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An Evaluation of the Health and Physical Education Programs of the Catholic High Schools of New Mexico

Joseph Oscar Roy

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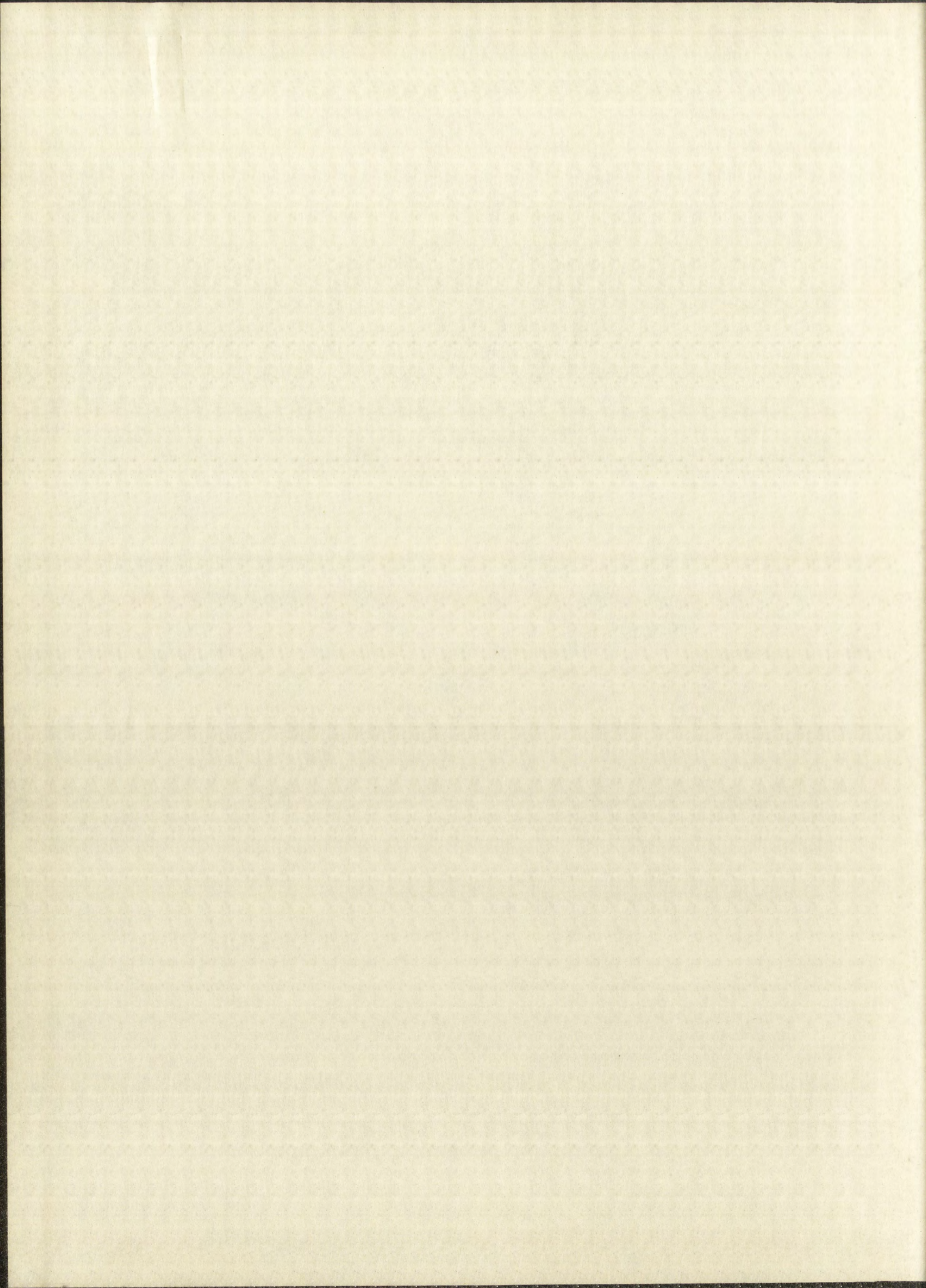
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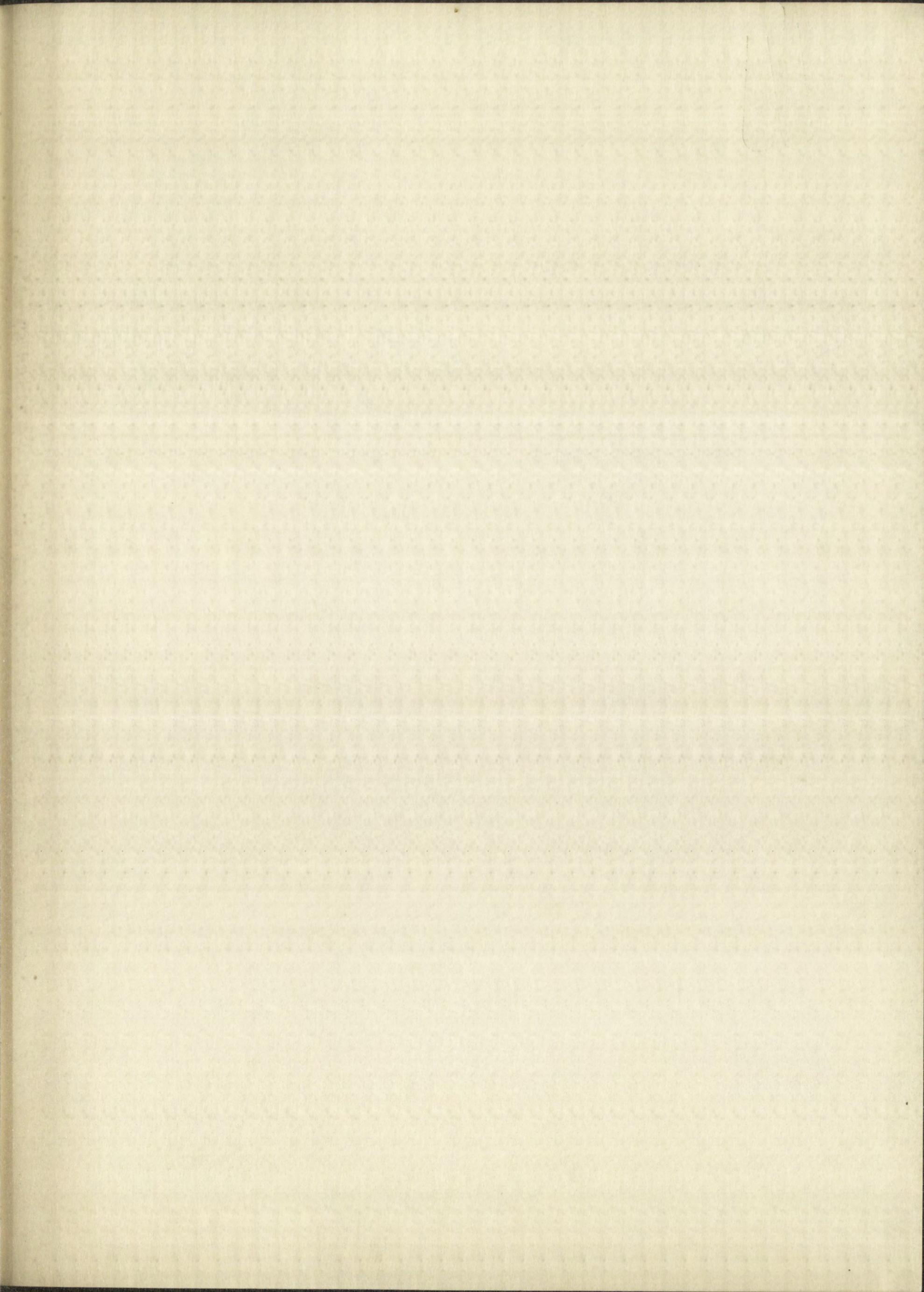
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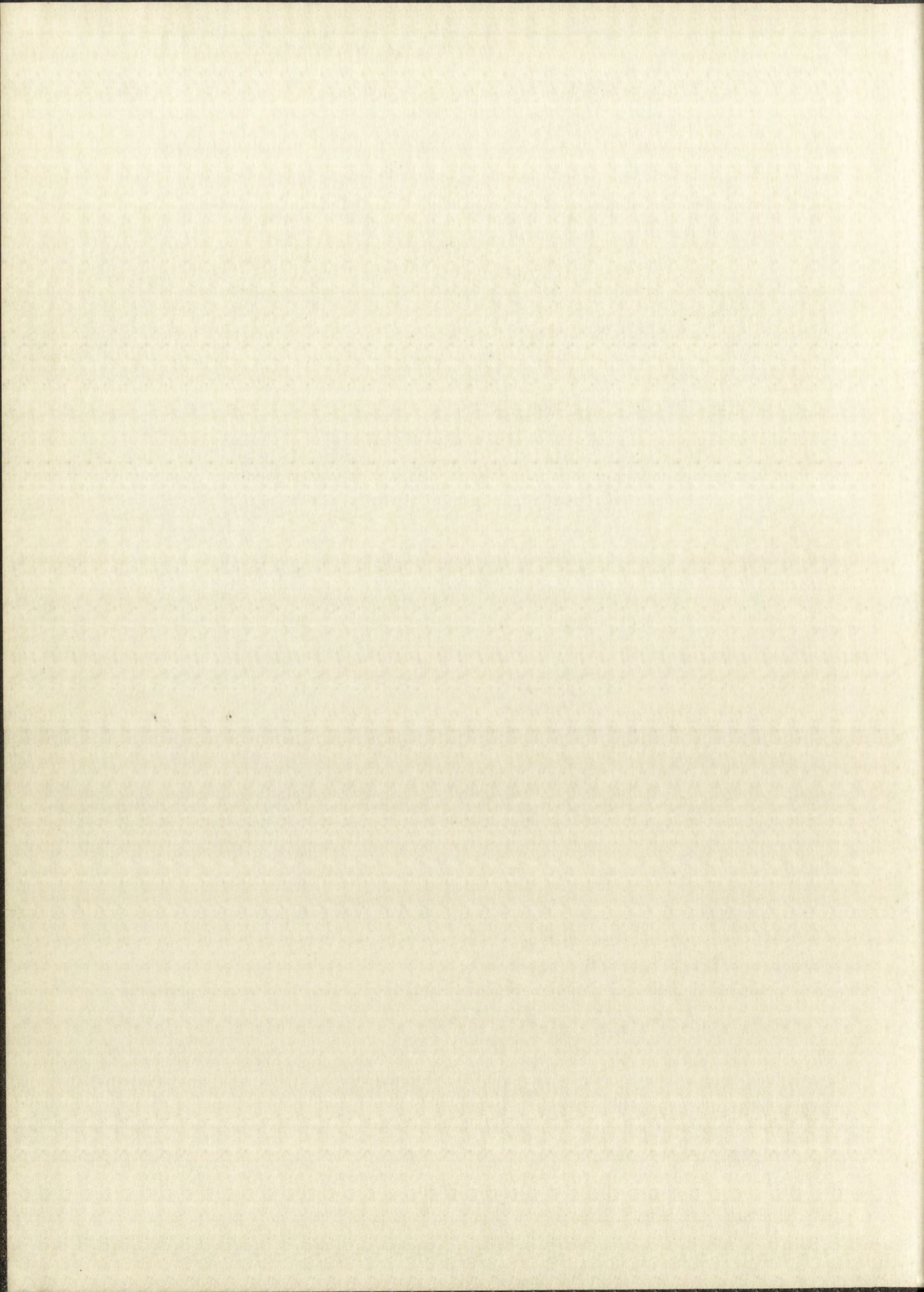
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AN EVALUATION OF THE HEALTH AND PHYSICAL EDUCATION PROGRAMS
OF THE CATHOLIC HIGH SCHOOLS OF NEW MEXICO

By
Joseph Oscar Roy

A Thesis
Submitted in Partial Fulfillment of the
Requirements for the Degree of
Master in Arts in Education

The University of New Mexico

1957

AN EVALUATION OF THE HEALTH AND PHYSICAL CONDITION OF THE
OF THE CATHOLIC BISHOPS OF THE UNITED STATES

JOSEPH J. GILBERT, M.D.

Submitted in partial fulfillment of the
Requirements for the degree of
Master of Arts in Education

The University of Maryland

This thesis, directed and approved by the candidate's committee, has been accepted by the Graduate Committee of the University of New Mexico in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

E. Wastetter
DEAN

January 16, 1958
DATE

Thesis committee

Armond H. Seidler
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Mercedes Bugisberg

Chester C. Travelstead

This thesis, directed and approved by the candidate's committee, has been accepted by the Graduate Committee of the University of New Mexico in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

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I.

THE PROBLEM

The problem

Statement of the problem

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Review of related studies

Organization of the remainder of the study

II.

ANALYSIS OF THE DATA

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Outdoor areas

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Locker and shower areas

Swimming

Supplies and equipment

Medical examination and health services

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CHAPTER I

I. THE PROBLEM

Statement of the problem. It is the purpose of this study to evaluate the ten Catholic high schools in the state of New Mexico having boys' physical education programs by applying to them the standards set up by the Committee on Curriculum Research of the College Physical Education Association in what is commonly known as LaPorte's Score Card No. II for Junior and Senior High Schools and Four Year High Schools.¹

Importance of the problem. Catholic education pioneered in the educational field in the state of New Mexico. The now famous Dixon Case was considered by many as a serious blow to Catholic Education. However, the Dixon Case, along with other important factors particularly the increase in population, has served as a stimulus to Catholic education. The state has experienced a rash of new Catholic elementary schools opened with the ambition of adding full high school courses to their offerings. An evaluation of the condition of the health and physical

¹William R. LaPorte, The Physical Education Curriculum (Los Angeles: The University of Southern California Press, 1951), 92 pp.

education programs in those Catholic high schools already existing can serve as a guide in the planning and organizing of new schools in the state.

Those Catholic high schools already existing can benefit by an evaluation of their programs. Such an evaluation should point out the strengths and weaknesses of these programs. When the strengths and weaknesses are known, then the task of developing the strengths and remedying the weaknesses can more readily and easily be undertaken.

The recent jolt given to physical education in the United States by the publication of the results of the Kraus-Weber tests,² and the stimulus for development coming from President Eisenhower's Conference on the Fitness of American Youth should show physical educators the nation over, New Mexico included, that physical education has a definite job to do in the United States. Realizing the responsibility that is theirs, physical educators are taking themselves to task, checking their aims and objectives, and evaluating the means they are taking to

² In tests given by Kraus and Weber to measure muscular fitness of regular school children, it was found that 9.5% Austrian children failed, 8.0% Italian children failed, 8.8% Swiss children failed, and 57.9% American children failed.

Hans Kraus and Ruth P. Hirschland, "Minimum Muscular Fitness Tests in School Children," Research Quarterly, Vol. 25, p. 183.

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² In tests given by Kraus and Weber to measure muscular fitness of regular school children, it was found that 9.5% American children failed, 8.0% Italian children failed, 8.8% Swiss children failed, and 5.9% American children failed.

Kraus and Weber, "Minimum Muscular Fitness Tests in School Children," Research Quarterly, Vol. 25, p. 183.

achieve their established objectives and aims. Just such an evaluation is the purpose of this study though only on a small scale and only in Catholic schools.

Delimitation of the problem. There are ten four year Catholic high schools in the state of New Mexico which have a physical education program for boys. These ten schools are: Cathedral High School in Gallup, Central Catholic High School in Taos, Immaculate Conception High School in Las Vegas, Our Lady of Sorrows School in Bernalillo, St. Catherine Indian School in Santa Fe, St. Gertrude High School in Mora, St. Mary High School in Albuquerque, St. Michael's High School in Santa Fe, St. Peter High School in Roswell, and Sacred Heart High School in Clovis. These schools are all coeducational except St. Michael's High School. The information dealing with girls' physical education programs is used even though the writer of this study does not feel fully qualified to evaluate a strictly girls' physical education program. However, those few Catholic high schools in the state of New Mexico which are exclusively girls' schools are not studied. Nor are those two or three schools considered which have not yet developed into full four year high schools having full accreditation status with the Department of Education of the state of New Mexico.

Limitations of the study. There is no unanimously and universally approved score card for the evaluation of health and physical education programs. The authority of the Committee on Curriculum Research of the College Physical Education Association was the main inspiration of the author in adopting LaPorte's score card in preference to others such as Neilson's score card or the score card of the Department of Education of the state of Arizona.

One of the main weaknesses of LaPorte's score card is the absence of complete objectivity. Some of the items, such as the number of acres for outdoor area, the number of shower heads available in the shower room, the number of periods of physical education classes required of each student per week, and many other items can be evaluated with complete objectivity. However, many other items such as adequacy of indoor areas, adequacy of first aid supplies, and condition of equipment depend very much on the subjective evaluation of the person filling in the score card. In most cases these ratings are expressed in terms of excellent, good, and fair and points three, two, and one are awarded respectively.

In addition to the subjective element which the score card inherently contains, the method of securing information used by the author lends itself to a certain extent to further possible error. The information was

Limitations of the study. There is no universally and universally approved score card for the evaluation of health and physical education programs. The authority of the Committee on Curriculum Research of the College Physical Education Association was the main inspiration of the author in adopting Lefort's score card in preference to others such as Hellebrand's score card on the score card of the Department of Education of the State of Arizona. One of the main weaknesses of Lefort's score card is the absence of complete objectivity. Some of the items, such as the number of acres for outdoor work, the number of shower heads available in the shower room, the number of periods of physical education classes required of each student per week, and many other items can be evaluated with complete objectivity. However, many other items such as adequacy of indoor space, adequacy of linen and supplies, and condition of equipment depend very much on the subjective evaluation of the person filling in the score card. In most cases these ratings are expressed in terms of excellent, good, and fair and points three, two, and one are awarded respectively. In addition to the subjective element which the score card inherently contains, the method of recording information used by the author lends itself to a certain extent to further possible error. The information was

obtained through personal interview. The author tried his best to explain the requirements of the score card to the representative of the school being evaluated. After this explanation the judgment of the representative was always given full confidence, even though often the representative seemed to overlook the girls' programs in favor of the boys' programs. The suggestions that could be offered and the explanations given in the evaluative interview seemed to warrant the attitude of full confidence given to the school representatives and to compensate for whatever lack of perfect uniformity of judgment might creep into the study because of that confidence.

Having accepted LaPorte's score card as the tool for measurement in this study, the author has striven to keep the tool as intact as possible. Several items of the score card deal exclusively with girls' physical education programs. Though the author does not pretend much competence in girls' programs, yet to preserve the integrity of the score card all items dealing with the girls' programs were evaluated to the best of the author's ability with the help of the school representatives.

There are several standards proposed in LaPorte's score card which do not seem to be the preferred standards in New Mexico. For example calcium chloride on playgrounds is considered very impractical in New Mexico. Sand is

obtained through personal interviews. The first group of interviews was held at the best to explain the requirements of the school system. The second group of interviews was held with representatives of the school system. The third group of interviews was held with the principal of the school. The fourth group of interviews was held with the teachers. The fifth group of interviews was held with the students. The sixth group of interviews was held with the parents. The seventh group of interviews was held with the community. The eighth group of interviews was held with the government. The ninth group of interviews was held with the media. The tenth group of interviews was held with the public. The eleventh group of interviews was held with the private sector. The twelfth group of interviews was held with the non-profit sector. The thirteenth group of interviews was held with the academic sector. The fourteenth group of interviews was held with the research sector. 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also considered preferable to sawdust for jumping pits in New Mexico because the violent winds that sweep New Mexico during the spring tend to blow sawdust away too easily. Boxing, which is treated as a desirable combative sport in LaPorte's score card, is not only discouraged but even outlawed for schools in New Mexico.

The ultimate value of the study definitely must stem from the value of the score card itself. Though possibly as many authorities could be found to back the requirements of other cards, the author intends to use LaPorte's score card as the standard measuring device for this study. The confidence in the value of the score card is derived from the authority of the Committee on Curriculum Research of the College Physical Education Association. Further confidence is inspired by other authorities who basically agree with all or most of these standards are: Leslie W. Irwin, Eugene Nixon, F. W. Cozen, Jackson Sharman, Jesse F. Williams, Charles E. Forsythe, Wm. L. Hughes, N. P. Neilson, Winifred Van Hagen, H. H. Clark, Josephine L. Rathbone, George T. Stafford, J. B. Nash, and A. E. Florio to name but a few outstanding national authorities in physical education whose works the author has read.³

³ Leslie W. Irwin, The Curriculum in Health and Physical Education (St. Louis: C. V. Mosby, 1951), 382 pp.

Eugene Nixon and F. W. Cozens, Introduction to Physical Education (Philadelphia: W. B. Saunders, 1952)

also considered preferable to restrict the use of
New Mexico because the violent winds that sweep New Mexico
during the spring tend to blow sand into the eyes.
Boxing, which is treated as a desirable exercise in
Laurel's score card, is not only discouraged but even
outlawed for schools in New Mexico.

The ultimate value of the study is limited, not only
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of other cards, the author intends to use Laurel's score
card as the standard measuring device for the study.
confidence in the value of the score and in the study.
the authority of the Committee on Curriculum Research and
the College Physical Education Association. Further on
confidence is inspired by other authorities who have
agree with all or most of these recommendations. Leslie
Irwin, Eugene Nixon, W. A. Brown, Richard Johnson, Jesse P.
Williams, Charles A. Foxworth, W. H. Brown, A. H. Nelson,
Winifred Van Hagen, R. H. Brown, Josephine M. Johnson,
George T. Stafford, L. H. East, and A. E. Fisher are some
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education whose works the author has read.

Leslie W. Irwin, The Curriculum in Physical Education,
Physical Education 1921, Vol. 1, No. 1, pp. 1-10.
Eugene Nixon and W. A. Brown, Physical Education,
Physical Education (Philadelphia: W. B. Saunders, 1922).

II. SOURCES OF THE DATA AND METHOD OF PROCEDURE

After having made an appointment, in most cases by telephone conversation, the writer called on each school to be studied and interviewed the athletic director in most cases and in two cases, the principal of the school.

The interview was used to get a full evaluation of the items of the LaPorte Score Card No. II.⁴ This score card consists of 100 items divided into ten areas covering

³ Jackson Sharman, Introduction to Physical Education (New York: A. S. Barnes, 1934)

Charles E. Forsythe, Administration of High School Athletics (New York: Prentice-Hall, Inc., 1954)

Jesse F. Williams, The Principles of Physical Education (Philadelphia: W. B. Saunders, 1954)

Wm. L. Hughes and J. F. Williams, Sports: Their Organization and Administration (New York: A. S. Barnes, 1944)

H. P. Neilson and Winifred Van Hagen, Physical Education for Elementary Schools, (New York: A. S. Barnes, 1954)

H. H. Clark, Application of Measurement to Health and Physical Education (New York: Prentice-Hall, 1950)

National Research Council, Measurement and Evaluation Materials (Washington, D. C.: American Association for Health, Physical Education, and Recreation, 1950)

National Facilities Conference, A Guide for Planning Facilities (Chicago: The Athletic Institute, 1956)

Josephine L. Rathbone, Corrective Physical Education (Philadelphia: W. B. Saunders, 1954)

George T. Stafford, Sports for the Handicapped (New York: Prentice-Hall, 1947)

⁴ LaPorte, op. cit., pp. 72-86

II. SOURCES OF THE DATA AND METHOD OF PROGRAMME

After having made an appointment, in most cases by telephone conversation, the writer called on each school to be studied and interviewed the athletic director in most cases and in two cases, the principal of the school.

The interview was used to get a full evaluation of the items of the Laporte Score Card No. 11. This score card consists of 100 items divided into ten areas covering

Jackson Sherman, Introduction to Physical Education (New York: A. S. Barnes, 1934)

Charles E. Forsythe, Adaptation of High School Athletics (New York: Prentice-Hall, Inc., 1934)

James F. Williams, The Principles of Physical Education (Philadelphia: W. B. Saunders, 1934)

W. L. Hughes and J. F. Williams, Report: Their Organization and Administration (New York: A. S. Barnes, 1934)

W. F. Wellson and Winifred Van Hagen, Physical Education for Elementary Schools (New York: A. S. Barnes, 1934)

R. H. Clark, Application of Measurement to Health and Physical Education (New York: Prentice-Hall, 1930)

National Research Council, Measurement and Evaluation Materials (Washington, D. C.: American Association for Health, Physical Education, and Recreation, 1930)

National Facilities Conference, A Guide for Planning Facilities (Chicago: The Athletic Institute, 1930)

Josephine L. Rathbone, Cooperative Physical Education (Philadelphia: W. B. Saunders, 1934)

George T. Stallard, Report for the Handicapped (New York: Prentice-Hall, 1934)

the essential features of a good health and physical education program. The writer would read out the item of the score card, answer whatever questions arose, and then take the score of three, two, one, or zero whichever the representative of the school thought best reflected actual conditions in his institution.

The ten areas studied by the score card are: (1) Program of activities; (2) Outdoor areas; (3) Indoor areas; (4) Locker and shower areas; (5) Swimming pool; (6) Supplies and equipment; (7) Medical examinations and health service; (8) Modified-individual (corrective) activities; (9) Organization and administration of class programs; and (10) Administration of intramural and inter-school athletics.

III. REVIEW OF RELATED STUDIES

Many studies of programs in different states of the Union have been made based on LaPorte's score card. Reitmann⁵ mentions a study being made at Indiana University on a nationwide basis. But in the state of New Mexico, only four related studies have been made and of these four, only two have followed LaPorte's score card. The two that

⁵ Richard Henry Reitmann, "An Evaluation of the Physical Education Programs in Twelve New Mexico Schools," (unpublished Master's thesis, University of New Mexico, Albuquerque, New Mexico, 1954), p. 11.

the essential features of a good health and physical education program. The writer would read out the list of the score card, answer whatever questions arose, and then take the score of three, two, one, or zero whichever the representative of the school thought best related to the conditions in his institution.

The ten areas studied by the score card are: (1) Program of activities; (2) Outdoor areas; (3) Indoor areas; (4) Locker and shower areas; (5) Swimming pool; (6) Supplies and equipment; (7) Medical examinations and health record; (8) Modified-individual (corrective) activities; (9) Organization and administration of class programs; and (10) Administration of intramural and interschool athletics.

III. REVIEW OF RELATED STUDIES

Many studies of programs in different states of the Union have been made based on LaPorte's score card. LaPorte mentions a study being made at Indiana University on a nationwide basis. But in the state of New Mexico, only four related studies have been made and of these four only two have followed LaPorte's score card. The two that

2 Richard Henry Reimann, "An Evaluation of the Physical Education Program in Twelve New Mexico Schools," (unpublished master's thesis, University of New Mexico, Albuquerque, New Mexico, 1934), p. 11.

have followed the score card are: Gleaves⁶ in 1941 and Reitmann⁷ in 1954.

Frank Merrill Wilson,⁸ writing in 1935-36 before the LaPorte score card was published in 1938, studied the status of coaches and coaching in secondary schools in New Mexico. His outstanding finding as far as relation with this study is concerned was that fifty-one coaches, or 62.9 per cent of those replying had neither a major nor a minor in Physical Education.

Gleaves,⁹ writing in 1941 at the request of Dr. LaPorte received fifty complete score cards back from the principals of the schools of the state. Expressed in per cent form, Gleaves rated the schools of New Mexico at 37.34 per cent considering 50 per cent as a fair program. Broken down into the ten areas, this study showed New Mexico schools scoring as follows:

⁶ Leo Lindsey Gleaves, "An Evaluation of the Health and Physical Education Programs in the Secondary Schools of New Mexico," (unpublished Master's thesis, University of New Mexico, Albuquerque, New Mexico, 1941), 123 pp.

⁷ Reitmann, Op. cit.

⁸ Frank Merrill Wilson, "Status of Athletic Coaches and Coaching in Secondary Schools of the New Mexico Athletic Association," (unpublished Master's thesis, University of New Mexico, Albuquerque, New Mexico, 1938), p. 24

⁹ Leo Lindsay Gleaves, Op. Cit.

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6 Leo Lindsey Gleason, "The Development of the Physical
and Physical Education Programs in the Secondary Schools
of New Mexico," unpublished Master's thesis, University
of New Mexico, Albuquerque, New Mexico, 1941, p. 11.

7 Reisman, op. cit.

8 Frank Merrill Wilson, "Status of Physical Education
and Coaching in Secondary Schools of the New Mexico Area
Iletic Association," unpublished Master's thesis, University
of New Mexico, Albuquerque, New Mexico, 1935, p. 11.

9 Leo Lindsey Gleason, op. cit.

Program of activities	39.2 per cent
Outdoor areas	44.8 per cent
Indoor areas	35.93 per cent
Locker and shower areas	36.66 per cent
Swimming	6.66 per cent
Supplies and equipment	42.08 per cent
Medical examination and health	40.93 per cent
Modified-individual (corrective)	18.83 per cent
Organization of class programs	51.8 per cent
Intramural and interschool sports	53.2 per cent

Some of the most important conclusions drawn by
Gleaves were in summary;¹⁰

1. The schools do not have a regular yearly program or curriculum committees organized within the schools to devise a definite plan in physical education.
2. The school districts of New Mexico in most cases are provided with more than ample playing areas.
3. Indoor and outdoor areas are deficient in equipment and organization.
4. Locker and shower areas are also deficient mainly in the amount of equipment available.
5. Swimming is almost non-existent as a school activity in the physical education program.

¹⁰ Ibid., pp. 100-115.

Program of activities	39.4 per cent
Outdoor areas	44.8 per cent
Indoor areas	35.93 per cent
Locker and shower areas	30.63 per cent
Swimming	0.06 per cent
Supplies and equipment	12.98 per cent
Medical examination and health	10.97 per cent
Mobilized-Individual (extensive)	18.83 per cent
Organization of class program	21.6 per cent
Instrumental and lacerated sports	23.2 per cent

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Glaser were in summary:

1. The schools do not have a regular yearly program or curriculum committee organized within the schools to devise a definite plan in physical education.
2. The school districts of New Mexico in most cases are provided with more than ample playing areas.
3. Indoor and outdoor areas are utilized in every form and organization.
4. Locker and shower areas are also utilized mainly in the amount of equipment available.
5. Swimming is almost non-existent as a school activity in the physical education program.

6. Team game equipment was plentiful, but towels and laundering were left to the responsibility of the student.

7. Most medical care was concentrated on students who took part in interschool athletics.

8. Modified-individual (corrective) activities showed practically no special activity classes organized.

9. The weaknesses of the physical education classes were mainly sparse coeducational activities, inefficient testing, and unsatisfactory classification.

10. The interschool program was considered to be strong on school control and eligibility rules, but weak in method of financing and lacking in sports days.

Gleaves did an excellent job of handling the data available and seems to have done a creditable job of applying LaPorte's score card. The main weakness in the study is that only fifty schools filled the full score card. Though the number of returns is very significant, if it is compared to the total number of schools, it can hardly be considered more than a strong sampling. It is very possible that many of the schools that really needed to have their programs evaluated to promote progress failed even to consider the score card.

Though his own questionnaire was doubtlessly inspired to a great extent by LaPorte's score card,

Pembroke¹¹ investigated many details of the physical education program for boys in New Mexico. He received fifty-six replies from 118 questionnaires mailed to schools in the State. A summary of the findings of Pembroke which correlate with this study are:

1. Only nine of the schools required a written copy of the yearly physical education program to be filed with the principal.
2. Physical examinations for all students were required in only 27.7 per cent of the schools.
3. The homogeneous grouping of pupils according to skill was just about ignored by all schools.
4. Team sports intended to prepare pupils for the interschool programs were assigned most of class time in physical education classes.
5. There was a definite need for more locker, shower, and dressing room space.
6. Equipment for team sports of the types sponsored in interschool athletics was ample, but equipment for programs in individual, and recreational type games was inadequate.
7. Physical education instructors tended to be

¹¹ Oliver Leo Pembroke, Jr., "A Study of the Boys Physical Education Programs in the Public High Schools of the State of New Mexico," (unpublished Master's thesis, University of New Mexico, Albuquerque, New Mexico, 1949), 60 pp.

Fernandez investigated many details of the physical education program for boys in New Mexico. He received fifty-six replies from his questionnaires mailed to schools in the State. A summary of the findings of Fernandez which correlate with this study are:

1. Only nine of the schools reported a physical education program.
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11 Oliver Leo Fernandez, Jr., "Physical Education Programs in the Public Schools of the State of New Mexico," unpublished master's thesis, University of New Mexico, Albuquerque, New Mexico, 1937. 60 pp.

better qualified than those in either Wilson's or Gleaves' study. Thirty-four had majors in physical education, twenty-five had minors and only eleven had neither a major nor a minor in physical education.

The fifty-six replies from 118 questionnaires that Pembroke received are hardly any better than the fifty that Gleaves received. Neither received a large enough percentage of returns to serve as more than a strong sampling of the total number of schools they desired to evaluate. Penbroke's questionnaire is much more simple than the LaPorte score card, but definitely does not give the overall view of the health and physical education programs as can be had by the LaPorte score card.

Reitmann¹² writing in 1954 applied the standards of the LaPorte score card to twelve public schools within a one hundred mile radius of Albuquerque. Reitmann got his information by personal interview at each school that he evaluated. He did not give as high a grade to the twelve schools in the most prosperous areas of New Mexico as Gleaves gave to the fifty schools she studied. According to Reitmann the twelve schools he studied scored only 91.08 points from a possible 300 while Gleaves' schools averaged 111.48 from a possible 300 points.

Reitmann made the evaluations himself basing his opinions on the information obtained in his interviews.

¹² Reitmann, op. cit., 118 pp.

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twenty-five had minor and only eleven had neither a major
nor a minor in physical education.
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as can be had by the Lafayette score card.
Reitmann's writing in 1921 applied the standards
the Lafayette score card to twelve public schools with a
one hundred mile radius of Alhambra. Reitmann got the
information by personal interview at each school and he
evaluated. He did not give as high a grade to the twelve
schools in the west prominent areas of Los Angeles as
Gleaves gave to the fifty schools she studied. According to
Reitmann the twelve schools he studied scored only 21.50
points from a possible 300 while Gleaves' schools averaged
111.48 from a possible 300 points.
Reitmann made the evaluation himself using the
opinions on the information obtained in his interviews.

He also seems to have been a little severe when he was assigning points as he gave no points at all to any of the schools for corrective programs because none of them had special classes for those students with physical handicaps. It would seem therefore that his rating the twelve schools below the standard of the schools studied by Gleaves can involve some subjective rating elements.¹³

A summary of the findings by Reitmann which substantially correlate with the other studies are:

1. In all but two of the schools, participation in physical education classes was required for only one year during high school.
2. There is a definite lack of advanced planning of the course of study and committees to study and evaluate the courses of study.
3. The twelve public schools scored well on availability of playground areas.
4. Progress is steady in indoor areas, two of the schools having recently completed new gymnasiums. The main weakness is inadequate rest room facilities.
5. Only one of the twelve schools had no locker or shower facilities.
6. None of the twelve schools possessed its own swimming pool, but three of the schools utilized community

¹³ Reitmann, Op. Cit. pp. 97-102

poles to conduct swimming exercises.

7. The larger schools should provide swimming pools.

8. The smaller schools should provide swimming pools.

9. The smaller schools should provide swimming pools.

10. The smaller schools should provide swimming pools.

11. The smaller schools should provide swimming pools.

12. The smaller schools should provide swimming pools.

13. The smaller schools should provide swimming pools.

14. The smaller schools should provide swimming pools.

15. The smaller schools should provide swimming pools.

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21. The smaller schools should provide swimming pools.

22. The smaller schools should provide swimming pools.

23. The smaller schools should provide swimming pools.

24. The smaller schools should provide swimming pools.

25. The smaller schools should provide swimming pools.

26. The smaller schools should provide swimming pools.

27. The smaller schools should provide swimming pools.

28. The smaller schools should provide swimming pools.

29. The smaller schools should provide swimming pools.

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Chapter III presents a summary of the findings and the conclusions drawn as well as a few recommendations which this study would seem to indicate as useful to advance the condition of physical education programs of the Catholic high schools in the state of New Mexico.

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APPENDIX

ERRATA

NO CONTENT

CHAPTER II

ANALYSIS OF THE DATA

The purpose of the score card is to center attention upon the characteristics of a good program and to provide an opportunity for a school to compare its offerings somewhat objectively with these characteristics. The score card is intended as a measuring device for purposes of evaluating the physical education program and the general health, recreation, and safety provisions of an entire school.

The score card is divided into ten areas and ten items are listed under each of the areas. A total of one hundred items are therefore evaluated. LaPorte assigned each item a top value of three points with possibilities of two, one, or zero points depending on the extent to which the item measures up with the ideal. None of the items has been weighted for importance each having been included because it was considered as essential to a good program; comparative values are just about impossible to determine "where all the factors are of great importance."¹⁵

LaPorte suggests different methods to be used to get an overall evaluation of the entire program. The simplest method is to total all points scored for each item. A total of 300 points would represent a perfect program.

¹⁵ LaPorte, op. cit. p. 65

CHAPTER II

ANALYSIS OF THE DATA

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LaForte, op. cit. p. 57

A total of 200 points would indicate a good program well above the average. A fair program is represented by a score of 150 points. A total of 100 points would denote a poor program barely meeting minimum requirements in most respects.

Another method suggested is to convert the total scores into a percentage score from the possible total of 300 points. A percentage of fifty could then be used to mean a fair program and schools could then judge their comparative perfection for themselves. This system is particularly useful in evaluating a school for each of the ten areas. Each area is assigned a total of thirty points. A score of fifteen points is considered fair. This would be a fifty per cent score. However, without referring to percentage scores the same ideas can be expressed by simply considering the score of fifteen points as fair and thirty points as perfection.

A very practical value of a study of this type is the centering of attention on those phases of the health and physical education programs which are more important. In the course of the evaluative interviews the writer several times got the impression that the most valuable part of the work was the insight that school officials seemed to get on how to improve their own programs. Officials of all the schools evaluated expressed interest

A total of 200 points with 100 points being the average. A total of 150 points is the average. A total of 100 points is the average. A total of 50 points is the average. A total of 0 points is the average.

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in seeing the overall recommendations coming from the study but agreed that the evaluation they were making of their own school was an adequate recompense for the time spent in the interview.

This study does not intend to rate one Catholic school as having a better program than other schools. For this reason no individual school is mentioned by name in comments about each item. The purpose of this study will have been achieved if attention is centered on those features of the health and physical education programs which can be strengthened and on those deficiencies which should be remedied. If but one school takes a more practical step in improving its program because of this study, then this study will not have been made in vain.

I. PROGRAM OF ACTIVITIES

Physical education programs in the United States are characterized by emphasis on self-expression and the informal situation growing out of games. Add the fact that these programs started historically from interschool athletic contests sponsored by the students themselves and it becomes apparent that programs can very easily degenerate to being only the throwing of a ball to students and letting them play as they wish. The net result of such a system can be but a rugged individualism and a type of brutal competition

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1. PROGRAM OF ACTIVITIES

Physical education programs in the United States are
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these programs started historically from informal athletic
contests sponsored by the students themselves and by persons
apparent that programs can vary easily demonstrates to being
only the throwing of a ball to students and letting them
play as they wish. The net result of such a system cannot
but a rugged individualism and a type of selfish competition

which cannot be made to fit in modern day society.

To preserve the ideal of self-expression in the informal game situation and still maintain a well-rounded personality, it is necessary that school physical education programs be well planned. Even the carrying out of a well-planned program requires the skill of a trained man to incorporate a normal amount of flexibility with an adequate rigidity so as to overcome the dangers of "physical illiteracy."

The first area evaluated in the score card includes the program, its plan, and the course of study committee. The ten Catholic schools in the state of New Mexico averaged 18.4 of a possible 30 points. The weakest items for the Catholic schools were the lack of variety in the program and the absence of a well planned course of study. Maintenance with a 2.6 score and safety education with a 2.5 score were the best point getters for the Catholic schools in the program of activities area. A summary of all the findings in this area is given in Table I on page 21. In the course of this study the requirements of the LaPorte Score Card are given, then the outcome of applying these criteria are presented.

1. The program.

Content of core and elective programs is distributed over gymnastics, rhythms, aquatics, individual sports (including defense activities), and team sports.

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The first area evaluated in the score card includes the program, its plan, and the course of study conducted. The ten Catholic schools in the state of New Mexico averaged 18.4 of a possible 30 points. The lowest score for the Catholic schools was the lack of variety in the program and the absence of a well planned course of study. Schools named with a 2.0 score and self education with a 2.5 score were the best point getters for the Catholic schools in the program of activities area. A summary of all the findings in this area is given in table I on page 21. In the course of this study the requirements of the Laforet Score Card are given, then the outcome of applying these criteria are presented.

I. The program.

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TABLE I

SCORES MADE BY THE CATHOLIC SCHOOLS
ON THE LAPORTE SCORE CARD NO. II,
AREA I, PROGRAM OF ACTIVITIES

Individual Items	Catholic Schools (1957)
1. The program	0.8
2. Instruction	2.0
3. Required participation	2.0
4. Intramural program	1.5
5. Course of study	1.0
6. Course of study committee	2.0
7. Maintenance and sanitation	2.6
8. Health instruction	1.8
9. Safety education	2.5
10. Faculty recreation	2.2
TOTAL FOR AREA*	18.4

* Possible 30 points

TABLE I

SCORING GUIDE FOR THE LABORATORY
ON THE LABORATORY
AREA I, PROGRAM 2, UNIT 1

Individual Items	
1. The program	1.0
2. Instruction	1.0
3. Required participation	1.0
4. Instructional program	1.0
5. Course of study	1.0
6. Course of study committee	1.0
7. Maintenance and evaluation	1.0
8. Health instruction	1.0
9. Safety education	1.0
10. Faculty selection	1.0
TOTAL FOR AREA I	10.0

* Possible 30 points

(Not less than 6% of time to each of the five types = 1; not less than 9% = 2; not less than 12% = 3)¹⁶

The score card expects one of the five types to predominate. Judging from the interviews that type in New Mexico is team sports. Aquatics, rhythms, individual sports, and gymnastics seem to be less common. Aquatics are well understood and appreciated, but a lack of swimming pools makes the use of aquatics scarce in planned programs. Questions asked during the evaluative interviews indicate that rhythms seem little understood and least appreciated of the types recommended. Insufficient equipment and poorly organized play spaces tend to emphasize team sports to the detriment of individual sports.

None of the Catholic schools scored better than two points on this item. Two schools earned two points each. Four schools tallied one point each. The four other schools had zeros. The average of the ten schools was 0.8 points indicating a definite deficiency in the variety of the programs offered.

2. Instruction.

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

¹⁶ Ibid., p. 72.

(Not less than 10, nor more than 20 words per line)
= 1; not less than 10, nor more than 20 words per line

The score card experts...
predominant. Judging from the...
Mexico is seen...
quartz, and...
are well understood...
pool makes the use of...
Questions asked during...
that rhythm seem...
of the types recommended...
organized play spaces...
development of individual...

None of the Catholic...
points on this...
Four schools called...
had scores. The average...
indicating a definite...
programs offered.

2. Instruction.

Program calls for...
activity...
basis (continuous daily...
from three to six weeks).

(Definite, but unsystematic instruction = 1;
systematic instruction in other than block program = 2;
systematic block instruction = 3)¹⁷

Five of the Catholic schools used systematic block instruction, one had systematic instruction in other than block program, three had definite, but unsystematic instruction, and one had very indefinite instruction. This last school scored a zero. The average of the group was 2.0 points.

3. Required participation.

Daily participation in physical and/or health education class instruction periods of from 45 to 60 minutes is required of all students.

(Two days a week = 1; four days = 2; five days = 3)¹⁸

Six of the schools required the daily class, two required the minimum of two class periods a week, and two other schools did not even require two periods a week. The Catholic schools averaged 2.0 for requiring participation.

4. Intramural program.

Participation in intramural sports in addition to class instruction is available for all students.

(Fair program = 1; good = 2; excellent = 3)¹⁹

¹⁷ Ibid., p. 72.

¹⁸ Ibid., p. 73.

¹⁹ Ibid., p. 73.

(Detailed, but inconsistent, and not systematic instruction in basic skills and concepts. Five of the Catholic schools had no black instruction, one had systematic instruction in black program, three had no instruction, and one had very limited instruction. This school scored a zero. The average of the group was 1.5 points.

3. Required Participation

Daily participation in physical and education class instruction is required of all students. (Two days a week = 1; four days = 2; five days = 3) Six of the schools required the minimum of two days a week, and required the minimum of four days a week. The other schools did not even require a minimum of two days. Catholic schools averaged 2.5 for required participation.

4. Instructional Program

Participation in instructional program is required of all students. (Fair program = 1; good = 2; excellent = 3) Six of the schools required the minimum of two days a week, and required the minimum of four days a week. The other schools did not even require a minimum of two days. Catholic schools averaged 2.5 for required participation.

- 17 Ibid., p. 72.
- 18 Ibid., p. 73.
- 19 Ibid., p. 73.

Two schools claimed excellent programs, three had good programs, and three had only fair programs. There were two schools without minimum intramural programs. The ten schools averaged 1.5 points for participation in intramurals.

5. Course of study.

Detailed yearly program (course of study, including special objectives) for each grade level is on file in Principal's office and activity schedules are posted on gymnasium office bulletin boards.

(Fair program = 1; good = 2; excellent = 3)²⁰

Only one of the Catholic schools claimed an excellent course of study, one school had a good program, and five had fair courses of study. Three had no written program merely letting one activity run its course until another of more interest or seasonal preference took its place. These three schools were given zeros. The ten Catholic schools averaged 1.0 points for course of study.

6. Course of study committee.

A course of study committee (men and women) gives consideration at least annually to needed revisions in the program.

(Fairly active = 1; active = 2; very active = 3)²¹

Four of the schools had very active committees, two had active committees, and the others had only fairly active

²⁰ Ibid., p. 73.

²¹ Ibid., p. 73.

committees. The schools scored an average of 2.0 points.

7. Maintenance and sanitation.

Provision is made for adequate maintenance and sanitation of school grounds, plant, and classrooms.

(Fair = 1; good = 2; excellent = 3)²²

Seven of the schools claimed excellent sanitation and maintenance, two had good conditions, and one had only fair conditions. The schools seemed rather satisfied with their efforts to maintain their facilities and keep them clean. The high 2.6 average score reflects some of that satisfaction.

8. Health instruction.

A modern health instruction program is maintained under expert leadership in physical education, in home economics, or in general science, or is correlated through several departments.

(Separate course in one department = 1; fairly well correlated = 2; completely correlated with co-ordinating director = 3)²³

None of the Catholic schools has a co-ordinating director, and one has no health instruction worthy of mention. Nine claimed health instruction was fairly well co-ordinated in different departments. The group average was 1.8 points.

²² Ibid., p. 73.

²³ Ibid., p. 73.

committees. The schools scored an average of 2.0 points.

7. Maintenance and sanitation.

Provision is made for adequate maintenance and sanitation of school grounds, buildings, and classrooms.

(Fair = 1; Good = 2; Excellent = 3)

Seven of the schools attained excellent sanitation and

maintenance, two had good sanitation, and one had only fair

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None of the Catholic schools has a co-ordinating

director, and one has no health instruction worthy of

mention. Nine claimed health instruction was fairly well

co-ordinated in different departments. The group average

was 1.8 points.

22 Ibid., p. 73.

23 Ibid., p. 73.

9. Safety education.

A comprehensive safety education program is maintained, emphasizing safety habits and practices, safety codes, and safety standards, in all departments.

(Fair program = 1; good = 2; excellent = 3)²⁴

Seven of the Catholic schools have excellent programs, one has a good program, and two have only fair programs. The Catholic schools earned a good 2.5 score for safety education.

10. Faculty recreation.

Definite efforts are made to encourage faculty recreational activity and to improve the health status of teachers.

(Fair results = 1; good = 2; excellent = 3)²⁵

Catholic schools are in a favored situation for faculty recreation as most of the faculty members live together and recreate together. Nevertheless only two claimed an excellent recreational program for the faculty. All the others rated their programs as good. The ten schools averaged 2.2 points.

II. OUTDOOR AREAS

School children are expected to spend 180 of the 365 days of the year at school. They play before classes,

²⁴ Ibid., p. 73.

²⁵ Ibid., p. 73.

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A comprehensive safety education program is being
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safety codes, and safety standards, in all departments.

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faculty recreation as most of the faculty members live

together and recreate together. Nevertheless only two

claimed an excellent recreational program for the faculty.

All the others rated their programs as good. The ten

schools averaged 2.5 points.

11. Outdoor games.

School children are expected to spend 100 of the

305 days of the year at school. They play during classes

25 Ibid., p. 73.

25 Ibid., p. 73.

The more frequently they can be outdoors, the better for their physical development provided the outdoor areas are adequate, safe, and attractive. The size, equipment, and landscaping of the outdoor areas of the schools should be such as to attract the children to want to go outside and play not only when they are in school, but even when they have the freedom of being at home or at school.

This is the weakest of all the areas for the Catholic schools. They managed only 9.7 points from a possible 30. Not one item drew a fair score of 1.5 or better. Fencing the playgrounds from the streets drew the best rating 1.4. The lowest item, the lighting of court areas, drew only 0.1 point. This low score can be explained to some extent by the fact that the schools earned only 0.7 points for well-marked court areas. A summary of the findings for each of the items for this area is given in Table II, page 28.

1. Space.

Total available unobstructed field and court playing space for school and community use varies from four to fifteen or more acres, according to size of school.

(Minimum of four acres--an area equal to one small soccer field, seven tennis courts, and one hard baseball field--and one additional acre for each added unit of five hundred students (boys and girls) = 1; minimum of six acres, and one additional acre for each additional unit of four hundred students = 2; minimum of eight

The more frequently they can be outdoors, the better for their physical development. The school should be equipped with a playground, and the school should be such as to attract the children to want to go to school and play not only when they are in school, but even when they have the freedom of being at home or at school.

This is the weakness of all the schools in the United States. They managed only 0.1 point. Not one item drew a fair score of 4.0 or better. The playgrounds from the schools that have been rated 4.0. The lowest item, the lighting of outdoor areas, drew only 0.1 point. This low score can be explained to some extent by the fact that the schools earned only 0.7 points for well-marked court areas. A summary of the findings for each of the items for this class is given in Table II.

page 28.

I. Space.

Total available unrestricted field and court playing space for school and community use varies from fifteen or more acres, according to size of school.

(Minimum of four acres--at least a 20 yard and 40 yard soccer field, seven tennis courts, and one handball field--and one additional acre for an additional field and five hundred students (boys and girls) -- is required of six acres, and one additional acre for each additional unit of four hundred students and a minimum of eight

TABLE II

SCORES MADE BY THE CATHOLIC SCHOOLS
ON THE LAPORTE SCORE CARD NO. II,
AREA II, OUTDOOR AREAS

Individual Items	Catholic Schools (1957)
1. Space	1.3
2. Playing fields	1.1
3. Court areas	0.7
4. Surface	0.5
5. Jumping pits	1.0
6. Cleanliness	1.3
7. Maintenance	1.2
8. Fencing	1.4
9. Trees and shrubbery	1.1
10. Lighting	0.1
TOTAL FOR AREA*	9.7

* Possible 30 points

TABLE II
SCORES MADE BY THE CHILDREN IN THE
ON THE LABORATORY TESTS IN THE
AREA OF OUTDOOR PLAY

Individual Items		Percentage of Children (1954)	
1. Space	1.3		
2. Playing fields	1.1		
3. Court areas	0.7		
4. Surfaces	0.5		
5. Jumping pits	1.0		
6. Cleanliness	1.3		
7. Maintenance	1.3		
8. Fencing	1.4		
9. Trees and shrubbery	1.4		
10. Lighting	0.8		
TOTAL FOR AREA		11.1	

* Possible 30 points

acres, and one additional acre for each additional unit of three hundred students = 3)²⁶

Only three of the ten Catholic schools earned three points for the size of their outdoor areas. One had the six acres needed to score two points, two had the bare minimum four acres, and four did not have even the bare minimum four acres. The average for the ten schools was 1.3 points.

2. Playing fields.

Sufficient playing fields are marked off and equipped (for multiple use in field hockey, field ball, soccer, softball, speedball, touch football, et cetera) to accommodate all outside peak load classes (both boys and girls).

(Fair facilities = 1; good facilities = 2; excellent facilities = 3)²⁷

One of the Catholic schools had excellent facilities, one had good facilities, six schools all considered their facilities fair, and two schools had facilities which could not be called fair. The Catholic schools scored only 1.1 points for playing fields.

3. Court areas.

Court areas (for separate or multiple use in archery, badminton, handball, horseshoes, paddle tennis, tennis, et cetera) are marked off and equipped to accommodate both boys' and girls' classes in all court activities offered.

²⁶ Ibid., p. 73.

²⁷ Ibid., p. 73.

score, and one additional score for each additional mile of three hundred students = 1.5

Only three of the ten Catholic schools earned three

points for the size of their outdoor areas. One had the

six acres needed to score two points, two had the same

minimum four acres, and four did not have even the three

minimum four acres. The average for the ten schools was

1.3 points.

2. Playing fields

Sufficient playing fields are marked off and equipped (for multiple use in field hockey, basketball, soccer, softball, baseball, touch football, etc.) to accommodate all outside games for boys' and girls'.

(Fair facilities = 1.5; Good facilities = 2.0; Excellent facilities = 2.5)

One of the Catholic schools had excellent facilities.

One had good facilities, six schools all considered fair.

Facilities fair, and two schools had facilities which could

not be called fair. The Catholic schools scored only 1.1

points for playing fields.

3. Court areas

Court areas (for separate or multiple use in basketball, badminton, handball, horseshoes, tennis, etc.) are marked off and equipped to accommodate both boys' and girls' classes in all court activities offered.

26 Ibid., p. 73.

27 Ibid., p. 73.

(Fair facilities = 1; good facilities = 2; excellent facilities = 3)²⁸

Seven of the schools had fair facilities, and the other three did not even have minimum facilities for court areas. The group scored but 0.7 points.

4. Surface.

Field and court areas are surfaced with materials that are resilient, non-slippery, firm and as nearly dustless as possible, and have suitable slope for good drainage in rainy weather. At least 20% of the area should be paved for multiple court game use, with blacktop (bitumals or asphalt concrete).

(Hard packed clay or decomposed granite, plus 20% blacktop = 1; calcium chloride, plus 20% blacktop = 2; good turf, plus some dirt area, plus 20% blacktop = 3)²⁹

One Catholic school had perfect surfacing, two schools earned one point each, and all the others failed to score. The group gained only 0.5 points.

5. Jumping pits.

Jumping pits and field apparatus are protected by sawdust, sand, or dirt kept soft.

(Dirt kept soft = 1; sand = 2; sawdust = 3)³⁰

One of the Catholic schools had a good sawdust pit, three had sand pits, one used dirt kept soft, and five did not have a jumping pit. The group scored 1.0 for jumping pits.

²⁸ Ibid., p. 73.

²⁹ Ibid., p. 73.

³⁰ Ibid., p. 74.

(Fair facilities = 1; good facilities = 2; excellent facilities = 3) 20

Seven of the schools had fair facilities, and the other three did not even have minimum facilities for a score. The group scored but 0.7 points.

4. Surfaces.

Field and court areas are surfaced with materials that are resilient, non-slippery, firm and as nearly dustless as possible, and have adequate slope for good drainage in rainy weather. At least 50% of the area should be paved for multiple court games (e.g., with blacktop (bitumens or asphalt concrete)).

(Hard packed clay or decomposed granite, plus 20% blacktop = 1; asphalt concrete, plus 20% blacktop = 2; good turf, plus some dirt area, plus 20% blacktop = 3) 20

One Catholic school had perfect surfacing, two schools earned one point each, and all the others failed to score. The group gained only 0.5 points.

5. Jumping pits.

Jumping pits and field apparatus are protected by sawdust, sand, or dirt kept soft.

(Dirt kept soft = 1; sand = 2; sawdust = 3) 20

One of the Catholic schools had a good sawdust pit, three had sand pits, one used dirt kept soft, and five did not have a jumping pit. The group scored 1.3 for jumping pits.

28 Ibid., p. 73.

29 Ibid., p. 73.

30 Ibid., p. 74.

6. Cleanliness.

Field, court, and diamond areas are kept clean and well marked; are without hazardous obstructions; and are laid out to provide maximum relief from sun glare.

(Fair condition = 1; good = 2; excellent = 3)³¹

Two Catholic schools rated excellent, one rated good, six were fair, and one failed to score. The group rated 1.3 points.

7. Maintenance.

Maintenance work on fields and courts is done by workmen other than instructors or students.

(Partly by others = 1; mostly = 2; entirely = 3)³²

One school reported outdoor maintenance done completely by others than instructors and students, one had most of the work done by others, seven had the work done partly by others than instructors and students, and one reported no outdoor maintenance work done. The group score was 1.2.

8. Fencing.

All play areas are fenced off from streets, with subdivision fences where necessary for safety and control.

(Partly fenced = 1; all fenced from street = 2; all fenced, with subdivisions = 3)³³

³¹ Ibid., p. 74.

³² Ibid., p. 74.

³³ Ibid., p. 74.

6. Observations.

Field, court, and drawing areas are kept clean and well marked; are without hazardous obstructions; and are laid out to provide maximum safety from sun, glare.

(Fair condition - 1; Good - 2; Excellent - 3) 32

Two Catholic schools reported excellent, one fair, good.

six were fair, and one failed to answer. The group rated

1.3 points.

7. Maintenance.

Maintenance work on fields and courts is done by workmen other than instructors or students.

(Partly by others - 1; Mostly - 2; Entirely - 3) 32

One school reported outdoor maintenance done completely

by others than instructors and students, one had most of

the work done by others, seven had the work done partly by

others than instructors and students, and one reported

outdoor maintenance work done. The group score was 1.8.

8. Fencing.

All play areas are fenced off from streets, with subdivision fences where necessary for safety and control.

(Partly fenced, with subdivision from street - 1; All fenced, with subdivision - 2) 33

31 Ibid., p. 34.

32 Ibid., p. 34.

33 Ibid., p. 34.

None of the Catholic schools had subdivision fences. Seven had their playgrounds completely fenced from the street. Three schools had no fencing. The schools as a group scored 1.4 for fencing.

9. Trees and shrubbery.

Play areas are bordered by attractive trees, shrubbery, and vines; and in warm climates are equipped with shaded tables and seats.

(Fair condition = 1; good = 2; excellent = 3)³⁴

The arid conditions of New Mexico make this an item on which the schools of the state will always be poor. Three Catholic schools had good shrubbery, five had fair shrubbery, and two schools failed to score. The group score of the Catholic schools was 1.1 for trees and shrubbery.

10. Lighting.

Play areas are lighted for night use for community recreation programs.

(Fair lighting = 1; good = 2; excellent = 3)³⁵

Only one Catholic school had outdoor lighting for its facilities and this lighting was only fair. All other schools failed to score. The group earned only 0.1 points for lighting.

³⁴ Ibid., p. 74.

³⁵ Ibid., p. 74.

None of the Catholic schools in the district
Seven and their playgrounds were closed
schools. These schools are in the district
group scored 1.5 for lighting.

9. Green and Yellow

Play areas are provided for the children
play, and there are some schools with shaded
(play condition 1.5) and 2.0 (play condition 1.5)
The only condition of the school is that it is
on which the schools are the same with many in fact.
Three Catholic schools had good lighting, 1.5 and 2.0
shrubbery, and two schools had 1.5 and 2.0
of the Catholic schools in the district.

10. Lighting

Play areas are provided for the children
recreation program. The schools are in the district
(play lighting 1.5) and 2.0 (play lighting 1.5)
Only one Catholic school has a good lighting
the facilities and the lighting is very good.
schools failed to score. The schools are in the district
for lighting.

III. INDOOR AREA

A well constructed and well planned gymnasium is the logical center of a physical education program. The outdoor play space may be larger and may be more efficient in promoting the purposes of the physical education program. But the gymnasium houses most of the equipment used and especially serves as headquarters for the administration of the program. The offices of the physical education instructors are the sources not only of the programs that are carried on, but also serve as the lookout posts for supervision of all the physical education activities whether conducted within the gym or on the playground.

Each of the ten Catholic high schools has its own gymnasium, several of these being comparatively new structures. The schools scored 16.7 of a possible 30 points for indoor areas. Weakest items are the instructors' offices, equipment offices, and conveniences available for coeducational activities. A full summary of the scores is given in Table III on page 34.

1. Gymnasium area.

One or more gymnasium areas sufficient for boys' and girls' inside class activities (according to size of school) (for common use for apparatus, boxing, corrective, fencing, gymnastics, rhythms, tumbling, and wrestling) are available and are appropriately equipped, and properly heated, lighted, and ventilated.

III. PHYSICAL AREA

A well constructed and well planned gymnasium is the logical center of a physical education program. The physical play space may be larger and may be more efficient in promoting the purposes of the physical education program. But the gymnasium houses most of the equipment used and especially serves as headquarters for the administration of the program. The office of the physical education instructor are the places not only of the program but are carried on, but also serve as the physical center for supervision of all the physical education activities which are conducted within the gym or on the playground.

Each of the ten schools in this section has its own gymnasium, several of these being comparatively new structures. The schools scored 100% of a possible 10 points for indoor areas. Next items are the instructors' offices, equipment offices, and maintenance available for educational activities. A full summary of the scores is given in Table III on page 34.

I. Gymnasium Area

One or more gymnasiums are available for boys and girls' inside class activities (excepting in case of school) (for example, for apparatus, boxing, games, etc., fencing, gymnastics, rhythmic, and similar, and wrestling) are available and are appropriately equipped and properly heated, lighted, and ventilated.

TABLE III

SCORES MADE BY THE CATHOLIC SCHOOLS
ON THE LAPORTE SCORE CARD NO. II,
AREA III, INDOOR AREAS

Individual Items	Catholic Schools (1957)
1. Gymnasium area	2.1
2. Gymnasium standards	2.7
3. Additional classrooms	1.6
4. Coeducational activity	1.0
5. Boys' rest rooms	1.7
6. Girls' rest rooms	1.1
7. Faculty rest rooms	1.8
8. Equipment offices	1.0
9. Instructors' offices	1.0
10. Adequacy	2.7
TOTAL FOR AREA*	16.7

* Possible 30 points

TABLE III

SCORING DATA BY THE ORGANIC METHOD
OF THE LABORATORY OF THE U.S. ARMY
AT THE U.S. ARMY MEDICAL CENTER

Individual Items		Percentages	
1.	Gymnasium area	1.1	
2.	Gymnasium stairs	2.1	
3.	Additional classrooms	1.1	
4.	Coeducational activities	1.0	
5.	Boys' restrooms	1.1	
6.	Girls' restrooms	1.1	
7.	Faculty restrooms	1.0	
8.	Equipment offices	1.0	
9.	Instructors' offices	1.0	
10.	Absentee	5.5	
TOTAL FOR AREA		10.1	

* Possible 30 points

(Standards approximately met = 1-2; fully met = 3)³⁶

Two of the Catholic schools met gymnasium standards for area fully, seven had good conveniences, and one had minimum conveniences. The group averaged 2.1 which is a good score.

2. Gymnasium standards.

Gymnasium floors are of hardwood; lines are properly painted; walls are smooth and clear; painting is a light neutral color; radiators and drinking fountains are recessed; ceiling height is between eighteen and twenty-two feet.

(Standards approximately met = 2; entirely met = 3)³⁷

Seven of the Catholic school gymnasiums met requirements in full, and three met them approximately. The group scored a high 2.7.

3. Additional classrooms.

Additional classrooms, appropriately equipped for theory instruction and health education classes, are provided in the building or conveniently adjacent.

(One room = 2; two or more rooms = 3)³⁸

Two of the Catholic high schools scored three points each, five scored two points, and the remaining three failed to score. The group scaled 1.6.

³⁶ Ibid., p. 75.

³⁷ Ibid., p. 75.

³⁸ Ibid., p. 75.

(Standards approximately met = 2.5; fully met = 3.0)

Two of the Catholic schools met minimum standards

for area fully, seven had good conveniences, and one had

minimum conveniences. The group averaged 2.1 which is a

good score.

2. Gymnasium standards.

Gymnasium floors are of hardwood; lines are properly painted; walls are smooth and clean; painting is light neutral color; radiators and heating equipment are recessed; ceiling height is between eight and twenty-two feet.

(Standards approximately met = 2; fully met = 3.0)

Seven of the Catholic schools met minimum standards

ments in full, and three met them approximately. The group

scored a high 2.7.

3. Additional standards.

Additional classrooms, appropriately equipped for theory instruction and health education classes, are provided in the building or conveniently adjacent.

(One room = 2; two or more rooms = 3.0)

Two of the Catholic high schools scored three points

each, five scored two points, and the remaining three failed

to score. The group totaled 1.6.

30	Idla., p. 75.
31	Idla., p. 75.
38	Idla., p. 75.

4. Coeducational activities.

Special rooms for coeducational social activities are appropriately furnished.

(Classroom or gymnasiums partly furnished = 1;
well-furnished separate rooms = 3)³⁹

Two of the Catholic schools had special coeducational activity rooms, four used the gymnasium, and four made no provisions for coeducational programs. The group tallied 1.0 as average.

5. Rest rooms for boys.

A rest room for boys (equipped with cots, pads, blankets, and sheets), adequate to handle peak load use of building, is provided for use in injury or illness, or for rest periods.

(One cot for 100 boys in peak load = 1; 1 cot for 75 boys = 2; one cot for 50 boys = 3)⁴⁰

Four of the Catholic schools had one or more cots for fifty boys, two had one cot for seventy-five boys, one had one cot for fifty boys, and the remaining three had no facilities. The group rated 1.7 points.

6. Rest rooms for girls.

A rest room for girls, with equipped cots adequate to handle peak load use of building, is provided for use in injury or illness, or for rest periods.

(One cot in peak load for 50 girls = 1; one cot for 30 girls = 2; one cot for 20 girls = 3)⁴¹

³⁹ Ibid., p. 75.

⁴⁰ Ibid., p. 75.

⁴¹ Ibid., p. 76.

4. Coeducational activities

Special rooms for coeducational social activities are appropriately furnished.

(Classroom or gymnasium partly furnished - 11 well-furnished separate rooms - 333)

Two of the Catholic schools had special coeducational activity rooms, four used the gymnasium, and four made no provisions for coeducational projects. The group failed 1.0 as average.

5. Rest rooms for boys

A rest room for boys furnished with seats, racks, blankets, and sheets, and a change in pants room for use of clothing, is provided for use in injury or illness, or for rest periods.

(One set for 50 boys in pants room - 11; 1 set for 50 boys - 2; one set for 50 boys - 333)

Four of the Catholic schools had one or more sets for fifty boys, two had one set for seventy-five boys, one had one set for fifty boys, and the remaining three had no facilities. The group rated 1.5 points.

6. Rest rooms for girls

A rest room for girls, with enclosed toilet room and change in pants room, is provided for use in injury or illness, or for rest periods.

(One set in pants room for 50 girls - 11; one set for 30 girls - 2; one set for 50 girls - 333)

39 Ibid., p. 75.
40 Ibid., p. 75.
41 Ibid., p. 75.

Three of the schools had such a rest room or rooms fully equipped and adequate, two had one cot for fifty girls, and five schools did not provide a girls' rest room. Final tally for the group was 1.1.

7. Faculty rest rooms.

Rest rooms each for men and women faculty members are provided with appropriate dressing rooms and showers.

(Satisfactory facilities for women only = 2; for both men and women = 3)⁴²

Four Catholic schools had conveniences for both men and women, three had facilities only for women, and the others had no special facilities. The group scored 1.8 points.

8. Equipment offices.

An equipment office if provided in both boys' and girls' locker rooms, properly arranged for issuing towels, suits, and supplies for both indoor and outdoor use.

(Satisfactory office for only one (boys or girls = 1-2; satisfactory for both = 3)⁴³

Four of the schools had good facilities for boys, two had only fair facilities for boys, the others had no equipment offices, and none of the schools had equipment offices for girls.

⁴² Ibid., p. 76.

⁴³ Ibid., p. 76.

9. Instructors' offices.

Properly equipped instructors' offices (separate for men and women), with suitable facilities for medical examinations, are available, in good locations for adequate supervision of student activities.

(Well-equipped offices, but poorly located for supervision = 1; well-equipped, with good supervision of one major activity area = 2; well-equipped, with supervision of two or more major activity areas = 3)⁴⁴

Only one Catholic school had fully adequate facilities. Three schools either lacked adequate facilities or supervisory facilities and earned only two points. One point was assigned for minimum facilities at one of the schools, and the other five schools did not even have an office. Final group score was 1.0.

10. Adequacy of facilities.

The combined inside facilities (including classrooms, gymnasiums, and special rooms) are adequate to handle all classes (boys and girls), inside, during bad weather.

(Approximately = 1-2; entirely = 3)⁴⁵

Eight Catholic schools considered their facilities very adequate, two thought their facilities good, and one rated itself only fair for adequacy. The compiled rating for Catholic schools was a high 2.7 score.

⁴⁴ Ibid., p. 76.

⁴⁵ Ibid., p. 76.

9. Instructional facilities

Properly equipped instructional facilities for men and women, with suitable facilities for medical examinations, are available in good locations for adequate supervision of student activities.

(Well-equipped offices, but poorly located for supervision. If well-equipped, with good supervision of one major activity area. If well-equipped, with supervision of two or more major activity areas.)

Only one Catholic school had fully adequate facilities. Three schools either lacked adequate facilities or supervisory facilities and earned only two points. One point was assigned for minimum facilities at one of the schools, and the other five schools did not even have an office. Final group score was 1.0.

10. Adequacy of facilities

The combined instructional facilities including classrooms, gymnasiums, and special rooms, are adequate to handle all classes (boys and girls) indoors during bad weather.

(Approximately 1-2, entirely - 1.0)
Eight Catholic schools considered their facilities very adequate, two thought their facilities good, and one rated itself only fair for adequacy. The combined rating for Catholic schools was a high 2.7 score.

14 Ibid., p. 70.

15 Ibid., p. 70.

IV. LOCKER AND SHOWER AREAS

A clean dressing room, adequate facilities for locker storage while exercising, and convenient, efficient showers after exercising tend to render physical education activities pleasant. Unless these activities are surrounded with a modicum of conveniences, they become an ordeal which the student seeks to avoid. Hence the importance of properly equipped locker and shower areas.

As most of the Catholic high schools have comparatively new gymnasiums, they scored relatively high. The group averaged 19.6 points from a possible 30 score. The lowest scores were for individual lockers 1.3 and for lock protection 0.9. The highest scoring items were the dressing area 2.4 and the type of shower room 2.5. The overall picture is a 19.6 average for the group. A summary of the scores on all items is found in Table IV on page 40.

1. Floor space.

Locker rooms (sunny and well ventilated) provide free floor space, exclusive of lockers, adequate to care for peak load of use. (Peak load equals largest number of students dressing in any one class period.)

(Eight sq. ft. per pupil = 1; ten sq. ft. = 2;
twelve sq. ft. = 3)⁴⁶

Seven of the Catholic schools had at least twelve square feet of free floor space and scored the top three

⁴⁶ Ibid., p. 76.

IV. LOCKER AND SHOWER AREAS

A clean dressing room, adequate facilities for locker storage while exercising, and convenient, efficient showers after exercising tend to render physical education activities pleasant. Unless these activities are surrounded with a modicum of convenience, they become an ordeal which the student seeks to avoid. Hence the importance of properly equipped locker and shower areas.

As most of the Catholic high schools have comparatively new gymnasiums, they scored relatively high. The group averaged 19.6 points from a possible 30 score. The lowest scores were for individual lockers 1.3 and for lock protection 0.9. The highest scoring items were the dressing area 2.4 and the type of shower room 2.5. The overall picture is a 19.6 average for the group. A summary of the scores on all items is found in Table IV on page 40.

1. Floor space.

Locker rooms (bunny and well ventilated) provide free floor space, exclusive of lockers, adequate to care for peak load of use. (Peak load equals largest number of students dressing in any one class period.)

(Eight sq. ft. per pupil = 1; ten sq. ft. = 2;
twelve sq. ft. = 3) 40

Seven of the Catholic schools had at least twelve square feet of free floor space and scored the top three

TABLE IV

SCORES MADE BY THE CATHOLIC SCHOOLS
ON THE LAPORTE SCORE CARD NO. II,
AREA IV, LOCKER AND SHOWER AREAS

Individual Items	Catholic Schools (1957)
1. Floor space	2.3
2. Individual lockers	1.3
3. Lock protection	0.9
4. Supervision	1.8
5. Dressing area	2.4
6. Shower room type	2.5
7. Shower room space	2.3
8. Hot water	2.2
9. Toilet facilities	1.7
10. Floor cleanliness	2.2
TOTAL FOR AREA*	19.6

* Possible 30 points

TABLE IV

ROOMS TAKEN BY THE UNITED STATES
OF THE LAKE SUPERIOR
AREA IV, ROOMS 100-109

Individual Items		Category	
		Category (100-109)	
1.	Floor space	8.5	
2.	Individual lockers	1.0	
3.	Lock protection	0.9	
4.	Supervision	1.0	
5.	Dressing area	2.5	
6.	Shower room type	2.5	
7.	Shower room space	2.5	
8.	Hot water	2.5	
9.	Toilet facilities	2.5	
10.	Floor cleanliness	2.5	
TOTAL FOR AREA		10.0	

a possible 30 points

points each. One school had only ten square feet of free floor space and another had only the minimum eight square feet. One Catholic school did not have the minimum eight square feet of floor space and failed to score. The tally of the combined Catholic schools was 2.3 for floor space in the locker rooms.

2. Individual lockers.

Individual locker facilities are provided for all students.

(Box lockers or narrow vertical lockers = 1; combination box and dressing lockers = 2; half length, standard size lockers, or self-service basket system, combined with full-length dressing lockers for peak load = 3)⁴⁷

Three of the schools had self-service basket systems, combined with full-length dressing lockers. Four had only box lockers or narrow vertical lockers. The remaining three failed to score. The combination group score was 1.3 points.

3. Lock protection.

Adequate lock protection is provided for lockers or baskets.

(Key locks = 1; permanent combination locks = 2; high-grade combination padlocks = 3)⁴⁸

Two of the Catholic schools had the high-grade

⁴⁷ Ibid., p. 76.

⁴⁸ Ibid., p. 76.

points each. One school had only ten square feet of floor space and another had only five square feet. One Catholic school did not have a locker room at all. The combined Catholic schools had 2.9 for floor space in the locker room.

2. Individual lockers

Individual locker facilities are provided for all students.

(Box lockers or narrow vertical lockers - 1; combination box and dressing lockers - 2; half length, standard size lockers, or roll-top lockers system, combined with full-length dressing lockers for peak load - 3)

Three of the schools had roll-top lockers only. Two, combined with full-length dressing lockers, four had only box lockers or narrow vertical lockers. The remaining three failed to score. The combined score was 1.3 points.

3. Lock protection

Adequate lock protection is provided for lockers or benches.

(Key lock - 1; permanent combination lock - 2; high-grade combination padlock - 3)

Two of the Catholic schools had the high-grade

47 Ibid., p. 78.

48 Ibid., p. 78.

combination locks, three had key locks, and five of the schools used no locks on the lockers. The 0.9 tally indicates a definite weakness in lock protection in the Catholic high schools.

4. Supervision.

Continuous supervision by either equipment clerks or instructors is provided for locker areas while in use by students.

(Fair supervision = 1; good = 2; excellent = 3)⁴⁹

Two of the schools claimed excellent supervision, four had good supervision, and four had fair supervision. The overall picture is a 1.8 of a possible 3.0 points.

5. Dressing area.

Boys' dressing areas are of the open aisle type, with fixed benches in the aisles; girls' areas offer choice of closed booth or open aisle.

(Standards approximately = 2; fully met = 3)⁵⁰

Four of the Catholic high schools had the open aisle type dressing room for boys and offered the girls a choice of the closed booth or open aisle type dressing room. The other schools all met standards only approximately and earned only two points. The final marking was 2.4 for all the schools.

⁴⁹ Ibid., p. 77.

⁵⁰ Ibid., p. 77.

combination locks, three had key locks, and five of the schools used no locks at all. The O.V. rating indicates a definite weakness in lock protection in the Catholic high schools.

4. Supervision

Continuous supervision by either equipment alone or instructors is provided for locker areas while in use by students.

(Pair supervision = 1; good = 2; excellent = 3)

Two of the schools claimed excellent supervision.

Four had good supervision, and four had fair supervision.

The overall picture is a 1.8 of a possible 3.0 points.

5. Dressing areas

Boys' dressing areas are of the open aisle type, with lined benches in the aisle. Girls' dressing areas are of the closed booth or open aisle type.

(Standards approximately = 1; fair = 2; good = 3)

Four of the Catholic high schools had the open aisle

type dressing room for boys and offered the girls a choice

of the closed booth or open aisle type dressing room. The

other schools all met standards only at approximately one

earned only two points. The final ranking was 2.1 for the

the schools.

49 Ibid., p. 77.

50 Ibid., p. 77.

6. Shower room type.

Boys' shower rooms are of the "gang" type, with adequate drying room capacity; girls' areas offer choice of "gang" type or closed booth type.

(Standards approximately met = 2; fully met = 3)⁵¹

Five of the schools met standards fully and five scored only two points for approximately meeting standards. The group evaluation was 2.5.

7. Shower room space.

Shower rooms provide eight to twelve square feet of floor area per shower head, and sufficient showers to take care of peak load adequately.

(Five students per shower at peak load = 1; four per shower = 2; three per shower = 3)⁵²

There was at least one shower head for each three students at six of the Catholic high schools. Only one shower head for four students existed at one school. The minimum of one shower head for five students was met by the other three state Catholic high schools. The final rating for the group was 2.3 points for shower room space.

8. Hot water.

Hot water is thermostatically controlled to prevent scalding; shower heads are at neck height; liquid soap dispensers are provided in all shower areas.

⁵¹ Ibid., p. 77.

⁵² Ibid., p. 77.

5. Shower room

Boys' shower room was at the time of the inspection in a state of disrepair. The shower heads were broken and the water was leaking. The room was not properly ventilated and the air was stale.

(Standard requirements for a shower room are as follows:)

Five of the students who were interviewed stated that they

scored only two points for their shower room inspection.

The group evaluation was 2.5.

6. Shower room

Shower room provided for the use of the students. The room was not properly maintained and the shower heads were broken. The room was not properly ventilated and the air was stale.

(Five students who were interviewed stated that they scored only two points for their shower room inspection.)

There was at least one shower head for each student.

Students at six of the schools had shower rooms.

Shower head for each student was provided.

Minimum of one shower head for each student was provided.

The other three schools had shower rooms.

Rating for the group was 2.5 points for shower room.

7. Hot water

Hot water is provided for the use of the students. The water is heated by a boiler and is distributed to the shower heads. The water is not properly maintained and the shower heads are broken.

51 Ibid., p. 11.

52 Ibid., p. 11.

(Standards approximately met = 2; fully met = 3)⁵³

Only two of the Catholic schools met all requirements here mentioned. All the other schools met standards approximately failing mostly in providing the liquid soap. The group score was 2.2 for these shower conveniences.

9. Toilet facilities.

Adequate toilet facilities are available in separate areas immediately adjoining locker and shower rooms (accessible directly to playground); and contain adequate bowls, urinals, washbasins (conforming to established standards for the peak load); hot and cold water, liquid soap dispensers, drinking fountains, mirrors, wastebaskets, and paper towels or drying machines.

(Fair facilities = 1; good = 2; excellent = 3)⁵⁴

Excellent facilities are owned by two of the Catholic schools. Three have good facilities, and the other five have fair facilities. Their group rating is 1.7 points.

10. Cleanliness of floors.

Floors are washed daily with antiseptic solution; and antiseptic footbaths are provided for optional use, to aid in control of foot ringworm.

(Standards approximately met = 2; fully met = 3)⁵⁵

The arid climate of New Mexico seems to make the control of ringworm easy. Nonetheless, two of the Catholic schools washed their showers daily, five met standards

⁵⁴ Ibid., p. 77.

⁵⁵ Ibid., p. 77.

(Standard approximately 1000 ft. x 1000 ft.)
Only two of the buildings mentioned here
here mentioned. All the other buildings
immediately falling nearby in the same
The group here was 2.5 to 3.0 miles.

9. Toilet Facilities

Adequate toilet facilities are available
areas immediately adjoining the school
(accessible directly to the school)
adequate toilet, running water, and
established standards for the school
water, light soap dispensers, hand
mirrors, and paper towels are
available.

(Toilet facilities 1000 ft. x 1000 ft.)
Excellent facilities are found in
schools. There are good facilities, and the
have fair facilities. Their group meeting in the

10. Cleanliness of Floors

Floors are washed daily with disinfectant
and antiseptic footbaths are provided for
to aid in control of foot diseases.

(Standards approximately 1000 ft. x 1000 ft.)
The wide aisles of the school rooms
Floor of room easy. Windows, we of the school
schools washed daily with disinfectant

24 Ibid. p. 74

25 Ibid. p. 75

approximately, and one school did not score. The group record was 2.2.

V. SWIMMING

Swimming is considered by the experts who made up the Committee on Curriculum Research of the College Physical Education Association as the activity the most apt to achieve the objectives of physical education programs. Yet this activity can hardly be undertaken by most schools. The experts all agreed that swimming can do more for the physical, social, psychological, safety, and recreational education of students than any other activity in the physical education program⁵⁶. But the capital outlay required to get such a program started and the cost of running it make the use of swimming as a class activity prohibitive.

The LaPorte score card makes allowance for this financial difficulty and allows schools without campus pools or adjacent facilities to earn as much as fifteen of the possible thirty points for swimming if they conduct and stress swimming campaigns.

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

⁵⁶ Ibid., p. 13.

reaching 50% of student body = 10; campaign reaching 75% of student body = 15)⁵⁷

That the value of swimming is appreciated is shown by the fact that three of the ten Catholic schools earned fifteen points for reaching seventy-five per cent of their students with "learn to swim" campaigns. Two schools earned ten points, and one earned five points. Four of the schools found that the students had interest in swimming, but circumstances made it impossible to do anything about swimming as a school program. The group averaged 7.0 points from a possible 30 points.

VI. SUPPLIES AND EQUIPMENT

Much of the efficiency of a physical educator depends on the adequacy of the supplies and equipment that he has to use in his work. Team games demand the least amount of outlay and are usually the more commonly used means of arousing interest and promoting social and physical growth. The individual and dual sports, although demanding a greater financial outlay for supplies and equipment, are often more productive of lasting effects because of their greater carry-over value. Regardless of whether he is teaching team sports or individual sports, the physical educator should be amply supplied with materials he needs for his work.

⁵⁷ Ibid., p. 79.

reaching 50% of student body = 10; campaign reaching
75% of student body = 15/27

That the value of swimming is appreciated is shown
by the fact that three of the ten Catholic schools earned
fifteen points for reaching seventy-five per cent of their
students with "learn to swim" campaigns. Two schools
earned ten points, and one earned five points. Four of
the schools found that the students had interest in swim-
ming, but circumstances made it impossible to do anything
about swimming as a school program. The group averaged
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greater carry-over value. Regardless of whether he is
teaching team sports or individual sports, the physical
educator should be amply supplied with materials he needs
for his work.

The Catholic schools have only enough supplies and equipment to rate their program as adequately provided. The group score was 17.2 for the area with uniforms and equipment clerks rating the lowest scores. The highest score 2.9 was for team activities, while individual and dual sports at 1.4 are just a little below fair standards. A summary of all the scores for the separate items is in Table V on page 48.

1. Supplies for team activities.

Adequate supply of balls (in good condition) and similar equipment is available for class instruction in all team activities offered.

(One ball, or other item, for every ten members of average size class = 1; one for every eight members = 2; one for every six members = 3)⁵⁸

Catholic schools evidently build most of their physical education programs on team games as they scored a nearly perfect 2.9 for team equipment. All schools except one had at least one ball for six students and the one which did not have the ideal did have one ball for each group of eight students.

2. Individual sports.

Class sets of supplies for individual or dual sports are provided for class instruction in all activities offered (archery, badminton, handball, golf, horseshoes, table tennis, squash, tennis, et cetera).

(Individual supplies for each member of average size class = 2; for each member of peak load class = 3)⁵⁹

⁵⁸ Ibid., p. 79.

⁵⁹ Ibid., p. 79.

The Catholic schools have only slightly exceeded the equipment to raise their program as adequately provided. The group score was 17.2 for the area with Catholic and equipment clerks rating the lowest amount. The highest score 2.9 was for team activities, while individual and dual sports at 1.4 are just a little below the average. A summary of all the scores for the various items in Table V on page 18.

1. Supplies for team activities.

Adequate supply of balls in good condition and similar equipment is available for team activities in all team activities offered. (One ball, or other item, for every student in average size class - 1; one for every eight members - 2; one for every six members - 3) Catholic schools evidently still need to take special care education programs on team games as they record a nearly perfect 2.9 for team equipment. All schools except one had at least one ball for six students and the one which did not have the ideal did have one ball for each group of eight students.

2. Individual sports.

Class sets of supplies for individual or dual sports are provided for class instruction in all activities offered (archery, badminton, basketball, golf, horseback riding, table tennis, tennis, etc.) Individual supplies for each member of average size class - 2; for each member of peak load class - 3.

TABLE V

SCORES MADE BY THE CATHOLIC SCHOOLS
ON THE LAPORTE SCORE CARD NO. II,
AREA VI, SUPPLIES AND EQUIPMENT

Individual Items	Catholic Schools (1957)
1. Team activities	2.9
2. Individual sports	1.4
3. Condition	2.6
4. Uniforms	1.0
5. Towel service	1.3
6. Laundry service	1.4
7. First aid supplies	2.3
8. Equipment clerks	1.0
9. Musical accompaniment	2.1
10. Community recreation	1.2
TOTAL FOR AREA*	17.2

* Possible 30 points

Table 1

SCORING GUIDE FOR THE OLYMPIC GAMES
ON THE LARGEST SCALE
ALPHA 71, 3000000 AND 1000000

Individual Items		Points
1. Team activities		2.0
2. Individual sports		1.5
3. Condition		1.0
4. Uniforms		1.0
5. Towel services		1.0
6. Laundry services		1.0
7. First aid supplies		1.0
8. Equipment checks		1.0
9. Medical support and		1.0
10. Courtesy procedures		1.0
TOTAL FOR ITEMS		17.5

* Possible 30 points

None of the Catholic schools had enough equipment to supply each member of even its largest classes. Seven of the schools had enough for average sized classes, and the other three did not attempt to have individual or dual sports. The Catholic schools tallied only 1.4 for this item.

3. Condition of equipment.

All class supplies are kept repaired and in good condition (balls clean and well inflated, bats taped) both for efficiency and safety.

(Fair condition = 1; good = 2; excellent = 3)⁶⁰

Seven of the schools described their equipment as in excellent condition, two considered theirs in good condition, and one school claimed only fair condition. The estimated condition of equipment in all the schools is described by the score 2.6.

4. Uniforms.

All students wear appropriate uniforms in activity classes.

(Uniform furnished by themselves = 1; provided by school, and fee charged = 2; provided by school, without charge = 3)⁶¹

Two schools of the ten studied supplied uniforms from general funds, four required students to have their own

⁶⁰ Ibid., p. 79.

⁶¹ Ibid., p. 79.

None of the Catholic schools had an organized team to supply each member of even its largest class. Seven of the schools had enough for average class sizes, and the other three did not attempt to raise individual or team sports. The Catholic schools failed only in football item.

3. Condition of equipment.

All class supplies are well supplied and in good condition (ball class and well equipped, and covered both for efficiency and safety).

(Fair condition - 11 good - 11 excellent - 30)

Seven of the schools described their equipment

in excellent condition, two considered them in good condition, and one school failed only in condition. The estimated condition of equipment in all the schools described by the score 1.0.

4. Uniforms.

All students wear appropriate uniforms in all classes.

(Uniform furnished by themselves - 11 provided by school, and less charged - 11 provided by school without charge - 30)

Two schools of the ten studied supplied uniforms for general funds, four reported students to have their own

60 Feb. 1, p. 72.

61 Feb. 1, p. 72.

uniforms, and four schools did not require uniforms. The ten schools scored only 1.0 for uniforms.

5. Towels.

Towels and swimming suits or trunks (where needed) are made available.

(Furnished by student = 1; by school with fee = 2; by school without charge = 3)⁶²

Towels were supplied by two of the Catholic high schools, while seven of the schools expected the students to bring their own towels. One school did not meet this minimum. The composite score 1.3 is based mostly on towel service as the schools had no campus program in swimming.

6. Laundry facilities.

Swimming suits and towels are laundered daily, and uniforms weekly.

(By student at home = 1; by school, with fee = 2; by school, without charge = 3)⁶³

Two of the Catholic schools assumed the responsibility for laundering and all the other eight required the students to do the laundering at home. The group score was 1.4.

7. First aid supplies.

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

⁶² Ibid., p. 79.

⁶³ Ibid., p. 79.

(Fair supplies = 1; good = 2; excellent = 3)⁶⁴

Excellent was the rating of four Catholic high schools, good described five others, and fair was the measure of one school for first aid supplies. The overall picture is a strong 2.3 score.

8. Equipment clerks.

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

(Volunteer student help (not for phys. ed. credit) = 1; paid student help = 2; full-time equipment clerk = 3)⁶⁵

All of the Catholic high schools depended on volunteer student help for equipment clerking. The average of the group was 1.0 for equipment clerks.

9. Musical accompaniment.

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

(Fair equipment and service = 1; good = 2; excellent = 3)⁶⁶

Five of the ten schools rated excellent, two rated good, two rated fair, and one failed to score for musical accompaniment. The group score was 1.0 for this item.

⁶⁴ Ibid., p. 80.

⁶⁵ Ibid., p. 80.

⁶⁶ Ibid., p. 80.

10. Community recreation.

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

(Score = 3)⁶⁷

Four of the ten schools have made provisions for community use of activity supplies. Six have made no such provisions. The group scored 1.2 for co-operation in community recreation.

VII. MEDICAL EXAMINATION AND HEALTH SERVICE

One of the greatest assets a school can give a child is a scientific approach to questions of health. Much of this approach is learned by observation more than it is taught. The habits and attitudes fostered by a good health service program in a school often tends to do more for the good of the individual than the best courses of health instruction. Without doubt the first responsibility for the health of the children lies with the parents, but as the school is in loco parentis over half of the year, the school must assume the duty of giving a well planned health service.

Most of the scores for the items in this area are rather high. Perfect scores are recorded for these two items: the required examination by a physician before

⁶⁷ Ibid., p. 80.

Active recreation was organized in the community.

(Page 2)

Form of the community recreation program.

Community use of existing facilities.

Provisions. The program was organized in the community.

Community recreation.

VII. Medical Examination

One of the greatest assets of the community is the health of its members.

is a scientific approach to the health of the community.

this approach is learned by observation and experience.

taught. The habits and attitudes of the community are learned.

service program is a school where the health of the community is taught.

good of the individual, then the good of the community.

instruction. Without doubt the health of the community is the basis of the health of the individual.

the health of the individual. The health of the community is the basis of the health of the individual.

school is in fact a school where the health of the community is taught.

must assume the duty of the health of the community.

service.

Most of the service for the health of the community is provided by the health service.

rather high. The health service is provided by the health service.

items: the regular examination of the health of the community.

participation in strenuous athletic contests, and the reserving of the right to diagnose to physicians. One of the Catholic high schools scored a perfect thirty for the entire area, losing no points for any of the items. The overall picture is an excellent 21.1 for the entire area. The one low item, examination by a physician at least once in each school level can be explained by the fact that Catholic schools expect to have the parents assume this responsibility. A summary of the findings for the entire area is given in Table VI on page 54.

1. Service.

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

(Adequate volunteer service by community physicians = 2; part-time paid school physician, or (in schools of 2,000 or more) one or more full-time physicians = 3)⁶⁸

Only one of the Catholic schools had a hired physician, while seven claimed good volunteer service and two schools were unsatisfied with their arrangements. The group score for medical service was 1.7 points.

⁶⁸ Ibid., p. 80.

participation in the...
...of the...
...the entire area...
...The overall picture...
...area. The one...
...least once in each...
...less than...
...assume this responsibility...
...for the entire area...

1. Service

Medical...
is provided by...
arrangements for...
cases in each of...
practitioners.

(Adoptive...
...of 2,000 or more...
...of 2,000 or more...
...of 2,000 or more...

Only one of the...
...plan, while seven...
...schools were...
...score for medical...

TABLE VI

SCORES MADE BY THE CATHOLIC SCHOOLS
ON THE LAPORTE SCORE CARD, NO. II,
AREA VII, MEDICAL EXAMINATION AND HEALTH SERVICE

Individual Items	Catholic Schools (1957)
1. Physician services	1.7
2. School nurse	2.5
3. Examination in school level	0.8
4. Participation examination	3.0
5. Health records	1.2
6. Classification	1.4
7. Restricted activity	2.7
8. Inspection	2.4
9. Teacher examination	2.4
10. Diagnosis	3.0
TOTAL FOR AREA*	21.1

* Possible 30 points

Table VI

SCORES MADE IN THE 100 QUESTIONS
OF THE LAMBERT DISTRICT, AREA VII,
MEDICAL EXAMINATION, 1957-1958

Individual Items	Percentage
1. Physician services	1.1
2. School nurse	3.2
3. Examination in school level	0.8
4. Participation examination	2.0
5. Health records	1.2
6. Classification	1.1
7. Reported activity	2.3
8. Inspection	2.5
9. Teacher examination	2.1
10. Diagnosis	2.0
TOTAL FOR AREA	21.1

* Possible 30 points

2. School nurse.

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

(Fair service = 1; good service = 2; excellent service = 3)⁶⁹

Six of the Catholic schools claimed excellent nurse service for both school and home visitation. Three had good service and only one had fair service. Most of the Catholic high schools seemed exceptionally well pleased with the assistance afforded by county nurses. The schools as a group rate 2.5 points for school nurse service.

3. Examination.

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

(Once in school level = 2; two or more times in school level = 3)⁷⁰

Two of the ten schools gave their entire student body a complete physical examination once a year. One other school provided the examination once during the four years of high school. The other seven schools did not require complete physical examinations as desired in the score card.

⁶⁹ Ibid., p. 80.

⁷⁰ Ibid., p. 80.

2. School nurse.

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

(Fair service = 14, Good service = 21, Excellent service = 30)

Six of the Catholic schools obtained excellent nurse

service for both school and home visitation. Three had

good service and only one had fair service. Most of the

Catholic high schools seemed exceptionally well pleased

with the assistance afforded by county nurses. The schools

as a group rate 2.5 points for school nurse service.

3. Examination.

A comprehensive examination by the school physician (assisted by physical education instructors) is required of every student at least once in each school level (elementary, Junior High, and Senior High). A careful check for orthopedic and postural defects, lungs, hearing, nose, throat, teeth, heart, vision, nutrition, skin, nervous condition, and possible hernia.

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

Two of the ten schools gave their entire student

body a complete physical examination once a year. One school

provided the examination once during the four years

of high school. The other seven schools did not require

complete physical examinations as desired in the score card.

70 Ibid., p. 80.

70 Ibid., p. 80.

The group of schools rated a low 0.6 points for physical examination.

4. Examination before participation.

No student is permitted to participate in strenuous class or athletic activity without a satisfactory medical examination.

(Score = 3)⁷¹

The Catholic schools all claimed the examinations were required. The By-Laws of the New Mexico High School Activities Association published in September 1953 states:

No student shall be eligible to represent his high school for whom there is not on file with the superintendent or principal, a physician's statement for the current school year (after August 15) certifying that the student has passed an adequate physical examination and that in the opinion of the examining physician, he is physically fit to compete in athletic contests.⁷²

Perhaps this state rule which the schools have imposed on themselves is the reason for the perfect score on this item. It certainly is an indication that the schools definitely are striving to obtain the welfare of the students.

5. Health records.

A permanent, continuous, progressive health record is maintained and passed on for each child and is used as a basis for advice and follow-up health service.

⁷¹ Ibid., p. 81.

⁷² New Mexico High School Activities Association, Official Handbook, (Albuquerque: New Mexico High School Activities Association. 1953), p. 14.

The group of schools voted a 10-0 points for physical examination.

4. Examinations before graduation.

No student is permitted to participate in physical class or athletic activity without passing a medical examination.

(Score = 3) VI

The Catholic schools all stated the same thing were required. The By-Laws of the Catholic Association prohibited in December 1933.

No student shall be eligible to represent his school for whom there is not on file with the school a statement of the principal, dated within the current school year, stating that the student has passed an examination in physical examination and that in the opinion of the examining physician, he is physically fit to engage in athletic contests.

Perhaps this state rule which the schools have passed on themselves is the reason for the Catholic schools item. It certainly is an indication that the schools definitely are striving to attain the same standard.

5. Health records.

A permanent, continuous, comprehensive health record is maintained and passed on for each child and is used as a basis for advice and follow-up health services.

VI Idid. p. 81.

72 New Mexico High School Activities Association, Official Handbook, (Albuquerque, New Mexico High School Activities Association, 1933), p. 11.

(Fair = 1; good = 2; excellent = 3)⁷³

Records of the students' health were excellently well kept in three of the Catholic schools. Two schools had good records and one had only fair records. Four schools had no permanent health record for each pupil. The overall tally of the schools for health records is a low 1.2 points.

6. Classification.

On basis of medical examination children are classified into three divisions, or equivalent; A, average normal for unlimited participation; B, subnormal, with temporary or permanent limitation to restricted activity; C, offered individual or corrective treatment, supplementing normal program.

(Fair = 1; good = 2; excellent = 3)⁷⁴

Three Catholic schools claimed excellent classification, two had good classification, one had a fair classification, and one owned no classification. The group score for this item was 1.4 points.

7. Restricted activity.

Assignment to rest, restricted, or individual activity, or excuse from required normal physical education activity (for other than temporary illness) is approved by the school physician, in consultation with the physical education department head.

(Score = 3)⁷⁵

Nine Catholic schools met this requirement in full

⁷³ LaPorte, op. cit., p. 81.

⁷⁴ Ibid., p. 81.

⁷⁵ Ibid., p. 81.

(Fair = 1; Good = 2; Excellent = 3) 13

Records of the students' health were excellently well kept in three of the Catholic schools. Two schools had good records and one had only fair records. Four schools had no permanent health record for each pupil. The overall rating of the schools for health records is a low 1.8 points.

6. Classification

On basis of medical examination children were classified into three divisions, or equivalent: A, average normal for unlimited participation; B, subnormal, with temporary or permanent limitation to restricted activity; C, offered individual or corrective treatment, including mental normal program.

(Fair = 1; Good = 2; Excellent = 3) 14

Three Catholic schools obtained excellent classification, two had good classification, and one had fair classification. The group score for this item was 1.8 points.

7. Restricted activity

Assignment to rest, restricted, or individual activity, or exercise from restricted normal physical education activity (for other than temporary illness) is approved by the school physician, in consultation with the physical education department head.

(Score = 3) 15

Nine Catholic schools set this requirement in full.

13. Reports, pp. 81-82.

14. Ibid., p. 81.

15. Ibid., p. 81.

and one failed to meet it. The group scored 2.7 points as an average.

8. Inspection.

Students returning after influenza or other serious illness are inspected by the school physician or nurse and assigned to a modified program until their condition justifies resumption of normal activity; students sent home in case of illness or accident are accompanied by an adult.

(Standards approximately met = 1-2; fully met = 3)⁷⁶

Six of the high schools met standards in full, two were assigned two points each, and two had just minimum conditions. The group score was 2.4 points.

9. Teacher health examination.

A health examination is made by the school physician of all teacher applicants; followed by a periodic examination every three years thereafter; and a careful inspection of all teachers returning to duty after illness of two weeks or more.

(Standards approximately met = 1-2; fully met = 3)⁷⁷

Five Catholic schools considered their program of teacher examination excellent, four thought theirs was good, and one claimed but a fair examination of teachers. The group tallied 2.4 points.

10. Diagnosis.

Nonmedical teachers or school officers are never

⁷⁶ Ibid., p. 81.

⁷⁷ Ibid., p. 81.

and one failed to meet it. The group scored 2.7 points as an average.

8. Inspection.

Students returning after illness or other absence are inspected by the school physician or nurse and assigned to a suitable program with their condition justified resumption of normal activity. Students sent home in case of illness or accident are accompanied by an adult.

(Standards approximately met - July met - 3.1)

Six of the high schools met standards in full, two

were assigned two points each, and two had less than

conditions. The group score was 2.4 points.

9. Teacher health examination.

A health examination is made of the school physician of all teacher applicants. Followed by a periodic examination every three years thereafter; and a special inspection of all teachers returning to duty after illness of two weeks or more.

(Standards approximately met - July met - 3.1)

Five Catholic schools considered their program a

teacher examination excellent, four the other was good.

and one claimed but a fair examination of teachers. The

group tallied 2.4 points.

10. Disasters.

Nonmedical teachers or school officials are never

To 1914, p. 81.

To 1914, p. 81.

permitted to diagnose or treat health disorders; but a close co-operation is maintained between physical education teachers and the school physician.

(Score = 3)⁷⁸

This is an item dealing with a basic principle. All of the schools claimed perfect adherence to the principle that the right to diagnose belongs to physicians exclusively.

VIII. MODIFIED-INDIVIDUAL (CORRECTIVE) ACTIVITIES

The physical education program is intended for all students. One of the items used in evaluating the physical education program deals with the extent to which the program involves all students. However, some students because of structural or postural defects cannot take part in regular class programs.

There are several approaches used in dealing with the needs of these students. They can be assigned to regular classes with special provisions made in the work of the regular class to remedy the defects of the students or to teach the students activities adapted to their conditions. A second approach to giving the handicapped students the attention they need is to assign them to special classes with a limited enrollment and planned to meet the individual needs of each of these students. Still another method is

⁷⁸ Ibid., p. 82.

permitted to discuss or treat health problems in a class co-operation is maintained between physical education teachers and the school physicians.

(Score = 3.15)

This is an idea dealing with a basic principle of the schools aimed at perfect adherence to the principle that the right to diagnosis belongs to physicians exclusively.

VIII. MODIFIED-INDIVIDUAL (COOPERATIVE) ACTIVITIES

The physical education program is intended for all students. One of the items used in evaluating the physical education program deals with the extent to which the program involves all students. However, some students because of structural or postural defects cannot take part in regular class programs.

There are several approaches used in dealing with the needs of these students. They can be assigned to regular classes with special provisions made in the work of the regular class to remedy the defects of the students or to teach the students activities adapted to their conditions. A second approach to giving the handicapped students the attention they need is to assign them to special classes with a limited enrollment and planned to meet the individual needs of each of these students. Still another method is

to assign the handicapped students to regular classes and expect them to take part in activities to the extent of their ability while in addition taking part in special classes intended to give help in modified or corrective exercises.

None of the Catholic schools had special classes in corrective exercises, nor had they special classification for these classes. Not one of the schools had any case of an extremely restricted student in need of special rest periods. The basic principle under which the schools seem to work is to make the allowances necessary till the student can return to normal activity. The group of Catholic schools scored a total of 9.7 points of a possible 30 points. There was little to measure in this area because the schools have not implemented corrective programs. The school representatives did seem very sympathetic with the ideals of corrective physical education. A summary of the findings for each item in this area is given in Table VII on page 61.

1. Special classes.

Adequate modified and individual activity classes, with limited enrollment, are provided for students incapacitated for normal participation or needing special postural or orthopedic correction (classes B and C).

(Maximum of 30 students per instructor = 1; 25

TABLE VII

SCORES MADE BY THE CATHOLIC SCHOOLS
ON THE LAPORTE SCORE CARD NO. II,
AREA VIII, MODIFIED-INDIVIDUAL (CORRECTIVE) ACTIVITIES

Individual Items	Catholic Schools (1957)
1. Special classes	0.0
2. Classification for classes	0.0
3. Restricted activity	0.0
4. Game facilities	0.8
5. Individual activity	0.1
6. Trained teachers	0.1
7. Individual instruction	1.0
8. Encouragement to participate	3.0
9. Games preferred to drills	2.7
10. Temporary restrictions	3.0
TOTAL FOR AREA*	11.7

* Possible 30 points

TABLE VII

NUMBER OF THE CHILDREN OF THE ARABIA SOUTH-CENTRAL AREA, 1957, BY TYPE OF INDIVIDUAL (continued)

Individuals	
Total (1957)	
1. Special classes	0.2
2. Classification for classes	0.0
3. Restricted activity	1.0
4. Game facilities	0.2
5. Individual activity	0.1
6. Trained teachers	0.1
7. Individual instruction	1.0
8. Encouragement to participate	2.0
9. Games presented to adults	2.1
10. Temporary facilities	3.0
TOTAL FOR ARABIA	11.7

o possible 30 points

students per instructor = 2; 20 students per instructor
= 3)⁷⁹

None of the Catholic schools had special classes.

2. Classification for classes.

All modified and individual activity cases are properly classified and grouped within classes for effective instruction and guidance, according to their condition.

(Fair = 1; good = 2; excellent = 3)⁸⁰

There was no classification for special classes in the ten Catholic high schools.

3. Restricted activity.

Extreme types of restricted cases are assigned to periodic rest periods, in addition to the modified activity, with appropriate reductions in academic program, where needed.

(Fair = 1; good = 2; excellent = 3)⁸¹

The Catholic schools reported no existing cases requiring periodic rest periods.

4. Game facilities.

Adequate facilities are provided for suitable games for modified cases (table tennis, deck tennis, horse-shoes, croquet, archery, shuffle board, et cetera).

(Fair facilities = 1; good = 2; excellent = 3)⁸²

⁷⁹ Ibid., p. 82.

⁸⁰ Ibid., p. 82.

⁸¹ Ibid., p. 82.

⁸² Ibid., p. 82.

Not to be distributed

85

One school had good game facilities. The group score was 0.8 points.

5. Individual activity facilities.

Adequate facilities for handling individual activity cases are available either within the school or in a central corrective center, accessible to several schools (or the equivalent).

(Fair facilities = 1; good = 2; excellent = 3)⁸³

Only one of the ten schools claimed to have any individual activity facilities and these were only fair. The group scored only 0.1 as average.

6. Trained teachers.

All teachers assigned to handle individual activity (corrective) classes have had technical training in corrective and therapeutic work.

(Fair training = 1; good = 2; excellent = 3)⁸⁴

One school claimed to have a teacher with technical training in corrective physical education. The schools as a group scored only 0.1 points.

7. Individual instruction.

In individual activity instruction, emphasis is placed upon practicing the directed exercises at home, frequently, with the co-operation of parents; and upon maintaining good postural alignments at all times.

(Fair = 1; good = 2; excellent = 3)⁸⁵

⁸³ Ibid., p. 82.

⁸⁴ Ibid., p. 82.

⁸⁵ Ibid., p. 82.

One school had good game facilities. The group score

was 0.8 points.

5. Individual activity facilities

Appropriate facilities for handling individual activity cases are available either within the school or in a central corrective center, accessible to several schools (or the equivalent).

(Pair facilities = 1; good = 2; excellent = 3)

Only one of the ten schools claimed to have any individual activity facilities and there were only four.

The group scored only 0.1 as average.

6. Trained teachers

All teachers assigned to handle individual activity (corrective) classes have had technical training in corrective and responsible work.

(Pair training = 1; good = 2; excellent = 3)

One school claimed to have a teacher with technical

training in corrective physical education. The schools as

a group scored only 0.1 points.

7. Individual instruction

In individual activity instruction, emphasis is placed upon practicing the desired responses as soon as frequently, with the correction of errors; and upon maintaining good personal discipline at all times.

(Pair = 1; good = 2; excellent = 3)

83 Ibid., p. 32.

84 Ibid., p. 32.

85 Ibid., p. 32.

One school rated excellent, two rated good, and three rated fair on this item. The other four schools failed to score. The group averaged 1.0 for corrective instruction.

8. Encouragement to participation.

All individual activity cases are encouraged to participate also in modified class activities for which they are fitted, and are returned to normal activity as soon as their condition permits.

(Fair = 1; good = 2; excellent = 3)⁸⁶

All Catholic schools strongly encouraged students to participate as much as possible. They all scored three points for this item.

9. Games preferred to drills.

Wherever possible, interesting activities of the sports, gymnastic, aquatic, or rhythmical types are used in place of corrective drills, to secure postural and corrective results.

(Fair results = 1; good = 2; excellent = 3)⁸⁷

Eight of the schools believed they accentuated this outstanding principle of American physical education as much as they could. One thought it should rate only good, and another rated itself as fair. A strong 2.7 was the group average.

10. Temporary restrictions.

Normal students, who are temporarily incapacitated

⁸⁶ Ibid., p. 82.

⁸⁷ Ibid., p. 83.

One school rated excellently, two rated good, and three rated fair on this item. The other four schools rated poor. The group averaged 1.5 for correct vs. incorrect.

8. Encouragement to participation

All individual activity cases are encouraged to participate also in modified class activities for which they are fitted, and are returned to normal activity as soon as their condition permits.

(Fair = 1; Good = 2; Excellent = 3) 80

All Catholic schools strongly encourage students to participate as much as possible. They all scored three points for this item.

9. Games preferred to drills

Wherever possible, interesting activities of the sports, gymnastic, aquatic, or recreational type are used in place of corrective drills, to secure pleasure and corrective results.

(Fair results = 1; Good = 2; Excellent = 3) 87

Eight of the schools believed they recommended this outstanding principle of American physical education as much as they could. One thought it should rate only good, and another rated itself as fair. A strong 2.1 was the group average.

10. Temporary restrictions

Normal students, who are temporarily handicapped

86 Ibid., p. 62.

87 Ibid., p. 63.

for strenuous activity because of accident, operation, or serious illness, are assigned to modified activity, under supervision (either in their regular period or in special class), until school physician or nurse approves their return to regular class work.

(Score = 3)⁸⁸

Catholic schools hold this as a fast rule and all scored the full three points as a group.

IX. ORGANIZATION AND ADMINISTRATION OF CLASS PROGRAMS

The physical education program stands or falls to a very great extent on the way in which the physical education classes are conducted. Though the physical education classes seldom get anything of the publicity of the inter-school program, these classes are intended for active participation of all the students and are to that extent more important than the interschool program. It is in the physical education classes that the program of the physical educator must be sold to the student. The program of activities can be well planned, the facilities, supplies, and equipment can be well cared for and amply available, there still remains the indispensable requirements of organizing and conducting the whole program well in the physical education classes.

The Catholic schools seem to have better than fair

⁸⁸ Ibid., p. 83.

physical education classes. The strongest item is the teaching which rates 2.7. The weakest point is the arrangement for having health instruction which rated a poor 0.7 points. The overall view of the area in the Catholic schools is 19.1 of a possible 30 points with 15 points considered fair. A full summary of the scores on each item is given in Table VIII on page 67.

1. Qualifications.

All persons coaching teams, or handling physical education classes, or community recreation activities under school supervision are properly certified to teach in the state and have had extensive training and/or experience in physical education.

(All certified and experienced = 2; all with a major or minor = 3)⁸⁹

Seven of the Catholic schools had well qualified instructors with a major in physical education. Two reported only a score of two having in one case experience without a degree, and in the other a degree without experience. One school had no special physical education instructor. The group registered a 2.5 tally.

2. Professional interest.

Teachers are active in professional organizations such as the American Association for Health, Physical Education, and Recreation, attend professional meetings, subscribe to professional magazines, and maintain a good supply of late professional books in library.

⁸⁹ Ibid., p. 83.

TABLE VIII

SCORES MADE BY THE CATHOLIC SCHOOLS
ON THE LAPORTE SCORE CARD NO. II,
AREA IX, ORGANIZATION AND ADMINISTRATION OF CLASS PROGRAMS

Individual Items	Catholic Schools (1957)
1. Qualifications	2.5
2. Professional interest	1.7
3. Teaching	2.7
4. Coeducational activity	1.4
5. Size of classes	2.5
6. Teacher load	1.9
7. Grades	1.9
8. Required activity	2.4
9. Health classes	0.7
10. Class assignment	1.1
TOTAL FOR AREA*	18.8

* Possible 30 points

APPENDIX

SCORING KEY FOR THE CLASSIFICATION OF TEACHERS
ON THE BASIS OF THE CLASSIFICATION OF TEACHERS
AREA IX, ORGANIZATION AND ADMINISTRATION OF SCHOOLS

Individual Items	
1. Qualifications	2.5
2. Professional Experience	2.5
3. Teaching	2.5
4. Educational Activities	1.5
5. Size of classes	2.5
6. Teacher load	1.5
7. Grades	1.5
8. Required activities	2.5
9. Health classes	0.5
10. Class assignment	1.5
TOTAL FOR AREA IX	20.0
* Possible 30 points	

(Fairly active = 1; active = 2; very active = 3)⁹⁰

A score of 1.7 was earned by the Catholic schools as two instructors were very active, four were active, and three were only fairly active. One school had no instructor and so failed to score.

3. Teaching.

Instructors stress co-ordinated teaching; combining with performance fundamentals, the necessary rules, team strategy, social and ethical standards, health and safety factors; and attempt to adapt program to outside recreational needs and interests.

(Fair = 1; good = 2; excellent = 3)⁹¹

All of the instructors in the Catholic schools claimed to do this to their best ability. One school alone had no instructor and brought the average down to the still very high 2.7 score.

4. Coeducational activity.

Frequent opportunity is provided for coeducational activity, either in class instruction or in recreational participation.

(Mild encouragement = 1; coeducational intramural sports = 2; coeducational elective class instruction = 3)⁹²

⁹⁰ Ibid., p. 83.

⁹¹ Ibid., p. 83.

⁹² Ibid., p. 83.

(Fairly active = 1; Fairly active = 2; Fairly active = 3)
 A score of 1.7 was earned by the group as a whole as
 two instructors were very active, four were active, and
 three were only fairly active. One instructor was
 and so failed to score.

3. Teaching.

Instructors stress co-ordinated physical activity
 with performance in handstands, the use of various
 strategy, social and ethical aspects, and the
 by factors; and attempt to adapt programs to individual
 emotional needs and interests.

(Fair = 1; Good = 2; Excellent = 3)

All of the instructors in the physical education class
 ed to do this to their best ability. The second group had
 no instructor and brought the group to the hall
 very high 2.7 score.

4. Goodness of the class.

Frequent opportunity is given for the students to
 activity, either in class or in the gymnasium.
 participation.

(Mild encouragement = 1; Moderate encouragement = 2; Strong encouragement = 3)
 sports = 2; coordination = 2; social = 2; ethical = 2; total = 8)

90	Idid., p. 81
91	Idid., p. 82
92	Idid., p. 83

Two programs with elective coeducational classes existed in the Catholic schools. One school had a coeducational intramural sports program. Six Catholic schools gave only mild encouragement to coeducational activities. One school had no program of coeducational activities. The Catholic schools netted 1.4 points as a group.

5. Size of classes.

Instructional classes for normal students are limited in size for effective instruction purposes.

(Maximum of 45 students per instructor = 1; 40 students per instructor = 2; 35 students per instructor = 3)⁹³

One Catholic school had classes of forty-five, one had no regular classes, and eight had the optimum of 35 students or less. The group tally was 2.5.

6. Teacher load.

Teacher class assignments (including after school responsibilities such as team coaching and playground direction, unless these involve additional salary) are sufficiently limited for adequate instruction.

(Maximum load six hours per day = 2; five hours per day = 3)⁹⁴

One Catholic school required only five hours daily, while all the others expected about six hours. The group score was 1.9 points.

⁹³ Ibid., p. 84.

⁹⁴ Ibid., p. 84.

Two programs with distinctive objectives had been
existed in the Catholic schools. One school had a
national international studies program. The other school
gave only little emphasis to international studies.
One school had a program of international studies. The
Catholic schools met and had a policy of cooperation.

5. Size of classes

Instructional classes for national studies and
in size for effective instructional purposes.
(Maximum of 25 students per instructor = 15
students per instructor = 25) (Maximum of 25
= 25)

One Catholic school reported that it had a

had no regular classes, and that the school of
students or less than 25 students.

6. Teacher load

Teacher class size was reported to be
responsibilities such as teaching and
direction, which these involve with class and
with class for students.

(Maximum load six hours per day = 15 hours per
day = 30)

One Catholic school reported that five hours per

while all the others reported about six hours. The
score was 1.5 points.

1954-1955

1955-1956

7. Grades.

Testing for final grade in activity classes is distributed over (1) performance skills, (2) knowledge of rules and strategy, (3) social attitudes (citizenship), (4) posture and body mechanics (or equivalent).

(Fair tests = 1; good = 2; excellent = 3)⁹⁵

Four Catholic schools had excellent systems of grading. Three had good coverage of the essential features of grading, and one had a fair coverage. Two did not meet minimum standards. The group scored 1.9 points.

8. Required activity.

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

(Score = 3)⁹⁶

This ideal was observed strictly by eight of the Catholic schools, and two failed badly. The average of the group was 2.4.

9. Health classes.

Healthful living (health education instruction) is offered in concentrated instruction periods, in appropriate departments, in addition to coordinated health counseling in other departments. Classes meet in quiet, comfortable classrooms, not in locker rooms or on bleachers.

(Equivalent of at least two hours per week for one semester in each level = 1; equivalent of five hours per week for one semester in each level = 2; equi-

⁹⁵ Ibid., p. 84.

⁹⁶ Ibid., p. 84.

valent of five hours per week for two semesters in each level = 3). (If substituted for an activity class = 0)⁹⁷

This item had a low score. Only one school rated three points. Two schools earned two points each, and all the other seven schools had zeros. A low 0.7 was average.

10. Class assignments.

Assignment to activity classes is based on age, physical condition, skill development, need, and interest.

(Assigned at random according to free period = 0; by grades = 1; by medical diagnosis and grade = 2; by medical diagnosis, degree of development and skill, need and interest = 3)⁹⁸

The small enrollments of the Catholic schools induced six of them to assign students to physical education classes strictly by grade level. One school used medical diagnosis and grade level, and another school used the full ideal criteria. Two schools went by free periods and were allowed no points. The Catholic schools tallied 1.1 on method of assigning students to classes.

X. ADMINISTRATION OF INTRAMURAL AND INTERSCHOOL ATHLETICS

The most publicized part of a good physical education program is the interschool program. The interschool program

⁹⁷ Ibid., p. 84.

⁹⁸ Ibid., p. 84.

valued of five hours per week for two semesters in each level = 3). (If emphasized for an activity class = 0.5)

This item had a low score. Only one school rated three points. Two schools earned two points each, and all the other seven schools had none. A low 0.7 was average.

10. Class assignments

Assignment to activity classes is based on age, physical condition, skill development, need, and interest.

(Assigned at random according to five period = 0; by grades = 1; by medical diagnosis and grade = 2; by medical diagnosis, degree of development and skill, need and interest = 3) 98

The small enrollment of the Catholic schools induced six of them to assign students to physical education classes strictly by grade level. One school used medical diagnosis and grade level, and another school used the full ideal criteria. Two schools went by three periods and were allowed no points. The Catholic schools called 1.1 on method of assigning students to classes.

X. ADMINISTRATION OF INTRAMURAL AND INTERSCHOOL ACTIVITIES

The most published part of a good physical education program is the interschool program. The intraschool program

97 Ibid., p. 84.
98 Ibid., p. 84.

should be the natural flowering of a well organized and efficient program for all the students. If attention is given to all the students, naturally and normally, some will develop faster and more outstandingly than the others. It is for these outstanding students that the program of interschool athletics should exist. It is definitely a wrong approach to the problem to lavish expenses and attention on a select group and expect them to excel, while neglecting the larger part of the student body.

The Catholic schools managed to obtain a 15.6 score which is indicative of a fairly well organized program. That score is more significant in as much as the financial organization of the Catholic schools just about makes it impossible for them to earn any points against the ideal for sources of finances as established. The strongest category in the area was the item on policies for which the group scored the full three points. The rating for classification for competition was also very weak.

A summary of the findings for each item for all schools is in Table IX on page 73.

1. Source of finance.

Both intramural and interschool sports programs (for boys and girls) are budgeted and financed from school funds; and ticket selling for contests is discouraged or prohibited.

should be the natural flowering of a well organized and efficient program for all the students. If attention is given to all the students, naturally and normally, some will develop faster and more outstandingly than the others. It is for these outstanding students that the program of interschool athletics should exist. It is definitely a wrong approach to the problem to lavish expenses and attention on a select group and expect them to excel, while neglecting the larger part of the student body.

The Catholic schools managed to obtain a 15.5 score which is indicative of a fairly well organized program. That score is more significant in as much as the financial organization of the Catholic schools just about makes it impossible for them to earn any points against the ideal for sources of finances as established. The strongest category in the area was the item on policies for which the group scored the full three points. The rating for classification for competition was also very weak.

A summary of the findings for each item for all

schools is in Table IX on page 73.

I. Source of Finance.

Both interschool and interschool sports programs (for boys and girls) are budgeted and financed from school funds; and ticket selling for contests is discouraged or prohibited.

TABLE IX

SCORES MADE BY THE CATHOLIC SCHOOLS
ON THE LAPORTE SCORE CARD NO. II,
AREA X, ADMINISTRATION OF INTRAMURAL AND INTERSCHOOL ATHLETICS

Individual Items	Catholic Schools (1957)
1. Source of finance	0.0
2. Classification for competition	0.2
3. Instruction	2.1
4. Play days	0.8
5. Noon-hour activities	1.5
6. Girls' athletics	1.2
7. Interschool competition	1.9
8. Eligibility rules	2.4
9. Policies	3.0
10. Safety	2.5
TOTAL FOR AREA*	15.6

* Possible 30 points

TABLE IX

SCORES MADE BY THE GROUPS IN THE
OF THE INQUIRY INTO THE
AREA X. ADVERTISING, AND THE INQUIRY INTO THE

Individual Items	
1. Source of Finance	0.0
2. Classification of Connections	0.0
3. Information	0.0
4. Day Days	0.0
5. Room-Room Activities	0.0
6. Other Activities	0.0
7. Information concerning	0.0
8. Significance of	0.0
9. Relations	0.0
10. Safety	0.0
TOTAL FOR AREA X	
1.0	

* Possible 30 points

(Partly financed, and sale discouraged = 1; fully financed, and sale to students prohibited = 2; fully financed, and public admitted free to contest = 3)⁹⁹

Catholic schools do not have the general school funds to finance the intramural and interschool programs. They did not score a single point toward the ideal.

2. Classification.

Students are classified for competitive purposes on basis of three-point classification plan (or equivalent) in addition to medical examination, in order to reduce hazards and to minimize inequalities between opponents.

(Fair classification = 1; good = 2; excellent = 3)¹⁰⁰

The smallness of enrollments could be a little of an explanation for the poor attempts at classification. Only two Catholic schools attempted classification on another basis than class level, and those programs of classification could not be described as better than fair. None of the other schools scored and the group averaged 0.2.

3. Instruction.

Instruction, coaching, and officiating of athletics is handled by women instructors for girls, and by men instructors for boys, with close co-operation between the two in coeducational activities and joint sports days; use of athletic facilities is equitably divided between boys and girls.

(Standards approximately met = 2; fully met = 3)¹⁰¹

⁹⁹ Ibid., p. 84.

¹⁰⁰ Ibid., p. 84.

¹⁰¹ Ibid., p. 84.

(Partly financed, and some of the...
financed, and some of the...
financed, and some of the...

Catholic schools do not have the same...

funds to finance the instructional and...

They did not receive a single penny...

2. Classification

Students are classified for...
basis of three-point classification...
in addition to medical examination...
hazards and to minimize individual...

(Fair classification = 1; Good = 2; Excellent = 3)

The smallness of enrollment would be...

explanation for the poor attempt at classification...

two Catholic schools attempted classification...

basis than class level, and these programs of classification...

would not be described as better than fair...

other schools scored and the group average...

3. Instruction

Instruction, especially in...
is handled by women instructors for...
instructors for boys, with a few...
the two in each educational...
days; use of scholastic...
between boys and girls.

(Standards approximately met...)

VV Ibid., p. 34.

100 Ibid., p. 34.

101 Ibid., p. 34.

Three of the Catholic schools met this standard fully, and six met the standards approximately. One school had no special instructor and rated zero. The group score was 2.1.

4. Play days.

Well-organized sports (play) days are staged periodically under trained and experienced leadership with major emphasis on carry-over types of sports.

(Sports days for girls and boys separately = 2; both separate and joint sports days for boys and girls = 3)¹⁰²

Only four Catholic schools had play days. They held the play days for both boys and girls, but always separate. The other six schools had no play days organized. The group scored 0.8 as average.

5. Noon-hour activities.

Noon-hour activities (where time is available beyond adequate period for unhurried eating) are carefully supervised and limited to modified sports of physiologically defensible types.

(Fair organization and supervision = 1; good = 2; excellent = 3) (If no time available, score = 1)¹⁰³

Three of the Catholic schools had excellent arrangements for noon-hour activities. Two had a good program, two had fair programs, and three had programs that did not deserve any points. As a group, the schools scored 1.5.

¹⁰² Ibid., p. 84.

¹⁰³ Ibid., p. 84.

Three of the six... and six... special...

4. Play Days

Well-organized... locally... major... (Reports... separate... only four... two play days... The other six... scored 0.8 on average)

5. Room-Group Activities

Room-group... associated... supervised... logically... (Fair... excellent... Three of the... needs for room-group... had fair progress... deserve any...

103
102

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6. Girls' athletics.

Interschool competition for girls (when conducted) is under strict supervision and control of well-trained women instructors; is conducted according to girls' rules; and is limited chiefly to interschool sports (play) days.

(Standards approximately met = 2; fully met = 3)¹⁰⁴

Two excellent programs, and three good programs were reported by Catholic schools. The other five had programs that did not meet minimum standards. The group score was 1.2 points.

7. Interschool competition.

Interschool competition for boys is restricted largely to local leagues; without overnight travel; no state (or larger) championships; no postseason games; not over seven games in football season; not over sixteen games in basketball season; other sports with appropriate limits; and with from two to three weeks of preliminary practice preceding first contest.

(Standards approximately met = 2; fully met = 3)¹⁰⁵

Only one Catholic school scored three points.

Excessive scheduling, state championships, and overnight trips reduced eight of the schools to just good ratings.

One school failed to score. The group tally was 1.9 points.

¹⁰⁴ Ibid., p. 84.

¹⁰⁵ Ibid., p. 84.

6. Girls' Athletics.

Inter-school competition for girls (when conducted) is under strict supervision and control of well-trained women instructors; is conducted according to girls' rules; and is limited chiefly to interschool sports (play) days.

(Standards approximately met = 5; tally met = 3/10)

Two excellent programs, and some good programs were reported by Catholic schools. The other five had programs that did not meet minimum standards. The group score was 1.2 points.

7. Inter-school competition.

Inter-school competition for boys is restricted largely to local leagues; without overnight travel; no state (or larger) championships; no postseason games; not over seven games in football season; not over sixteen games in basketball season; other sports with appropriate limits; and with from two to three weeks of preliminary practice preceding first contest.

(Standards approximately met = 5; tally met = 3/10)

Only one Catholic school scored three points. Excessive scheduling, state championships, and overnight trips reduced eight of the schools to just good ratings. One school failed to score. The group tally was 1.9 points.

105 Ibid., p. 84.

106 Ibid., p. 84.

8. Eligibility.

Students are eligible for interschool competition only between fourteenth and nineteenth birthdays; for not more than four years in any one sport; and for not more than one major sport in a given semester or term.

(Standards approximately met = 2; fully met = 3)¹⁰⁶

Four of the Catholic schools scored three points each on this item, and the other six each earned two points. The group scored 2.4 points.

9. Policies.

Interscholastic athletic policies are determined by school administrators and physical education instructors or by regularly constituted school athletic leagues; and game officials are selected from experienced school people as far as possible.

(Mostly = 2; entirely = 3)¹⁰⁷

Catholic schools all scored a full three points each on this item.

10. Safety.

School officials provide necessary traffic and safety protection to and from and during interschool contests; and maintain school physician in attendance at all major athletic contests.

(Standards approximately met = 2; fully met = 3)¹⁰⁸

¹⁰⁶ Ibid., p. 85.

¹⁰⁷ Ibid., p. 85.

¹⁰⁸ Ibid., p. 86.

8. Eligibility

Students are eligible for interschool contests only between fourth and eighth grades. Not more than four years in any one school and not more than one year in a given semester or term.

(Standards approximately met = 4; full met = 5)

Four of the Catholic schools scored three points each

on this item, and the other six each earned two points.

Group scored 2.4 points.

9. Polioles

Interscholarship athletic polioles are determined by school administrators and physical education instructors or by regularly constituted school athletic leagues; and game officials are selected from experienced school people as far as possible.

(Mostly = 2; entirely = 3)

Catholic schools all scored a full three points each

on this item.

10. Safety

School officials provide necessary traffic and safety protection to and from and during interschool contests and maintain school physician in attendance at all major athletic contests.

(Standards approximately met = 4; full met = 5)

108 Ibid., p. 85.

107 Ibid., p. 85.

106 Ibid., p. 85.

Five of the Catholic schools did not consistently have a physician in attendance for their major games and scored only two points. The other schools met all the requirements of this item. The group score was 2.5 points.

XI. COMPOSITE SCORES AND OVERVIEW

The total population of the Catholic high schools in the state of New Mexico is 1,548 pupils. The largest high school of this group has an enrollment of 481 pupils. The smallest school of the group has sixty-four students. The median enrollment of the schools is ninety-five, and the average is 155 students. None of the schools has more than one full time physical educator for boys. Instructors for girls are all only part-time physical education instructors.

The Catholic high schools of the state of New Mexico scored 1,558 points of a total possible 3,000 points. As a total of 1,500 points would represent a fair program of physical education for the group, it can be concluded that the Catholic high schools of the state do have fair physical education programs. This is further brought out by the fact that the average score of the ten schools is 155.8 with a 150 score representing a fair program. The median of the ten schools is 154.5 points. A summary of the scores made by the schools in each area can be found in Table X on page 79.

Five of the Catholic schools did not consistently have a physician in attendance for their major games and scored only two points. The other schools met all the requirements of this item. The group score was 2.5 points.

XI. COMPOSITE SCORES AND COMMENTS

The total population of the Catholic high schools in the state of New Mexico is 1,543 pupils. The largest high school of this group has an enrollment of 481 pupils. The smallest school of the group has sixty-four students. The median enrollment of the schools is ninety-five, and the average is 155 students. None of the schools has more than one full time physical educator for boys. Instruction for girls are all only part-time physical education instructors. The Catholic high schools of the state of New Mexico scored 1,528 points of a total possible 3,000 points. As a total of 1,500 points would represent a fair program of physical education for the group, it can be concluded that the Catholic high schools of the state do have fair physical education programs. This is further brought out by the fact that the average score of the ten schools is 152.8 with a 150 score representing a fair program. The median of the ten schools is 151.5 points. A summary of the scores made by the schools in each area can be found in Table X on page

TABLE X

SUMMARY OF THE SCORES MADE BY THE CATHOLIC SCHOOLS ON THE
LAPORTE SCORE CARD NO. II

Individual Items	Catholic Schools (1957)
1. Program of activities	18.4
2. Outdoor areas	9.7
3. Indoor areas	16.7
4. Lockers and showers	19.6
5. Swimming	7.0
6. Supplies and equipment	17.2
7. Medical and health service	21.1
8. Correctives	11.7
9. Organization of classes	18.8
10. Interschool athletics	15.6
TOTAL SCORES*	155.8

* Possible 300 points

TABLE X

SUMMARY OF THE SCORES FOR THE CATHOLIC SCHOOLS OF THE
PARISHES OF THE ARCHDIOCESE OF NEW YORK

Individual Items		Catholic Schools (1954)	
1.	Program of activities	10.4	
2.	Outdoor areas	9.7	
3.	Indoor areas	10.7	
4.	Lockers and showers	12.0	
5.	Swimming	7.0	
6.	Supplies and equipment	17.5	
7.	Medical and health services	21.1	
8.	Correctives	11.7	
9.	Organization of classes	16.3	
10.	Interscholastic activities	14.8	
TOTAL SCORES*		152.8	

* Possible 300 points

Figure 1 on page 81 contains a profile of the scores made by the ten Catholic high schools on each of the ten areas evaluated. This overall view of the different scores shows that swimming, outdoor areas, and correctives are the three weakest areas. The three strongest areas are the areas of medical and health services, lockers and showers, and organization of classes.

Figure 1 on page 11 contains a table of the results
made by the ten Catholic priests in the year 1900. The
areas evaluated. This table is a part of the report.
shows that evaluating. The results show that the
three weakest areas. The results show that the
areas of medical and nursing services, hospital services,
and organization of the hospital.

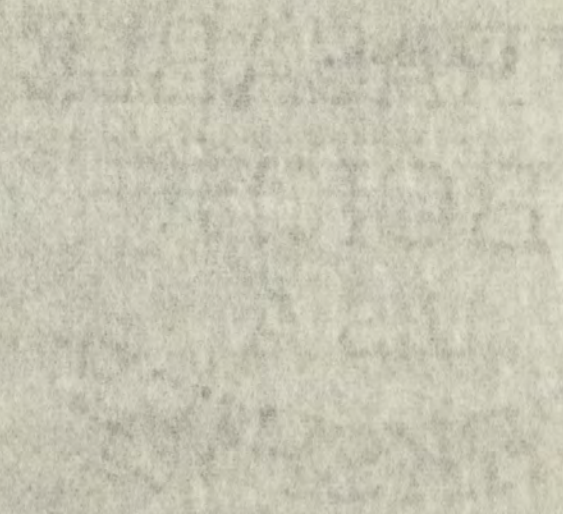
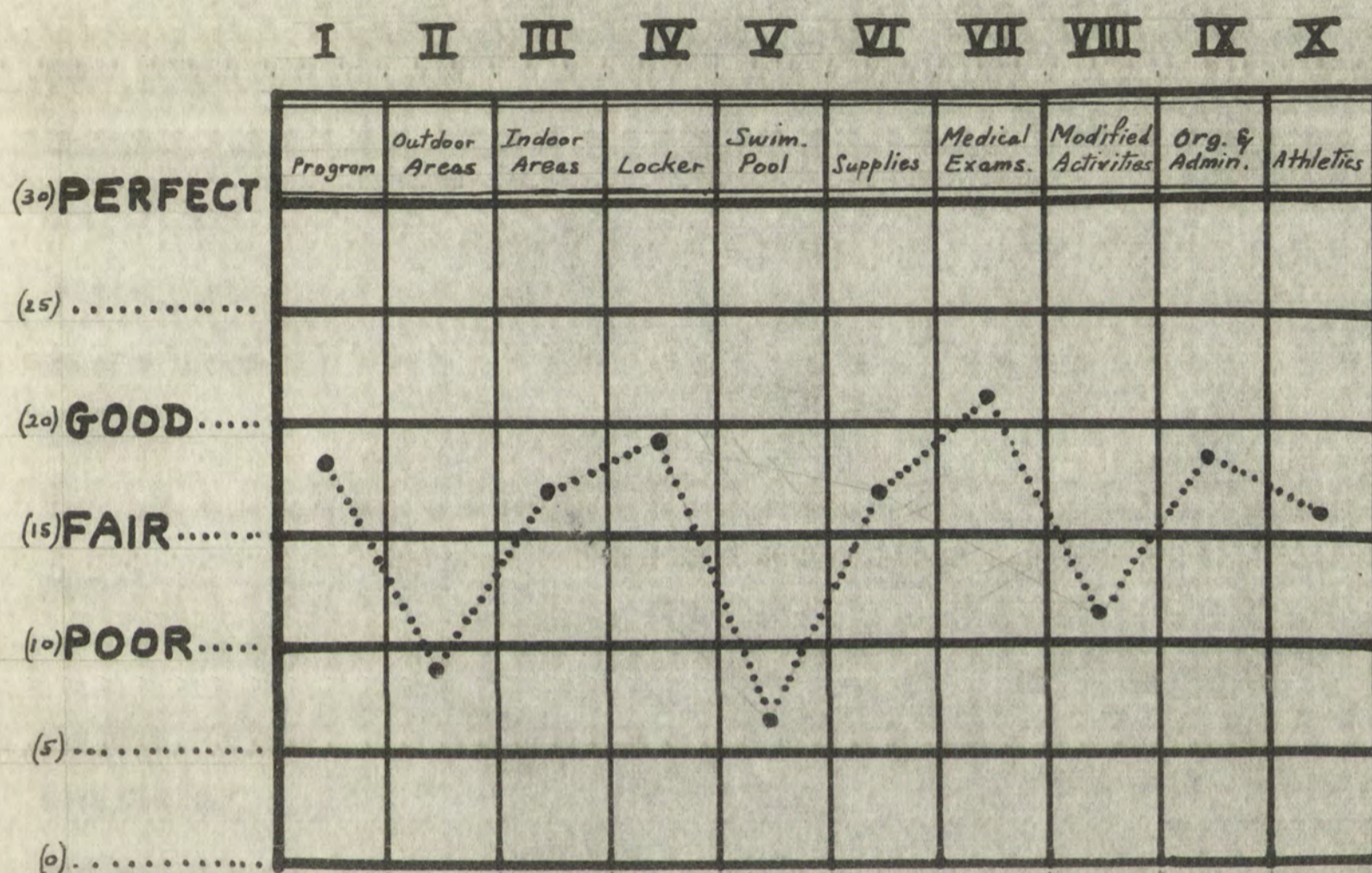


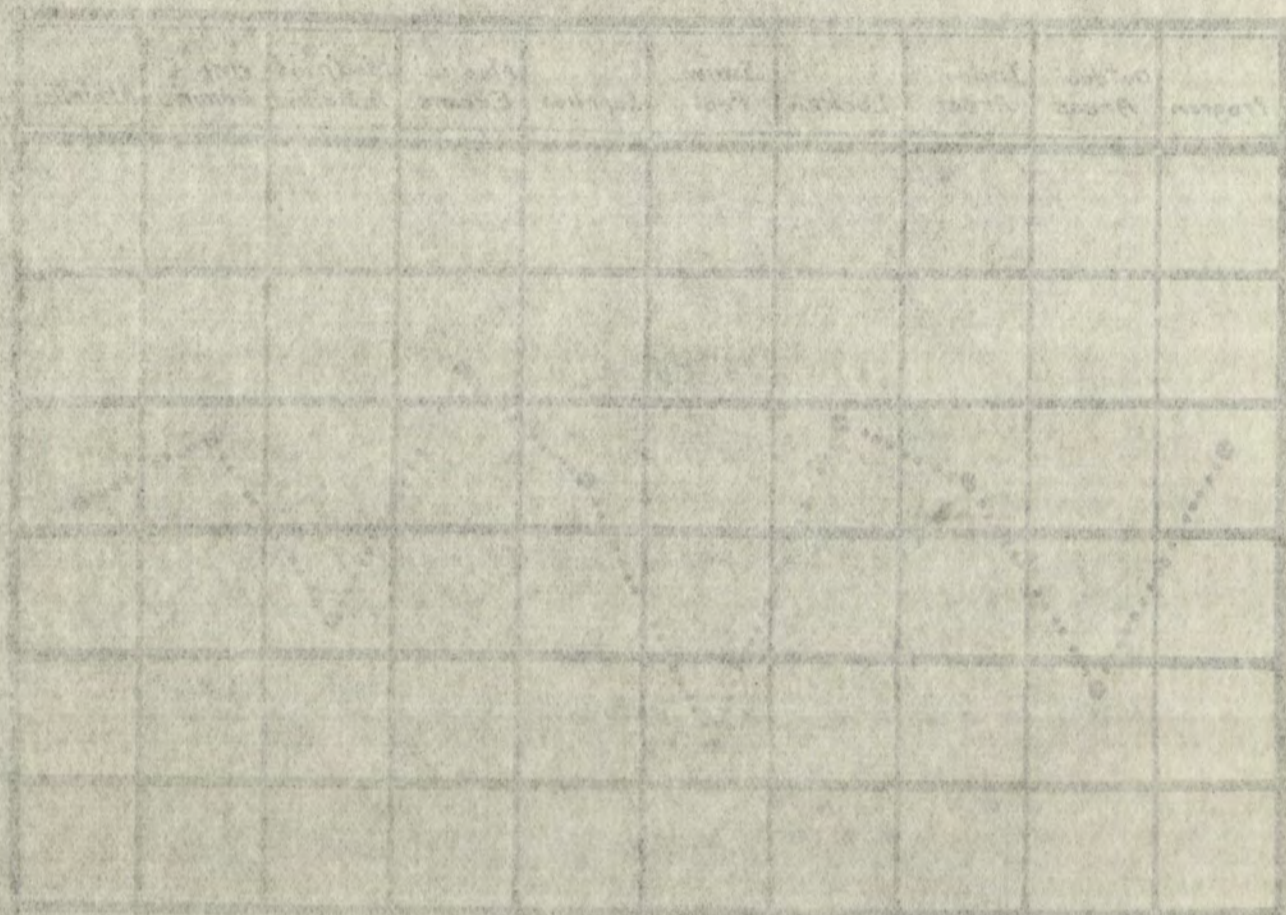
FIGURE 1



*Profile Chart
of the Catholic High Schools
of New Mexico, in 1957.*

FIGURE 1

I II III IV V VI VII VIII IX X



Profile of the Catholic High School of New Mexico in 1923

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BUREAU OF LAND MANAGEMENT

WASH. D.C.

CHAPTER III

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study is to apply the Health and Physical Education Score Card No. II--For Secondary Schools based on twenty-three years of research by the Committee on Curriculum Research of the College Physical Education Association and commonly known as LaPorte's score card to the Catholic high schools of the state of New Mexico. Only those schools which had accreditation of the State Department of Education and which had a boys' physical education program were studied.

After having made a preliminary appointment, the author called on each of the ten schools personally and evaluated each school with the athletic director or the principal of the school. The evaluation was made by the author and the athletic director or the principal of the school during an interview, each of the two persons reading the items of the score card at the same time. The author answered the questions of the school representative concerning the meaning of the items in the score card and helped the representative of the school assign the score which best seemed to represent the situation as it existed in the school.

CHAPTER III

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

1. SUMMARY

The purpose of this study was to determine the status of physical education in the public schools of the State of New Mexico. The study was conducted by the Committee on Curriculum Studies of the College of Education, University of New Mexico, and was completed in the summer of 1934. The study was based on a survey of the physical education programs in the public schools of the State of New Mexico. The survey was conducted by the author, who visited the schools and interviewed the principals and teachers. The results of the survey are presented in the following chapters. Chapter II presents a description of the physical education programs in the public schools of the State of New Mexico. Chapter III presents a summary of the findings of the survey. Chapter IV presents the conclusions and recommendations of the study.

After having made a preliminary survey of the physical education programs in the public schools of the State of New Mexico, the author called on each of the ten schools and interviewed the principal and the physical education teacher. The results of the interviews are presented in the following chapters. Chapter II presents a description of the physical education programs in the public schools of the State of New Mexico. Chapter III presents a summary of the findings of the survey. Chapter IV presents the conclusions and recommendations of the study.

After having made a preliminary survey of the physical education programs in the public schools of the State of New Mexico, the author called on each of the ten schools and interviewed the principal and the physical education teacher. The results of the interviews are presented in the following chapters. Chapter II presents a description of the physical education programs in the public schools of the State of New Mexico. Chapter III presents a summary of the findings of the survey. Chapter IV presents the conclusions and recommendations of the study.

The score card is divided into ten areas intended to cover all the most important phases of a good program of health and physical education for schools. Each of the areas is further subdivided into ten items, each item carrying a maximum value of three points. Thus each area assumes a possible total value of thirty points. The highest score possible on the entire score card is 300 points. A fair program is expected to score 150 points, or if further divisions of results were desired, 100 points could be considered as a minimum for a poor program, 200 points would represent a good program, and 300 points would represent the perfect program. What does seem more important than the overall value of the program is the relative value of each of the areas and the items. This relative value of each of the areas and items can fairly readily point to the strong phases and the weak phases of a physical education program and thus serve as a guide for improvement of the program.

1. Program of activities. The three strongest items in the program of activities are: maintenance and sanitation, safety education, and faculty recreation. The three weakest items are: the program, the course of study, and the intramural program. The program here refers to the variety of different activities, and the course of study refers to the written plan of activities for the year. This plan of

activities for the physical education classes should be kept on file in the principal's office as well as on the gymnasium bulletin board.

2. Outdoor areas. The three strongest items for the Catholic schools in the outdoor area are: fencing, cleanliness, and space. The three weakest items are: outdoor lighting for community recreation, the types of surfacing of the playgrounds, and the court areas.

3. Indoor areas. The Catholic schools have these three items as the strongest in their indoor areas: adequacy of indoor areas, gymnasium standards, and gymnasium area. The items with the lowest scores are: equipment offices, instructors' offices, and conveniences for coeducational programs.

4. Locker and shower areas. The items on which the Catholic schools scored highest in this area are: shower room type, dressing area, and shower room space. The low scoring items are: lock protection, individual lockers, and toilet facilities connected with the showers.

5. Swimming. None of the Catholic high schools in New Mexico has a swimming pool. The 7.0 average which the schools earned from a possible 30 points represents the efforts of the schools to encourage and back "learn to swim" campaigns conducted by the Red Cross or other agencies.

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3. Indoor areas. The Catholic schools have three

three items as the strongest in their indoor areas: adequacy of indoor areas, gymnasium standards, and gymnasium area. The items with the lowest scores are: equipment, offices, instructors' offices, and conveniences for coaches-tional programs.

4. Locker and shower areas. The items on which the

Catholic schools scored highest in this area are: shower room type, dressing area, and shower room space. The low scoring items are: lock protection, individual lockers, and toilet facilities connected with the showers.

5. Swimming. None of the Catholic high schools in

New Mexico has a swimming pool. The 7.0 average which the schools earned from a possible 30 points represents the efforts of the schools to encourage and back "dive" swimming campaigns conducted by the Red Cross or other agencies.

6. Supplies and equipment. The low scores for the Catholic schools on the items of this area are: uniforms for physical education classes, equipment clerks, and arrangements for community recreation. The highest scores were made on these items in this area: equipment for team activities, condition of equipment, and adequacy of first aid supplies. The Catholic schools are a little above the fair rating represented by fifteen points for the area.

7. Medical examination and health services. Top items for the Catholic schools in scoring in this area are: examination required before participation, diagnosing rights reserved to physicians, and control over restricted activity cases. The low scoring items are: the examination required of every student, the keeping of health records, and the classification of students for participation in physical education activities.

8. Modified-individual (corrective) activities. None of the Catholic schools has special classes for corrective physical education work. The schools have much sympathy with corrective programs but have not been obliged to implement any program of the type by special classes. The three strong items in this area in the scoring were: encouragement to participate, preferring of games to drills, and the handling of temporary restrictions.

6. Supplies and equipment. The low scores for the

Catholic schools on the items of this group are: uniforms for physical education classes, equipment, and arrangements for community recreation. The highest scores were made on these items in this group. Significant differences in activities, condition of equipment, and adequacy of first aid supplies. The Catholic schools are a little above the fair rating represented by fifteen points for the group.

7. Medical examination and health services. Top

items for the Catholic schools in scoring on this group are: examination required before participation, dispensing rights reserved to physicians, and control over restricted activity cases. The low scoring item was: the examination required of every student. The keeping of health records, and the classification of students for participation in physical education activities.

8. Modified-individual (corrective) activities.

None of the Catholic schools has special classes for corrective physical education work. The schools have much sympathy with corrective programs but have not been obliged to implement any program of the type of special classes. The three strong items in this area in the scoring were: encouragement to participate, preference of games to drill, and the handling of secondary restrictions.

9. Organization and administration of class programs.

The size of the classes, the teaching procedures, and the qualifications of the instructors stand out as strong items in the scoring for the Catholic schools. The items on which the schools scored low were: the formation of health classes, the method of assigning to physical education classes, and the organization of coeducational programs.

10. Administration of intramural and interschool athletics. The Catholic schools showed strength in these items: formulation of policies, safety measures on trips, and observance of eligibility rules. The weaknesses are: the sources of finances, the method of classification for competition, and the organization of play days.

Condensed Summary. The three strongest areas for the Catholic schools are: medical and health service, lockers and showers, and the organization of classes. The three areas in which the Catholic schools received the lowest scores were: swimming, outdoor areas, and correctives.

II. CONCLUSIONS

1. The health and physical education programs of the Catholic high schools of New Mexico rate fair when compared to the standards set up by the Committee on Curriculum Research of the College Physical Education Association.

9. Organization and administration of class programs.

The size of the classes, the scoring procedures, and the qualifications of the instructors stand out as strong factors in the scoring for the Catholic schools. The items on which the schools scored low were: the location of health classes, the method of assigning to physical education classes, and the organization of coeducational programs.

10. Administration of intramural and interschool athletics.

The Catholic schools showed strength in these items: formulation of policies, safety measures on rules and observance of eligibility rules. The weaknesses were the sources of finances, the method of classification for competition, and the organization of play days.

Condensed Summary. The three strongest areas for the

Catholic schools were: social and health service, locker and showers, and the organization of classes. The three areas in which the Catholic schools received the lowest scores were: swimming, outdoor areas, and correctives.

II. CONCLUSIONS

1. The health and physical education programs of the

Catholic high schools of New Mexico rate fair when compared to the standards set up by the Committee on Organization of the College Physical Education Association.

2. The Catholic schools rate high for their excellent sanitation and cleanliness, their safety education program, and their faculty recreation programs.

3. There is need of introducing more variety in the physical education programs: gymnastics, individual and dual sports, rhythms, and aquatics.

4. The intramural programs of the Catholic high schools can be improved by greater expansion in activities offered and in student participation.

5. The most significant weakness of the health and physical education programs of the Catholic high schools is a deficiency in the size and an inadequacy of the facilities of the outdoor area.

6. Catholic schools do not seem to have done much in the line of providing facilities and equipment for community recreation.

7. The gymnasiums of the Catholic schools are adequate in facilities, floor space, and recreational facilities for the students.

8. Accommodations for the instructors conducting the programs have been slightly overlooked, such as personal offices, equipment offices.

9. Coeducational activities are not stressed in either setting up the program or in supplying facilities.

5. The school should have a high standard of sanitation and cleanliness, with adequate ventilation and their facilities should be maintained.
6. There is a need for physical education programs, games, and physical sports, rhythmic and artistic.
7. The fundamental programs of the school should be improved by greater emphasis on physical education and in student participation.
8. The most efficient measure of the health and physical education program of the school is a deficiency in the size and adequacy of the facilities of the outdoor area.
9. Outdoor programs should be made more attractive in the line of providing facilities and equipment for community recreation.
10. The maintenance of the school grounds and grounds in facilities, food areas, and recreation facilities for the students.
11. Recommendations for the health needs of the programs have been already considered, such as physical education, equipment, and facilities.
12. Outdoor facilities should be well planned in other setting to the program in a healthy facility.

10. Lock protection is a weakness in a rather strong locker and shower arrangement in Catholic schools.

11. Apart from "learn to swim" campaigns, there seems little the Catholic schools can do about swimming at the present time.

12. The physical education programs of the Catholic schools are conducted by well-trained instructors.

13. The physical education programs of the Catholic schools are built almost exclusively of team activities.

14. The method of assigning pupils to classes of physical education is a rather poor method.

15. The program of health instruction does not include any special classes in health.

16. Finances for their health and physical education programs is one of the major problems of the Catholic high schools.

17. No special corrective physical education classes have been organized in Catholic high schools in New Mexico.

18. A good system of complete physical examinations for all students is a definite need that the Catholic schools do not all adequately satisfy.

19. Finances are the main problem of the Catholic high schools in their interschool athletic program.

20. Girls' physical education in the Catholic schools in New Mexico is not given as much attention as the boys' program.

10. How protected is the physical activity

teacher and student organizations in the physical education

11. What is the status of physical education in the

12. How is the physical education program in the

at the present time.

13. The physical education program in the

schools are considered of well-defined character.

14. The physical education program in the

schools are still almost exclusively of the

15. The method of teaching physical education

physical education is a teacher's personal

16. The program of physical education in the

include any special classes in physical

17. Physical education is a subject in the

18. Physical education is a subject in the

high schools.

19. The physical education program in the

have been established in the physical education

20. A good physical education program is

for all students.

schools of the physical education program.

21. Physical education is a subject in the

high schools in which is physical education.

22. Physical education is a subject in the

in New Mexico is a subject in the physical

program.

III. RECOMMENDATIONS

1. The Catholic high schools in the state of New Mexico could gain much by sponsoring a workshop or some other type of meeting to discuss ways and means of adding variety and efficiency to their physical education programs and to pool their ideas on the formation of adequate written courses of study for the physical education classes.

2. In view of preparing for such a workshop or meeting, each school would benefit itself and its instructors if a copy of "The Physical Education Curriculum," published by the University of Southern California Press, Los Angeles 7, California were put at the disposal of each instructor.

3. More attention should be given to the size of the tract of land on which Catholic schools are to be built, and in most cases, every opportunity to add to the size of the school grounds already existing should be seized avidly.

4. The efficiency of the outdoor areas of the Catholic schools should be improved as soon as possible by adding to the existing facilities paved outdoor courts for multiple use.

5. Providing instruction in worthwhile use of leisure-time and offering services in the development of leisure-time activities during the school time and after school form one of the principal objectives of schools. This

III. RECOMMENDATIONS

1. The Catholic high schools in the State of New Mexico could gain much by adopting a standard type of meeting so diverse ways and means of variety and efficiency in their physical education and to pool their ideas on the methods of instruction courses of study for the physical education classes.
2. In view of preparing for a future meeting, each school would benefit itself and its students if a copy of "The Physical Education Curriculum" published by the University of Southern California Press, Los Angeles, California were put in the library of each school.
3. More attention should be given to the state of the tract of land on which Catholic schools are to be built, and in most cases, every effort should be made to have the school grounds already existing, and the school buildings.
4. The efficiency of the school should be improved by adding to the existing facilities, and by adding to the existing facilities for multiple use.
5. Providing instruction in motor skills and leisure-time and offering services in the development of leisure-time activities during the school time and after school from one of the physical education teachers.

goal can be realized most effectively by planning, constructing, and operating the schools as neighborhood and community centers, and by providing the maximum utilization of gymnasiums and play fields for after-school, year-round activities for children and youth and community groups. The Catholic schools should acquire and design facilities for the fullest use as school-community centers for educational-recreational purposes.

6. Instructors' offices, well situated and conveniently arranged, should be added to gymnasium facilities wherever missing at the Catholic schools.

7. Combination padlocks, preferably controlled by a master key, should be added to the equipment of the physical education department of Catholic high schools in the state.

8. Provisions should be made by the Catholic high schools to include regular classes in health instruction in the curriculum.

9. A physical examination for every student should be required to safeguard and to guide the planning of the activities for the physical education classes.

10. It is the plan of the State Department of Education of New Mexico to require five daily periods of physical education each week for all freshmen and sophomores in school starting in September, 1957. This plan is to

goal can be realized most effectively by planning, constructing, and operating the schools as neighborhood and community centers, and by providing the maximum utilization of gymnasiums and play fields for after-school, year-round activities for children and youth and community groups. The Catholic schools should acquire and design facilities for the fullest use as school-community centers for educational-recreational purposes.

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8. Provisions should be made by the Catholic high schools to include regular classes in health instruction in the curriculum.

9. A physical examination for every student should be required to be signed and to guide the planning of the activities for the physical education classes.

10. It is the plan of the State Department of Education of New Mexico to require five daily periods of physical education each week for all freshmen and sophomores in school starting in September, 1957. This plan is to

be extended to juniors in high school effective September, 1960 and to seniors effective September, 1962. The Catholic schools should anticipate these requirements and if possible incorporate these requirements even before the rulings of the State Department of Education go into effect.¹⁰⁹

¹⁰⁹ Department of Education, Physical Education and Recreation in the Elementary and Secondary Schools in New Mexico (A Report with Recommendations to the Superintendent of Public Instruction and the State Board of Education, by the Production Committee of Health, Physical Education, and Recreation, 1956), p. 53.

be extended to juniors in high school and to seniors effective September 1, 1960. The law also provides that the school should anticipate these expenditures and incorporate these expenditures in its budget. The State Department of Education is to be notified.

109 Department of Education, Physical Education and Recreation in the Elementary and Secondary Schools in Mexico (A Report with Recommendations for the Department of Public Instruction and the State Department of Education, the Production Committee of Mexico, Physical Education, and Recreation, 1956), p. 23.

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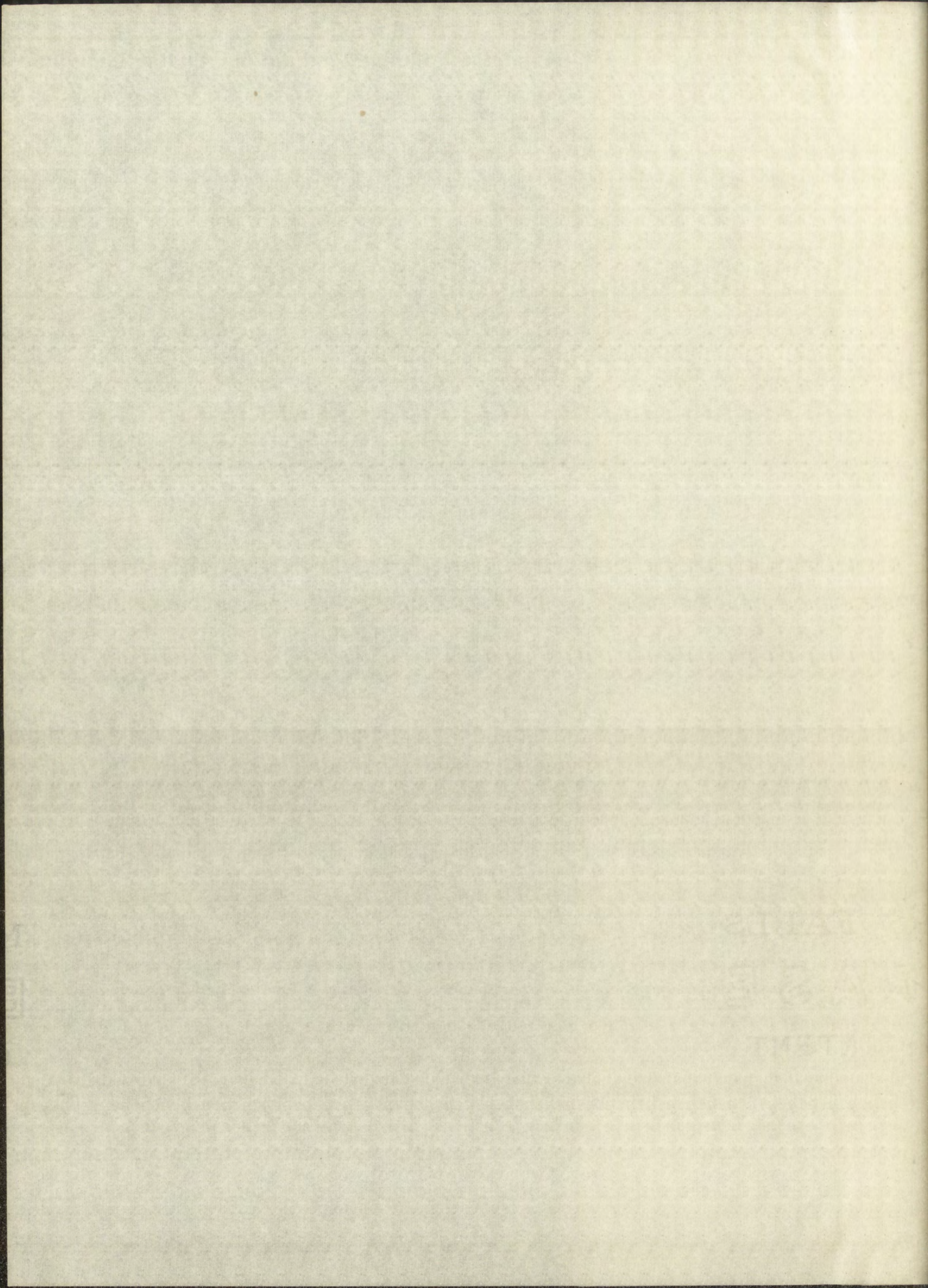
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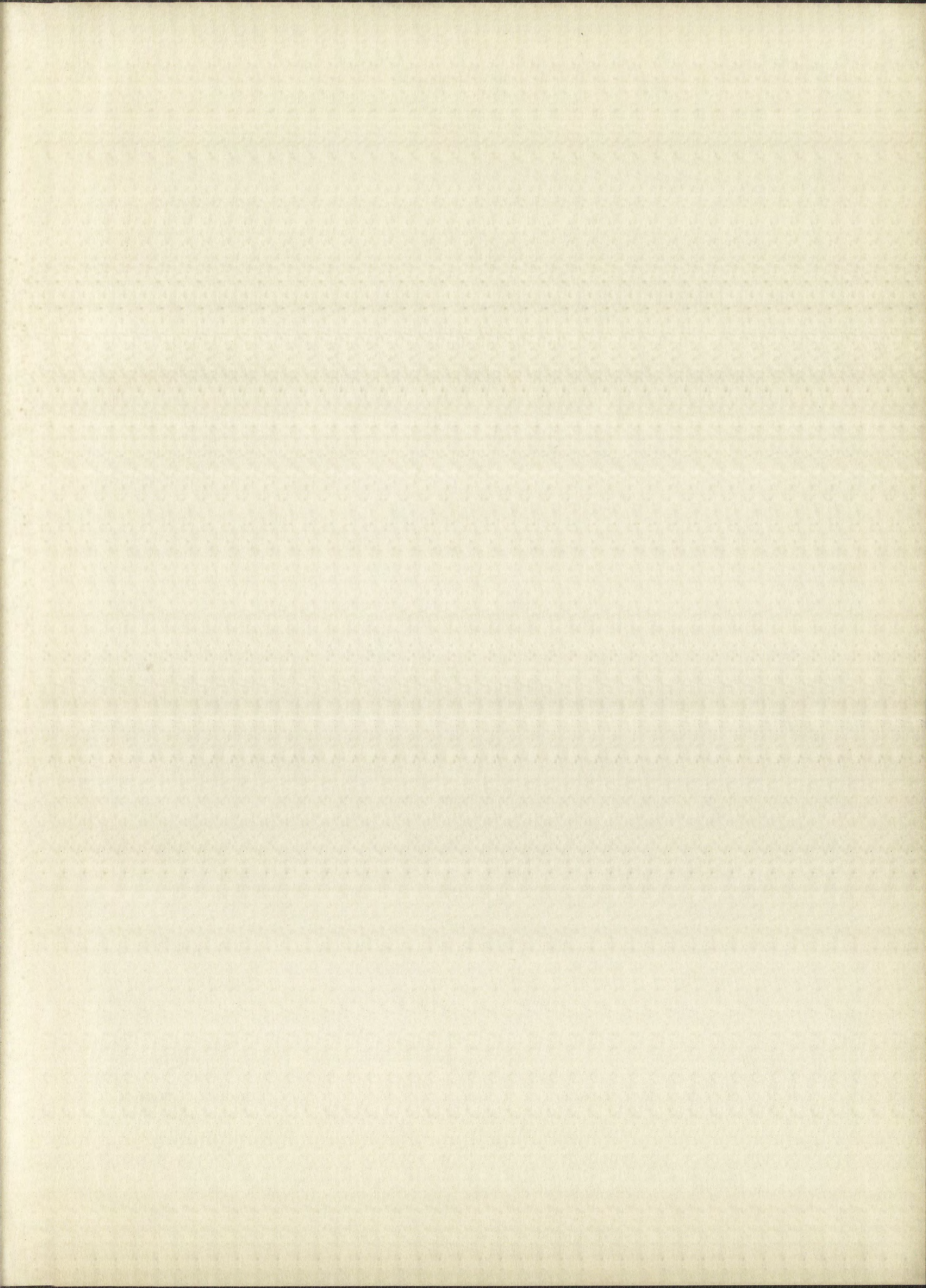
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