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AN EVALUATION OF THE HEALTH AND PHYSICAL EDUCATION PROGRAMS
FOR BOYS IN SELECTED UTAH JUNIOR HIGH SCHOOLS

by

Claude R. Cowley

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

of

MASTER OF SCIENCE

in

Physical Education .

UTAH STATE AGRICULTURAL COLLEGE
Logan, Utah

1955

Approved:

Major Professor

Head of Department

Dean of Graduate School

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INTRODUCTION

The need for the study

An investigation of the physical education programs enlightens the physical educator to the extent that he is aware of the types and quality of programs carried on in his immediate area.

The State Department of Education and particularly the physical education division has carried on a complete survey of the status of physical education programs in the high schools of Utah and they know the quality of the programs being conducted under his supervision so that it can better function in supervisory capacity.

It is therefore the purpose of this study to ascertain the status of the boys' physical education programs in the junior high schools of Utah to enlighten the investigator, to equip him to do better as an instructor of the students that come to him from these schools. It also gives the instructor the chance to compare his program with the other schools as well as with the standards set up by the state department and authorities in the field so that a pertinent program of improvement may be initiated.

The problem

Statement of the problem. The problem as proposed, is an evaluation of the boys' physical education programs in the junior high schools of Utah as they exist during the 1953-1954 school year.

The importance of physical education has grown both in subject matter and the recognition given to it in educational programs. It is imperative that physical educators devote great effort in maintaining

these standards and continue their efforts toward higher attainments in this field.

The rapid growth and development of physical education has brought on new problems. In fact, physical education has grown so rapidly that uninformed outsiders think it is one of the "fads" or "frills" added to the educational program, thereby increasing the terrific expense of education. They also think of it as only being a competitive athletic program for a few skilled athletes. These people would be greatly surprised if they knew that the first attempt to include physical training in a daily school program was made by Basedow, a German, in 1771, and that doctors recognized that exercise was as necessary as medicine as early as 1709, and the first system of physical education was introduced into American schools as early as 1803.

There has been a very rapid development of physical education in the last 15 years. The newest concept of physical education is that it is a vital part of the whole process of education whose aim is to train the individual to realize his maximum capacities both mentally and physically. Physical educators must have a program which is positive and constructive if they are to accomplish this.

In many junior high schools physical education is not assuming its rightful place as a subject in the curriculum. It is usually the subject tacked on after the academic subjects are taken care of. The emphasis is placed on a few overly trained individuals who perform on varsity teams while the great majority of the students are spectators and not participants in the main physical activities of the school. This leads to a majority of the students getting little or no physical training, while the picked athletes themselves are in danger of getting too much or, at least, of building up highly developed muscles and specialized

skills, rather than getting a general all-around development, which would be of lasting benefit to them.

Emphasis should be placed on the development of the finer traits and characteristics of good citizenship as well as on the importance of having winning teams. In other words, equal emphasis should be placed on the main objectives of physical education--development of knowledge, skills, social traits, physical-organic, psychological, safety, recreation and leadership.

Education today is not solely for the purpose of amassing knowledge, or preparing the individual for the future professions, but it is a process of growth and an aid to fuller living. If physical education is properly taught, I feel that there is no part of the school program which lends itself more readily to the newest concepts of education.

Limitations. This study is limited to the secondary school health and physical education programs as specified by the LaPorte Health and Physical Education Score Card No. II.¹ It is further limited to the seven junior high schools located in Carbon School District. Only the boys' health and physical programs in these schools will be studied.

Significance of the study. Hetherington stresses emphatically the fact that the two most important criteria in the evaluation of the subjects in the physical education program are these: The subject or activity should have a direct and important bearing on the child's interest, needs, and problems; the subject or activity should take care of a future adult need insofar as it is possible. He further points out that since the growing tendency to organize curricula along scientific lines, there has been a strong tendency to emphasize the social needs

1. LaPorte, W. R., Health and Physical Education Score Card No. II.
p. 20.

of the adult a little more than the needs of the child himself.²

Boys of junior high school age are at their most formative period physically, spiritually, and mentally. This leads one to think that the first steps in improving the physical education program should take place in the junior high school. Group psychology can be used here most effectively, for this is the club or gang age. Training in community life and sportsmanship can be most effectively given at this time. In perhaps no other subject can these ideals be put over so well as in physical education. If every junior high boy could come into high school well equipped with a clean, wholesome mind, in a sound healthy body, a real love of sports, knowing some interesting sports for his leisure hours, some sound health habits, the physical educators in the senior high schools could scarcely keep from building upon that foundation whether they really wish to or not.

It is important that the junior high school pupil's physical education program be planned and arranged before and not after the rest of his program is planned. This would unquestionably be done if the administrators could be converted to the importance of physical education.

Then, too, teachers of physical education are faced with the problem of making their field a profession, guided by principles based on scientific facts and prevailing needs. Any study that will help in any way to modify the existing weakness in the physical education programs anywhere is worthy in its aim and important in its accomplishment. It is vitally important to educators who believe in physical education that the subject be given the place it should have in the course of

2. Hetherington, C. W., School Program in Physical Education, Yonkers; World Book Company, 1932. pp. 20-22.

study. Further, when physical education becomes a real force and source of continuous improvement in the health and happiness of each and every member of the school, it will hold a dominant place in that school.

Most educators have accepted health and physical education as integral phases of the total educational program. The Utah State Department of Education has placed these two areas as a part of the total educational program and requires that health and physical education be conducted in all the schools of the state. The school districts allocate funds for the necessary facilities and personnel to carry on the program.

Since health and physical education are given this place in the general education program and so many young people are involved, there should be some assurance that the boys and girls being influenced by the program are getting the best that can be provided under the existing conditions. The frequent examination of the programs and careful, educationally sound supervision are two of the answers. This study can be one of the examinations since the results are made available to the state department, universities, interested persons, and might prove to be the basis of starting a program to improve the health and physical education phase of the educational program in this area.

RELATED STUDIES

Research on statewide programs of physical education in the last several years has been on the increase. It seems as though the University of Indiana is taking the lead in this type of research. A variety of measuring devices including questionnaires, check lists, and score cards have been used. Some have been concerned with certain phases of the program while others have been concerned with the total program.

Clapp made a study in Illinois high schools to determine the status of certain phases of the physical education programs. He considered the status of such phases as the distribution of student enrollment; training of physical education teachers in education and physical education; teacher load.¹

Glascoek studied the health and physical education program in some 600 high schools in Indiana.² He used a questionnaire sent to the physical education teachers in each of the schools. He had the questionnaire validated by submitting the questions to a panel of experts in the field.

The programs of these schools were studied in terms of suggestions by authorities and included facilities and equipment, health program, personnel, and finance.

Hall made an evaluation of boys' physical education programs in 72 senior high schools in Utah.³ He used a score card as a measuring

1. Clapp, J. C., "Status of Physical Education in the High Schools of Illinois, 1945," Research Quarterly. p. 132.
2. Glascock, D. A., The Status of Health and Physical Education in the High Schools of Indiana, 1937. p. 337.
3. Hall, Vaughan L., A Summary of an Evaluation of Physical Programs for Boys in Utah Senior High Schools. p. 96.

device. The score card was that of Neilson and Hall and was made up as a result of six regional conferences held in various parts of the state of Utah. One hundred eight men physical education teachers, administrators, and teacher-training specialists took part in the conferences where the standards for evaluation were discussed. The Neilson score card was used as a basis for discussing standards.⁴ These criteria were revised and made into a 65-page score card.⁵

The score card was applied by Mr. Hall and involved work with the principal, physical education instructor, pupils, parents, and teachers of each of the 72 schools.

A study of his findings showed that facilities and equipment are inadequate; only 12 schools had organized corrective classes; class periods run four to five per day of 55 minutes each; credit granted in all high schools, health examinations are adequate; grades, or marks assigned on a basis of attendance, dress, and attitude; very few activities of carry-over value; activities too limited and dominated by football, basketball, track, and baseball.

Israel Heaton⁶ made a study of all the public high schools in Utah by use of the LaPorte Health and Physical Education Score Card No. II. He mailed the cards to each of the principals and asked that they score it with the help of the physical education instructor. One-fourth of the score cards, or 53.3 per cent, were returned. This could result in bias and not present a true picture. Graduate committee

4. Neilson, M. P., A Score Card for Evaluating Physical Education Programs for High School Boys, California State Department of Education, 1931.

5. Neilson, M. P., and Hall, Vaughan L., A Score Card for the Evaluation of Physical Education for Boys in Utah Senior High Schools, p. 96.

6. Heaton, Israel C., An Evaluation of the Health and Physical Education Program in the High Schools of Utah. p. 85.

recommended that the investigator do the scoring personally. He found the average score to be 40.8 per cent of the possible score with Area II, "Organization and Administration of Class Programs," and Area X, "Administration of Intramural and Interscholar Athletics," scoring highest. Area V, "Swimming Pool," scored the lowest.

Dewitt studied the high school physical education program in 101 Tennessee high schools.⁷ The LaPorte Health and Physical Education Score Card No. II was used and showed that the mean score of the health and physical education program was 57.57, or 19.17 per cent of possible, which was rather low. It was also found that the town size, school size, and accreditation were significant factors in the quality of the health and physical education program. The larger the school and town where the school was located, and if accredited, it has an excellent chance of having a better program than the other schools.

7. Dewitt, T. D., An Analysis of the Health and Physical Education Program for Boys in 101 Selected Tennessee High Schools. p. 118.

PROCEDURE

Selection of the score card

In trying to find the best device to use in evaluating the boys' physical education programs, two possibilities were investigated. The first possibility to consider was a check list or questionnaire made up personally to include all the factors involved in a physical education program and validating it by means of a jury of experts. The second possibility involved the consideration of check lists or score cards already used and/or validated. The first possibility, even though it would provide an interesting experience in making a questionnaire and getting it validated and would require careful study of health and physical education programs, was not considered as the most feasible or the most desirable by those who have had experience with them in the past. Then there is in existence other valid and practical tools that might serve the purpose as well or better.

In considering the second possibility--that of check lists or score cards already in use or validated--three devices were found to be used successfully and objectively in evaluating the boys' physical education program. Two of these had been used in Utah.

Hall¹ formulated a score card with the assistance of many of the instructors and coaches in high schools and colleges in Utah and under the direction of the Head of the Physical Education Department at the

1. Utah State Department of Public Instruction, A Score Card for the Evaluation of Physical Education Programs for High School Boys.
p. 90.

University of Utah. Technically considered, the score card was not validated. However, from a practical standpoint, when it is considered that more than one hundred men engaged in teaching health and physical education helped to put it in final form, it should be a valid measure for boys' health and physical education.

The Utah score card concerns itself with such areas as instructional staff, professional preparation, teaching experience, program activities, principal-teacher-parent judgments, program organization, facilities. Each of the areas is treated in great detail, going so far as to estimate the physical fitness and character of the teachers.

In checking this score card it seems to be very good. Others in the field have also commented favorably toward it. It was not used, however, for three reasons: (1) It was not validated, (2) because it goes into such great detail that it would take too long to administer carefully and accurately, and (3) more study and experience would be needed before it could be used effectively.

Section D-13 of Evaluative Criteria, Cooperative Study of Secondary School Standards,² covers the same general phases of physical education program and provides a check list of provisions, conditions, or characteristics found in good secondary schools. All of them may not be necessary, or even applicable, in every school. A school may lack some of the items listed but have other compensating features. The check lists are intended to provide the factual bases for the evaluations. In this device the evaluation is made by members of the school staff. These evaluations will then be checked by members of the visiting committee at the time the school is visited. The device evaluates the physical

2. Cooperative Study of Secondary School Standards, Washington 6, D. C. pp. 159-161.

facilities, nature of the offerings, organization, instructional activities, instructional equipment and materials, methods of evaluation, outcome, and special characteristics of physical education for boys. This device was not used (1) because it would involve special training to administer and (2) it is too detailed and involves other factors not being considered or necessary for this study.

The LaPorte Health and Physical Education Score Card No. II³ was finally chosen to be the device by which the boys' physical education program in these seven schools would be evaluated. This score card is the product of 19 years of study on the part of the Committee on Curriculum Research. Because the Committee is made up of many of the best qualified people in the physical education field in the United States, face validity is assured. The score card is divided into 10 areas of 10 items each with three points possible for each item. This makes 30 possible points per area and 300 points per total card. Each item statement is clear and easily scored, which makes for ease in objective and reliable scoring.

The score card

The Health and Physical Education Score Card No. II was designed specifically as a device for evaluating the boys' or girls' physical education program on the secondary level. It is divided into 10 areas. They include:

- I. Program of Activities
- II. Outdoor Areas
- III. Indoor Areas
- IV. Locker and Shower Areas

- V. Swimming Pool
- VI. Supplies and Equipment
- VII. Medical Examinations and Health Services
- VIII. Modified-Individual (Corrective) Activities
- IX. Organization and Administration of Class Programs
- X. Administration of Intramural and Interschool Activities.⁴

The areas are divided into ten items, each of which may be scored from zero to three points, depending on the status of the program in regard to the information asked for. As an example, Area I, item 3, reads as follows:

Daily participation in physical and/or health education class instruction periods of from 45-60 minutes is required of all students.
 (Two days a week 1; four days 2; five days 3) Score ____.⁵

This item and most of the others will be considered in other sections. In addition, a copy of the score card is included in the appendix for the convenience and study of the reader.

Because of the point system employed, the score card lends itself not only to school by school but by area with area comparison as well as to item by item.

Pilot study

Before using the score card it was necessary to become familiar with its contents and practice the process of applying it in order to establish objectivity and reliability in scoring the various items, a pilot study was conducted in which the boys' physical education programs in four schools were studied.

The schools in which the pilot study was carried out were selected

4. LaPorte, op. cit., p. 20.
 5. LaPorte, op. cit., p. 5.

because of their convenient accessibility. None of the schools were more than 35 miles away.

During the visits to these four schools, conferences were held with the physical education teachers and observations were made of facilities at which time the items on the score card were scored from the information gathered.

No notification of a visit was given in advance to any personnel of any school during the pilot study nor any of the schools in the actual study. This was done because it was possible to see the teachers at any time and without advance notice. A truer picture of the program was probably obtained. However, permission was obtained from the superintendent and principals concerned in all cases before any school was visited.

Two schools were revisited for the purpose of establishing some degree of reliability in the method of scoring. In other words, the second visit of the two schools was made to see how nearly the second scoring agreed with the first.

Since there was no pool in any school and no nearby pool available to any school, nor was there a corrective program in either school, this eliminated scoring 20 items on each card, making a total of 40 for the two cards. This would leave 160 items to be scored. It was found on the second application there were very few items scored differently and in no case was the difference greater than one.

As a result of the pilot study the score card became much more easily administered, resulting in a more accurate survey. This familiarity could not have been gained otherwise.

It was learned also that the answer to certain leading questions pertaining to an area or several items might eliminate the necessity of

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considering those particular items.

The answer of "no" to the question, "Do you have a swimming pool or is there one close by that you use as a facility?" eliminated having to deal with any of the items pertaining to the swimming pool.

It was also learned that a visit to the principal before seeing the physical education teacher was not necessary and was a waste of time. As a result this procedure was eliminated when the actual study was made.

Application of the score card

The pilot study revealed that the length of time needed to apply the card was about 70 minutes. Using this as a basis it was fairly easy to arrange to apply the score card. No more than two schools were visited on different days. Proximity of the schools was the chief factor in doing it this way. Also, a second visit was made to each school to observe the program in action.

At each school the physical education teacher was approached directly and, in every instance, was very willing to be interviewed and cooperated to the best of his ability. An explanation was made regarding the nature and purpose of the study and each one expressed a desire to see the study completed and wanted to see the results and conclusions drawn from the study.

All the items on the score card, the answers to which could be determined only by the interview, were discussed with the teacher and the scores recorded, depending on the response given. The indoor and outdoor facilities were then visited and observations made pertinent to the score card items. After the visit was terminated the scores appropriate to the facilities were recorded.

SCORE CARD DATA

The physical instructor must examine closely the individual parts that make up the total program if he is to understand the status of the health and physical education program as it exists in the schools to be studied. These parts are considered represented by the ten score card areas which include:

- I. Program of Activities
- II. Outdoor Areas
- III. Indoor Areas
- IV. Locker and Shower Areas
- V. Swimming Pool
- VI. Supplies and Equipment
- VII. Medical Examinations and Health Service
- VIII. Modified-Individual (Correctives) Activities
- IX. Organization and Administration of Class Programs
- X. Administration of Intramural and Interscholar Athletics¹

This section will deal with the status of the areas as it was observed in the seven schools. Table 1 will show the possible points earned and figure 1 will show by use of the bar graph the mean scores by score card areas.

1. LaPorte, W. R., Health and Physical Education Score Card No. II.
p. 20.

Table 1. Possible points earned in junior high schools in survey by the LaPorte Score Card, 1953-1954

SCHOOL A												
Area	Item										Area total	Score card total
	1	2	3	4	5	6	7	8	9	10		
I	1	2	2	2	2	1	2	1	2	1	16	111
II	3	2	2	2	2	3	2	3	1	0	20	
III	1	2	0	0	1	1	0	1	1	1	8	
IV	0	0	0	2	1	1	1	2	1	2	10	
VI	3	2	2	1	1	1	2	1	1	0	14	
VII	0	1	0	1	0	0	1	1	1	1	6	
IX	3	3	2	1	1	1	2	3	0	1	17	
X	3	1	3	0	2	0	3	3	3	2	20	

SCHOOL B												
Area	Item										Area total	Score card total
	1	2	3	4	5	6	7	8	9	10		
I	1	2	3	1	1	0	2	1	2	1	18	147
II	2	2	1	1	3	2	1	1	0	1	14	
III	2	3	3	3	1	1	3	3	2	3	24	
IV	2	2	1	3	3	3	1	2	3	3	23	
VI	3	2	3	1	1	1	3	0	3	2	19	
VII	1	2	2	2	1	1	1	2	0	1	13	
IX	3	1	2	1	1	1	1	3	2	1	16	
X	3	1	3	0	1	0	3	3	3	3	20	

Table 1 (cont'd.)

SCHOOL C												
Area	Item										Area total	Score card total
	1	2	3	4	5	6	7	8	9	10		
I	1	1	2	2	2	2	2	2	1	0	15	94
II	1	1	0	1	1	2	1	1	0	0	8	
III	1	2	1	0	0	1	1	0	1	1	8	
IV	1	0	0	1	2	1	1	2	1	1	10	
VI	3	2	3	2	1	1	2	1	2	0	17	
VII	1	2	1	1	0	1	1	2	0	1	10	
IX	2	1	1	1	1	1	2	1	2	1	13	
X	3	1	2	2	1	0	3	3	3	3	21	

SCHOOL D												
Area	Item										Area total	Score card total
	1	2	3	4	5	6	7	8	9	10		
I	1	2	3	3	1	0	2	1	2	0	10	103
II	2	1	1	1	1	1	1	2	0	0	6	
III	2	3	2	1	1	1	1	1	1	2	15	
IV	0	1	1	2	2	2	1	1	1	1	12	
VI	3	1	2	1	1	1	1	1	2	1	15	
VII	1	1	0	2	1	1	0	1	0	1	8	
IX	3	1	1	1	1	2	1	3	2	1	16	
X	3	1	2	2	1	0	3	3	3	3	21	

Table 1 (cont'd.)

SCHOOL E												
Area	Item										Area total	Score card total
	1	2	3	4	5	6	7	8	9	10		
I	1	1	2	2	2	1	2	2	2	0	15	91
II	1	1	1	1	0	1	1	0	0	0	6	
III	2	1	1	1	1	1	0	0	0	1	8	
IV	1	0	0	1	1	1	1	2	1	2	10	
VI	3	2	2	1	1	1	2	1	2	0	15	
VII	2	1	2	3	2	1	1	1	0	1	14	
IX	2	1	1	1	1	2	1	3	3	1	16	
X	3	1	1	2	0	0	0	0	0	0	7	

SCHOOL F												
Area	Item										Area total	Score card total
	1	2	3	4	5	6	7	8	9	10		
I	1	2	3	2	2	1	2	2	2	0	15	91
II	2	1	0	1	0	1	1	0	1	0	7	
III	1	1	2	1	0	0	0	1	1	1	8	
IV	0	0	0	2	1	1	1	1	1	1	8	
VI	2	2	2	1	1	1	1	0	1	0	11	
VII	2	1	0	1	2	0	0	0	0	1	7	
IX	1	1	1	1	1	1	1	3	3	1	14	
X	3	1	2	0	1	0	3	3	3	2	18	

Table 1 (cont'd.)

SCHOOL G												
Area	Item										Area total	Score card total
	1	2	3	4	5	6	7	8	9	10		
I	1	2	3	1	1	1	1	1	2	2	15	125
II	1	1	1	0	2	1	1	1	0	0	8	
III	2	2	2	0	1	1	0	1	1	1	11	
IV	1	0	1	2	1	1	1	2	1	2	12	
VI	2	0	2	1	2	1	2	1	3	3	17	
VII	0	0	2	3	1	2	3	1	1	3	16	
IX	3	1	2	2	1	1	1	3	3	3	20	
X	3	2	3	2	2	3	3	3	3	2	26	

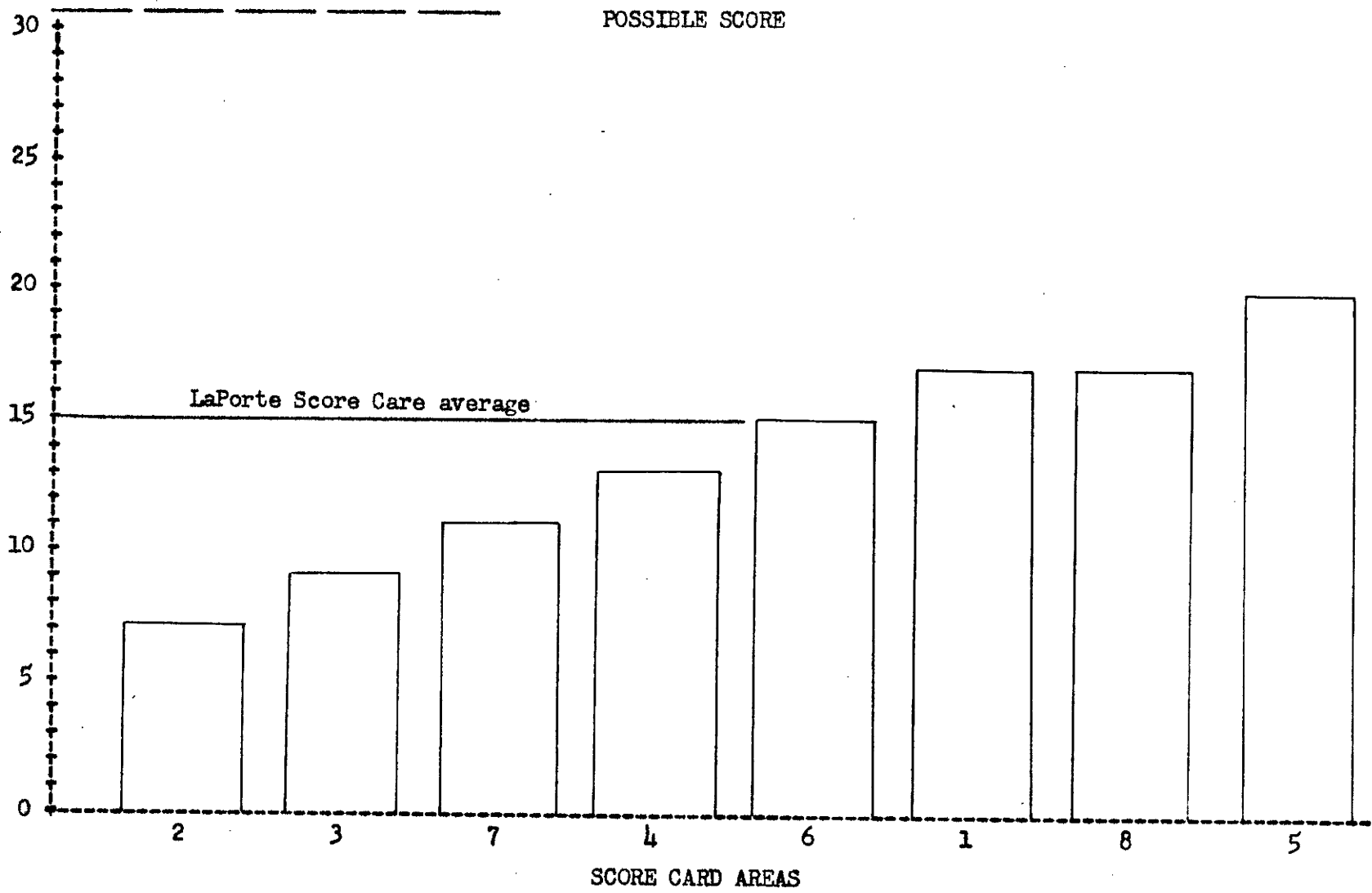


Figure 1. Mean scores by score card areas

Total school analysis

The mean scores made on the ten score card areas ranged from zero on the two areas, V Swimming Pool and VIII Modified-Individual (Corrective) Activities, which failed to score because no school had a swimming pool or one available, and no school had a corrective program to 19 for Area X, Administration of Intramural and Interschool Athletics. Figure 1 indicates by the bar graph the mean scores for the areas. Area IX, Organization and Administration of Class Programs, is second high with a mean score of 16, and Area VI, Supplies and Equipment, is third with 15.4. Arranged in order downward are Score Card Areas I, Program of Activities, 14.47; IV, Locker and Shower, 14; III, Indoor Area, 11.7; II, Outdoor Area, 11; VII, Medical Examinations and Health Service, 10.57.

The explanation for the fact that Area X scored highest is that the six of seven schools have a well organized competitive athletic program which is well supervised and every precaution possible is taken to insure safety of the players going to and coming from games as well as during the contest itself. School buses are furnished to provide the transportation of players and students. The entire program is handled very well. The advisability of such a program is questionable but nevertheless, they have the program and do an excellent job of supervision. There intramural programs in four cases is good. The others are only fair to good.

Area IX, Organization and Administration of Class Programs, scored second high only because of the score of Area X, Administration of Intramural and Interschool Activities. The probable reason for scoring this high, however, is that four schools scored three on item one pertaining to the certification of staff, and six scored three on item

9 pertaining to health education instruction.

Area VI, Supplies and Equipment, scored above the expected score card average because all the schools have adequate supplies and equipment. Area I, Program of Activities, nearly reached the national expected average, but failed to score higher because of item 6, a course of study committee gives consideration at least annually to needed revisions in the program; 5, detailed yearly program for each grade level is on file in the principal's office and activities scheduled are posted on the gym office bulletin boards; and item 10, definite efforts are made to encourage faculty recreation activities and to improve the health status of teachers.

Areas II, Outdoor Areas; III, Indoor Areas; and IV, Locker and Shower Areas, are well below the national expected average for physical plants and outdoor play areas. However, in five schools these areas are at the present being improved and put into good condition. Most schools have adequate acreage but unimproved grounds. All have gymnasiums but very inadequate in most cases.

Area VI, Supplies and Equipment, are adequate and kept in good condition by the instructors. They could have scored higher had there been a need for more equipment and supplies.

Area VII, Medical Examinations and Health Service, scored lowest of all areas. This, no doubt, was due to a situation only found in this area of the state. At least three of the schools have company physicians and nurses. However, all the schools must improve in this vital area. It may mean trouble in the future and physical instructors, no doubt, will be blamed for any accidents that may happen. Physical examinations are lacking in all the schools. Item 9, a health examination is made by the school physician or teacher applicants and item 10,

nonmedical teacher or school officers are not permitted to diagnose or treat health disorders, helped lower the score in this area.

Area V, Swimming Pools, and Area VIII, Modified-Individual (Correctives) Activities, did not score in this survey because there are no swimming pools and none available. There was a complete absence of any corrective program in any of the schools.

Correlation. The coefficient of correlation has been found between the area totals and total scores of the LaPorte Score Card Number II to find the degree of relationship which may exist. For purposes of interpretation of the calculated r's the following degrees of correlation will be followed: All coefficients above .80 are very high, above .70 are high, between .50 and .70 are average; all others are to be classed as insignificant in this study.

The calculated r's were found by following the Spearman Rho formula for rank differences and then finding the value of the Pearson r by use of the table found in Garrett.² This is a table to infer the value of r from any given value of p.

$$p = 1 - \frac{6 \sum D^2}{N(N^2-1)}$$

Indoor area. The highest existing correlation is found between Indoor Area and the total score. This $r = .75$ relationship is high according to our standards. This correlation indicates that if a particular school scores fairly high on the Indoor Area section of the score card, it is very likely to score high on the total score as it has its effect on the entire program.

Program. The correlation $r = .56$ for program shows that it must have support from other areas in order to score high on the total score.

2. Garrett, Henry E., Statistics in Psychology and Education, Longmans, Green and Company, New York 1947. p. 487.

A program which scores high should show better than average correlation.

Outdoor area. The second highest relationship existed in the correlation found between the indoor area and the criterion score. This correlation of $r + .69$ shows a high relationship with the total score and tends to pull other areas to a higher score.

Service area. Service area shows high in its relationship with the correlation $r + .64$. Thus, here again as in the indoor and outdoor areas of the score card, if the school scored high on service area, it tended to score high in the criterion (or total points) score.

Supplies and equipment. The correlation $r + .62$ shows that schools with supplies and equipment kept in good condition will tend to relate high to total score.

Organization and administration. With a correlation of $.62$ to the total score shows that a class program well organized and administered will overcome many obstacles and help build a sound physical education program.

Athletics. The athletics division of the score card areas had a correlation of $r + .59$. This is a little above the average and tends to indicate that an athletic program depends on the other areas a great deal for its final score.

Medical examinations. This division has a correlation of $r + .14$, which was the lowest degree of relationship shown.

Corrective--modified program and swimming pool. Each of these score card divisions was not scored on the survey because none of the schools had a swimming pool or a corrective program.

Tables 2 to 8 show a summary of the ratings of each school.

Table 2. Score card summary of school A

Area	Title	Possible score	Actual score
I	Program of Activities	30	16
II	Outdoor Areas	30	20
III	Indoor Areas	30	8
IV	Locker and Shower Areas	30	10
V	Swimming Pool	30	0
VI	Supplies and Equipment	30	14
VII	Medical Examinations and Health Service	30	6
VIII	Modified-Individual (Corrective) Activities		0
IX	Organization and Administration of Class Programs	30	17
X	Administration of Intramural and Inter-school Athletics	<u>30</u>	<u>20</u>
	Totals	300	111
	Percentage score (Actual ÷ 3)		37

Table 3. Score card summary of school B

Area	Title	Possible score	Actual score
I	Program of Activities	30	18
II	Outdoor Areas	30	14
III	Indoor Areas	30	8
IV	Locker and Shower Areas	30	23
V	Swimming Pool	30	0
VI	Supplies and Equipment	30	19
VII	Medical Examinations and Health Service	30	13
VIII	Modified-Individual (Corrective) Activities	30	0
IX	Organization and Administration of Class Programs	30	17
X	Administration of Intramural and Inter-school Athletics	<u>30</u>	<u>20</u>
	Totals	300	147
	Percentage score (Actual ÷ 3)		49

Table 4. Score card summary of school C

Area	Title	Possible score	Actual score
I	Program of Activities	30	15
II	Outdoor Areas	30	8
III	Indoor Areas	30	8
IV	Locker and Shower Areas	30	10
V	Swimming Pool	30	0
VI	Supplies and Equipment	30	17
VII	Medical Examinations and Health Service	30	10
VIII	Modified-Individual (Corrective) Activities	30	0
IX	Organization and Administration of Class Programs	30	13
X	Administration of Intramural and Inter-school Athletics	<u>30</u>	<u>21</u>
	Totals	300	94
	Percentage score (Actual ÷ 3)		31.3

Table 5. Score card summary of school D

Area	Title	Possible score	Actual score
I	Program of Activities	30	10
II	Outdoor Areas	30	6
III	Indoor Areas	30	15
IV	Locker and Shower Areas	30	12
V	Swimming Pool	30	0
VI	Supplies and Equipment	30	15
VII	Medical Examinations and Health Service	30	8
VIII	Modified-Individual (Corrective) Activities	30	0
IX	Organization and Administration of Class Programs	30	16
X	Administration of Intramural and Inter-school Athletics	<u>30</u>	<u>21</u>
	Totals	300	103
	Percentage score (Actual ÷ 3)		34.3

Table 6. Score card summary of school E

Area	Title	Possible score	Actual score
I	Program of Activities	30	15
II	Outdoor Areas	30	6
III	Indoor Areas	30	8
IV	Locker and Shower Areas	30	10
V	Swimming Pool	30	0
VI	Supplies and Equipment	30	15
VII	Medical Examinations and Health Service	30	14
VIII	Modified-Individual (Corrective) Activities	30	0
IX	Organization and Administration of Class Programs	30	16
X	Administration of Intramural and Inter-school Athletics	<u>30</u>	<u>7</u>
	Totals	300	91
	Percentage score (Actual ÷ 3)		30.3

Table 7. Score card summary of school F

Area	Title	Possible score	Actual score
I	Program of Activities	30	15
II	Outdoor Areas	30	7
III	Indoor Areas	30	8
IV	Locker and Shower Areas	30	8
V	Swimming Pool	30	0
VI	Supplies and Equipment	30	11
VII	Medical Examinations and Health Service	30	7
VIII	Modified-Individual (Corrective) Activities	30	0
IX	Organization and Administration of Class Programs	30	14
X	Administration of Intramural and Inter-school Athletics	<u>30</u>	<u>18</u>
	Totals	300	91
	Percentage score (Actual ÷ 3)		30.3

Table 8. Score card summary of School G

Area	Title	Possible score	Actual score
I	Program of Activities	30	15
II	Outdoor Areas	30	8
III	Indoor Areas	30	11
IV	Locker and Shower Areas	30	12
V	Swimming Pool	30	0
VI	Supplies and Equipment	30	17
VII	Medical Examinations and Health Service	30	16
VIII	Modified-Individual (Corrective) Activities	30	0
IX	Organization and Administration of Class Programs	30	20
X	Administration of Intramural and Inter-school Athletics	<u>30</u>	<u>26</u>
	Totals	300	125
	Percentage score (Actual ÷ 3)		41.6

Profile chart. The LaPorte Committee suggested that after all ratings had been completed, the total score under each of the major divisions be inserted on a summary chart. These scores then should be spotted at the appropriate points under the several headings in a profile chart. These points then could be connected by lines and the resulting profile will indicate graphically the strong and weak points in the school's rating. Those items which appear below the average line obviously will be in greatest need of strengthening. These profile charts are presented in figures 2 to 8.

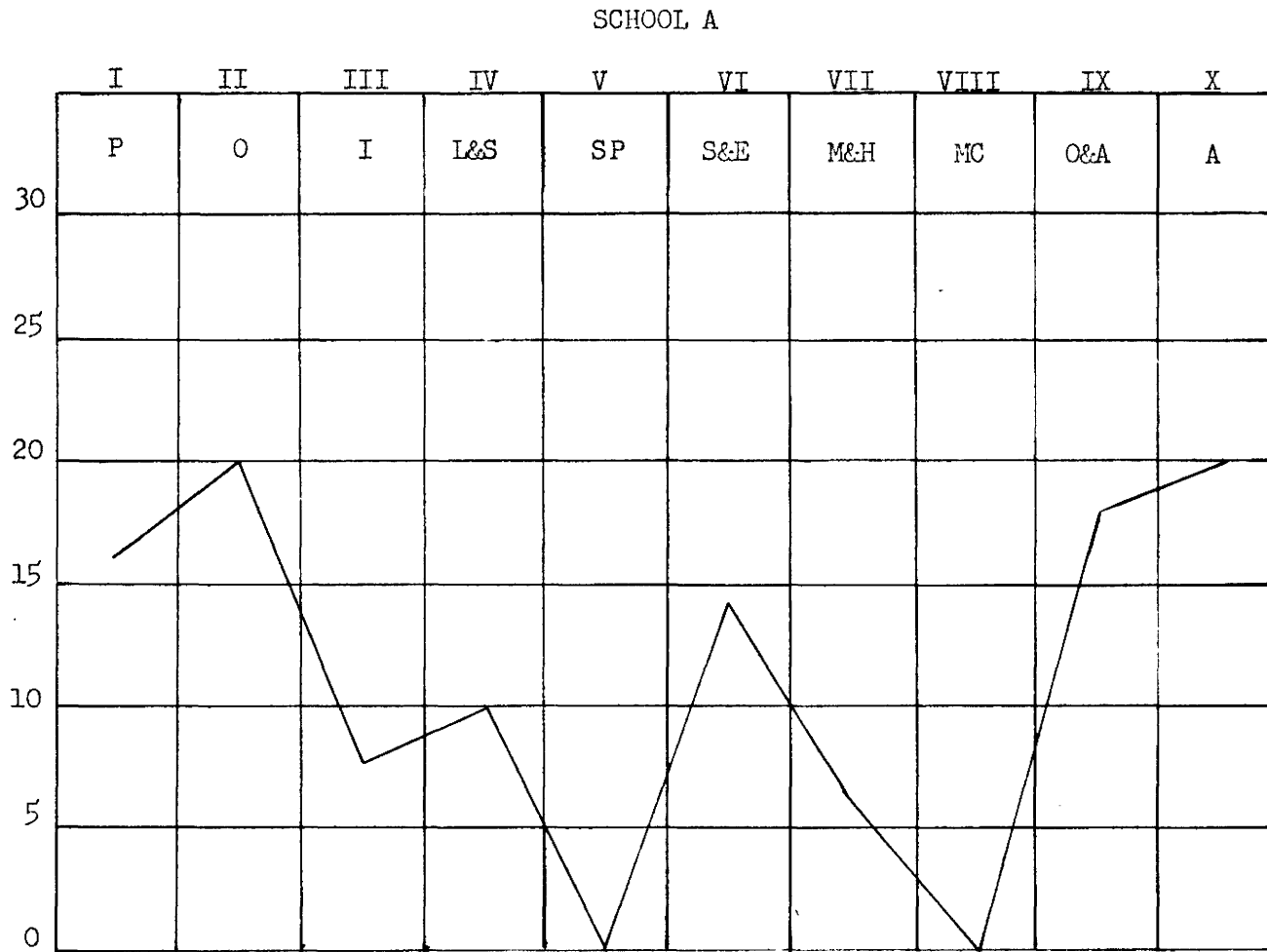


Figure 2. Profile chart indicating graphically the strong and weak points in the school's rating

P - Program
 O - Outdoor Area
 I - Indoor Area
 SP - Swimming Pool
 MC - Modified Correctives

S&E - Supplies and Equipment
 M&H - Medical and Health Service
 L&S - Locker and Shower
 O&A - Organization and Administration
 A - Athletics

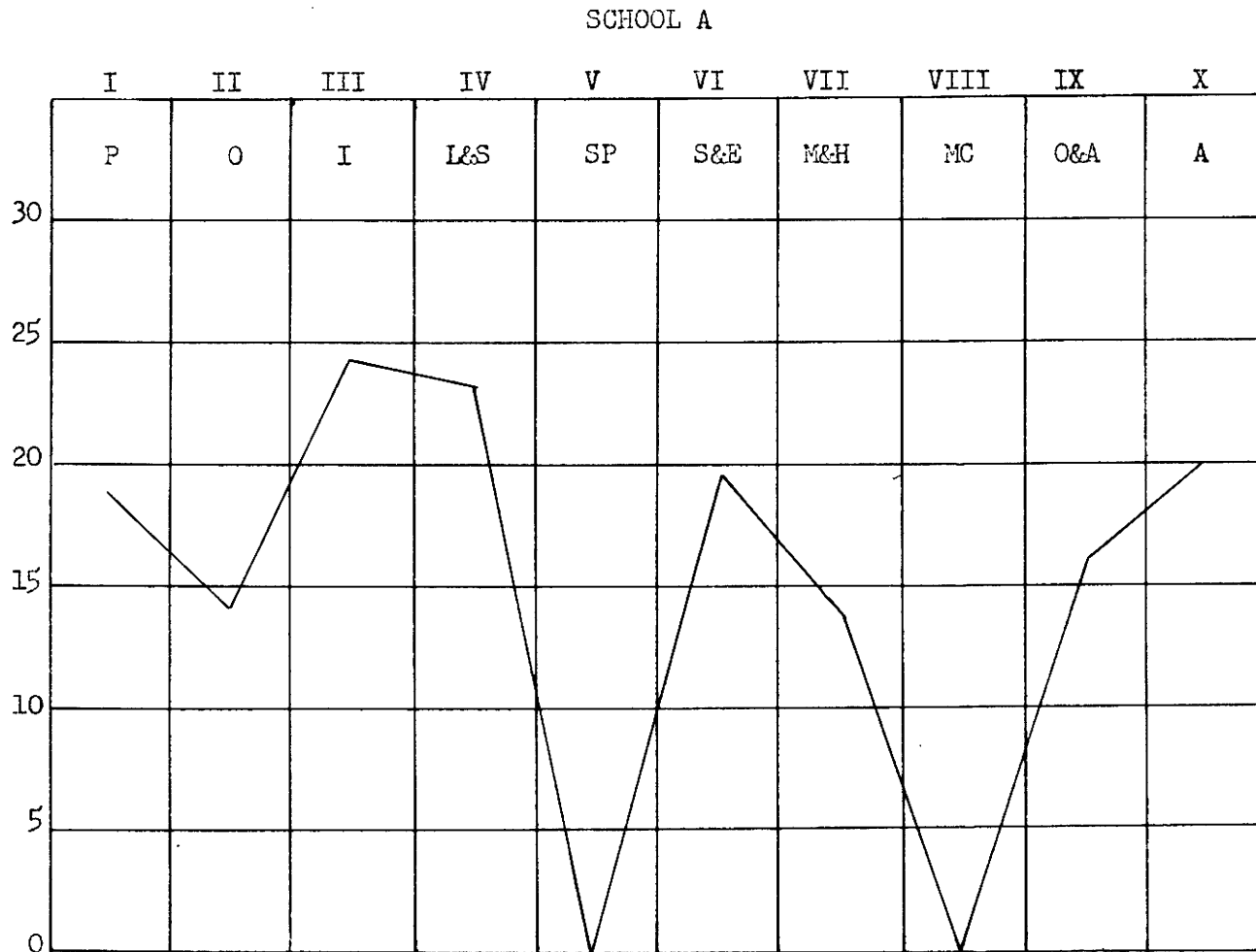


Figure 3. Profile chart indicating graphically the strong and weak points in the school's rating

P - Program
 O - Outdoor Area
 I - Indoor Area
 SP - Swimming Pool
 MC - Modified Correctives

S&E - Supplies and Equipment
 M&H - Medical and Health Service
 L&S - Locker and Shower
 O&A - Organization and Administration
 A - Athletics

SCHOOL C

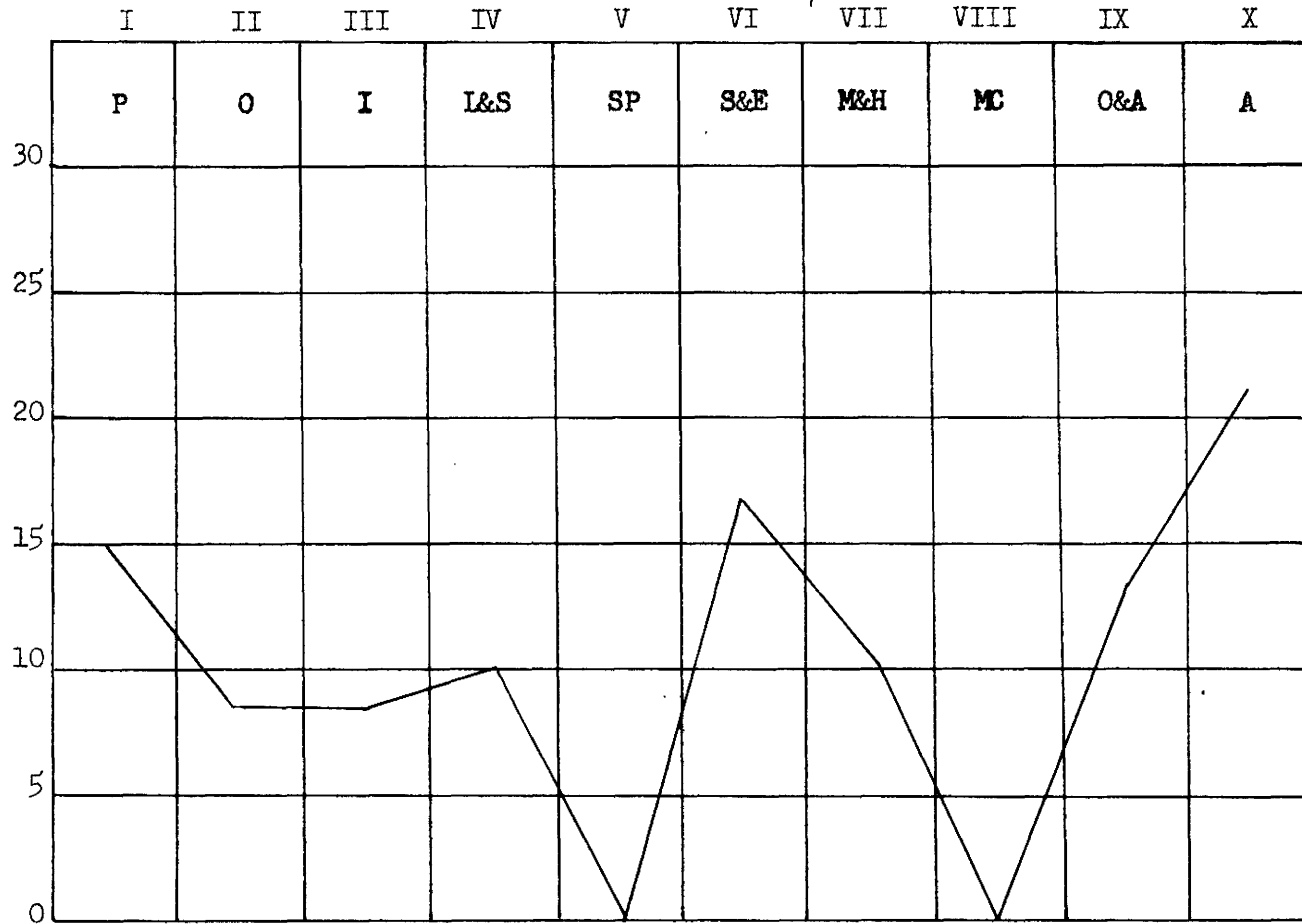


Figure 4. Profile chart indicating graphically the strong and weak points in the school's rating

P - Program
 O - Outdoor Area
 I - Indoor Area
 SP - Swimming Pool
 MC - Modified Correctives

S&E - Supplies and Equipment
 M&H - Medical and Health Service
 L&S - Locker and Shower
 O&A - Organization and Administration
 A - Athletics

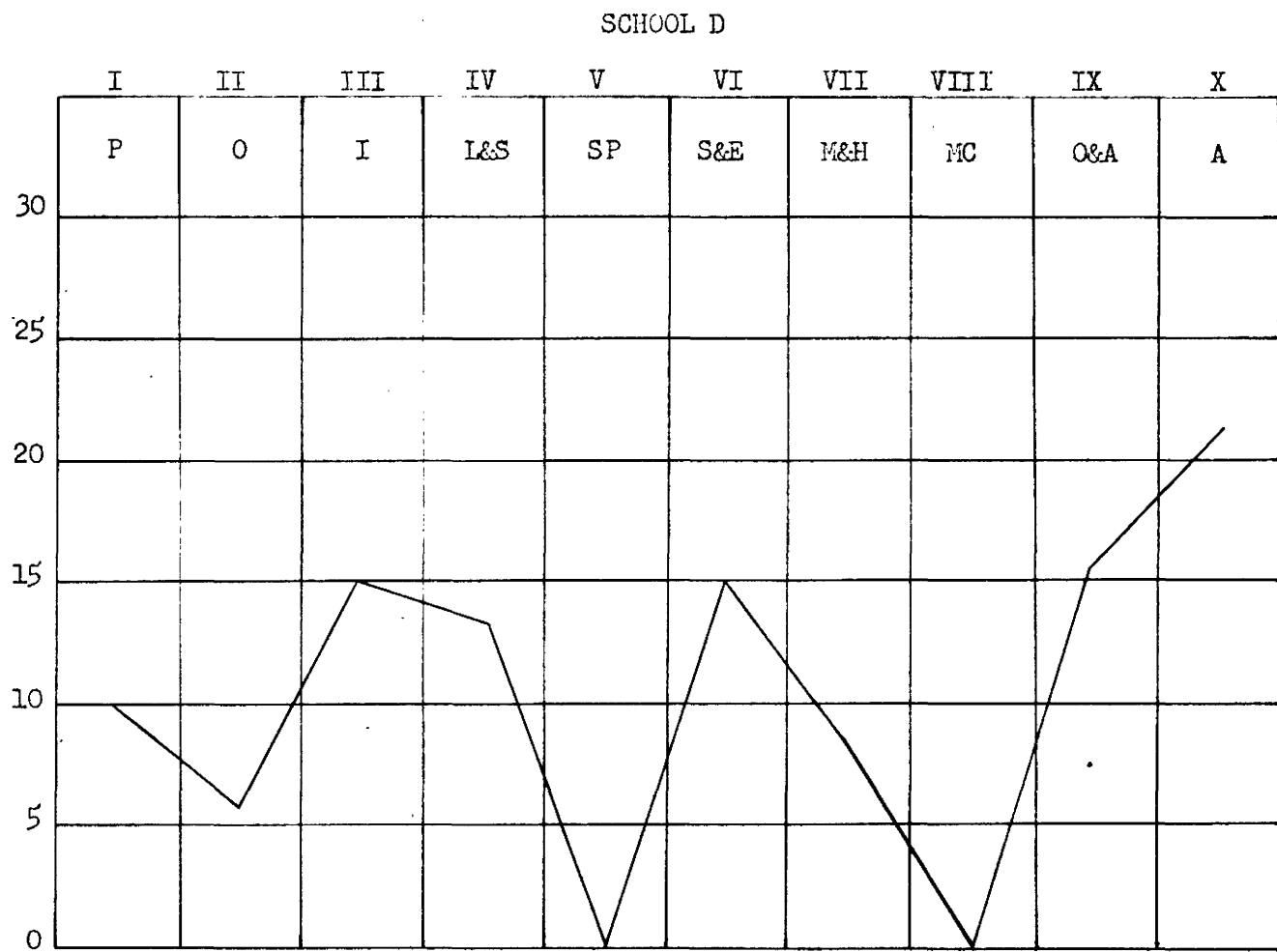


Figure 5. Profile chart indicating graphically the strong and weak points in the school's rating

P - Program
 O - Outdoor Area
 I - Indoor Area
 SP - Swimming Pool
 MC - Modified Correctives

S&E - Supplies and Equipment
 M&H - Medical and Health Service
 L&S - Locker and Showers
 O&A - Organization and Administration
 A - Athletics

SCHOOL E

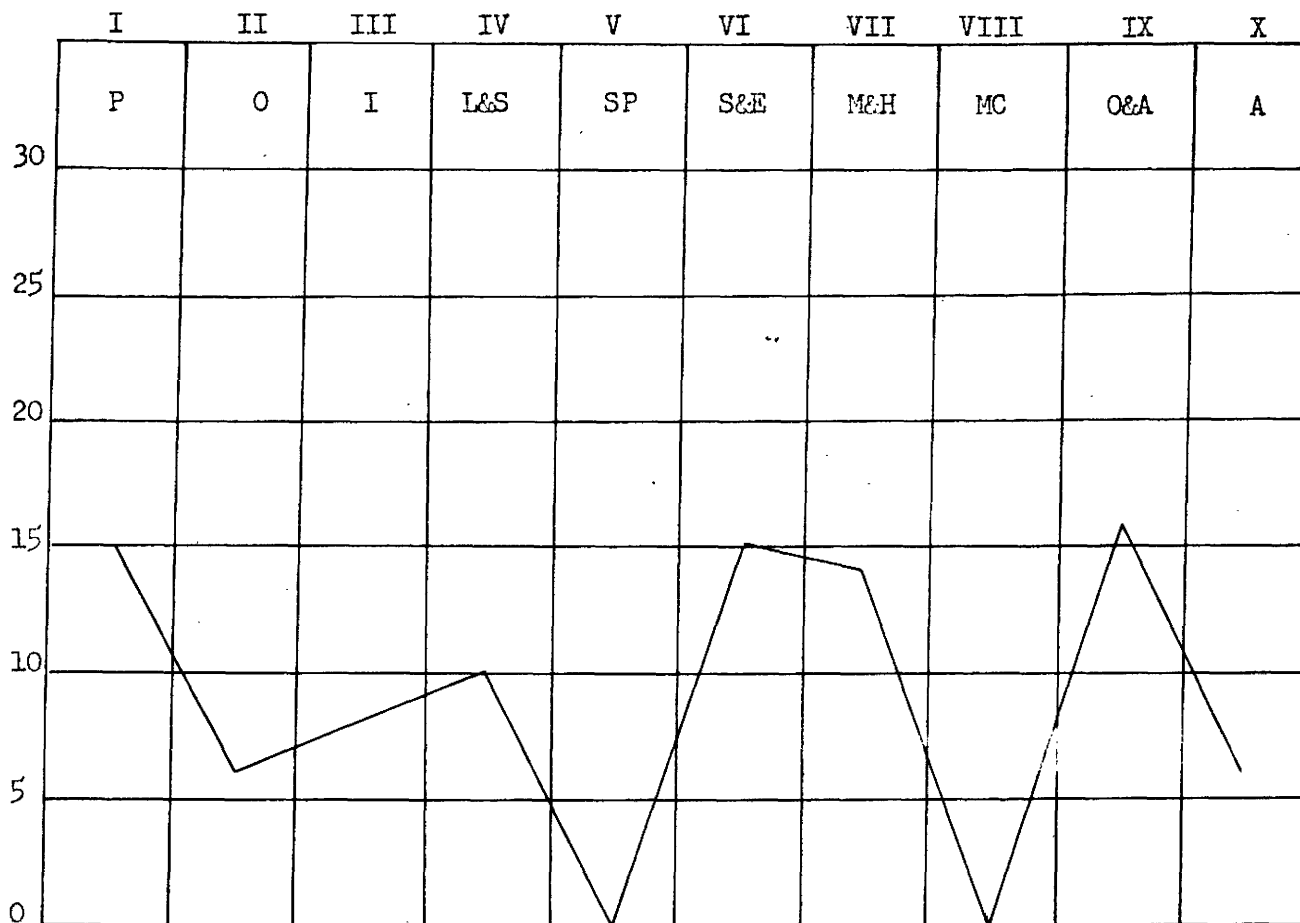


Figure 6. Profile chart indicating graphically the strong and weak points in the school's rating

P - Program
 O - Outdoor Area
 I - Indoor Area
 SP - Swimming Pool
 MC - Modified Correctives

S&E - Supplies and Equipment
 M&H - Medical and Health Service
 L&S - Locker and Showers
 O&A - Organization and Administration
 A - Athletics

SCHOOL F

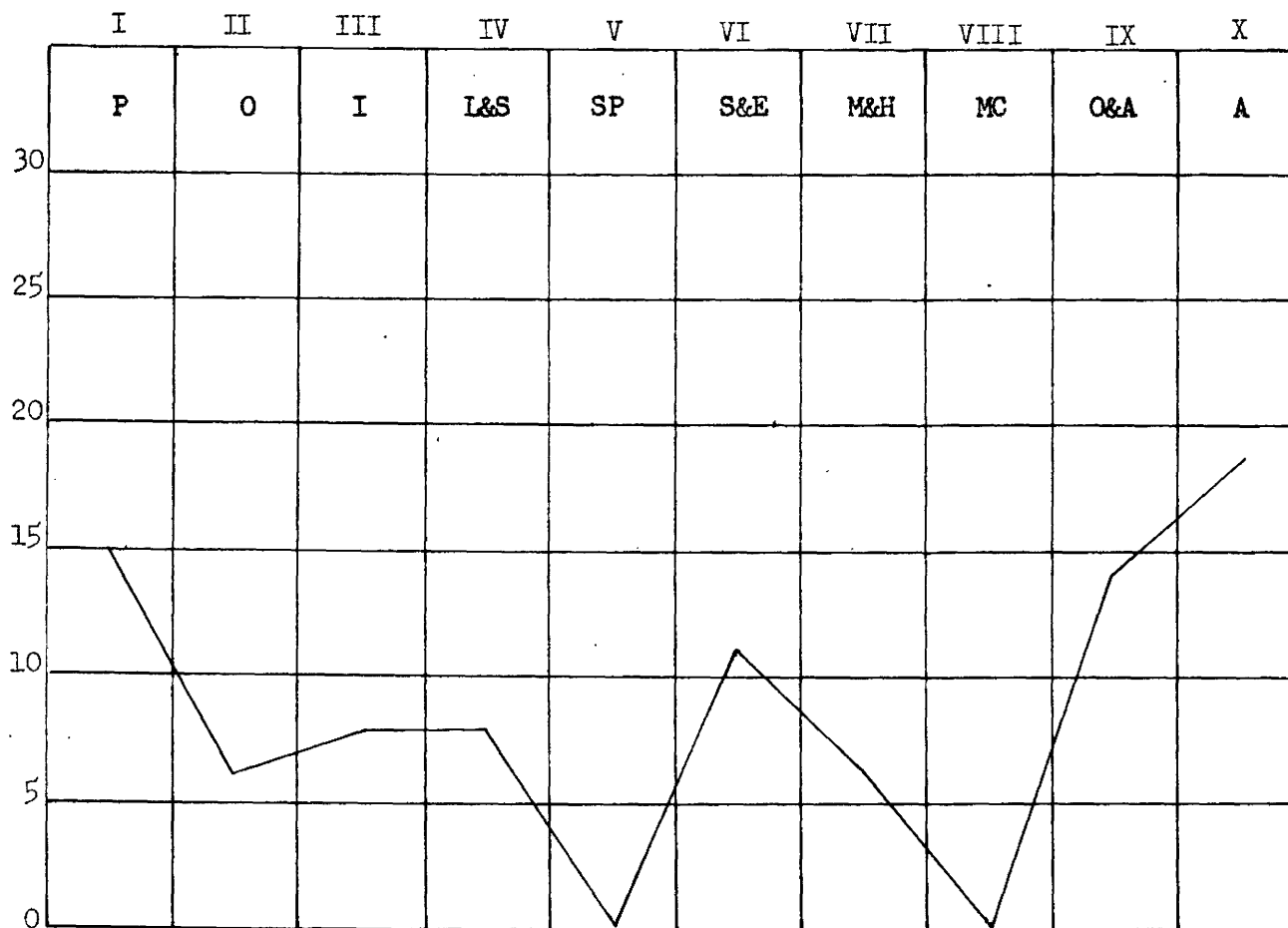


Figure 7. Profile chart indicating graphically the strong and weak points in the school's rating

P - Program
 O - Outdoor Area
 I - Indoor Area
 SP - Swimming Pool
 MC - Modified Correctives

S&E - Supplies and Equipment
 M&H - Medical and Health Service
 L&S - Locker and Shower
 O&A - Organization and Administration
 A - Athletics

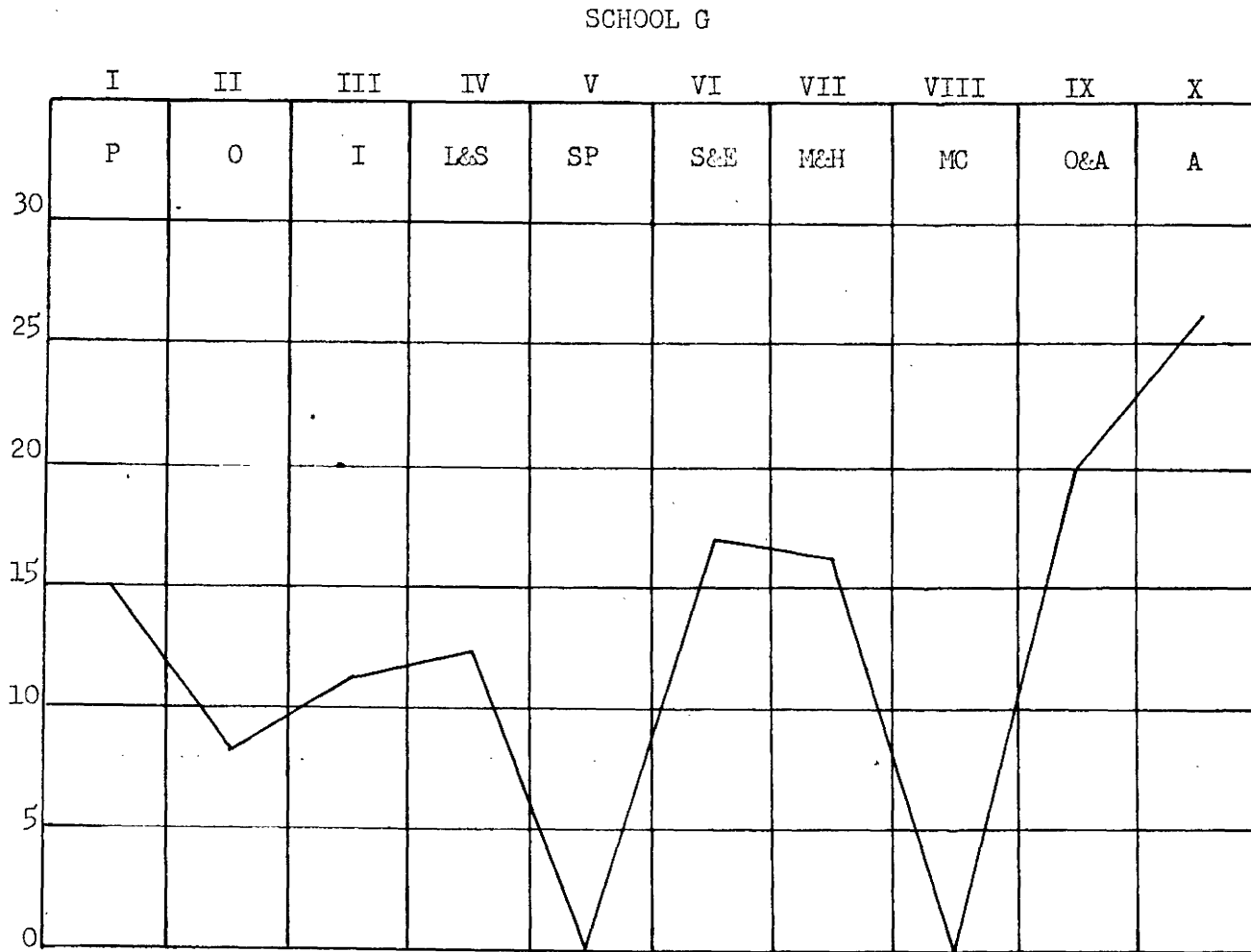


Figure 8. Profile chart indicating graphically the strong and weak points in the school's rating

P - Program
 O - Outdoor Area
 I - Indoor Area
 SP - Swimming Pool
 MC - Modified Correctives

S&E - Supplies and Equipment
 M&H - Medical and Health Service
 L&S - Locker and Showers
 O&A - Organization and Administration
 A - Athletics

ITEM ANALYSIS

The LaPorte Score Card is made up of ten areas and these areas are divided into ten items for a total of 100 items which could be scored from zero to three, depending upon how the school met the standards set up in the score card.

Through an analysis of these areas and items an attempt will be made to better understand in greater detail the status of the health and physical education program in the junior high schools being studied.

The individual items are presented in table 9. This table shows how each of the seven schools scored on each of the items. The table also shows the complete distribution of scores per item as well as the item average value for all the schools in the survey.

The five items which most frequently scored 3 were the following: (1) Item 1, in Area IX, Organization and Administration of Class Programs, in regard to all persons coaching teams or handling physical education classes or community recreation activities under school supervision are properly certified to teach in the state and have had extensive training and/or experience in physical education. All seven schools scored 3 in this item for the only perfect score made in the survey. (2) Items 7, 8, and 9 in Area X, Administration of Intramural and Interschool Athletics, with item 7 dealing with interschool athletics and item 8, Area IX, Organization and Administration of Class Programs dealing with students not being permitted to substitute clerical work, janitor work, towel dispensing, or piano playing, etc., in place of physical education class activity all scored 3 in six of the

seven schools. (3) Supplies and Equipment, Area VI, item 1, pertaining to adequate supply of balls (in good condition) and similar equipment is available for class instruction in all team activities offered and Program of Activities, Area I, item 3, daily participation in physical and/or health education class instruction periods of from 45 to 60 minutes is required of all students scored 3 in five of the seven schools.

(4) Area IX, Organization and Administration of Class Programs, item 1, pertaining to certification and experience of physical education instructors scored 3 in four of the seven schools. (5) Area I, Program of Activities, item 4, participation in intramural sports in addition to class instruction is available to all students; Area IX, item 9, Healthful Living (health education) is offered in weekly instruction periods each year in addition to health factors stressed in other departments; Area X, Administration of intramurals and Interschool Athletics, item 3, instruction, coaching, and officiation of athletics, is handled by men and the use of the athletic facilities is equitably divided between boys and girls, and item 9, interschool athletic policies are determined by the school administrators and physical education instructors or by regularly constituted school athletic leagues; and game officials are from experienced school people as far as possible, all these items scored 3 in three of the schools.

In the seven schools surveyed only one item made a perfect score and conversely only one item failed to score.

Very little effort is made to encourage faculty recreational activity and to improve the health status of the teachers.

It appears that an important factor determining whether an item scores high or low is the standard set by the state department of education regarding it. If high standards are set and enforced, the item

will score fairly high. If there are low standards that are loosely enforced, or if there are no standards regarding a particular item, the item will more than likely score rather low.

Table 9. Frequencies in which possible points were earned in survey by LaPorte Score Card, 1954

Area	Item	Composite score				Item average
		3	2	1	0	
I Program of Activities	1	0	2	5	0	1.28
	2	1	4	2	0	1.85
	3	5	2	0	0	2.71
	4	3	3	1	0	2.28
	5	0	4	3	0	1.57
	6	0	2	3	2	1.00
	7	1	4	2	0	1.85
	8	0	4	3	0	1.57
	9	0	6	1	0	1.85
	10	0	2	1	4	.71
					Average	<u>1.67</u>
II Outdoor Areas	1	1	3	3	0	1.75
	2	0	2	5	0	1.28
	3	0	1	4	2	1.86
	4	3	3	1	0	1.00
	5	1	2	2	2	1.28
	6	1	2	4	0	1.57
	7	0	1	6	0	1.14
	8	1	1	3	2	1.14
	9	0	0	2	5	.29
	10	0	0	1	6	.14
					Average	<u>1.04</u>
III Indoor Areas	1	0	4	3	0	1.57
	2	1	4	2	0	1.85
	3	1	3	2	1	1.57
	4	1	0	3	3	.86
	5	0	0	5	2	.71
	6	0	0	6	1	.86
	7	1	0	1	5	.14
	8	1	0	4	2	1.00
	9	0	2	5	0	1.28
	10	1	1	5	0	1.43
					Average	<u>1.13</u>

Table 9 (cont'd.)

Area	Item	Composite score				Item coverage
		3	2	1	0	
IV						
Locker and Showers	1	0	1	3	3	.71
	2	0	1	1	5	.43
	3	0	0	3	4	1.85
	4	1	4	2	0	1.57
	5	1	2	4	0	1.43
	6	1	1	5	0	1.00
	7	0	0	7	0	1.71
	8	0	5	2	0	1.71
	9	1	0	6	0	1.28
	10	1	3	3	0	1.71
Average						1.21
VI						
Supplies and Equipment	1	5	2	0	0	2.42
	2	0	5	1	1	1.57
	3	2	5	0	0	2.28
	4	0	1	6	0	1.14
	5	0	1	6	0	1.14
	6	0	0	7	0	1.00
	7	1	5	1	0	2.00
	8	0	0	5	2	.71
	9	2	3	2	0	2.00
	10	1	1	1	4	.86
Average						1.51
VII						
Medical Examination and Health Service	1	0	2	3	2	1.00
	2	0	2	4	1	1.14
	3	0	3	1	3	1.00
	4	2	2	3	0	1.85
	5	0	2	3	2	1.00
	6	0	1	4	2	.86
	7	1	0	4	2	1.00
	8	0	2	4	0	1.14
	9	0	0	2	5	.29
	10	1	0	6	0	1.28
Average						1.06

Table 9 (cont'd.)

Area	Item	Composite score				Item coverage	
		3	2	1	0		
IX							
Organization and Administration of Class Programs	1	4	2	1	0	2.14	
	2	1	0	6	0	1.28	
	3	1	2	4	0	1.57	
	4	0	1	6	0	1.14	
	5	0	0	7	0	1.00	
	6	0	2	5	0	1.28	
	7	0	2	5	0	1.28	
	8	6	0	1	0	2.71	
	9	3	3	0	1	2.14	
	10	1	0	6	1	1.28	
						Average	1.58
X							
Administration of Intramural and Interscholar Athletics	1	7	0	0	0	3.00	
	2	0	1	6	0	1.14	
	3	3	3	1	0	2.28	
	4	0	4	0	3	1.14	
	5	0	2	4	1	1.14	
	6	0	0	0	7	.00	
	7	6	1	0	0	2.71	
	8	6	0	0	1	2.57	
	9	6	0	0	1	2.57	
	10	3	3	1	0	2.42	
						Average	1.90

Program of activities

Daily participation in physical education and/or health education class instruction periods of from 45 to 60 minutes is required in all secondary schools in Utah. The standards set by the state course of study committee require daily period of directed health and physical education in grades 7, 8, and 9 and in two of the three years of senior high school. The plan suggested for the junior high schools is a daily physical education period during September, October, and November 15; then on alternate days with health from November 15 through December, January, February to the 15th of March; then a daily physical education period until the close of school in May or June. A course of study is furnished by the State Department of Public Instruction. Only three of the seven schools had these and in one case the principal had one in his files. The other three schools did not have access to a copy. The seven schools in this area had fair to good programs.

The maintenance and sanitation of the school buildings, grounds, and outdoor areas visited were found to be good in five cases, while two were only fair. However, all seven schools were making progress. The school administrators and others took pride in keeping the buildings and grounds clean. There is a program being carried on at the present time by the district to improve the grounds, remodel, and build new gymnasiums.

Outdoor area

Total available field and court playing space scored fair to good. There is plenty of space available but few are taking advantage of cleaning and restoring them to use. The instructors should take an active part in seeing that this is done. Some work is being done by the school district. Three of the schools are fenced off from the street, but no school is subfenced. However, the play areas of three schools

are situated where fencing is not required. A complete lack of trees and shrubbery is one glaring fault. The areas in general were surfaced, with jumping pits filled with loose dirt or sand.

It was noted that not one play area was lighted for night use for community recreation programs.

At least four schools were in the process of improving their grounds and will have excellent outdoor areas when improvements are finished. The community in which the schools are located seem to be interested in improving school areas in order to have adequate facilities for community use during the summer months.

Indoor areas

Each school visited had a gymnasium, but in no case was it at all adequate. Four schools had a good gym while the other three were fair to poor. The gymnasium, while inadequate, is kept in good condition. Special rooms for coeducational social activities were furnished whenever the school maintained one. In one school the room was well furnished and a special teacher was in charge. The lowest average score was item 7 in this division of the score card, A .14. Only one school had rest rooms for men and women. Faculty members are provided with adequate dressing rooms and showers. Items 5 and 6 were also without a school having a score more than one, which is only fair. These deal with rest rooms for boys and girls. The girls' rest rooms were fair with a cot, pads, and blankets available, but this was usually in the ratio of one cot per 45 girls enrolled.

The offices of the physical educators involved in this study were well supplied but poorly situated for supervision of locker and shower areas. All schools provided an office for the instructor. The inside facilities made available during bad weather were insufficient to handle

the peak load in all but one school visited. In three others, it would be crowded, and in the other three schools, impossible.

Locker and shower area

Showers in all cases were of the gang type. In all but two, they are inadequate. The drying room is small and extremely crowded. Items 2 and 3 scored lowest in this division. These items pertain to locks and locker facilities. The average points were .43 points per school in the total survey. Fixed benches were found in three schools, chairs in two, and loose benches in two. The showers varied in height from correct height to some over seven feet. Soap was not furnished and was available only when the students furnished it or obtained it elsewhere.

Swimming pool

As previously noted, no school had a swimming pool and none available for their use.

Supplies and equipment

All of the seven schools visited had adequate supplies to carry on team activities. However, only five schools had supplies and equipment adequate for the teaching of individual and dual sports activities. Item 1, which related to supplies for team sport activities, average 2.42 points per school visited. Item 8, adequate equipment clerks are provided at all activity hours to handle equipment and supplies, scored only .71 in all schools surveyed.

The physical education equipment found in all seven schools was in good to excellent condition and the instructors keep it in good playing condition by cleaning and repairing.

No school furnished gymnasium clothing to participate in without charge to students. All schools required students to change into

gymnasium clothing to participate in physical education activities. All students had to furnish their own uniforms and keep them clean.

Towels were furnished by the students and in all cases the laundering of the towels and uniforms was done at home by the students.

First aid supplies were found in varying amounts and conditions in the schools. All of the schools visited had first aid supplies available in the athletic office while in only four schools was it available at other stations.

None of the schools had full time equipment clerks. In three schools they used some form of volunteer help for equipment clerks during activity periods. In the other four schools all the equipment handling, checking, and dispensing was done by the instructor.

Musical accompaniment equipment varied but was available in every school visited by the author. This equipment varied from a single piano in three schools to phonographs, radios, and even a wire recording device in others.

Medical examination

The schools did not classify students by medical examinations. This item and item 9, a health examination, is made by the school physician of all teacher applicants, followed by a periodic examination every three years thereafter, and a careful inspection of all teachers returning to duty after illness of two weeks or more, scored lowest in this division. Not allowing non-medical teachers or school officers to diagnose or treat health disorders was maintained fairly well.

Three part-time physicians were found in the schools visited and three schools had access to company doctors maintained by the industry concerned with the people of the town. No comprehensive physical examinations were given on any of the school levels. No school required

a physical examination of students before allowing them to participate in physical education class activity. I found that in the majority of schools, some cases of students not participating because of the orders issued by a doctor but the responsibility rested with the parents and not the school. Students were not required to have a physical check-up after an illness, but if one was given by the child and came from a physician, it was honored in all cases and the student assigned to rest, restricted or individual activity, or excused from the required physical education activity and then allowed to return to class activity only upon presenting a release from the physician.

Modified program--correctives

There was no school carrying on any type of a corrective program. As a whole, the schools appear to be doing less in this area of the score than any other. They are not trying to do anything about a modified program, leaving this entirely up to the parents.

Organizations and administration of class programs

Items 1 and 8 in this score card division averaged 2.71 and 2.14. Item 1 applies to the coaches and physical educators being majors or minors in physical education. Item 8 refers to no student being allowed to substitute clerical work or the like for physical education class credit.

The lowest item was number 5. It pertains to instruction of classes for normal students limited in size for effective instruction purposes. Item 2 was also low. It pertains to the physical education group. Item 10, Assignment to Activity Classes, is based on age, physical condition, skill development, need, and interest and was not up to standard.

All the persons handling physical education classes and for coaching

athletic teams were certified and experienced in physical education. The physical educators with two exceptions were not members of any physical education professional group. A majority of this group do not read professional publications and those who do, confine it to coaching magazines.

Very little encouragement is given coeducational physical educational activities in the schools visited.

The classes for instructional purposes were large and class assignments for instructors ranged from five to seven hours.

Testing for a final grade in physical education was done in only three schools and then was not up to standard. The grades were in most cases based on a subjective estimate of the student's ability by the instructor. No physical fitness testing programs were found.

Clerical work, towel dispensing, piano playing, etc., are not allowed for credit in physical education by any of the schools visited. Assignment to physical education classes is by grade without regard to any other factor.

Athletics

This division scored the highest in all the schools surveyed. Item 1, both intramural and interschool sports program, are budgeted and financed from school funds. Ticket selling for contests, discouraged or prohibited, was the only item on the score card to receive a perfect score. All seven schools are governed the same in regard to interschool athletics. The lowest item score was item 6, pertaining to interschool competition for girls. The other low score in this division was items 2, 4, and 5, which pertain to classification of students for competitive purposes, well-organized sports (play) days staged periodically and noon-hour activities.

There was no school in this survey that charged admission to an athletic event except one tournament at the beginning of the season in basketball.

The schools playing football and/or basketball play within the number of games set in the LaPorte Score Card of seven football and 16 basketball games.

The physical instructors and administrators jointly decide upon the school's athletic policy. The schools travel by school buses to out-of-town contests. However, no school maintains a physician at all athletic contests.

The rank order of all the items in the score card that were scored are present in table IV. This table presents the last column of table 9. Average item scores, in rank order from high to low as scored in the survey during the 1953-1954 school year.

Table 10. Rank order of average LaPorte Score Card item scores received by seven junior high schools, 1954

Highest			High 20			Low 20			Lowest		
Area	Question	Rank	Area	Question	Rank	Area	Question	Rank	Area	Question	Rank
A	1	3.00	M&H	4	1.85	O	5	1.28	M&H	1	1.00
A	7	2.71	L&S	8	1.71	I	9	1.28	M&H	3	1.00
O&A	8	2.71	L&S	10	1.71	L&S	9	1.28	M&H	7	1.00
P	3	2.71	O	1	1.71	M&H	10	1.28	O	3	.86
A	8	2.57	O&A	3	1.57	O&A	4	1.14	I	4	.86
A	9	2.57	P	5	1.57	A	2	1.14	I	6	.86
A	10	2.42	P	8	1.57	A	4	1.14	S&E	10	.86
S&E	1	2.42	O	6	1.57	A	5	1.14	M&H	6	.86
S&E	3	2.28	I	1	1.57	O	7	1.14	L&S	1	.71
A	3	2.28	I	3	1.57	O	8	1.14	P	10	.71
P	4	2.28	L&S	5	1.57	S&E	4	1.14	I	5	.71
O&A	1	2.14	S&E	2	1.57	S&E	5	1.14	S&E	8	.71
O&A	10	2.14	I	10	1.43	M&H	2	1.14	L&S	2	.43
S&E	7	2.00	L&S	6	1.43	M&H	8	1.14	L&S	3	.43
S&E	9	2.00	O&A	2	1.28	O&A	5	1.00	O	9	.29
P	2	1.85	O&A	6	1.28	P	6	1.00	M&H	9	.29
P	7	1.85	O&A	7	1.28	O	4	1.00	O	10	.14
P	9	1.85	O&A	10	1.28	I	8	1.00	I	7	.14
I	2	1.85	P	1	1.28	L&S	7	1.00	A	6	.00
L&S	4	1.85	O	2	1.28	S&E	6	1.00			

P - Program
O - Outdoor Area
I - Indoor Area
A - Athletics

S&E - Supplies and Equipment
M&H - Medical Examination and Health Service
L&S - Locker and Showers
O&A - Organization and Administration

The range of the average item scores was 3.00 score points. The highest scoring item was item 1, Administration of Intramural and Interschool Athletics. The lowest item was item 7, which was in the Indoor Area division and had an average score of .14. Item 6, Area 10, scored .00 because there was no interschool competition for girls. The average score on all items was 1.11. If only eight areas are considered, eliminating Area 5, Swimming Pool, and Area 8, Modified Individual (Correctives), the average score was .1387.

No score card division or area has all of its ten items included in the 20 items scored most highly. The division most frequently having items included is Administration of Intramurals and Interschool Athletics, with six of its items. These include (1) intramural and interschool sports programs are budgeted and financed from school funds and ticket selling discouraged or prohibited, (2) restriction of interschool competition to local leagues with no overnight travel, (3) student eligibility standard for interschool competition and being restricted to one sport in a given semester, (4) interscholastic athletic policy determined by school instructors, (5) school officials provide necessary traffic and safety protection to and from and during interschool contests, (6) instruction, coaching, and officiation of athletics are handled by men.

Program has five items in the 20 highest. They are (1) daily participation in physical education and/or health education, (2) participation in intramural sports available to all students, (3) program on unit or block method, (4) provision is made for adequate maintenance and sanitation, (5) safety educational program maintained. Locker and Showers has one item, continuous supervision in locker rooms, and Indoor Area has one item, standards of gymnasium floor, in the highest items.

Next in order is supplies and equipment, with four items in the highest group of items. These include (1) adequate supplies for team games, (2) class supplies kept in good condition, (3) available first aid supplies, (4) the availability of musical equipment.

Organization and Administration had three items among the highest 20 items. These were 1, 8, and 10, which deal with personnel, student substituting clerical and other work for physical education activity, and assignments to activity classes.

As evidenced from the score card division analysis, all ten items on Swimming Pool and Modified-Individual (Correctives) failed to score because there was no school in the survey having a pool or access to one. Without exception, no school had any part of corrective program.

Five items on medical and health service fell in the lowest category. The items falling in this lowest group are concerned with (1) medical examinations for classifying students, (2) physical examinations on each school level, (3) assignment to rest periods, restricted or individual activity or excused from required normal physical education, (4) classification of students by age, height, and weight, (5) medical examination of teacher applicants.

Areas having no items that received a score in this lowest scoring group were Organization and Administration of Class Programs, Administration of Intramurals and Interschool Athletics.

Summary

Only three schools had the state course of study in physical education and no school had developed its own course of study.

The cleanliness and maintenance of the school buildings were good.

All but one of the schools taught health education to some degree.

All schools had outdoor play areas with plenty of room and with

needed improvements could have good outdoor facilities. Nearly all schools had some improvements in the process of completion while others were still in the planning stage. The playground surface, drainage, and firmness was fair or better. Very little was being done about lighting playground areas for community recreation usage.

The emergency rest rooms for boys and girls was found to be wanting. Each school had some type available for girls but very little for the boys.

The schools visited had supplies available for the teaching of team sports. In the case of individual and dual sports, most schools had supplies for the ones they taught but this part of the activity program was limited.

All schools required gymnasium suits for class participation. All schools had the students furnish their own uniforms.

No medical examination is required of teachers either upon obtaining a position or periodically thereafter.

All schools had some help from part-time, volunteer, or company physicians and one school had a school nurse. No school required a medical examination before allowing a student to participate in physical education class activity.

All schools visited had men with a major in physical education handling their program. However, the instructors in six schools do not belong to a professional group.

The grades given in physical education classes were based in most cases on the teacher's subjective judgment. No physical fitness programs were found.

The students are assigned to physical education classes according to grade only.

Students were not classified for competition by medical examination, age, height, and weight. No school had men handling women's athletic teams and/or physical education classes.

Athletics in all schools were handled the same and an excellent job of control was in evidence. All schools with teams in football and basketball did not play more than seven football and sixteen basketball games as recommended by the LaPorte Committee.

SUMMARY

Purpose

The purpose of the study was to determine the status of the health and physical education programs in the junior high schools of Utah, limited to the seven schools in southeastern Utah.

Need for the study

Frequent evaluation is good for any organization or institution if it is to know its strong points and weak points within its framework so that the strong points may be preserved and passed along to others and the weak points either be eliminated or systematically strengthened. Up to this time there has been very little done to evaluate the junior high schools of Utah in the area of health and physical education. The Utah State Department of Education needs to know the status of these schools so that foundation may be laid for a program of improvement; the schools need to know where they stand in relation to a good health and physical education program; and college teachers of health and physical education need to know the status of the situation for which they are training teachers so that students can best be trained to go out and improve the program.

Selection of the score card

Several types of instruments for measuring the status of the health and physical education program were considered. They included the possibility of the formulation of a questionnaire or a check list with subsequent validations. Several check lists and questionnaires previously used were considered as well as two score cards. The LaPorte Health and

Physical Education Score Card No. II was finally chosen for three reasons: first, it was economically feasible in terms of the time factor because it could be applied in a minimum of time; secondly, the card could be statistically treated if desired; and third, the card has face validity, because the approximately one hundred fifty people who took part in its formation are among the outstanding physical educators in the United States.

Procedures

A pilot study was conducted in four schools to establish objectivity and reliability in applying the score card and for the purpose of becoming familiar with the various aspects of it.

During the middle part of the school year 1953-1954, each of the schools was visited and the score card applied. The data thus obtained were processed and the findings written up during the spring of 1954.

The data used in this study were obtained through direct contact with the physical educators in the schools visited. The personal interview was used along with observation, making most of the data objective in nature. All seven instructors expressed the feeling that it was much better to have a personal interview instead of merely sending a lengthy questionnaire. It was easier to explain items not understood and to talk over different situations that came up during the interview.

The data for each school were scored and collected on an individual score card. Other forms were used to compile the information taken from the score card.

Presentation of the findings

The sections on "Score Card Data" and "Item Analysis" present an analysis of the score card data and of the program by the total scores. The total scores of seven junior high schools were considered.

The seven schools scored from 30 per cent to 49 per cent of the total score and from 32 per cent to 52 per cent when considering only eight of the ten areas of the score card. It would appear that these seven schools are on the average only 38 per cent effective in meeting the 100 standards held to be desirable by the 150 creators of the score card.

It would appear from these findings that the larger schools and larger communities have better offerings in the physical education **field** as evaluated in this study. This is certainly an argument in favor of consolidating our smaller schools. If the schools were consolidated into units that were large enough for a physical education supervisor, this picture of the status of these schools might be changed.

The section on "Score Card Data" of this study deals with an analysis of the score card data by area scores. The score card area scoring the highest average number of points was the division on Administration of Intramural and Interschool athletics. This area averaged 19 points per school visited. The two divisions scoring the least points or no points at all was Swimming Pool and Modified Correctives. The division scoring the fewest points of the divisions that received points in the survey was division 2, Outdoor Area, which scored only 9.8 out of thirty possible.

The score card items are analyzed in the section on "Item Analysis." The item scores ranged from 3.00 to .14 of the items scored. The highest average scoring items were Administration of Intramural and Interschool Athletics, items 1 and 7. Item 1 refers to both intramural and interschool sports programs. They are budgeted and financed from school funds, and ticket selling for contests is discouraged or prohibited. Item 7 refers to interschool competition for boys and is restricted

largely to local leagues--no overnight travel, no state championships, no post season games, not over seven football or sixteen basketball games a season. The lowest average score item was found in the Indoor division of the score card and deals with rest rooms, each for men and women faculty members. They should be provided with appropriate dressing rooms and showers.

Profile charts are made of each school program as recommended by the LaPorte Committee.

RECOMMENDATIONS

It is deemed advisable to make recommendations in different areas in relation to this survey. The recommendations which follow will be made in relation to (1) the LaPorte Score Card Number II, (2) the program of physical education found in the seven schools studied in this survey, (3) future studies with regard to junior high schools in Utah.

Recommendations which refer to the LaPorte Score Card Number II deal primarily with statement of the items and method of scoring particular items. It is recommended that item 6, in Locker and Showers Area, should be so stated that a value of one point can be given by scorer for presence of a small shower room. The schools scoring zero have no facilities, but those with facilities, however inadequate, should be given some form of recognition; also, that junior high school surveys should discount swimming pools and not be marked down if none is available. Item 3 in the Program division should be re-evaluated so that a program of three or four days per week would receive two points. No four-days-per-week programs were found in the survey.

The schools must place definite emphasis on an improved curriculum if physical education is to make a contribution to the health and education of the students. The program was composed almost entirely of team sports. Use of the state course of study published by the State Department of Public Instruction would improve the programs being taught.

Better emergency care, rooms, and equipment should be established. Medical examinations should be a definite requirement before a student

is permitted to compete in physical activity.

Although all the physical education instructors had a major in physical education, only two belonged to a professional group. Physical educators must become strong professionally if physical education is to survive.

If the national standards of the LaPorte Curriculum Committee are to be met in this area, close supervision on the state and district level must be maintained and improved.

An analysis should be made on each item scored in this study. There are items which can be improved upon immediately and some which could be improved in a reasonable length of time. Others should be considered in a long-range program which requires more time and funds. However, the physical educator and his immediate superior should take the lead and improve the program immediately where possible and start the ball rolling for improvements that will take time and money.

Future studies should include a complete survey of all the junior high schools in Utah as well as in other states. A comparison of programs is invaluable in itself. It is imperative that physical educators devote great effort in maintaining these standards and continue their efforts toward higher attainments in this field.

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APPENDIX

Health and Physical Education

Score Card No. II

For Junior and Senior High Schools
and
Four Year High Schools

For the Evaluation of
Health and Physical Education Programs
in the

School System

Superintendent.

School _____ City _____

Principal _____ Year _____

HEALTH AND PHYSICAL EDUCATION SCORE CARD

No. II—FOR SECONDARY SCHOOLS

Based on
NINETEEN YEARS OF RESEARCH
by
THE COMMITTEE ON CURRICULUM RESEARCH
of
THE COLLEGE PHYSICAL EDUCATION ASSOCIATION
Assisted by
Hundreds of Representative Physical Education Supervisors
Throughout the United States

Compiled by
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Professor of Physical Education
The University of Southern California
Chairman The Committee on Curriculum Research

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Los Angeles, 1947

HEALTH AND PHYSICAL EDUCATION SCORE CARDS

No. II—Secondary Schools*

INSTRUCTIONS FOR USE OF SCORE CARDS

Nature of the Card.

These cards are intended as measuring devices for purposes of evaluating the physical education program and the general health, recreation, and safety provisions of an entire school. The rating should be made by the school principal himself or by his official representative assisted by the physical education instructor. The purpose is to center attention upon the characteristics of a good program and to provide opportunity for a school to compare its offering somewhat objectively with these characteristics. The evaluation should serve to disclose significant weaknesses that are subject to improvement, rather than to present merely a critical rating of the school.

The Rating Standards.

The standards presented in these score cards are based on the fourteen-year intensive study by the Committee on Curriculum Research of the College Physical Education Association.¹ Preliminary score cards were formulated by the chairman from the committee findings, and submitted for critical evaluation to a selected jury of 150 leading state, city, and rural supervisors and administrators of physical education throughout the United States. Their varied criticisms served as the basis for reconstructing the cards in their present form.

In order to keep the standards as flexible as possible for adaptation to schools of all sizes, it was necessary to resort to subjective scoring for some items. It was also necessary in some cases, for the sake of brevity, to include a number of important characteristics under a single standard.

Scoring Procedure.

The rating standards are intended to represent a range from a fair-minimum program to a superior-ideal program: (For example, in the No. II Scorecard, 100=fair-minimum; 200=good-average;

*A similar card (No. 1), for Elementary Schools, is also available.

¹Detailed reports of this committee's research work have been published annually in the *Research Quarterly* of the American Physical Education Association. A condensed program, based on the first nine years of the study, was also published in a recent monograph entitled *The Physical Education Curriculum—A National Program* (April, 1937). Therein appear details of the recommended program, equipment facilities, and administrative standards. Copies of this monograph are available from the University Press, University of Southern California, Los Angeles. (Third edition, 1942, revised and enlarged, with section on Wartime Physical Fitness, \$1.00, postpaid.)

300=superior-ideal). If desired, the scores can be reduced to percentages, as indicated in the summary sections. In most cases a given item should range from one to three points if the program is at all acceptable. If it does not approximate even one point, however, the score should be listed as zero. Scores should represent the unprejudiced judgment of the rater in order to give a reasonably fair picture of the program.

Items have not been weighted relatively (except a few in the elementary card), because it is almost impossible to determine comparative values, where all factors are of great importance. Only the most significant characteristics of program content, facilities, or administrative procedures have been included in these standards, hence each one is of great importance.

It is recommended that raters skim through the score card to get a general picture of all its phases before starting the detailed rating.

PROFILE CHART

It is suggested that after all ratings have been completed the total score under each of the major divisions be inserted on the summary chart, page 5. These scores may then be spotted at the appropriate points under the several headings in the following profile chart. These points may then be connected by lines and the resulting profile will indicate graphically the strong and weak points in the institution's rating. Those items which appear below the average line obviously will be in greatest need of strengthening.

	I	II	III	IV	V	VI	VII	VIII	IX	X
	PROGRAM	OUTDOOR AREAS	INDOOR AREAS	LOCKER	SWIM. POOL	SUPPLIES	MEDICAL EXAMS.	MODIFIED ACTIVITY	ORIG. AND ADMIN.	ATHLETICS
30										
25										
20										
Average—15										
10										
5										
0										

HEALTH AND PHYSICAL EDUCATION SCORE CARD
No. II
FOR JUNIOR AND SENIOR HIGH SCHOOLS AND
FOUR-YEAR HIGH SCHOOLS

NAME OF SCHOOL.....ADDRESS.....
Jr., Sr., or 4-Yr. School.....Principal.....
Rating for school year.....Rated by.....Date.....
Number of students enrolled: boys.....girls.....

Score Card Summary	Possible Score	Actual Score*
I. Program of Activities.....	30	
II. Outdoor Areas	30	
III. Indoor Areas	30	
IV. Locker and Shower Areas.....	30	
V. Swimming Pool	30	
VI. Supplies and Equipment	30	
VII. Medical Examinations and Health Service.....	30	
VIII. Modified-Individual (Corrective) Activities.....	30	
IX. Organization and Administration of Class Programs	30	
X. Administration of Intramural and Interschool Athletics	30	
TOTAL POSSIBLE SCORE 300		Total Actual_____
Percentage Score (Actual ÷ 3) =		_____

I. Program of Activities

Possible Score = 30. Actual Score =

1. Content of core and elective programs is distributed over gymnastics, rhythms, aquatics, individual sports (including defense activities), and team sports. (Not less than 6% of time to each of the five types = 1; not less than 9% = 2; not less than 12% = 3)

Score_____

2. Program calls for systematic class instruction in activity fundamentals on the "block" or "unit of work" basis (continuous daily instruction in an activity for from three to six weeks).

(Definite, but unsystematic instruction = 1; systematic instruction in other than block program = 2; systematic block instruction = 3)

Score_____

*Each item is to be scored 1, 2, or 3, according to scales indicated in parentheses. In the subjective scores (fair, good, and excellent), raters should make unprejudiced evaluations. If conditions are approximate but not exact, give estimated equivalent score.

3. Daily participation in physical and/or health education class instruction periods of from 45 to 60 minutes is required of *all* students.
(Two days a week = 1; four days = 2; five days = 3)
Score_____
4. Participation in intramural sports in addition to class instruction is available for all students.
(Fair program = 1; good = 2; excellent = 3)
Score_____
5. Detailed yearly program (course of study, including special objectives) for each grade level is on file in Principal's Office and activity schedules are posted on gym office bulletin boards.
(Fair program = 1; good = 2; excellent = 3)
Score_____
6. A course of study committee (men and women) gives consideration at least annually to needed revisions in the program.
(Fairly active = 1; active = 2; very active = 3)
Score_____
7. Provision is made for adequate maintenance and sanitation of school grounds, plant, and classrooms.
(Fair = 1; good = 2; excellent = 3)
Score_____
8. A modern health instruction program is maintained under expert leadership in *physical education*, in *home economics*, or in *general science*, or is correlated through several departments.
(Separate course in one department = 1; fairly well correlated = 2; completely correlated, with co-ordinating director = 3)
Score_____
9. A comprehensive safety education program is maintained, emphasizing safety habits and practices, safety codes, and safety standards, in all departments.
(Fair program = 1; good = 2; excellent = 3)
Score_____
10. Definite efforts are made to encourage faculty recreational activity and to improve the health status of teachers.
(Fair results = 1; good = 2; excellent = 3)
Score_____

II. Outdoor Areas

Possible Score = 30. Actual Score =

1. Total available field and court playing space varies from two to ten or fifteen acres, according to size of school.

- (Minimum of two acres, and one additional acre for each added unit of five hundred students* (boys and girls) = 1; minimum of two acres, and one additional acre for each additional unit of four hundred students = 2; minimum of two acres, and one additional acre for each additional unit of three hundred students = 3)
Score_____
2. Sufficient playing fields are marked off and equipped (for multiple use in field hockey, field ball, soccer, softball, speedball, touch football, et cetera) to accommodate all outside peak load classes (both boys and girls).
(Fair facilities = 1; good facilities = 2; excellent facilities = 3)
Score_____
3. Court areas (for separate or multiple use in archery, badminton, handball, horseshoes, paddle tennis, tennis, et cetera) are marked off and equipped to accommodate both boys' and girls' classes in all court activities offered.
(Fair facilities = 1; good facilities = 2; excellent facilities = 3)
Score_____
4. Field and court areas are surfaced with materials that are nonabrasive, resilient, nonslippery, firm, and as nearly dustless as possible (hard packed dirt or clay, calcium chloride, good turf, et cetera); and have suitable slope for good drainage in rainy weather.
(Fair surface = 1; good = 2; excellent = 3)
Score_____
5. Jumping pits and field apparatus are protected by sawdust, sand, or dirt kept soft.
(Dirt kept soft = 1; sand = 2; sawdust = 3)
Score_____
6. Field, court, and diamond areas are kept clean and well marked; are without hazardous obstructions; and are laid out to provide maximum relief from sun glare.
(Fair condition = 1; good = 2; excellent = 3)
Score_____
7. Maintenance work on fields and courts is done by workmen other than instructors or students.
(Partly by others = 1; mostly = 2; entirely = 3)
Score_____
8. All play areas are fenced off from streets, with subdivision fences where necessary for safety and control.
(Partly fenced = 1; all fenced from street = 2; all fenced, with subdivisions = 3)
Score_____

*Explanation: Two acres for first 500 students; three acres for 1000, etc.

9. Play areas are bordered by attractive trees, shrubbery, and vines; and in warm climates are equipped with shaded tables and seats.
(Fair condition = 1; good = 2; excellent = 3)
Score _____
10. Play areas are lighted for night use for community recreation programs.
(Fair lighting = 1; good = 2; excellent = 3)
Score _____
- III. *Indoor Areas*
Possible Score = 30. Actual Score =
1. One or more gymnasium areas sufficient for boys' and girls' inside class activities (according to size of school) (for common use for apparatus, boxing, corrective, fencing, gymnastics, rhythms, tumbling, and wrestling) are available and are appropriately equipped, and properly heated, lighted, and ventilated.
(Standards approximately met = 1-2; fully met = 3)
Score _____
2. Gymnasium floors are of hardwood; lines are properly painted; walls are smooth and clear; painting is a light neutral color; radiators and drinking fountains are recessed; ceiling height is between eighteen and twenty-two feet.
(Standards approximately met = 2; entirely met = 3)
Score _____
3. Additional classrooms, appropriately equipped for theory instruction and health education classes, are provided in the building or conveniently adjacent.
(One room = 2; two or more rooms = 3)
Score _____
4. Special rooms for coeducational social activities are appropriately furnished.
(Classrooms or gymnasiums partly furnished = 1; well-furnished separate rooms = 3)
Score _____
5. A rest room for boys (equipped with cots, pads, blankets, and sheets), adequate to handle peak load use of building, is provided for use in injury or illness, or for rest periods.
(One cot for 100 boys in peak load = 1; 1 cot for 75 boys = 2; one cot for 50 boys = 3)
Score _____
6. A rest room for girls, with equipped cots adequate to handle peak load use of building, is provided for use in injury or illness, or for rest periods.
(One cot in peak load for 50 girls = 1; one cot for 30 girls = 2; one cot for 20 girls = 3)
Score _____

7. Rest rooms each for men and women faculty members are provided with appropriate dressing rooms and showers.
(Satisfactory facilities for women only = 2; for both men and women = 3)
Score _____
8. An equipment office is provided in both boys' and girls' locker rooms, properly arranged for issuing towels, suits, and supplies for both indoor and outdoor use.
(Satisfactory office for one only (boys or girls) = 1-2; satisfactory for both = 3)
Score _____
9. Properly equipped instructors' offices (separate for men and women), with suitable facilities for medical examinations, are available, in good locations for adequate supervision of student activities.
(Well-equipped offices, but poorly located for supervision = 1; well-equipped, with good supervision of one major activity area = 2; well-equipped, with supervision of two or more major activity areas = 3)
Score _____
10. The combined inside facilities (including classrooms, gymnasiums, and special rooms) are adequate to handle all classes (boys and girls), inside, during bad weather.
(Approximately = 1-2; entirely = 3)
Score _____
- IV. *Locker and Shower Areas*
Possible Score = 30. Actual Score =
1. Locker rooms (sunny and well ventilated) provide free floor space, exclusive of lockers, adequate to care for peak load of use. (Peak load equals largest number of students dressing in any one class period.)
(Eight sq. ft. per pupil = 1; ten sq. ft. = 2; twelve sq. ft. = 3)
Score _____
2. Individual locker facilities are provided for all students.
(Box lockers or narrow vertical lockers = 1; combination box and dressing lockers = 2; half length, standard size lockers, or self-service basket system, combined with full-length dressing lockers for peak load = 3)
Score _____
3. Adequate lock protection is provided for lockers or baskets.
(Key locks = 1; permanent combination locks = 2; high-grade combination padlocks = 3)
Score _____

4. Continuous supervision by either equipment clerks or instructors is provided for locker areas while in use by students.
Fair supervision = 1; good = 2; excellent = 3)
Score_____
5. Boys' dressing areas are of the open aisle type, with fixed benches in the aisles; girls' areas offer choice of closed booth or open aisle.
(Standards approximately met = 2; fully met = 3)
Score_____
6. Boys' shower rooms are of the "gang" type, with adequate drying room capacity; girls' areas offer choice of "gang" type or closed booth type.
(Standards approximately met = 2; fully met = 3)
Score_____
7. Shower rooms provide eight to twelve square feet of floor area per shower head, and sufficient showers to take care of peak load adequately.
(Seven students per shower at peak load = 1; six per shower = 2; five per shower = 3)
Score_____
8. Hot water is thermostatically controlled to prevent scalding; shower heads are at neck height; liquid soap dispensers are provided in all shower areas.
(Standards approximately met = 2; fully met = 3)
Score_____
9. Adequate toilet facilities are available in separate areas immediately adjoining locker and shower rooms (accessible directly to playground); and contain adequate bowls, urinals, washbasins (conforming to established standards for the peak load); hot and cold water, liquid soap dispensers, drinking fountains, mirrors, waste-baskets, and paper towels or drying machines.
(Fair facilities = 1; good = 2; excellent = 3)
Score_____
10. Floors are washed daily with antiseptic solution; and antiseptic footbaths are provided for optional use, to aid in control of foot ringworm.
(Standards approximately met = 2; fully met = 3)
Score_____

V. *Swimming Pool* Possible Score = 30. Actual Score = _____

1. Adequate swimming facilities are available for all students (both boys and girls).
[Off-campus facilities, closely adjoining = 1; small pool (less than 1250 sq. ft.) on school grounds = 2; large pool (over 1250 sq. ft.) on school grounds = 3]
Score_____

2. *Pool construction provides proper acoustics; suitable scum gutters; nonslip decks; white tile or other light finish on sides and bottom; underwater lighting if pool is used at night; bottom of pool clearly visible at all times of operation.
(Standards approximately met = 1-2; fully met = 3)
Score_____
3. Pool is equipped with adequate machinery for heating, filtering, and sterilizing water, and for maintaining it in conformity with established health standards.
(Fair equipment = 1; good = 2; excellent = 3)
Score_____
4. Standard tests are made daily for air temperature, water temperature, water acidity, and residual chlorine content and, at least weekly, for bacterial content of water.
(Score = 3)
Score_____
5. Pool is equipped with standard safety devices and is protected by control doors which are kept locked at all times except when life guard or instructor is on duty.
(Score = 3)
Score_____
6. Swimmers are required to enter pool through a water foot bath, opening from the shower rooms; to visit toilet and take supervised soap shower baths before entering; and are not permitted in pool with colds or skin infections.
(Standards approximately met = 2; fully met = 3)
Score_____
7. Spectators in street shoes are not permitted on pool decks but are provided with appropriate gallery space.
(Score = 3)
Score_____
8. Use of pool facilities is distributed equally between men and women students.
(Single pool, time divided = 2; separate pools = 3)
Score_____
9. All life guards and swimming instructors are required to hold the Senior Red Cross Life Saving Certificate or the Examiner's Certificate.
(Score = 3)
10. Pool is available for community recreational use when not required for school purposes, particularly during summer months.
(Score = 3)
Score_____

Note: Schools without campus pools or adjacent facilities, if they conduct and stress swimming campaigns, may score up to maximum of 15 points for swimming pool, as follows: (annual "learn to swim" campaign, in cooperation with Red Cross or other agency, reaching successfully 25% of student body = 5; campaign reaching 50% of student body = 10; campaign reaching 75% of student body = 15)

Score_____

VI. *Supplies and Equipment*

Possible Score = 30. Actual Score =

1. Adequate supply of balls (in good condition) and similar equipment is available for class instruction in all team activities offered.
(One ball, or other item, for every ten members of average size class = 1; one for every eight members = 2; one for every six members = 3)

Score_____

2. Class sets of supplies for individual or dual sports are provided for class instruction in all activities offered (archery, badminton, handball, golf, horseshoes, table tennis, squash, tennis, et cetera).
(Individual supplies for each member of average size class = 2; for each member of peak load class = 3)

Score_____

3. All class supplies are kept repaired and in good condition (balls clean and well inflated, bats taped) both for efficiency and safety.
(Fair condition = 1; good = 2; excellent = 3)

Score_____

4. All students wear appropriate uniforms in activity classes.
(Uniform furnished by themselves = 1; provided by school, and fee charged = 2; provided by school, without charge = 3)

Score_____

5. Towels and swimming suits or trunks (where needed) are made available.
(Furnished by student = 1; by school with fee = 2; by school without charge = 3)

Score_____

6. Swimming suits and towels are laundered daily, and uniforms weekly.
(By student at home = 1; by school, with fee = 2; by school, without charge = 3)

Score_____

7. Adequate first aid supplies are available at all times in a first aid room, or in instructors' offices and equipment offices.

(Fair supplies = 1; good = 2; excellent = 3)

Score_____

8. Adequate equipment clerks (other than instructors) are provided at all activity hours to handle equipment and supplies (including towel dispensing).

[Volunteer student help (not for phys. ed. credit) = 1; paid student help = 2; full-time equipment clerk = 3]

Score_____

9. Piano and pianist, or phonograph, and other necessary musical accompaniment equipment are furnished for dancing classes.

(Fair equipment and service = 1; good = 2; excellent = 3)

Score_____

10. Activity supplies are available for community recreation use outside of school hours.

(Score = 3)

Score_____

VII. *Medical Examinations and Health Service*

Possible Score = 30. Actual Score =

1. Medical examining, advisory, and emergency service is provided by school physicians with co-operative arrangements for handling handicapped and problem cases in school or public clinics or by private medical practitioners.

[Adequate volunteer service by community physicians = 2; part-time paid school physician, or (in schools of 2,000 or more) one or more full-time physicians = 3]

Score_____

2. Trained school nurse service is provided for both school and home visitation purposes, by either part-time or full-time nurses according to size of school.

(Fair service = 1; good service = 2; excellent service = 3)

Score_____

3. A comprehensive examination by the school physician (assisted by physical education instructors) is required of every student at least once in each school level (example, junior high); and includes at least a careful check for orthopedic and postural defects, vision, hearing, nose, mouth, throat, teeth, heart, lungs, nutrition, skin, nervous condition, and possible hernia.

(Once in school level = 2; two or more times in school level = 3)

Score_____

4. No student is permitted to participate in strenuous class or athletic activity without a satisfactory medical examination.
(Score = 3) Score_____
5. A permanent, continuous, progressive health record is maintained and passed on for each child and is used as a basis for advice and follow-up health service.
(Fair = 1; good = 2; excellent = 3) Score_____
6. On basis of medical examination children are classified into three divisions, or equivalent: A, average normal for unlimited participation; B, subnormal, with temporary or permanent limitation to restricted activity; C, offered individual or corrective treatment, supplementing normal program.
(Fair = 1; good = 2; excellent = 3) Score_____
7. Assignment to rest, restricted, or individual activity, or excuse from required normal physical education activity (for other than temporary illness) is approved by the school physician, in consultation with the physical education department head.
(Score = 3) Score_____
8. Students returning after influenza or other serious illness are inspected by the school physician or nurse and assigned to a modified program until their condition justifies resumption of normal activity; students sent home in case of illness or accident are accompanied by an adult.
(Standards approximately met = 1-2; fully met = 3) Score_____
9. A health examination is made by the school physician of all teacher applicants; followed by a periodic examination every three years thereafter; and a careful inspection of all teachers returning to duty after illness of two weeks or more.
(Standards approximately met = 1-2; fully met = 3) Score_____
10. Nonmedical teachers or school officers are never permitted to diagnose or treat health disorders; but a close co-operation is maintained between physical education teachers and the school physician.
(Score = 3) Score_____

VIII. *Modified-Individual (Corrective) Activities*

Possible Score = 30. Actual Score =

1. Adequate modified and individual activity classes, with limited enrollment, are provided for students incapacitated for normal participation or needing special postural or orthopedic correction (classes B and C).
(Maximum of 30 students per instructor = 1; 25 students per instructor = 2; 20 students per instructor = 3) Score_____
2. All modified and individual activity cases are properly classified and grouped within classes for effective instruction and guidance, according to their condition.
(Fair = 1; good = 2; excellent = 3) Score_____
3. Extreme types of restricted cases are assigned to periodic rest periods, in addition to the modified activity, with appropriate reductions in academic program, where needed.
(Fair = 1; good = 2; excellent = 3) Score_____
4. Adequate facilities are provided for suitable games for modified cases (table tennis, deck tennis, horseshoes, croquet, archery, shuffle board, et cetera).
(Fair facilities = 1; good = 2; excellent = 3) Score_____
5. Adequate facilities for handling individual activity cases are available either within the school or in a central corrective center, accessible to several schools (or the equivalent).
(Fair facilities = 1; good = 2; excellent = 3) Score_____
6. All teachers assigned to handle individual activity (corrective) classes have had technical training in corrective and therapeutic work.
(Fair training = 1; good = 2; excellent = 3) Score_____
7. In individual activity instruction, emphasis is placed upon practicing the directed exercises at home, frequently, with the co-operation of parents; and upon maintaining good postural alignments at all times.
(Fair = 1; good = 2; excellent = 3) Score_____
8. All individual activity cases are encouraged to participate also in modified class activities for which they are fitted, and are returned to normal activity as soon as their condition permits.
(Fair = 1; good = 2; excellent = 3) Score_____

9. Wherever possible, interesting activities of the sports, gymnastic, aquatic, or rhythmical types are used in place of corrective drills, to secure postural and corrective results.
(Fair results = 1; good = 2; excellent = 3)

Score_____

10. Normal students, who are temporarily incapacitated for strenuous activity because of accident, operation, or serious illness, are assigned to modified activity, under supervision (either in their regular period or in a special class), until school physician or nurse approves their return to regular class work.
(Score = 3)

Score_____

IX. *Organization and Administration of Class Programs*

Possible Score = 30. Actual Score =

1. All persons coaching teams, or handling physical education classes, or community recreation activities under school supervision are properly certified to teach in the state and have had extensive training and/or experience in physical education.
(All certified and experienced = 2; all with a major or minor = 3)

Score_____

2. Teachers are active in professional organizations such as the American Association for Health, Physical Education, and Recreation, attend professional meetings, subscribe to professional magazines, and maintain a good supply of late professional books in library.
(Fairly active = 1; active = 2; very active = 3)

Score_____

3. Instructors stress co-ordinated teaching; combining with performance fundamentals, the necessary rules, team strategy, social and ethical standards, health and safety factors; and attempt to adapt program to outside recreational needs and interests.
(Fair = 1; good = 2; excellent = 3)

Score_____

4. Frequent opportunity is provided for coeducational activity, either in class instruction or in recreational participation.
(Mild encouragement = 1; coeducational intramural sports = 2; coeducational elective class instruction = 3)

Score_____

5. Instructional classes for normal students are limited in size for effective instruction purposes.
(Maximum of 48 students per instructor = 1; 42 students per instructor = 2; 36 students per instructor = 3)

Score_____

6. Teacher class assignments (including afterschool responsibilities such as team coaching and playground direction) are sufficiently limited for adequate instruction.
(Maximum load, seven clock hours per day = 1; six clock hours per day = 2; five clock hours per day = 3)

Score_____

7. Testing for final grade in activity classes is distributed over (1) performance skills, (2) knowledge of rules and strategy, (3) social attitudes (citizenship), (4) posture and bearing (or equivalent), and possibly (5) health practices and (6) regularity of attendance.
(Fair tests = 1; good = 2; excellent = 3)

Score_____

8. Students are not permitted to substitute clerical work, janitor work, towel dispensing, or piano playing, et cetera, in place of physical education class activity.
(Score = 3)

Score_____

9. Healthful living (health education instruction) is offered in weekly instruction periods each year in addition to health factors stressed in other departments; classes meet in quiet, comfortable classrooms, not in locker rooms or on bleachers.
(One class period a week = 2; two or more class periods a week on alternating terms = 3)

Score_____

10. Assignment to activity classes is based on age, physical condition, skill development, need, and interest.
(Assigned at random according to free period = 0; by grades = 1; by medical diagnosis and grade = 2; by medical diagnosis, degree of development and skill, need and interest = 3)

Score_____

X. *Administration of Intramural and Interschool Athletics**

Possible Score = 30. Actual Score =

1. Both intramural and interschool sports programs (for boys and girls) are budgeted and financed from school

*NOTE: Schools that do not sponsor interschool athletics should double the score on items 1-5, and leave out items 6-10.

funds; and ticket selling for contests is discouraged or prohibited.

(Partly financed, and sale discouraged = 1; fully financed, and sale to students prohibited = 2; fully financed, and public admitted free to contests = 3)

Score _____

2. Students are classified for competitive purposes on basis of three-point classification plan (or equivalent) in addition to medical examination, in order to reduce hazards and to minimize inequalities between opponents. (Fair classification = 1; good = 2; excellent = 3)
Score _____
3. Instruction, coaching, and officiating of athletics is handled by women instructors for girls, and by men instructors for boys, with close co-operation between the two in coeducational activities and joint sports days; use of athletic facilities is equitably divided between boys and girls. (Standards approximately met = 2; fully met = 3)
Score _____
4. Well-organized sports (play) days are staged periodically under trained and experienced leadership with major emphasis on carry-over types of sports. (Sports days for girls and boys separately = 2; both separate and joint sports days for boys and girls = 3)
Score _____
5. Noon-hour activities (where time is available beyond adequate period for unhurried eating) are carefully supervised and limited to modified sports of physiologically defensible types. (Fair organization and supervision = 1; good = 2; excellent = 3)
(If no time available, score = 1)
Score _____
6. Interschool competition for girls (when conducted) is under strict supervision and control of well-trained women instructors; is conducted according to girls' rules; and is limited chiefly to interschool sports (play) days. (Standards approximately met = 2; fully met = 3)
Score _____
7. Interschool competition for boys is restricted largely to local leagues; without overnight travel; no state (or larger) championships; no postseason games; not over seven games in football season; not over sixteen games in basketball season; other sports with appropriate

limits; and with from two to three weeks of preliminary practice preceding first contest.

(Standards approximately met = 2; fully met = 3)

Score _____

8. Students are eligible for interschool competition only between fourteenth and nineteenth birthdays; for not more than four years in any one sport; and for not more than one major sport in a given semester or term. (Standards approximately met = 2; fully met = 3)
Score _____
9. Interscholastic athletic policies are determined by school administrators and physical education instructors or by regularly constituted school athletic leagues; and game officials are selected from experienced school people as far as possible. (Mostly = 2; entirely = 3)
Score _____
10. School officials provide necessary traffic and safety protection to and from and during interschool contests; and maintain school physician in attendance at all major athletic contests. (Standards approximately met = 2; fully met = 3)
Score _____