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EVALUATION OF MALE PHYSICAL EDUCATION PROGRAMS IN SELECTED  
SECONDARY SCHOOLS OF UTAH AS DETERMINED BY THE  
STANDARDS OF THE UTAH STATE COURSE OF STUDY

by

F. Dale Robbins

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

of

MASTER OF SCIENCE

in

Physical Education

UTAH STATE AGRICULTURAL COLLEGE  
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1953

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F. Dale Robbins

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## INTRODUCTION

Physical education has made unusually rapid progress during the past 50 years. Emphasis has deviated from absolute academic objectives to those permitting a well rounded educational program including the physical aspect. Physical education has been influenced by educational, spiritual, political, and social conditions.

As a result of these influences, the necessity of developing the physical has assumed major proportions. There is now a greater demand for physical education than ever before in the history of our country. For the welfare of not only the individual, but also to the state and nation, it is essential that an extremely high degree of physical fitness be maintained.

Present day social and economic trends point to increasing leisure time. Physical education and activity can provide a wholesome, enjoyable release from the more serious problems of life during leisure time activity.

In the role of prevention, physical education can reduce the state and individual financial burden and untold human suffering through the prevention of physical and mental conflicts. Physical education can serve as a medium for the prevention of crime and juvenile delinquency.

As a result of the above mentioned conditions, it is the duty and purpose of our schools and physical education

departments to meet this challenge and prepare students of today, citizens and students of the future, to enjoy leisure time activity; to enrich social understanding through activity; to help develop means of physical and mental relaxation; and to provide healthful exercise.

The first Utah Physical Education Association was formed in 1908. This association became an affiliate of the American Physical Education Association and remained as such for about 15 years before dissolving because of the lack of interest (7).

The next effort towards physical education progress was in 1918, when the State Department of Public Instruction set up a suggested course of study to be used as a guide for teachers in physical education.

In 1935 the Division of Health, Physical Education, and Recreation was set up as a part of the Department of Public Instruction. A course of study for 12 grades was initiated, with the Utah Health and Physical Education Association and the Division of Health, Physical Education, and Recreation of the State Department of Public Instruction cooperating (7).

In 1935 the State Department of Public Instruction appointed a state course of study committee to outline a course of study in physical education for the secondary schools of Utah.

In 1945 a revision committee was appointed, who with assistance of the textbook commission was to revise the state course of study, if necessary, every three years.



The course of study was sent to superintendents, principals, and directors of physical education to be used as a guide in organizing, administering, and developing a desirable physical education program.

#### Statement of the problem

In 1918 the State of Utah set up a suggested course of study to be used as a guide for teachers. The State Course of Study of physical education for boys in secondary schools is revised every 3 years as required by the State Course of Study Committee and Textbook Commission.

The purpose of this study is to determine the use being made of the Utah State Course of Study in planning, formulating, and directing a program in physical education in selected Utah high schools; to determine what standards are being used in the Utah State Course of Study of physical education for boys in secondary schools; and the extent of use of these standards. The standards suggested by the Utah State Course of Study and evaluated for boys in secondary schools are: (1) enrollment of pupils, (2) time allotment, (3) credit, (4) marking, (5) costume, (6) showers, (7) swimming pool, (8) facilities, (9) teachers or instructors, (10) intramural athletics, (11) interscholastic athletics.

This study will be conducted for the period of 1952-1953.

It is the opinion of this writer that the Utah State Course of Study has not been used extensively in formulating physical education programs for secondary schools. The

course of study is important, should be recognized, and can be used to an advantage in improving physical education programs in the State of Utah.

This study will deal only with the boys' physical education program in selected secondary schools of Utah.

## REVIEW OF LITERATURE

As far as can be determined, there have been no previous studies completed on the Utah State Course of Study.

The literature concerning the standards of the Utah State Course of Study for boys is limited and confined to the publications of the State Department of Public Instruction.

The standards of the Utah State Course of Study in physical education are: (1) enrollment of pupils, (2) time allotment, (3) credit, (4) marking, (5) costume, (6) showers, (7) swimming pool, (8) facilities, (9) teachers or instructors, (10) intramural athletics, and (11) interscholastic athletics.

Many different authors, personnel in the field of physical education, and state courses of study have been consulted in an effort to secure the latest and most effective developments in the above mentioned standards.

Enrollment of pupils

The Utah State Course of Study (25) states:

All pupils in the school should be enrolled in physical education classes. Pupils who are physically handicapped should not be excused from physical education, but should be given modified activity adapted to their needs. During periods of illness or convalescence, pupils should be assigned to rest or modified activity.

Physical education in some instances has been looked upon as an insignificant fad. Frequently it has not been considered a part of the basic program of education. The present trend and ever growing tendency is to place physical education as one of the important subjects in the curriculum for all students, both the physically fit and physically handicapped. Many states require by law that physical education be listed as a required subject instead of an elective in the curriculum.

The New York State Course of Study (24) reports the following:

A program of health and physical education shall be provided for all pupils under the jurisdiction of the State Education Department. This program shall include (a) health protection, (b) health teaching, (c) physical education.

The health and physical education law of the State of Illinois provided an act by which physical education and health would be required in public schools and teachers' colleges. This law in Nash, Moench, and Saurborn (17) reads as follows:

Section 2. All pupils enrolled in the public schools and teachers' colleges shall, as soon as practical, be required to engage daily, during the school day in courses of physical education for instructional periods, exclusive of recess and lunch periods and equal in length to the regular periods of the school day; or, where local conditions make it advisable, by a program of a total of two hundred (200) minutes weekly distributed over a period of three or more days.

The Superintendent of Public Instruction shall prepare and make available courses of instruction in physical education that may be used as guides for the various grades and types of schools, in order to make effective the purposes set forth in this section, and the requirements provided in Section 2; and further,

it shall be the duty of such superintendent to see that the general provisions and intent of this act are enforced.

The state code authorizing physical education in the State of California (17) states:

Attention shall be given to such physical exercises for the pupils as may be conducive to health and vigor of body, as well as mind, and to the ventilation and temperatures of school rooms.

The Department of Education shall:

(a) Adopt such rules and regulations as it deems necessary and proper to secure the establishment of courses in physical education in the elementary and secondary schools.

(b) Compile or cause to be compiled and printed a manual in physical education for distribution to teachers in the public schools of the state.

It is essential that physical education be broad; that it be extended to all phases of the school and students regardless of limitations or handicaps. It is necessary that modified activity be provided for the less fortunate and those who possess physical as well as mental limitations.

Parker (19) writes the following concerning education of exceptional children:

The Illinois plan for the education of exceptional children has been developed over a period of thirty years and in the last four years has had an amazing progress.

. . . the plan to date provides for the care and education of three general types of students: (1) the educable mentally retarded, (2) the socially maladjusted who are delinquent, and (3) the physically handicapped including the orthopedic and cardiac cases, those with impaired hearing and vision, epileptic, and all other handicapping conditions due to physical condition. A special educational program is now available for all children who cannot benefit from the usual school situation.

#### Time allotment

The time allocated to physical education is dependent upon the school curriculum, the number and length of periods,

and the amount of emphasis placed upon physical education. Many states have made provision by law requiring a minimum time allotment for the students at different grade levels. The present trend is putting physical education on the same basis as all other regular school subjects. It is essential to have adequate time for dressing, instruction, activity, and showering combined in one period if possible.

The Utah State Course of Study (25) lists the following requirements to be complied with in organizing the physical education program for boys in the secondary schools of Utah:

There should be a daily period of directed health and physical education for all pupils in the seventh, eighth, and ninth grades and in two of the three years of senior high school. The periods may vary from forty to sixty minutes in length.

Nash, Moench, and Saurborn (17) say that two factors should be considered in time allotment: frequency, as meaning the number of physical education periods each week; and the duration, referring to length of the periods in minutes. It is suggested by the above mentioned authors that in secondary schools students should have a minimum of a daily period in physical education. The length of the period preferably should be one full hour. The shorter the time below the minimum hourly period the less effective we find the program. Adequate class preparation, showering, and dressing will take 12-15 minutes, leaving approximately 45 minutes for physical activity. This is considered an adequate functional time unit for regular class instruction. Some authorities suggest double class periods scheduled

less frequently is desirable because more activity time is provided proportionately for every class scheduled.

In the secondary schools, a minimum of five clock hours (300 minutes) a week of directed physical education activity shall be provided; at least two school periods as may be essential to meet individual pupil needs in a satisfactory manner must be devoted to purposeful instruction in a variety of activities; the remainder of time necessary to meet the five clock hour minimum requirement shall be devoted to the laboratory aspects of instruction as exemplified in athletic games and sports and other physical education activities (17).

The New York State Course of Study (24) suggests in secondary schools a minimum of five clock hours of directed physical education activity should be provided. Additional school periods as may be required to comply with individual needs should also be provided for the students.

Miller (15) writes in reference to the time provided for physical education:

Our schools should sponsor a daily physical activity program over the entire school life of students. There should be a minimum of a daily one-hour period definitely scheduled and properly supervised.

Several factors point to this minimum time requirement of one hour daily for secondary school boys. The secondary school age is the period of maximum growth and development. Not only preparation for the future but also adjustment to the demands for today are feasible and absolutely necessary.

Physical education has and is growing from one or two required periods a week to one hour daily for students. On the secondary level the ninth and tenth grades are almost universal in requiring a daily period of physical education. The eleventh and twelfth grades, however, still do not require the teaching of physical education in a majority of secondary schools.

Credit

For many years a common policy among educators and educational institutions was to place physical education on an elective basis. Students were not required to enroll in any physical education classes throughout their school careers; in fact, in our early schools physical education was thought to be merely an inconsequential program in which students should not be allowed to participate. With the advancement of education, physical activity has become a part of most school curriculums. At the present time many states require physical education credit for high school graduation. Physical education in most schools is now considered on the same basis as other required school subjects in credit, enrollment, and time allotment.

The Utah State Course of Study (25) states:

Credit should be allowed for physical education on the same basis as that given for other subjects in the curriculum. Health and physical education should be considered as important as other subjects in the assignment of credit.

LaPort (12) emphasizes that physical education credit should be required for graduation from a given school level on the same basis as other academic subjects. As a result of making physical education credit a requirement for graduation, definite arrangements should be made for proper grading in all activity courses. Grading should be based on appropriate tests which present an accurate measure of progress and achievement. Upon completion of tests, the recording of proper credit on students' cards should follow immediately.



In the conclusions and recommendations of the Downs study (4) the following conclusion was advanced:

Schools are not uniform in the amount of credit given for physical education participation. The practice ranges from one-fourth unit to a full unit for a year of participation. In view of this practice and in the light of the suggested standard, it is recommended that physical education credit be given on the same basis as that used in other school activities.

Miller, Bookwalter and Schlafer (15), and Voltmer and Esslinger (27) express their opinions that credit hours comparable to those granted in other subjects should also be granted for physical fitness and all other courses included in the physical education program. Physical education is considered as one of the educational subjects and, therefore, its standing can be established and maintained more adequately by offering the same academic rewards as are offered in other departments for the same excellence of achievement.

#### Marking

Marks should be accurate measures of achievements. In the schools of the past, we have found many indefinite methods of marking. Marking has frequently been done entirely on observation and has presented a distorted measurement of individual pupils. Marks should serve as a means of letting pupils know what progress they are making and for guiding teachers in advising, classifying, and instructing pupils (21).

The Utah State Course of Study (25) states:

In assigning marks to pupils, the following items should be considered: attendance, punctuality, wearing appropriate physical education dress, deportment, effort, attitude, achievement, progress, tests, and showers.

It is generally recommended that the student in physical education be graded by the same marking system that is used throughout the school. There should be a definite plan as to the basic factors to be used in determining the physical education grade. There should be objective grading in physical education much the same as in any other subject.

The Idaho State Course of Study (22) states the following factors are suggested as basic in marking in the physical education program:

- |  |     |
|--|-----|
| 1. Improvement in practical skills . . . | 30% |
| 2. Written examination . . . . .         | 30% |
| 3. Subjectives . . . . .                 | 40% |

Miller, Bookwalter, and Schlafer (15) inform us that frequently "passed" or "failed" are the grades indicated on the report card for work in physical education. This type of grading is unsatisfactory and tends to create an indifferent attitude on the part of the student. There should not be any discrimination against the student in physical education with respect to the possibility of his not earning a high grade if the work merits such a grade. A commendable system of grading in physical education will do much to inspire students to put forth their best efforts.

The Indiana State Course of Study (23) recommends the following basis for determining marks:

1. Achievement, measured performance in a variety of physical activities.
2. Attitude, estimated citizenship, hygienic inspections, uniforms, etc.
3. Attendance.
4. Knowledge. Oral and written tests covering rules, game technique, etc.

In summarizing it can be assumed that the present trend in physical education is issuing marks equivalent to marks given in other subjects. The basis for giving marks is dependent upon attendance, achievement, written examinations, and certain subjectives as attitude, effort, and deportment.

McCormick (14) states:

. . . the grading plan should measure the status of individual and his progress toward the achievement of the accepted objectives of health and physical education, namely, a wholesome development of the physical organic systems of the body, the development of sport and safety skills, the development of positive attitudes based upon objective knowledge about the development and maintenance of health and physical fitness, and the development of standards of conduct (sportsmanship).

#### Costume

Physical education at the present time has become almost a necessity in our vast democracy and school systems. With the general movement in physical education, came the problem of a desirable, suitable costume. Dressing for physical education is a significant factor in the success and development of a clean and wholesome atmosphere which is so conducive to the welfare of the program.

The Utah State Course of Study (25) contributes the following concerning the physical education costume:

In the elementary schools a change of costume for physical education activities is generally impractical. In the secondary schools a change of costume is considered necessary. The costume used should be uniform, light, comfortable, easily laundered, sensibly modest, inexpensive, and appropriate.

Physical education has reached such immense proportions and the activity has progressively turned towards the

physical aspect that the proper uniform has become a necessity. Factors of health, cleanliness, and sanitation are dependent upon a practical uniform frequently laundered.

Miller, Bookwalter, and Schlafer (15) state:

Dress in gymnasium uniform should be a prerequisite to class attendance unless announced otherwise for special activity periods. Regular civilian clothes are uncomfortable and in many activities clothes are a definite hazard. They also absorb perspiration and become odorous. Proper clothes consist of a white sleeveless gym shirt--T shirt is satisfactory--white gym shorts, athletic supporter, heavy gym socks, and rubber soled gymnasium shoes.

The Indiana State Course of Study (23) agrees with Miller, Bookwalter and Schlafer on the necessities of gym costumes. In addition, the Indiana State Course of Study suggests that the primary consideration of a uniform is to see that it is good from the health standpoint. The uniform should be comfortable and must be a type to facilitate any body activity and must be sanitary.

Nash, Moench, and Saurborn (17), and Williams and Brownell (29) agree that participation in vigorous exercises requires suitable clothing and bathing as an integral part of physical education instruction. It is essential that provisions are made for healthful, comfortable, and convenient experience. Dressing, bathing, drying, attending to personal needs, grooming, and storage of personal equipment are significant factors in a well organized program.

The uniform should be adapted to both indoor and outdoor wear. For outdoor wear a regular sweat shirt can be added to the indoor uniform and be sufficient. Costumes of

uniform design and color add to the appearance of a class and tend to establish group morale.

### Showers

Showering is a necessity in any physical education program. It is in the shower room where we see health education and physical education very closely associated.

The Utah State Course of Study (25) states:

In the secondary schools, showers should be taken following physical education activity classes. Towels should preferably be provided by the school and a clean towel issued to each pupil for each shower taken.

In providing adequate showering facilities, it is essential that many things be brought into consideration. The water source, abundance, purity, and method of providing facilities where students can conveniently regulate water to the desired temperature.

There should be adequate showers available to enable each student to shower without interference or interruption from others. One shower head should be provided for every five students (15).

The shower heads should be installed at shoulder height which will not permit the water to flow from directly overhead. When showers are installed at average shoulder height and tipped downward, wetting the hair is prevented. The floors should be of such construction that they give a firm non-slip surface when wet.

Miller, Bookwalter, and Schlafer (15) report:

The floor if made of cement should not be trowled too smooth. If very smooth it becomes slippery when wet and is, therefore, a source of constant danger. Floor tile with a non-slip finish is best. The floor should have a slight pitch from the center of the room to the walk and at the walls

there should be a shallow gutter or trough with sufficient outlets to quickly drain away the water when all showers are in use.

Soap dispensers should be available and, preferably, should be constructed of metal, non-rust material and attached to the wall near each shower head.

The problem of adequate supply, source, and method of towel service always presents a problem which must be solved in the planning stage of the physical education program.

Miller, Bookwalter, and Schlafer (15) write the following on towel and laundry service:

The school may furnish the towels and launder them; the student may purchase two towels from the school, thereby insuring uniformity of towels, and the school launder them. The towels are returned to the student at the end of the year. A less satisfactory method is to have the student own and launder his own towel.

Sanitation always presents a problem in the dressing and shower rooms. The shower room should be disinfected at least twice a week and each day if possible. A foot bath or foot powder should be available at the entrance to all showers or shower rooms.

A supervisor should always be present while students are showering. The presence of an instructor reduces the possibility of accidents, insures the proper use of facilities and provides excellent opportunities for sound education (29).

The Indiana State Course of Study (29) reports there is almost unanimous agreement among the leaders in the field of physical education that showers after exercise are

to be viewed as an integral part of the physical education period. The purpose of shower requirement is to promote certain health practices, sanitation, and personal cleanliness. Showering promotes a clean, invigorating experience which is relaxing and enjoyed by the students.

No running should be allowed in the shower room. Boys should be allowed ten minutes and girls twelve minutes for showering. Temperature of the water should be increased and decreased gradually. Pupils, if possible, should have a clean towel for each shower.

#### Swimming pool

One of the most important contributions to the physical activity program is the swimming pool. It is indeed unfortunate that all of our school plants do not have a swimming pool available for use by its students. Swimming is especially important because of its great carry over value into life outside of school. Learning to swim is considered highly essential in our modern every day life. The contribution of a swimming pool to the school facilities should, in every respect, be considered in the long range planning program.

The Utah State Course of Study (25) lists the following requirements in the operation of the swimming pool:

- A. Swimming suits (if used) and towels should be provided by the school and provisions made for their disinfection and drying.
- B. Teachers of swimming who have passed the American Red Cross lifeguard test should be in charge.
- C. Soap showers in the nude should be required of swimmers before using the pool.

- D. Persons with any signs of communicable diseases should be excluded from the pool.
- E. Sanitary regulations in connection with use of the pool should be carefully observed.

Lee (13) in elaborating on the swimming pool and closely associated problems and facilities states the following:

A properly constructed and managed pool calls for a system of filtration, purification, and heating of the water; for adequate dressing rooms, showers, and toilets close at hand.

. . . it calls for unrelenting health and cleanliness inspections of all bathers, for constant prevention measures and against certain conditions that find favorable existence about pools. It calls for safety procedures and class supervision beyond that of a gymnasium, for an accident in the pool might easily mean the loss of life.

The showers connected with the swimming pool should be reached from the dressing room only by passage through a toilet room. It is well to have drying units in connection with the showers; also, containers or clothes chutes for wet suits so that no one can return to the dressing room from a swimming class until the wet suit has been shed, a shower taken, and feet dried.

Emergency equipment should be available for the protection and safety of the swimmers. The life-saving apparatus should include pool hooks, ropes, and buoys. First aid equipment should be readily accessible. The first aid kit should contain bandages, tincture of iodine or mercurochrome, absorbent cotton, sterilized gauze, surgeon's plaster, and smelling salts or aromatic spirits of ammonia.

Supervision of the swimming pool is highly essential.



A capable supervisor should be present whenever the pool is in use. These supervisors should be qualified and be familiar with the use of all safety and medical equipment; they should have at their disposal all means by which they can adequately safeguard and enforce all pool rules and regulations.

Williams and Brownell (29) explain that in the use, construction, and management of the swimming pool, adequate provisions for sanitation and disinfection should be considered and completely provided. Disinfection may be administered by circulation, filtration, use of chemicals or by a combination of filtration and chemicals. Such items as inlet and outlet valves, pumps, hair catcher, filter, water heaters, and chlorination must be readily accessible.

Swimming ranks very high in popularity among most age groups and especially among younger people. An abundance of enjoyment and satisfaction is obtained from the swimming pool. Swimming is a healthful, invigorating experience and, wherever possible, should be provided for those who desire participation in this sport.

#### Facilities

Facilities are greatly neglected in many schools. The proper maintenance and upkeep is left to the almost unusable stage before adequate repairs and adjustments are made. The facilities should be kept in first-class condition to assure a higher degree of success in physical education programs.

Miller (15) informs us that space, equipment, and supplies

are usually designated as facilities. Although in many cases it is not necessary that the facilities be extensive, they are necessary for effective results. If adequate tools of learning are not available, students are apt to develop a dislike for activity and become dissatisfied with the entire program.

The Utah State Course of Study (25) states the following in reference to facilities:

- A. Playgrounds and athletic fields should be well drained, properly surfaced and marked so that they can be used with safety and convenience.
- B. Gymnasiums, shower rooms, dressing rooms, locker rooms, and swimming pools should be clean, safe, attractive and healthful. Frequent inspection is necessary to insure these conditions.
- C. Equipment should be inspected periodically as to its safety and sanitation. Unsafe equipment should be discarded.
- D. A sufficient quantity of good supplies should be available to facilitate instruction.

The Indiana State Course of Study (23) and the New York State Course of Study (24) agree in expressing that maximum results will not be achieved unless reasonable and adequate facilities and equipment are provided. Facilities include equipment, space, and supplies.

In order to be most practical and useful, the different facilities should be planned and constructed to permit maximum use. The gymnasium should be utilized for athletic contests, dances, socials, physical education classes, as an auditorium, and community hall if necessary. Construction and planning should be so organized to permit use for a

wide variety of activities such as boxing, wrestling, basketball, shuffleboard, and apparatus work.

The facilities necessary in any particular school will depend upon the program carried on by that school. However, every school should have adequate playgrounds, gymnasiums, showers, and dressing rooms. The facilities, if limited, should be put to maximum use and not discarded or infrequently used because of an inadequacy.

Gymnasiums, locker rooms, dressing rooms, showers, and swimming pools should be kept clean, healthful, free from hazards, and attractive. Playgrounds and game areas should be properly marked, surfaced, and supervised to prevent accidents.

Frequent inspections are necessary to insure cleanliness, proper use, and care of the facilities.

#### Teachers or instructors

Individuals teaching physical education in rather recent years could qualify to teach with very little training in this field. During the war, because of manpower shortage, many unqualified personnel were hired in the field of physical education as well as other departments in the public schools. However, since that time the qualifications and requirements have steadily increased.

In a survey conducted by Aloia and Morehouse (1) on certification requirements of physical education teachers in 13 states since 1942, they found increased requirements of teachers in the State of Utah as follows:

1942: A college course of four years which includes 30 quarter hours in health, safety, and physical education, together with a teaching major of at least 30 hours and a teaching minor of 18 hours. It is not required that the major or minor be in physical education, but it is strongly recommended.

1947: Four-year college course which includes a composite major of 60 quarter hours in physical education and subjects allied to physical education; or, in lieu of a composite major, a major of 30 quarter hours in physical education and a minor of 18 quarter hours in academic subjects.

The Utah State Course of Study (25) states:

Physical education in secondary schools should be taught and athletic teams coached by persons having a major or at least a minor in physical education. Men teachers should instruct the boys and women teachers should instruct the girls.

The New York Course of Study (24) and LaPorte (12) say that qualification requirements of teachers and instructors teaching physical education should consist of the completion of a four-year approved high school course; this to be followed by four additional years of academic and professional training which leads to a degree or its equivalent. The person, therefore, should conclude his training with at least a minor and preferably a major in physical education.

Authorization permits are still being issued to individuals who have not fully completed the requirements for certification. These permits are of a temporary nature, however, and will undoubtedly be discontinued in the not too distant future, if an adequate number of certified instructors are available.

Haag (6) in reference to the legal aspect of certification comments as follows:

Teacher certification is the legal authority to teach which is granted a person meeting basic requirements set by the state certifying agencies. The candidate can meet these requirements either by submitting a record of teaching experience, or by the passing of an examination given by a certifying agency. The certificate or license is the proof of the certification. It should be understood that these requirements of certification are the minimum in teacher preparation.

### Intramural athletics

Intramural athletics provide an opportunity to those students interested in sports, but because of limited time or skill are unable to participate on interscholastic teams. By conducting an intramural program within the school, the physical education program is strengthened and greater interest is created in the activities.

The intramural program may be carried on as a noon-hour or after-school activity, or may be conducted during a special activity period.

It is important that the school administrators become aware of the importance of the intramural program, as it serves a large number of students and provides an experience for some students which they would otherwise fail to attain.

The Utah State Course of Study recommends the following program for intramural athletics:

An intramural athletic program should be organized to supplement the instructional periods in physical education. Such a program should be varied enough to supply opportunity for pupils of different interests and abilities to participate and should be organized on a seasonal basis. Lists of activities suitable for intramurals are found in a subsequent section.

Mitchell (16) recommends the following association between the intramural and the required program:

A closer tie-up between the required programs and the intramural program is evidenced for the future. This tie-up will enable one program to supplement the other and will add to the instruction possible in the various sports as well as in formalized gymnastics. The intramural program will also serve as a "laboratory" for practice of the knowledge and skills taught in the required classes.

It is interesting to note that the required physical education program is becoming more and more "intramural" in nature. Increasingly, the student is being given a choice of a variety of activities which, at one time, were found only in the intramural program.

Washke (28) informs us that today intramural sports are receiving much greater attention in the schools than ever before. The intramural movement has gradually gained momentum until it has become one of the traditions of student life in most high schools and colleges. This program has popularized sports, so to speak, and has made a definite contribution to the welfare and recreational interests of the mass of students not engaged in interscholastic participation.

Intramurals assist in forming worthwhile habits, developing sportsmanship, and teaching students to take defeat and winning intelligently.

Williams and Brownell (29) list the following objectives of intramural athletics in terms of their educational values: (1) To promote leisure education; (2) to enrich social competence; (3) to develop group loyalties; (4) to provide healthful exercise.

#### Interscholastic athletics

High school athletics is a broad form of competition involving a high degree of specialization. The different

schools compete against each other in numerous sports in interscholastic athletics.

The Utah State Course of Study (25) suggesting the emphasis to be placed on interscholastic athletics states the following:

Interscholastic athletic competition among boys' teams in junior high schools should be reduced to a minimum. In senior high schools, interscholastic activities should not constitute the entire program but should receive appropriate emphasis with instructional, intramural, and playday programs.

Voltmer and Esslinger (26) say the broadened educational philosophy also gave athletics a new significance in the educational setup. The athletic program is an excellent environment for developing in youth desirable knowledge, skills, habits, and attitudes. Athletics under proper guidance and leadership can become a powerful educational agency in the development of social and moral as well as physical qualities.

The personnel of the athletic and physical education departments should be and is the same in most cases today. With such a close relationship between these two departments, the recommended organization, and the one followed in many institutions, is to combine both into the department of physical education.

In a committee report (2) the interrelationship of athletics and physical education is elaborated upon as follows:

Athletics should be an integral part of a program of physical education. Its aims are parallel with those in general education. Educational objectives should be kept foremost. Because of the strong appeal

that athletics make to growing youth, the school has an unusual opportunity to develop and strengthen such qualities as loyalty, individual courage, cooperation, courtesy, and good sportsmanship. The public should be interested in high school athletics because it is a part of the school program.

High school athletics, as one phase of the physical education program, should be a means of inspiration to any school. Because of the athletic activities, a large majority of the students receive through the spirit of competition, a more complete understanding and broader foundation of general education.



## METHOD OF PROCEDURE

The information necessary for the completion of this study was obtained by sending questionnaires out to selected secondary schools of Utah. The questionnaire technique was used to gather information because of the large number of schools and the vast geographical area involved.

The questionnaire was sent to the physical education director in each school, to be completed with the assistance of the principal and signed by both coach and principal.

The questionnaire used in this study was first submitted to the members of the writer's advisory committee for suggestions and recommendations. A revision was made in light of the committee's suggestions. The questionnaire was then sent to Dr. Vaughn Hall, Professor Israel Heaton, and five physical education graduate students. Following the advice and recommendations of the above mentioned, the questionnaire was very carefully revised. It was then mailed to 41 selected secondary schools in the State of Utah.

Accompanying the questionnaire was a letter of explanation, indicating the purpose of the study and the necessity of a high percentage of returns. Ten days after the questionnaire was mailed a follow-up letter was sent to those who failed to respond. Two weeks after the follow-up letter was mailed another questionnaire complete with

original explanation was again mailed to those who had not completed and returned the initial questionnaire.

The standards of the Utah State Course of Study were selected as a basis for this study. Each standard was analyzed and submitted to the physical education directors in questionnaire form.

The secondary schools of Utah were divided into 3 enrollment groups. Group 1 included schools with enrollment of 0-200; group 2 included schools with an enrollment from 201-500; group 3 consisted of schools over 500 in enrollment. Questionnaires were sent out to 19 schools in group 1, 14 schools in group 2, and 8 schools in group 3.

In making the above classification, the writer desired to obtain a wide distribution in school size, school districts, and geographical location. To insure a good geographical distribution and representation, questionnaires were sent to schools in every school district in the State of Utah. Representative schools in all areas of the state were included in the study.

When the final tabulation and analysis was completed, there were 18 schools responding in group 1, 14 responses in group 2, and 8 schools responding in group 3. Forty-one questionnaires were sent out and 40 completed returns were received for 97.5% response.\*

\*The last questionnaire was returned after all statistical treatment of data had been completed, thereby giving 100% response of all questionnaires.

## PRESENTATION AND ANALYSIS OF DATA

Table 1. List of Utah secondary schools included in study

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Beaver	North Cache
Bingham	Piute
Carbon	Pleasant Grove
Cedar City	Provo
Delta	Richfield
Dixie	Salina
Duchesne	San Juan
Grantsville	South High
Gunnison	South Emery
Hurricane	South Summit
Jordan	Spanish Fork
Juab	Tabiona
Judge Memorial	Tooele
Kanab	Tropic
Lincoln	Union
Logan	*Wasatch Academy
Manti	Wasatch High
Marysvale	Wayne
Millard	Weber
Moab	West
Murray	

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The above schools were sent questionnaires. Out of the 41 schools listed, completed responses were received from 40 schools (97.5 percent returns).

\* School from which no response was received at the time data was analyzed and compiled.

### Enrollment of pupils

All pupils in the school should be enrolled in physical education classes. Pupils who are physically handicapped should not be excused from physical education but be given modified activities adapted to their needs. During periods of illness or convalescence pupils should be assigned to rest or modified activity.

Table 2. Boys regularly enrolled in physical education classes

	School Enrollment			Total of three groups responding
	Group 1 0-200	Group 2 201-500	Group 3 Over 500	
Number of schools responding	15	11	5	31
Number enrolled . . .	1040	2153	3041	6234
Number not enrolled .	158	443	833	1434
Percent enrolled . .	85%	79%	73%	78%
Percent not enrolled	15%	21%	27%	22%

Table 2 shows the number and percentage of boys regularly enrolled in physical education classes. Of the 31 schools responding, 15 were small schools, 11 were medium-sized schools, and 5 were large schools.

In the small schools there were 1040 boys regularly enrolled in physical education classes and 158 boys not enrolled, indicating 85 percent enrolled in physical education classes and 15 percent not enrolled in the school enrollment group of 0-200 students.

Of the 11 medium-sized schools responding, 2153 boys were regularly enrolled in physical education and 443 not enrolled, or 79 percent of the total school boys in group 2 enrolled and 21 percent not enrolled in regular physical education classes.

In the large schools, there were 5 usable replies. A total of 3041 boys (73 percent) were enrolled in physical education classes and 833 boys (27 percent) were not enrolled in physical education classes in group 3.

Two schools, one in the small group and one in the medium enrollment group, reported no compulsory physical education requirements at their particular schools.

In complying with the standards of the Utah State Course of Study, it is especially interesting to note that the small schools were nearest to following the state recommendations, with the medium-sized schools and large schools following in that order.

Table 3. Schools providing physical education activity for physically handicapped and convalescent students

	School Enrollment			Total of three groups responding
	Group 1	Group 2	Group 3	
	0-200	201-500	Over 500	
Number of schools responding	17	14	8	39
A. Schools where physically handicapped students participate in physical education activity. . .	6(35%)	5(36%)	3(38%)	14(36%)
B. Schools providing modified activity for the physically handicapped. . .	10(59%)	8(57%)	5(63%)	23(61%)
C. Schools providing modified activity for convalescent students . . . .	13(76%)	8(57%)	4(50%)	25(64%)

Table 3 shows the number of schools and percentage of each in which physically handicapped students participate in physical education activity. This table also indicates those schools making provisions for modified activity for the physically handicapped and convalescent students.

The schools of all 3 groups were quite uniform in having physically handicapped students participate in physical activity. There were 14 of the 39 schools (36 percent) where the physically handicapped students participated in physical activity, which is indicative of a very significant trend in physical education and is very important.

Schools were very close percentage wise in conducting a program of modified activity for students with physical

limitations: group 1 with 59 percent, group 2 with 57 percent, and group 3 with 63 percent, provided a modified program, in that order.

Convalescent students were allowed to take a modified program of physical education in a majority of the schools. In the small schools 13 of the 17 schools (76 percent) permitted and provided for a convalescent student program. This in itself reflects unusual progress. In the medium-sized and large schools, 57 percent and 50 percent, respectively, conducted a program for convalescents of some type of modified activity.

This table indicates progressiveness among the schools for those students with physical limitations.

Time allotment

There should be a daily period of directed health and physical education for all pupils in the seventh, eighth, and ninth grades and in two of the three years of senior high school. The periods may vary from forty to sixty minutes in length.

Table 4. Number of schools in each enrollment group requiring physical education for boys in grades 9, 10, 11, and 12

	School Enrollment			Total in each grade
	Group 1 0-200	Group 2 201-500	Group 3 Over 500	
Number of schools responding	18	14	8	40
A. Ninth grade . . .	17(94%)	7(50%)	0(0%)	24(60%)
B. Tenth grade . . .	12(67%)	13(93%)	5(63%)	30(75%)
C. Eleventh grade . .	9(50%)	11(79%)	4(50%)	24(60%)
D. Twelfth grade . .	6(33%)	11(79%)	1(13%)	18(45%)

Table 4 shows the grade or grades in which physical education is required in the 3 different enrollment groups.

In the smaller schools, 17 schools (94 percent) had a program of compulsory physical education for boys in the ninth grade. In the tenth grade, 12 schools (67 percent) required physical education for boys. In the eleventh grade, 9 schools (50 percent) and in the twelfth grade 6 schools (33 percent) required boys to register for physical education.

In the medium-sized schools, 7 schools or 50 percent had compulsory physical education for boys in the ninth grade; in the tenth grade 13 schools (93 percent) and 11 schools



(79 percent) in both the eleventh grades and twelfth grades require physical education for male students.

In the large schools there is no required physical education in the ninth grade as a result of all being three-year high schools. In the tenth grade, 5 schools (63 percent) require boys to enroll in physical education. In the eleventh grade, 4 schools (50 percent) require physical education for boys. In the twelfth grade, 1 school (13 percent) has compulsory physical education.

In the ninth grade, 60 percent of all schools made physical education a requirement. In the tenth grade, 75 percent of the schools required physical education instruction. In the eleventh grade, 60 percent of all schools required compulsory physical education, and in the twelfth grade only 45 percent of the schools had compulsory physical education for boys.

The small schools showed a distinct tendency to require physical education in the ninth and tenth grades, while the medium-sized schools were rather uniform in having compulsory physical education in the upper three grades. The large schools showed predominantly that physical education was compulsory in the tenth and eleventh grades, with only one school reporting compulsory physical education in the twelfth grade.

Table 5. Length of physical education period

Number of schools responding	School Enrollment			Total of three groups responding
	Group 1	Group 2	Group 3	
	0-200	201-500	Over 500	
	17	14	8	39
A. Thirty minute period . . . . .	0(0%)	1(7%)	0(0%)	1(3%)
B. Forty-five minute period . . . . .	4(23%)	0(0%)	0(0%)	4(10%)
C. Fifty minute period . . . . .	7(41%)	1(7%)	4(50%)	12(31%)
D. Fifty-five minute period . . . . .	2(12%)	7(50%)	2(25%)	11(28%)
E. Sixty minute period . . . . .	4(23%)	5(36%)	2(25%)	11(28%)

Table 5 shows the length of the physical education periods in the 3 different enrollment groups. The shortest period reported was a 30-minute period and 60 minutes in length was the longest period reported in the schools studied.

Group 1 was the only group reporting 45-minute periods. There were 4 schools (23 percent) of this group using the 45-minute period.

Seven schools (18 percent) showed the largest number of schools in one enrollment group to conform with a period of the same length; the period length was 50 minutes. In the complete analysis, the most frequently used was the 50-minute period, 12 schools or 31 percent of all schools reporting this practice.

The 55 and 60-minute periods were used an equal number of times. Each period was used by 11 schools or by 27.5 percent of the total.

The Utah State Course of Study recommends all schools on the secondary level have a period between 40 and 60 minutes in length. Of the foregoing respondents, 38 of the schools or a total of 97.4 percent comply with the standards of the Utah State Course of Study.

Table 6. Number of times per week physical education classes meet

	School Enrollment			Total of three groups responding
	Group 1 0-200	Group 2 201-500	Group 3 Over 500	
Number of schools responding	18	14	8	40
A. One time per week	0(0%)	0(0%)	0(0%)	0(0%)
B. Two times per week	0(0%)	2(14%)	1(13%)	3(8%)
C. Three times per week . . . . .	6(33%)	5(36%)	1(13%)	12(30%)
D. Four times per week . . . . .	0(0%)	0(0%)	0(0%)	0(0%)
E. Five times per week . . . . .	12(67%)	7(50%)	6(75%)	25(63%)

Table 6 indicates the number of times per week physical education classes were held in the different enrollment groups. None of the responding schools stated physical education classes met at a frequency of either once or 4 times per week.

In group 1, 6 schools (33 percent) conducted physical education classes 3 times each week, while 12 schools (67 percent) carried on physical education classes 5 times weekly.

In group 2, 2 schools (14 percent) taught physical education twice each week, while 5 schools or 36 percent taught physical education 3 times per week, and in 7 schools (50 percent) physical education classes met 5 times per week.

Of the 40 schools included in the study, 8 percent conduct physical education classes 2 times a week; 30 percent 3 times weekly; and 63 percent of the schools require physical education classes to meet 5 times each week.

### Credit

Credit should be allowed for physical education on the same basis as that given for other subjects in the curriculum. Health and physical education should be considered as important as other subjects in the assignment of credit.

Table 7. The basis for giving credit for physical education as compared with other subjects

	School Enrollment			Total of three groups responding
	Group 1 0-200	Group 2 201-500	Group 3 Over 500	
Number of schools responding	18	14	8	40
A. Schools giving credit for physical education on the same basis as that allowed for other classes . .	10(56%)	6(43%)	5(63%)	21(53%)

There is a wide variation among secondary schools throughout the nation as to the amount of credit given for physical education.

Table 7 shows how physical education credit is awarded as compared to other subjects in the curriculum.

In group 1, 10 schools (56 percent), and in group 2, 6 schools or 43 percent allow credit for physical education on the same basis as that given for other subjects. In group 3, the large schools are unique in that 5 of the 8 schools or 63 percent are uniform in equalizing or giving credit for physical education on the same basis as other subjects. In the 3 groups combined, 21 schools or a total of 53 percent award credit for physical education the same as is given to other subjects in the curriculum.

A point of interest is that the large schools are much closer to the desired standard of giving equal credit for equal class time than are the other two groups.

Table 8. Credit given for a daily period of physical education throughout the school year

	School Enrollment			Total of three groups responding
	Group 1	Group 2	Group 3	
	0-200	201-500	Over 500	
Number of schools responding	18	14	8	40
A. Schools giving .25 of a credit	2(11%)	2(14%)	0(0%)	4(10%)
B. Schools giving .5 of a credit	13(72%)	6(43%)	3(38%)	22(55%)
C. Schools giving 1.0 full credit	3(17%)	6(43%)	5(63%)	14(36%)
D. Other	0(0%)	0(0%)	0(0%)	0(0%)

Table 8 shows the amount of credit given for a daily period of physical education on a yearly basis.

There are still a relatively few schools allowing only .25 of a credit for a daily physical education class throughout

the school year. In the small and medium-size enrollment groups, 2 schools in each or an average of 13 percent award .25 of a credit for physical education, indicating that 10 percent of the 40 schools studied permit the issuance of .25 of a credit for a year's work in physical education.

The most common procedure is allowing .5 of a credit for physical education. In the small schools 13 or 72 percent of the schools give .5 of a credit for physical education. In the medium-sized schools, 6 schools (43 percent), and in the large schools 3 or 38 percent award .5 of a credit for a year's work successfully completed in physical education.

There are quite a number of schools in Utah giving one full credit for each year of successfully completed physical education work. Three small schools (17 percent) give one full credit for physical education credit. In the medium-sized group, 6 schools (43 percent) allow a full credit, while in the large group, the accepted standard is more frequently recognized with 5 of the 8 schools (63 percent) awarding one full credit for physical education on a yearly basis.

Ten percent of the schools studied give .25 of a credit, 55 percent give .5 of a credit, and 36 percent give one full credit, which is the desired standard.

#### Marking

In assigning marks to pupils, the following items should be considered: attendance, punctuality, wearing appropriate physical education dress, deportment, effort, attitude, achievement, progress, tests, and showers.

Table 9. Items to be considered in assigning marks

Number of schools responding	School Enrollment			Total of items used
	Group 1	Group 2	Group 3	
	0-200	201-500	Over 500	
	18	14	8	40
A. Attendance	17	14	8	39(98%)
B. Punctuality	14	9	6	29(73%)
C. Appropriate physical education dress	18	14	7	39(98%)
D. Deportment	11	7	5	23(59%)
E. Effort	13	13	7	33(83%)
F. Attitude	15	11	7	33(83%)
G. Achievement	14	8	8	30(75%)
H. Progress	11	8	3	22(55%)
I. Tests	13	9	5	27(68%)
J. Showers	16	13	5	34(85%)

Table 9 lists 10 different items recommended by the State Course of Study as basic in making up marks in physical education. It also shows the percentage each items used in marking.

Attendance and physical education dress had the highest use frequency with 39 of 40 schools (98 percent) using one of these factors in determining marks. The frequency of which the other recommendations were used and the order of importance are as follows: Showers were used by 34 schools for a percentage of 85; effort and attitude were used by 33 schools or 83 percent; achievement by 30 schools (75 percent); punctuality by 29 schools (73 percent); 27 schools (68 percent) used tests as a basic factor; 23 schools (59 percent) used deportment; and progress was used by 22 schools (55 percent) as a factor for determining marks.

An important observation on the above explanation and chart shows that schools in all enrollment groups were uniform in the factors used and the order of emphasis on each standard.

### Costume

In the secondary schools, a change of costume for physical education classes is considered necessary. The costume used should be uniform, light, comfortable, easily laundered, sensibly modest, inexpensive, and appropriate.

Table 10. Costume procedure and requirements in the secondary schools of Utah

	School Enrollment			Total of three groups responding
	Group 1 0-200	Group 2 201-500	Group 3 Over 500	
Number of schools responding	18	14	8	40
A. Schools requiring gym costume . . .	18(100%)	14(100%)	7(88%)	39(98%)
B. Schools requiring costume to be of same color and style . . . . .	2(11%)	6(43%)	1(13%)	9(23%)
C. Schools requiring individuals to furnish own costume . . . . .	18(100%)	12(86%)	8(100%)	38(95%)
D. Number of schools outlining costume regulations . . .	9(50%)	11(79%)	6(75%)	26(68%)

Table 10 reveals procedures and requirements in physical education costumes or uniforms in the secondary schools.

It is interesting to note that 100 percent of group 1 and group 2 require a gym costume for physical education.



In group 3, 7 of the 8 schools (98 percent) require a gym costume. Only 1 school in this study failed to require a physical education costume.

In group 2, 6 schools (43 percent) required students in physical education to have a costume of the same style and color; while in group 1, 2 schools (11 percent) required the costume to be of the same style and color; and in group 3, only 1 school (13 percent) required the gym costume to be of the same style and color. The total of all groups indicated 23 percent of the schools had a policy of having their students wear costumes of the same style and color.

Ninety-five percent of the schools had the students furnish their own gym costumes. With the exception of 6 schools in group 2, the remaining schools required the students to purchase the costume, following the local school policy in regard to style and color.

The 6 schools made provisions for the students to purchase the suits, or they bought the suits and sold them directly to the students to insure uniformity.

Costume regulations are set up by 26 of the 40 schools (68 percent). The student, when dressing for gym, must abide by the regulations of the school.

The foregoing table indicates one extremely significant practice in the schools. With 98 percent of the schools requiring students to dress for physical education classes, there is a strong indication that the schools of Utah are almost unanimous in complying with the Utah State Course of Study in this phase of the program.

Table 11. Schools' policy in requiring clean costumes for physical education classes

Number of schools responding	School Enrollment			Total of three groups responding
	Group 1	Group 2	Group 3	
	0-200	201-500	Over 500	
	18	14	8	40
A. Requiring clean costume semi-weekly . .	2(11%)	0(0%)	0(0%)	2(5%)
B. Requiring clean costume weekly. . . . .	12(67%)	10(71%)	6(75%)	28(70%)
C. Requiring clean costume every 2 weeks	1(6%)	2(14%)	2(25%)	5(15%)
D. Schools having no definite requirements on laundering frequency of costume	3(17%)	2(14%)	0(0%)	5(13%)

Table 11 indicates the frequency in which a clean costume is to be provided for classes in physical education.

Two schools in the first group required clean costumes twice a week. No schools in the other 2 enrollment groups required clean uniforms twice a week.

The most common practice among the schools on the clean costume requirement was the procedure of requiring the students to provide a clean costume each week. The schools in all 3 enrollment groups were uniform in their practice of clean costumes. Sixty-seven percent of group 1, 71 percent of group 2, and 75 percent of group 3, for a total average of 70 percent for the 3 groups followed the procedure of having the students in their particular schools bring a clean gym costume once each week.

Only 15 percent of the schools required the students to furnish a clean costume a minimum of once each two weeks.

A total of 17 percent in group 1, and 14 percent in group 2 had no definite policy requiring students to furnish clean costumes; the frequency was left to the individual student. Group 3 did not permit the practice of students providing clean uniforms whenever they felt it was convenient or necessary.

The significant trend of table 11 shows that a large majority of the schools (70 percent) require students to provide clean gym costumes a minimum of once each week.

#### Showers

In the secondary schools, showers should be taken following physical education activity classes. Towels should preferably be provided by the school and a clean towel issued to each pupil for each shower taken.

Table 12. Shower and towel procedures

	School Enrollment			Total of three groups responding
	Group 1	Group 2	Group 3	
Number of schools responding	0-200	201-500	Over 500	40
	18	14	8	
A. Schools requiring all students to shower following physical education activity classes .	16(89%)	14(100%)	8(100%)	38(95%)
B. Number of schools requiring a clean towel for each shower taken . . .	0(0%)	3(31%)	3(38%)	6(15%)
C. Number of schools providing towels .	3(17%)	7(50%)	6(75%)	16(40%)

Table 12 reveals showering and towel procedures presently practiced in the schools included in this study.

The schools very closely followed the course of study recommendations on showering following physical education activity classes, as 95 percent of all the schools studied conformed to this practice. Only 2 schools in group 1 failed to require showering following physical education.

There were no schools in group 1 requiring students to have a clean towel for each shower taken. Twenty-one percent of group 2 and 38 percent of group 3 had a requirement that a clean towel be provided for each shower.

In the number of schools furnishing towels to its students, 3 schools (17 percent) of group 1, 7 schools (50 percent) of group 2, and 6 schools (75 percent of group 3 provided towels. In the 3 enrollment groups combined, 40 percent of the schools furnished towels for gymnasium classes.

It is important to note that the schools followed the suggestions and recommendations on showering after physical education as 95 percent of the schools complied with the Utah State Course of Study.

The schools were very low in requiring clean towels for each shower taken as only 15 percent followed this practice.

Forty percent of the schools, less than half, furnished towels as specified by the State Course of Study.

Table 13. Frequency in which clean towels are required for physical education activity classes

	School Enrollment			Total of three groups responding
	Group 1	Group 2	Group 3	
Number of schools responding	0-200	201-500	Over 500	
	18	14	8	40
A. Number of schools requiring clean towels semi-weekly . . . . .				
	6(33%)	3(21%)	1(13%)	10(25%)
B. Number of schools requiring clean towels weekly . . . . .				
	8(44%)	7(50%)	4(50%)	19(48%)
C. Number of schools having no definite requirements for clean towels. . . . .				
	4(22%)	1(7%)	0(0%)	5(13%)

Table 13 indicates the frequency of which a clean towel must be provided for physical education activity classes.

Twenty-five percent of the schools required clean towels semi-weekly.

The largest number, 19 schools (48 percent) made it mandatory that a student have a clean towel a minimum of once each week.

Five schools (13 percent) had no definite policy as to the frequency a clean towel must be provided.

#### Swimming pool

A. Swimming suits (if used) and towels should be provided by the school and provisions made for their disinfection and drying.

B. Teachers of swimming who have passed the American Red Cross lifeguard test should be in charge.

C. Soap showers in the nude should be required of swimmers before using the pool.

D. Persons with any signs of communicable disease should be excluded from the pool.

E. Sanitary regulations in connection with use of the pool should be carefully observed.

Table 14. Swimming pool regulations and procedures

	School Enrollment			Total of two groups responding
	Group 1 0-200	Group 2 201-500	Group 3 Over 500	
Number of schools reporting swimming pools	1	4	0	5
A. Number of schools providing for drying and disinfection of swimming suits . .	0(0%)	0(0%)	0(0%)	0(0%)
B. Schools requiring soap showers in the nude before using pool . . . . .	1(100%)	2(50%)	0(0%)	3(60%)
C. Schools not permit- ting persons with any signs of com- municable diseases use of pool . . .	1(100%)	4(100%)	0(0%)	5(100%)
D. Schools having foot- baths available before and after showering and using the pool . . . .	1(100%)	1(25%)	0(0%)	2(40%)

Table 14 shows procedures and regulations in the management of swimming pools.

Group 3 did not report any swimming pools; group 2 reported 4; and group 1 reported 1 pool in operation.

No schools in any of the enrollment groups provided for the drying and disinfection of swimming suits as suggested by the State Course of Study.

There were 3 of the 5 schools (60 percent) which specified students must have a shower in the nude before entering the pool.

All of the schools followed the protective practice of excluding from the pool any person with any signs or indications of communicable disease.

There were only 2 schools (40 percent) reporting foot-baths available before and after showering and using the pool.

In the 5 swimming pools reported in operation by the schools, all students were required to provide their own swimming suits.

Table 15. Qualifications of swimming instructors

	School Enrollment			Total of two groups reporting
	Group 1 0-200	Group 2 201-500	Group 3 Over 500	
Number of swimming instructors reported	1	4	0	5
A. Instructors having American Red Cross life saving certi- ficate only . . .	1(100%)	0(0%)	0(0%)	1(20%)
B. Water safety instruc- tors certificate only . . . . .	0(0%)	1(25%)	0(0%)	1(20%)
C. Uncertified . .	0(0%)	1(25%)	0(0%)	1(20%)
D. Instructors having both American Red Cross and Water Safety Instructor's certificate . . . .	0(0%)	2(50%)	0(0%)	2(40%)

Table 15 indicates the qualifications of swimming instructors in those schools with a swimming program.

The swimming instructor in group 1 had successfully completed the American Red Cross lifesaving course and had a certificate. No other instructors had the American Red Cross certificate only, but in addition had a Water Safety Instructors certificate.

One instructor in enrollment group 2 had a Water Safety Instructor's certificate. One instructor was uncertified and had not completed necessary requirements for certification. Two instructors had completed the requirements for both the American Red Cross lifesaving certificate and the Water Safety Instructor's certificate.

#### Facilities

A. Playgrounds and athletic fields should be well drained, properly surfaced, and marked so that they can be used with safety and convenience.

B. Gymnasiums, shower rooms, dressing rooms, locker rooms, and swimming pools should be clean, safe, attractive, and healthful. Frequent inspection is necessary to insure these conditions.

C. Equipment should be inspected periodically as to its safety and sanitation. Unsafe equipment should be discarded.

D. A sufficient quantity of good supplies should be available to facilitate instruction.



Table 16. Condition, safety, and sanitation of facilities

	School Enrollment			Total of three groups responding
	Group 1	Group 2	Group 3	
	0-200	201-500	Over 500	
Number of schools responding	18	14	8	40
A. Schools having well drained playgrounds & athletic fields .	14(78%)	12(86%)	7(88%)	33(83%)
B. Schools having properly surfaced playgrounds & athletic fields . .	10(56%)	10(71%)	7(88%)	27(68%)
C. Athletic fields so marked to insure use with safety & con- venience . . . . .	10(56%)	9(64%)	5(63%)	24(60%)
D. Schools having gyms and playgrounds safe & free from hazard . . . . .	9(50%)	6(43%)	4(50%)	19(48%)
E. Schools regularly disinfecting their dressing rooms & showers . . . . .	14(78%)	12(85%)	6(75%)	32(80%)
F. Schools completing physical education facilities & equip- ment inspection regularly . . . . .	16(89%)	13(93%)	8(100%)	37(93%)
G. Schools in which unsafe equipment is discarded. . . . .	15(83%)	14(100%)	5(63%)	34(85%)
H. Schools having suf- ficient quantity of good supplies	11(61%)	9(64%)	7(88%)	27(68%)

Table 16 shows the condition and safety of athletic fields and playgrounds, and also equipment and sanitation measures as evidenced by frequent inspection.

A majority of the schools (83 percent) reported they had well drained playgrounds and athletic fields, and as a result of adequate drainage, no problem was present involving this phase of the facilities.

Sixty-eight percent of the schools indicated properly surfaced playgrounds and athletic fields. Ten schools (56 percent) of group 1, 10 schools (71 percent) of group 2, and 7 schools (88 percent) of group 3 indicated that playgrounds and athletic fields were adequately surfaced.

Athletic fields in 60 percent of the schools were so marked to insure use with safety and convenience. Schools in group 2 and group 3 were very close (64 percent and 63 percent) in providing adequately marked fields, while group 1 fell below the other two with 56 percent of the schools having well marked athletic fields.

Approximately one-half of the schools (48 percent) indicated their playgrounds and gymnasiums were safe and free from hazards.

An average of 80 percent of the schools in all enrollment groups reported they regularly disinfected their showers and dressing rooms.

Ninety-three percent of the schools participated in regular and frequent inspection of equipment to insure safety and sanitation in their physical education activity program.

Unsafe equipment was discarded in 15 schools (83 percent) in group 1, 14 schools (100 percent of group 2, and in 5 of the 8 schools (63 percent in group 3. In totaling the 3 groups, an average of 85 percent discarded unsafe equipment.

Sixty-eight percent of the schools reported having a sufficient quantity of good supplies available to facilitate a good instructional program. Group 3 with 88 percent indicating adequate supplies was the highest in this phase of the program; and group 1, involving the smaller schools, was low where only 61 percent revealed adequate supplies. There was a total of 68 percent of the schools reporting sufficient supplies available.

#### Teachers or instructors

Physical education in secondary schools should be taught and athletic teams coached by persons having a major or at least a minor in physical education. Men teachers should instruct the boys and women teachers should instruct the girls.

Table 17. Qualifications of physical education instructors

	<u>School Enrollment</u>			<u>Total of three groups responding</u>
	<u>Group 1</u>	<u>Group 2</u>	<u>Group 3</u>	
	<u>0-200</u>	<u>201-500</u>	<u>Over 500</u>	
Number of instructors reported by responding schools	18	15	9	42
A. Instructors having a major in physical education . . .	15(83%)	14(93%)	8(89%)	37(88%)
B. Instructors having a minor in physical education . . . . .	1(6%)	1(7%)	0(0%)	2(5%)
C. Instructors meeting neither of the above qualifications . .	2(11%)	0(0%)	1(11%)	3(7%)

Table 17 shows the qualifications of physical education instructors.

In the 40 responding schools, 42 physical education instructors were employed. All of the physical education instructors, with the exception of 3 in group 1, had a major in physical education. In 88 percent of all schools, physical education instructors had a major in that field. Two instructors (5 percent) had a physical education minor, and 3 instructors teaching physical education had neither a major or minor in physical education.

Thirty-nine of the 42 instructors were qualified as set up by the teacher requirements of the State Course of Study.

Table 18. Number and percentage of men teachers instructing boys and women teachers instructing girls in physical education classes

	School Enrollment			Total of three groups responding
	Group 1 0-200	Group 2 201-500	Group 3 Over 500	
Number of schools responding	18	14	3	40
A. Schools in which men teachers in- struct boys physical education . . . . .	18(100%)	14(100%)	3(100%)	40(100%)
B. Schools in which women teachers instruct girls physical educa- tion . . . . .	12(66%)	14(100%)	3(100%)	34(85%)

Table 18 shows men and women instructors who teach physical education to members of their own sex.

In 100 percent of the schools, male teachers taught boys physical education, while only 85 percent of the schools had

women teaching girls physical education. In enrollment group 1, 12 out of 18 schools (66 percent) had a female instructor for girls' physical education.

In the 6 schools where male physical education instructors teach girls physical education classes, the program fails to conform with the State Course of Study specifications.

#### Intramural athletics

An intramural athletic program should be organized to supplement the instructional periods in physical education. Such a program should be varied enough to supply opportunity for pupils of different interests and abilities to participate and should be organized on a seasonal basis.

Table 19. Schools having an organized intramural program

	School Enrollment			Total of three groups responding
	Group 1	Group 2	Group 3	
	0-200	201-500	Over 500	
Number of schools responding	18	14	8	40
A. Number of schools having an organized intramural program	10(56%)	6(43%)	5(63%)	21(53%)

Table 19 shows the number and percentage of schools having an organized intramural program.

In the small schools, 10 schools (56 percent) have an organized intramural program functioning. In the medium-sized schools, 6 out of the 14 schools (43 percent) provide an intramural program for their students. In the large schools, 63 percent have an organized intramural program.

A total of 53 percent of the schools studied participate actively in an intramural program.

Intramurals should be more extensive and should be a part of the program in a greater number of the schools. Intramurals give a large number of students an opportunity to participate in competitive contests which is frequently not provided in the absence of a good intramural program.

Table 20. The order and use frequency of sports making up the intramural programs

	School Enrollment			Total of intramural programs reported
	Group 1	Group 2	Group 3	
	0-200	201-500	Over 500	
Number of schools reporting intramural programs	10	6	5	21
A. Basketball	10	6	5	21(100%)
B. Volleyball	6	5	5	16(76%)
C. Touch Football	4	6	4	14(67%)
D. Trach	7	2	4	13(62%)
E. Ping Pong	6	2	4	12(57%)
F. Softball	6	4	2	12(57%)
G. Tennis	5	4	3	12(57%)
H. Badminton	4	3	1	8(38%)
I. Pass Football	3	1	4	8(38%)
J. Wrestling	4	1	3	8(38%)
K. Baseball	4	2	1	7(33%)
L. Speedball	3	2	1	6(29%)
M. Boxing	1	3	1	5(24%)
N. Shuffleboard	1	1	1	3(15%)
O. Soccer	2	1	0	3(15%)
P. Horseshoe	1	0	0	1( 5%)

Table 20 reveals the sports of which the intramural programs consist and the number of times each sport was used in each enrollment group. The total number of times each sport was used and total use percentage is given in the right-hand column.

Basketball was the only sport used by every school in each of the 3 enrollment groups in their intramural programs for 100 percent participation by all schools.

#### Interscholastic athletics

In senior high schools, interscholastic activities should not constitute the entire program but should receive appropriate emphasis with instructional, intramural, and playday programs.

Table 21. Interscholastic activities cost and playday participation as a part of the physical activity program

	<u>School Enrollment</u>			Total of three groups responding
	Group 1	Group 2	Group 3	
	0-200	201-500	Over 500	
Number of schools responding	18	14	8	40
A. Number of schools where interscholastic athletics constitute the major cost of the physical activity program .	16(89%)	8(57%)	6(75%)	30(75%)
B. Number of schools in which playday programs function	8(44%)	3(21%)	0(0%)	11(28%)

Table 21 indicates the number of schools in which interscholastic athletics constitute the major cost of the physical activity program, and also schools which have playdays as a part of the total physical education program.

In group 1, 16 schools (89 percent) reported that interscholastic athletics was responsible for the greatest cost of the physical activity program. In group 2, 8 schools

(57 percent), and in group 3, 6 schools (75 percent) reported athletics made up the major cost of the physical activity program.

The large schools did not participate in any playday programs. The small schools with 44 percent and 21 percent of the medium-sized schools organized and participated in playdays.

Playday programs constitute a very important activity and with only 28 percent of the schools participating, there is much improvement to be made in organizing and participating in these contests.

Table 22. The order of emphasis placed by the schools on different phases of the physical activity program

	School Enrollment			Total of three groups responding
	Group 1 0-200	Group 2 201-500	Group 3 Over 500	
Number of schools responding	18	14	8	40
A. Number of schools placing most emphasis on required physical education . . .	6(33%)	4(29%)	3(38%)	13(33%)
B. Number of schools placing most emphasis on intramurals	0(0%)	0(0%)	0(0%)	0(0%)
C. Schools placing greatest emphasis on interscholastic athletics . . . . .	6(33%)	6(43%)	2(25%)	14(35%)
D. Schools placing most emphasis on combination of intramurals and interscholastic athletics . . . . .	6(33%)	4(29%)	2(25%)	12(30%)



Table 22 shows where the greatest emphasis was placed on the physical activity program.

The schools reported the most emphasis (35 percent) was placed on interscholastic athletics. Thirty-three percent of the schools put the most emphasis on required physical education, while 30 percent placed the greatest emphasis on a combination of intramurals and interscholastic athletics.

There were no schools who emphasized intramurals ahead of either the required program or interscholastic athletics.

A point of interest is that the schools placed the most emphasis on interscholastic athletics by a very narrow margin.

The State Course of Study says appropriate emphasis should be placed upon interscholastic athletics, required physical education, and intramurals. As reported by the schools, intramurals at the present time are lagging behind the other component parts of the physical activity program.

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

In 1918 the State of Utah set up a suggested course of study to be used as a guide for teachers. The State Course of Study of physical education for boys in secondary schools is revised every three years as required by the State Course of Study Committee and Textbook Commission.

Because of the importance of a well organized and uniform physical education program in the high schools of Utah, the Utah State Course of Study was published by the State Department of Public Instruction. This course of study was to be used as a guide in developing more efficient and effective physical education in the high schools of Utah. The standards suggested by the Utah State Course of Study and evaluated for boys in secondary schools are: (1) enrollment of pupils, (2) time allotment, (3) credit, (4) marking, (5) costume, (6) showers, (7) swimming pool, (8) facilities, (9) teachers or instructors, (10) intramural athletics, (11) interscholastic athletics.

The standards of the Utah State Course of Study were selected as a basis for this study. Each standard was analyzed and submitted to the physical education directors in the secondary schools of Utah in questionnaire form.

In the school year 1952-53 this study was made to determine (1) the use being made of the standards listed in the Utah State Course of Study, (2) the extent of use, and

(3) the present practices in male physical education programs in selected secondary schools of Utah.

The schools were divided into 3 enrollment groups. Group 1 included 18 schools with an enrollment of 0-200; group 2 included 14 schools with an enrollment from 201-500; group 3 consisted of 8 schools over 500 in enrollment.

In making the above classification, the writer desired to obtain a wide distribution in school size, school districts, and geographical location. To insure this, schools of various enrollments from each district and area of the state were used in this study.

1. There is an increasing tendency for schools to require all students to participate in a daily period of physical education. In this study, 78 percent of all male students were regularly enrolled in physical education classes. However, it was found in some schools other classes were permitted to be substituted for physical education classes. Activity for students with physical limitations was not sufficient, as only 36 percent of the schools had made provisions for these students.

2. A daily period of physical education for students, including physically and mentally handicapped and convalescent students, is the present desired standard. Sixty-three percent of the schools' physical education classes met 5 times per week. The length of the period should be over 45 minutes in length. Thirty-four of the 40 responding schools (85 percent) indicated the length of periods exceeded 45 minutes.

3. Physical education credit varies from .25 to 1.0 full credit. The present thinking indicates that in the near future physical education credit will be the equivalent and on the same basis as that given for other classes. Fifty-three percent of the schools included in this study gave an equal amount of credit for an equal amount of time spent in class regardless of activity; 36 percent of the schools awarded 1.0 credit; 55 percent awarded .5 credit; and 10 percent issued .25 of a credit for physical education.

4. Marks should be an accurate measure of achievement; should be a means of letting pupils know their progress; and serve as a means of advising, classifying, and instructing pupils. The three leading factors used in determining marks are attendance, costume, and showering.

5. It is considered essential in the secondary schools of Utah that an appropriate change of costume be used for participation in physical education activity classes. Of the schools making up this study, 98 percent required students to dress for physical education.

6. Of the 40 schools reporting, 95 percent required all male students to shower following physical education activity classes. Showering was used as a basic grading factor in 98 percent of the schools.

7. Five schools of the 40 responding (13 percent) were operating swimming pools. All schools denied use of the pool to pupils having any signs of a communicable disease; 2 schools had footbaths available before and after

showering and entering the pool; 4 schools or 80 percent of the swimming instructors were certified.

8. School facilities were reported limited by many schools, largely due to increased enrollments. Of the schools reporting on their facilities, 83 percent had adequate drainage of playgrounds, 68 percent had adequate surfacing, 60 percent were marked properly, 48 percent were free from unnecessary hazards, and 80 percent indicated frequent and thorough disinfection of dressing rooms. Sixty-eight percent of the schools revealed a sufficient quantity of good supplies available for instructional purposes.

9. Ninety-three percent of the teachers had a physical education major and 5 percent had a minor in physical education. Only 3 teachers out of 42 failed to qualify as instructors with neither a major or minor in physical education.

10. Intramural athletics is a neglected phase of the physical activity program. Just 53 percent of the schools have organized intramural programs. The 47 percent which have no intramural program are failing to comply with the standards of the Utah State Course of Study.

11. Interscholastic athletics constitute the major cost of the physical activity program in 75 percent of the schools. Thirty-three percent indicated the greatest emphasis was placed by the school on this part of the program. Thirty percent of the schools placed the most emphasis on a dual program or a combination of interscholastic athletics and intramurals.

Comparisons of schools in the three enrollment groups

1. The larger schools were more closely following the suggested standards of the State Course of Study in that 75 percent of these schools scheduled their physical education classes 5 times per week. Only 50 percent of the medium-sized schools and 67 percent of the small schools scheduled regular physical education classes 5 times per week.

2. In pupil enrollment the small schools were most successful where 85 percent of the students were enrolled in regular physical education classes. Only 73 percent of the male enrollment in the large schools participated in the regular physical education program.

3. The large schools more closely follow the recommendations of the State Course of Study in allowing credit. Sixty-three percent give 1 credit for a daily period of directed physical education, while 43 percent in the medium-sized schools and only 17 percent of the small schools issue 1 full credit for a daily period of directed physical education throughout the school year.

4. Seventy-five percent of the large schools provide towels for showering as suggested from the state level. Just 50 percent of the medium-sized schools and only 17 percent of the small schools provide towels as suggested by the State Course of Study.

5. The large schools reported 88 percent had a sufficient quantity of supplies available. Sixty-one percent of the small schools and 64 percent of the medium-sized schools reported sufficient supplies available to facilitate a good

physical education program.

6. In the large schools 63 percent reported organized intramural programs as compared to 56 percent in the small schools, and 43 percent in the medium-sized schools.

7. Playday programs were carried on by 44 percent of the small schools and 21 percent of the medium-sized schools. The large schools failed to report participation in the playday programs which are highly recommended by the State Course of Study.

### Conclusions

On the basis of the preceding data and the completion of the study, the following conclusions are presented:

1. Schools are almost unanimous (98 percent) in requiring students to wear appropriate physical education costume in physical activity classes.

2. The schools were uniform in requiring students to shower following physical activity classes.

3. Physical education has not as yet been entirely placed on the same level as other subjects in the curriculum.

4. Intramural programs are limited in scope and, thus, fail to meet student needs. The value of intramurals has frequently been recognized but participation has been denied because of the absence of these programs within the schools.

5. Physical education programs, in their organization and administration, have failed to adequately provide for convalescent and physically handicapped students.

6. The high schools of Utah are more closely following

the standards of the State Course of Study than anticipated by the writer in the early stages of this study.

#### Recommendations

1. That a policy be adopted at the state level to increase and encourage the use of the State Course of Study by administrators and physical educators as a guide to attain a more uniform and effective physical education program in the secondary schools.
2. That provisions be made by each school district to permit intramural participation by all students who so desire.
3. That equal credit be given for an equal amount of time spent in class regardless of activity.
4. That physical education be placed upon the same basis as other subjects in the curriculum in regards to marking, time allotment, and credit.
5. That the maintenance and care of facilities be given more attention, thereby resulting in a higher degree of sanitation, health, and safety.
6. That long range building and planning be so arranged to allow for influx in student enrollment.
7. That schools initiate a campaign, cooperating with the city recreation department if necessary, to add swimming pools to facilities at their disposal.
8. That importance, cost, and emphasis of physical education intramurals and interscholastic athletics be more equally distributed to enable a greater number of students to receive a more complete educational experience in physical activity programs.



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## APPENDIX

THE UNIVERSITY OF CHICAGO  
LIBRARY

April 20, 1952

Dear Sir:

I am working on a study entitled "Evaluation of Male Physical Education Programs in Selected Secondary Schools of Utah as Determined by the Standards of the Utah State Course of Study." I earnestly solicit your cooperation in making this study complete. Please fill out the enclosed blank of inquiry and return the self-addressed stamped envelope.

Schools will not be identified by name in this study and all marks of identification on the blanks will be destroyed after the necessary data has been compiled.

Much time has been spent by this writer in preparing this blank and I have made it as compact and brief as possible. I know you are very busy and don't have much time to assist in completing studies of this nature, but I sincerely hope you are able to spend a few minutes in filling out the enclosed blank.

Please feel free to add any information pertinent to the study which has not been asked for in the blank.

In the event you do not have sufficient time to complete the enclosed blank of inquiry, please sign the blank and return it in the self-addressed envelope.

Thanks for your cooperation.

Yours truly,

F. Dale Robbins, Coach  
North Emery High School

Encl.  
FDR:va

"EVALUATION OF MALE PHYSICAL EDUCATION PROGRAMS IN  
SELECTED SECONDARY SCHOOLS OF UTAH AS DETERMINED BY  
THE STANDARDS OF THE UTAH STATE COURSE OF STUDY."

Author: F. Dale Robbins  
Huntington, Utah

Responding School: \_\_\_\_\_

BLANK OF INQUIRY

Please indicate whether two \_\_\_\_, three \_\_\_\_, or four \_\_\_\_, year high school.

Please list the total high school enrollment \_\_\_\_\_.

Number of male students enrolled in school \_\_\_\_\_.

THE SCHOOL'S POLICIES INVOLVING THE STANDARDS OF THE MALE PHYSICAL EDUCATION PROGRAM.

I. ENROLLMENT OF PUPILS.

(please check appropriate statement)

- A. Are all male students enrolled in the regular physical education program? Yes \_\_\_\_, No \_\_\_\_. If the answer is "no", indicate the number not enrolled \_\_\_\_.
- B. Are physically handicapped students excused from physical education? Yes \_\_\_\_, No \_\_\_\_.
- C. Is modified activity provided for physically handicapped students? Yes \_\_\_\_, No \_\_\_\_.
- D. Is modified activity provided for convalescent students? Yes \_\_\_\_, No \_\_\_\_.

II. TIME ALLOTMENT.

- A. Is there a daily compulsory period of directed physical education? If yes, check the grade or grades in which this program functions. 9th \_\_\_\_, 10th \_\_\_\_, 11th \_\_\_\_, 12th \_\_\_\_.

- B. The length of the physical education period is \_\_\_\_\_ minutes.
- C. Physical education classes meet 1 \_\_\_\_\_, 2 \_\_\_\_\_, 3 \_\_\_\_\_, 4 \_\_\_\_\_, or 5 \_\_\_\_\_ times a week.

### III. CREDIT

- A. Credit given for physical education is allowed on the same basis as that allowed for other classes. Yes \_\_\_\_\_, No \_\_\_\_\_.
- B. What credit is given for a daily period of physical education throughout the school year, .25 \_\_\_\_\_, .50 \_\_\_\_\_, or 1 full credit \_\_\_\_\_, other \_\_\_\_\_.
- C. Is equal credit given for an equal amount of time spent in class regardless of subject or activity? Yes \_\_\_\_\_, No \_\_\_\_\_.

### IV. MARKING

- A. Indicate which of the following items are considered in assigning marks to students.
- Attendance \_\_\_\_\_, Punctuality \_\_\_\_\_, Wearing appropriate physical education dress \_\_\_\_\_, Deportment \_\_\_\_\_.
- Effort \_\_\_\_\_, Attitude \_\_\_\_\_, Achievement \_\_\_\_\_.
- Progress \_\_\_\_\_, Tests \_\_\_\_\_, Showers \_\_\_\_\_.

### V. COSTUME

- A. Is a gym costume required? Yes \_\_\_\_\_, No \_\_\_\_\_.
- B. Is the costume provided by the school? Yes \_\_\_\_\_, No \_\_\_\_\_.
- C. Costumes are laundered by school \_\_\_\_\_, Individual \_\_\_\_\_.
- D. How frequent are clean costumes required? \_\_\_\_\_
- E. Are costume regulations outlined by the school and the uniform provided by the individual? Yes \_\_\_\_\_, No \_\_\_\_\_.
- F. Are costumes provided by the school and rented to the individual? Yes \_\_\_\_\_, No \_\_\_\_\_.
- G. Are costumes required to be of same color and style? Yes \_\_\_\_\_, No \_\_\_\_\_.

- H. Required costume consists of trunks \_\_\_\_, athletic shirts \_\_\_\_, gym shoes \_\_\_\_, sweat sox \_\_\_\_, supporter \_\_\_\_, other \_\_\_\_, (Check the items which are required)

#### VI. SHOWERS

- A. Showers are required of all students following physical education activity classes? Yes \_\_\_\_, No \_\_\_\_.
- B. As a result of colds and certain minor physical disabilities, may a student participate in physical education activity but be excused from showering?  
Yes \_\_\_\_, No \_\_\_\_.
- C. Are towels provided by the school? Yes \_\_\_\_, No \_\_\_\_.
- D. Is a clean towel required for each shower taken?  
Yes \_\_\_\_, No \_\_\_\_\_. If answer is "no", how often is a clean towel required? \_\_\_\_\_

#### VII. SWIMMING POOL

(The schools which are operating a swimming pool answer)

- A. Is swimming in the nude permitted \_\_\_\_, required \_\_\_\_?
- B. Are swimming suits required \_\_\_\_, optional \_\_\_\_?
- C. Swimming suits are provided by the school \_\_\_\_, or the individual \_\_\_\_?
- D. Does the school provide for their drying and disinfection? Yes \_\_\_\_, No \_\_\_\_.
- E. Are soap showers in the nude required of swimmers before using the pool? Yes \_\_\_\_, No \_\_\_\_.
- F. Are persons with any signs of communicable diseases excluded from the pool? Yes \_\_\_\_, No \_\_\_\_.
- G. Are foot baths available before and after showering and using the pool? Yes \_\_\_\_, No \_\_\_\_.



- H. Does the swimming instructor have an American Red Cross life saving certificate \_\_\_; a water safety instructor's certificate?

#### VIII. FACILITIES

- A. Have provisions been made for proper drainage of play grounds and athletic fields? Yes \_\_\_\_, No \_\_\_\_.  
Properly surfaced? Yes \_\_\_\_, No \_\_\_\_.  
Marked so that they can be used with safety and convenience? \_\_\_\_.
- B. Are dressing rooms and showers regularly disinfected?  
Yes \_\_\_\_, No \_\_\_\_.
- C. Does the gymnasium or playground present any hazards to the children's safety? Yes \_\_\_\_, No \_\_\_\_.
- D. Is equipment inspected regularly? Yes \_\_\_\_, No \_\_\_\_.
- E. Is unfit equipment retained \_\_\_\_, used \_\_\_\_, or discarded \_\_\_\_.
- F. Is there a sufficient quantity of good supplies available to facilitate instruction in the physical education program? Yes \_\_\_\_, No \_\_\_\_.

#### IX. TEACHERS AND INSTRUCTORS

- A. Does a male teacher teach boys physical education?  
Yes \_\_\_\_, No \_\_\_\_.
- B. Does a female teach girls physical education?  
Yes \_\_\_\_, No \_\_\_\_.
- C. Are there any co-educational classes taught in physical education? Yes \_\_\_\_, No \_\_\_\_.  
If yes, please list, 1. \_\_\_\_\_, 2. \_\_\_\_\_, 3. \_\_\_\_\_.

- D. Do the male physical education teachers have a major in physical education \_\_\_\_, a minor in physical education \_\_\_\_, or neither \_\_\_\_?
- E. Are the male physical education teachers certified \_\_\_\_, authorized \_\_\_\_?

#### X. INTRAMURAL ATHLETICS

- A. Does your school have an organized intramural program? Yes \_\_\_\_, No \_\_\_\_\_. If the answer is "yes", please check the sports below which make up the intramural program?

Basket ball	_____	Pass Football	_____	Wrestling	_____
Track	_____	Tennis	_____	Boxing	_____
Ping Pong	_____	Badminton	_____	Softball	_____
Baseball	_____	Volleyball	_____	Soccer	_____
Shuffleboard	_____	Touch Football	_____	Speedball	_____
Other	_____		_____		_____

#### XI. INTERSCHOLASTIC ATHLETICS

- A. Does interscholastic athletics constitute the major cost of the physical activity program? Yes \_\_\_\_, No \_\_\_\_.
- B. Where is the most emphasis placed, required physical education \_\_\_\_, intramurals \_\_\_\_, or interscholastic athletics \_\_\_\_?
- C. Are there any playday programs for boys carried out in your school? Yes \_\_\_\_, No \_\_\_\_.

#### XII. DO YOU WISH TO BE ADVISED OF THE RESULTS OF THIS STUDY?

Yes \_\_\_\_, No \_\_\_\_.

#### XIII. DO YOU USE THE STATE COURSE OF STUDY?

Never\_\_\_\_\_, Occasionally \_\_\_\_\_, Frequently \_\_\_\_\_,

Constantly \_\_\_\_\_.

This blank of inquiry was filled out by \_\_\_\_\_  
Coach (sign)

and \_\_\_\_\_

Principal

May 6, 1953

Dear Coach:

I recently sent you a blank of inquiry to be completed and returned to assist me in completing my thesis.

If you have misplaced the blank of inquiry sent to you, I'll be happy to send another by return mail.

It would be greatly appreciated if you would take a few minutes to fill out the blank of inquiry and return it in the near future to enable me to finish my study.

Thanks!

Very truly yours,

F. Dale Robbins

FDR:va