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A STUDY OF ADMINISTRATIVE POLICIES AND PROCEDURES
FOR GIRLS' PHYSICAL EDUCATION IN SELECTED
SECONDARY SCHOOLS OF SOUTHERN UTAH

by

Ann L. Lamb

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

of

MASTER OF SCIENCE

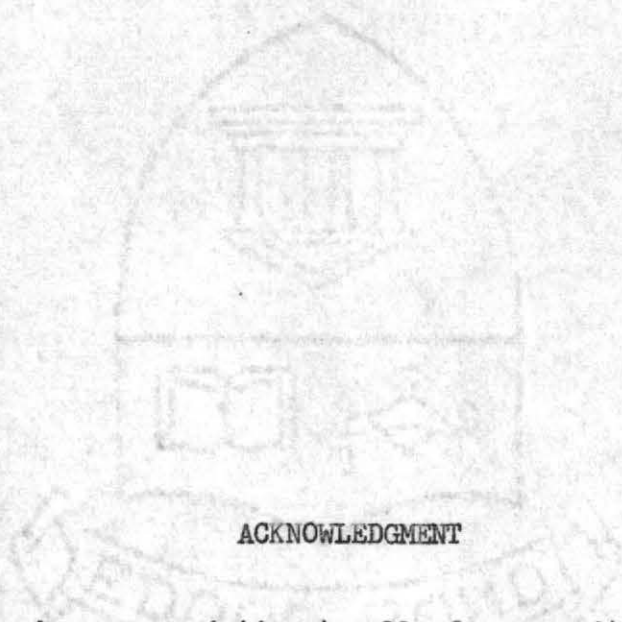
in

Physical Education

UTAH STATE AGRICULTURAL COLLEGE
Logan, Utah

1954

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Ann L. Lamb

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INTRODUCTION

Importance of the Problem

Each person in education from the Commissioner of Education down to the classroom teacher is concerned with administration. Each has administrative duties. The way these duties are conducted and carried out will have a direct influence on the outcome of any physical education program and each child within this program.

Through the Tenth Amendment responsibility for the administration of education has been turned over to the various states. Most of the states through their constitutions place the responsibility upon the legislature to provide for organization and maintenance of public school systems. This body then draws up the statutory laws and provisions to which the state, district and local boards must conform. The state and local boards make additional rules and regulations with which each district and school must abide.

These things taken into consideration, the principals or administrators of the various schools then make their own additions and draw up the policies and procedures which are to be followed in their particular schools. The physical education teachers then add to these their objectives and methods and from the total the policies and procedures for women's physical education in each school are formed.

Education is essential to democracy. To serve democracy education must be democratic in its organization and procedure. Educational organization must be the servant of the educative process in providing services and conditions which facilitate teaching and learning (8, p. 224).

The administrative principles must be such as to provide ample time, personnel and facilities to do whatever has to be done to achieve the purpose (22, p. 348).

Administration is not an end in itself but is a means to the end that the most effective teaching and learning possible will take place in the school (3, p. 2).

As administrative rules and regulations are so vital and affect the outcome of any program, they must be ever changing, adjustable and progressive.

Statement of the Problem

Through the writer's observations of the teaching of physical education in Southern Utah, a great variance was found in the girls' physical education programs in the secondary schools. Some students spent sixty minutes a day in physical education, while others spent none. Some schools required physical examinations by physicians, while others had participation without examination. The general practice does not seem to hold with the recommendations of authorities in administration. This study was conducted to determine general physical education administrative procedures for girls in secondary schools.

The various aspects of the program which were dealt with in this study were: (1) Classification, (2) Costumes, (3) Credit, (4) Enrollment, (5) Excuses, (6) Health Examination, (7) Physical Examination, (8) Physical Examination, (9) Records, (10) Showering, (11) Size of Classes, (12) Teaching Load, (13) Time Allotment.

A score card was constructed which considered the Utah State Course of Study in Physical Education for Girls in Secondary Schools and also other score cards now in use and suggestions from administrators in physical education. The interview technique was used in gathering the information.

Following is a list of the high schools selected to be interviewed for the purpose of compiling this study.

<u>SCHOOL</u>	<u>LOCATION</u>
Beaver	Beaver
Cedar City	Cedar City
Delta	Delta
*Dixie	St. George
Enterprise	Enterprise
Hurricane	Hurricane
Kanab	Kanab
Milford	Milford
Millard	Fillmore
Parowan	Parowan
Valley	Orderville

*Dixie High School is associated with Dixie Junior College. The junior and senior years are taken at the College, using their facilities and receiving their instruction from the instructors at the College. The sophomore year is taken at Woodward Junior High School. The policies and procedures which applied to the high school students were used in gathering the information for this study.

Definition of Terms

Administration: Administration has many definitions because it has many aspects, but as it is used in this study, it will refer to that phase which provides the necessary constructive leadership to direct the program and the establishment of such policies and procedures that enable the program to function effectively.

Policies: Policies are courses of conduct adapted to a given circumstance.

Procedure: Procedure is the means to carry out a course of action.

Standards: Standards are models which are generally accepted as correct.

AAHPER: American Association for Health, Physical Education and Recreation.

Method of Study

The successive steps in the collection and treatment of data are presented in chronological order.

1. A score card was made to evaluate the administrative policies and procedures which seemed to affect the women's physical education program the most. In drawing up this score card, the score cards of Hall (17) and LaPorte (7) were taken into consideration. The score card was set up in such a way that there was very little chance of the subjective element entering into the scoring. Each item was given a score to eliminate the possibility of bias or personal opinion and to increase the reliability of the score card. The State Course of Study for Physical Education for Girls was also used to help determine which items to include in the study.

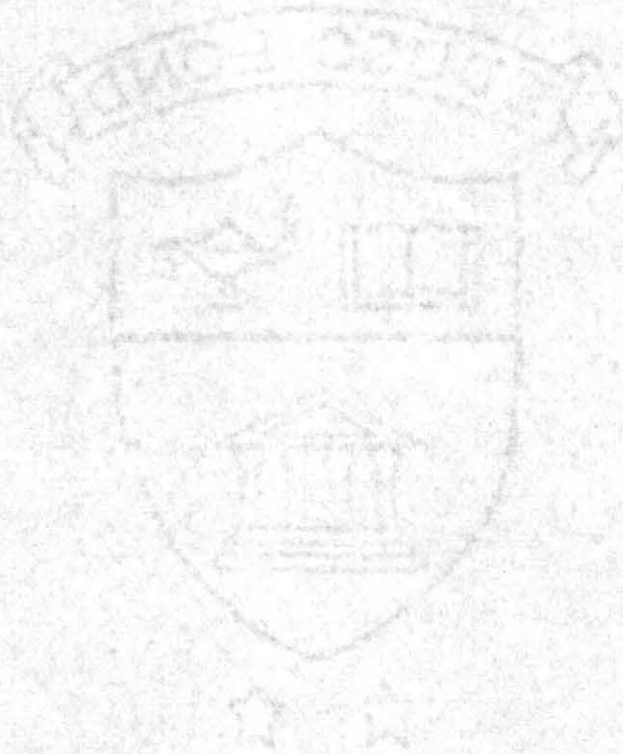
2. A personal interview with each physical education teacher of the schools studied was used to gather the information. Question sheets were made for use during these interviews.

3. The schools used in this study were chosen because of similar size, geographical location and similar background.

4. The data were divided into these aspects of the program:
(1) Classification, (2) Costumes, (3) Credit, (4) Enrollment of pupils, (5) Excuses, (6) Health Examination of pupils by physician, nurse, and dentist, (7) Physical Examination by teacher, (8) Records, (9) Showering, (10) Size of class, (11) Teaching load, and (12) Time allotment.

5. The gathered data were then scored and drawn up on tables and charts.

6. The summary was made, and the conclusions and recommendations were then determined.



REVIEW OF LITERATURE

Classification

It is agreed by most authors that some form of classification is necessary if the teacher is to provide knowledge, satisfaction and the development of skill for the child and if the pupils are to achieve any of the goals set for them in physical education. No definite method of classification is agreed upon by physical education authorities, but many methods are being used with some satisfaction. The following are a few of the most satisfactory methods advocated for use today:

1. McCloy's classification index (11, p. 108).
2. Medical examination (10, p. 318).
3. Tests of physical efficiency (21, p. 344).
4. A cardiovascular rating (21, p. 344).
5. Pulse-ratio test (21, p. 344).
6. California State Department of Education classification chart (14, p. 239).
7. Achievement tests (10, p. 320).
8. Brace motor ability tests (10, p. 320).
9. Innate motor ability (20, p. 388).
10. Series of neuromuscular skills (20, p. 388).
11. Certain combinations of age, height and weight (20, p. 388).

The AAHPER in Administrative Problems recommends:

Ideally, any classification scheme should combine all factors bearing on performance. Basic age-height-weight measurements should be bolstered with information regarding acquired skill, intelligence, capacity, knowledge, interest, and social maturity before perfect classification of the individual can be effected. However, from the administrative point of view, the impracticability of such fine screening immediately becomes obvious.

However, some principle of classification is essential to planning an orderly progression in physical education. Indiscriminate grouping of pupils in classes on the basis of scheduling expediency can make a travesty of some phases of physical education. The range of size, maturity and ability to perform of pupils even at specific grade levels, is so great that a lack of interest and even a physical hazard may obtain for the smaller, weaker and less physically gifted students (1, p. 72).

The purposes of the classification of pupils for physical education are many. Some of the reasons why classification is essential to any physical education program are:

1. To provide opportunity for the individual to satisfy those socially desirable urges and impulses of nature through engagement in motor activities appropriate to age, sex, condition and the state of development (21, p. 353).
2. To provide program content that is within the range of experience, interest, ability and capacity of the pupils so that they can achieve a reasonable degree of success (14, p. 12).
3. To provide safety, equalization of ability, and universal participation (14, p. 236).
4. To provide satisfaction from activities suited to needs and ability (14, p. 236).
5. To provide for individual needs; to promote fair competition between individuals or groups; to facilitate instructions; to serve individuals of like interests and abilities; to insure program continuity (20, p. 211).
6. To provide reasonably homogeneous groups which enable students to progress faster than unselected groups when skill is the objective sought (20, p. 212).
7. To provide for the protection of children, and the grouping of children to secure maximum efficiency in teaching (10, p. 314).
8. To provide uniform grouping so they do not feel conspicuous either from the inferiority or superiority standpoint (10, p. 314).

Law, in The Utah School System, states:

In the grouping of children it must always be recognized that the school exists for the child, not the child for the school. Generally speaking, each child should be placed in the group in which he will make the optimum of desirable, balanced growing for his stage of development (8, p. 124).

Costumes

Costumes are as desirable for physical education classes as textbooks are for academic classes. Uniforms are essential if the girls are to have freedom of movement, comfort, sanitation and safety.

Concerning the supply of gym suits, Williams and Brownell state (20, p. 275):

Although the plan of free textbooks and supplies has been accepted by most boards of education, few of them have extended this principle to the purchase of gymnasium costumes. Even where school boards purchase athletic equipment, students in gymnasium classes are required to furnish their own costumes. Ideally, such equipment should be provided at public expense. This procedure facilitates laundering and insures a clean uniform when needed. In many public schools the board of education purchases costumes in large quantities, selling them to the students at cost.

In regard to health and safety Turner states (16, p. 297):

In intermediate grades which have access to playrooms or a gymnasium, and in junior and senior high schools, rubber soled shoes should be worn for safety. A washable costume is an important requirement. This should be worn without underclothing or with underclothing other than that which is worn with street clothes. A clean costume is required each week.

A standard costume should be required; otherwise some students will wear more expensive garments than are necessary, to the disadvantage of those who cannot afford similar quality, and others will wear costumes too cheap for adequate class use. This uniformity also adds to class appearance and creates good class morale. It is a reflection upon the teacher as well as the student when the girls appear in soiled costumes (9, p. 327). There is some disagreement as to style of costume, but there is complete agreement as to the need of appropriate clothing for participation in activity classes in physical education.

The uniforms must be clean for reason of good personal hygiene. If the student is responsible for keeping her uniform clean, the teacher must stress the importance of cleanliness and check to see that each student has a clean uniform each week. It is more desirable for the school to assume this responsibility, either through its own school laundry or arrangements with a commercial laundry, where either the school or the student pays a small fee. The type of laundry service used usually depends on the size of the school (20, p. 274).

Credit

The question of credit for physical education is controversial among people in physical education. Some believe it is undesirable to give credit for physical education. They think that credit takes away from the natural appeal and satisfaction that pupils receive through participation. Their arguments also suggest that pupils in many cases become more concerned with accumulating credit than in gaining rich experiences (15, p. 29). Those who advocate credit for physical education believe that physical education cannot stand alone without credit in the educational program, because so many people evaluate the worth of educational offerings in terms of credit. They also feel that physical education should not be discriminated against so long as American educational practice is based on credit and units. Physical education should be accredited the same as other valuable subjects (15, p. 30).

Williams and Brownell say (20, p. 57):

As long as credit for promotion, graduation and college entrance is given for other subjects, the same principle should apply to health and physical education.

The high schools usually required sixteen credit units for graduation but frequently only fifteen units were required for college entrance (15, p. 29). The colleges that accept college entrance credit for physical education usually accept one unit within the sixteen, although some of the colleges accept one unit within the fifteen (10, p. 169).

Nash (10, p. 383) believes that while the granting of credit dignifies physical education in the eyes of some and may help toward procuring better facilities, it is not likely to prove an incentive to the student. He further states that "a sound program of physical education should carry its own weight in the secondary schools, regardless of graduation credits or college entrance requirements."

The AAHPER (1, p. 75) summarizes it this way:

1. If physical education is to be required for graduation and its purposes are considered to be consistent with those of general education, credit should be assigned to it on the same basis as for other courses in the school.

2. The amount of such credit should be examined not only in terms of the goals, but also in terms of the kind of instruction provided.

3. In terms of individual needs with reference to physical handicaps, it would be necessary to examine the program and needs of the individual. It is possible that mastery of sound relaxation and individual exercise techniques would be of credit value in the education of the handicapped youngster.

Enrollment of Pupils

With ample time, facilities and qualified personnel, all students should be able to profit from a physical education class.

Sharman (15, p. 25) states that there is a difference of opinion among workers in physical education as to the desirability of required physical education. Most physical educators favor requirement of physical education through the high school. These people feel that all can take part in physical education with profit to themselves and to society. He states further, however:

If this is done, a much broader curriculum offering must be provided in physical education than has ever been provided. This will necessitate much more complete facilities and staff, which will cost a great deal more money than is now being spent for physical education.

Lee (9, p. 79) thinks that the student has not reached his physical maturity and therefore cannot dispense with regular big muscle exercise. If left to their own devices, many of the students would deprive themselves of many of the benefits physical education can give them toward proper development.

Williams and Brownell (20, p. 206) give additional reasons why physical education is beneficial to all students:

Throughout the years of school attendance, the child grows and develops. During this period, physical activities stimulate the neuro-muscular mechanisms and serve the functional demands of the vital organs. Development of the vital organs and systems results in part from heredity and in part from functional usage encouraged by physical activity. Nothing can replace heredity, and equally so, nothing can substitute for physical activity.

Physical education is required by law in some states. In Utah it is mandatory because of rules and regulations of the State Department of Public Instruction.

Remmlein, in his book School Law, says (13, p. 280):

When the curriculum is fixed by state law or state board of education regulation, parents cannot compel the local school boards to modify the state standards for their own children; nor can local school boards avoid the minimum standards fixed by state law or regulation.

But aside from the law which requires physical education, it is felt by the majority of people in physical education that all students would profit in some way from a class in physical education, whether it be in a restricted, corrective or general course. The Utah State Course of Study states the following concerning enrollment of pupils (18, p. 4):

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 to modified activity.

In nearly every school a percentage of pupils escapes the physical education requirement. It is the consensus that those students who escape this requirement are those who most need the benefits of physical education. Those students who are incapable of getting some benefit from participation in a properly modified program are certainly in too serious a condition to participate in the regular strain of school life (11, p. 182).

Excuses

The legislative acts in some states which provide for a required program of physical education also add that a student may be exempt from this requirement or allowed to fulfill it through some substitute activity upon the request of a licensed physician. This is considered by some authorities the loophole through which most of the students escape participation. The solution for this problem is to better acquaint the family physician and the parents with the values and nature of the physical education program (11, p. 182).

The substitutes which are sometimes used to fulfill this requirement are:

1. Membership on athletic teams. This excuse is usually for the season only, and the student returns immediately following this season to participation in regular class work. If a student is allowed to participate only in these major sports, he has no opportunity to acquire skills and appreciations for a broad range of activities (20, p. 210).

2. Rest programs. Rest can never be considered a substitute for activity. If physical education is muscular activity, we cannot class as physical education something which is the antithesis of muscular activity and which has no connection with it. Rest as well as activity are important to the individual, but we cannot logically substitute one for the other (11, p. 183).

3. Military training. The programs of military training and physical education have little in common and the practice of using this as a substitute is condemned, both by physical educators and military men (11, p. 182).

4. Out-of-school activities. Physical education has certain unique contributions to make and these things are not achieved through activities such as walking to and from school, playing in school band or other such activities as are sometimes used as excuses from physical education (20, p. 211).

Before administrators can satisfactorily handle this problem of excuses, a definite policy must be made as to who is authorized to give these excuses. The policy of the school physician who gives the final approval on exemptions goes a long way toward solving the problem.

Williams and Brownell state further (20, p. 207):

No non-medical person should attempt to decide such questions which are essentially medical in character. If the school physician prescribes restricted or corrective exercises, it is the function of the department to follow his recommendations insofar as personnel and facilities permit.

The American Association for Health, Physical Education and Recreation suggests the following policies and procedures relative to requests for excuses:

1. Orient the student, parent, and physician at an early date relative to program objectives.
2. Route all requests for excuses through the school physician.
3. Discard permanent and blanket excuses.
4. Students involved in the excuse request should have a periodic re-check as to need for excuse.
5. Conferences between the school physician and the head of the physical education department on the local level need to be emphasized.
6. The problems should be tied up with the total guidance of the school (1, p. 77).

Health Examination

Medical examinations for students in public schools are usually prescribed by law. These examinations are necessary if every child is to obtain the maximum potentials which physical educators set for them. They are particularly necessary for the physical educator to plan her program in order to meet the needs of the pupils and so as not to endanger any students.

These examinations should be extensive enough to determine the presence of defects. There should be enough time allowed to make the examination interesting and educational to the child, teacher and parent. Privacy is essential if best results are to be obtained (16, p. 208). It

is desirable for pupils of all grades to have a complete health examination each year. If this is not possible, an inspection by the teacher should be given each year and the health examination by the doctor, as often as possible. A child should not be re-admitted to school after a long illness without a written statement of his condition from the school physician or family physician, which statement indicates the child's condition. Dental examinations should be included in the health examination (14, pp. 90-95).

If the health examinations are to be successful, records must be kept and a good follow-up program used. Responsibility for such records and the follow-up service usually lies with the school nurse. If a school nurse is not employed, the teacher or principal must do the follow-up service.

Turner states (16, p. 214):

Examinations are of little value unless there is a planned follow-up program.

Nash explains the purpose of the examination (10, p. 318):

The purpose of this examination is to discover pathological defects, to interpret their history and to indicate the boundaries of activities in a power-building program.

Lee has this to say about the health and physical examination (9, p. 226):

Defects and physical condition should be ascertained before students are assigned to their physical education work. Two examinations, such as are given in the better schools, are necessary to procure adequate information: one examination to be given by a physician to determine the presence or absence of disease and organic and functional disturbances and the other to be given by a trained physical educator to determine body mechanics. These two examinations should be supplemented by tests of physical capacity and fitness.

Physical Examination

All teachers should remember the fact that they are not to treat diseases, but only to help detect those diseases or defects which the child might have (14, p. 91).

These examinations are given for more reason than mere detection of disease. It should be a part of a protective program to aid in the removal of the drains and strains so that growth and development may proceed harmoniously (10, p. 446). Nash states further that

It is therefore concerned with the control of communicable diseases, protection from accidents and injuries, control of growth defects and environmental influences that may handicap the child.

Willard E. Givens, in Our School Studies (4, p. 7) says:

The school makes a contribution to sound health that can be made by no other institution. It deals with human beings at a period of life when normal physical development takes place with great rapidity and is most evident. Youth is the age of achievement. Many physical weaknesses are still remediable. Prevention is still a choice over cure. Basic habits of living are in the process of formation. The services of the school are daily and systematic over a long period of time. Continuing health records follow the children through school. Co-ordination of health services in home, community, and school, from birth to graduation, is the first step toward a more adequate program for the physical fitness and sound health of American youth.

While the physical examination by the teacher contributes in many ways to the health and well being of the child, it cannot take the place of the health examination by a physician. It should, however, contribute in many ways to the health examination and help to determine the effectiveness of the follow-up program.

The physical examination should be made thoughtfully and intelligently, but not automatically.

Wayman states (19, p. 63):

Too often the examiner shows how bored she really is, is indifferent, careless and impotent. The girl or woman who was already nervous and timid when she entered the examiner's presence, becomes more so, and the opportunity to establish a confidential relationship and glean some really valuable information is lost. This should not be treated as so much necessary routine with so many more statistics to file away and forget.

Records

The management of efficient school systems requires that teachers make various types of records and reports with accuracy and completeness (8, p. 229).

Great care should be taken to see that data are complete. Accurate recording and labeling are very important. The purpose of the records should be determined before the complete data are obtained (10, p. 362).

Reavis and Judd give the reasons why it is important for each teacher to keep records (12, p. 199):

In the course of a year the teacher in most schools is required to prepare a considerable number of statistical reports, such as the periodic statements of enrollment and attendance, results of examinations and tests, funds received and dispensed, and the like. The preparation of such reports is facilitated by accurate records. If records have been carelessly kept, the simplest report may consume hours of time, worrying the teacher and irritating the principal or superintendent. Much time could be saved by prompt and careful attention to records and a check for accuracy at the time a recording is made.

Records of all types need to be kept on the students, such as health, accidents, scholarship and achievement. The teacher must also keep records of supplies, equipment and finance. Equipment should be marked, and a record kept of its issuance. This policy of record keeping on equipment and such indicates that the physical education department is conducted in a business like manner (2, p. 129).

Showering

Williams and Brownell tell some of the important aspects of showering (20, p. 279):

Properly constructed and wisely administered shower rooms provide one of the best laboratories for inculcating certain health practices of personal cleanliness while youth enjoys the cleansing and invigorating properties of the bath. By unanimous agreement the shower bath after exercise constitutes an integral part of the physical education period.

One of the most neglected elements in public school administration is the furnishing of towels. It would be desirable for some policy to be established as to how towels should be supplied (10, p. 376).

It is more satisfactory if the board of education furnishes towels and pays for their cleaning. However, because of cost, this is sometimes impossible. Arrangements can usually be made with a local laundry to furnish clean towels at a stipulated cost. It is preferable for the board of education to assume this cost, but if this cannot be done, a small fee should be made for each student. Williams and Brownell state (20, p. 275):

Delegating this responsibility to the student and his family seldom proves satisfactory. Most adolescent youths follow the course of least resistance and neglect to provide clean equipment. The result is obvious; soiled uniforms are used over and over again, while towels could easily be mistaken for the janitor's dust cloth except that the latter presents a less offensive odor.

Where the school issues the towels, a clean one should be exchanged for a soiled one whenever necessary. Where the students furnish their own towels, the teacher must check on cleanliness and insist that clean towels be used (14, p. 222).

It is also necessary that some system of drying towels be furnished, whether the students or the school furnish the towels. There should be no excuse for placing a damp or soiled towel in a girl's locker (9, p. 378).

Size of Classes

Lee (9, p. 281) states that it is not possible for a physical education teacher to do efficient work with a class that is too large. Forty should be the maximum size if good work is to be expected. Some teachers can do fair work with a class of sixty students. Classes larger than this can be drilled in masses, but that is not education.

LaPorte suggests (7, p. 49):

For systematic instruction in the fundamentals of highly skilled activities relatively small classes are necessary. It is widely recognized that activity instruction classes should not exceed forty-five in enrollment, and in no case should organized classes be permitted to go beyond sixty for one instructor. Classes larger than this, even with good teachers, result merely in organized play without detailed instruction.

Available facilities and equipment should be considered in determining size of classes. Individual differences among teachers should also be considered by the administration. Authorities in physical education say that the number of students assigned to physical education classes should not exceed the enrollment in academic classes (20, p. 212). Reavis and Judd (12, p. 40) feel that limited financial support is the determining condition which makes it necessary to have large classes. Where schools are crowded there is no choice other than to group pupils in large numbers. Reavis and Judd state further

There is a disposition at times on the part of parents to be critical of school systems because of the large size of classes. The answer to any criticisms of parents is, of course, that the school system can hire only a limited number of teachers. Additional financial support is necessary if classes are to be small.

In corrective classes the size will vary according to the type of case and the ability of the instructor. Classes should be small enough to provide for individual attention, which is essential in corrective cases (20, p. 165). In individual gymnastic classes and other types of special or restricted classes, the maximum enrollment should be fifteen (14, p. 142). Limited class enrollment is essential if any consideration is to be given to individual differences in the development of skills and knowledge (20, p. 212).

Kendig, in the Journal of Health and Physical Education (5, p. 710), reports:

All too frequently pupils and parents become antagonistic to the physical education program because it fails to recognize individual capacities. The inevitable result of large classes in which every student is expected to do the same thing, regardless of his individual make-up, will be to discourage certain pupils to the point where they will either lose interest in class work or seek ways of getting out of it.

Teaching Load

The National Education Association recommends a teacher-load of two hundred and fifty pupils divided upon the basis of twenty-five teaching classes per instructor per week. Teacher load must be considered in connection with the amount of other activities assigned to the teacher (10, pp. 341-342).

There are no definite data to show how many hours a week a teacher should teach or how many students should be assigned to each teacher in order to secure the most effective results (14, p. 143).

Knight states (6, p. 260):

Variety in practice appeared in the "teaching load," as in other features of American education. According to a report of the United States Office of Education for 1948, the average daily attendance per teacher for the country as a whole was 24.3, but the range was from 15 to 29.8.

Utah was ranked with states with the highest average teaching load. Utah's average in 1948 was 28.0.

Nash shows in a table on the analysis of instructional-load that while the director of physical education is carrying a full teacher-load in the class room, he has the largest percentage of assignments to other duties and by far the largest to extra-curricular activities (10, p. 342).

Williams and Brownell say (20, p. 233):

If proper educational results are obtained, the teaching load of the physical education instructor should approximate that of academic teachers.

While extra remuneration of after-school activities are sometimes given, Nash thinks that the compensation should be made in connection with the teaching load rather than salary adjustment (10, p. 342).

Time Allotment

In setting a time allotment for physical education classes, it must be remembered there are many things that must take place during the period. Time is consumed in dressing for class, showering and dressing after class, and within the class itself there is an instructional period and a participation period. In many cases the administrators do not consider how much time the students use in merely getting ready for the participation itself.

Early physical education laws in some states set minimum instructional periods. Many administrators, however, used these standards as maximum instead of minimum, as was originally intended. It is felt that no time requirement be specified but that approval of local programs be designated as a function of the state department of education (20, p. 56).

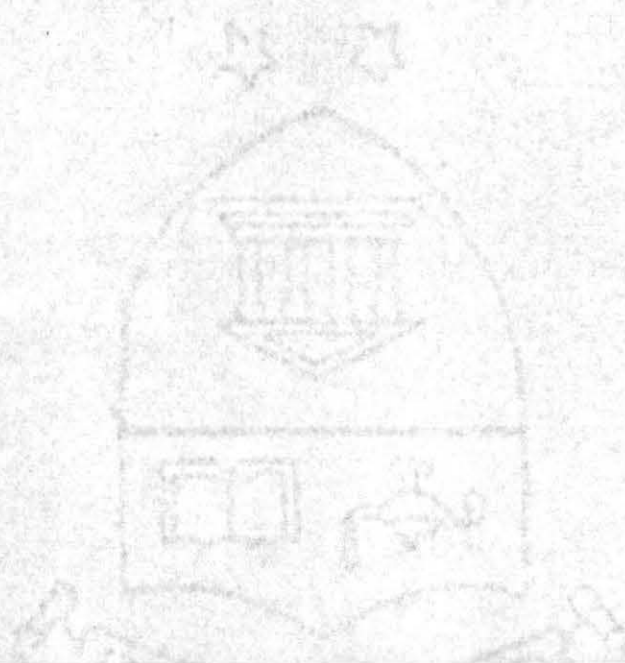
The National Education Association recommends the use of the staggered double period for physical education where the class period is less than sixty minutes. Lee gives the following recommendations for such classes (9, p. 286):

This plan merely permits a longer period for dressing than is usually allowed in a single period, thus eliminating the feeling of hurry, which is a mental hygiene hazard. Modern life is geared too high, and the schools contribute largely to this hazard.

Nash uses the following table to show time devoted to physical education in senior high schools (10, p. 276).

1 period per week	7 to 10% of the schools
2 periods per week	52 to 55% of the schools
3 periods per week	22 to 23% of the schools
4 periods per week	15 to 22% of the schools

It is recommended by most authorities in physical education that five periods of sixty minutes each would be the ideal practice.



ANALYSIS AND PRESENTATION OF DATA

Classification

Some form of classification is necessary if the teacher is to obtain a degree of orderly progression in physical education classes. If the needs and interest of the student are to be taken into account, the enrollment of students must be based on more than just age or grade in school. Students, even of the same age, have varied abilities and knowledge of skills. To develop a student's skill and knowledge, some degree of uniformity of ability and interest is necessary. There are those students who are not physically capable of competing and keeping up with the general group of girls; therefore, some restrictive or corrective classes are also necessary.

Method of Scoring: The teachers interviewed gave the method used in their schools for assigning pupils to the physical education classes. These methods were matched with the score card and the appropriate number of points given.

Table 1. The various methods of classification used in the schools and the points scored for this method of enrollment of students in the physical education classes. Possible score 50.

School	Method of Classification	Score
I	Grade in School	15
II	Grade in School	15
III	Grade in School and Age	15
IV	Grade in School and Age	15
V	Grade in School	15
VI	Grade in School and Age	15
VII	Grade in School and Age	15
VIII	Grade in School	15
IX	Grade in School and Free Hour on Schedule	8
X	Grade in School and Free Hour on Schedule	8
XI	Grade in School, Free Hour on Schedule and Interest	19

Table 1 shows that all of the schools assigned the girls to physical education classes by grade or age. One of the schools allowed the student to choose the physical education class she wanted her senior year. Five of the teachers gave skill and knowledge tests to classify the students within the classes. In the other schools all of the girls were given the same instructions and all participated in the classes to the best of their abilities or knowledge in the activities.

Costumes

Appropriate clothing should be worn for physical education classes if best results are to be obtained in class work. Freedom of movement is essential for obtaining skill in most of the activities. Safety and cleanliness are also important factors in favor of suitable costumes for physical education classes.

It would be preferable for schools to furnish these costumes. If this cannot be done, the school could stock the gym suits and shoes in the bookstore and sell them at cost.

Method of Scoring: Appropriate points were given for each item which was included on the score card. The final score was obtained by totaling scores given for each condition.

Table 2. Tabulated scores for costume requirements, and the weekly check made for cleanliness of costume. Possible score 25.

School	Required	Uniform	Marked	Adequate*	Gym Shoes Required	Weekly Check	Score
I	5	5	0	3	5	5	23
II	5	0	0	3	5	5	18
III	5	5	2	3	5	5	25
IV	5	0	2	3	5	0	15
V	5	5	2	3	5	0	20
VI	5	5	2	3	5	5	25
VII	5	5	2	3	5	3	23
VIII	5	5	2	3	0	5	20
IX	5	0	2	3	5	5	20
X	5	5	2	3	5	5	25
XI	5	5	0	3	0	5	18
Percentage of schools included	100%	63.6%	72.7%	100%	81.8%	77.2%	

* Included under Adequate are: Easily Laundered, Appropriate and Durable

Table 2 shows that all of the schools required gym suits, although two of the schools did not require gym shoes. Eight of the schools required uniform costumes, but only one of the schools' bookstores carried these costumes. The other schools made arrangements with stores in the town to stock the gym suits or had the stores order them special. All but three of the teachers checked for clean uniforms each week. One of the teachers checked weekly except in the winter, and then she checked every other week. All of the costumes were easily laundered, appropriate and durable. Most of the teachers required the marking of the gym costumes and the shoes.

Credit

Credit should be given to physical education on the same basis as for other academic subjects. If physical education is worthy of being included in the education program, it should be worthy of credit. Physical education credit should also be required for graduation on the same basis as the other subjects.

If credit is given, then definite arrangements should be made for proper grading in all activity courses, based on appropriate tests and followed by the recording of proper credit on a student's card (7, p. 50).

Method of Scoring: The information on credit was taken from the school offices. The condition which exists was located on the score card and the points opposite this condition were taken as the score.

Table 3. The credit given is that which is allowed for one year's work.

School	Credit Given	No. Years Required	Required For Graduation	Score
I	$\frac{1}{4}$ unit	2 years	Yes	5
II	unit	2 years	Yes	20
III	unit	2 years	Yes	20
IV	unit	2 years	Yes	20
V	unit	2 years	Yes	20
VI	unit	2 years	Yes	20
VII	unit	2 years	Yes	20
VIII	unit	2 years	Yes	20
IX	unit	2 years	Yes	20
X	1 unit	1 year	Yes	20
XI	$\frac{1}{2}$ unit	2 years	Yes	20

Table 3 shows that all of the schools allowed credit for physical education, and required it for graduation. One unit credit was allowed for graduation in all but one school. This school allowed one-fourth unit credit per year and required two years, making only one-half unit required for graduation.

Enrollment

All girls in the school should be enrolled in physical education. If the student has some physical handicap, she should be given modified activities adapted to her needs. If the girl has an injury or is ill, she may be given a temporary excuse. Each girl within the school should receive some benefits from participation in the physical education classes.

No program of physical education can be considered adequate unless it affects every student within the school (18, p. 37). In order to meet

this optimum goal, there must be trained personnel to handle the special cases which the school will be confronted with during the years. The curriculum must be broad in order to have the students engaged in the appropriate activities. There must be adequate facilities to take care of these special classes. There must be close co-operation among the physician, nurse, and teacher in order to meet the needs of the students assigned to special class work.

To attain this 100 per cent enrollment, the teacher must sell her physical education program to the administrator, parent, doctor and student. The physical education program should be such as to make a definite contribution to the girls' total education.

Method of Scoring: The total number of girls enrolled in the school was taken from the secretary's office. The number of girls taking physical education was taken from the physical education teacher's roll book. The total number was divided into the number taking physical education. The computed percentage was applied to the score card and the appropriate points were given as the score. Temporary excuses for illness or injury were considered as being enrolled in physical education. No other excuse or substitutions were counted toward enrollment.

Table 4. Percentage of students enrolled in physical education classes and number of girls who used substitutes for physical education. Possible score 100.

School	Percentage Enrolled	Girls Using Substitutes	Score
I	62%	3	57
II	53%	0	47
III	64%	5	57
IV	88%	0	88
V	57%	0	47
VI	73%	3	67
VII	65%	8	57
VIII	66%	0	57
IX	49%	0	37
X	48%	2	37
XI	73%	4	67

The percentages in Table 4 seem to be fairly low considering that physical education was required two of the three years in all of the schools except one. Most of the schools required the girls to take physical education their sophomore year and then the students were allowed to choose either their junior or senior year to complete the physical education requirement. Eighteen and two-tenths per cent of the schools were between the fortieth and fiftieth percentile. Eighteen and two-tenths per cent were between the fiftieth and sixtieth percentile. Thirty-six and four-tenths per cent were between the sixtieth and seventieth percentile and nine per cent were above the eightieth percentile. The average percentage of students enrolled for all the schools scored was sixty-three and four-tenths per cent.

Excuses

Excuses from physical education should be handled by the school physician. Many excuses are given because the family physician and the parents do not have a complete understanding of the physical education program. The program must be broad enough to include all those who are in school. This wide program which allows for individuals not capable of participating in general physical education classes should include them in some restricted or corrective group. The program itself must be good enough to obtain the respect of the parents and physician in order to avoid requests for excuses.

If excuses are given for reasons other than physical handicaps, then the program must be sold to the administrator and other teachers within the school. The values derived from physical education classes cannot be obtained from any of the substitutions, which are sometimes used to excuse a student from physical education requirements.

Method of Scoring: Conditions were located which took precedence in the schools and record points were given for each circumstance.

Table 5. By whom the excuses were approved. Checks made, reviewing required, reasons excused and number of students excused from physical education. Possible score 35.

School	Excuses Approved By	Check Made With Phys.*	Reviewing Of Excuses Required Each Year	Number Excused	Reason	Score
I	Family Doctor	Yes	Yes	3	Substitutes	23
II	Family Doctor	Yes	Yes	0		23
III	Family Doctor	No	Yes	5	Handicap	13
IV	Family Doctor	No	Yes	0		13
V	Family Doctor	No	Yes	0		13
VI	Family Doctor	No	No	3	Substitutes	8
VII	Family Doctor and Parents	No	No	8	Substitutes	4
VIII	Family Doctor	Yes	Yes	2	Handicap	23
IX	Family Doctor	Yes	Yes	0		23
X	Family Doctor	Yes	Yes	2	Handicap	23
XI	Family Doctor	No	Yes	4	Handicap	13

* Phys. is the abbreviation used for physician.

As shown by Table 5, in all of the schools the family physician's written excuse was accepted. At five of the schools the physical education teacher checked with the doctor about these excuses. The other six schools accepted the excuse from the doctor without any further checking. Nine of the schools required a reviewing of the excuses each year.

Most of the excuses were given because of physical handicaps. Most of the teachers had these physically handicapped students keep score, time, or officiate in their regular physical education classes. One of the teachers gave physical education credit to students who accompanied dance classes or took care of equipment. Where playing in the band was substituted for physical education, the students were not kept out of the physical education class all year, but only when the band was practicing for a concert or was drilling. These girls were enrolled in physical education

classes and when not participating with the band, they attended the physical education class. In one of the schools health classes were substituted for physical education, even though there were no students listed as physical handicaps.

Health Examination

Health examinations are necessary for the protection of the school as well as the child. If physical education programs are to meet the needs of the student, an examination is necessary to determine those needs. Part of these examinations should be given to the students by physicians, nurses, and dentists.

At least one health examination should be given in each school level, and more if money and personnel permit. In Utah the law requires that a health examination be given each year by either the teacher or the physician. The law specifies that the following things be checked: sight, hearing, teeth, and if the child breathes through the mouth. If the test discloses that the child has any of these defects, the teacher must send a written report to the parents, notifying them of the defects and the necessity of medical attention for the child.

This health examination should furnish the data to help the teacher plan her program to fit the needs of her students. It will also aid in helping to prevent the spread of contagious diseases in the school. It will give the parents information concerning their child's health and physical defects, if any are present (14, p. 90).

If the most benefits are to be received from the health examination, a good follow-up program must be employed. The physical education teacher can be a very important part of this follow-up service. The teacher should take an active interest in the health examinations and work with the nurse and the parents in bringing about the correction of the students' defects.

Method of Scoring: It was found that all schools that included a health examination used a standardized form. From these records the extent and frequency of examination were taken. Other items important to the health examination were given an individual score which should be taken from the score card. The total of these was taken for the final score.

Table 6. Gives the times the examinations were used for various conditions. Time allowed per pupil for examination. The inclusion of the follow-up program and the dental examination in the health examination program.

School	Exam To	Ent.* Intra- School murals	Before After Illness	Time Per Pupil	Follow-Up Program	Dental Exam	Score
I	Yes	No	No	10 Min.	Yes	No	18
II	No	No	No	5 Min.	Yes	No	6
III	No	No	No	10 Min.	Yes	No	8
IV	Yes	No	No	10 Min.	Yes	Yes	23
V	No	No	No	15 Min.	Yes	Yes	16
VI	Yes	No	No	5 Min.	Partial	No	13
VII	Yes	Yes	No	15 Min.	Partial	No	23
VIII	No	No	Yes	0	No	No	5
IX	No	No	No	10 Min.	Partial	No	5
X	No	No	Yes	10 Min.	Yes	Yes	18
XI	No	No	No	5 Min.	Partial	Yes	8

* Ent. is abbreviation for Entrance

Table 7. The extent of the examination and the frequency. Scores from Table 6 were added to these points and total points for the health examination are given. Possible score 75.

School	Extent of Examination	Frequency	Score	Score From Table No. 6	Total Score
I	Full	One	26	18	44
II	Full	One	26	6	32
III	Full	One	26	8	34
IV	Full	Two	30	23	53
V	Full	One	26	16	42
VI	Full	One	26	13	39
VII	Full	Two	30	23	53
VIII	None	None	0	5	5
IX	Full	One	26	5	31
X	Full	One	26	18	44
XI	Full	One	26	8	34

As shown in Table 6, only one school required an examination for participation in intramurals. Two of the schools (18%) required examinations of students after long illnesses or frequent absences because of illness.

The time allotted to each student for these examinations was ten minutes by 45% of the schools. Eighteen per cent of the schools allowed fifteen minutes per student, and 27% allowed only five minutes per student.

The follow-up service was good in most schools. Fifty-five per cent sent home written reports of the examination to the parents. Thirty-six per cent of the schools sent home reports if the students had defects. One of the schools had the parents present during the examination, and two of the schools invited the parents to come if they wished. The county nurse did all of the follow-up work, except in one school, where the teacher did the follow-up service on the health examination.

Four (36%) of the schools had dental inspection by a dentist. Two of the schools said this was the first year this examination had been included in the health examination. Two of the schools referred students to their own dentists upon the advice of the physician giving the health examination.

Table 7 shows that ten of the eleven schools gave a complete health examination. The form "Utah Permanent Record Form" was followed in giving the examination. This form included all of the items listed on the score card. Two (18%) of the schools required examinations twice during the three years of high school. Eight (73%) of the schools had only one examination during the senior high school years. One school had no health examination at all.

Physical Examination

The physical examination by the teacher can be educational to the student as well as informative to the teacher. It is a means to help the

child to become interested in her growth, development and personal health and welfare. Also detection and prevention can be a part of this program. The interest and continuous efforts of the teacher can do much toward the physical well being of her students. The teacher, however, must remember she is not to treat diseases. The teacher should be able to recognize the presence of some body defects and some functional disorders, but the physician should make the diagnosis and give the treatment. This physical examination can also help to determine the effectiveness of the follow-up program.

Method of Scoring: Each item of the physical examination was given a certain number of points on the score card. These points were added to the number given for frequency of examination to determine the total score.

Table 8. The extent of the physical examination and the frequency of the examination were scored along with the current accident and health records. Possible score 50.

School	Frequency	Current Record	Age Height Weight	Nose Throat Ears & Eyes	Spinal Column Posture	Feet	Score
I	None	0	0	0	0	0	0
II	None	0	0	0	0	0	0
III	None	0	0	0	0	0	0
IV	Every Year	5	6	0	0	0	16
V	None	0	4	0	0	0	4
VI	Every Year	0	6	2	3	2	18
VII	None	0	0	0	0	0	0
VIII	None	0	0	0	0	0	0
IX	None	0	0	0	0	0	0
X	Every Year	5	6	6	5	4	31
XI	None	0	0	0	0	0	0

Table 8 indicates that only thirty-six per cent of the schools included any phase of the physical examination by the teacher. None of the teachers gave a complete physical examination. Most of the teachers stated they merely watched the students during class period, but made no periodic or systematic examination.

Records

Records are necessary for any department to run smoothly. These records must be kept for any well-organized program. It should be necessary to keep records on examinations, finance, students, supplies, accidents, inventories and intramurals. For the teacher to be able to evaluate her program in terms of what she has accomplished, what she is accomplishing now, and what she hopes to accomplish in the future, a system of record keeping must be set up. This should not be haphazard, but a well-organized system of keeping important data.

Method of Scoring: For each adequate record kept, two points were given. Points were also given for the completeness and accessibility of the records and for the type of method or forms used for keeping these records. The points were taken from the score card for each type of record used and totaled for the score.

Table 9. Scores were given for each type of record kept.

School	Supplies	Finance	Students	Inventories	Accidents	Health and Phys. Exam	Score
I	2	2	2	2	2	2	12
II	0	0	0	2	0	2	4
III	0	0	0	0	0	2	2
IV	0	2	2	2	0	4	10
V	0	0	2	2	0	2	6
VI	2	2	0	2	2	4	12
VII	0	0	2	2	0	2	6
VIII	2	2	2	2	0	2	10
IX	0	0	2	2	0	2	6
X	0	0	2	0	0	2	4
XI	0	0	2	2	0	2	6

Table 10. Scores given for completeness and accessibility of records. Also points given for the use of standardized forms. Scores from Table 9 were taken and added with these points for total score on record keeping. Possible score 20.

School	Com- pletteness	All Data on Student in One Folder	Standardized Forms Used	Score	Score Table 9	Score
I	2	2	2	6	12	18
II	2	2	2	6	4	10
III	1	2	2	5	2	7
IV	2	2	2	6	10	16
V	2	2	2	6	6	12
VI	2	2	2	6	12	18
VII	2	2	2	6	6	12
VIII	2	2	2	6	10	16
IX	2	2	2	6	6	12
X	2	2	2	6	4	10
XI	2	2	2	6	6	12

Table 9 shows that the teachers' individual records on the students, supplies, and finance were not as complete as the records that were kept for the office file. The teachers' personal records were not kept systematically or in an organized manner.

As shown by Table 10, each school had the data referring to the pupil's health, scholastic and social record filed in the main office in one folder. Although these records were available, only a few of the teachers ever used them. All the information about the student was kept on the record form published by the State Department of Public Instruction.

Showering

Showering is an essential phase of the physical education program, and if this period is to prove beneficial to the girls, enough time and appropriate facilities are necessary. If a student is rushed through this showering and dressing period she might develop a dislike for the whole physical education program.

Clean towels and a place to store and dry these towels are also necessary for sanitary reasons. It is best if the school can provide laundry service, but if this cannot be done, some other means of drying the towels is necessary.

Method of Scoring: The scores which applied to the practices of the school were recorded. Different items were scored depending on whether the school or the girl furnished the towels.

Table 11. Scores were tabulated for the school furnishing the towels and soap. If the girl provided her towel, the scores were given if drying facilities were available, and also if a check was made for weekly clean towels. Possible score 30.

School	Towels and Soap Provided by School (15 Points Given)				Towels Provided by Girl			Score
	Each Class	Each Week	Whenever Necessary	Soap	Drying Facilities Available	Weekly Check		
I	7	-	-	0	-	-	22	
II	-	-	-	5	0	5	10	
III	7	-	-	5	-	-	27	
IV	-	5	-	0	-	-	20	
V	-	-	-	0	0	0	0	
VI	-	-	-	0	0	5	5	
VII	-	-	-	0	0	5	5	
VIII	-	-	5	5	-	-	25	
IX	-	-	-	0	0	5	5	
X	10	-	-	5	-	-	30	
XI	7	-	-	0	-	-	22	

An analysis of Table 11 shows that six (55%) of the schools furnished the towels for physical education classes. Five of these schools charged a small fee for towel service. At one of these schools there was a school washer, and the physical education teacher laundered the towels. One of the schools issued clean towels each class period. Three of the schools issued towels each class period during the fall and spring and once a week during the winter.

In the five (45%) schools where the girls furnished the towels, there were no drying facilities. The girls had to place the damp towels in

their lockers or baskets with their other gym clothes. The girls themselves sometimes brought hangers on which to dry their towels. Four of the teachers checked weekly for clean towels. Seven of the teachers remained in the shower room while the girls were showering and dressing. All of the schools required showering as part of the class work. The girls were excused from showering during menstruation.

Soap was provided by four of the schools. At the other schools the girl brought her own soap or none was used for showering.

Size of Classes

The size of the class should be determined to a large extent on the basis of facilities and equipment, teacher's ability, and the activities to be taught. Classes should be kept small enough to permit individualized teaching.

If all students are to be required to take physical education, there must be a place in the program for them. In order to give individual corrective help to the students, the size of the class must be small.

Method of Scoring: Points were allotted to each condition which described the situation. Points were also given for corrective or restrictive classes being included in the program. These enrollment figures were taken from the teacher's roll book.

Table 12. Average class size was taken and scored from score card. Where the schools had an established maximum and minimum set on class size, five points were given. If the average enrollment of physical education classes was no larger than average academic classes, five points were given. Possible score general classes 40; corrective classes 20; total 60.

School	Established Maximum and Minimum	Larger Than Academic	Average Size	Correctives	Total Score
I	No	No	28	None	35
II	No	No	20	None	35
III	No	No	27	None	35
IV	No	Yes	36	None	30
V	No	No	30	None	35
VI	No	No	24	None	35
VII	No	Yes	50	None	10
VIII	No	No	29	None	35
IX	No	No	25	None	35
X	No	No	19	None	35
XI	No	No	27	None	35

Table 12 shows that the schools did not have a very big problem with overloaded classes. The average class size for all the schools was only 28.6. One school had as high as fifty students per class as an average, but the others were well below the figure recommended by Nash (10, p. 341).

None of the schools included any corrective or restricted classes. For those students who needed a modified or restricted program, some of the teachers used the girls as score keepers, officials, and time keepers.

Teaching Load

An excessive load should not be given to any teacher if she is expected to do her best teaching. The recommended load is five classes a day, or 1,500 minutes per week. The maximum set is six hours a day, or 1,800 minutes per week. This maximum should include the extra-curricular duties she is expected to perform. The physical education teacher should be willing to accept duties comparable to those assigned other teachers. For the most efficient and individualized teaching, a teacher's load should be kept to a minimum.

Method of Scoring: The number of minutes the teacher spent in class each week and the minutes required for her extra-curricular duties were totaled. The score was given in minutes per week. The total number of minutes for each teacher was then scored.

Table 13. Teaching load was given for hours in class room instruction per week and for average extra-curricular work during the week. Possible score 30.

School	Classes Per Week	Extra-Curricular Per Week	Total Time Minutes	Score
I	30	7	2070	0
II	30	0	1800	4
III	35	3	1825	4
IV	22	15	2110	0
V	15	3	1005	30
VI	30	5	1800	4
VII	25	8	1730	8
VIII	25	5	1550	16
IX	30	1	1710	8
X	18	8	1470	30
XI	25	3	1555	16

As shown by Table 13, one of the teachers taught seven classes a day; four taught six classes a day; four taught five classes a day. One teacher taught afternoons only and had three classes per day. The other teacher taught in a junior college-high school combination and taught three classes three days a week and two classes two days a week. The average teacher load for classes was 1,693 minutes per week. This load was above the minimum recommendations, but below the maximum. The average spent in extra-curricular assignments was 316 minutes per week.

Time Allotment

A daily period of sixty minutes for physical education classes is desirable. Included in this time are dressing, instruction, practice, and showering. Adequate time is necessary if the teacher is to provide constructive instruction and if she is to give the student time to practice and develop skill in the various activities. Enough time should also be

allowed for showering and dressing if the girl is to receive enjoyment from her participation in physical education. Health classes should be considered as separate classes and not counted as a physical education period.

The Committee on Adequate Program Standards recommends one period per day for physical education, the length of the period to be consistent with the established length of periods in the individual school (16, p. 290). The Utah State Course of Study (18, p. 4) recommends that students be given daily periods of health and physical education in two of the three years of senior high school. Its recommendation for length of periods is from forty to sixty minutes.

Method of Scoring: Time used for dressing and showering was included in length of class period. That time which was devoted to health classes was not included as physical education periods. The number of times physical education was required during the week and the number of minutes in the period were located. In the appropriate square the points for the total score were given.

Table 14. Gives the time allotted to physical education by days and by minutes per class. Where the schools had physical education daily during the fall and spring and classes three days a week during the winter, both places were listed. Possible score 100.

School	Days Per Week				Minutes Per Class				Score
	2	3	4	5	45	50	55	60	
I		Winter		F.S.*			x		67
II		F.W.S.						x	55
III		Winter		F.S.		x			53
IV		F.W.S.					x		45
V		Winter		F.S.			x		67
VI	Winter			F.S.		x			49
VII		Winter		F.S.		x			53
VIII		Winter		F.S.		x			53
IX	Winter			F.S.			x		49
X		F.W.S.					x		45
XI				F.W.S.				x	100

* F., W., and S. are abbreviations for Fall, Winter and Spring.

Table 14 indicates that only one school had physical education daily. Seven of the schools would have physical education daily if they had enough facilities to take care of the classes during the winter weather. During the winter weather, most of the schools alternated boys' and girls' physical education classes during the week and on Friday the boys and girls met together, and social dancing was taught. Three of the schools used the teaching of health classes as an alternate for physical education during the year. Of these three schools only one considered and graded health as a physical education class.

The minutes allotted physical education classes varied within some schools from forty-five minutes in the morning classes to sixty minutes in the afternoon classes. Where this was the case, the average number of minutes per class was taken and the score given accordingly.

SUMMARY

The purpose of the study was to determine the existing policies and procedures which affected the women's physical education program in eleven of the high schools of Southern Utah. Consideration was given to the following factors: classification; costumes; credit; enrollment; excuses; health examination by doctor, nurse and dentist; physical examination by teacher; records; showering; size of class; teaching load; and time allotment.

The information for this study was obtained through personal interview with the physical education teacher at each school surveyed.

A summary of the findings of the study is as follows:

1. One hundred per cent considered the students' grades in school in classifying for physical education classes; 27% used the free hour on the students' schedules as an additional means of classification; 36% took the students' ages into consideration; and 9% considered the students' interest in their senior year.

2. One hundred per cent required change of costume for physical education classes; 63.6% required that the costumes be uniform; 72% had the students mark their costumes; 100% had appropriate, easily laundered and durable costumes; 81.8% required gym shoes to be worn in physical education classes; 77.2% of the teachers made a check for clean costumes each week.

3. One hundred per cent of the schools gave physical education credit and required it for graduation; 82% gave one-half unit of credit for each year of physical education; 9% gave one-fourth unit per year; and 9% gave one full unit per year; 91% required two years of physical education, while 9% required only one year.

4. Eighteen and two-tenths per cent of the schools had between forty and fifty per cent of their students enrolled in a physical education class; 18.2% had between fifty and sixty per cent enrolled; 36.4% had between sixty and seventy per cent enrolled; and 9% had above eighty per cent enrolled.

5. Thirty-six per cent of the schools did not have any students excused from physical education; 27% had five per cent of their students excused or using substitutes for physical education; 9% had one per cent excused; 9% had two per cent excused; 9% had three per cent excused; and 9% had 15 per cent excused. One hundred per cent accepted family doctors' excuses; 46% of the teachers checked with the physician about these excuses; 82% of the school required the reviewing of excuses each year.

6. Ninety-one per cent of the schools gave a complete health examination by a physician at least once during the senior high school; 18% gave two health examinations during the students' senior high school years; 36% gave a health examination upon entrance to school; 9% required an examination before the girls could participate in intramurals; 18% required a health examination of a student who had been ill for a long period of time or for frequent absences because of ill health. Forty-five per cent of the schools gave ten minutes per pupil for the examination; 18% allowed fifteen minutes per pupil; and 27% allowed five minutes per student. Thirty-six per cent included dental examinations by a dentist in the health examination. Fifty-five per cent had a complete follow-up service; 36% had a partial follow-up service; and 9% had no follow-up service.

7. None of the physical education teachers gave a complete physical examination; 18% kept a record on current diseases and accidents; 36% kept a report on the age, height and weight of the students; 18% checked on eyes and ears; 9% checked nose and throat; 18% made a check of posture and the vertebral column; 18% checked for any infection or deformity of feet.

8. One hundred per cent of the schools had complete data on the students filed in the main office. This included items on family, health history, health examination, scholastic, follow-up, and social phases of the student's life. Of the records the teacher kept for herself, 27% kept records on supplies and finance; 73% kept records on students' achievements; 82% kept records on inventories; and 18% kept records on accidents which happened to the students within their classes; 18% kept records on the physical examination given by the teacher.

9. Fifty-five per cent of the schools furnished towels for showering; 46% of these charged a small fee to the students for this towel service. Of the schools providing the towels, 17% furnished clean towels each class period and 50% furnished them each class period during the fall and spring, and once a week during the winter; 33% furnished towels each week or whenever necessary.

Each girl was responsible for furnishing her own towel in 45% of the schools. Checks were made by the teacher for clean towels each week in 80% of these schools where the girls furnished the towels. None of the schools had facilities for drying the towels.

Thirty-six per cent of the schools furnished soap for use during showering.

10. None of the schools had a maximum or minimum size of class set-up. In 18% of the schools, the physical education classes were above the average-sized academic classes. The average size for the physical education classes was 28.6.

None of the schools had any corrective or restricted classes included in the physical education program.

11. The average teaching load was 1,693 minutes per week. The average classes taught per week were 25.9. The average time spent in extra-curricular

assignments was 316 minutes per week; 18% had a teacher load of 2,000 minutes per week or more; 27% had a teacher load of 1,800 minutes per week or more; 18% had a load of 1,700 minutes or above; 18% had a load of 1,500 minutes or more; and 18% had a load of 1,500 minutes or less.

12. Nine per cent had physical education classes daily; 46% had physical education classes daily in the fall and spring, and three days a week during the winter. Eighteen per cent had physical education classes daily in the fall and spring and two days a week during the winter; 27% had classes three days a week all year.

Thirty-six per cent had class periods of fifty minutes; 46% had physical education class periods of fifty-five minutes; 18% had periods of sixty minutes.

13. Eighty-two per cent of the teachers had bachelor of science degrees; 18% of the teachers were teaching on emergency certificates; 46% of the teachers were physical education majors; 27% were home economic majors, and 9% were language majors.

Table 15. Summary of scores for each phase of the program scored. Total given for each school. Possible score 600.

School	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
Classification											
Possible Score 50	15	15	15	15	15	15	15	15	8	8	19
Costumes											
Possible Score 25	23	18	25	15	20	25	23	20	20	25	18
Credit											
Possible Score 25	5	20	20	20	20	20	20	20	20	20	20
Enrollment											
Possible Score 100	57	47	57	88	47	67	57	57	37	37	67
Excuses											
Possible Score 35	23	23	13	13	13	8	4	23	23	23	13
Health Examination											
Possible Score 75	44	32	34	53	42	39	53	5	31	44	34
Physical Examination											
Possible Score 50	0	0	0	16	4	18	0	0	0	31	0
Records											
Possible Score 20	18	10	7	16	12	18	12	16	12	10	12
Showering											
Possible Score 30	22	10	27	20	0	5	5	25	5	30	22
Size of Classes											
Possible Score 40	35	35	35	30	35	35	10	35	35	35	35
Correctives											
Possible Score 20	0	0	0	0	0	0	0	0	0	0	0
Teaching Load											
Possible Score 30	0	4	4	0	30	4	8	16	8	30	16
Time Allotment											
Possible Score 100	67	55	53	45	67	49	53	53	49	45	100
TOTAL	309	269	290	331	305	303	260	285	248	338	356
School	I	II	III	IV	V	VI	VII	VIII	IX	X	XI

CONCLUSIONS

1. The schools scored low in their methods of classification. The average points received were 14 of a possible 50. This gave a total of 28% of the possible score.

2. On costumes the schools as a whole scored higher than in any of the other phases scored. The average points received were 21 out of a possible 25. This gave the schools an average total of 84% of the possible score.

3. Ninety-one per cent of the schools gave and required one unit of credit toward graduation; 9% gave one-half unit of credit for graduation. Of a possible 25 points, 19 points was the average. This gave the schools an average percentage of 76 of the score possible, the third highest percentage received in the scoring.

4. The average percentage of students enrolled in physical education was 63%. Of a possible score of 100, the average score was 56. This gave the schools a total of 56% of the score possible.

5. Thirty-six per cent of the schools accepted no excuses; 64% of the schools excused students or allowed them to use some substitution. Of a possible score of 35, the schools scored an average of 16, which gave them a 46% average possible points.

6. The schools scored only a 49% average of the possible points awarded for health examination. Although 91% gave a complete health examination, the schools fell down on points given for frequency, examination upon entrance to school, examination for intramurals, examination after illness, time used for examination per student, and dental examination.

The total number of possible points for the health examination was 75. The schools' average number of points was 37.

7. The schools scored very low on the physical examination. Of a possible score of 50, the schools averaged only 6 points. This gave the schools an average of only 12%. The physical examination ranked twelfth in percentage of points scored.

8. The records kept by the schools' main offices scored very high. Of a possible 6 points, the average was 5.9. The average score for records kept by the teacher for her own reference was 7 out of a possible 14 points. The total average scored for record keeping was 13 of a possible 20 points. This gave the schools a 65% average on points possible.

9. For showering, the schools scored an average of 16 points out of a possible 30. This gave the schools an average of 53% of total scores possible.

10. The schools scored high in percentage of points possible for size of classes, with an 80% average. The possible points were 40. The average number was 32.

The scoring on correctives was zero. The points possible for correctives and the size of these classes were 20 points.

11. The average percentage of the score made for teaching load was low, only 37% of the possible score. The points possible were 30; the average scored by the schools was only 11. This phase of the program studied ranked tenth in possible percentage of scores made.

12. The average for minutes per class given for physical education was 54 minutes. The number of days per week physical education was given averaged 3.8. The average score made by the schools was 58 out of a possible score of 100. This gave the schools an average of 58% of the possible score.

Table 16. Rank of schools, total scores made, percentage of total possible score received.

School	Score Made	Percentage Received of Possible Score	Rank
I	309	51.5	4th
II	269	44.8	9th
III	290	48.3	7th
IV	331	55.2	3rd
V	305	50.8	5th
VI	303	50.3	6th
VII	260	43.3	10th
VIII	285	47.5	8th
IX	248	41.3	11th
X	338	56.3	2nd
XI	356	59.3	1st
Average of Schools	299	49.8	

Table 17. Average percentage of possible score and rank.

Phases of Program Scored	Possible Score	Average Score of Schools	Percentage Received of Total Score Possible	Rank
Classification	50	14	28%	11
Costumes	25	21	84%	1
Credit	25	19	76%	3
Enrollment	100	56	56%	6
Excuses	35	16	46%	9
Health Examination	75	37	49%	8
Physical Examination	50	6	12%	12
Records	20	13	65%	4
Showering	30	16	53%	7
Size of Class	40	32	80%	2
Correctives	20	0	0%	13
Teaching Load	30	11	37%	10
Time Allotment	100	58	58%	5

RECOMMENDATIONS

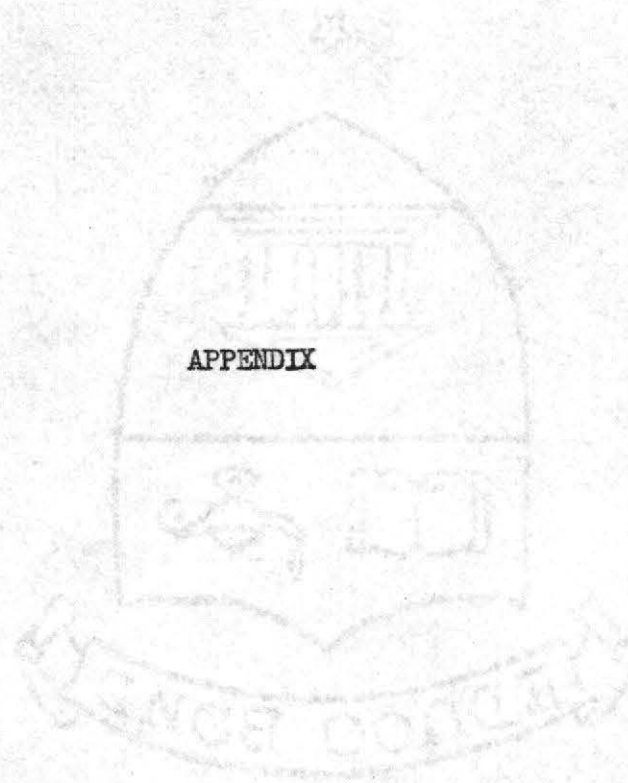
The following recommendations are submitted:

1. A more adequate method of classifying students in physical education classes needs to be employed.
2. A definite policy should be established to handle the excuses from physical education.
3. Some form of health co-ordination or health committee would probably improve the work already being done on the health examination.
4. The physical education teacher should make use of the physical examination in her physical education program.
5. Corrective and restrictive classes should be included in the physical education curriculum.
6. A lighter teaching load is necessary in most of the schools included in this study, in order to improve teaching conditions.

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SCORE CARD

I. Classification

At Random	0
Free Hour on Schedule	0
Age or Grade in School	15
Formulas (approved) Used for Classifying Examinations, Degree of Development and Skill, Need and Interest	35
	50

Possible Score 50

II. Costumes

Uniform Costumes Required	10
Modest, Durable, Appropriate, Easily Laundered, Marked	5
Gym Shoes Required	5
Weekly Check for Clean Uniforms	5

Possible Score 25

III. Credit

No Credit Given	0
Credit Given But Not Required for Graduation	
Not Less Than 1 Credit Out of 16	10
Not Less Than 2 Credits Out of 16	15
Credit Given and Required for Graduation	
Not Less Than $\frac{1}{2}$ Credit Out of 16	5
Not Less Than 1 Credit Out of 16	20
Not Less Than 2 Credits Out of 16	25

Possible Score 25

IV. Enrollment

Total Number of Girls Enrolled in School _____
 Total Number of Girls Enrolled in Physical Education _____
 Total Number of Girls Enrolled in Corrective or Modified Activity Program _____

To Score: Compute the percentage of girls taking physical education of the total number of girls enrolled in the school at the date of scoring. The points allotted to the range in which this percentage falls is the score given. The total number of girls enrolled in school _____; the total

number of girls taking physical education _____; computed percentage _____.

Percentage	93	85	77	69	61	53	45	37	29	21
	100	92	84	76	68	60	52	44	36	28
Score	100	85	77	67	57	47	37	26	14	0

V. Excuses

Excuses from Physical Education Passed by:

School Doctor	20
Family Doctor	8
Parent and Others	0
Check Made with Physicians About These Excuses	10
Do You Require Reviewing of Excuses Each Year	5

Possible Score 35

VI. Health Examination

A Health Examination Given by Physician at Entrance to School	10
Frequency of Examination	
Every Year	10
Every Two Years	6
Once in Three Years	2
A Special Examination Given Before Participation in Intramurals	5
A Special Examination Given or Required After Long Illness or for Frequent Absences Because of Poor Health	5
How Much Time Per Pupil for Examination	
10 Minutes	2
15 Minutes	5
20 Minutes	10
Follow-Up Program	6
Extent of Examination	
Health History	2
Skin	2
Eyes	2
Ears	2
Nose	2
Throat	2
Neck	2
Heart	2
Lungs	2
Abdomen	2
Orthopedic	2
Nutrition	2
Dentist Examination of Teeth Given at Time of Health Examination	5

Possible Score 75

VII. Physical Examination

Is a Physical Examination Given	
Each Year	5
Every Two Years	2
Once During Three Years	1
Extent of the Physical Examination	
Current Disease and Accident Record	5
Posture	
Gait	2
Bearing	1
Nutrition	2
Head	
Eyes	4
Nose	2
Throat	2
Hair	2
Ears	3
Teeth	2
Neck	2
Vertebral Column	5
Extremities	5
Feet	2
Age	2
Height	2
Weight	2

Possible Score 50

VIII. Records

Type of Record	
Issuance of Supplies	2
Finance	2
Students' Accomplishments	2
Inventories	2
Accidents	2
Physical Examination	2
Health Examination	2
Are Records Kept Adequate, Continuous and Accessible	2
Are the Pupils' Data Referring to Pupils' Health, Scholastic and Social Records To- gether in One Folder	2
Are Standardized Forms Used to Keep Records	2

Possible Score 20

IX. Showering

Towels Provided by Schools	15
Clean Towel Each Class	10
Clean Towel Each Week	5
Clean Towel Whenever Needed	5
Towels Provided by Girls	0
Drying Facilities Available	10
Check Made of Clean Towels Each Week	5
School Provides Soap	5

Possible Score 30

X. Size of Classes

Is There an Established Minimum and Maximum Size of Class	Yes	<u>5</u>	No	<u>0</u>
Are the Physical Education Classes Average Enrollment Larger Than the Average Academic Classes	Yes	<u>0</u>	No	<u>5</u>
Average Size				
60-Over Enrolled in Class		0		
55-60 Enrolled in Class		5		
50-54 Enrolled in Class		10		
45-49 Enrolled in Class		20		
44-Under Enrolled in Class		30		

Possible Score 40

Correctives

Corrective or Restrictive Classes Included in Program	10
Size of Classes	
30-Over Enrolled in Class	0
25-30 Enrolled in Class	3
21-25 Enrolled in Class	6
20-Under Enrolled in Class	10

Possible Score 20

XI. Teaching Load

Time Includes Extra-Curricular Assignments	
1500-Less Minutes Per Week	30
1501-1620 Minutes Per Week	16
1621-1740 Minutes Per Week	8
1741-1860 Minutes Per Week	4
1861-1980 Minutes Per Week	2
1981-Above Minutes Per Week	0

Possible Score 30

XII. Time Allotment

Number of Minutes in Physical Education Period _____
 Number of Days Per Week Physical Education is Taught _____

To Score: Class periods devoted to health instruction are not to be counted as physical education periods. The length of the period includes time used in passing from class to class and also the time used at the beginning and end of the period for dressing. Take above information and find appropriate square in which the points will be found which are to be given as score.

Times per Week	Length of Periods in Minutes									
	20	25	30	35	40	45	50	55	60	More
1	1	1	2	2	2	4	4	5	6	4
2	3	4	6	9	11	13	15	25	35	40
3	7	9	12	18	24	30	36	45	55	45
4	10	13	17	26	35	44	53	67	75	67
5	13	17	22	36	50	64	78	92	100	92
Possible Score 100										

TOTAL POSSIBLE SCORE 600