S.A. I received formal written permission from this committee.

11. On the eve of my departure for Honduras I was informed by Urquia that the school at the primary site had been seized by the military due to student protests. I

asked Urquia to try to contact the teacher and principal at the alternate site.

The following steps to negotiate access were taken after I arrived in Honduras.

1. Upon arriving, Urquia, Corrales and others suggested that I use the alternate site. They believed that the resolution of the problem at the primary site would take many weeks, if not longer. As it turned out, they were accurate in their estimate.

2. Urquia and I spent three days trying to contact the teacher at the alternate site but he had not reported to work for several days and could not be located.

3. During this time I met Rolando Barrios, the physical education teacher at the Instituto Morazan in Pueblo, who was in Tegucigalpa on business. I told him of my dilemma and he agreed to allow me to observe his classes.

4. Barrios called the principal at his school and received enthusiastic compliance with my request. Despite the impromptu nature of the final site selection, this site filled all requirements originally stated for study sites. The only difference between the school selected and the initial primary and alternate sites was that it was a much smaller school in a much smaller town than the others. This was a theoretical advantage in that it assured the rural nature of the site, but I expected practical problems due to the fact that only eight physical education classes were

taught each week. Fortunately, these problems never materialized.

5. I then visited the Ministry of Education in the company of Dr. Corrales. We had intended to meet with the Director General of Secondary Education but he was occupied at the time of our arrival. Instead, we met with another high ranking official in the Ministry of Education. Corrales introduced me and explained the project. The official agreed to grant me formal permission to carry out the study in Pueblo.

6. The following day I had delivered a formal written request to the Ministry. I was given a written "credential" which identified me as an education researcher with the permission of the Ministry of Education to conduct a study at the Instituto Morazan in Pueblo.

7. During the course of my stay in Honduras, I visited official at the Ministry of Education four more times. Twice I conducted formal data gathering interviews, but all four times I apprised him of the progress of my work.

8. The official at the Ministry of Education requested a written report of findings to be sent to him upon completion of the finished dissertation. This will be done.

9. After obtaining permission from the Ministry of Education I visited the office of the Director General of

Physical Education where various high ranking official expressed enthusiastic support for the project.

10. Ten days after arriving in Honduras, I took the two-hour bus trip to Pueblo to initiate field observation. Despite the problems faced in obtaining a site, this arrival date was only three days later than I had expected.

11. Upon arrival in Pueblo, I went to the home of the teacher, Profesor Rolando. We went to lunch at a local cafeteria where I was introduced to the school director, Profesor Hugo Vasquez.

12. The next morning a faculty meeting was held before classes began in order to introduce me to the staff. Both Rolando and Hugo introduced me and I personally explained my reason for being there.

13. At the end of the school day an assembly was held in which I was introduced to the student body.

14. I had already begun to take field notes, and continued on until my final day in the country.

15. When it came time to conduct formal interviews with the students, Profesor Rolando explained once again in his classes what was involved in my study and asked all to participate.

16. Informed consent forms, approved by the University Committee for Research in Human Studies at Michigan State University, were sent home with students selected for formal interviews. Of all the students selected, only one failed

to obtain parental permission. This student was not interviewed.

17. Informed consent forms were also obtained from all adults who were formally interviewed during the course of the investigation. This included the teacher, Rolando; the director, Hugo; other teachers; educational administrators; and community members.

In summary, very few problems were confronted in negotiating access. This can probably be attributed to the fact that an organized plan was followed and to the fact that I was well known by many important contact persons who were willing to offer their assistance.

Data Collection

The collection of data was done during an extended period of on-site participant observation. This section describes the specific methodology and instruments used and the particular units of focus of the observations which took place. For the most part, the methodology used followed the plan put forth in the original research proposal.

Timeframe

I arrived in Honduras on Sunday, June 21 and left the country on Monday, September 21, a period of 93 days. I spent 64 of these days in Pueblo and 29 in Tegucigalpa. I spent ten days in Tegucigalpa before going to Pueblo and remained there five days after leaving Pueblo for the last

time. In between, I spent four observation periods lasting from two to three weeks each, in Pueblo. These observation periods were interspersed by three visits of four to five days each to Tegucigalpa, in order to analyze data and conduct interviews.

During the first three week observation period in Pueblo, I remained in school during the entire school day. The school day lasted at least from 7:00 A.M. until 12:30 P.M. but often included several hours of after-school activity. After this initial period, I selected two sections of physical education classes to observe. These classes met twice a week for one class hour each time. In all I spent over 60 class hours formally observing physical education classes.

I also collected data in the form of field notes at many other times outside the physical education class. These included other classes, recesses, between class periods, after school activities, and in the community. This form a data collection was done on each of the 93 days in which I remained in Honduras.

Methodology

Three different methods were used for gathering data. They were field notes taken during participant observation, formal tape recorded interviews, and documents relating to the issues being examined. Each is described below in detail.

Field Notes/Participant Observation

I recorded all field notes, whether from formal or informal periods of observation, by hand in 11 inch by 8 1/2 inch spiral notebooks. I attempted to transcribe these hand written notes, into a typed and edited form, on a daily basis. In the end, however, I was able to transcribe only about 40% of the original field notes. This task was severely hampered by the fact that the town in which the observation took place did not have electricity during most of my stay there. Thus, it proved difficult to use earnings in transcribing notes, as I had originally planned. Computer facilities were unavailable to me thus typing was done on a portable manual typewriter. I included personal comments on both handwritten and transcribed notes. I did not code these comments, as is often suggested in the literature, but relied on the form of speech to remind me whether notations were factual recordings or personal commentary.

I labelled all notes taken in Pueblo as "On-site" notes, and those taken in Tegucigalpa as "Off-site" notes. Notes for each day were identified by the day, the date, and chronological day number within the appropriate group (i.e. On-site Day or Off-site Day). Transcribed notes were kept in loose leaf binders in chronological order along with all materials collected during the study. These materials included documents, interview plans and transcripts, and analyses of data, as well as transcribed field notes. This

system of organization proved very useful during the post observation data analysis. Data were easily located and an idea of its place within the whole body of information was quickly apparent.

As was mentioned in the "Problems" section of Chapter 1, my position and movement along the participant/observer spectrum was in a direction quite opposite from what might normally be expected. I moved from being a very active participant at the beginning of the study to a more passive observer at the end. This was due to the fact that most subjects had previous knowledge and thus, expectations of me. Upon arriving in Pueblo, I discovered that subjects felt most comfortable with me, when I fulfilled the roles that they had come to expect from me. This, initially I was involved in many activities such as coaching, participating actively in faculty meetings, playing on sports teams, and helping to organize sporting events. As subjects began to understand my new role as a researcher, I was able to pull away from my active commitments without offending anyone. Although, this procedure unfolded by convenience as opposed to be plan, it did provide a unique opportunity to gain the perspective of both an insider and an outsider.

When observing the physical education class involved in outdoor activities I sat off to the side, observing from a distance. This usually meant positioning myself on the side of the basketball court. When Profesor Rolando called the group together to explain something, I approached and stood

on the outside of the group of students so that I was able to hear what was being said. While students were aware of my presence, this method proved relatively unobtrusive. For indoor classes I sat in any available student desk.

Since notebooks and note taking are such a part of the school setting, I feel that I was quickly perceived as a normal part of the environment. Outside of the school, however, I chose not to use a notebook. During afternoon or evening note transcribing sessions, I would add notes concerning the events of the day which occurred outside of school

Approximately every other evening and once a day on Saturdays and Sundays, I would take a walk around town with the express purpose of observing recreational activity. I chose not to take a notebook, so as to remain unobtrusive. Instead I would write notes immediately after completing these walks. Likewise, after special events such as soccer games and activities which were part of the town fair, I would record notes as soon as possible.

I also recorded notes for the days which I spent in Tegucigalpa. Invariably I met or talked to someone about something that related to the work I was doing in Pueblo.

Tape Recorded Interviews.

In addition to normal conversations which I recorded in the field notes, I conducted formal tape recorded interviews. In this section I will describe the sampling

techniques, the informed consent procedures, and the interview methods used in conducting these interviews.

Sampling techniques. I conducted two interviews with a high ranking official in the Ministry of Education; two with one official of the Office of the Director General of Physical Education and one with another DGEF official; six with Profesor Rolando, the physical education teacher whose class I observed; and one interview each with three supervisors at the DGEF, the director of the Instituto Morazan, five teachers at the Instituto Morazan, eight students at the Instituto Morazan; and a Catholic priest at the church in Pueblo.

The selection of these subjects was largely determined by the research questions. I wished to obtain information from the point of view of authorities as well as teachers and students and thus I needed to interview subjects in these categories. I played virtually no role in the selection of the specific persons whom I interviewed. In the Ministry of Education there were only two administrators with direct authority over the school where I was to observe. I was initially received by one of them and continued to interview that person. In the DGEF I interviewed all high ranking officials and all supervisors responsible for supervising physical education classes on a national level. I interviewed all teachers at the school with the exception of the wife of Rolando, with whom I had many informal conversations. In the case of the Director

and the priest, they were the only people in their positions.

I did, however, participate in the sampling of student subjects. After two weeks of observation, I chose to focus on the I and III Curso, with the intention of examining both students who had been newly exposed to the physical education teacher, and students who had been taught by him during their entire career in the Ciclo Comun. For reasons of time, I originally chose to interview ten students. I observed classes for several weeks and identified students I felt to be either exceptional or as having problems, and selected one from each Curso. In order to select the remaining six students, I asked Rolando to suggest one additional student from each section that he considered to be a "problem student" and 4 more students which he classified as "average". The final list of possible interviewees included five girls and two boys from III Curso and two girls and one boy from I Curso. One girl from II Curso did not obtain written parental permission from her guardian and was not interviewed. The boy from I Curso dropped out of school before the interviews tool place. Thus, the final number of students who were formally interviewed was eight.

There may be some questions about the representativeness of this sample. After being in the school for three months and observing both in and out of class behavior, however, I feel very comfortable with the

designation of this group of students as representative. This can in part be attributed to the purposive sampling of I and III Curso and "skilled" and "problem" students. While allowing the teacher to recommend subjects could be criticized, I did not find those students recommended by the teacher to be any different or more partial toward him. In fact, the **only** student who overtly criticized the teacher and the physical education class during formal interviews was a student recommended as a subject by the teacher.

Finally, I do not believe that the loss of two students from the original sample greatly affected the results. The girl who did not participate was a basketball player and the boy had been on the soccer team as well as living only three houses away from my hotel room. Thus, I observed these students extensively and had many conversations with them on the informal level.

As a final defense of these sampling techniques, it must be pointed out that these formal interviews comprise only one part of the evidence collected concerning the students. A large portion of the evidence dealing with student behavior and attitudes came from daily observation and very extensive informal talks with these and many other students. As much as providing data, the interviews helped to guide my direction of inquiry during less formal periods.

Informed consent. As was accorded in an agreement with the University Committee on Research with Human Subjects at Michigan State University, all subjects who participated in

formal, tape-recorded interviews were asked to sign an informed consent agreement prior to being interviewed. Among other things, this form guaranteed subject anonymity, no sanctions for failure to participate, and freedom to refuse to answer any question and to withdraw from the study at any time. A copy of this form is provided in the Appendix. In the case of students, I first spoke with them to verify that they were interested in being interviewed and would obtain written consent from their parents or guardians.

Interview methodology. Interviews generally lasted about 45 minutes, with the shortest being twenty minutes and the longest being 90 minutes. By using 90 minute cassettes, I was able to record many interviews on one side of the tape, and all interviews on a single cassette. Immediately after completing the interview I labelled tapes with the name of the person interviewed, the date, and the interview number.

I originally attempted to transcribe every interview verbatim. I quickly found this to be extremely time consuming and opted for making "edited summary transcripts" of the interviews. As I listened to the tapes of the interviews I summarized the content of the interviews, only occasionally including verbatim quotes for the interviews. This method proved more than adequate since during data analysis the "edited summary transcripts" allowed me to locate interviews containing important evidence.

While I tried to conduct interviews in an open fashion, I did enter each interview with a list of written questions to guide the process. Whether I strictly followed these questions depended on the desire of the interviewee to elaborate and expand on the basic questions. As an example, four of the eight students confined their responses to answering specifically the questions I had asked. On the other hand, in my first interview at the DGEF, I asked one question, and then quite literally allowed the DGEF official to speak with very few interruptions for almost 40 minutes.

In order to guide data collection, I formulated a series of questions and topics for each group of interviewees before arriving at the site. These guidelines were entitled "Information Needs for Observation and Interviews" and were based on methods used by Navarro and others in Sri Lanka (Navarro, Wheeler, et al., 1987; Navarro, Karunaratne, et al., 1987). Shortly before conducting interviews I developed the guiding questions by reviewing the "Information Needs" list and adding or dropping questions according to observations I had made in the field. I found this technique to be valuable. By coming to the site with questions and topics, I was constantly reminded of my original proposal and purposes. On the other hand, by revising these questions during the course of the study, I was able to obtain data which "revealed itself" to be relevant and useful.

Documentation

In addition to field notes and interview transcripts, I collected a large number of written documents. This documentation included published and unpublished material, information which was volunteered to me, and information which I solicited. While offering a great deal of evidence used during analysis and report writing, this documentation proved most useful in guiding observations. After reading the documentation I often focused questions and observation on determining how actions were related to what was written, i.e. did that which was supposed to occur really happen? Table 1 is a list of the documents which I collected. Furthermore, I reviewed additional documents on site and made notes when appropriate.

Table 1 List of Documents Collected

Item	Quantity
newspaper articles	19
results of track and field competitions	8
national curricula for physical education	5
educational statistics bulletins	4
written test	3
skill test forms	3
annual class plans	3
theses conducted in Honduras	3
DGEF lists of personnel and services	3
three published books	3
handouts from workshops	3
DGEF annual operating reports	2
government demographic statistics reports	2
personal letters	2
programs from sports related events	2
annual operating plan for teachers college	1
DGEF research report	1
DGEF proposal for OAS	1
sports competitions rulebook	1
official form for evaluating teacher performance	1

Analysis of Data

One of the characteristics of most qualitative research methodology is the fact that the analysis of data is an ongoing process which occurs simultaneously with the collection of data (Bogdan & Biklen, 1982; Glasser & Strauss, 1967). The procedures I followed in this study included both this type of on-site analysis as well as a more formal period of post observation analysis of data.

On-site Data Analysis

I followed a fairly rigid plan for on-site analysis of data. Nevertheless, this "formal" analysis was supplemented and often shaped by the less formal but very important daily reflection about the events which had transpired during the day. The schedule of on-site analysis was as follows:

1. The daily transcribing of field notes. As I transcribed field notes and interviews I supplemented them with personal thoughts and comments. As I have already mentioned, I did not code the comments relating to analysis of data but instead relied on the form of speech to separate actual notes from subsequent thoughts which I had concerning the notes.

2. Journal entries. I occasionally made entries in a journal reserved for my personal thoughts and feelings about the study. While the journal entries which I made proved valuable in on-site analysis, I did not make journal entries for more than 20% of the time on-site. Instead, I used the

comments placed in the field note transcripts as the primary depository of my personal thoughts and observations.

3. Interviews. Before each interview I reviewed previous interviews and data which I had collected. I included several questions in each interview designed to help confirm or explore assertions I had made during previous on-site analysis. Thus, while each interview provided new data, it also helped in the analysis of old data.

4. Reading of research proposal. Before each formal period of on-site data analysis, I read my original research proposal. This helped to remind me of my original research questions as well as allowing me to place the on-going research within the context of the related literature.

5. Reading of field notes. Before each formal period of on-site data analysis, I also read all field notes and documents which I had collected up until that time. During the reading of these notes, I took notes which resulted in a written document I called a "pre-analysis plan".

6. Pre-analysis plan. As I read over the field notes I wrote down possible assertions which could be made from the evidence I had gathered. I usually divided these assertions into "major assertions" and "sub-assertions", that is assertions which if true would support the major assertion. I also included under most assertions and sub-assertions, questions which I felt were raised by the assertions. Finally, if necessary, I noted further types of

evidence which needed to be gathered. The following is an example of this procedure which I have taken directly from my first "pre-analysis plan".

Major Assertion: People not native to Pueblo see themselves as foreigners.

- Question: In the case of teachers does this affect their work?
- Question: In the case of students and parents does this affect how they perceive school or certain subjects?

- Sub-assertion: Teachers (Rolando) feel they are professionally "stagnating" while in Pueblo.
  - Question: Does this affect work?
  - Question: Does it affect his future in Pueblo?
  - Question: Does this have policy implications?

- Sub-assertion: Rolando feels abandoned by education and especially physical education authorities.
  - Question: In what ways?
  - Question: What do authorities say about this?
  - Evidence to gather: from Rolando - Where did equipment come from? How has he gathered it?

- Evidence to gather: from Rolando - Why did you feel insulted by the one workshop you did receive from central authorities?

This example is just a brief excerpt from the pre-analysis plan which continued on in similar fashion. I made no attempt to provide order to this plan but simply wrote down assertions and questions as they occurred to me during my reading of the field notes. I feel that the use of this "pre-analysis plan" helped greatly in facilitating what I termed the "formal on-site analysis".

7. Formal on-site analysis. Three times during my stay at approximately three-week intervals, I conducted what I termed "formal on-site analysis". I prepared for this period by developing a "pre-analysis plan" as described above. I then left the site and remained in the capital city for approximately four days while working on the formal analysis. The formal analysis consisted of two main parts. The first part was a very detailed, annotated outline of what a final research report might look like if it were written at that time. This outline included major headings, assertions to support the headings, and examples of evidence to support the assertions. The second part, was less formal and consisted of using the outline to think about and make notes concerning what direction to take, and what new evidence needed to be gathered. This reflection helped to guide the subsequent period of observation.

In looking back upon the entire process of the on-site progressive analysis of data, I detect a major problem which I would attempt to resolve if I were to conduct a similar study at a later date. That problem is that I did the entire analysis of data on my own without feedback or discussion with others. This obviously was determined by the distance I was from my research "committee", yet I now feel that I should have sought colleagues within Honduras with whom I could discuss the analysis of data.

Also, I obtained a great deal more information than I have used in this report, and data collection was not as focused as it cold have been. I was reluctant to make a decision on my own as to what data sources to eliminate from the study and thus I continued to collect data from all sources throughout the entire study. This fact is reflected in the nature of the three periods of formal analysis. The first was extremely broad and detailed and followed the exact procedures described above. In the second, I formulated a document which was almost identical to the first, but rather than having fewer assertions it actually had more. Finally, in the third formal analysis I simply made notes directly from the first two documents. I was reluctant to eliminate data which at a later date might prove useful.

In defense of the methods followed, and as a guide to others who are in similar circumstances, I am pleased with the results of my methodological procedures. For one thing,

my stated purpose was and continues to be, to paint a broad, yet detailed picture of physical education in a rural Honduran high school. Thus, a large quantity and variety of evidence is obviously beneficial to this purpose. Secondly, a researcher who performs a study at a site where he or she cannot easily return, faces the risk of discovering weaknesses when evidence is assembled for the research report. I, however, did not once find myself faced with the problem of finding an insufficient amount of evidence. On the contrary, I was faced with the decision of choosing the most representative evidence from a large quantity of data.

To conclude this commentary on methodology, I feel that on-site analysis in conjunction with colleagues or advisors, would have resulted in a more expedient and focused data collection. I do not, however, feel that my failure to do so resulted in an inferior final product. On the contrary, the quantity of evidence has helped to provide a richer and more detailed portrait of physical education in a rural Honduran high school.

Post-observation Analysis of Data

Upon returning to the United States of America, I began a formal analysis of data which followed the steps described below.

1. General outline of topics. I initially developed a broad general outline of topics. This outline was based

primarily on the documents which I had written during the three periods of formal on-site analysis.

2. Coding of data. After developing the outline I read through all field notes and documentation and copied evidence relevant to the headings of the outline onto index cards. I coded each card using the outline as a reference. For example, roman numeral I of the outline was labelled "Teacher Importance/Teacher Defines the Program". Point "A" under roman numeral I was "Lack of Ministry of Education Support/Participation in Local Programs". Thus one of my index cards reads as follows:

> IA, CP. 19, FN, At dinner the first night Rolando calls Pueblo "a town forgotten by the authorities in Tegucigalpa" (implying that it is due to political reasons).

The designation "IA" refers to the point on the outline to which the data corresponds. CP. 19 reflects the fact that the data can be found on chronological page 19 of all collected data. FN signifies the fact that this piece of evidence is taken from field notes (as opposed to from documents or interviews or some other data source). In cases where important data was too long to include on an index card I summarized the data and made sure I made an exact reference to where it could be found.

3. Outline for final report. After coding all data, I developed a new outline to serve as the structure for writing chapters 4 and 5 of the final report. It is important to realize that this outline was significantly

different from the original outline. The coding of data not only allowed me to retrieve the data, but more importantly it facilitated my analysis of what was key information and how it might best be presented.

4. Assembling evidence. In order to report on each heading of the outline, I made a more detailed plan of just what evidence should be presented to support each heading. I found that since I had now been through the data so many times I did not have to "search" for evidence but could put from memory the different categories and types of evidence which I needed to present. After developing this detailed plan, I went back into the data to find exact quotes and citations. The coded index cards proved very useful in helping me to locate this information.

5. Writing of the report. I wrote the report by sections. That is after assembling evidence for a certain point on the outline, I went ahead and wrote that section of the report. It is important to realize, that even as I wrote I found that I was analyzing data. The final report does not follow the outline exactly, but was altered as I discovered new ways of looking at and presenting the data while I was in the process of writing.

6. Revision of the report. Most sections of the report were revised at least three times. Again, it is essential to realize that these revisions did not just involve correcting grammar and typographical errors, but included fundamental changes in the conclusions I had drawn

from the data. In a very real sense, data analysis began the first day I arrived in Honduras, and did not end until the final draft of the research report was completed.

Ethical Considerations

In a study such as this, problems concerning ethics often surface. I had anticipated problems concerning the privacy of participants, the observation of illegal activity, and the reporting of facts which were likely to damage an individual. Of these anticipated problems, the first, concerning privacy, and the third, dealing with reporting, did arise to some degree. Fortunately, the second did not prove to be a problem as I never, to my knowledge, observed people involved in dangerous or illegal activity. An additional problem arose, however, which concerned my withholding assistance from certain groups of people.

The question of privacy in a study such as this is very difficult. I followed all standard procedures for protecting anonymity. I used pseudonyms for all subjects, for the town in which I conducted the study, and for the school in which I observed. Nevertheless, Honduras is a small country, and the professional circle of physical educators within Honduras is even smaller. It is impossible to assume that the measures of anonymity masked the identity of the participants. The truth is, anyone remotely familiar with physical education in Honduras, could easily discover

where I was and who I was observing. The important questions thus become "Is this study unethical?" and "What can be done in a situation where it is next to impossible to conceal the identity of participants?"

My approach to dealing with this problem was twofold. First and foremost, I tried to make all people involved in the study aware of what I was doing. Virtually everyone I talked to or observed knew the purpose of the study and was aware that I would report on what I saw. Thus, I feel comfortable that if the privacy of some individual was violated, at least it was not done in a deceptive manner.

Secondly, I was extremely careful not to reveal what I had been told in confidence, at least during my stay in the country. I could have easily used confidential statements to "play" one informant against another. This might have been extremely beneficial in terms of gathering information, but I felt it to be unethical and tried to resist the temptation. In developing this report, however, it became necessary to use comments which could be considered critical or derogatory. As I mentioned, I closely guarded anonymity in reporting, but I recognize that in reality comments can be easily traced to their original source. I see no way around this dilemma, and hope that no one is harmed.

The problem of privacy is closely related to the reporting of data. There are two procedures I have used or intend to use, which I feel minimize the possible harm which could come to an individual from what is contained in my

reports. First of all, I managed to negotiate permission to undertake the study without making any commitments to the authorities who granted me permission. The Ministry of Education and the DGEF both expressed great interest in the results but demanded no reporting of results other than "a report summarizing the dissertation when it was completed." This took pressure off me and allowed me to work without being obligated to answer to a certain authority.

Secondly, I plan to make my summary reports as constructive as possible. I feel no need to report possibly inflammatory comments which would serve no purpose other than to give rise to passions. Some might consider this unethical by claiming it is less than honest. I on the contrary feel that it is the most correct procedure and the most beneficial for all involved.

A final problem which I anticipated but did not originally perceive as having ethical implications, is that of my role as a participant observer. I have already described the problems I faced due to the fact that most subjects had preconceived notions of my role. I knew this would cause problems of a methodological nature but soon found that ethics were also involved.

Many people expected me to participate in many activities and to offer many services. I have since questioned the degree to which the withholding of my services might have been an ethical violation. For example, in Chapter 4 I will describe the saga of a girl's basketball

team which was unable to play after weeks of practice because they were unable to find an opponent. As a former member of the National Association of Honduran Basketball Coaches I could have arranged for a game. In fact, several coaches tried to use me as a go-between to arrange the match. I refused, claiming I wanted to "see what would happen without me" while all the time knowing that by refusing to help the realization of the game was doomed. This was just one example of a situation which occurred many times.

Undoubtedly there is assistance which an ethnographer can offer which does not compromise the study. I was involved in many activities. But there comes a point when the participation of the researcher can be of such a degree that it becomes impossible to evaluate the "normal state of affairs". In these cases, I do not feel it is unethical to withhold certain "non-essential" assistance, especially if one is careful to explain that the reason for doing so is to maintain the integrity of the research.

In summary, I do not feel that the ethical dilemmas which I faced were extreme. Some did exist and I dealt with them in what I deemed to be the most ethical manner possible. Nevertheless, participant observers must be aware that ethical problems will most always be present and that they must be dealt with in a logical and purposeful manner. They will not simply go away if ignored.

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THE IMPLEMENTATION OF PHYSICAL EDUCATION PROGRAMS IN RURAL HONDURAS: A LOCAL PERSPECTIVE

Volume II

By

Joseph Charles Blauvelt

A DISSERTATION

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CHAPTER 4

RESULTS

The review of literature described the state of education and physical education in the developing world largely in terms of their roles within the wider context of national political and social planning. It is a view painted primarily by government leaders, educational administrators, and international organizations. While the resulting picture of the condition of physical education in these countries is certainly important, it is also important to recognize that it is only one interpretation of reality, formed from one point of view. The results presented within this chapter were obtained from the other end of the physical education spectrum. That is, they come from the participants in physical education programs: teachers, students, parents, community members, and local administrators, as opposed to from central administrators and outside agencies.

What has emerged is not one, but three, distinct images or "worlds" of physical education in the developing nation of Honduras. One of these "worlds" will simply be called "The School". It is a description of physical education within the context of a rural Honduran high school as seen primarily by the teachers, students, building administrator, and me, the investigator. The second picture is that of the role of physical recreational activity within the community

but outside of the school setting, it will be identified as "The Community". The images of this "world" are formed by community residents as they participate (or do not participate) in sports and recreational activities. The third view of physical education will be "Central Administration". It examines the image of physical education as painted by officials in the Ministry of Education, and as perceived by the local participants in the physical education program.

A complete description of each "world" however, would involve three complete studies. The emphasis, therefore, will be placed on "The School". The "worlds" of "The Community" and "The Central Administration", will be described to a lesser degree, and primarily as they relate to "The School". Because of this emphasis, the "world" of physical education in "The School" will be presented first. This will be followed by a discussion of "The Community", and finally the view in terms of the Central Administration". The primary purpose of this chapter is descriptive, in that it is an attempt to show as vividly as possible the conditions of physical education in the observed setting. An effort will be made, however, to relate aspects of a particular "world" to those found in another. In Chapter 5, the emerging picture will be placed within the context of the image of physical education in the developing world as described in the review of literature.

In order to facilitate the understanding of this rather extensive content, the sections devoted to each "world" will be subdivided into several components. These components usually represent specific events or aspects of each "world", and are meant to facilitate the organization of data. Within each of these "organizing categories" I will present evidence, usually in the form of vignettes and interviews. These vignettes may be exact recountings of a particular event or composite accounts developed from the descriptions of multiple events. Each vignette will be followed by a discussion in which the event described will be examined in terms of how it represents particular characteristics of physical education in the setting being described. For example, one vignette may describe a particular physical education class taught on a given day by the teacher. The following discussion might then examine how that particular class was representative of a particular method of teaching often used by the teacher, or how specific student behaviors could be considered typical or atypical. During these discussions, additional evidence will be presented to support the claim that identified behaviors or characteristics could indeed by considered typical.

I do not expect a reader to believe that any one vignette provides sufficient evidence to support the assertions made concerning the characteristics of the program or world. Rather, the assertions are based on the

observation of similar behaviors occurring throughout the three month period of the study. I simply have chosen these incidents as representative of others and as a means of presenting the assertions to the reader. As further situations are discussed more evidence may or may not be presented which support these particular assertions. If additional evidence for these assertions does not appear in the text of this report, it is not because it does not exist but because I have chosen not to include it for reasons probably related to priorities and space constraints.

Admittedly this approach is not the only way to present the data. Some readers might find it more comfortable to have each "characteristic" of the physical education setting identified initially and then have each supported by evidence. I have elected instead to present general vignettes, which may contain evidence to support many different characteristics, and then to identify what is typical or atypical about the described event. In this way I hope to present to the reader a more naturalistic picture of the setting, rather than a contrived view defined by categories which I have described. I will, however, summarize and in fact categorize, the characteristics of physical education in a given "world", in a concluding section within each subsection.

The School

In this section we will look at physical education as it occurs on a daily basis in a small, rural high school in central Honduras. Events will be viewed through the eyes of the teachers, the students, the building administrator, the investigator, and to a lesser extent, the parents and other community members. It is this school setting which is given emphasis in this study. Every attempt will be made to describe as fully as possible what occurs, and secondarily to summarize these events by identifying characteristics which can be said to represent the physical education program in this school. A discussion as to whether or not these characteristics can also be said to be typical of other physical education programs in the developing world, is left for Chapter 5.

The material in this section is organized under six broad components of the school program: (a) Context, which refers to school events not directly related to physical education; (b) Physical Education Class; (c) Activities, referring to sports or physical education activities occurring outside the classroom; (d) Teachers, including the building principal and other teachers as well as the physical education teacher; and (e) Students. In addition, a seventh section will be dedicated to summarizing the first six sections. Furthermore, each of these sections is divided into smaller, more specific sub-components. For

example, the first general section of "Context", is subdivided into sections entitled "The School Physical Plant" and "Daily Sequence of Activities".

Context

Evidence presented in this section relates to events which occurred within the school setting but are not directly related to physical education. They are nonetheless important in that they give clues to the context which influences the physical education program in a very real way.

The School Physical Plant

The first vignette is a compilation of field notes taken by the investigator on Day 3 and Day 8 of the on-site investigation and supplemented with information from other days when I took notes relating to the school grounds and infrastructure. A corresponding graphic representation is provided in Figure 1.

Vignette 1 What's a Nice School Like This Doing in a Place Like That?

> Instituto Morazan lies at the very end of the town's only paved street. From the street, only the front of the building can be seen since on the left it is flush against another building, and on the right only a wooden gate, approximately ten feet high, lies between the school building and a neighboring home. The long single story school is made of bricks which are a bright blue and appear to have been painted recently, and has a corrugated metal roof. Windows to the classrooms reach from the roof to the top of the brick which is about 4 feet above the ground, and run the length of the building. These windows consist of wooden horizontal shutters which are painted a deep maroon color. A chain link fence runs the length of

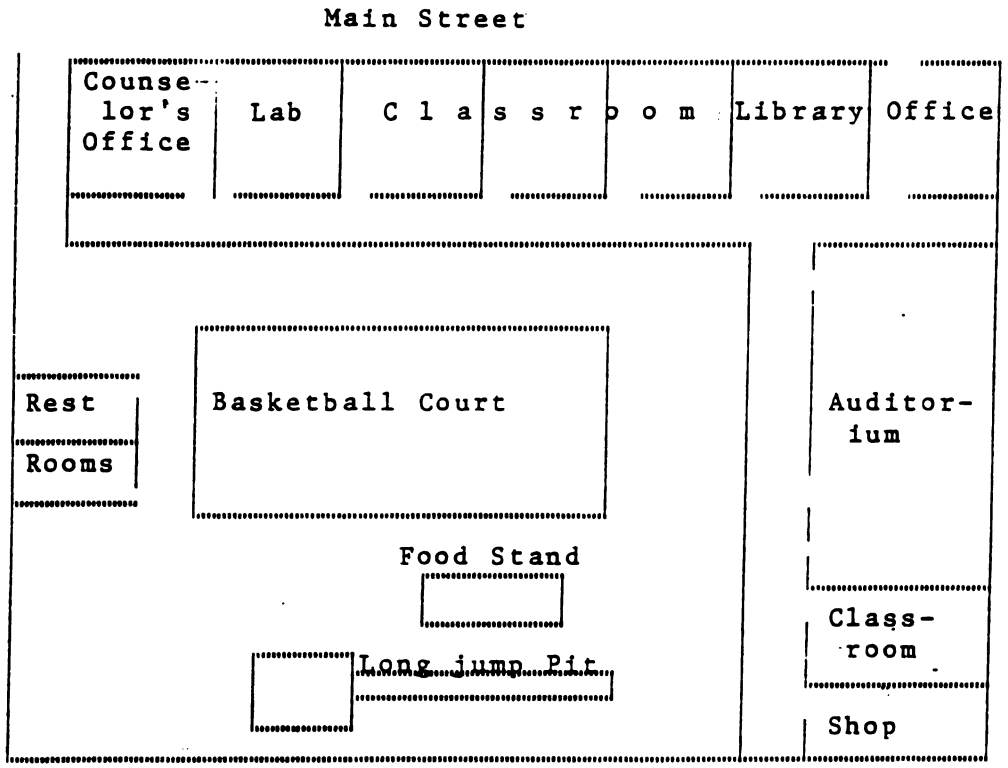
"Vignette 1 (cont'd.)."

the school along the street. Between the street and the fence is a grassy area, neatly kept and filled with bushes. There is one very large tree, which towers above the school near the door at the far left end of the building.

Walking inside reveals that the building consists of two long wings of equal length. The wing which runs along the street contains 3 classrooms, a science laboratory, a library, the main office, and the counselor's office. The other wing, running down the left side, has a faculty restroom, an auditorium which takes up the length of 4 classrooms, a classroom, and a room used for both wood shop and home economics activities. The right side of the lot is flanked by a wooden fence approximately 7 feet high. Against the fence, about 30 feet from the school, is a building containing the boys' and girls' bathrooms. Like the school this is blue brick, with maroon trim, and a corrugated metal roof. The high wooden fence continues along the back of the lot. While the school is flanked on both the left and right by houses, the area beyond the back fence is a steep hillside with dense vegetation which continues on into the mountains in the distance.

A raised and tiled sidewalk porch runs along both wings. Bushes have been planted along the edge of the porch. In the courtyard is a full-size cement basketball court, marked with lines for basketball, volleyball, and court-soccer. At each end are official-sized basketball goals on white wooden backboards and with nets made out of twine. There is thick, freshly cut grass between the porch and the court and all around the court. Beyond the court, the area is completely shaded with tall trees and thus the grass is sparse. Also, just beyond the court is a square wooden building, with a covered porch off the front of it. It is painted white with red and blue signs advertising Pepsi-Cola. This building is a food stand run by a private citizen with permission of the school. In the area beyond the court and food stand, one also notices a long jump pit with a long dirt runway and a 4' x 4' square cement tank called a pila, which is filled with water. In the far right corner of the lot are hundreds of young coffee plants in black plastic bags, and resting on the ground along the fence.

Figure 1. The School Grounds and Infrastructure



While this initial, general description of the school physical plant does not stand alone in providing "proof" about characteristics of the school physical education program, it does provide an excellent starting place. For one thing, one is immediately struck by the attractiveness of the school and its grounds. At least in a physical sense, this school is a pleasant place to be.

I also wondered how a small rural school, supposedly forgotten by central authorities, managed to maintain such an impressive appearance. The answer provides insight into teacher and student attitudes toward their work and school.

The second Saturday that I was in Pueblo, I walked by the school and was surprised to find students cutting the grass with machetes, cleaning off the roof with brooms, and painting the walls and window shutters. Almost an entire curso was present under the direction of Profesora Margarita, who was dressed in blue jeans and worked by their side. In a subsequent interview, conducted on Day 28, I asked Margarita, who was the social studies teacher, assistant principal, and guide teacher for 1st Curso B; about this activity. She replied,

> The physical maintenance work is something extra. It's that we saw the necessity. For example, inside the school the Profesora Carmen worked with the practical activities classes. But later, we, or any other co-worker, observe that outside it's overgrown, ugly, that's when one takes the initiative and comes to work. [I worked with] I Curso, I Curso B of which I am the guide teacher. The same with the painting project...All the high school, inside and out, and it's still not finished. And this is in extra hours and with the student also as a volunteer, those that wish

> to come. For the materials, paint, brushes, paint thinner, one solicits the principal. But what is more, when we run out the students collaborate giving a brush, or a little bottle of turpentine, but of course within their economic possibilities.

Subsequent evidence will show that this scenario of a teacher taking initiative and donating time, and students rendering services during after school hours is representative rather than atypical.

A final observation of the original vignette concerns the 200 or so coffee plants sitting inconspicuously in the back corner of the school lot. I was told by the principal that the plants were donated to the school and were to be planted on the hillside beyond the back fence. The tending of the plants would then become a school project and the profits used to supplement the school budget. I was unable to ascertain whether this type of activity is common in other schools, or even if it is legal, considering the centralized control of education. I do feel, however, it is an excellent example of the ingenuity shown by members of the school community; an example of making do with a limited amount of resources.

Thus, concerning the context of the school physical education program, four assertions can be postulated at this point. It exists in a larger school context in which (a) the physical environment is pleasant and generally conducive to learning; (b) teachers show initiative and are willing to donate time to school activities; (c) students show a positive attitude toward school, at least in their

willingness to participate in after hours activities and accepting responsibility for some school maintenance; and (d) creative responses are commonplace in dealing with the problems created by having limited resources.

Sequence of Daily Activities

The following vignette is an edited account of my field notes for Day 6. An emphasis is placed on the sequence of events rather than on the detailed description of any one event.

Vignette 2 The Longest Day

> As I arrive at 6:50 A.M. on an overcast day, I find many students milling around outside the school, and many more coming down the main street on foot. All students are in uniform, boys with white short sleeve shirts with school patches on the sleeve, and light blue trousers. Girls wear white short sleeve blouses and light blue medium length skirts. I notice two teachers also waiting outside the building. At 6:55 A.M. the physical education teacher, Rolando, arrives and opens the door near the left end of the school. Only the teachers enter. He then walks to the far end of the building where he opens the chained gates and the students walk in.
>
> By 7:00 A.M. there are teachers and students in most classrooms, but approximately twenty students are milling around outside the classrooms. At 7:07 two more teachers arrive and go directly into their classrooms followed by most of the students. At this time all classes appear to be in session but two boys remain outside one of the classrooms, standing on the porch and looking into the room through the shuttered window. At 7:12 Rolando emerges from the counselor's office and walks up and down the halls. At 7:15 he places a chain on the gate to the student's entrance and locks it. He then returns to the counselor's office. It is quiet in the courtyard, I hear the sounds of a radio coming from one classroom, but I know from visiting the room on the previous day that the students are using the radio as part of a class presentation.

"Vignette 2 (cont'd.)."

At 7:45 A.M. Rolando comes out of the office and rings a bell hanging from the roof along the porch. Students can be heard to talk throughout the school but very few leave their classrooms. Rolando calls me over and explains that due to the absence of one of the teachers he is going to teach his physical education class now. It was scheduled for 8:30 A.M. Today he is teaching a theory class and walks into the classroom where the students are already waiting. At 8:30 he leaves the classroom and rings the bell. This time there is more movement by the students and I notice that during the next period, 14 students remain at the food stand. The most popular items seem to be tacos, coca-colas, and "charramuscas", frozen fruit drink in plastic sandwich bags. I later ask Rolando about this and he explains that many students come without eating breakfast, so they skip class to eat at the food stand. These are called "voluntary absences" and it is Rolando's task, as counselor, to keep track of the voluntary absences of each student. This is done by marking a wall chart kept in the counseling office. Students' parents are notified when a student accumulates more than 3 voluntary absences in any one marking period.

At 9:02 A.M. two boys who have remained out of class go into the counselors' office and come out with a volleyball net and a volleyball. They place the net on two poles on the court and then return to the cafeteria. At 9:16 Rolando rings the bell and students stream out of all the classrooms. It is the first recess. Many play volleyball, others play basketball, and still others soccer. Some students stay in the classrooms and many crowd around the food stand. At 9:32 Rolando rings the bell, but it is 9:38 before most students are in class.

The school day continues in a similar pattern with classes changing every 45 minutes and another 15 minute recess period at 11:45 A.M. School is officially over at 1:30 P.M. Today most students are dismissed at 12:45. I am told this is due to the fact that because of one of the teachers was absent, most classes scheduled for the final period were taught ahead of time.

Today Rolando has asked all the students in his 3 curso physical education class to return to school at 2:00 P.M. in order to take a volleyball skills test. Rolando arrives at 2:15, opens the gate and lets the waiting students in. The boys are tested first and are

"Vignette 2 (cont'd.)."

> dismissed at 3:01. There is some grumbling as they leave, but Rolando explains to me "I dismissed the boys because they make fun of the girls". At 3:33, as the girls are being tested, the Spanish teacher, Profesora Laura, enters the school with about ten students and goes directly to the auditorium. She is also the drama coach and is preparing a play for the upcoming town fair. At 4:14 the testing is over and Rolando dismisses the girls.
>
> At 4:18 P.M. Rolando moves to the main gate and calls in the boys' soccer team which was waiting outside. He says that today they will be running in the mountains and explains the route they should take. He then leads them through 10 minutes of warm-up stretches and calisthenics. The players then jog slowly away from the school, but Rolando remains. He has agreed to coach and play on the town basketball team in a tournament to be played during the town fair. There are a total of eight players who practice vigorously. During this time the soccer players return from their run of about 30 minutes. When their presence was acknowledged by Rolando, they left for their homes. It is 6:30 P.M. and almost dark when Rolando locks up and heads for home. With the exception of an hour at lunchtime, he had been there since 7:00 A.M.

In this description of a very typical school day, at least in terms of the sequence of events, we are introduced to several new characteristics concerning both the context of physical education and the physical education teacher himself. For one thing, Rolando is not only a physical education teacher. This scenario highlighted his role as school counselor and as a teacher of social studies and practical activities. This is not unique. With the exception of the English teacher, all teachers in the school teach more than one subject or have additional administrative responsibilities. Teachers are not salaried,

but instead are paid by the number of hours of class and administrative responsibilities which they have.

We also begin to see Rolando in the role of authority and leader within the school. The responsibilities of authority exhibited in this scenario, (opening and locking the doors, ringing the bell), stem from his job as counselor. In other settings, however, it is clear his authority also comes from his personality. I observed six school assemblies and in each of these Rolando, not the principal, was the speaker in charge of conducting the program. This included assemblies open to the public, such as the day parents came to pick up report cards, and a presentation welcoming a visiting delegation of students and teachers from another school. He also served as master of ceremonies for all programs in which the school participated during the town fair.

Perhaps the most important characteristic to surface in this vignette is the willingness of teachers, especially Rolando, and students to spend extra hours at school in **class** related activities. In the first vignette we see a teacher and students willing to spend after-hours on what could be termed extracurricular activities. This is again demonstrated by the directing of the play by Laura and the coaching of soccer by Rolando, both tasks for which the teachers are not paid. But, here we see a new twist, in which a **class** activity was conducted after school. It is important to realize that this test was not given to make up

for a period lost during the school day, but was planned and scheduled by Rolando to add to his limited teaching time. How do students feel about this? Attendance on this day was 100% and when I asked Rolando how they felt about it, he replied "They like to come to school in the afternoons, it gives them an excuse to get out of the house." As a final note, of the 38 class days which I observed, Rolando worked with students after school, in some school related activity, on 24 of them.

Several characteristics can be added to the developing picture: (a) The physical education teacher, as well as the other teachers, have teaching and administrative responsibilities beyond teaching in their area of specialization; (b) the physical education teacher exhibits a great deal of authority both in and out of the school; and (c) the physical education teacher and the students are willing to spend extra time at school to work on class related activities. A previously discussed characteristic which has been supported in this scenario, is the willingness of students and teachers to spend after school time on extracurricular activities.

The Physical Education Class

In this section I will discuss events and procedures concerning the conduct of the physical education class itself. Material will be organized under the following subsections: (a) Practice Classes, in which students

participated in physical activity; (b) Equipment and Facilities; (c) The Curriculum; (d) Evaluation; and (e) Theory Classes. In discussing each of these topics, more evidence will be added to the developing picture of the physical education program at the Instituto Morazan.

Practice Classes

The first vignette in this section is taken from the field notes for Day 10. It describes the regularly scheduled 11:00 A.M. physical education class for III Curso.

Vignette 3 Let It Rain

> Two minutes before class is scheduled to start I ask Rolando if class will be held, taking note of the ominous looking clouds in the sky. He says "Yes, if the storm doesn't fall". At 11:02 he comes out of the counselor's office with a large bag (originally a flour sack) full of 4 basketballs. He is dressed in white running shoes, blue sweatpants, and a white short sleeve shirt. He blows a whistle and the students gather round him near the center of the basketball court. There are 31 students (18 boys, 13 girls) on the court today although I notice at least ten standing around the courtyard in their school uniforms. All participating students have on some kind of tennis or running shoes; white shirts of some kind (plain t-shirts, t-shirts with logos or pictures, or knit shirts with collars); and shorts, 20 of which are some shad of red.
>
> Rolando explains that today they will work on shuffling, stopping, and dribbling. He then tells the students to spread out and leads them in a series of calisthenics, stretches and jogging. He participates in all exercises except the jogging and is constantly talking and encouraging the students with statements such as "Come on" or "Keep it up". At one point Rolando says "Very lazy! If you don't want to work we'll remove you from the class. Isn't that right, Juan?" This is not said in a very threatening manner but Juan and the rest of the students do pick up the pace. The last drill consists of running backwards and Rolando says "Be careful and keep looking backwards by moving your head from side to side". As the students

"Vignette 3 (cont'd.)."

do this drill many are laughing and Rolando continues to shout "Let's go" and "Much better this time". When the drill is over he explains that in the game of basketball the ability to move backwards is important. The warm-up session lasted 10 minutes.

The first drill is a shuffling drill in which students take a position anywhere on the court in front of Rolando. He blows a whistle and they begin to shuffle in the direction to which he points with his hand. They do three bouts of 7 seconds each. Rolando constantly shouts "Keep your knees bent. Many are not bending your knees". The next exercise involves running from the endline of the court to the other endline, while performing a two-footed jump stop at each free throw line and at mid-court. Rolando says to form six lines and the students arrange themselves in lines of roughly equal numbers but each line includes students of only one sex. Just as this drill begins and without warning, rain begins to pour down. This is not a shower but an absolute downpour of pelting rain! Amazingly Rolando says nothing, the students continue the drill, and there are not even any shouts of displeasure.

At 11:20, with the rain still coming down, Rolando calls the group in to explain the next drill with is to be done identically to the previous drill but while dribbling a basketball. Because there are four balls the six lines become four, but they are still separated by sex. While the drill is being explained the rain becomes intensely HARD! causing some students to scream. Rolando continues, shouting to be heard over the rain. The drill begins; Rolando moves about the court shouting "Come on, come on". He seems to observe each student closely and approaches one girl and says "Use the other hand", he walks to another student and offers instruction. The court is rapidly filled with puddles making it almost impossible to dribble, but the class remains orderly and continues the drill. Finally, at 11:30, 15 minutes before class is scheduled to end, Rolando blows the whistle and tells the students to report to the counselor's office where he will pass the roll.

This class was so typical that a great number of characteristics of the physical education program at the Instituto Morazan are represented in the vignette. They

include student, teacher, and facilities variables. In terms of the students, one characteristic seen here is the use of uniforms. All students participating in class must wear uniforms consisting of a white shirt, shorts, and some kind of athletic footwear. Rolando informed me that the color of shorts was selected by each class at the beginning of the year. Rolando does not strictly enforce the color of shorts, nor require a certain style or all-white shirt, and I occasionally observed students participating in street shoes. No one was ever allowed to participate, however, without some kind of shorts.

Student attendance in this class was **atypical** in the fact that ten students who were present but did not participate was unusually high. Rolando explained to me that it was their choice, and again reminded me that each student was allowed 3 "voluntary absences" per term. The fact that there was no attempt at coercing the students to participate was, however, typical of school policy. At any given time during a school day there were invariably several students in the courtyard or cafeteria, but they caused no disruptions and were not approached by teachers.

Students were almost always orderly and attentive in class, in fact you could ask "If the rain storm did not disrupt them, what possibly could?" During the entire three months of observation, I recorded only two disturbances during a physical education class. Both were shoving matches between two boys which ended as soon as Rolando

looked in their direction. In addition, I specifically looked for students who left their place in line, or sat down while waiting their turn, and recorded only one such incident. While in the physical education class the students, at least in their outward behaviors, gave full attention to the class activities.

A final note concerning the students is their forming in groups segregated by sex. A complete discussion of the influence of gender on participation in sports and in the class will be presented later. For now it is important to note that this action did occur. It is one small incident which lends support to a larger view in which students and teachers profess their belief in the right of women and girls to participate in sports and physical education, but in their actions often indicate a deep-seated cultural bias relative to gender.

In terms of what we can learn about Rolando as a teacher, this vignette is very helpful. One of the classic stereotypes in physical education "folklore' in Honduras, is that of a middle-aged female teacher wearing a dress and high heels and seated on a chair in front of a class while holding an umbrella to shield her from the sun. Does that teacher still exist? Perhaps, or perhaps not; what is important here is that Rolando projects just the opposite image. As in this vignette, he was almost always dressed for activity. I recorded only one class period in which he wore street shoes. But even then he participated in warm-up

drills as opposed to just verbally telling students what to do.

His clothes and participation in warm-ups are typical of his behavior throughout the class. As in this example, Rolando tended to move constantly about the court, shouting words of encouragement, and often adding instructional cues. His offering of instruction to particular students while others continued drills, was also a typical occurrence. The "direct comment" style of teaching was used in every class taught by Rolando. Students often worked in groups but they were all engaged in the same activities which had been explained by Rolando in a group setting. The only initiative allowed the students was that of forming their own lines or groups for activity.

A sample statement occurring in this scenario, represents another aspect of Rolando's philosophy of teaching. Here he simply explains that the skill of running backwards is important in basketball, but this is typical of his repeated explanation to students of why they are doing certain things. This is seen particularly in the theory classes, an example of which will be provided later.

A final methodological note concerns the 10 minute warm-up period. Every class period that was to include physical activity, including skills tests, began with an extensive warm-up. I noted once in my field notes that these sessions appeared very well planned and sequenced and also seemed to be designed specifically with the subsequent

activity in mind. I saw no written note cards or lesson plans, however, and wondered if Rolando was improvising. In an interview he answered,

> Generally, the night before I take the written monthly plan and see what I am teaching. I form an idea of the warm-up exercises, the applicable exercises. I manage a certain number of basic exercises, I always choose ones that are geared to what I'm going to teach. But I always like to vary exercises, to motivate me and the students. I always think about motivation, if I include an exercise and they are bored I try to change it. . . I usually consult some books, but at the hour of the class, without a doubt, some exercises which I thought of teaching escape me.

This statement opens up an entire new question of how lessons are planned, which will be dealt with later. For now, we can simply note that all activity classes begin with a warm-up period of about 10 minutes which includes a wide variety of exercises which were selected beforehand by the teacher according to the activity of the day.

So what about the rain? I have roughly categorized the conditions under which the class was taught as a facility variable since the situation would not have occurred in a covered gymnasium. In Honduras the rainy season generally occurs from June through December. This year was no exception and rain fell almost every day, sometimes falling during physical education class, but almost always leaving a wet court. Amazingly, as can be seen from the vignette, the rain almost never disturbed the teaching "process". This particular class which ended 15 minutes early and another in which a theory class was taught because Rolando thought the

rain would affect performance in the scheduled skills test, were the only instances of any alteration in the class. The word "process" is highlighted above, because while the weather conditions might not affect the sequence of events in a class, it could very well have resulted in a lower level of learning or performance on the part of the students. This is a difficult judgment to make and will be examined more fully when the evaluation of student outcomes is discussed.

Finally, this class in the rain tells us something about the teacher. Rolando takes his class **very seriously!** He never canceled it for weather, usually tried to find a period to make up classes lost to assemblies or other school activities, and as was previously seen, often used after school hours to conduct testing, thus increasing class time available for physical education.

In summary, this vignette has contributed the following characteristic to the view of physical education at "The School". In terms of the teacher we discover that he (a) dresses for activity; (b) uses a direct command style of teaching, with a great deal of moving about during class while offering both verbal motivational and instructional cues; and (c) begins each period of physical activity, with an extensive and well planned warm-up period. In addition, the students (a) wear uniforms appropriate for physical activity; (b) are attentive and active in class; and (c) exhibit some cultural based gender biases. Finally, adverse

weather conditions are common but do not seem to affect the conduct of the physical education class in terms of process variables. It is difficult to judge, however, to what extent these conditions affect student performance outcomes and/or their perceptions of physical education.

The following vignette is a compilation made from the field notes for Days 32, 44, and 47. The first two days, Rolando taught hurdling to I Curso A and on the third day to I Curso B.

Vignette 4 A Stadium in the Street

> I arrive at 8:42 A.M. and class is just beginning. Rolando dressed in a warm-up suit calls the class in around him and talks about not being afraid to jump over the hurdles. He says that the biggest problem some of them have is simply fear. The class then spreads out and begins the warm-up period. As usual, Rolando is participating in the exercises. He is quite jovial today and demonstrating how to walk on your toes he says "as if you had high heels on". This gets a big laugh from the entire class, and the exercises continue. Today there seems to be particular emphasis on stretching the legs. Occasionally, Rolando stops doing the exercises himself and walks around, instructing students who seem to be having difficulty. I notice that three girls have chosen to do their exercises in the grass area of the basketball court and under some shade. It is a very hot and sunny day even at this hour of the morning. Rolando allows them to work there, although the rest of the class remains on the court.
>
> After 10 minutes of warm-ups, Rolando arranges old automobile tires in the following sequence. One tire is placed down on its side. A second is placed upright. A third is placed on its side with another tire placed upright next to it. A fourth obstacle is a wooden hurdle made by Rolando's students. There is approximately 10 feet between each obstacle. The students line up at one end of the court and begin to file through the obstacles. The fifteenth student to go is the

"Vignette 4 (cont'd.)."

first to be unable to clear all the obstacles. She knocks down the fourth obstacle and does not attempt to clear the last hurdle. Most of the class laugh and she returns to the end of the line. Rolando says nothing. I have noticed that this girl has had difficulties on other occasions and decide to use her as an informant. Her name is Gina. On her third attempt she clears all the obstacles, and Rolando who has said nothing to her applauds. Gina is not the only student who knocks down a hurdle. After about ten minutes, Rolando starts setting up two rows of four home made wooden hurdles. One row is higher than the other row. He then instructs the students to walk by the row of hurdles raising a leg over each hurdle as they pass by. He demonstrates. He then says "The tallest, the tallest boys, use the high hurdles". I note to myself that in this class of 1st Curso A (7th grade), the girls on the average are quite a bit taller than the boys.

On the initial days of the hurdling unit the above sequence of events usually lasted the entire period. Near the end of the unit, however, the same routine was run through much more quickly and the class went out into the street in front of the school to hurdle.

It is 3:00 P.M. but Rolando decided to ask the I Curso B to come to school in the afternoon for an additional physical education class. After doing warm-ups and hurdling over tires, the class moves to the paved street where there is room to spread the hurdles out. Hurdles are carried out by the students, both boys and girls doing the work. Rain has washed away the marks Rolando had made on the street, so he paces off the distance between each hurdle. There are two rows of five hurdles. The students form two lines, a girls' line and a boys' line. They spend the rest of the class jumping over the hurdles. The lines move quickly so that each student gets ample opportunity to practice. During the entire time Rolando shouts encouragement, sometimes to motivate ("That's good! You can do it!"), sometimes teaching ("Watch your leg"). One girl crashes down hard on the pavement. There is a collective sigh by everyone watching. Rolando doesn't move, but says to her "Keep calm". She gets up, and returns to the line. She has scraped her arm and leg, but seems unaffected by it and continues participating in the class. Her next attempts are without incident. Although it is

"Vignette 4 (cont'd.)."

> afternoon, attendance is good and the effort of the students seems so different than during regular class hours.
>
> The class has attracted a large audience. I count six adults (3 men and 3 women) watching from the side walk in front of the school One of them has brought a chair to sit in. Two women watch from the window of a cafeteria on the other side of the street. There are 20 children sitting on the curbs observing the class. In the narrow street, lined with buildings and people, the class has taken on the atmosphere of a sporting event held in a stadium. The class was interrupted when a man pushing a cart full of rice, comes up the street. He moves slowly sometimes stopping right between the hurdles. Rolando says nothing and just waits patiently. A child who is watching laughs at the man and he immediately begins to shout "At least I'm working, not bumming around". He continues on mumbling about not making fun of him. After about three minutes he has left the area of the hurdles. A short while later an old woman walks up the street but stays to the sides of the hurdles, observing as she walks by. As a boy passes over a hurdle she shouts "Watch out for your teeth!" The "spectators" all laugh and she moves on. The class has lasted longer than a normal class period, as it is 3:56 P.M. when the students are dismissed.

This vignette brings to light for the first time some characteristics concerning the attitudes of the community toward physical education, and gives some indication as to the ingenuity of Rolando in obtaining and using equipment. It also supports evidence already presented concerning the behavior of the teacher and students while class is in progress, and the climatic conditions under which the class is held.

The attitudes of community members toward physical education and sport will be discussed in a separate section of this chapter. Two incidents arise in this vignette,

however, which foreshadow characteristics of the community. One is the large audience attracted by the class held in the street. This activity which is going on is interesting enough to attract curiosity, and also represents a seldom found break in the daily routine of life in Pueblo. Secondly, the old man, who seems harmless and in fact is largely incoherent in his speech, does manage to say "At least, I'm not a bum". This will not be the last time we see physical education and sport activity, being linked to the "wasting of time".

Another characteristic which this vignette introduces is the ingenuity which Rolando demonstrates in obtaining and using equipment and facilities. We see the use of old automobile tires which Rolando has collected over the years and the use of homemade hurdles. Some of these hurdles were made by students as class projects in the Practical Activities class which Rolando taught. Others were made by students as extra credit assignments in the physical education class. Finally, the taking of the class into the street to find a suitable "track" is an example of Rolando's initiative in terms of finding or constructing adequate facilities. The obtaining and use of equipment and facilities, introduced here, merits a closer examination and will be the exclusive focus of the next section.

Student and teacher behaviors which have already been mentioned and are once again in evidence here include the active participation of the teacher in the class, his giving

motivational and instructional cues, the use of a significant and well designed warm-up period, and the differentiation of activity by gender. The latter characteristic was demonstrated twice in this vignette. First, by the suggestion of the teacher that the boys use the high hurdles (even though on the average the girls were taller), and secondly, by the seemingly automatic organization by gender of boys and girls during activity. As before, these are minor details, but as more and more of this minor evidence accrues, it becomes obvious that there are many preconceived notions which are held concerning the participation of females in physical education and sport activities.

Previously we saw how rain affected a class. Here we see that the sun can be just as debilitating. Even at 8:30 in the morning, it is hot enough that the students seek relief in the shade. But, again, as was the case with the rain, these conditions, as severe as they are, do not seem to affect the normal process of the physical education class.

In this vignette we are introduced to the view of the community toward physical education as well as presented with a hint that Rolando must resort to his own ingenuity in obtaining and using equipment and facilities. Once again we observe the active participation of Rolando in the class, his giving motivational and instructional cues, the use of a significant and well designed warm-up period, and the

differentiation of activity by gender. Also, the oppressive heat, which can be just as bothersome as torrential rains, did not seem to affect the normal class process.

Equipment and Facilities

The following vignette is taken directly from my field notes for Day 17, but has been edited to focus, although not exclusively, on events which deal with the use of equipment in the class. The class observed in II Curso, and the sport being taught is volleyball.

Vignette 5 Examples of Initiative and Ingenuity

> As I was waiting for class to start several students came out with a long orange plastic cord which they ran down through the rims of the baskets at each end of the court and then tied to the posts which supported the backboard. Thus when they completed their task, not an easy one as they had to first throw the wadded cord up and through each rim, there was an orange plastic cord, 10 feet high, running the length of the court. I did not yet know what the cord was to be used for, but it was this incident which sparked my thinking about the many different ways in which Rolando used equipment.
>
> After a warm-up period Rolando asked the class to divide into five groups of ten students in each group. As usual groups were divided by gender. After attempting to organize themselves there were three girls left who had not found groups, and three groups, two groups of girls and one group of boys, which were short one person. Rolando pointed this out and said "Go to these groups". Two girls reacted immediately and hurried to the two groups of girls. The remaining girl stayed where she was. Boys in the shorthanded group began to shout "A pretty one over here! A pretty one!" The girl slowly moved to one of the already full groups of girls and remained there. Rolando said nothing and the activity began.
>
> The first drill was to practice the overhand pass in volleyball. There were 3 groups on one side of the orange cord, and 2 on the other. One member of each group stood with their back to the cord while the

"Vignette 5 (cont'd.)."

> others formed a single file line about 15 feet away and facing the cord. The first person in line passed the ball to the person at the cord and went to the back of the line. The person at the cord then "set" it back to the next person in line, who passed it back to the "setter" and went to the end of the line. The drill continued like this until everyone in line had a turn to pass the ball. The setter then took a place in line and another came forward.
>
> To begin the drill, Rolando gave each group a 9 inch in diameter hollow plastic ball. As he did this he said "The best group gets to use the leather balls". As the drill began Rolando moved from group to group, often stopping to demonstrate, and at times shouting encouragement such as "Let's go! Let's go!" Twelve minutes after beginning the drill, Rolando gave leather volleyballs to one group of girls and one group of boys. Two minutes later he changed the balls to two other groups and three minutes after that gave one of the balls to the remaining group.
>
> When the class ended I walked quickly to Rolando and asked "What was the cord for?" He replied "To simulate the net, so that they get used to the setter having his back to the net and the setter setting with his back to the net.

There are three aspects concerning equipment and facilities which must be discussed. The first aspect is the ingenuity with which the teacher uses equipment. In this scenario Rolando considered the simulation of game activity to be important. The task of stringing the cord was not particularly simple, taking students at least 10 minutes to accomplish, and, one might think, not very important to practicing the particular drill which was used. Yet this attention to detail, and use of his imagination, was typical of Rolando.

The use of the plastic balls has spread throughout Honduras and is popular with teachers who are tired of teaching large classes with one or two "official balls". Still where other teachers might not worry then about using the official balls available, this was important to Rolando. He initially used the promise of the leather ball as a motivator and then paid attention to ensuring that every student was allowed to use the official ball. Again, these may appear as minor incidents, but I feel they demonstrate Rolando's attention to detail, particularly in the imaginative use of the equipment which he has available. An additional example which caught my attention was a soccer practice in which all drills were done with medicine balls. These "medicine balls", however, were old deflated volleyballs and basketballs; stuffed with sand and hand sewn by Rolando with a thick cord. They functioned perfectly, without leaking a single grain of sand despite some powerful kicks, and contributed to a very creative soccer practice.

A second important aspect concerning equipment and facilities is the inventory itself. While Rolando was no doubt creative with what he had, the very fact that he had any equipment at all was a testimony to his initiative. Table 2 presents a summary of an inventory which I personally conducted on Day 8. The inventory shows, that while the amount of equipment available is not overwhelming, there is a fairly adequate supply in terms of both variety of equipment and number of items. Many of the homemade

Table 2 Summary Inventory of Equipment

#	Item	Description
7	medicine balls	2 sand-filled volleyballs, and 5 sand-filled basketballs, sealed by sewing with a heavy cord
7	basketballs	5 usable official size rubber balls and 2 deflated, unusable rubber balls
6	soccer balls	1 usable rubber soccer ball, 1 usable leather ball, 4 deflated, unusable leather balls
6	volleyballs	3 usable leather balls, 1 usable rubber ball, and 2 deflated, unusable balls
2	volleyball nets	1 official net, 1 net made by Rolando from plastic cord
19	6" plastic balls	hollow, plastic balls
13	9" plastic balls	hollow, plastic balls
6	table tennis paddles	almost new
4	table tennis balls	new
2	table tennis nets and stands	almost new
16	tires	used, car size tires
1	team handball	rubber
3	plastic sacks	bean sacks, used for carrying equipment
1	award stand	three-tiered, homemade wooden stand
1	rock	smooth, softball sized rock, found in nearby river and used for shot-putting
25	hurdles	wooden, made by students, most have hinged bottoms for easy storage

items seemed to be of very high quality. The medicine balls were used again and again, with no signs of leakage. The hurdles functioned very well and the homemade volleyball net was in much better shape than the official net. Granted, the number of items often is insufficient considering the fact that there are over 50 students in each of Rolando's classes. But, through initiative and ingenuity, the teacher manages to minimize problems due to lack of equipment.

A third point to be made concerning the equipment, is the way it is perceived by the teacher to be a symbol of the lack of support which his program is given by central authorities. The sense of "isolation" which Rolando experiences in his work, will be seen to be very significant. While this theme will be developed when speaking specifically of Rolando, and also when examining the "world" of the Central Administration, the following conversations concerning equipment, begin to show the resentment which Rolando feels.

An early indication of this occurred when I asked Rolando for a copy of the equipment inventory. He replied "You can use it, but I suggest you do your own inventory. The one I send to the Ministry [of Education] is not complete, so that they think we are more needy." This statement led to further conversation in which I tried to ascertain just how much support Rolando had received from the Director General of Physical Education (DGEF) in terms of equipment. I do not think he is really sure of just how

much equipment he has obtained through the DGEF. The very first day at lunch he said "In 5 years the only equipment I have received from the Director General is one basketball... when I got here there was one soccer ball and basketball and both were deflated." Two months later in a formal interview Rolando stated that "In 5 years, 10 balls are the only support I have received from the Director General." In still another interview he said "In the 4 years that I've been going to the [Office of] Director General of Physical Education, all they have offered me are 2 handball balls, a few ribbons for competition, and some diplomas from Coca-Cola." But whether it is one, two, or even ten balls is not really important, the point is that Rolando thinks it woefully inadequate. In his own words: "One begins to feel alone. Like swimming the sea alone, with no one helping or supporting."

While I selected this vignette to use as a catalyst for discussing equipment and facilities, it is becoming increasingly apparent that it is difficult to isolate specific characteristics. Thus, before leaving this section, we must at least mention other characteristics of the program found in this vignette. Again we see the importance which gender seems to play in the minds of the students. A girl chose to disobey a directive of the teacher, rather than be the lone female in an all male group. The teacher, seemingly aware of how the girl felt, allowed her to disobey his order. On the other hand he did

not say anything to the boys who verbally taunted the girl. Another recurring characteristic is that we again see Rolando moving among the students, offering both instruction advice and motivational encouragement.

A conclusion which neatly summarizes the "equipment characteristics" of the physical education program at Instituto Morazan is not simple. On the one hand the initiative and ingenuity shown by the teacher in obtaining, constructing, and using equipment is impressive. This was surprising to me, a veteran teacher in the country. I suspect that the situation was much better than in many similar schools. On the other hand, it is important to bear in mind that the principal purpose of this study is to describe the situation from the point of view of the participants. There can be little doubt, that as Rolando sees it, equipment is in short supply and that the responsibility for obtaining more lies with the Office of the Director General of Physical Education.

The Curriculum

Vignette 6 is the first of three pieces of evidence which will be presented before discussing the planning and content of the physical education program at Instituto Morazan. This vignette is an edited interview with Rolando conducted on Day 26. The second piece of evidence, Vignette 7, is taken from the same interview and refers specifically to the inclusion of indigenous activities in the physical education program. In both vignettes, the symbol "R"

designates Rolando, and the symbol "C" indicates that I am speaking. The third piece of evidence concerning the curriculum, is Table 3, which is a summary of the content of Rolando's written plans for the 1987 school year.

Table 3 Summary of 1987 Physical Education Plan for Instituto Morazan

I CURSO:

Activity	Unit	Class Hours
Track and Field	1. History	2
	2. Walking	1
	3. Sprinting	8
	4. Long Jump	14
	5. Hurdles	16
	6. Relays	20
II CURSO:		
Volleyball	1. History	2
	2. The serve	18
	3. The bump	10
	4. The overhand hit	12
	5. The spike and block	12
III CURSO:		
Basketball	1. History	2
	2. Ball handling and dribbling	15
	3. Passing	11
	4. Pivoting	2
	5. Shooting and faking	*NS
	6. The Game	*NS

*NS - Hours Not Specified in the written plan.

Vignette 6 What Is Taught and Who Decides?

C: Who decides your curriculum or program?

R: I've decided since I came here. What's more, when I came here I didn't even know the plans for physical education at the secondary level. ...The second year I was interested in knowing more about the plans...the truth is that I looked at it and it seemed to me to be ridiculous considering the environment in which it is

"Vignette 6 (cont'd.)."

carried out. Even being in the city, it isn't--how can I say it?--applicable....I maintain it isn't applicable for reasons of number of students, didactic material with which one has to work....

C: How do you plan your program, do you make a yearly plan, or by semester, how?

R: Ah, yes, an annual plan. My basic idea for planning activities here has been, practically, ahh, seeing that when I came here, they only taught soccer, soccer and that was it. And a little bit of basketball but mostly associated with the feminine sex. Therefore, based on this, I've tried to plan here, tried to incorporate other sports activities.

C: Have you changed the plan? That is, have you taught the same classes since you arrived here or have you changed the plan?

R: Generally I have one or two innovations. This year I wanted to introduce relays. Last year I introduced the shot-put. Generally, what I maintain for the II and III Cursos is volleyball and basketball. But also, in these Cursos, a pair of years ago, I taught handball, and ping-pong.... I think this is the only high school in Olancho which has had the opportunity to play handball.

C: If it was successful, why didn't you teach these activities this year? How did you make that decision?

R: Well, I haven't really thought about it, that is to say, I have thought about repeating this, but not immediately. Always, I base the planning, more than anything, on the material which I have Chuck. And sometimes the conditions of the students which I have, basically.

C: Do you make a yearly **written** plan?

R: Yes, and posteriorly by semester, and even shorter.

C: Do you really follow this written plan?

R: Exactly, yes.

Vignette 7 Exercises in Machismo

C: Do you think that there exists in Honduras, indigenous sports or recreational activities?

R: Well, you know that I believe that, um, no. What I've seen are variations of games that I played before. Basically, native of here, I don't think there's anything.

(At this point Rolando begins to speak of games of children including a penny pitching game, tops, marbles, and kites, which he feels are traditions being lost. But if they are to be included in physical education he think it would be at the elementary school level. So I asked him if there were any sports or activities appropriate for high school.)

R: Here the tradition is riding horses and shooting. When I came here I saw little boys throwing knives at targets. Here the games are directed more than anything to developing machismo in the individual. To develop skills to be **more machos"**. The only other thing I've heard of is hunting....Another thing, here the adults don't play anyway. that's why I say, the only thing is hunting. Also, they practice using the slingshot.

C: Well, in the United States for example, even in a high school program I observed last year, such activities as shooting, archery, and other, are included in physical education. Do you think it would be appropriate to include the ones you've mentioned in your program?

R: No, no, what's more, a friend has tried to get me to include wrestling in the program and I've said no. I know the people here, I assure you if a teacher gave a demonstration here the kids would be kicking each other and start a brawl! Here fighting is serious! Even the women here are bellicose!

C: One last question. Do you include folk dance in your physical education program?

R: I took Folk Dance in the Escuela Superior. I practiced it before that. I like it! But, here in the high school I haven't included it as part of the curriculum. I don't know why. The truth is with my wife we could have taught it better than the other teacher. But, I haven't become involved in it because I didn't want to infringe on her area.

"Vignette 7 (cont'd.)."

[Note: the social science teacher is in charge of the folk dance demonstration team. This is an after school activity, however, and not part of the school curriculum.]

The above evidence provides a very clear picture of the physical education program and how it was developed. This information may be summarized in the following manner:

1. The program consisted of one sport activity per year for each grade level. The activity for I Curso was track and field; for II Curso it was volleyball; and for III Curso it was basketball.
2. This program did have some yearly variation. Whereas activities for II Curso and III Curso remained constant, the plan for I Curso had included team handball and table tennis in a previous year.
3. This program is not in accordance with the national program, which offers more variety, but was defined solely by the teacher. (A summary of the national program will be presented in the section on the Central Administration).
4. The teacher's choice of activities is based, in his words, on "the material I have" and the "conditions of the students". In an interview, not included above, the teacher also expressed the philosophy that it is more important to teach a few things well than to just touch on many different things. Referring to the variety of content found in the national plan he says "There is not enough time. What we would try to do [if we followed the national plan] would be

just to 'rub' each sport, that is, touch on each sport superficially."

5. The teacher claims that he follows his annual written plan. All evidence which I obtained indicates that this is true. Activities, themes, and evaluation dates were almost always covered on the exact or nearby dates that they were planned in the original annual plan. Also, as was mentioned before when discussing the organization of warm-up routines, daily classes seemed to be planned and conducted.

6. Indigenous games and sports were not included as part of the program.

7. The teacher was not aware of the existence of many indigenous sports and games. Those that he knew of he found inappropriate to include in the curriculum because they were either geared toward elementary school children or fostered aggressiveness and what he called "machismo".

8. Folk dance was not included as part of the curriculum. The teacher felt that this is an appropriate activity and that he has the skill and experience to teach it. He did not include it because it is an activity taught on an after-school basis by another teacher and he felt uncomfortable infringing on her responsibilities.

Evaluation

As with the aspects of curriculum and planning, three pieces of evidence will be presented concerning the evaluation of the students by the teacher. Vignette 8 is an edited version of the field notes for Day 8, and describes

the testing of long jump performance in I Curso B. Table 4, the performance chart used to grade the long jump performance of students, is included as part of the vignette.

Vignette 8 The LOOONG Jump!

Just before class is to begin, Rolando calls me over and explains that he will be giving a long jump performance test. It was worth 10 points of the 100 points making up the semester grade. He handed me a copy of the following scoring table:

Table 4 Long Jump Performance Table

Boys		Girls
Distance (meters	Points	Distance (meters)
6.51 - 7.00	10	5.51 - 6.00
6.00 - 6.50	8	5.01 - 5.50
5.51 - 6.00	6	4.51 - 5.00
5.01 - 5.50	4	4.00 - 4.50
4.51 - 5.00	2	3.51 - 4.00

I'm stunned! This looks really long to me! 6.51 meters is over 21 feet! These are 7th graders!

For the first five minutes the students warm up on their own. Rolando then calls them in and reads the table. There are not reactions. I don't think they have any idea how far they have to jump.

They begin to jump. The order is according to the class list. Each student gets two jumps, with the best jump counting as their grade. They all take their first jump and then start a second round for the second jump. Two girls from the class hold a metal tape measure, and Rolando calls out and records each jump. At one point he calls out "Those who are next in turn should be warming up." When there is a foul, the jump is not recorded.

The first boy jumps 5.23 meters (4 pts.). A jump by a girl which looks great is 3.08 meters (0 pts.!). A boy jumps. It looks good, and the kids should "great!" and "UUeee!" but the jump measures 3.68m (0 pts!!!). I wonder why after 5 years of teaching

"Vignette 8 (cont'd.)."

Rolando's table is so unrealistic. In the second round the first boy jumps 5.30m.

When the class has ended, the 5.30m, 4 pt. jump has held up as the best. I think to myself that on the Honduran grading system where 60% is lowest passing grade, the best score in the class has failed the test by a wide margin.

The next vignette is taken from the field notes for Day 8 in which I Curso B was given a test on long jumping form. The vignette includes a description of what happened in the class and is followed immediately by Table 5, which simulates the testing form used by the instructor.

Vignette 9 A Complex Evaluation

About five minutes before class is to begin some boys come out and begin to warm up. Their exercises include toe touches, and thigh pulls. As more boys come out they also begin to stretch. About four minutes after the first group began to stretch, all go over to the long jump pit and begin to jump. Rolando comes out about a minute later and scolds "Before jumping you are supposed to warm up! You know that!" No one complains that they already did warm up and they return to the basketball court to stretch. Rolando has walked over to the long jump pit and shouts back, "The neck, arms and shoulders also work in the take off to the jump". Rolando then explains to me that due to the length of the test only boys will be tested at this time.

He then calls over the boys and explains the test. It is to evaluate long jumping form and is worth 60 points of the final grade of 100 points. He explains that they will each jump and he will award points according to a chart he has developed. A student asks "How many jumps, prof?" Rolando replies "As many as necessary."

The evaluation chart which is used to evaluate divides the skill into four main parts (as seen in Table 5), which in turn are subdivided into parts for a total of 12 subdivisions. In each of the 12

"Vignette 9 (cont'd.)."

subdivisions Rolando awards 5, 3, or 1 point. Thus a perfect score is 60.

As the test is being conducted I note that the test is very complex and well thought out. Rolando asks most to jump three times but some are asked to jump as many as five times. Throughout the entire test Rolando shouts words of encouragement and advice such as "more speed", "take some air, think what you are going to do." Once he makes a joke: a boy with bright new shoes makes a good jump and Rolando says "The new tennies are helping, true?" Most students laugh. The test runs into the next period, which is recess, but the students who must stay don't complain.

Table 5 Rating Categories for Long Jump Form Test

Approach	Points
1. Movement of legs	5
2. Movement of arms	5
3. Position of trunk	5
Take-off	
4. Position of legs	5
5. Position of arms	5
6. Movement of arms	5
Flight	
7. Movement of legs	5
8. Position of trunk	5
9. Position of arms	5
10. Extension of legs	5
Landing	
11. Position of feet	5
12. Moves forward	5
Total Points	60

Whereas the evidence relating to curriculum and planning facilitated a simple and straightforward discussion, the evidence presented concerning evaluation

leaves one with many questions. I will focus on three main issues: first, the systems of evaluation used by the teacher; second, the way in which these systems and instruments were developed; and third, the problems faced by the teacher in determining performance standards.

The system of evaluation used by the teacher was generally consistent from class to class, and from marking period to marking period. The final grade was given in percentage form. The way in which these 100 points could be earned were by means of a) a test of form while executing a given skill, which was worth 60 points, b) a test, worth 10 points, measuring performance on the same skill, c) a written test on the same skill, worth 30 points, and d) 10 points called the "accumulative" grade, which was based on things such as attendance and student participation in extracurricular activities. This is the only part of the grade which varied from term to term. During the period which I observed points could be earned for such activities as participating in the Independence Day parade, working at refreshment posts during a school sponsored marathon, bringing sand to help fill the long jump pit, and making a hurdle. It is interesting to note that one often hears that the tradition of physical education grading in Honduras is to make the "accumulative grade" worth 100% of the final grade.

While I was very intrigued by the complex evaluation system which Rolando employed, I was more interested in the

instruments themselves and the way in which they were developed. I will first discuss the instruments used to evaluate skill form and to measure skill performance.

The rating categories used to evaluate form in long jumping were similar to those used in other skills. As a further example, Table 6 shows the categories which Rolando used to rate form while performing a bump in volleyball.

Table 6 Rating Categories for Bump Form Test

Category	Points
1. Position of feet	5
2. Flexion of knees	5
3. Center of gravity	5
4. Position of trunk	5
5. Position of hands	5
6. Vision	5
7. Sliding of feet	5
8. Movement of knees	5
9. Movement of trunk	5
10. Movement of hands	5
11. Movement of arms (shoulders)	5
12. Coordination and execution	5

While every coach or biomechanics expert might vary slightly concerning how to break down these skills for analysis, I think the consensus opinion would be that Rolando's system is quite adequate. I asked him in an interview, conducted on Day 24, how he came to evaluate this way and how he developed these forms. His answer was extensive and insightful:

> Look, generally I use a chart, of those charts which I showed you, generally, I've grown accustomed to doing it this way because I believe it is functional, and it helps me in the evaluation. Although sometimes I'm flexible, and I stretch [the way in which evaluation is done]. Generally, the plan which I make

> for a practice examination I base on special and specific points of technique. In the case of volleyball, if I know that for, umm, let's say the serve, which you didn't have the opportunity to see. Therefore, first I think what is the correct way. First the position of the feet behind the line because this is a **mortal sin** to step on it. Then aside I mention to them in theory [class], the direction which they place their feet serves to send the ball, where they want it to go. So, in these points I continue basing [the test form]. Later, the position , the movement of the knees, the position of the trunk, etc., I continue taking the specific points. Ehh, I assign a value between 1 and 5 points to each aspect. 1, 3, and 5. But sometimes I do 1, 2, 4. And very rarely I have used 2, 4, 7, but very rarely. I think it might be difficult for the students...Especially since they're not accustomed to this type of evaluation. Before, they always think before "we only ran around the court 5 times and we have 100% [as a final grade]." It has been hard for me to eliminate this idea from previous times. Therefore, basically, I base [the evaluation] on this type of charts.
>
> I place emphasis on the principal aspects of the skill which I am teaching. I try to analyze them. I mentally analyze, like the examination on push-ups in Kinesiology [a class he took in college]. Sometime I discard certain aspects of the technique that are, uhh, that is to say, uh, secondary. And, well, this is what I do to evaluate the technique.

I have every reason to believe that what Rolando has said here is a true account of the way in which these skill evaluation charts were developed. I know, since I was his teacher, that he was taught how to break down skills this way while in college, but I am also quite certain that the specific charts he used were of his own making, and that the overall system of evaluation was his own design.

Whereas the forms used to evaluate skill technique seemed quite commendable, I was concerned about the performance test used to evaluate long jumping ability.

Where did these performance objectives come from? During the interview on Day 24, I asked Rolando specifically about the table used to evaluate long jumping ability. His reply was as follows:

> I had to change the table for the second group, and I also changed the grades for the first group. That's what I've told you, I SEE things. Now, concerning the [original] table, I was waiting to see, because in the practice I had noted certain, uh, good jumps. So I said, I'm going to take these as the maximum parameters, and like this, no? Nevertheless, I saw that the pressure of the examination influenced them, I don't know why, true? But it's true that it influenced them--the pressure--including the girl which I told you jumped very well, came down very low. Therefore, I had to readjust. This is what I say. One can't be so **stubborn**, as to maintain, after seeing the results! Because that would be, Geez!, one wouldn't be a teacher, hardly!

I then asked "If this is your fifth year, why didn't you know from the start that this original table wasn't going to function?" He replied:

> What's happened, Chuck, is that, since we began here, the population has gone down in terms of weight, height and size.... So, sometimes the experiences from previous years don't help a lot because the sample is different.... That's why I say sometimes that one's calculations fail. And sometimes, I base [the table] on the jumps they do in class. And maybe because they do it with less pressure, they do better. But how am I going to say to them I'm not going to evaluate, or do it, but then they wouldn't take it seriously.... But I did change the grades and the majority got between 5 and 8 points. I couldn't be so **closed**[-minded]! What's more, what I want is that they earn **all** those points.
>
> You know what, last year, uhh, or the year before last, they gave a course in Cuidad Nueva, conducted by a Japanese, a specialist in graphic arts. Nevertheless, he was working in Physical Education. He arrived there and talked basically of track and field.... He emphasized the construction of facilities...but what caught my attention was that he had statistics from national competitions made in

> [various cities around Honduras]. And this really made me think. Because, where am I going to find tables of national competition which tell me that a boy of 13 years of age should jump so far in the long jump? Or that he is capable of making a tennis style serve with such and such power and with a given spin? Therefore, it is difficult for one, that is the very reason why I've decided to form tables; all this helps me, and now I have ideas more consistent, and all is written. I write down what I do. As a matter of fact, I think I was more strict when I first came here, because one comes out of school with the schemes of the Superior [teachers' college] and having done student teaching in the IDA [experimental high school run by the teachers' college] where one has a series of didactic situations which are not found here. So one comes out thinking that you **should** be strict, without knowing the reality. But I always manage the idea that "How can the person that does something get 0?"

The purpose of this study, at least of this chapter, is not to criticize but to describe as accurately as possible. Perhaps it suffices to say that 10% of the teacher's grading scheme involves tests which measure skill performance. These tests were developed over the years solely by the instructor himself. While they were never tested for statistical validity and reliability they appear for the most part to serve adequately. For example, the performance tests for basketball and volleyball, although developed personally by Rolando, were very similar to those found in most skill testing manuals and texts. An exception was the long jump test, which clearly required unrealistic performance levels. The teacher seems aware, however, of student performance and capabilities, and on his own decided to alter scores obtained on the test; and to modify the test for subsequent testing.

The previous paragraph is an accurate description of testing procedures used, but I would be remiss to leave it at that. The evidence presented above brings out a very important problem faced by this teacher, and probably others. Despite his good intentions and obvious effort placed in evaluation he lacks the tools to improve his evaluation methods. Two reasons for this come to mind. The first is that he may not know or feel comfortable with statistical methods of evaluating test instruments. Secondly, and what is clearly highlighted here, is that the teacher has no way of knowing, other than from his own experience, what reasonable performance parameters are. There are no national norms or tables. He clearly identified this problem, but there seems no way for him to solve it. This has administrative and research implications for the entire country which will be discussed more fully in Chapter Five.

In conclusion, the teacher uses a 100 point rating scale, divided into four sections covering skill performance, technique, theory, and personal/social items. Tests used are designed and developed by the teacher and are usually adequate. Occasionally, however, unreasonable expectations are held for student performance. The teacher, however, seems quick to recognize problems and laments the lack of a guide for the setting of performance objectives. This section also continues to show previously mentioned qualities of the instructor. Even testing periods include

warm-up; he continues to offer motivational and instructional cues even in testing situations; and, perhaps more importantly, continues to demonstrate the seriousness and effort with which he goes about his work. This intricate evaluation scheme was by no means mandated, and in fact was completely different than the previous system in the school. Every bit of evidence points to self-motivation as the key between the effort placed on the evaluation of students.

Theory Class

The final aspect of the physical education class to be examined is that of the theory classes, which Rolando taught in classrooms. The following vignette is compiled from edited excerpts taken from Day 9 field notes, in which I observed a theory class which Rolando taught to 2nd Curso on the subject of volleyball. The notation used in this vignette is as follows: Quotation marks are used to indicate when the teacher is dictating. Students are expected to write these statements down word for word. Parentheses are used to indicate the teacher's statements which are not dictation. Finally, comments which I made in the notes will not be highlighted by any form of punctuation.

Vignette 10 More than Just Running and Jumping

> With students waiting in their seats, Rolando enters the room carrying a volleyball, goes to the teacher's desk in the far corner of the room, and immediately begins to read the roll. He usually

"Vignette 10 (cont.d.)."

calls out first names only, and students respond by shouting "present". When roll is over, Rolando walks to the blackboard and writes "High Hit or Overhand Hit". Then, with no warning whatsoever, without even telling students to take out their notebooks, he begins to dictate. Amazingly, the students seem ready and they begin to scribble furiously.

"Because of its use in the game this hit is called the set (semicolon) since the player that executes it in a game is generally the setter and is found in position number three (stop)".

He then goes to the board and draws a diagram of a court and places an "X" in the proper position. This is followed by a review of the different types of hits that they have already practiced. Dictation begins again.

The class continues in a similar pattern: dictation followed by explanations, usually including something drawn on the blackboard or a demonstration using a ball. I make a note that the students seem to be paying close attention and trying hard to get everything written down. At one point he dictates the following:

"The setter will always try to position himself directly below the ball (comma) in such a way that if he fails in the reception (reception with a 'p' and a 't') the ball should hit the forehead of the player".

Later he dictates: "...in order to help absorb the force of the ball there is a movement of flexion and then extension of the knees (it is incredible that some of you still write flexion like this)" He then goes to the board and writes 'FLECC'. (I don't know why you don't like to use the 'x').

When the bell rings, the students don't move and Rolando continues to dictate. About a minute later the class is over. He ends by saying, "The next class we are going to practice. I recommend that the girls cut their fingernails".

A discussion of the physical education class as conducted by Rolando would not be complete without examining one of his theory classes. This particular vignette provides insight into various aspects of the way in which the physical education class is conducted, as well as indications of the teaching style and philosophy of Rolando. Specifically, we will look at the role of the theory class in the overall physical education program; Rolando's teaching style in the classroom; and the importance of non-physical education objectives.

The theory class was not something which was improvised in to fill a rainy day, but a well-planned and important part of the overall physical education program; and was conducted in a consistent manner at each grade level. As has already been mentioned, 30% of the term grade for the students in each grade level was based on a written test. Material for this test was based on the theory classes in which students were expected to take notes, based on rote dictation, as demonstrated in the vignette. Table 2 shows that the yearly plan for each class included 2 hours designated to the history of the activity. During the period which I observed, there were approximately 3 hours used each term for theory classes, but these were used for dictating rules and technique, and for discussing the results of evaluations. Rolando indicated that history was covered during the first marking period.

When I asked Rolando whether he considered these theory classes to be important he answered:

> Definitely! It helps the students learn more in the practice class. One the other hand, in the theory I usually emphasize the rules of the sports, this helps them to understand the sport better in the context of the class. Also, it expands their knowledge in an area that has been largely ignored. As I said, 5 years ago when I came, I don't think they were given any concept of what physical education was.

Concerning Rolando's teaching style, this vignette demonstrates vividly that his in-the-classroom approach corresponds with the "direct command" approach he uses in practice classes. This style has been called typical of many teachers in Latin America and has been dubbed the "banking style" of education by Paulo Freire (1970), in which the teacher is the sole source of knowledge and "deposits" information to be memorized by students. Interestingly, Rolando believes he does not follow the "banking" approach.

During an interview on Day 29, I asked Rolando whether he used the "banking" approach in his teaching. He replied:

> No. Once in a while I fall in this, but I manage, always I manage, to **make an analysis for them** [my emphasis] over the national reality. Precisely, today in [social studies] class I talked about the "Cajon" Dam Project...and the problems involved with it. For example, that some architects were given over $2,500 just for their signature of approval.... I always try to place things in the national context.... I even told them what Monsignor Martin said in his sermon on Sunday. "You have to be critical persons," I told them!

I then asked about the physical education class and whether the students have a chance to be critical and express their opinions.

> I don't prevent them from that, but, what happens is that they're afraid to express their opinions.... Simply to get them to raise their hands to express their opinions is a **great step** for them! They began to awake in about the III Curso.... But I don't prevent them from speaking; I've had some who criticize, but it"s very rare that they criticize.

This response raises an interesting point. It seems that Rolando does not conceive promoting critical thinking as much as a "process" variable, that is, providing students with the opportunity to be critical and participating in decision making, but as a "content" factor. He seems to believe that just **having** information (through dictation) allows the students to be critical. Also, if he "makes the critical analysis **for** them," then he believes they are being taught to think critically.

A final concept seen in this vignette is that Rolando does place emphasis on knowledge which is often not considered to be an objective of physical education. That is, students are constantly reminded of proper spelling, grammar, and punctuation. In this vignette, Rolando simply inserts in mid-sentence a comment on how to spell reception, and later scolds students for misspelling "flexion". This type of comment appeared in almost every theory class which I observed, and all written tests were corrected for spelling, although points were not taken off for misspelled words.

Rolando commented on the emphasis which he places on spelling and grammar:

> Well, supposedly, each class, I believe, should promote the integral education of the child, although your specialty is "x". All should try to show everything is related...that's why I do it...this has been my general rule. I don't know why this was born in me. It's that it makes me, umm, it makes me, I don't know what, to see children with such a low level, and that they might go to another place and appear ridiculous, and their frustration might be mich greater, such that instead of advancing it cuts their trajectory, and they return to the mountain again to cut coffee and have children left and right. Thus, I try that they better themselves in every sense.

This passionate explanation shows that Rolando really cares about his students as people. It also demonstrates that cognitive objectives such as spelling and grammar do hold a prominent place in his physical education program.

In conclusion, we see that theory classes played an important part in the overall physical education program. They usually involved 3 class periods per term and covered information concerning technique and rules. In addition, skills such as spelling and proper grammar were stressed. Consistent with Rolando's direct command teaching style on the court and field was his use of rote dictation in the theory classes. Students kept notebooks to copy dictation and were extremely attentive during the classes.

This ends the subsection concerning the actual conduct of the physical education classes. Conclusions from this section will be summarized at the end of the section describing the "world" of The School. These observations will now be supplemented by a look at extracurricular

activities, and the personal responses of teachers and students.

Extracurricular Activities

In addition to what actually occurred in the physical education classes, extracurricular sports and recreational activities played an important part of the overall physical education program at the Instituto Morazan. In this section we will discuss (a) boys' soccer, (b) girls' basketball, and (c) a marathon sponsored by the school.

Boys' Soccer

The first vignette offered as evidence is an edited version of the field notes taken on Day 2, which was the first day of soccer practice for the boys' team. This is the first of three vignettes describing soccer practice.

Vignette 11 The Teaching Continues

> This is the first day of soccer practice. It is July 2. While the team does not compete in a league, it is beginning preparation for the national high school tournament which will be held at the end of September.
>
> As I enter the classroom where the team is seated, Rolando is already speaking. He seems stern and is talking of the importance of academics and of getting good grades. He says "Your status as a starter depends on your academic performance." I wonder to myself if this will prove to be true. He also adds that there will be a 30 minute study hall before each practice, and then links success in soccer to academic prowess, saying "What has happened in our country? Why haven't we been more successful in soccer? Well, to understand strategy you have to have a clear concept of what is involved.... Most of our professional players have not graduated from high school." The lecture closes with statements about the importance of physical

"Vignette 11 (cont'd.)."

conditioning. He mentions that because of the upcoming town fair he will be busy, and thus each player must take some responsibility for their own conditioning.

The team then goes out to the basketball court where the practice is conducted. Twenty-one minutes of warm-ups and conditioning precede work with the balls. These exercises follow a pattern similar to that used during physical education classes. Also, similar to the class, Rolando is constantly moving about, offering encouragement or advice, and at times participating in the exercises. During 10 minutes of warm-ups, the rain pours down but practice continues.

Warm-ups are followed by 12 minutes of ball handling drills in which players try to keep plastic balls aloft using different parts of their bodies. These exercises are done individually and in groups of two and three. During this time Rolando leaves the group to work alone and takes the goalkeeper aside. He outlines a series of exercises which the goalkeeper is to do with a basketball.

Fourteen minutes of passing drills are next, followed by 14 minutes of shooting at a goal. The practice concludes when Rolando calls the players in and assigns them conditioning tasks. They are to run 30 minutes on Friday, 35 minutes on Saturday, and 40 minutes on Sunday.

The practice lasted 1 hour and 15 minutes. Only plastic balls and basketballs were used during drills.

The next vignette is a summary of the field notes taken during a soccer practice on Day 18. On this day only 5 players showed up for practice.

Vignette 12 The Show Must Go On

It is a Friday afternoon the day before the town fair is to begin. I am waiting outside the school with Rolando. It is time for practice to begin, but only 5 players have arrived. Rolando seems quite upset and says to me "The players think the fair has already begun". After waiting 5 minutes he goes inside and initiates practice. He repeats to the players that their teammates have already begun to party and warns

"Vignette 12 (cont'd.)."

that this is not acceptable behavior. Despite having only 5 players in attendance, the practice lasts an hour and follows the exact pattern of warm-ups and drills as previous practices. If anything, the practice seems more intense than on other days.

The final vignette describing soccer practice is a summary of the field notes taken at the team's first scrimmage on Day 10. The game is against a team of older players from the town.

Vignette 13 No Excuses, No Exceptions

The scrimmage is held at the town soccer stadium, which is about a 30 minute walk from the school. It is a beautiful setting, on the mountainside away from town. The stadium was once home to a professional soccer team and the playing field is lush green grass, which has grown a little too high. After yesterday's practice, Rolando said that players were to be there at 2:00 P.M. The game is against a pick-up team of older boys from the town. At about 2:30 five players still have not arrived but the game begins with just 11 players present from the school team. Rolando referees the game and at the same time shouts instructions to the team. During almost the entire half there is a hard rain storm. Rolando's team, perhaps aided by the slippery conditions, finishes the first half against the much older team, tied 2 to 2.

About 15 minutes into the half, 5 players from Rolando's team showed up. Rolando ignored their presence. When it became apparent to the players that they were being ignored they shouted to Rolando "Give us a chance, prof, give us a chance!" This continued the entire first half. At half-time Rolando called all the players together. He explained that the late arriving players have let down their teammates and will not play, no matter how tired the other players get. He keeps his word and makes no substitutions in the second half, despite continued pleas from those on the sidelines. It does not rain in the second half and the older team ends up winning 8-2. After the game Rolando explains to me that he feels it is important to establish discipline and hopes the players will learn from what has happened today.

As has been previously mentioned, Rolando spent most afternoons involved in some school related activity, for which he received no additional salary. One of these activities was the preparation of the boys' soccer team for the national high school tournament to be played at the end of September. During the 3 months I was there, only 10 soccer practices were held. Despite the small number, the practices provided further insight into Rolando as a teacher and coach, and into the physical education program.

For one thing, even outside the classroom, Rolando continued to take his work very seriously. The vignettes demonstrate that practices were as organized and well structured as his classes. In addition, affective and cognitive objectives continued to be stressed. In Vignette 11 Rolando stresses the importance of academics as well as explaining principles of physical conditioning. In Vignettes 12 and 13, discipline and responsibility seem to take precedence over developing soccer skills. Thus, in planning, organization, conduct, and the importance placed on personal objectives, Rolando's coaching of soccer can be seen as an extension of his job as a physical education teacher.

In fact, Rolando himself often spoke of his coaching as if it were part of his job as a physical education teacher. The very first day I was on site, we discussed Rolando's successes in Pueblo. Rather than speaking of how the physical education program had changed, he spoke with pride

of the various successes the school's sports team had had in national competitions. I noted at the time that he seemed to see himself basically as a coach. I asked Rolando about this in an interview on Day 18. He replied:

> To be sincere, I must say that I like being a coach better, because I like to demand [hard work, high performance]. But, I always take in consideration individual abilities in the physical education class. But it is also a great achievement for me to see a little fat girl that has weight problems high-jump without fear. This is also a great achievement for me.... I feel great joy.... The competitive aspect I also stress because it is a projection of the Instituto to the community and a stimulus to the kids, who see that sports can be a means to a better future.

In conclusion, then, school sports teams, particularly boys' soccer, were seen by the teacher as an important part of the overall physical education program, and not as something separate from the physical education class. This was demonstrated by the time spent on preparing teams, the seriousness of planning and the similarity of methods used in the physical education classes, the stressing of cognitive and affective objectives, and in conversations with the teacher in which he clearly sees physical education and school sport as being complementary and not antagonistic.

Girls' Basketball

The following vignette is a series of excerpts from field notes taken throughout my stay. It traces the developments in the girls' basketball team.

Vignette 14 What a Contrast!

At lunch, my first day on site, Rolando asked me if Dr. Juana Salazar had asked me abut coaching the girls' basketball team. I said "No". Dr. Salazar ran the local health clinic and I had met her in the capital city before coming to Pueblo. She had told me "I've tried to promote basketball, but these people, no. The only things that have been doe have been done by Profesor [Rolando] Barrios."

Later during the same lunch Rolando talked of the difficulty of working with girls. He said he had been accused of flirting with some of the students, that his wife had been upset, and spoke of a current student who he thought could compete nationally in the long jump, but whose parents did not think it was appropriate. I gathered that his response had been to not work with girls' teams at all.

On Day 2, I attended a meeting between the organizers of the upcoming town fair and Rolando and the Director of Instituto Morazan, Profesor Hugo Vasquez. The school had agreed to organize sporting events for the fair. A schedule of events was decided upon and the basketball schedule was the following:

10:00	Pueblo Team A vs. San Jose
10:40	Pueblo Team B vs. La Paz
11:15	Girls' game
11:50	Losers
12:30	Winners

The two teams from Pueblo were to be made up of men who had already left school and wished to represent the town on the teams which would be organized by Rolando. The girls' team representing Pueblo was to be formed exclusively from students at the Instituto Morazan and was coached by Dr. Salazar. Whereas there was much discussion as to which men's teams to invite and how to pay for their transportation, etc., no mention was made of who the girls' opponents might be.

On Day 4, a Sunday, Dr. Salazar, who I now realized was going to coach the girls' team, asked me to attend practice at the school. Eight girls attended practice and while they were warming up she asked me "How many games are we going to play?" I was surprised and answered "In the fair?" "Yes" she said, "There is no league here, we are preparing to play at the fair." I told her they would play one game, and she seemed surprised. I asked if she knew who the opponent would be and she said "No. I offered to ask my father

"Vignette 14 (cont'd.)."

[a basketball coach in the capital city] to bring a team but no one listens to me. They seem to resent me, but I don't know why." She sounds quite bitter. I cannot tell who she means by "they". The practice is lively and continues in the pouring rain until the court is completely full of puddles.

On Day 7 the team stays after an afternoon physical education class to practice basketball. Dr. Salazar is not with them and they have brought their own ball. They seem surprisingly organized, playing 3 on 5 half-court, and using a 1-2-2 zone defense which Dr. Salazar had taught them in a previous practice. This practice was followed by a practice of the town's mens' volleyball team which Rolando agreed to coach. He is also coaching both of the town's mens' basketball teams.

Day 8, the girls hold another afternoon practice, this time with the coach.

Day 16, I had been off-site for a few days, and upon returning met the president of the fair organizing committee. I asked him about the progress of the girls' team. He said that they were practicing but there was no opponent. I could no longer resist intervening. I told him that I had talked with Dr. Salazar's father and that he was ready to being a team. The president of the fair thanked me and said he would contact him. I write in my notes that I am beginning to sense that the teams preparing to represent Pueblo, the more highly skilled and better organized team, the girls, will not have the opportunity to play.

Day 18, while waiting outside the school with Rolando before a boys' soccer practice, Dr. Salazar arrives with the girls' team. She asks Rolando about the girls' game and he says he knows nothing about it. She says that one of the fair organizers told her they would be playing in a three team tournament. Again, Rolando knows nothing. Both teams go inside the school to practice. Rolando allows the girls to use the court and conducts soccer practice in the grassy area outside the court.

Day 22, the fair is in full swing, and a large crowd gathers at the school for the

"Vignette 14 (cont'd.)."

> basketball tournament. A four team men's tournament is held but there is no women's game. There are no explanations, and no questions asked. Dr. Salazar is not there and the players do not appear as if they expected to play.

The point to be taken from this vignette is not very subtle. Whereas sports activities outside the classroom were an important part of the physical education and of Rolando's job tasks, these activities were often geared for boys only. Additional supporting evidence can be found in two "school visits", in which the Instituto Morazan participated. In the first of these visits, a school located about two hours away, brought two bus loads of students to Instituto Morazan. One and one-half hours were spent in a general assembly with presentations by the choirs and folk dancing squads of both schools. The most prominent activities, however, were sports competitions. Rolando was either coaching or refereeing from 11:00 A.M. until 5:00 P.M. with only a 20 minute break for lunch! Again, however, there were fewer opportunities for participation in sports by girls. There were basketball, volleyball, and soccer games for the boys. The girls played only basketball, and I coached the team, while Rolando was the referee.

There are several explanations for the state of the sports opportunities for girls. For one thing, Rolando himself seemed hesitant to promote girls' sports. In the vignette he hints that he has been criticized for his

involvement with girls' sports. Apparently, his coaching of the girls' teams was viewed as being sexually motivated and it caused him problems in the community and in his own family. This is in contrast with his physical education class where, although we have seen subtle differences in the way he treats girls, at least they were given the opportunity to participate in the same activities as the boys.

Probably a stronger explanation for the fate of the girls' basketball team is the existence of age-old community standards and expectations concerning the role of males and females. Rolando, the director of the school, and several teachers all told me of the difficulty that Rolando had when he tried to institute the use of gym uniforms consisting of a t-shirt and shorts for girl students. Apparently it took almost two years before this was completely accepted by parents. Also, the sporting events at the fair were organized (with the exception of the road race) by the fair organizing committee. Rolando was just a technical advisor, and helped coach the town teams. Despite, comments to the contrary, it quickly became apparent to me that organizers had no intentions of bringing in an opponent for the girls' team. A final cultural obstacle, not to girls' basketball but to sports participation for girls in general, was the commonly held conception that soccer is a man's sport, basketball is a woman's sport, and volleyball is the military sport. This idea was expressed to me time and time

again, and partially explains the existence of a girl's basketball team, although ironically they were not given the opportunity to play in the town fair.

There was, however, a notable exception to what has been described above. That exception was the participation of girls in the town "marathon", organized by Rolando and the school, and held during the town fair. The following section, describing the marathon, includes a discussion concerning female participation in sports activities.

The Marathon

As has been mentioned, the Instituto Morazan organized a 10 kilometer race called "The Marathon", as part of the town fair. The following two vignettes describe this event. The first vignette is a literal transcription of a segment from my field notes for Days 9, 16, and 17.

Vignette 15 Where Is the Locker Room?

> Day 9: Rolando, Hugo, and I go run on the highway... While we were running I saw about 8 girls from Rolando's class running in gym shorts and in the pouring rain, and already 3 kilometers from town. I was really surprised! What do their parents think?
>
> Day 16: AS we were running we saw a lot of students (2 boys, 8-10 girls) running on the highway preparing for the marathon. The girls and boys were in shorts. But, as they entered the town, the girls came in in skirts! They must have left their skirts at the entrance to town. How interesting that they'll run on an open major highway in gym clothes but won't walk through town in them.
>
> Day 17: Lots of kids running on the highway today (at least 10, mostly girls). I saw two girls leave their skirts at the corner house. The mystery is solved!

The second vignette is a summary of events occurring the day of the marathon sponsored by the Instituto Morazan. It is an edited version of my field notes for that day.

Vignette 16 Mass Participation

Today is the day of the marathon. It is 7:26 A.M. and already the streets are filling with runners for the 8:00 A.M. start. You can "feel" the excitement!

Rolando is meeting with the **entire** teaching staff from the Instituto, explaining to each of them last minute details concerning their tasks. Some will supervise refreshment and first aid posts, other will hand out numbers, and others will record results.

At 7:45 Rolando meets in a classroom with all the students who are working at the refreshment and first aid posts. Each has brought water bottles and oranges. At 7:51 the "Red Crossers", as they are called, climb into the back of a cattle truck to be left at their posts.

By 7:55 almost all runners seem to have their numbers and also little tickets which they are to turn in at a designated post along the route. It is hoped that these tickets will prevent cheating. The "marathon" is 10 kilometers, out and back, along the main highway.

At 8:40 the race begins. There are over 80 participants, male and female, competing in 4 age categories: 12-15, 16-19, 20-29, 30 +. There are only 8 participants (all males) in the last two categories. The remaining two categories are filled with students. The race route in town, about a quarter mile, is filled on both sides with cheering townspeople.

The race goes off without a hitch. It appears that all participants finished the race. There is a slight delay in the awarding of prizes, while the fair organizing committee was looking for the certificates they had for the winners. There were also trophies which the school had obtained from commercial sponsors. By 11:10 A.M. all prizes were awarded and people began to disperse.

Shortly afterwards, Rolando grumbled to me "We did all the organizing, we obtained the trophies which the fair organizing committee was supposed to provide, and they get all the credit!"

The marathon was the perfect example of the importance of extracurricular sports activities in Rolando's "overall mission" as a physical education teacher. Almost every member of the school community was involved. All teachers worked some post or another; the Director ran in the race; and a large majority of students participated in the race, either as runners or as assistants. Planning for the marathon took weeks. The Spanish teacher helped students to make posters, and Rolando took class time to talk about how to set up a training program. He also consented to award "accumulative points" to students who participated as assistants or ran and completed the race. In short, this sports activity united the entire school.

The race also was important in the school's community extension program. Many community members ran, and a large majority watched with enthusiasm. The posters which the school put up around town not only encouraged participation, but, at the insistence of Rolando, attempted to teach the community about how to train for the competition. An example of one of these posters is shown in Table 7.

An interesting aspect of the marathon was that, in contrast to the experience of the girls' basketball team, the female students participated actively. The first vignette, concerning the clothes worn when practicing, shows that the female participation was not completely without the influence of cultural biases; but in the end there was

Table 7 Marathon Poster

Announcement

All the youth of Pueblo are invited to participate in the marathon "Santa Ana - 87", which will be held on Friday, July 31 at 8:00 A.M. starting from the central plaza of the town. To register go to Instituto Morazan during work hours (7:00 - 1:35 P.M.) taking your identification card or birth certificate; also take the entrance fee which is $.10 for students and $.25 for others. The route will be from the central park to the experimental coffee field, and returning to central park.

Recommendations

1. When running on the highway, run against the flow of the traffic.
2. Train progressively in order to prevent premature fatigue.
3. Do calisthenic exercise to prevent muscle pulls, and injuries to the joints.
4. Wait between 2 and 4 hours after eating to avoid stomach problems.
5. Remember that the important thing is to participate.
6. There will be prizes for the winners.

For a healthy population and a positive mind,

Publicity Campaign of the Instituto Morazan and Town Fair Organizing Committee.

significant participation on the part of the girls. It is difficult to explain why this would be, when the basketball team experienced such difficulty. One explanation might be that this event was directly under the supervision of Rolando and the school, whereas the basketball tournament was organized for the most part by the town fair organizing committee. Another possible explanation is that Rolando did not have to be heavily involved in the preparation of the runners, and no organized practices were necessary. Each individual prepared themselves. Also, no extra effort was

required on the part of the organizers to provide for female participation. A final explanation may be that the race was seen as a health related activity rather than as competitive sport and thus was deemed acceptable for women. Whatever the reasons, female participation was extensive and enthusiastic.

In concluding this subsection we can see that Rolando was involved in many school sports activities outside the classroom. He perceived these activities as part of the overall physical education program and as part of his job, although he received no pay for his participation in these non-mandatory activities. The way in which Rolando conducted these activities duplicated the methods he used in his classes. Student participation in these activities was enthusiastic, though many more opportunities existed for the boys than for the girls. A marathon (10 kilometers) was one activity in which female participation almost equalled the participation of males.

Students

Thus far, most of the description of the school physical education program has been presented as I viewed it when taking field notes or as conveyed to me by the physical education teacher in interviews. In this subsection I will present student views of the program as expressed to me by students in both formal interviews and informal conversations.

I formally interviewed a total of eight students who represented a variety of characteristics, running the spectrum from perhaps one of the most skilled athletes in Rolando's classes to one who had many problems in performing required skills.

This section will be divided according to different categories of student characteristics. Those student characteristics which will be discussed include the following: (a) attributes and conditions which students bring to the school, such as age, nutritional habits, family characteristics, etc., (b) attitude toward the physical education class both in terms of whether they enjoy it and in terms of the definition and importance which they perceive the class to have, and (c) recreational patterns during school free time periods.

There was a wide range of ages among the students at the Instituto Morazan. Several were as old as 22 and others as young as 12. Just in the group of eight who were formally interviewed, one, Osvaldo, was an 18 year old and another, Lidia was a 14 year old, yet both were in the III Curso. Another 18 year old student in the III Curso, Elvia Avalos, explained "I had to repeat II Curso, and another year I was taken out of school [by my parents]". A high-ranking official in the Ministry of Education told me that in general the average age of high school students was decreasing as the importance of education increased. We have already heard Rolando speak of this phenomenon. But,

the fact is that the teacher must still deal with a wide range of ages within a single grade level.

It is interesting to note that of the ten students who were formally interviewed, only two lived during the week with both their parents. Most came from farms in the hills outside of town. They lived in town during the week, however, staying with one parent, or with relatives, or in boarding houses. On weekends, they often returned to their parents' farms outside of town. Although the school faculty was very concerned about how this situation affected parental support of students' academic efforts, I did not explore in depth how this specifically affected what went on in the physical education classroom. There is little doubt, however, that it is a situation about which any teacher should be aware.

The final characteristic which students bring to the school is their nutritional status. As was discussed in Chapter 2, the literature has traditionally highlighted malnutrition as an obstacle to physical education in developing countries. This has also been the traditional belief in Honduras, where Honduran sources have claimed that as much as 72% of the population suffers from malnutrition (Funes de Torres, 1984) and the Office of the Director General of Physical Education (1980) reported that it was "assumed" that physical differences between urban and rural children were due to the fact that "children in the urban zone are better fed" (p. 17).

The relationship between malnutrition and physical activity is a complex issue and merits serious scientific study. Information which I obtained in this study, while minimal and not obtained in a controlled manner, does indicate that at least in this setting, nutrition was not as big a problem as it was assumed to be. Six of the eight students interviewed reported that they ate three meals a day, and the other two claimed that breakfast was the only meal they did not eat. Everyone mentioned that red beans, corn tortillas, eggs, cheese, some meat, and cabbage was part of their daily diet. My observation of student performances in physical activities is evidence of their capacity to perform strenuous physical work. Over 80 students ran and completed the 10 kilometer run; no one ever dropped out of a physical education class due to fatigue; and soccer practices were long and arduous.

Granted, student reporting to me in interviews and my three months of observations are not conclusive evidence. Rolando himself often spoke to me of the poor nutritional state of the students. The faculty was conducting a survey of student nutritional habits because they felt nutritional status adversely affected academic performance. And finally, Honduran as well as international research indicate that nutritional status is a serious problem confronting physical educators in the developing world. Evidence from this study does not refute this assumption, but only

highlights that it is an **assumption**, and that it is a complex situation which merits additional study.

Student Attitudes

Almost uniformly, students expressed a belief that the physical education in class was both important and enjoyable. Of all the students I spoke to either formally or informally, only one, Lidia, answered that she did not enjoy the physical education class. Yet, even she, as did all the rest, spoke of the importance of the class. She cited the health benefits of physical education and also added a social objective, saying "When you go to another high school without knowing about sports, you don't fit in". Gina, a student who had difficulty performing many tasks, went so far as to say that "Physical education is as important as any other class, natural sciences or Spanish, or anything." Osvaldo, a III Curso student, said that when he began high school he thought physical education was "just playing sports", but now he realized it was important in helping one to live "a healthy life". This "health objective" was repeated time and again by students.

Student attitudes about Rolando as a teacher also seemed extremely positive. Perhaps the most illustrative comments were from a II Curso student who had studied the previous year in the capital. She spoke of the physical education teacher there and was extremely critical of him. She compared him to Rolando, saying "Profesor Rolando is a better teacher". She added "He and the Profesora Teresa

[the natural science teacher] are the best teachers in the school. They care about the students." I asked her what her physical education grade was like and she said "I flunked with a 58. What happened is that I didn't study." "It wasn't the teacher's fault?" I asked. "No," she said, "he teaches a very good class."

As response after response was repeated by virtually every student I spoke to, I became very wary and began to doubt the information I was gathering. I asked myself many times, "Isn't there one dissenter?" I rejoiced when Lidia expressed her dislike of physical education, but saddened when she went on to say that was due to her own personal preferences and that the class was important and well conducted. I thought "Why, when the teaching of skills for three sports dominated the curriculum, did all students speak of the health objectives of physical education and the importance of the class later in life?" This sounded strangely like indoctrination or the desire to give the interviewer the "right answer".

The most obvious explanation for this is that students did not feel it was proper, for whatever reason, to say anything negative to me about the class or their teacher. I do not, however, believe this to be the case. Students did not seem reluctant to criticize some of the other teachers and occasionally even criticized Rolando. On Day 6 after receiving their grades for the first part of their volleyball skills test, a group of boys came to me to

complain. One said "This teacher [Rolando] grades badly! The girls always get higher scores than the boys. Imagine that!" Another added that "You're going to see [in the afternoon test], the women are going to get better grades." And still another added "Rolando always does that!" On Day 10 a girl complained that "Profesor Rolando uses big words that we don't understand and then changes them in the examination". These complaints were not the only ones I heard and thus tend to lend credence to the much more extensive positive comments which were offered.

Probably an even stronger piece of evidence to support the positive comments was the fact that student behavior mirrored what was told to me in interviews. This entire chapter has presented evidence demonstrating the fact that students were attentive and enthusiastic both in class and in extracurricular sports activities. This fact, as well as the fact that students **did** criticize when they found it necessary, has convinced me that students were sincere in their interviews. With very few exceptions, students found the physical education class to be both enjoyable and educationally valuable.

Rather than doubting their sincerity, a better explanation for the similarity of responses is that this is a reflection of the power of Rolando as a person and a teacher. This will be examined further when discussing the attitudes of teachers toward the physical education class. But for now we can begin to see that whatever physical

education was in Pueblo, it was defined almost exclusively by the work of Rolando during his five years at the Instituto Morazan.

Student Recreation

The school day included two 15 minute recess periods in which all students were out of class at the same time. These periods were filled with active and enthusiastic students participating in a myriad of different activities. The following vignette is a description of one of these recess periods. It is an edited excerpt from the field notes for Day 8.

Vignette 17 Wall to Wall Action

> It is the class period before recess and I am sitting in the courtyard near the food stand. A group of about 7 boys is not in class and they are standing near me eating bean sandwiches. I hear one say "I'm going to get the volleyball things." Another responds "Stupid, there's still a half hour to go." The first answers back "Nah, it's almost recess." He then goes to the counselor's office and returns with a volleyball net which 7 boys immediately help to put up. The net is hung on metal poles placed within old car wheels and anchored by strings tied to concrete blocks. The net stretches across midcourt on the basketball court. When the net is up, the boys return to the area near the food stand. Recess is still 7 minutes away and apparently they know that activities are not to begin early.
>
> At 9:14 A.M. some groups are being dismissed from class. A girl comes out dribbling a basketball and is immediately joined by 4 other girls and 2 boys.
>
> At 9:16 Rolando rings the bell, the classes empty and the court begins to fill. A six on six, all-boys' volleyball game begins at midcourt. Where the girls and boys were shooting baskets, the boys have left and there is a 3 on 3 game being played. At the other end there are 9 girls shooting baskets with two balls, and two boys shooting baskets with another ball. At each

"Vignette 17 (cont'd.)."

end of the court, near the sideline, mini-soccer nets have been set up. One boy kicks a plastic ball from off the court toward the net, the boys on the court each try to head the ball into the goal. At one end there are seven boys involved in this game, at the other end there are 6.

Just off the court in the grass area 4 boys are kicking a plastic ball. They try to keep the ball from touching the ground. In the back, near the fence 7 girls and 3 boys are involved in a "patty cake", like rhythmic clapping game. Only four at a time participate, and the person who fails to maintain the rhythm leaves and is substituted by one of the waiting players.

The activity is boisterous and intense for 15 minutes. In all I count 56 students actively engaged in physical sports related activity in one court area, yet there are no collisions and no arguments as players and balls from one activity necessarily trespass on neighboring game areas.

Of students not engaged in physical activity, I count 60 in the classrooms talking, a large group seated around the court watching the events, and about 12 congregated at the food stand.

The events in this vignette were repeated in almost identical fashion twice a day, almost every day, for the entire period of observation. The fact that these activities were such a focal point of the recess period seems to add credence to the assertion that the students enjoyed the physical education class. Readers may disagree with my assertion in that less than half the students were participating in activity seems to contradict this conclusion. One must bear in mind, however, that the court area was limited and was filled to well over what would normally be considered a safe capacity! There were

literally four or five different games going on in the exact same court space!

In concluding this section, we can say that students at the Instituto Morazan, though including only grades 7 through 9 (1st through 3rd Curso), ranged widely in age from 12 to 22 years old. Many lived in the town with only one parent or with family or friends, since fathers or both parents remained on small family farms in the surrounding mountains. In general, students reported consuming an adequate diet and showed no physical signs of malnutrition.

Student attitudes toward the physical education class were almost always positive, both in terms of enjoying the class and in the perception of its importance. Almost all students expressed a belief in the health benefits afforded by the physical education class and also the importance of knowing sports skills in gaining social acceptance later in life. Expressed attitudes toward physical education, and physical activity in general, were corroborated by student behaviors both within the physical education classroom and during school recreational periods. It is probable that attitudes expressed toward physical education by the students were sincere, and if they seem suspiciously similar, it is because virtually the only physical education experience which most of them had had was the class at the Instituto Morazan, which was designed and taught exclusively by the same teacher, Rolando.

Teachers

The final component in the description of the physical education program at the Instituto Morazan is that of the teachers' perspectives. In this section three different points of view will be highlighted: (a) the school director, (b) the other teachers, and (c) Rolando. Because many of the previous examples have described the in-class behavior of Rolando, this section will focus exclusively on the opinions of Rolando concerning topics which have not yet been discussed. Evidence will come from formal interviews and informal conversations which I held with Rolando and the other teachers.

The School Director

During my time as a teacher in Honduras, I received many complaints from ex-students about school principals who would not support their efforts to conduct adequate physical education classes. The situation at the Instituto Morazan in Campamento, however, is quite the opposite in that Rolando receives very enthusiastic support from the School Director, Hugo Vasquez. This support is probably due in part to Profesor Hugo's own interest in sport and belief in the importance of physical education, but can also be attributed to the personal and professional actions of Rolando, which in a sense "convinced" Hugo of the importance of physical education.

In my first formal interview with Profesor Hugo, he said "I have sports in my veins" and told me of a childhood

and adolescence filled with playing basketball and soccer. He especially had been an interested spectator all his life, and still left the town almost every weekend to go to soccer games in the capital city. With the arrival of Rolando five years ago, Hugo began running. He and Rolando ran in the mountains for an hour at least four days a week. In the town fair, Hugo played on the volleyball and basketball teams, and was one of only three participants in the 30 years and older category of the marathon. In short, sport and physical activity are important in the daily personal life of Hugo Vasquez.

This personal profile is reflected in Hugo's attitude toward physical education as a subject, and his support for the physical education program in his school. Rolando told me:

> Some of my coworkers have told me that they don't feel that they receive the same support that I get. When I ask for a certain amount of money for equipment, he gives it to me.... When I organize special activities I receive his support "full speed ahead."

Hugo himself is eloquent in speaking of physical education, claiming:

> It is part of the integral education of the individual,...it complements the others [subjects],...it is of vital importance because more than any other subject it is related to the physical and psychological development of the student!

It is not unusual to hear educational administrators speak like this, but as can be seen, Vasquez demonstrates these beliefs through personal and professional actions.

Despite these beliefs and actions of the Director, it is interesting to note that the school had a very minimal physical education program before the arrival of Rolando. Profesor Hugo had been the Director of Instituto Morazan for five years before Rolando began to teach there, yet he admits "the truth is, the Instituto never had a real physical education teacher." Even on the personal level, Hugo began jogging--now a vital part of his daily routine--only through the urging of Rolando.

Hugo chronicled other changes since the arrival of Rolando. He recounted an anecdote about a drifter who had come to town many years ago wearing shorts. The many people said he "should be thrown in jail for walking around naked. Now several young boys use shorts and I can use my sweatpants without being criticized." He also explains that only through the efforts of Rolando have girls been allowed to wear shorts in the physical education class. Finally, despite his lifelong personal interest in sport, he admitted "I didn't know anything about the area from an academic viewpoint."

A final testimony to Hugo's belief in the importance of physical education and also to the importance of Rolando's role in developing the physical education program at the Instituto Morazan is his criticism of the support given to physical education by the central authorities. Among other things Hugo says:

> They [central educational administration] neglect the area [of physical education], and don't take advantage of it as they should in order to form better human beings in this country.

He adds that "two hours of physical education a week is not sufficient" and that they could do "much, much more than they have up to this moment". His outlook for improvement on the national level is pessimistic in that he believes

> The problem is political, people get certain positions not because of their capacity but because of certain political situations. This means the right people are not in the proper jobs and thus the things cannot function well.

It is obvious that Profesor Hugo believes, however, that in his institution the physical education program has the "right person in the proper job!"

Other Teachers

In this section, I will document teacher attitudes both before and after the arrival of Rolando. The bulk of the evidence to be presented comes from interviews with two of the teachers: Profesora Margarita, the social studies teacher, interviewed on Day 28; and Profesora Carmen, the practical activities teacher, interviewed on Day 38.

The image of physical education held by most of the teachers before Rolando's arrival was negative and usually formed by their own experience. Profesora Carmen said

> When I studied, my physical education teacher, maybe she hadn't specialized, never gave us the idea that it was important. We didn't dress adequately, the teacher was in high heels...they never taught me that it was an important subject like the rest.

It is interesting that despite the background, Carmen had been physical education teacher at the Instituto Morazan prior to Rolando. Asked if physical education had been important at the school she responded

> No, first of all it was taught by a music teacher who wasn't specialized [in physical education]. Even I [she laughs] taught physical education. All we ever did was send them to run in the mountains, and that was all. It was an easy class, now it's difficult.

Carmen's sentiments are echoed by the other teachers including Profesora Margarita. Of her personal experience, Margarita tells some interesting stories. "When I was a kid I loved to play basketball, but once they punished the girls for playing soccer. After that punishment I was less ready to play [any sports]." She was not completely discouraged, however, and talked of selecting a major at the teachers college:

> Here in our country, anyone can teach physical education. I even considered studying physical education but my friends told me that it was a waste of time, that it was expensive because you had to buy uniforms and equipment, that it was something for the elite to do, and that there were no jobs. But, I signed up for a class, general gymnastics, and it wasn't very formal. After that, I too thought that physical education was just a waste of time.

Margarita's impressions of physical education at the Instituto Morazan are also similar to those of Carmen:

> I saw that when Profesor Rolando came here, the students had an equivocal concept of what physical education was. Physical education was "leave in the afternoon to run in the fields." Or it was the girls doing some exercise under direct command in lines on the court and then "lend us a ball to play with."

Obviously, Rolando did not enter a situation where the physical education program was well established, and the physical education teacher well respected.

The attitudes of the teachers have changed drastically, however, with each teacher extolling the importance of physical education. In addition, the teachers clearly credit Rolando for being the catalyst of this change. Profesora Carmen comments:

> Today physical education is very important! It helps in the physical and mental development of the students... Now that I've seen the Profesor Rolando, even his manner of dress, the way he acts, the way he treats the students, everything; I've seen the manner in which he acts. It has awakened me to realize that it's [physical education] important! Including, I have a daughter who is 5 years old and I bought her a basketball so that she can develop. Now, yes, now that I know the reality in the class, yes, now I think it is important.

Margarita is very enthusiastic in her support of Rolando and how he had caused her to change her attitude toward physical education. When asked if her attitude toward physical education had changed she responded:

> Wow, **yes**! My concept has changed a lot. Now I see how much fun these kids have. They not only tach them gymnastics, but basketball **skills**, volleyball **skills**, jumping, running, all of this. I see a great change here and in the community there has also been a big change! ... My idea changed, **radically**! What's more, I told my husband to consider studying physical education. In the four and one-half years since rolando came here, the most presentations outside the high school have been by physical education. Now, the concept I have of a professional in physical education is very different!

This testimony of personal change is impressive. Speaking with these teachers I also found evidence of

Rolando's role in creating change in the community. This is seen when we trace the advances made in the participation of females in the physical education class. This "history" of female participation, was recounted by Profesora Margarita during our interview. It was not told in response to my question but offered by Margarita as an example of how things had changed.

> Look, Chuck, there was a **wall**! Those that caused most of the problems for Profesor Rolando, and for us too, were the parents. In meetings with us they said the girls shouldn't participate in physical education during their menstrual periods. This was a serious problem! The girls came to us, the female teachers, looking for help. For them it was something **horrible**! But, the professor with his character, his professionalism, and you can say with the collaboration of the rest of us, they changed and even reached the point of taking off their skirts and participating in shorts.
>
> I've noticed a big difference in the girls. And it will keep changing. In the first marathon you should have seen how they questioned the Profesor Rolando, because they had never seen girls run in the street. The first year was horrible. The parents complained that their daughters were running alone, who knows what dangers there would be. But, that year the single female teachers, Profesora Thelma and I, ran in the marathon. The town, the community, the kids got accustomed to seeing us leave in the afternoon to run. They saw nothing happened to us. They adapted. And now, for this marathon, there hasn't been one complaint.

In summing up this section, we can say that Rolando received the enthusiastic support and cooperation of his colleagues. This support, however, did not stem from a predisposition on the part of the teachers, but was the result of a progressive change in attitudes which was brought about by Rolando's hard work and dedication. An

additional point of interest is that the verbal testimony presented in this section was backed up by actions on the part of the teachers. Among other things they often observed Rolando's classes during their free time, assisted in organizing and running field days and sporting events, and elected Rolando as president of the local teachers' union. In short, their support of physical education and of Rolando as a teacher, seemed sincere and heartfelt. Perhaps, the perception which the teachers have of Rolando and his work is best summed up by Margarita who said "He includes us in activities and makes us understand the importance of physical education."

The Physical Education Teacher

The majority of evidence presented in this chapter has pictured Rolando as a professional: the way he plans classes, how he teaches, what he teaches and why, and his relationship with students and teachers. There is also a need, however, to examine the personal side of Rolando. In this section, therefore, I will discussed the feelings which Rolando has of isolation in the community and of "stagnating" as a professional, as well as the degree to which these feelings fit the perceptions which others have of him.

Rolando's sense of feeling isolated and "not at home" in the community became evident during my very first day of on-site observation. Two brief anecdotes illustrate this first indication which I had that Rolando did not feel at

home in Pueblo. Both accounts, in the form of vignettes, are edited excerpts from my field notes.

Vignette 18 A "Foreigner" in Pueblo

> At lunch the first day, Rolando explained that the town fair was coming up and that he was counting on me to play on one of the town's basketball teams. There would be two teams he explained, one made up with townspeople and one made up of "foreigners". The word he used translates as "foreigner" and is normally used in Honduras to designate citizens of other countries. I assumed, therefore, since he had asked me to play on the team, and knowing there were at least a few other non-Hondurans in town, that the team would be made up exclusively of "foreigners". As our conversation continued, however, I realized that I was to be the **only** non-Honduran on the team. The term "foreigner" was being used to describe people who were not native to the town. The team of "foreigners" was to include players such as Rolando, who had lived there 5 years and the school director, Oscar Vasquez, who had lived there for 15 years!

Vignette 19 "Rich" Teachers

> Later in the evening of the first day, I went with Rolando, Hugo and Doctor Juana Salazar to a boarding house and hotel to rent a room for the duration of my stay. Dr. Salazar had already made arrangements for me to rent a room for $50 a month. As I was introduced to the owner, he took a look at me, stuttered and said "Oh, uh, I forgot that since he'll need clean sheets every day, that the price will be $62.50. Dr. Salazar argued that they had already agreed but the owner refused to budge. I was not surprised by the change in price, had seen it happen many times before, and gladly accepted the room. Afterwards, however, Rolando was furious. He said to me "It's not just because you're a "gringo", it happens to us too! These people think that because we're teachers and because we're from Tegucigalpa, that we're rich. They always try to cheat us." Hugo, who was listening agreed "I've been here 15 years and I'm treated the same way. In fact, he [the hotel owner] charges me more than he did you!"

Rolando's talk of feeling like an outsider continued throughout the period of observation. On Day 8 Rolando told

me "I try to go to Tegucigalpa every 15 days. If I don't, I feel like a caged lion. I get angry with people for no reason". On Day 38, Rolando continued with the theme. In a formal interview he said:

> I feel like a stranger in Pueblo. At first I thought it was just me, now I see that many people feel the same way...generally, people leave the first chance they get. The feeling hasn't changed for me in five years, and it hasn't changed for Hugo in 15 years.

This last statement is significant. If Rolando's sense of discomfort is strictly a personal idiosyncracy, then it is not particularly important in terms of generalizing to other teachers and professionals working in the "campo". But, during this investigation, I found a significant amount of evidence which supports Rolando's assertion that he is not alone in feeling like a "foreigner" in Pueblo.

Perhaps, most similar to the feelings expressed by Rolando, were those of the school director, Hugo Vasquez. Profesor Hugo, who had worked in Pueblo for 15 years, left town for the capital city almost every weekend. I was surprised to see that on the morning of the first day of the town fair, a long and anxiously awaited event, he was on his way to the bus stop. I asked him why he was leaving and he replied that he left every weekend. "After 15 years" he said "It's very boring here". This statement expresses a feeling similar to that seen in Hugo's comments about being seen by the townspeople as rich and privileged because he is a teacher.

The feeling of "not belonging" was not just confined to teachers, but extended to other professionals as well. Dr. Vasquez, was doing one year of required social service in the town as the director of the local medical clinic. One day she invited me for coffee. At the time she had only 2 months left on her tour of duty, yet she lamented "I don't know if I can make it to the end. I feel like the people resent me, I don't know why... also, there is nothing to do here, I feel culturally starved." Interestingly, even though Dr. Salazar, felt "culturally starved", I never saw her attending or participating in any of the town "cultural" events such as the town fair.

Another, disgruntled professional was Celeo Ugarte, assigned by the National Coffee Institute to work at the experimental coffee fields in Pueblo. Unlike Rolando, Hugo, and Dr. Salazar, Celeo was not from the capital city, but from a campo town far from Pueblo. He seemed to mix well with the townspeople and participated in most social events, yet one day expressed to me his frustration. He talked of his work of advising local coffee growers. He exclaimed, "These people don't listen! They don't have any culture, they just keep doing the same things!"

This statement by Ugarte is somewhat different than the others in that it seems more grounded in professional than social reality. Rolando also expressed a "professional frustration" to go along with his more "social frustration" of feeling like a "foreigner". Rolando told me that he had

applied for a transfer each year that he had been in Pueblo. He explained "I would like to be with more advanced students, students with whom I could use a more advanced vocabulary." He seemed to fear that being too long among the students he encountered in Pueblo would lead to what he termed as "professional stagnation". The term "professional stagnation", was a term he used over and over again, and seems ironically similar to Dr. Salazar's use of the term "cultural starvation".

Another factor contributing to Rolando's fear of "stagnating professionally" is the lack of in-service experiences which are available to him. On Day 7, I read in the paper that a group from Taiwan was giving table tennis clinics in Tegucigalpa for physical education teachers. I asked Rolando if he would be attending. He said no, he wasn't invited. He explained that in the previous year he had received three invitations from the Director General of Physical Education to attend clinics for teachers, but that each of these invitations had arrived **after** the clinics were over. He added "Schools in the campo are forgotten by Tegucigalpa. The teachers get disheartened...in five years I have received **one** visit from a [DGEF] supervisor and that was only for 15 minutes." He added that because of this isolation he feared that he was "stagnating intellectually".

This lack of in-service opportunities was in Rolando's mind only one symptom of the general lack of support from

the Ministry of Education. Concerning the support of Ministry officials he says:

> When I was hired by Salinas [the National Director of Secondary Education] five years ago I asked him about the support from the Ministry. He laughed at me and said "You don't know what it's like outside Tegucigalpa!"... I don't want to live here too long because there is no progress and I am afraid of stagnating professionally.

Thus, the hard working, energetic, and enthusiastic teacher seen throughout this chapter is not totally content with his situation. His discontent is not only one of social discomfort, but also based on a sense of professional isolation. This is a teacher who obviously feels his work is important yet senses that he is not completely accepted in the setting and that he has very little support form central authorities.

Conclusions Concerning the World of the School

In order to better visualize the school characteristics, I will divide this final part of the World of the School" into sections corresponding to the previously used subheadings. Appropriate characteristics will be listed for each subheading. A final paragraph will offer an overall view of the physical education program at the Instituto Morazan in Pueblo.

Context

1. The school building and grounds are attractive and well kept.

2. Teachers generally donate a substantial amount of after-school time to both class and extracurricular school related activities.
3. Teachers show ingenuity in dealing with a limited amount of resources.
4. Teachers generally teach more than one subject in addition to holding some administrative responsibilities.
5. Students spend substantial amounts of after-school time at the school while engaging in maintenance, class, and extracurricular activities.
6. Students within the school grounds, but not attending class are not coerced into attending classes, and are usually not disruptive.

Physical Education Class

1. Classes are generally conducted with a direct command approach. Many activities are also done in groups, but all instructions are given by the teacher.
2. All practice classes and examinations are initiated with a well-planned and appropriate warm-up period of 7-10 minutes.
3. Classes are conducted outdoors and often under adverse weather conditions in the form of rain and also extreme heat. These conditions do not appear to adversely affect student enthusiasm nor the class process. A judgment was not made, however, as to whether or not student performance is significantly affected.

4. Participation patterns in physical education activities are usually influenced by gender.
5. Equipment is usually improvised, either made by the teacher or students, or acquired through solicitation of private sources by the teacher. Equipment provided by the DGEF is minimal. Overall, equipment seemed adequate in terms of quantity and quality, although the teacher argued that the variety of activities taught was limited by the materials available.
6. The teacher moves constantly among groups of students, providing both motivational and instructional cues.
7. Program content consists of one sport activity per year per curso. I Curso was taught track and field; II Curso received volleyball; and III Curso participated in basketball. This program is generally consistent from year to year although team handball and table tennis have previously been included as I Curso subject matter.
8. The teacher is the sole determinant of program content. He writes an annual plan which he follows quite carefully as the year progresses.
9. Indigenous activities are not a part of the curriculum, although folk dance is included as an extracurricular activity. The teacher can identify a few sport-related indigenous activities but does not deem them to be appropriate for inclusion in the school physical education program.

10. Evaluation is an important part of the class. Final grades are based on a 100 point scale divided as follows: 60 pts. = skill technique; 10 pts. = skill performance; 30 pts. = written test; and 10 pts. "accumulative grade" (based on attendance and participation in extra-credit activities). This format is consistent from term to term.
11. The teacher constructs rating sheets for evaluating the skills technique of students. These rating sheets are based on the teacher's own analysis of the various skills. While the statistical validity and reliability of the rating sheets is not known, they appear quite accurate, appropriate, and sophisticated.
12. Skill performance tables are also developed by the teacher. Although generally adequate, the standards in these tables were too high in at least one instance.
13. Approximately three class hours are spent each term on theory classes. The teacher conducts these classes by dictating information and providing explanations and demonstrations.
14. In theory classes, significant emphasis is placed on the use of proper spelling and grammar.
15. Facilities in which the class is conducted include an uncovered, concrete basketball court; a teacher-made long jumping pit; and the asphalt public street in front of the school. There is no open field available for class use.

16. Evidence from many sources indicates that this program is substantially different from the physical education program offered at the school prior to the arrival of Profesor Rolando. The previous program was not taught by trained physical educators and apparently consisted almost exclusively of running and calisthenics.

Extracurricular Activities

1. A great deal of after school time is spent by the students and the physical education teacher on extracurricular sport activities.
2. The teacher continues to stress the importance of cognitive and affective objectives during the extracurricular activities.
3. Opportunities for participation include a boys' soccer team, a school sponsored "marathon" (10K) run, the town fair basketball and volleyball tournaments, and "field days" in which the Instituto Morazan competes with other schools in boys' and girls' basketball, boys' soccer, and boys' volleyball.
4. A girls' basketball team prepared to compete in the town fair tournament but the tournament was not held. This team was organized by the town doctor and received no support from the school other than permission to practice at the school.
5. All teachers at the Instituto assist as supervisors, scorekeepers, etc., in the realization of these events.

6. Student participation in the marathon is massive and includes many female students.

Students

1. Over 50 students are in each class.
2. Students' ages range from 12 to 22 years of age.
3. Most students live in town during the week with relatives or as boarders. Their parents usually live on farms on the outskirts of town.
4. Students report seemingly adequate nutritional habits, which consist of eating 3 meals a day. Food which they consume includes red beans, corn tortillas, eggs, cheese, some meat, and cabbage. Students also demonstrate the capability to sustain high levels of physical effort (e.g., marathon, soccer practice).
5. Students are generally orderly, attentive, and enthusiastic in the physical education practice classes.
6. Students keep notebooks for dictation in the theory classes.
7. Students use physical education uniforms consisting of a white t-shirt, dark shorts, white socks, and some sort of tennis or sports shoe. Virtually all students dress accordingly.
8. Students generally segregate themselves by sex during physical education activities.
9. Both male and female students verbally express the right of females to participate in sports.

10. All students are remarkably consistent in their belief in the importance of physical education, citing both health and social objectives.
11. Almost all students express a belief that the physical education teacher teaches the class well.
12. Students do not usually engage in critical thinking activity during class time, although they are encouraged to answer questions.
13. Many students participate in sport-related activities during the school recess period.

Teachers - The School Director

1. The Director is enthusiastic in his support of the physical education program and believes that physical education is an essential part of the school curriculum.
2. The Director expresses a belief that Profesor Rolando is an excellent physical education teacher, and credits him with improving the physical education program at the Instituto Morazan.
3. The Director is personally interested in sports as a spectator, in addition to jogging on an almost daily basis.
4. The Director believes that central authorities do not support physical education to the degree that they should.

Teachers - Other Teachers

1. With one or two exceptions, other teachers are not personally interested in sport nor active in physical activity.
2. All teachers are enthusiastic in their support of the physical education program and the belief that physical education is an important part of the curriculum.
3. All teachers credit Profesor Rolando with changing their attitude toward physical education from negative to positive.
4. Some teachers credit Rolando with effecting a positive change in attitude toward physical education in the community.
5. Teachers see Rolando as a leader and have elected him as local union representative.

Teachers - The Physical Education Teacher

The physical education teacher:

1. teaches social studies and practical activities as well as physical education.
2. has responsibilities of authority including being a counselor and union representative; having responsibility to open the school building and ring bells; conducting assemblies for students and parents; being master of ceremonies for public events; and organizing sports activities during the town fair.
3. spends many days working after school on school related activities.

4. usually dresses in sweatpants, knit shirt, and running shoes while teaching class.
5. generally uses a direct command and small groups approach to teaching. He moves constantly among groups of working students offering many motivational and instructional cues.
6. usually explains to students why certain activities are to be done.
7. seems to take his profession and job very seriously as seen through his working after school, making up lost class periods, and working in adverse weather conditions.
8. shows initiative and ingenuity in making and obtaining equipment and facilities.
9. follows closely an annual written plan and planned daily (although not always in writing) for classes.
10. spends a great deal of time in developing student evaluation instruments and in evaluating students.
11. claims no knowledge, other than personal experience, of reasonable performance norms for students.
12. is flexible in grading when his established norms appear to be inappropriate.
13. seems self-motivated in terms of the time spent on his work.
14. expresses a belief that he is not a "baking style" teacher and that students should learn to think critically; nevertheless, he uses the direct command

style of teaching in practice classes and rote dictation in theory classes.

15. seems to genuinely care about students as individuals and is concerned with their progress after leaving school.
16. treats time spent on after school activities just as seriously as in-school activities, although he is not paid for this extra work.
17. expresses a preference for coaching, but only coaches soccer and spends most of his time on class related activities.
18. helps to organize town fair sporting events and participates as a player.
19. makes efforts to teach the community about physical activity as seen through posters for the marathon.
10. resents lack of support from the Ministry of Education and expresses a belief of feeling isolated, and that he is "professionally stagnating".
21. expresses a sense of feeling like a foreigner in the town and of being treated differently than a native townsperson.

To briefly conclude, the overall picture of a forgotten rural physical education program in one of the western hemisphere's most impoverished nations, is not generally one of despair but of optimism. We see an enthusiastic, hard-working, well-trained teacher conducting a well-planned and

orderly class, with adequate, though improvised, equipment, and seemingly achieving acceptable results. The program is supported by teachers and students and holds a place of prestige within the school. Though many obstacles, such as climate, lack of support from central authorities, cultural beliefs concerning gender and physical activity, etc., admittedly exist, they do not completely obscure the fact that the program is generally a positive one.

Given the literature and beliefs concerning the quality of rural education which are generally expressed in Honduras, this overall picture must be called surprising. Ideas concerning the reasons for this state of affairs will be expressed in the concluding chapter.

The Community

This section and the next which discusses the "world" of physical education as viewed by the central administration, will not be as detailed as the description of the physical education program at the Instituto Morazan. Instead, the purpose of these sections is to help describe the context in which the school program exists. Thus, only selected aspects of each setting will be discussed.

I observed recreational activity in the community to determine the degree to which this activity corresponded with what went on in the school physical education program. In this section I will discuss six indicators of community sports participation which I observed: (a) normal

recreational activity, that is, recreational activities which occurred on a regular basis, (b) local recreational facilities, (c) student recreational habits outside of the school setting, (d) parental and community support of school sport and physical education activities, (e) recreational activities occurring during the town fair, and (f) the involvement of the Catholic Church in promoting recreational opportunities in the community.

Normal Recreational Activity

On an almost daily basis I walked through the town of Pueblo trying to observe people engaged in recreational activity. These walks usually took place around 10 A.M., in the late afternoon (3:00 - 5:00 P.M.), and in the evening between 7:00 and 9:00 P.M. In notes to myself, I generally characterized the town as "dead", noting that there were not many people on the street during the day, nor in the evening. Even weekends did not bring about a flourish of activity or movement. The following paragraphs present a summary of the observations made during these times.

With the exception of the activities occurring during the eight days of the town fair, one soccer game (three others were part of the town fair), and the daily runs of Rolando and Oscar, the only adult participation in a sport related activity which I observed was nightly billiards matches at 3 local pool halls. Even then, the pool halls were seldom crowded. The soccer game involved a local team

of male adults but I do not believe that the team practiced at all for this game.

In short, there was almost no adult sport activity. As far as other recreational activities are concerned, I observed that many houses had television sets. In the evenings I noticed many people gathered in these houses watching television. Since the town had no electricity during most of the period of observation, the majority of sets were connected to car batteries. The rest were in homes with private generators. On most nights, there was activity in the Catholic church and in a local evangelical church, but these gatherings seldom included more than 30 people. There was a local movie theater, which showed films approximately 3 times a week. Although I spoke with people who had attended films there, I seldom observed more than a few people entering. Other than watching television, the principal evening activity of the people seemed to be sitting on doorsteps and talking.

Weekends were only slightly different. Morning and evening masses drew many attenders, and quite a few people could be seen walking and sitting in the park on the central plaza on Sunday afternoons. Wherever one walked on a Sunday afternoon, the sounds of professional soccer games could be heard coming from radios and televisions.

I noted many times in the field notes my amazement at the general quietness and lack of activity in this town. Even the local bars usually closed early and did not seem

particularly well attended nor to be hubs of significant activity. The notable exception to this pattern was of course the town fair, which will be discussed at the end of this subsection.

I observed daily activity among children which consisted primarily of small numbers of children playing in the streets in front of their homes. There were no large gatherings of groups in parks or playgrounds. One of the most popular activities appeared to be hop-scotch, which I observed daily in various parts of the town, and usually involved five to ten year old girls. Boys often gambled for pennies on games involving homemade wooden tops. "Futbolito" or mini-soccer was also a daily event. It was played in the streets by boys ranging from 5 to 18, with homemade soccer goals and a 6 inch in diameter plastic ball. For approximately 10 days before the marathon, high school students, most of whom were girls, jogged along the side of the main highway.

The activities described above occurred on a regular basis. I also observed other activities which occurred less frequently. These activities included "bate", a baseball type game played by hitting a thrown plastic ball with the fist, jump rope, marbles, penny-pitching, tag, hide-and-seek games, and "push-wheels", toys made by attaching the tops of plastic shortening tubs to sticks so that the "wheel" could be pushed along the ground. Probably, the most notable aspects of all this activity were that it took place in the

streets and involved small numbers, and that with the exception of "futbolito" and jogging, it invariably involved only young children. Seldom could one observe youngsters over the age of ten involved in these games.

Facilities

Facilities available for sport and recreational activities are minimal and probably contribute to the lack of participation in recreational sport. Unlike most campo towns in Honduras, Pueblo does not even have a readily accessible open field which can be used for soccer. The local soccer field, which is a well-kept enclosed stadium, is approximately a 20 to 30 minute walk outside of town. I often took walks past the stadium and never once saw it being used, except for the games which have already been mentioned. The mountainous location of the town makes it difficult to find any flat area suitable for a playing field.

There is a town park, with two full size basketball courts crossing each other. There are backboards on metal standards at the ends of each court. There are no rims on the backboards, however, and the concrete on the court has deteriorated so badly, that the area is not even used for games of futbolito. A potentially valuable facility stood vacant and forgotten. Rolando explained one day that occasionally community groups have called for the refurbishing of this area. He claims, however, that

reconstruction has been opposed by the owner of a pool hall located on the perimeter of this park. Rolando and others suspect that the owner fears that a reopening of the courts will siphon customers from his business establishment.

One of the elementary schools and the Instituto Morazan have basketball courts in good condition. These schools, however, are closed to the public and kept locked when school activities are not underway. It is not clear why arrangements are not made for the public use of the school. The principal reason seems to be the preservation of school property, for which there are precious few funds for maintenance. I also sense that tension between the Director and other faculty members and the community might contribute to the locking of the school. This, however, is strictly a hunch on my part. Finally, as has been described, most days there are school activities until 4:00 or 5:00 P.M. Since there was no electricity during my stay, this left only about an hour of daylight in which the school facilities could have been used even if they were available. Weekends, however, the school usually remains locked and unused.

Even the natural resources of the area provide little opportunity for recreation. Rivers within an easy walking distance of the town were not deep enough for swimming. According to a Department of Natural Resource's employee, wildlife which had provided plentiful hunting opportunities as recently as ten years ago, is now practically nonexistent due to expansion of farms, slash and burn techniques, and

over-hunting. A nearby mountain peak, overlooking the town has a winding road to what is considered the local picnic area on top. However, I seldom observed this area in use. Although the countryside does have roads and paths which can be used for jogging, this activity is made difficult by the steepness of the mountainside.

Thus, recreational facilities in Pueblo are virtually nonexistent. The main "playing fields" consist of the streets. The main paved street serves as the court for games of futbolito, while the unpaved side streets provided a venue for hop-scotch and marbles.

Student Recreational Habits

We have seen that the students at the Instituto Morazan were, for the most part, enthusiastic participants in physical education class, in sports activities during recess periods, and in extra-curricular sport related activities. It would seem logical, therefore, to assume that students continue these habits outside the school environment. The reality, however, is quite the contrary in that students from the Instituto Morazan almost never participate in sports activities outside of school.

Of the ten students who were formally interviewed, eight listed watching television as their principal after-school activity. All ten mentioned that visiting with friends occupies much of their afternoons. Three mentioned reading as a popular pastime, and most also mentioned that

they do homework and run errands. With the exception of two of the boys, who had played on local soccer teams at one time, none participated in sports activities after school. All, however, did say that when they were younger they participated in activities such as hop-scotch, tops, and futbolito. One girl seemed to echo the feeling of others when she said she no longer plays these games because "they're only children's games". These reported habits were verified by my observation. Occasional participation in games of futbolito is the only recreational sports activity which I observed among the students during after-school, non-town fair periods.

The question, then, is why don't students participate in sports activities outside of school? One possibility is that they are required to work in homes or on farms. Although I found that in the past this had often been the case, currently the working student is the exception to the rule. Only one of the ten students who was formally interviewed, is required to do farm work on a daily basis. The rest reported no work responsibilities other than running errands and doing some routine household chores. Rolando's observation that over the years the average age of the students had decreased, also lends credence to the idea that education is gradually becoming more important to families, and that children are being relieved or work tasks in order to concentrate on school.

Given the active student participation in school sports activities, their expressed belief in the value of physical education to their future lives, and the fact that most had ample free time, the most logical explanation for their lack of participation in recreational sports would seem to be that opportunities for participation do not exist. This explanation is supported by comments from several students. Girl basketball players complained to me repeatedly about the lack of opportunity to play basketball. When I asked the school's "leading athlete" why he does not participate in after school sports, he replied quite belligerently, "Where are we supposed to play? The court is destroyed and they don't open the school!"

Admittedly, however, there is an alternative explanation. It is possible that recreational sport is not seen as a socially acceptable adult activity. One might say that sport does not take place, not because there are no opportunities for participation; but that there are no opportunities for participation **because** sport is not valued by the community. This explanation merits discussion, and is explained in the following sub-section.

Community and Parental Attitudes

Without a doubt, this investigation uncovered some sentiment to support the idea that sport is not seen as a valuable or worthwhile activity my the community. Vignette 4 describes a working man who pushed a car full of bags of

rice through a physical education class being held in the street. When he was chided by some students his reply was an indignant "at least I'm working and not bumming around".

The idea that sport is for those with time to waste is not uncommon in Honduras. This sentiment is seen clearly in a letter to the editor which ran in one of the national newspapers during the period of this study. While it is written by a resident of the nation's capital, it clearly articulates the feeling expressed more simply by the resident of Pueblo. I have highlighted words and phrases which support the idea of sport as a waste of time. The author of this letter wrote:

> All the neighborhoods of the capital are suffering from soccer fever. It is a rare street or alley where one does not see groups of **unoccupied** [people] playing with a ball, whether it be plastic or leather. There are those of different ages: from those that are beginning to walk to me who already have **obligations.**
>
> The ball players use the streets as fields of sport, without worrying about planting a kick or the very ball in the face of a passer-by who doesn't take the precaution of waiting until such a time that the player desires to stop the play, and drivers in many cases are obliged to stop their machines so as not to run over the **unoccupied** street athletes.
>
> If a pedestrian receives a blow, they can not complain to the authority, because the entire team would be on top of the complainant and then they would say that the streets are free.
>
> Those that **have little or nothing to do** should look for the sports fields on which to hold their practices, and if it is to be seen that they play in the streets, that is an error; no one who is a good player would be known first as a **bum** and later as a qualified athlete.

> In the case that a motorist hits a ball player, whatever the age, it is always the motorist that will be at fault and taken to the respective tribune, will lose a few days of work and afterwards will incur the expenses that were not budgeted and all through the fault of those **unoccupied** that have converted the streets into soccer fields. (Hidalgo, 1988).

The school Director, Oscar Vasquez, often spoke of this feeling. He said he felt resentment and ridicule for jogging daily. He often said to me that "People think that because I run I have nothing to do". And at least one student, in a formal interview, told me that her mother had scolded her for her low physical education grade, asking how she could possibly get such a low grade on something that was a "waste of time" anyway.

Despite the above evidence, it is possible that sport is not so much despised as it is misunderstood, and somewhat unknown. Most of the interviewed students do not attribute lack of participation in sport to parental disapproval but to lack of opportunities in Pueblo. **All** of these students express the belief that they will use sports skills learned in class if they ever move to Tegucigalpa. And eight of the students say that their parents do not know anything about the kind of activities that are taught in the physical education class.

Perhaps most convincing, however, of the idea that the community does value sport, are the constant testimonies seen throughout this report, and throughout my period of observation, that community attitudes have changed

considerably in the past five years. Most community members may in fact have seen the participation in sport as a waste of time several years ago, but many now agreed that slowly but surely this perception is changing. We have seen testimony from Rolando, Oscar, and the other teachers on how community attitudes have changed since Rolando's arrival. To reiterate what the social studies teacher, Margarita, told me concerning the community attitude toward participation in physical education and in the town marathon, particularly by girls, "in the community there has been a big change!" Now girls not only participate but are allowed to practice in the streets. Eight adults even participated in the race, and hundreds of spectators offered enthusiastic support.

Thus, it seems clear that there is very little recreational sport activity in Pueblo. Also, there are few organized opportunities and inadequate facilities for sport participation. What is not as clear is whether the lack of organized opportunities and appropriate facilities, hinder a community that is willing but unable to participate in recreation sport. This question will be partially addressed in the next two sub-sections which show some evidence of the value which recreational sport could play in the community.

The Town Fair

The eight days of the town fair, celebrating the feast day of the towns patron saint, provides a vivid contrast to

the picture of a sleepy, non-active community which has been painted thus far. The mass participation, and enthusiasm with which the community embraced the events of the two fair, suggests a people who are more than ready and willing to participate in recreational activity.

The town was literally transformed during the fair. Wooden stands sprung up all around the central plaza. For eight days crowds of people filled the streets at all hours of the day and night. Events and activities which comprised the fair included stands with gambling games including roulette and bingo type games; stands dispensing food and drink; nightly artistic presentations including music and drama; a beauty pageant; fireworks; several parades; and nightly dances including the fair closing "street carnival". Also, of prime importance, and comprising almost 100% of the daytime events, were sports activities.

Sport related activities included the following: tricycle races, a bicycle race, two soccer tournaments, an organized games and relays event for children, a running race for old men, a martial arts demonstration, a basketball tournament, an eating contest, a volleyball tournament, greased flag pole climbing and greased pig chasing, a "marathon" (10 K) running race, and an equestrian event called the "carrera de cintas". Participation by both competitors and spectators was massive. I estimated over 500 people to be watching the bicycle race at 4:00 in the afternoon! Competitors came in all ages. One of the soccer

tournaments was for "veterans" (middle aged men) only. A race around the central plaza was called the "old mens' race" and was run by six men, all over the age of 40 with the oldest being 66. Young boys and girls participated in relays, and the teenage boys and girls made up the bulk of the participants in the marathon. Only adult women were left out as competitors. They did, however, comprise a large part of the spectators and cheered with enthusiasm. I can only wonder as to whether or not this was a sign of a hidden desire to participate. For eight straight afternoons, the town came together through a joyful participation in sports, and continued each night by dancing until the early hours of the morning!

Perhaps most representative of all the sporting events was the "carrera de cintas", an equestrian event which is described in the following vignette. The vignette is a literal transcription of the fieldnotes describing the event which I took on Day 25.

Vignette 20 The "Carrera de Cintas"

> At least an "indigenous" sports event, and a very colorful one at that!
>
> The event consists of a rope which is hung across the dirt street from two poles (in this case electric poles) at a height which is about a foot or so above the head of a rider on horseback. From the rope were hung 32 "argollas" (rings) (I don't think the number matters) made out of paper. Each ring is about 1 inch in diameter and has a number on it. It is stuck on the rope by opening the strand of the rope slightly. Each number corresponds to the number assigned to a young woman from the town who have each made "cintas",

"Vignette 20 (cont'd.)."

which are sashes which they wear around their neck and shoulder. Some of the sashes are very beautiful, some simpler. Each is some kind of cloth and on it is painted or embroidered the name of the woman who made it, and in many cases it included the word "Pueblo" and "1987". One of the most popular colors seemed to be red with white letters, although there were also white, blue, and yellow sashes. The one I thought was the most elaborate was white with black embroidered letters in Gothic style print.

The competitors were men and boys (an estimated age range was between 15 and 50) on horseback carrying pencils (the organizers keep insisting on the use of pencils but many used hand whittled sticks). They gathered about 30 yards from the rope and one by one, when their names were called, came riding toward the rope (supposedly very fast, although it was obvious that some were trying to "cheat" and came at a slower pace). As they passed under the rope they would try to stick the pencil in the ring and pull it off the rope. If they missed they keep riding, going around the block and back to the starting line. If they succeeded they took the ring to an organizer who read the number and announced the woman to whom it corresponded. (I assumed that the official was honest, except for the fact that the number of the queen of the fair was called last.) The rider would then ride to where the women were waiting, dismount, and have the sash placed on him. Traditionally, the rider was to go down on his knees but only a few did this. Also, traditionally, the woman was to give the rider a kiss. Again, only a few did this. Some riders, however, "forced" kisses and the crowd squealed with delight when this occurred. Fair organizers continually pleaded "please respect the women! No kisses!" but their pleas were not always heeded.

Aside, I could not help but think that this was a display of class discrimination. The fair organizing committee, which was the town Lion's Club, all made a great public show of kissing and dancing with each member of the Queen's Court at the "inauguration ball", yet now that these participants, most of whom were farmers and ranchers, attempted a similar and much more traditional action, they were severely criticized

"Vignette 20 (cont'd.)".

by the committee. Just a thought, perhaps I am being too harsh.

Traditionally, I am told that, that is all there is to the event. This time, however, there was a $7.50 entry fee and a very big prize! The prize was a young bull which they claimed was worth $250, and which was on display in the back of a cattle truck, parked at the central plaza. Rolando, told me that this was considered a very valuable prize and that the bull would be used to breed.

That is a description of the "sport". The sequence of events was as follows. At 11:00 A.M. a car equipped with loud speakers began to pas through the town announcing that the event was about to begin. One hour later, I saw no activity and went to Rolando's home to ask him what was happening. He laughed and said "All these years and you still don't know about Honduran time? Go eat lunch!" So I did.

I was back at the site by 1:00 P.M., horses were starting to gather and people began to line the street. Although it was very sunny and scorching hot, the street was very muddy from the constant rain, including some that had fallen that very morning.

The organizers were in a corner house taking registrations for the event. The horses varied greatly in appearance! Some were big, strong, and sleek, while others were small and scraggly and appeared on their last legs.

The riders varied too. About one-third had on straw cowboy hats, almost all wore cowboy boots. Some wore jeans, others wore regular polyester pants. Almost all wore long-sleeve dress shirts. Only one, probably the youngest (around 15 years old) looked like a "cowboy" with a hat, boots, jeans, and a fringed jacket.

We stood and waited as more and more people lined the street. Finally, about 1:50 P.M. the rope and rings were put up across the street. Bags of sawdust were emptied in the big puddles. The street remained for the most part a swamp of red mud. The street sides were now packed with

"Vignette 20 (cont'd.)"

men, women and children of all ages, probably totalling at least 350.

At 2:15 the inevitable protocol began. The queen and all the young ladies who made sashes were asked to parade down the street. They were all in dresses and high-heeled shoes, but nevertheless, made their way down the muddy street to some sparse applause.

Finally, it began. The sound truck would announce a name and a rider would immediately begin to ride. The 4th rider got the first ring and a great shout arose from the crowd along with thunderous applause! Unfortunately, there were 32 rings and only 15 women had made sashes. The first ring did not correspond to one of the women, so a handkerchief was pinned to the riders chest.

The event was much more difficult than I expected and it took two and one-half hours for 32 rings to be grabbed.

It was also **VERY, VERY** serious for most riders. There were pained and disgusted looks when they missed and I heard more than one anguished shout of "puta!", or some other off-color expletive. It actually appeared that some began to cry when they missed! The crowed was very enthusiastic and cheered wildly when each ring was speared!

Another indication of the seriousness of the matter was that when organizers attempted to disallow a few of the rings, for riding too slow or grabbing it with the hand, the riders invariably rode aggressively in groups to the organizing committee and argued their case quite heatedly. The organizers would usually cede, asking the crowd "What do you think?" Invariably the crowd would shout "Good! Good!" or "Count it!" I was told by Rolando that the times that this happened it was usually with riders from outside of town. They approached the committee in groups to argue their cases because they were afraid of getting cheated.

Finally at the end five riders tied with three sashes each. They were to each get one try

"Vignette 20 (cont'd.)"

> at an additional ring. The first two missed and the third speared the ring. A new ring was put up and the fourth and fifth riders also missed.
>
> The winner was from a village outside of town and the crowd did not appear particularly pleased with that fact. There were murmurs about "outsiders" to be heard, but nevertheless, the winner received decent applause and was awarded the young bull.

The "carrera de cintas" was undoubtedly the most colorful of the town fair sporting events. It was remarkably similar to the other events, however, in that it included a little of everything which made up the fair. There was fierce competition and skilled athletic performance; there was massive and enthusiastic spectator support; it was a "folklore" event which the people trace back to Spanish colonial times; there were highly valued prizes; it included elaborate protocol; and, as was true of most other events, it lasted a long time due to organizational deficiencies, which were suffered with remarkable calm and acceptance by the multitude of spectators in a festive spirit.

All events brought together large crowds who participated with great joy and enthusiasm, either as spectators or competitors. At these events, no one seemed to act as if they felt they were "wasting their time", but instead exhibited a joy on their faces which was seldom seen at other times. It is hard to believe that the energy and emotion seen during the fair, exists for only eight days

during an entire year. It would seem only healthy to provide some sort of outlet for these emotions at other times as well.

The Catholic Church

The social influence of the Catholic Church in Latin America is well documented but I had not expected to find much information concerning community recreation from church sources. Quite by chance, however, I obtained information from church sources which added a bit of evidence to support the idea that recreational activities could play an important role in this community.

Vignette 21 An Unexpected Encounter

> The church on this Sunday morning was jammed with a standing room only crowd. It was the morning in which Confirmation ceremonies were to take place, and the Bishop had journeyed some 2 hours to officiate the mass and ceremony. I had arrived early, but gave up my seat as the church began to fill, and found a place to stand in the back. As the Bishop entered I was surprised to see that he did not appear to be Honduran. While most priests in the country were missionaries, this was not the case for the majority of the bishops.
>
> When the very long ceremony had ended the Bishop began to proceed toward the doors of the church while many people awaited anxiously to greet him. I was surprised that as he neared the back of the church, he turned and walked toward me. He spoke "I'm Michael from Connecticut. Who are you with?" I explained that I was not "with" any group, but that I was on my own and I described my work. He seemed very interested and invited me to his parish to see the work they had done. He informed me that they had recently constructed a gymnasium (one of a handful in the country) and that sports teams and recreational activities were one of the principal activities of his church's youth group. As a matter of fact,

"Vignette 21 (cont'd.)".

> the team from his youth group had won the basketball tournament at the Pueblo town fair.

For some time I had been forming the idea that recreational activities while sorely lacking in Pueblo, might definitely be worthwhile and valuable. I had seen the enthusiasm of the students. I had observed the festive participation in the town fair. Now, quite unexpectedly, an outside source indicated a similar belief in the importance which recreation could play in this setting.

As a result of this brief visit with the Bishop, I decided to formally interview the priest in Pueblo. he was also a missionary from the United States of America, was 50 years of age, and had been in Pueblo for almost five years. He first explained to me that activities such as those carried out by the Bishop, were not the result of Church policy. Individual priests had some freedom to promote activities according to their own interests and what they thought were the best interests of their community. He admitted to not doing much in terms of recreational promotion in Pueblo because "frankly, it is no one of our priorities". But when I asked whether he perceived the promotion of recreation as something that was important for a community like Pueblo, he responded:

> Not only is it important, it's something that's really lacking, because so many people have so much time on their hands without anything to do with it! Like, I know in Rio Lindo [a small town] for example, there's some sisters there...They started game nights. They bring people into their

> halls at night and have card games and parlor games. All different ages. And that has been a big boon to that community! The people really take to that. And I think that something like that is good. Here about the only thing they can do is go to a pool hall and shoot pool or go to the movie. And that's about all they can do here, we really should have more than that.
>
> I think it's, I don't know, what I would like to see, what I would really like to see is a good park in [the Department], there's no park here. I don't mean a city park. I mean a big park. Out in the hills, you know. And we've got the possibilities. There you could have exercise things, you could have soccer fields, all kinds of things. I've spoken to various people in the community too.
>
> Another thing, are you familiar with Par Cours? You are? One of my dreams, I would like to get something like that here in Pueblo! Maybe up on the hill there, or somewhere, I don't know. IN fact, I memorized all the things so I know what it consists of. In [the United States] I always go through it and I really enjoy it. I've even thought of trying to put some money aside to buy the lumber, and do it on our own. But if there was ever a project like that, I would really be behind it!

In summary, community recreational activity, especially sport related activity, is virtually non-existent in Pueblo. One factor which contributes to this was the lack of recreational facilities. The facts that people, especially youth, do possess ample free time; that students respond enthusiastically to school related sport activity; that the town participates wholeheartedly in events sponsored by the town carnival; and that social leaders concerned with the welfare of the community, such as priests, recognize the need for recreational opportunities; all suggest that recreational sport in a town like Pueblo would be both

valuable and welcome if opportunities existed. Unfortunately, they do not. Students with interest and skills acquired in their physical education classes, have very little opportunity to pursue these interests if they remain in Pueblo.

Central Administration

Honduras has a centralized system of education, with educational program and planning being done through the Ministry of Education in the capital city of Tegucigalpa. Within, the Ministry of Education, the Office of the General Director of Physical Education and Sports (DGEF) is responsible for overseeing physical education programs throughout the country. It is this office, the DGEF, that will be discussed in this section when referring to the "Central Administration".

A complete investigation of the administration of the DGEF would require a separate study and is beyond the scope of this paper. The purpose of this section, therefore, is to provide a context within which to situate the detailed description of the rural high school physical education program which was observed in Pueblo. Thus, only specific aspects of the administration of the DGEF which provide points of comparison and contrast with the program in Pueblo, will be discussed. Those aspects of the DGEF to be discussed in this section are: (a) the physical education curriculum, (b) the degree to which school sport is

emphasized, and (c) the differences between rural and urban programs.

The Physical Education Curriculum

The content of the DGEF's official program for "Ciclo Comun" High Schools is markedly different from that which Rolando Barrios uses at the Instituto Morazan in Pueblo. Table 8 is a translation of the "contents" column of the official DGEF program. Whereas, the program at the Instituto Morazan consisted of one sport a year, for each of the three years; the official program is much more diverse. It contains units in seven different sports, some of which are repeated from year to year, as well as units in recreation and physical conditioning.

Concerning the content of this program Rolando commented "It is not appropriate for our national reality, **definitely**!" More specifically he had this to say:

> It appears to me that the plan has been conceived with the idea that the student who enters Ciclo Comun has had a solid base in physical education. Another thin, I can't believe that an institute of secondary education would have so much equipment. This makes me think it has been planned from a desk.
>
> ...a half-semester is only eight weeks, with physical education only two times a week, **supposedly**! To follow the plan would be to just touch on each sport. In my experience of 5 years here, 8 weeks is just barely enough time to teach a single skill. If you think you could learn a whole sport in this time you are just kidding yourself and the student.
>
> ...the plan is somewhat 'centralized,' based on what goes on in Tegucigalpa. And don't forget, it is only now that there is any emphasis on physical education in Tegucigalpa.

Table 8 Official Physical Education Program for the Ciclo Comun

I CURSO CICLO COMUN

I. Half-Semester

Unit I: Rhythm Gymnastics

- History of Rhythm Gymnastics
- Concepts of:
  a) rhythm
  b) time
  c) accent
  d) intensity
  e) beat
- Types of Movement
  locomotor
  non-locomotor
  manipulative
- Applied Teaching Techniques
- Rhythmic Movement
  grace
  fluidity

Unit II: Track and Field

- History of Track and Field
  Greek Games
  Olympic Games
  World Games
  Panamerican Games
  Central American Games
  Central American and Caribbean Games
  National Games
- Techniques of Walking and Running
- Running (sprints, middle distance, distance)
- Relays (4x100m, 4x400m)

II. Half-Semester

Unit III: Basketball

- History of Basketball
- Fundamentals
  a) rebounding
  b) passing
  c) pivoting
  d) shooting
  e) receiving
- Lay-ups

III. Half-Semester

Unit IV: Volleyball

- History
- Fundamentals
  1. serve (different types)
  2. receiving
  3. volleyballing
- Rules

IV. Half-Semester

Unit V: Soccer

- History
- Fundamentals:
  a) dribbling
  b) passing
  c) in-bound pass
  d) shooting
  e) heading
  f) receiving
- Rules

"Table 8 (cont'd.)"

II Curso Ciclo Comun

I. Half-Semester

Unit I: Gymnastics (Floor Exercises)

- Static Equilibrium
  a) table
  b) airplane
- Rolls
  a) simple forward
  b) simple backward
  c) legs together forward
  d) legs apart backward
  e) legs apart forward
- Inverted Positions
  a) frog or tripod
  b) headstand
  c) handstand

II. Half-Semester

Unit II: Track & Field

- Fundamentals of the Jumps
  a) approach
  b) take-off
  c) flight
  d) landing
- Jumps
  a) long
  b) high
  c) triple

III. Half Semester

Unit III: Basketball

- Introduction to the Sport
- Systems - Types of Defense
- Types of Zones - Techniques
- Rules

Unit IV: Volleyball

- Review of Fundamentals
  a) serve
  b) bump
  c) setting
- Teaching of:
  a) spike
  b) block
  c) dives

IV. Half Semester

Unit V: Team Handball

- History
- Teaching of Fundamentals:
  a) receiving
  b) advancing the ball
  c) passing
  d) shooting
  e) special shots

"Table 8 (cont'd.)"

II Curso Ciclo Comun

I. Half-Semester

Unit I: Physical Conditioning

- Study of:
  a) adapting to physical exertion
  b) flexibility
  c) endurance
  d) relaxation
  e) maintenance
- Levers:
  a) first class
  b) second class
  c) third class

II. Half-Semester

Unit II: Team Handball

- Review of Fundamentals:
  a) receiving
  b) advancing the ball
  c) passing
  d) shooting
  e) special shots
- Skills
- Tactics (system 6-0, 5-1, 4-3, 3-3)
- Rules

III. Half-Semester

Unit III: Soccer

- Review of Fundamentals
- Techniques of Fundamentals
- Systems
- Rules

IV. Half-Semester

Unit IV: Recreation

- Parlor Games
- Games Based on Throwing, Jumping and Running
- Free Games

It is ironic that Rolando criticizes the program as not "appropriate for our national reality" and "written from a desk" since from the point of view of the DGEF, it is the teachers who are criticized. The development of the official program, according to statements made by a high ranking DGEF official, in an interview with me, progressed along the following sequence. First, DGEF supervisors wrote the initial program. Secondly, program authors met with teachers to discuss the plan and revisions were made. Third, the program was pilot tested in 50 schools. Next, teachers from these 50 programs were asked to return questionnaires evaluating the program. The comments of the official on this phase of program development were "It would be too much to say that five teachers returned the questionnaire". Finally, the program was approved by the DGEF, although to this day it has not been officially approved by the Office of Educational Planning in the Ministry of Education.

Thus, there is discrepancy between the way in which Rolando and the DGEF view both the content of the physical education program and the way in which it was developed. The program at the Instituto Morazan covers only one sport per year for a total of three sports in three years, while the DGEF program includes 7 sports, and units in recreation and physical conditioning. Rolando imagines that the official program was "written from a desk" and is not "appropriate for the national reality", while the DGEF

official describes a logical development process and criticizes teachers for not assisting in efforts to obtain their input. The intent here is not to declare that one program is better than the other, or to validate one of the perceptions of the process of program development, or to explore the divergence of these perceptions. Whichever side one takes in resolving these questions, the fact remains that the view from each side is substantially different.

Emphasis on School Sport

Although the physical education teacher in Pueblo says that he "prefers coaching" if given the choice, the only school team which he prepared for competition was the boys' soccer team. The large majority of his time and effort, as documented earlier in this chapter, is spent on activities directly related to teaching the physical education class or extra-curricular, but non-league, sports and recreational activities. The DGEF, despite statements made by the official interviewed, however, seems to place a very high priority on the promotion of school sports leagues. This emphasis on competitive sport can be seen through budget allocations, hiring practices, and opinions expressed by DGEF personnel.

At first glance, one might believe that elite sport is no emphasized by the DGEF. One of the DGEF officials explained in an interview that the job of the supervisors was to "attend to the physical education programs". She

added "I have been trying to make supervisors conscious of the fact that their function is not sport, but physical education!" Despite these comments, one of the supervisors, Samuel Irias, had the following to say:

> I'm a supervisor but the least I do is supervise. I'm just a league organizer...Here in Tegucigalpa there are many coaches, sports coaching is the fundamental activity of this office. I consider it the fundamental activity because the leagues and championships are what maintain our structure. The coaches prepare the teams in different schools, they organize the championships, and that is what fulfills the annual plan we make: a certain number of tournaments we said we would hold, a certain number of students we said we would attend to. Physical education is sport! This is at all levels, primary, ciclo, and diversified.

The facts seem to support the statements of Irias in terms of depicting the actual priorities and activities of the DGEF. The deployment of personnel by the DGEF is revealing. A list of employees, provided for me by the DGEF, shows the following breakdown of employment categories. Direction (the director, sub-directors, and administrative assistants) - 5; Administration (secretaries and office help) - 9; Supervisors -12; Sports (coaches) - 63. Thus, of the 89 people directly employed by the Office of the Director General of Physical Education, only 12 or 13.5%, are directly responsible for in school physical education programs, while 63 or 70.8% are sports coaches. The numbers become even more skewed if one considers the opinion of the supervisor that very little of a supervisor's

time is actually spent working with physical education programs.

The budget allocations also show the strong support of the DGEF for competitive sports programs as opposed to in school physical education. A DGEF official told me that for the 1987 fiscal year the DGEF received monies from both the Office of Primary Education and the Office of Secondary Education. The allotment from Primary Education totalled $446,129.50, with 90% going to salaries. The distribution of personnel, which we have already seen, means that much of this money goes to coaches. The rest of the money, says the official, is "a minimum, and is used for things like printing materials." The allotment from secondary education, which was only $5,000, was divided by assigning $3,500 to buy equipment for "over 100 high schools" and $1,500 to pay for the trips of supervisors to high schools. The same official cited a limited budget as the reason that "I have a folder full of equipment requests from high schools which I can't meet." While recognizing budget limitations, the supervisor, Irias, suggested that,

> The problem is what is considered physical education here in the Office. Because there's a budget line for the buying of trophies, for the buying of **many** trophies! And for trips to inaugurate leagues and championships.

A final bit of evidence indicating the priorities of the DGEF comes from a different DGEF official. He described to me the passing of a 1984 law which established a tax on alcoholic beverages, with the income being designated to

assist no-school sports (professional and semi-professional). He said that originally the DGEF received no funds, but he said that they argued that they [DGEF school sports leagues] are the "feeder system for major sports leagues" and thus were recently awarded $150,0000.

Again, the issue is not whether or not the Office of the Director General of Physical Education should prioritize school sport over in-school physical education. It is very possible that this is a valuable and justifiable position. The point is, rather, that the DGEF is legally responsible for the planning, supplying, and in-servicing of school physical education programs throughout the country and that this is the office from which teachers such as Rolando expect assistance. Yet it appears to be an entity which does not view these tasks as occupying a high position in its list of priorities. Again, there is a discrepancy between the view of the rural teacher and the DGEF.

Rural/Urban Differences

The emphasis which the DGEF and the Ministry of Education place on rural as opposed to urban schools, and the quality of programs in rural schools are other areas in which perceptions appear to differ. The Ministry of Education has declared rural education a national priority and this view was also expressed by the DGEF. Also, it seems to be widely assumed that the quality of education in rural areas suffers when compared to that of urban schools.

In an initial interview with an official from the Ministry of Education, I was told that "for five years the national priority has been rural education". This view was echoed by the DGEF official who told me,

> I want to say that our policy, when we began here, was, umm, and I even made a public commitment, was to give priority to the rural zones, and the border zones, the forgotten areas...

Even Samuel Irias, the supervisor quoted above as critical of some DGEF policies, supported the idea that rural education is a DGEF priority. Irias agreed that "there exists a priority to give more equipment to the rural areas".

The logical question then becomes "Why has the Instituto Morazan been forgotten if rural programs are the number one priority?" We have already seen the teacher's sense of isolation through comments about obtaining only one ball in five years, about receiving only one visit from a supervisor, about not being invited to workshops, and that "One begins to feel alone. Like swimming in the sea alone with no one helping or supporting."

There are some indications that Rolando is not alone in his sense of being abandoned by authorities at the DGEF. During the period of observation, I found two newspaper articles describing other communities, one in the southern part of the country and the other on the north coast. The first article, describing the northern community says

> It must be said in a definitive manner that the Ministry of Education through the Office of the

> Director General of Physical Education, does not justify its reason for being, at least concerning this city, because its projection is null and if there is any sports activity, it is a reflection of the sacrifices of the teachers and parents that struggle to maintain the activities of the students (No llega ayuda, 1987, p. 30)

The second article, in a different newspaper, described specifically, the local high school in the community.

> According to that which was expressed [by the physical education teacher], sport does not escape the abandonment of authorities of the country, in this activity the students self finance themselves through activities; says the physical education teacher "The department of physical education of the Ministry of Education is failing, their projection is minimal". (Instituto Lempira, 1987, p. 27).

Thus despite a widespread belief of those working in positions within the central administration of education in Honduras that rural education is a national priority, the physical education teacher in Pueblo, as well as those involved in physical education programs in other towns outside of the capital, seem convinced that their programs have been all but forgotten by the DGEF.

A final interesting aspect on the question of rural versus urban education is the seemingly general assumption that rural education is inferior to that generally offered in urban schools. This is ironic given the supposed emphasis on rural schools. The official from the Ministry of Education told me that "The programs for urban and rural schools are standard, but in terms of performance the rural students show differences for reasons of culture". The implication that the "differences" shown by rural students

meant that they did not perform as well as urban students was clear. Just what the Sub-Director meant by "reasons of culture" was not as clear. He later explained that teachers with degrees were not willing to go to the rural areas for "economic reasons", citing the fact that since they were paid by the hour they could obtain many more hours in the large urban schools. Thus, part of the reason for the poorer quality of education in the rural schools was attributed to the lack of well trained teachers.

A DGEF official similarly cites a teacher shortage claiming

> a large majority of the physical education teachers are not specialized...graduates in physical education from the Superior are only beginning to cover the big cities, the important cities

Of those who do teach physical education in the rural schools, the same official laments that many are not even teachers of other subjects.

> In the most remote areas, those who teach the physical education class, are at the best, elementary school teachersl. Others, well, simply, ah, we've found cases where they were not even teachers but secretaries and public accountants

She did not place the fault entirely on the teacher shortage and hiring practices but also questioned the interest of rural teachers as well. She explained that a workshop that they had sponsored during the year, only 15 to 18 rural teachers attended. She said that if they sent two supervisors for a two week workshop for only 15 people that

they felt that they were "under utilizing our people" and thus she was considering cutting back on these workshops.

The opinions expressed by these administrators are not very startling. The idea that rural education in any nation is inferior to that in the urban areas is a widely held assumption (Castenada & Izaquirre, 1978). What is more, it is refreshing to hear these administrators admit to these inadequacies given the fact that they have both declared rural education as a priority. But the interesting situation here is that the Instituto Morazan in Pueblo does not seem to fit the mold.

This entire report has described a school, and particularly a physical education program which, despite facing problems, certainly seems quite successful and which receives the enthusiastic support of both students and teachers. We have heard of the teacher shortage, yet the physical education teacher here is a specialized graduate. IN fact, of the eight teachers at Instituto Morazan, six have secondary teaching degrees and a seventh will obtain one shortly. There as talk of "cultural differences" among rural students, yet attendance is good and of ten students interviewed only one is required to work full time. This is true despite the fact that the families of almost every student live on small farms outside of town.

The answers as to why this situation exists are important and might provide much insight to be used in improving rural education. The discussion of these

questions, however, is best left for the conclusion of this paper, and for additional studies. The point which is relevant here is simply that once again, views held by the central educational administrators, do not seem to reflect the reality of the situation at the Instituto Morazan as perceived by the students and teachers who work and study there.

CHAPTER 5

CONCLUSIONS AND DISCUSSION

From the wealth of information provided by this study, I have chosen to focus on four conclusions which seem particularly relevant and well substantiated: (a) There are three distinct "worlds" of physical education in the site where this study took place; (b) the teacher, Rolando, exhibits an inordinate amount of influence over the physical education program at the Instituto Morazan; (c) given limitations in funding, equipment, and environment, the physical education program at the Instituto Morazan is remarkably successful; and (d) while some progress has been made in the opportunities for women's and girls' participation in sport and physical education, firmly entrenched prejudices against their participation still exist.

For each of the four conclusions the discussion will follow a similar pattern. First, comments will be made on how the findings relate to the literature. Second, I will discuss possible policy decisions relating to the evidence. Finally, directions for future research will be discussed.

While the first conclusion concerning the "three worlds of physical education" is important, and in fact provides the framework for the presentation of data in Chapter Four, it is a conclusions foreshadowed by the literature and sensed intuitively by most people involved in education in

the developing world. The second conclusion however, regarding the influence and power of a single teacher, was surprising and could prove to be of particular significance to those interested in improving the state of physical education in rural areas of the developing world. The pervasiveness of this conclusion is evidenced by the fact that the third and fourth conclusions, concerning the success of the program and opportunities for girls and women, cannot be discussed without returning to a discussion of the influence of the physical education teacher. It can truly be said that in the town of Pueblo, and in particular in the Instituto Morazan, the physical education teacher is the broker of all aspects of physical education, whether it be the school curriculum, equipment available, program success, or even student, faculty, and community attitudes toward physical education and sport!

The "Three Worlds" of Physical Education

Conclusion: There are significant discrepancies between the physical education program at the Instituto Morazan, where this study took place; the recreational sports activity found in the community of Pueblo, and the official view of physical education as seen through the Honduran Office of the Director General of Physical Education. While there is some overlap between each of these points of view or settings, the differences are marked enough so that it can

be said that in the rural Honduran town of Pueblo there are in actuality three distinct "worlds" of physical education.

The Results in the Context of the Literature

The literature is replete with studies surveying the conditions of physical education in the Third World. These studies usually focus on the situation from a national standpoint (Bennett et al., 1983; Adedoja, 1985; Ekanem, 1976) and use national educational leaders as the principal sources of information (Onifade, 1985; Sial, 1972). Even UNESCO, although repeatedly referring to the needs of "the masses", conducted their survey of conditions of physical education throughout the world (International Council on Health, Physical Education and Recreation, n.d.) with an instrument "prepared to be utilized at the national level" and which they state "will also have value for ministry officials charged with the planning and development of programs of physical education" (Heilman, 1984, p. 329). This approach seems practical in that most researchers gain access to subjects, especially in developing nations, through national offices of education. It is also logical for international agencies such as UNESCO and other governments to rely on government sources since most educational and sport aid is funneled through ministries of education and sport. Finally, it cannot be denied that these broad surveys provide some valuable information. A problem arises, however, if the picture provided by these

studies is not "complete" and what is more dangerous, not completely accurate.

The evidence presented in this study seems to show quite clearly that there are many incidents in which what is expressed or presented by authorities, does not necessarily reflect the local perspective of what is occurring. One of the most obvious examples seen in this study is the physical education curriculum. The national program bears little resemblance to that which is used in the program being studied. Moreover, this discrepancy cannot be attributed to lack of teacher training since the teacher is a graduate of the national teachers college. In fact, this trained teacher, aware of the national curriculum has purposely chosen to alter the content of the national program. He explains that in his opinion the national program is "not appropriate for the national situation".

Another discrepancy is found between the local perception and the official government policy as to the varying degrees of emphasis which are placed on rural and urban schools. On one hand newspaper articles report communities complaining of being forgotten by national physical education authorities, and the teacher speaks of feeling "alone at sea" and reports only one visit in five years from the national office of physical education. On the other hand the Ministry of Education, both in the office of Secondary Education and of Physical Education, report a major emphasis on rural education. They claim that this

focus is a national policy and that funds are spent accordingly. Even employees in the office of physical education who were critical of departmental policies, agreed that the focus of energies was on rural schools. If these ideas expressed by the education authorities are true, how did the school which was studied become so forgotten? Is it merely an aberration, an exception to the rule? The evidence found in the newspaper articles about programs in other Honduran towns indicates that the "forgotten" rural school might very well be the rule not the exception.

Thus it seems clear then that broad national surveys reported in the literature do not, and probably cannot, supply a complete picture of the conditions of physical education found in individual schools throughout the Third World. Information obtained at the local level will always be necessary if a complete picture is desired.

Thus far I have discussed the differences between two "worlds", that of the view of physical education as expressed by central education authorities and that of the local physical education program as it is perceived by the actual participants in the program. There is a third "world", however, which often contrasts with both of the previously mentioned points of view, and that is the recreational patterns of the community in which the physical education program in question takes place. In particular there seems to be a marked discrepancy between the objectives of physical education, as expressed by both

government officials and the local teacher, and recreational opportunities available in the town. Both the government officials and the teacher speak of the "development of the individual" and the hope that the student will receive skills and knowledge which are useful outside of school. The literature also shows that almost universally, "individual objectives" are the stated ends of most physical education programs (International Council on Health, Physical Education, and Recreation, n.d.; Sanders, 1985; Bennett et al., 1983). Yet, the evidence in this study shows quite clearly that students have little or no opportunity to use skills and knowledge which they obtain in the physical education class, in the world outside the school. This is particularly true if they choose to remain in their hometown.

In response to this type of problem, there has been a call for the development of "sport for all" throughout the developing world (McNeely, 1980). There are those, however, who tend to doubt the benefits of mass sport in the Third World. Dubberke (1984, p. 123) states that "sports or physical education are not a basic need in poor countries" and Bloss (1984, p. 23) suggests that

> the regenerative function [of recreational sport] due to onesided movement and lack of movement as well as the compensating function in regard to stress of the working situation in the industrial nations has not yet great importance [in the Third World].

The current study tends to support those in favor of sport for all in developing nations. For one thing it seems illogical to design physical education programs to result in skills that will never be used. Also, in the case of this study we have the testimony of students anxious to participate, enthusiastic community participation during certain occasions, and the belief of community leaders that the people need recreational opportunities and would be willing to participate in them if they were available. These results indicate that recreational sport does serve a function in a rural community and that people will participate if given the opportunity. The questions as to why these opportunities do not exist and why the people who are "enthusiastic participants" on certain occasions don't create more opportunities, are questions which merit further study.

Admittedly, there are other possible answers to these questions than simply saying that if opportunities were created, people would participate. One explanation is that the content of the physical education curriculum is not geared toward possible lifetime activities. While the objectives **state** and the teacher **says** that the purpose of the class is to prepare students to be active throughout their lives, the reality is that the program consists of basketball, volleyball, and track and field. It is very possible that these are not appropriate lifetime activities in this setting. Another explanation is that students,

while being taught the skills, are not developing abilities in critical thinking nor empowered to take control of their lives. This would be consistent with the literature which criticizes education in the Third World as designed to maintain the status quo. It is also important to consider this explanation in a case like Pueblo, where ironically, the teacher expresses the belief that the "banking style" of education is wrong and should not be followed. These may or may not be reasons why recreational opportunities are limited in Pueblo. But again, the point is that we must continue to search for reasons why the opportunity to participate in sport is limited in a situation where people have skills and free time, and seem to enjoy participating in the limited opportunities that do exist.

Implications for Policy

On the basis of these results and how they relate to the literature, several suggestions for policy, both within Honduras and on an international level, seem obvious.

1. It would seem logical that Honduran officials examine the discrepancy between the national curriculum and what is actually taught in the schools. Such a study should include the input of teachers in diverse settings and ask such questions as: Are the discrepancies widespread? If so, why? Are the discrepancies important? Is the teacher's claim that the national curriculum is not based on the "national reality" valid?

Policy need not necessarily be designed to "bringing in like" local programs with the current national curriculum. The result of the proposed investigation might very well show that a centralized, "universal" curriculum, is not the best way for meeting the diverse needs of a country such as Honduras. The current study showed a relatively effective program functioning strictly under local control, therefore it is not unreasonable to expect that some local control over curriculum may very well be appropriate.

2. The General Direction of Physical Education (DGEF) must make internal decisions as to its role. Discrepancies within the office show confusion. Rural education is the stated priority but a large majority of funds go to urban programs. The prime objective is stated as organizing and supervising school physical education programs throughout the country, yet most employees are involved in the promotion of sports leagues. Even employees within the office do not agree on what is done, nor what should be done. Clearly, the DGEF must define its mission, and its capabilities, and then educate the public and especially the teachers. The physical education teacher, which should be the principal instrument of implementing DGEF programs, can no longer be allowed to view the DGEF as an enemy.

3. A policy which promotes recreational or "sport for all" activities should be implemented. The obvious void in recreational opportunities linked with enthusiasm of participants in the opportunities that do exist, supports

the idea that agencies such as UNESCO should continue the promotion of sport for all programs and that Honduras should consider the promotion of community recreation. In addition, it seems logical to provide opportunities to use sport and recreational skills which both the government and local teachers have deemed important enough to include in the school curriculum. I realize that the funding of such programs would be difficult. This need not be done exclusively with government funds, however. In this study both the Catholic church and the local Lions Club (sponsors of the town fair) are seen to be involved in the promotion of recreational activities. It seems possible that groups like this might easily upgrade and institutionalize their involvement in recreation. Finally, despite funding problems, some sort of government or school involvement seems warranted, given the fact that physical education curricula focus almost exclusively on skills and knowledge which graduates currently have little opportunity to use.

4. It would seem important for international organizations involved in supplying assistance in the areas of sport and physical education to establish policy which would assure the delivery of services to the people in all parts of the nation receiving that assistance. Admittedly, this is a difficult problem, fraught with a great many political ramifications. On the one hand there is a genuine desire to assist people most in need and on the other hand it is essential to respect local governmental autonomy and

authority. This is not a problem which is exclusive to sport aid, but plagues all international assistance efforts. If anything, however, it is more difficult in the area of sport where besides the normal government bureaucracy, one must deal with the often more bureaucratic international and national systems of sports administration. Each sport has a separate international federation or governing body and national systems of governing sport and physical education are often complicated. I do not necessarily suggest that assistance come earmarked with conditions that only end up creating hard feelings and resentment. Instead, a more positive approach could be taken, such as offering assistance in improving the delivery system of sports and physical education services to people in all parts of a country. The point is, something should be done if international agencies are truly interested in helping the people for whom which the assistance in sport and physical education is designed. The evidence is quite clear, at least in the current study, that communication and delivery of service between the national governing office and the local schools, is badly in need of improvement.

Directions for Future Research

Some directions for future research, suggested by the results and implications of this study, are as follows:

1. Researchers must complement broad surveys which rely on government and educational leaders as the principal

sources of information, with research designs which focus on the local perspective of teachers, students, and other actual participants in physical education and sport activities. The discrepancy between the "official" view of conditions and the local view is so marked, that only by heeding this suggestion can we hope to obtain a truly accurate idea of the state of physical education and sport throughout the developing world.

2. More information must be obtained about recreation and sport for all in the developing world. What role does it play in nations which have other seemingly "more basic needs?" How might these programs be best administered without taxing already strained budgets? What is the real relationship between mass sport and elite sport? Is there any evidence at all that the promotion of elite sport in developing nations "trickles down" to increase mass participation in sport? Or does the promotion of elite sport rob funds and energy from mass sport and actually harm mass sport programs? Or does it create a nation of spectators rather than participants?

3. The analysis of the delivery of sports and physical education services throughout the Third World is also important. How can services best be distributed to assure equal access to all? How can this be done within the context of government, international agency, and sport bureaucracies without politically offending those who are involved?

4. Three studies seem warranted for Honduras. One should assess the actual state of the conditions of physical education throughout the country. It is essential that this include more than "facts and figures" of how many hours of physical education are taught, how many teachers have degrees, etc. Instead it should also include data concerning the perspectives of students, teachers, and parents who actually participate in physical education programs throughout the country.

Secondly, an analysis of the discrepancies existing between official and local perspectives, and especially between stated or written objectives and actions which are undertaken, should be conducted. Why do these discrepancies exist? Are they harmful? How can they be corrected?

Thirdly, an analysis of the national physical education curriculum should be undertaken. Is it implemented? To what extent? Is it appropriate and under what conditions? Most importantly, the question should be asked, "Is the development of different locally based programs desirable?" Is it feasible? As was mentioned in the previous discussion, any study of this type must include local input.

The Importance of the Teacher

Conclusion: In this setting, the physical education teacher, Rolando, exerts an extraordinary amount of influence over the physical education program. This influence not only determines program content, improvements,

and successes, but also greatly affects the attitudes which teachers, students, and community members have toward physical education.

Results in the Context of the Literature

Most researchers who have analyzed the situation of physical education in the developing world highlight the problem of the shortage of trained physical educators. Fu (1984) found in a survey of factors limiting the delivery of physical education and sport programs in developing countries that the preparation of staff was one of three factors defined as most important. Similarly, Ekanes (1976) and Anyanwu (1979) have suggested that the training of teachers is essential to the improvement of physical education programs. Finally, this conclusion and the cited research is in accord with Article Four of UNESCO's International Charter of Physical Education and Sport which states that "Teaching, coaching, and administration of physical education and sport should be performed by qualified personnel" (UNESCO, 1980, p. 23).

The very nature and success of the physical education program in the current study seemed to be due almost exclusively to the individual efforts of the teacher. There are simply no alternative explanations. There is not a single factor, whether it be an established program, faculty and administrative support, equipment and facilities, ministerial support, or community involvement, which would

lead one to believe that a physical education program would flourish in the Instituto Morazan. In every case, Rolando was not supported by, but overcame, these factors in establishing the physical education program as it exists today.

An organized physical education curriculum was virtually non-existent at the time of the arrival of Rolando. We have heard faculty members, one of whom taught physical education, describe a program that existed exclusively of sending students out to run. Nor did Rolando have a proven, ready-made national curriculum to implement. Rightly or wrongly, he adjudged the national curriculum as unworkable in his setting. Without a doubt, the physical education program as it exists today has been determined exclusively by the teacher, Rolando.

If the previous physical education program did little to set the stage for Rolando, the attitudes of the faculty and the principal at the Instituto Morazan were even more negative. To a person, the faculty describe previously held negative images of physical education and to a person they eloquently credit Rolando with changing their attitudes. In addition these changes in attitude are accompanied by actions, as we see the entire staff of the Instituto Morazan participating actively in physical education and sport activities organized by Rolando. One might argue that support from the principal was essential for program success. But it must be remembered that the school

principal, though now a supporter of the program, was also the principal during the times before the arrival or Rolando, when the physical education program apparently left much to be desired. It is quite clear, that the positive attitudes toward physical education held by faculty and staff, and the support which they give the program, is again due to the influence of Rolando.

What of other factors? Was there a cache of modern equipment waiting to be unpacked? Did the office of the Director General of Physical Education take this program under its wing? Of course, the answer in both cases is no. The evidence shows time and again the efforts of Rolando in fabricating or acquiring equipment and facilities. As for the support from the office of the Director General of Physical Education, it was confined to one visit from a supervisor and the supplying of a few soccer balls over a five year period. As with other factors, it is Rolando who is responsible for the equipment which now exists. And while he has not succeeded in obtaining increased support from the DGEF, he has not used this as na excuse for allowing his program to lie dormant.

Finally, the evidence also show a community which is not very active in the participation of recreational sports. The soccer field, a focal point of many Honduran towns, lies far outside the downtown area and remains largely unused. The basketball court in a town park is rubble, and the only visible participation physical activity for recreational

purposes is confined to a few young children playing hopscotch and with tops, adolescent boys playing "futbolito", and the participation of many in events related to the town fair which occurs only once a year for a week. Some of the townsfolk do, however, say that attitudes toward physical activity are slowly getting better and attribute the change to the work of Rolando who has made his program visible and organized community events such as the "marathon".

Thus, the evidence is incontrovertible. The only logical explanation for the current enthusiasm which surrounds the physical education program at the Instituto Morazan is the teacher himself. The influence of Rolando extends not only to the everyday details of the program but outside the reaches of his classroom to the attitudes of others toward physical education.

We must now ask to what purpose this conclusion can be used. This study, while it supports the idea that teachers can make a significant impact, does not, however, tell us how teachers should be trained. No effort was made to determine whether the skills exhibited by this teacher were the result of his formal training in the National Teachers College. Thus, a good teacher will make a difference, and monies would seem well spent on preparing teachers, however, the way in which these teachers are best prepared is still a topic needing much study.

Given the importance of the teacher, and the need to define an effective program for teacher participation, it would seem logical to extend the already large body of effective teacher research to physical education teachers in rural Third World settings. Vogel and Seefeldt (1988, p. 36) summarized the characteristics of effective instruction in physical education as

1. Clear identification of what is to be learned (the objective).
2. Evaluation of current student status relative to the objective.
3. Objective-related instruction.
4. Evaluation of objective related changes in student performance.

It is imperative to realize, however, that characteristics of effective teachers in the United States of America or other developed nations, may be very different from those of successful teachers in other settings. Fu (1984, p. 477) hinted at this when he stated that what most developing countries need are "teachers who can teach effectively an oversized class with limited facilities and equipment."

The results of this study tend to support this idea that the characteristics of an effective rural physical education teacher in the developing world are very likely different than those which define the effective teacher in the United States of America. What is interesting is that the characteristics, which seem to contribute most directly

to the success of the teacher in this study, are not "classic teacher skills" such as planning, objective-based instruction, etc. Instead, in an isolated setting such as Pueblo, Honduras it appears that personal skills and creative abilities are keys to defining a successful physical education teacher.

Some of the characteristics which seemed to contribute most directly to the success of Rolando as a teacher are discussed below. Certainly, however, there are other characteristics to consider and a thorough examination of the characteristics of effective physical education teachers in rural Third World settings would seem warranted. Characteristics which contributed most directly to the success of the teacher in this study include the following:

1. The ability to improvise and construct equipment and facilities. There was virtually no equipment when Rolando arrived at the Instituto Morazan and equipment provided by the office of the Director General of Physical Education during Rolando's stay was minimal. Equipment and facilities either constructed by Rolando and/or his students included basketball backboards, rims and nets, volleyball nets, medicine balls, a long jump pit, hurdles, and many more pieces of equipment. Without the efforts of Rolando the program would have remained virtually without equipment.

2. The willingness and ability to solicit funding and support from "extra-official" sources. Despite his ingenuity in constructing equipment, the support which

Rolando obtained from private sources was essential. Most of the balls which Rolando used were donated by private sources and the support for events such as the Marathon came almost exclusively from outside the educational system. Perhaps more important than the materials it provided, Rolando's ability to drum up community support helped to change long held negative attitudes toward physical education and sport.

3. A belief in the importance of physical education and the ability to articulate this to both students and other faculty. This characteristic was key because it provided the motivation for undertaking all the activities which have been mentioned thus far. It is doubtful that Rolando would have expended such energy above and beyond the call of duty without a sincere belief in the benefits of physical education and without eventually being able to convince students and teachers to believe the same way.

4. The ability to incorporate other faculty members into physical education activities. Changing faculty attitudes is one thing, but to actually count on their assistance is another. Yet, Rolando was able to count on the faculty to assist him in activities such as sport days and the sponsoring of the Marathon. Without the help of the faculty the logistics of staging these events would have been next to impossible.

5. The ability to influence patterns of female sports participation without creating a great deal of animosity.

While there is still progress to be made in this area, one cannot help but appreciate the changes which Rolando helped to foster. His insistence on female participation in physical education, the use of appropriate clothing by females, and his leadership in promoting female participation in the Marathon, all were the results of a protracted effort on Rolando's part to help change long held beliefs. Surely, a physical education teacher in any setting cannot be called effective if his or her efforts reach only half (the males) the student population.

6. The willingness to spend extra hours on work-related tasks. The results of this study show Rolando spending the majority of his afternoons and many weekends at school or working on school related activities. There is little doubt that most of the program, especially in terms of extracurricular activities and also testing and evaluation, could not have been achieved if Rolando had confined his work exclusively to school hours. This effort probably also helped him to convince others of his sincerity and thus indirectly helped win their support. This characteristic is also particularly significant in light of the fact that many teachers in the urban areas of Honduras are unable to spend extra time at school since they usually hold two or more jobs.

7, The demonstration of leadership qualities both in and out of the school setting. Rolando was elected the school's union representative, conducted school assemblies,

and served on community committees to help organize the town fair. Most assuredly, this leadership in areas outside the field of physical education, helped Rolando win support for his ideas related to physical education and sport.

As stated above, the characteristics of effective physical education teachers in rural sites in developing nations needs further study. But, if the characteristics suggested above are any indication, the effective teacher needs much more than in-class methodological skills but must also exhibit personal and social skills which help to muster the support for physical education programs which is so sorely needed.

Because the teacher is so essential to the successful program, it would seem important to keep good teachers happy and in their jobs. Fu (1984) mentions the problem of insufficient salaries for teachers. Dubberke adds "Professional physical educators have to get adequate recognition and suitable payment and promotion. Nobody can make a livelihood on honour alone, the job has to be made attractive" (Dubberke, 1984, p. 125).

The problem, however, lies in deciding just what needs to be done to "make the job attractive". Evidence from this study indicates that it is not so much salary as it is other social and professional factors. To add to this evidence, I personally, as the chairperson of the Department of Physical Education at the Escuela Superior in Honduras, observed

program graduates who turned down full-time jobs in rural areas to take part-time jobs at one-fourth the salary in the capital city. In fact, in the case of this study, both the school principal and the physical education teacher mentioned to me that some of their problems of adjusting to the town originated in the fact that as teachers, they were perceived as being "rich".

In the current study it is not monetary considerations but a sense of both social and professional isolation, which fuels Rolando's desire to leave his job. The professional isolation is manifested in his repeated mention of the sense that he is "professionally stagnating". In terms of support from the authorities in physical education, Rolando states that he feels "alone at sea". It would seem that measures could be taken to alleviate this problem. These measures might include newsletters and journals to facilitate the exchange of ideas among rural teachers; an organized program of sabbaticals; or an improved delivery of support services from educational authorities. The point is, that in resolving the problem of teachers leaving the profession, we must look beyond simply increasing salaries.

The problem of social isolation remains, and appears more difficult to deal with. Those involved in international educational exchanges often forget that the insider/outsider problem is not just one which involves "westerners" or "foreigners", but also exists within a country. Sometimes studies in developing nations

demonstrate the "within country" problem by focusing on ethnic differences among the population of a nation. Behrhorst (1975) points out differences among different tribes of native indians in Guatemala and Adedeji (1972); Wright (1978) and McHenry (1980) all speak of ethnic rivalries within African nations. The case in this study is different, however, in that the teacher is from the same country and is from the same ethnic group as the rest of the community. The only characteristics qualifying him as an outsider are the fact that he comes from an urban area and his professional status. Yet, nevertheless, the feeling which the teacher has of being, in his words, "a foreigner" is very strong.

This possibility of a person with "insider characteristics" being perceived as an "outsider" is discussed by Behrhorst (1979) who reports how Guatemalan Indian health workers, born, raised, and trained within the very same community in which they work, take on characteristics of "outsiders" as they acquire skills (modern medical techniques) which are not indigenous to their culture. This seems similar to the way in which a town such as Pueblo, in which the majority of families rely on coffee growing and subsistence farming, apparently perceives trained professional whether they be scientists, doctors, or teachers, as outsiders. Thus, it seems important that if physical education jobs in rural settings are to be made "attractive" attention must be given to more

than just teacher salary or even the professional support system. We must also be concerned with helping the teacher to cope both personally and socially with the phenomenon of being perceived as an outsider.

The implications of this discussion reach far beyond the confines of the rural physical education teacher in a developing nation. The ideas discussed here offer insight in the "brain drain" and "insider/outsider" related problems. Even within the context of the current limited study, two other professionals whom I interviewed, a doctor and a scientist, expressed similar feelings as the teacher. We so often focus on the wealth, prestige, and material opportunities of the big city or a foreign country, as the prinicpal reasons that developing nations cannot keep qualified personnel in areas where they are most needed. Yet, the indication here is that it is not wealth which motivates the professional to leave the "campo" but other personal and social factors.

Implications for Policy

There are several implications for policy actions which are suggested by the above discussion:

1. Given the impact a single teacher can make on a program, monies used for the preparation and training of teachers would seem well spent. Both the Honduran government and international agencies should continue and fortify programs which are designed to improve education in

a country through the training of teachers. It is important to remember, however, that there are many different ways to prepare teachers. Pre-professional training in formal teachers colleges is just one way. In-servicing of existing teachers, or "multiplier effect" programs where teachers are trained to teach teachers are other approaches. The current study does not offer evidence to endorse one method over another. It simply demonstrates that a single teacher can have a substantial influence over a program, thus it would seem well advised to assure that this powerful influence be as positive as possible.

2. Educational authorities in Honduras and other developing nations should institute measures designed to keep effective teachers from leaving their jobs in rural areas. Rather than just concentrating on raising salaries, authorities should consider implementing programs which allow for professional and intellectual growth, and if possible which help in social adjustment to rural areas. A specific action which might help achieve these goals could be the development of a "network of rural scholars". This could be maintained through meetings, newsletters, and journals, sabbatical leaves, and any other mechanism which would allow the rural teacher to avoid "professional and intellectual stagnation". In addition, in-service education and visits by DGEF supervisors to all physical education teachers in Honduras must be increased. A large portion of the sense of isolation of the rural teacher stems simply

from the fact that his or her supervisor can be expected to "supervise" once every five years, if at all. Despite extreme budget restrictions, this contact between the teachers in the field and the DGEF must increase. It may be possible to utilize contacts by mail and telephone, or to expand regional offices of the DGEF, in order to alleviate the strain on travel funds.

Directions for Future Research

Several ideas for practical research are suggested by the results of this study. This research will add to the body of literature in general as well as support and guide some of the policy decisions which must be made.

1. The large body of research on effective teachers and effective schools should be extended to include rural physical education teachers in rural Third World settings. This study indicates that some characteristics of an effective physical education teacher in the rural setting in the developing world, might be very different than the characteristics of an effective teacher in a different country, or in an urban area, or even of teachers of other subjects who work in the same school as a physical education teacher. Research in this area will help enhance our understanding of the complete picture of physical education in the Third World, as well as help guide professional preparation programs.

2. We must continue to examine the reasons why professionals leave jobs in rural, Third World settings. This research is not new, but this study suggests that what is needed is an increased emphasis on personal/social aspects of the problem as opposed to monetary/material factors. If teachers are the key to improving education, we must learn how to keep the effective ones on the job.

3. The development of a "network of rural scholars" must be accompanied by supporting research. How can this be done? Which mechanisms are most effective? Does increased contact between rural professionals help prolong their stay in rural areas? These questions and more must be answered.

Program Effectiveness

Conclusion: Despite facing many obstacles, the physical education program at the Instituto Morazan in Pueblo, Honduras is a successful and well-conducted program.

Results in the Context of the Literature

This is a surprising conclusion given the many obstacles confronting the conduct of effective physical education and sport programs which are described in the literature. The obstacles which are of special concern in the Third World include the low status of education and of physical education; differences between rural and urban settings; adverse climatic conditions; lack of adequate facilities and equipment; and the poor levels of nutrition

found throughout the Third World. While each of these obstacles applies to some degree to the program in this study, they have not prevented the conducting of a relatively successful and well-conducted program. As was highlighted in the previous section, the fact that these obstacles were overcome seems to be due primarily to the efforts of the physical education teacher.

The low status of physical education in the Third World is nothing new and had been affirmed by researchers more than 15 years ago (Hall, 1973; Ndule, 1974; Sial, 1972). Over the years little has changed as a UNESCO sponsored study of the role of physical education throughout the world concluded, among other things, that "In some countries, African especially, there exists a negative government attitude toward physical education" (International Council on Health, Physical Education and Recreation, n.d., p. 8). The problem of low status worsens if one considers that the importance of education in general is not always widespread in the developing world (Dubberke, 1984). This fact notwithstanding, education in the Third World has expanded tremendously as it has become to be viewed by many as "a form of social right" (Carnoy), 1985, p. 170).

The results of this study support most of the above cited negative attitudes toward education and physical education which is reported in the literature. Honduran ministry of Education statistics estimate that only 56% of the school aged population enrolled in classes in 1987.

However, an official in the Ministry of Education told me that this number had increased so rapidly in the last few years that it was impossible to provide services for all the students who desired it. With respect to the status of physical education, officials in the Direction General of Physical Education, were clear in stating their belief that the subject was severely neglected both by high ranking officials who determined the budget, and by school principals who often neglected to include physical education in their school curriculum. In Pueblo, both profesor Rolando and the school director, expressed the belief that education officials ignored the importance of physical education.

In short, everything in the study corroborates that which is found in the literature, with one glaring exception: within the Instituto Morazan, physical education holds a position of high status. In fact the status is so high that the physical education teacher feels that sometimes the other teachers become upset because the director gives more attention to physical education than to the other classes. Without exception, the non-physical education teachers espouse the importance of physical education and volunteer their out of school time to assist in conducting sports activities. Almost all students, even those who claim to not like the subject, speak of the important of physical education and the benefits it will

offer them. And finally, the teacher is quite clearly the leader among the staff at the school.

The important question to answer is "Why does physical education hold this position at the Instituto Morazan?" As was seen in the discussion of the previous conclusion, it is, without a doubt, almost exclusively a result of the efforts of the physical education teacher, since before he arrived the status of physical education was much lower. While admittedly this is only one place, and there is no guarantee that the situation will continue when Rolando leaves, it is heartening to know that a positive attitude toward physical education can be developed. Undoubtedly, there are other "pockets of hope" throughout the developing world, and if enough teachers with abilities similar to those of Rolando, are sent out to work, perhaps the situation in Pueblo will become a common occurrence.

Researchers and other writers have generally neglected to focus on the differences in the delivery of physical education services between rural and urban areas. This may be due in part to the tendency to study the nation "as a whole", that is, the tendency to rely on the summary of conditions provided by broad surveys without investigating the parts which make up the whole. In fact, Fu (1984) even suggests that "a teacher preparation program similar to one for inner city schools may be more appropriate for international students from over-crowded developing countries..." (p. 477). No doubt teachers must be trained

to deal with the problems created by the massive urban centers in the Third World and an overall perspective of the conditions found in a country is important. However, I feel it essential to remember that the "spirit" of much of the Third World is still agrarian and rural. As such, it is important to examine the differences in the delivery of educational services to rural and urban areas and the context of education and physical education within these diverse settings.

In Honduras, the difference between urban and rural education is a subject of concern. A high-ranking Ministry of Education official calls rural education "the number one priority", as do officials in the Direction General of Physical Education. DGEF officials also mention how they were chastised by the public for neglecting rural areas and how they are determined to change that image. Patterns of deployment of personnel, however, seem to demonstrate that the rural areas continue to be neglected. Newspaper articles speak of towns which have been "forgotten" and the physical education teacher in Pueblo criticizes the national curriculum as being "made at a desk", saying it might work in the city, but not in the campo where it is not adapted to "the national reality". The result of all this is a pervasive image throughout the country that the quality of education in rural areas suffers in comparison to that found in urban areas.

The belief in the lower quality of education in rural areas certainly is logical given the situation which has been described, yet as with the case of the status of physical education, Pueblo seems to be an exception to the rule. The physical education program, at least, is well-run by a competent teacher who inspires the enthusiastic participation of this students. Again, one might credit this exclusively to the physical education teacher, but there is also evidence that the entire school offers education of at least adequate quality. At least one student, who had studied the previous year in the capital, expressed the belief that the education was better at Instituto Morazan than at the expensive private school which she had attended in the capital. Profesor Rolando and other teachers speak proudly of the success of their graduates. This would indicate that there might be some factors, besides the competence of the teachers, which contribute to the quality of the education.

One contributing factor suggested by this study is the fact that teachers at the Instituto Morazan spend so much out-of-school time involved in school activities. The results of this study not only described the vast amount of time which Rolando spent on his work outside of normal hours, but also showed the other teachers giving their time for such things as drama club, the dance team, and even school maintenance. In contrast, when I was a teacher in Tegucigalpa I noticed that almost all teachers in the

capital worked at more than one institution. This practice is so widespread that the phrase "taxista" (i.e. taxi driver) has been coined to describe these teachers who leave one job and then "jump in a taxi" to go to the next. This practice appears neither practical (i.e. no other jobs available) nor necessary (i.e. low cost of living) in a rural town such as Pueblo. It is possible, therefore, that rural education has at least one advantage in not more, over urban education. What is important to remember, however, is that a rural education is not necessarily synonymous with a poor education, and that the study of rural education might very likely offer ideas which can be used to improve urban education.

Whereas there are few references in the literature to urban and rural differences, there are many which mention the lack of facilities and equipment to be found in the developing world. Adedeji, (1972) for example says that for the children of Nigeria

> to participate in sports and games on wet grass during rainy seasons and dry dusty grounds during the dry season, was enough to make many children develop a negative attitude toward physical education (p. 150)

There seems to be a belief, however, that adequate facilities and equipment can be improvised when necessary. This is demonstrated by a continuing feature in the International Journal of Physical Education called "Teaching Aids for Physical Education in Developing Countries." Hemmi (1984) concurs with the belief that materials can be

improvised by examining the example of the rise of sport in Japan after the Second World War. Hemmi shows how the Japanese used sock balls, cloth gloves and other improvised materials to initiate baseball programs, and urges other developing nations to follow this example.

There are vivid examples in this study to both refute the claim that adverse climatic conditions negatively affect attitude toward physical education and to support the contention that it is possible to improvise materials. Profesor Rolando often holds classes in the pouring rain and the scorching heat, yet students never express any objection to this. The program also provides a marvelous look at the use of improvised equipment and facilities. Hurdles are made in the practical activities class; volleyball nets are handmade out of string; plastic balls serve for almost every sport; and sprinting is done down the main street of the town. These are just a few examples of the ingenuity shown by the teacher in dealing with the scarcity of equipment and facilities.

Despite this optimistic picture, one must not underestimate the importance of equipment. While I as the investigator, describe the use of improvised equipment and make a judgement that this equipment does not hinder the quality of the class, the teacher admittedly has another view. While he is proud of the way he has obtained equipment, he deeply resents that he has not been provided with more equipment by the educational authorities and he

claims that lack of equipment limits the scope of his program. He even doctors the inventory in an attempt to appear "more needy". Newspaper articles describing neglect of physical education programs in other areas, also focused on lack of equipment. Thus it seems that equipment and facilities may serve an important symbolic function. They represent, in the mind of many, the support which is given a program by educational authorities. Thus, while the use of official equipment and modern facilities may not be a prerequisite for a quality education program, their symbolic value should be underestimated.

A final perceived obstacle to quality physical education programming which constantly surfaces in the literature, is the problem of malnutrition. "No amount of physical exercise or sports or athletics is going to help much for the African child to be physically fit, if he [sic] is undernourished" (Ndule, 1974, p. 3). In describing the conditions of physical education in Latin America, Planchart (1984) asks "How can we aspire to have a good program of highly competitive sport when there exist problems of malnutrition?" (p. 13) These concerns seem so logical, and in the preface of this paper I expressed my own concerns which grew from being asked frequently over many years how children suffering from malnutrition could be expected to participate in physical activity.

The results of this study, however, indicate a need to explore further the relationship between malnutrition and

physical activity in the Third World, since that relationship was not as was expected. First, students reported fairly adequate diets. This was not a rich town; it didn't even have electricity. Because this was a coffee growing town, many people did not have gardens or farms to supply their own food and income from coffee only came during the harvest time of October through January. Yet still, children seemed to eat adequately. Second, I observed that children had the ability to exert a great amount of energy. Over 80 students completed an approximately 10 kilometer road race for which they had practiced daily for several weeks; the soccer team practiced vigorously; and every physical education period began with a vigorous warm-up/conditioning period.

I do not mean to treat lightly the seriousness of the problem of malnutrition in the developing world but some questions must be asked. As much as 72% of the population of Honduras has been estimated to suffer from malnutrition (Funes de Torres, 1984), but what does "malnutrition" really mean? The children in this study report eating red beans, corn tortillas, and rice everyday and participate enthusiastically in vigorous activity. No doubt they do suffer from some form of malnutrition but is it the same malnutrition that we have observed recently in Ethiopia? Probably not, yet in the literature we seem to use the term "malnutrition" without qualifying it.

Perhaps a more important question to ask than what is malnutrition, is "What is the relationship between physical activity and malnutrition?" Much has been done on the study of peak performance through nutrition, and we can list many health benefits of physical activity for the "normal" person. But, what of malnutrition? Does a state of malnutrition automatically preclude receiving the benefits of activity? If not, at what level of malnutrition does activity cease to be beneficial and become detrimental? What of athletes in developed nations such as gymnasts, wrestlers, and long distance runners? Their poor nutritional status is legendary, yet they are capable of great physical exertion.

Answers to these questions are essential, if we are to determine the proper role of physical education in the Third World. If indeed, as we tend to assume, a state of malnutrition makes physical activity impossible or detrimental to ones health, then we are hard pressed to justify the continuation of physical education programs. But, if this is not the case for all levels of malnutrition, if the health benefits of exercise are still available to some who suffer from malnutrition, then this should be publicized and used to elevate the status of physical education throughout the Third World.

The conclusion which heads this section speaks of the quality of the physical education program at the Instituto Morazan, yet thus far I have only discussed obstacles to

quality programs found throughout the Third World. The point of all this is that while these obstacles also exist in Pueblo, Honduras, they do not prevent the existence of a program of acceptable quality. Thus, extending this line of thought, we could say that while these factors may be important they cannot be considered prerequisites to an effective program. What then can be considered **the** essential factor, if there is one, in determining the success of a program? Again, we come to the same conclusion: the teacher.

Before leaving this discussion it is essential to consider one more factor. The qualification of this program as being of "acceptable quality" is strictly judgement on my part. It is a judgement based almost exclusively on information which I have obtained and presented concerning the "process" of the physical education program at the Instituto Morazan. Admittedly, I have little evidence of the change in student performance outcomes which were the result of the program. This can partially be justified by the difficulty in obtaining this kind of data. Vogel (1986) shows that even in the United States of America, program evaluation based on student outcomes has been almost non-existent. Nevertheless, the evaluation of student performance outcomes is important.

The evaluation of programs in terms of student performance outcomes would allow us to make better judgements concerning the quality of programs. More

importantly, however, teachers would benefit from the evaluation of student performance outcomes. The incident described here in which Profesor Rolando grossly overestimated the capacity of his students and then lamented his lack of knowledge of student capabilities, speaks eloquently for the need of the establishment of some sort of performance norms. We must remember, however, that while the evaluation of student performance outcomes will assist us in learning about physical education programs in the Third World, it must be used to **complement**, and not replace the contextual information contained in studies such as this one.

Implications for Policy

There are several policy implications suggested by this discussion. Many actions, however, must be based on the research to answer the many questions raised above.

1. While on the one hand, Honduran officials must improve the delivery of services to rural areas, they must not be blind to the possibility of learning from rural schools. In particular, the implementation of a policy which facilitates the ability of a teacher to give some extra time to school activities would probably be beneficial. Some possible actions such as outlawing "moonlighting" may be impractical and unfair. But, more "positive" approaches such as increasing teacher pay for participation in after school activities, may help achieve

the same results. Admittedly, a limited budget will hinder the implementation of any policy, but some creative measure should be established to help increase teacher participation in extra-curricular activities.

2. The establishment of national student performance norms would seem warranted. This would help in the evaluation of programs as well as assist teachers in planning class objectives. This must not become the "absolute goal" of Honduran physical education, however, but instead must be used as a tool to improve physical education programs.

3. Lack of equipment hinders but does not preclude the quality of physical education programs, and improvised equipment can function adequately. At the same time, the scarcity of equipment is used as an important symbol to criticize the neglect by the Director General of Physical Education of many rural programs. This would suggest a policy that allows for increased support for programs in terms of equipment, but of course the budget is a limiting factor. Since, improvised equipment is shown to be acceptable the DGEF might consider several courses of actions. One is to offer a series of workshops on the construction of low cost equipment, as well as including this in the pre-professional curriculum. A second is a bulletin or newsletter which allows teachers to share their ideas about implementing equipment. A third possibility is to begin to manufacture low cost equipment within the

country. If a single teacher can adequately construct his own equipment, then surely the DGEF is capable of doing this on a national level. Costs could be kept down, and yet the DGEF could appease the many programs who are demanding equipment.

Directions for Future Research

In general, research is needed to examine the many "assumptions" which we hold concerning physical education in the Third World. Specifically, some of the possible questions which need answering are as follows:

1. How widespread are situations, such as Pueblo, where the status of physical education is relatively high? What are the factors which contribute to this elevated status? Can these conditions be duplicated in other settings?

2. What are the differences between the physical education services provided to urban and rural areas throughout the developing world? What factors contribute to these differences? How can equity be achieved? What can be learned from rural settings that can be used to improve physical education in urban settings and vice versa.

3. How limiting are factors of climate, equipment, and facilities? Does the quality of education suffer when improvised materials are used? How important is the "symbolic" use of equipment and facilities?

4. What is the relationship between the different levels of malnutrition and physical activity? Are the health benefits of physical activity obtained by participants who are suffering from malnutrition? What are the differences between malnutrition suffered in different parts of the world, and which if these precludes participation in physical education programs?

5. What are acceptable performance norms for the children of Honduras and other countries? Which of these norms can be considered essential, which are secondary?

Women's Participation in Sport and Physical Education

Conclusion: While some progress has been made in the opportunities for women's and girls' participation in sport and physical education, firmly entrenched prejudices against their participation still exist and much progress must still be made.

The Results and the Literature

The literature is replete with concerns about the lack of participation of women in sport throughout the developing world. This problem seems to exist in many different nations and is often attributed to religious and cultural traditions (Amirtash, 1980; Defrantz, 1988; Rintala, 1988; Davenport, 1988). Occasionally, however, an exception is found in which women's participation in sport seems to be

encouraged even in a male oriented society as Holm (1978) reports concerning the situation in Brazil.

Many investigators such as Toohey (1984) and Davenport (1988), focus on the participation of women in Olympic sports and in administrative positions. Toohey rightly decries the obstacles to women's participation in elite international sport. Yet one must ask, "If the number of elite women athletes increases, will it reflect an increase in opportunity for the large majority of the women waiting for equal opportunity in physical education classes and recreational sport?" The idea that there is a "trickle down effect" in terms of elite sport in general is refuted by several researchers (Bloss, 1984; Park, 1974; Clumpner, n.d.) and there seems little reason to believe that women's sport is any different. Clumpner, though speaking in general, might very well be speaking of women when he says

> Nor is there reason to believe that the number of medals won/lost in Olympic competition is indicative of a program which has succeeded in the promotion of physical recreative activity for all people throughout life. (Clumpner, n.d., p. 846).

Admittedly, however, some writers such as Dubberke (1984) believe that "success in national and international sports championships will influence mass sport positively" (p. 121).

The situation in Honduras concerning women's participation in sport offers conflicting views. Admittedly, the current study did not examine women's participation in sport on a national or semi-professional

level. However, based on my eleven years of residence in Honduras, I feel confident in stating that at first glance the situation in Honduras leaves one feeling optimistic. For years, women's major league basketball has drawn as many or more fans than men's basketball. In a country where men soccer players ar the sports heroes, it is a woman basketball player, Leticia Castro, who might very well be the most recognized athlete in the country. Women runners have recently brought recognition to the country. Finally, in terms of physical education programs, the Director General of Physical Education, and the Chairpersons of the Departments of Education at the National University and at the National Teachers College, were all women at the time of this study. In short, by picking up a newspaper or speaking with authorities in the capital, one might very likely be impressed with the state of women's sport in Honduras.

In contrast to the above comments, the current study forces us to take a step back and observe more closely. In this country where women's "big time" sport is accepted, where women are in leadership roles, we still find that among the average citizenship, especially in rural areas, the situation is far from ideal. The lack of opportunity for the participation of Pueblo's girls' basketball team is a vivid example of lack of existence of the "trickle down effect". Some might argue that the progress in girls' participation which was shown in the study (eg. complete participation in physical education class, the use of gym

uniforms, participation in the marathon) was a function of the position of Honduran women in elite sport and in positions of authority. I would argue, however, that the evidence show quite clearly that the few changes concerning the participation of girls' in sport which were seen in Pueblo were the result of the personal efforts of the teacher. This in itself is disturbing since even Rolando, a teacher, did not seem completely free of the tendency to differentiate between his male and female students. The changes he did contribute to seem more a function of his general effectiveness as a physical education teacher, than a result of any focussed effort on his part to increase the participation of women and girls in sport activities.

Thus, as women Olympic athletes from developing nations become more and more prominent; and as women obtain prominent leadership roles in physical education, we must not trick ourselves into thinking that this reflects a change for the majority of women. On the local, rural level conditions have not changed. And when change at this level does occur, it occurs very slowly and is the result of efforts at the local level, not because a high-level leader has made a decision or a particular athlete has caught the attention of the nation.

The results of the current study are not, however, completely discouraging. The testimony of people who remember what it used to be like, shows that the situation for women in Pueblo has changed and continues to improve,

even though many current incidents are described which demonstrate that the situation is still far from ideal. Despite the many negative incidents, it is possible to assert that progress toward equal participation in sport and physical activity by men and women, can be achieved through the physical education program. It seems clear from the evidence presented that changes which did occur were a direct result of the physical education program. On the other hand, the changes which did occur were slow and continue to happen. Thus, while physical education programs may be effective vehicles for change, progress cannot be expected to occur overnight. The slow rate of change is probably due in part to the fact that school and sport participation does not occur in a vacuum. Societal traditions ar powerful and will always temper any change instigated within the school or any other social institution.

Implications

A few suggestions for improving the state of women's participation in sport are listed below.

1. The Honduran government and international agencies concerned with sport must recognize that women's participation in elite sport does not necessarily reflect women's participation in mass sport and physical education programs. The DGEF in Honduras would be well advised to

make the equal access to sport and physical education an officially stated priority.

2. It is possible that the competitive sport based curriculum seen in the Honduran "official" curriculum as well as the program examined in the current study, discourages the full participation of girls in physical education activities. A curriculum which emphasizes expressive and process oriented values may make more sense for girls (as well as for many boys).

3. On the optimistic side, this study indicates that change, albeit slow, can occur through physical education programs. Thus, teachers should be trained and encouraged to promote the participation of women and girls in physical education and sport programs.

Directions for Future Research

The following questions must be answered concerning women's participation and sport in physical education.

1. First of all, what is the extent of the participation of girls and women in sport and physical education throughout the world? This situation must not be judged solely from statistics from elite sports competitions.

2. What factors contribute to the low status of women in sport? How are these related to the status of women in society? How can these factors be altered? Specifically,

how can physical education teachers help to facilitate this change?

3. How do women experience movement? How do they develop movement literacy?

4. How do different sports become perceived as appropriate for a certain gender? How does this affect participation in sport? How can these perceptions be altered?

5. What of the "trickle down effect"? Does it exist? Do elite performers serve as necessary role models? Or does elite sport rob funds from physical education and thus indirectly harm the opportunity for all women to participate? Do countries use elite women athletes as "symbols" of progress or as "tools" for demonstrating national superiority, while masking the real situation which the majority of women confront?

Some Final Remarks

With this final discussion concerning women in sport, we have come full circle. Whether it is because there is a vast discrepancy between programs as described by central administrative agencies, because a rural program does not reflect the commonly held image of a low quality program, or because the prominence of elite women athletes and leaders does not parallel the sports opportunities available to the common rural female, we must return to the conclusion that it is essential to increase the study of sport and physical

education on the local level in Third World nations. Studies of how developing nations use sport for political purposes, or even broad surveys of physical education objectives and programs made through central educational administration, do not and cannot tell us what is occurring in the rural towns and schools which make up such a significant part of the developing world.

While it is essential that we understand more fully the conditions of local physical education programs throughout the developing world, it is not enough. At the same time we must move to improve programs. The results of this study indicate quite clearly that the preparation of qualified personnel is probably the most effective way to start. In this study, a single teacher, facing all the obstacles described and again in the literature, was able to make headway and establish a successful program. The success of Rolando was not due to an increase in funding from the Ministry of Education, it was not because an improved national curriculum was implemented, it was because his school was blessed with equipment and facilities, nor even because students faculty, and community had a tradition of valuing physical education. No, each of these conditions proved to be an obstacle, and each in turn was overcome, or at least neutralized through the efforts of the physical education teacher. It seems clear that if teachers like Rolando can be found and their skills and abilities analyzed, we will have a strong base for the preparation of

future physical educators. If these new teachers exhibit even part of the influence demonstrated by Rolando, we will have taken a significant step in the struggle to improve physical education programs throughout the developing world!

APPENDIX

APPENDIX

DOCUMENTS SUBMITTED FOR REVIEW BY HUMANS SUBJECTS COMMITTEE MICHIGAN STATE UNIVERSITY

TO: UCRIHS

FROM: Joseph Charles Blauvelt, Candidate for Ph.D., School of Health Education, Counseling Psychology and Human Performance

RE: Request for Exemption from Full Committee Review

DATE: May 19, 1987

I am submitting one copy of all information required for full Committee review. I request exemption from full committee review based on exemption categories, 1.A., research conducted in established education settings; 1.C., research involving interview procedures; 1.D., research involving participant observation; and 1.E., research involving the study of existing documents.

If there are any questions please do not hesitate to contact me at Home or in my office.

Home: 927 K Cherry Lane, Campus Telephone: 355-8054
Office: Room 40, Sports Circle I.M. Telephone: 353-5222

Thank you for your prompt consideration of this proposal!

Joseph Charles Blauvelt

(enclosures)

- Support document for request of exemption from full review (5 pp.)
- Parental Consent Form (2 pp.) - Spanish Version
- Parental Consent Form (2 pp.) - English Version
- Copy of Approval of Proposal
- Copy of Chapter 3 of Approved Proposal

SUPPORT DOCUMENT FOR REQUEST FOR EXEMPTION FROM FULL COMMITTEE REVIEW

Research Topic: Problems of Implementing Educational Programs in the Third World: A Local Perspective of Physical Education in Honduras (A proposal for a doctoral dissertation)

Researcher: Joseph Charles Blauvelt; student number 0538554; College of Education; School of Health Education, Counseling Psychology and Human Performance.

Date Submitted: May 19, 1987

Expected Date of Initiation of Research: June 22, 1987

1. Abstract

Formal education in the Third World has undergone a tremendous expansion in recent years. Correspondingly, physical education, is reaching more and more students in developing nations. It is not clear, however, if physical education programs, often based on Western sports and designed for use with well nourished children in developed nations, are appropriate for use in rural settings in the Third World. The purpose of this study, therefore, is to begin to examine this situation by attempting to ascertain the meaning which physical education holds for high school students, teachers, and community members in a rural community in Honduras. Qualitative research techniques based on a three month period of participant observation will be used. In addition to observation, the investigator will interview selected informants. Aspects to be focused on include the perceptions which the subjects hold of formal in-school physical education classes; how these perceptions are influenced by or related to out of school, physical and recreational activities; and the relationship between these perceptions and the official national physical education curriculum. While the primary focus of observation will be on students participating in formal education classes, supplementary observation will also take place at other sites both within the school and in the community.

2. Subject Population

a. Requirements and rational for special population - The primary subjects to be observed consist of a high school physical education teacher and the students in the classes taught by this teacher. Information to supplement this data

will also be obtained from other persons, including national and local educational administrators, other teacher in the school, other students in the school, parents, and other community members. Of these different groups only the students, who will probably range from 13 to 20 years of age, constitute a "special group" whose voluntary informed consent may be questioned.

Since the main purpose of this study is to examine physical education from a student perspective the use of students as subjects is absolutely essential. Since most past research and policy decisions have treated sport and physical education from a national policy standpoint, it seems necessary to now examine the consumer's (i.e. student's) point of view. It is thus hoped that this research may lead to curricular reforms which directly benefit the students. In addition, there is no treatment involved in this study. Observation will be of normal everyday in and out of school behaviors and the threat to student well being, whether physical or psychological, is minimal.

b. Recruitment of subjects - The investigator will recruit the teacher by working through the Chairperson of the Department of Physical Education at the Escuela Superior del Profesorado (national teachers college) in Tegucigalpa, Honduras, Maky de Urquia. Professor Urquia will contact ex-students who are currently working as physical education teachers in rural Honduran high schools. A list of those teachers who express willingness to participate in the study will be given to the researcher who will in turn select one teacher. This teacher will be informed in writing of the purpose of the study and of his or hers selection and will be asked to participate in the study.

Concurrently, the investigator will contact the Director of the Escuela Superior del Profesorado, Dr. J. Carleton Corrales, to initiate the consent process at the level of the Ministry of Education. With the assistance of Dr. Corrales, the investigator will seek permission in writing to conduct research in the selected high school, from Profesor Eloy Guzman, the General Director of Secondary Education in Honduras. Upon obtaining this official permission the researcher will personally present his credentials to the principal of the high school selected.

Students to be observed will be those who are enrolled in the high school. Students who seem likely to be candidates as informants will be invited personally by the researcher to be interviewed. If they express a willingness to participate, written parental consent will be obtained before a formal interview is held. Students of parents who do not grant permission will not be interviewed, formally or

informally. In addition, any adults invited to participate in a formal interview will be asked to give formal consent.

3. Risk/Benefit

a. Potential risks - In general the risks to the participants in this study are considered minimal. There is no experimental treatment involved in this study and observation will be made of everyday public activities. Nevertheless, there are some potential risks which should be considered.

The biggest risk may be to teachers whose teaching activities will be observed. It is conceivable that educational administrators reading research reports may use information to evaluate teachers and make job related decisions concerning those teachers. A more likely risk will be the psychological stress placed on teachers who perceive the observation as an evaluation of their work and thus a possible threat to their job security.

Another threat is that of violating the privacy of individuals who do not wish to be observed. This is possible since observations will not be limited to the classroom but will take place throughout the community. It is also possible that observations, both inside and outside the school setting, will be made of people participating in illegal or unethical behavior (eg. cheating, drug abuse). Of course reporting of this activity may result in disciplinary or legal action being taken.

Although there is always a physical risk in a physical education class, it is unlikely the observation of the class will contribute to any injury or mishap. Those which occur would most likely have occurred whether or not the researcher was present.

While it is important to recognize the possibility of the risks to subjects which are discussed above, it is thought unlikely that the situations described might actually occur or cause serious harm to the subjects. In any case, steps will be taken to minimize the possible risks.

b. Procedures for minimizing risks/assuring anonymity - To minimize the possible threat to subjects several steps will be taken. First of all, the researcher will be officially credentialed as a representative of the Escuela Superior del Profesorado and not the Ministry of Education. Thus, there will at least be no official connection between the investigator and an administrative agency. In addition, the researcher will explain before hand the importance of maintaining neutrality. It is expected that ministry of

Education officials will understand and respect this position. Secondly, the investigator was a professor in the Escuela Superior for over nine years and has experience in similar settings as well as being able to speak Spanish fluently. This should help eliminate any problems that may arise from misunderstandings in communication. Thirdly, there will be no covert observation. From the beginning the investigator will make known his purpose for being present in the town. Because the town is expected to be rather small, most potential subjects for observation will probably be aware of the observer at a very early date. This should minimize any discomfort which those being observed might experience. Finally, anonymity will be maintained by using pseudonyms for all participants and the town and school being observed, in all written and oral research reports. Obviously, due to the fact that one teacher is being observed in a small town, pseudonyms cannot be expected to completely protect the anonymity of all those involved. This cannot be avoided. But as mentioned earlier, risk to subjects is expected to be minimal.

c. Benefits - While the risks are expected to be minimal, it is also difficult to claim any great benefits for the subjects. Again, one must recognize that no experimental treatment is to take place. However, it is not unreasonable to expect some indirect benefits from this research.

It is very possible that this research might result in curriculum reform in physical education in Honduras. It also might contribute to a reform or at least a rethinking in the way physical education teachers are trained in Honduras. Also, since the researcher will share the analysis of results with the teacher and students involved, it is possible that some immediate change in behavior may occur. A benefit perhaps not as likely, but nonetheless hoped for, is that this research lead to a rethinking of the approach in which Honduras and other nations use in determining educational programs for rural populations. If planning begins to address personal perceptions of individual recipients of the program, then indeed the beneficial effects of this research will be far reaching.

In conclusion, while direct measurable benefits for subjects are not obvious, the risks are similarly not very great. All possible precautions will be taken, however, to minimize possible risks to the subjects.

4. Consent

The procedure for obtaining consent will follow a pattern similar to that described in the section on recruitment. The investigator is a former professor at the

Escuela superior del Profesorado and has been designated as an agent of that institution by the Director, Dr. J. Carleton Corrales. Dr. Corrales has agreed to assist in negotiating official ministerial consent from Eloy Guzman, Director General of Secondary Education in Honduras. Final consent from Mr. Guzman will be in the form of a written letter.

Consent from the teacher to be observed will be obtained in writing by the researcher. Likewise consent will be obtained for all those who agree to participate in formal interviews. In the case of students participating in interviews, parental consent forms will be obtained (see attached forms).

The most delicate case of obtaining consent concerns that of the school principal and other teachers in the school. Since, country regulations necessitate working through the Ministry of Education, it is possible that there might be some resentment on the part of the school administration and staff. To prevent this the researcher will visit the school principal and explain the project. As a courtesy written consent will be requested from the principal. Also, the investigator will request a faculty meeting be held to explain the project to all teachers.

5. Consent Forms

Copies of the consent forms to be used have been attached. There are both English and Spanish versions of all forms. The Spanish versions are the actual forms to be used. Translation has been done by the investigator.

6. Information-Gathering Instruments

The nature of the information gathering techniques to be used in this study precludes the inclusion of instruments at this point. The main methods for gathering information will be the participant observation, interviews with selected informants, and collection of written materials. Observation will be overt at all times and field notes will be recorded in a notebook. Occasionally observations will be made without a notebook and recorded at a later time. In these cases, however, no attempt will be made to deny that the investigator is still observing or to make subjects believe that their behaviors are "off the record." Interview guides will be used for formal interviews but they will be constructed shortly before each interview in accordance with information which seems relevant at that time. In all cases, interviews will be open-ended and interviewees will be encouraged to "lead the conversation." Finally, it is not expected that documents obtained will be of a confidential nature. If they are, they will on;y be

used if appropriate consent has been obtained. Documents most likely to be used include demographic information obtained from official Ministry of Economic Planning reports and official school curricula.

7. Faculty Approval

This research will be conducted by a graduate student. A copy of official approval of the proposal by the student's Doctoral Committee has been included with this document. The Committee members are Dr. Annelies Knoppers (dissertation director), Dr. Philip Reuschlein (major advisor), Dr. Richard Navarro, and Dr. Ben Bonnhorst.

8. Research Proposal

Chapter 3 of the proposal for a doctoral dissertation has been attached to this document.

TO: Dr. Henry Bredeck, UCRIHS

FROM: Joseph Charles Blauvelt, Candidate for Ph.D., School of Health Education, Counseling Psychology. and Human Performance.

RE: Revision of Parental Consent Forms

DATE: May 30, 1987

Thank you for your prompt reply to my request for exemption from full committee review! In response to your phone call I am enclosing copies (Spanish and English) of the revised parental consent forms. Although the revision is only one sentence I believe it adequately covers your twofold concern of expressing that participation is voluntary and that not participating will not result in any actions being taken against those who decide not to participate. I have marked the revisions for your convenience. If it is still not acceptable or if there are any other questions please do not hesitate to call me.

Home: 927 K Cherry Lane, Campus, 48823
355-8054

Office: Room 40, Sports Circle I.M.
353-5222

Again, thank you for your time and consideration!

Joseph C. Blauvelt

PARENTAL CONSENT FORM (original/Spanish)

(Revised 5/30/87)

Estimados Padres de Familia:

Mi nombre es Chuck Blauvelt y soy un alumno de educacion fisica en la Universidad Estatal de Michigan en los Estados Unidos de America. Desde 1973 hasta 1976 y desde 1979 hasta 1984, fui un professor en la Escuela Superior del Profesorado, "Francisco Morazan", en Tegucigalpa. Ahora, he regresado a Honduras para realizar una investigacion para mi tesis doctoral. Tengo el patriconio oficial de la Escuela Superior y el permiso de el Ministerio de Educacion.

El proposito de mi investigacion es averiguar el significado y la importancia que la educacion fisica y el deporte tienen para los alumnos de un colegio rural. Tambien estoy interesado en ver si el significado que ellos dan a la educacion fisica esta reflecjado en el programa de education fisica que ellos reciben en sus clases en el colegion. Como metodo principal de recolectar informacion, voy estar observando clases de educacion fisica en el colegion durante 3 meses. Como suplemento de mis apuntes de observacion, voy a realizar unas entrevistas con maestros, miembros de la comunidad, y unos alumnos del colegio.

El proposito de esta carta entonces, es para solicitar su permiso para entrvistar a su hujo(a). El(ella) ya me dijo que esta dispuesto a participar en la entrevista, pero necesito el permiso escrito de los padres. Usare una grabadora para grabar la entrevista para asegurar precision en mi reporte de la entrevista. Las preguntas estaran relacionadas con el tema de mi tesis. La participacion en esta entrevista es completamente volutaria y la decision de no participar no afectara la nota de su hijo(a), ni perjudicara en ninguna maner a el(ella). Tambien, el alumno puede terminar la entrevista cuando quiera, y tiene el derecho de rehusar contestar cualquier pregunta. Para proteger la privacidad de su hijo(a), nunca usare su nombre verdadero en al reportaje. Tambien, cuidare las cintas con lo maximo de seguridad para evitar que stras personas las escuchen. En realidad no creo que la participacion en la entrevista represente ninguna amensaza para su hijo (a). Mas bein, espero que seria una experiencia agradable e informativa para los participantes.

Despues de vivir mas que 9 anos en Honduras, tengo un gran carino para el pais, y estoy muy agradecido por todo que he aprendido aqui. Esta tesis representa mi deseo de

dar algo al pais que me ha aceptado con brazos abiertos. Espero que usted esta dispuesto a cooperar commigo en este proceso. Juntos, quizas podamos mejorar la educacion para la juventud Hondurena!

Por favor llenar la joja que esta adjunto y mandarla al colegio con su hija o hijo.

Gracias por su cooperacion!

Chuck Blauvelt

- - - - - - - - - - - -

Yo, _____, he leido y entiendo la
(nombre)
explicacion de la investigation sobre el significado de la educacion fisica que el profesor Bluavelt esta realizando. Como parte de esta investigacion, doy permiso a mi hijo(a) _____, para participar en una
(mombre de su hijo(a)
entrevista que estara grabada. Entiendo que puedo quitar este permiso en cualquier momento en que deseo.

_____ _____
lugar fecha

_____
firma

PARENTAL CONSENT FORM (translation/English)
(revised 5/30/87)

Dear Parents:

My name is Chuck Blauvelt and I am a student of physical education at Michigan State University in the United States of America. From 1973 until 1976 and from 1979 through 1984, I was a professor in the Escuela Superior del Profesorado, "Francisco Morazan", in Tegucigalpa. Now I have returned to Honduras to undertake an investigation for my doctoral thesis. I have the official backing of the Escuela Superior and the permission of the Ministry of Education.

The purpose of my investigation is to ascertain the meaning and importance that physical education and sport hold for the students in a rural high school. Also, I am interested in seeing if the meaning which they attribute to physical education is reflected in the physical education program with they receive in their classes at the high school. As the primary method of collecting information, I will be observing physical education classes for 3 months. As a supplement to the notes from my observations, I will conduct interviews with teachers, community members, and some students from the high school.

The purpose of this letter, therefore, is to solicit your permission to interview your son or daughter. He/she has already told me that he/she is willing to participate in the interview, but I need written permission from the parents. I will use a tape recorder to record the interview in order to assure my precise reporting of the interview. the questions will be related to the theme of my thesis. Participation in this interview is completely voluntary and the decision not to participate will not affect your child's grade nor will it result in any other prejudicial action against him/her. Also, the student may choose to end the interview at any time, and has the right to refuse to answer any question. In order to protect the privacy of your son or daughter, I will never use his or her true name in the reporting of the study. Also, I will guard the tapes with the utmost security, to prevent other persons from listening to it. In reality, I do not expect the participation in the interview to represent a threat of any kind to your son or daughter. Instead, I expect it to be a pleasant and informative experience for the participants.

After living for more than 9 years in Honduras, I have great feeling of care for the country, and I am very thankful for all I have learned here. This thesis

represents my desire to give something back to the country which has welcomed me with open arms. I hope you are willing to cooperate with me in this process. Together, perhaps we can better the education for the youth of Honduras.

Please complete the attached form and send it to the high school with your son or daughter.

Thank you for your cooperation!

Chuck Blauvelt

- - - - - - - - - - - - -

I, _____, have read and
(name)
understand the explanation of the study concerning the meaning of physical education which is being conducted by professor Blauvelt. As part of the study, I grant permission to my son(daughter) _____, to participate in a tape interview. I understand that i may withdraw this permission at any time.

_____ _____
place date

_____
signature

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LIST OF REFERENCES

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