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An Evaluation of the Physical Education Programs in Twelve New Mexico High Schools

Richard Henry Reitmann

REITMANN — PHYSICAL EDUCATION PROGRAMS

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AN EVALUATION OF THE PHYSICAL EDUCATION PROGRAMS IN TWELVE NEW MEXICO HIGH SCHOOLS

By

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CHAPTER I

THE PROBLEM

It is accepted in modern education that the high school curriculum should prepare and develop the child mentally, physically, socially, and emotionally. Most school administrators are now in agreement that the school physical education program can and should play an important role in the achievement of not only the physical growth of the students, but also their mental, social, and emotional growth. Is physical education realizing its aims and contributing to overall educational progress, or is physical education primarily concerned with the production of a winning combination to represent the school in inter-scholastic competition?

In order to determine if those in the profession of physical education are progressing toward the realization of the goal; namely, the growth and development of all, it is necessary to pause periodically, to step back, take a good look, and then evaluate the present position. Such an evaluation should include a study of all the factors which contribute to the pursuit of the objective.

I. THE PROBLEM

Statement of the problem. It is the purpose of this study to evaluate the status of twelve selected public secondary schools in New Mexico in terms of an adequate physical education program as advocated by the Committee on Curriculum Research of the College Physical Education Association.[1] To effect this evaluation, the study will analyze (1) the program of activities offered; (2) the facilities available; (3) the supplies and equipment available and in use; (4) the facilities for medical examinations and health services available to the students; (5) the organization and administration of the class programs; and (6) the administration of interschool athletics in the twelve New Mexico high schools.

Importance of the problem. Physical education has in recent years been accepted as an integral part of the school curriculum. The physical education program, however, is still viewed with skepticism by some educators who feel, perhaps justifiably so, that the primary aim of those in physical education is to produce winning athletic teams. If the profession of physical education is to attain the

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

stature of the more highly regarded academic subjects in the school curriculum, it is the responsibility of those engaged in the profession to conduct their programs in a manner that will merit such esteem. This study will reveal those portions of the overall programs in which the educators of the schools under study are making progress toward the recommended goals, and it should serve as a beacon which will light the way for the correction of any glaring weaknesses.

Similar studies have been completed in more than twenty states in the nation. The results of this study should prove to be of interest to those in New Mexico who are interested in their standing on a national basis. The results of a survey such as this should also prove beneficial to the teacher-education institutions within the state for it will enable the college instructors to familiarize the future teachers with the conditions existing in the state and consequently through their teachings strive for improvement in all the schools. A study such as this should also prove to be of value to the State Department of Education in that it, too, may become more aware of the present status of physical education in the schools in the state of New Mexico.

II. SOURCES OF THE DATA AND METHOD OF PROCEDURE

The schools selected for this study were those public high schools which were within one hundred miles of Albuquerque, New Mexico. Initially, a letter was mailed to the principal of each school concerned informing him of the nature of the study and suggesting a tentative date for an interview. The writer then visited each school and interviewed the director of physical education.

The questioning during the interview was based on the Health and Physical Education Score Card which was developed by the Committee on Curriculum Research of the College Physical Education Association.[2] This score card consists of 100 items, divided into ten different areas which influence the efficacy of a school's physical education program.

These ten areas 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 interschool athletics.

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[2] Ibid., pp. 72-86.

III. REVIEW OF RELATED STUDIES

Many surveys of the status of physical education have been conducted throughout the nation, but in the state of New Mexico only a few have been completed which reveal the quality of the facilities and the strength and weaknesses of the leadership of the physical education programs.

Wilson,[3] in 1935-36, receiving eighty-one replies from questionnaires mailed to the 114 member schools of the New Mexico Athletic Association, found that fifty-one coaches, or 62.9 per cent of those replying had neither a major nor a minor in Physical Education.

In 1941, Gleaves[4] completed a survey of the New Mexico high schools in which the LaPorte score card was used. This score card was published in 1938 and was based upon nine years of research by the Committee on Curriculum Research of the College Physical Education Association. Doctor LaPorte, chairman of the committee, designed score cards which could be used throughout the forty-eight states to evaluate the health and physical education programs of

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[3] 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.

[4] 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.

either elementary or secondary schools. This score card, an earlier counterpart of the card used in the present survey, comprised one hundred items, divided into ten major divisions consisting of ten items each.

Gleaves[5] mailed the score cards to 138 high schools in the state and received completed returns from fifty schools, forty-seven of them having physical education programs. These schools scored a total of 5,576 out of a possible 15,000 points, or 37 per cent, well below the accepted arbitrary standard of 50 per cent.

Scores for the ten major areas were as follows:[6]

Program of activities	39.2 per cent
Outdoor areas	44.8 per cent
Indoor areas	35.9 per cent
Locker and shower areas	36.6 per cent
Swimming	6.6 per cent
Supplies and equipment	42.0 per cent
Medical examination and health services	40.9 per cent
Modified-individual (corrective) activities	18.8 per cent
Organization and administration of class programs	51.8 per cent
Administration of intramural and interschool athletics	53.2 per cent

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[5] Ibid., p. 103.

[6] Ibid., p. 100.

From the above it is evident that the New Mexico schools scored highest on the organization and administration of class programs and the administration of intramural and interschool athletics. The schools were decidedly deficient in the aquatic and corrective programs. Twenty-five of the fifty schools reporting stated that their physical education teachers had neither a major nor a minor in the field.[7]

Some of Gleaves'[8] recommendations for improvements in the school programs were: that the school athletic program should be financed from school funds instead of by gate receipts from athletic contests; that a state law should be passed making physical education a required subject; and that the state law requiring a yearly medical examination of all teachers be enforced.

In 1948, Pembroke[9] studied the boys physical education programs in the public secondary schools of New Mexico. He received fifty-six replies from 118 questionnaires mailed to schools in the state. Some of his findings

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[7] Ibid., p. 86.

[8] Ibid., pp. 110-15.

[9] 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), pp. 49-54.

were:

(1). New Mexico is one of the few remaining states which has no state requirement for physical education in the public schools.

(2). Only nine of the schools having a program required a written copy of the yearly physical education program to be filed with the principal.

(3). Only 27.6 per cent of the schools gave physical examinations to all the pupils.

(4). Little was done, even in the larger schools, to classify students into homogeneous groupings for physical activity.

(5). Much of the class time was spent on the more highly organized team sports which have a definite place in the interschool program.

(6). There was a definite need for more locker, shower, and dressing room space.

(7). The schools had adequate equipment for the activities in the major team sports but did not possess enough equipment to conduct thorough programs in the individual, recreational type games.

(8). A program in physical education was offered by 83.9 per cent of the schools reporting.

(9). There was a definite increase in the preparation of teachers over the findings of Wilson (1935-36) and

Gleaves (1941). In the forty-seven schools reporting a program for boys, seventy instructors in physical education were employed. Of these, thirty-four had majors in the field, twenty-five had minors, and only eleven, or 15.9 per cent had neither a major nor a minor in the field.

Some of Pembroke's[10] recommendations were that (1) legislation should be enacted establishing a minimum requirement for physical education in the state; (2) the State Department of Education should employ a state supervisor of physical education; (3) the physical education teacher should evaluate his own program periodically in the light of the findings of the National Curriculum Committee; and (4) the administrator should require the physical education teacher to file a written program of activities for the year.

In other areas of the nation, Falgren and Leighton[11] found that forty-three states had physical education legislation of some kind, and that forty states required physical education. The state of New Mexico was listed in this survey as having a compulsory program although actually there were no time requirements specified by the state

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10 Ibid., pp. 56-57.

11 Lloyd H. Falgren and Ralph W. Leighton, "An Analysis of Physical Education Legislation Applying to Public Schools of the Forty-eight States," (School of Health and Physical Education, University of Oregon, Eugene, Oregon, 1950), Chart I.

board for the conduct of the program. The board only recommended a procedure to be followed. The state had no legislation requiring medical examinations of the pupils.

The Handbook for Secondary Schools for New Mexico[12] states the following concerning the physical education program:

> The State Board of Education recommends that physical training be mandatory five periods per week, throughout high school, even if the student is in school five years, for every boy and girl physically able. This applies to all systems having four year accredited high schools with five or more teachers, not including the superintendent, and is recommended for use in other schools whenever possible. Physical training includes physical education, health, and athletics.

Concerning the financing of athletic interschool games the Handbook says:

> The Board of Education should expect the head of the school to make a budget for the extra-curricular activities and to render a financial report relative to the receipts and expenditures of all moneys relating to these activities; such as athletic contests, musical and dramatic productions, and other public exhibitions and performances by special groups or clubs organized within the schools.[13]

De Witt[14] used the LaPorte Score Card Number II to survey the high schools in the state of Tennessee in 1951.

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[12] Georgia L. Lusk, Superintendent of Public Instruction, Handbook for Secondary Schools, (Santa Fe, New Mexico: State Department of Education, 1944), p. 22.

[13] Ibid., p. 37.

[14] R. T. De Witt, "Health and Physical Education for Tennessee High School Boys," The Research Quarterly, 24:265, October, 1953.

He found that the schools in the large towns had better programs than those in small towns. The median score of 101 schools was fifty-two of the possible 300 points, and the range of the scores was from eighteen to 168.

Preliminary reports of the nationwide survey conducted by the Department of Health and Physical Education at the University of Indiana[15] included a total of 1628 schools from sixteen states. The total scores of the individual schools ranged from eighteen to 210 with a median score of eighty-seven. Section IX of the score card, The Organization and Administration of the Class Programs, and Section X, The Administration of Intramural and Interschool Athletics had the highest average scores; and Section V, Swimming, and Section VIII, The Modified-Individual (Corrective) Activities scored the lowest. These preliminary reports were based on the completed surveys from the states of Colorado, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Minnesota, Mississippi, Missouri, Montana, New York, Ohio, Tennessee, and West Virginia.

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[15] Karl W. Bookwalter, "A National Survey of Health and Physical Education in the Public Schools," (personal communication received from the Department of Health and Physical Education, Indiana University, Bloomington, Indiana, 1953), unnumbered.

IV. ORGANIZATION OF THE REMAINDER OF THE STUDY

Chapter II presents the analysis of the data based upon the score card comparisons.

A summary of the findings, the conclusions, drawn, and a list of recommendations for the advancement of the physical education programs is presented in Chapter III.

CHAPTER II

ANALYSIS OF THE DATA

This chapter presents an analysis of the material obtained by interviewing the physical education directors of twelve New Mexico schools. The results were tabulated on the LaPorte Score Card Number II. This score card consists of one hundred items, divided into ten areas of ten items each. Every question required an appropriate numerical answer, ranging from zero to a possible three points. Each area of ten questions thus had a possible total score of thirty points, and the possible score for the entire score card was 300 points.

The twelve schools involved in this study had school enrollments ranging from seventy-nine to 2911. The median enrollment was 308. For analysis, the schools were divided into two groups: eight schools in Group I (those with enrollments over 200 students), and four schools in Group II (those with enrollments less than 200 students).

The results of the survey are compared to the results of Gleaves' questionnaire survey of New Mexico schools in 1941, using an earlier edition of the LaPorte Score Card Number II, and to the average scores from the surveys completed in 1951-1953 in the six states of Illinois, Iowa, Minnesota, Mississippi, Tennessee, and West Virginia. The

relationship between size of school and score for the New Mexico schools is discussed, and the strengths and weaknesses of the programs of the individual schools are pointed out. To preserve anonymity, the schools involved are not referred to directly by name in this study. These schools, in terms of their school enrollment, are:

School A	2911 pupils
School B	1754 pupils
School C	868 pupils
School D	612 pupils
School E	435 pupils
School F	315 pupils
School G	300 pupils
School H	292 pupils
School I	172 pupils
School J	166 pupils
School K	157 pupils
School L	79 pupils

This study does not purport to be representative of all the schools of New Mexico. It applies only to those twelve schools where interviews were conducted.

I. PROGRAM OF ACTIVITIES

The first section of the score card is devoted to the program of activities that the physical education department offers. A functioning program is of itself inadequate. There must be a plan. Without a planned approach, achievement of worthwhile goals is improbable. LaPorte states:

> The detailed course of study should include at least the following items: (1) general and specific objectives to be attained at different school levels; (2) the

> various activities to be taught and the order in which they should appear, together with the amount of time to be devoted to each (preferably in the form of an annual schedule for each grade or cycle, indicating the approximate number of weeks for each activity);---.[16]

Of the possible thirty points in this section, the twelve schools averaged 9.92 points. A summary of the scores is given in Table I on page 16. The average of the schools in Group II was only 6.25 points in contrast to the average of 11.75 for the schools of Group I. Gleaves, in 1941 by questionnaire, recorded an 11.74 average from fifty schools. This seems to show that the score of the schools included in this study have shown no improvement in the past thirteen years. A discussion of the reasons for this apparent decrease in the present score is presented in Section XI of this chapter.

The average for the twelve schools on this section was well above the average of 7.62 for the six states of Illinois, Iowa, Minnesota, Mississippi, Tennessee, and West Virginia. The use of the averages is valuable in comparing the programs in New Mexico with those of other states, but only an enumeration of the specific conditions as they exist in the individual schools will present a valid picture of the status of the physical education program in each school.

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16 LaPorte, op. cit., p. 35.

TABLE I

SCORES MADE BY VARIOUS GROUPS ON THE LAPORTE SCORE CARD
NUMBER II, SECTION I, PROGRAM OF ACTIVITIES

Individual Items	Group I	Group II	Twelve Schools	Six States	Gleaves (1941)
1. The Program	1.87	0.25	1.33	0.68	1.04
2. Instruction	1.50	0.75	1.25	1.00	1.54
3. Required participation	1.75	1.25	1.58	1.22	1.26
4. Intramural program	1.37	0.50	1.08	0.58	1.06
5. Course of study	0.87	0.25	0.66	0.50	0.90
6. Course of study committee	0.25	0.25	0.25	0.26	1.10
7. Maintenance and sanitation	1.25	1.00	1.17	1.46	2.10
8. Health instruction	0.87	0.75	0.83	0.85	1.68
9. Safety education	1.25	1.00	1.17	0.71	1.40
10. Faculty recreation	0.75	0.25	0.58	0.36	1.48
TOTAL FOR SECTION*	11.75	6.25	9.92	7.62	11.76

*Possible 30 points

1. The program. The recommended program includes a core and elective program distributed over gymnastics, rhythms, aquatics, individual sports, and team sports. To score a maximum of three points on this question, the school should devote not less than 12 per cent of the time to each activity. Aquatics are exempted here because of the emphasis on that activity in Section V. Two points were scored if not less than 9 per cent of the time was devoted to each activity; and if not less than 6 per cent of the time was devoted to each, one point was scored. The twelve New Mexico schools scored an average of 1.33 points on this item. The average of Group I was 1.87, and the average of Group II was 0.25. It is evident that the large schools offer a better and more varied program for the students than do the small schools. The program of School L consists only of baseball in the fall and spring and basketball in the winter.

No school scored the maximum of three points. The schools scoring lower than two points placed little or no emphasis on rhythmical activities. The seasonal team sports still constitute the bulk of the programs in many of the schools. Schools A, B, C, D, E, G, and H scored two points. Schools F and K scored one point, and Schools I, J, and L scored zero. The average for the twelve schools was above the average of 0.68 reported for the six states

on this item. Gleaves scored 1.04 points in 1941.

2. Instruction. The recommended program calls for systematic class instruction in activity fundamentals in the block or "unit of work" basis with continuous instruction in each unit of activity. Schools were graded three points if they used systematic block instruction; two points if they used systematic instruction in other than the block program; and one point if they had definite but unsystematic instruction. The average of Group I was 1.50; of Group II, 0.75; and the average of the twelve schools was 1.25. Schools I and L scored zero, and schools A, B, E, and G scored two points each. All other schools scored one point. No school used the systematic block instruction, although most of the schools had a definite program. Again, the programs in many cases are concentrated primarily on those team sports in season. The average of the six states for this item was 1.00 and Gleaves reported 1.54.

3. Required participation. The ideal offering is to have physical education a required activity of all students during all three years of high school. Three points were scored if such was the case. Two points were scored if physical education was required for two years, and if only one year of physical activity was required, one point was scored. Only schools B, E, and K achieved a rating of

three on this item. Schools I and L have no required physical education. In general, one year is all that is required by most schools, although some of the schools require a total of two years of physical education for the ninth through the twelfth grades. The Group I schools had an average score of 1.75; Group II, 1.25; and the twelve school average was 1.58 compared to the six state average of 1.22. Gleaves reported 1.26 on this item. This indicates the possibility of improvement in the offering of physical education to all students since 1941.

4. Intramural program. A broad intramural program that gives all students the opportunity to participate in several types of games is a highly desired objective. If a school had the facilities and gave supervision to the conduct of intramurals in seven or more sports, three points were scored. If the school offered activity in from four to six sports, two points were scored. One point was scored if the school offered activity in at least three sports. Only two schools, I and J, offered no intramural program. The largest schools, A and B, along with school G, offered the most activities and scored two points each. The average of Group I was 1.37 points; of Group II, 0.50; and the average of the twelve schools was 1.08. Most of the schools reported a large number of pupils commuting daily by school bus. This limits the scope of the intramural program and

those in charge must adapt the program to the time available. Some schools utilize the noon-hour, and school A holds its intramurals before school in the morning. Most of the schools, however, offer activities in only the major team sports, school A being the exception.

5. Course of study. The yearly program (including a course of study and special objectives for each grade) should be on file in the principal's office and the activity schedules should be posted on the gymnasium office bulletin board. Three points were scored on this item if the school used its own course of study. If the school was using a state course of study, two points were scored; and if the school could furnish written evidence of a definitely planned program, one point was scored. The average of Group I was 0.87; of Group II, 0.25; and the average of the twelve schools was 0.66. All schools scored one point except schools D, I, J, and L which showed no evidence of written programs. Gleaves scored an average of 0.90 on this item in 1941, and the average of the six states was 0.50. The New Mexico schools, however, make no distinction as to grade level in their programs, and the written program consists principally of listing the sequence of the offerings of the activities. No mention is made of group objectives.

6. Course of study committee. It is necessary to

set up objectives for any program to guide those charged with the execution of the program toward the desired result. To this end, LaPorte has recommended that a course of study committee for each school take an active part in the formulation of the program. He states:

> It is important that the school principal or superintendent take an active part in building the course of study, at least to the extent of officially appointing the committee, advising with them, and scrutinizing their proposals.[17]

The New Mexico schools have yet to take an aggressive attitude in this respect. Schools were scored one point if the committee met once or twice a year; two points if the committee met three or four times a year; and three points if the committee met five or more times a year. Schools A, B, and K hold annual meetings of principal and physical education instructors and scored one point each. The remaining schools did not score. The average of Group I was 0.25; of Group II, 0.25; and the average of the twelve schools was 0.25. The average of the six states was 0.26. Gleaves reported an average of 1.10 on this item, again indicating an inconsistency in the results.

The prevalent attitude of the administrators seems to be to allow the physical education director to run the program as he sees fit, interfering only if the program runs counter to administrative policy. While this attitude

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[17] LaPorte, op. cit., p. 34.

allows the physical education instructors much latitude in the conduct of programs, it sets no standards and distinctly neglects a professional approach.

7. Maintenance and sanitation. Adequate maintenance should be provided for the school grounds, plant, and classrooms. Schools were graded one, two, or three points on the basis of fair, good, or excellent maintenance and sanitation. The average of Group I was 1.25; of Group II, 1.00; and the average of the twelve schools was 1.17. Schools B and G scored two points. All the other schools scored one point. The average of the six states was 1.46, and Gleaves reported a score of 2.10.

8. Health instruction. Health instruction, to be effective, should be correlated with the students' daily lives. If a separate course in health was offered in one department, one point was scored. If the teaching of health was correlated through two departments such as physical education and home economics, two points were scored. Three points were scored if the teaching of health was completely correlated with a co-ordinating director. Schools F, G, and J have no health program and scored zero. Schools A, C, D, E, H, I, K, and L scored one point. School B scored two points. The average of Group I was 0.87; of Group II, 0.75; and the average of the twelve schools was 0.83. This score

is considerably below the average of 1.68 reported by Gleaves in 1941. The average of the six states was 0.85. As described in item six, above, there is an acute need for closer coordination between administrator and physical educator in formulating the course of study.

9. Safety education. The recommended ideal program in safety education comprises a course in safety plus units in other subjects. To score one point on this item, it was necessary for a school to offer driver training or other units of safety. If a course in safety in addition to driver training was offered, two points were scored. Three points were scored if a course in safety plus units in other subjects were offered. Schools B and C scored two points. All other schools offered driver training only and scored one point. The average of Group I was 1.25; of Group II, 1.00; and the average of the twelve schools was 1.17. The average of the six states was 0.71, and Gleaves reported 1.40 on this item.

10. Faculty recreation. Recreational activities help to bring the faculty together in a pleasant atmosphere, and, especially in the larger schools, create opportunities for the teachers to really get to know one another, resulting in better understanding and higher faculty morale and school pride. The schools were rated one, two, or three

points on the basis of fair, good, or excellent results in their faculty recreation programs. Only seven schools reported any activity in faculty recreation. Schools A, B, D, E, G, H, and K scored one point. All the other schools scored zero. The average of Group I was 0.75; of Group II, 0.25; and the average of the twelve schools was 0.58. This is higher than the average of 0.36 of the six states, but is considerably below Gleaves' score of 1.48.

II. OUTDOOR AREAS

The modern school requires adequate outdoor play areas. In addition to sufficient room for the major team games such as football, soccer, baseball, and softball, space should be provided for volleyball, court games and other recreational type sports. One of New Mexico's resources is a seemingly unlimited amount of space which should enable each school to have an adequate playground area. The safety of the student is an important factor, and these fields should be planned and surfaced so as to afford optimum safety for those playing on the field. Of the ten items in this section, the schools of Group I averaged 13.00; Group II averaged 9.50; and the twelve school average was 11.83. This compares favorably with the six state average of 9.98, but is below Gleaves' score of 13.44 in 1941. A summary of the scores for this section is

TABLE II

SCORES MADE BY VARIOUS GROUPS ON THE LAPORTE SCORE CARD
NUMBER II, SECTION II, OUTDOOR AREAS

Individual Items	Group I	Group II	Twelve Schools	Six States	Gleaves (1941)
1. Space	2.62	3.00	2.75	1.88	2.34
2. Accomodations	1.50	1.50	1.50	1.02	1.48
3. Court areas	1.25	1.00	1.17	0.65	1.32
4. Surface	1.50	1.25	1.42	1.56	1.28
5. Jumping pits	2.12	0.25	1.50	0.90	1.42
6. Cleanliness	1.12	1.00	1.08	1.12	1.52
7. Maintenance	0.87	0.75	0.83	0.62	1.36
8. Fencing	1.00	0.75	0.92	0.85	0.90
9. Trees and shrubbery	0.37	0.00	0.25	0.85	1.44
10. Lighting	0.62	0.00	0.42	0.51	0.38
TOTAL FOR SECTION*	13.00	9.50	11.83	9.98	13.44

*Possible 30 points

given in Table II on page twenty-five.

1. Space. The space required for physical education should increase in direct proportion to the size of the school. To score three points on this item, it was necessary for a school to have a minimum of two acres for the first 300 students and then an additional acre for each additional unit of 300 students. All schools met this requirement except schools A and C. School A, a large metropolitan school in a crowded area, scored only one point and school C scored two points. With the exception of these two schools, all the schools have sufficient space. The average of Group I was 2.62; of Group II, 3.00; and the twelve school average was 2.75. This compares very favorably with the six state average of 1.88. Gleaves reported a score of 2.34.

2. Accomodations. Each school should have sufficient playing fields marked off to accomodate outside peak load classes for both boys and girls. A school scored three points if the peak load requirements were met for both goal games and diamond games for both boys and girls; two points if the requirements for both goal games and diamond games were met for either boys or girls. The Group I schools averaged 1.50; Group II averaged 1.50; and the twelve school average was 1.50. The six state average was 1.02, and

Gleaves scored 1.48 on this item. Schools C, E, F, H, K, and L scored two points. All the other schools scored one point. This indicates that, in spite of the space available, the schools do not have sufficient area laid out to handle simultaneous peak load classes of both boys and girls.

3. Court areas. In addition to the areas for goal and diamond games, there should be court areas marked off to accomodate both boys' and girls' classes in all activities offered such as badminton, handball, horseshoes, and tennis. Schools were graded one, two, or three on the basis of fair, good, or excellent facilities. Group I averaged 1.25; Group II, 1.00; and the average of the twelve schools was 1.17. The six state average was 0.65, and Gleaves reported 1.32. School A and school B scored two points. All the other schools scored one point each. This is an indication that the large city schools are prepared to offer more activities to their students than the smaller schools.

4. Surface. The safety of the children is of prime concern. To this end, the surface of the playing fields can be an important safety factor. The surfaces should be non-abrasive, non-slippery, and firm. The recommended surfaces are turf fields and hard-top court surfaces. Schools meeting this requirement scored three points. If a school had usable surfaces it scored one point. Two

points were scored if a school had usable surfaces plus either turf fields or hard-topped areas. On this item, the Group I schools averaged 1.50; Group II averaged 1.25; and the twelve school average was 1.42. The average of the six states was 1.56, and Gleaves reported 1.28. Schools A, C, F, H, and I scored two points with turf surfaces. All the other schools scored one point with usable surfaces.

5. Jumping pits. Safety again is the first concern in the use of jumping pits and field apparatus. The ideal protection is a pit with a sawdust bed. Schools using sawdust scored three points. Two points were scored if they used sand, and one point was scored for soft dirt. The schools of Group I averaged 2.12 points; Group II averaged 0.25; and the average of the twelve schools was 1.50. The average of the six states was 0.90, and Gleaves' score was 1.42 points. In Group I, all schools scored two points with the exception of school C which uses a sawdust pit and scored three points. In Group II, school I, with a soft dirt pit, was the only school using a jumping pit.

6. Cleanliness. The field and court areas should be kept clean and well marked without hazardous obstructions and should be laid out to provide maximum relief from sun glare. A score of one point was recorded for schools having fields without hazardous obstructions; two points, if in

addition they were well marked and properly oriented; and three points if they met all the requirements. The schools of Group I averaged 1.12 points; those of Group II averaged 1.00; and the twelve school average was 1.08. The six state average on this item was 1.12 and Gleaves reported 1.52. School F was the only school that scored two points. All the other schools scored one point each.

7. Maintenance. If a school is to obtain the maximum instructional value from its qualified teachers, these teachers should be required to do little or no work of a maintenance nature. Maintenance work on the fields and equipment should be the responsibility of a paid maintenance force. A score of three points was awarded on this item if the maintenance was done entirely by personnel other than instructors or students. Two points were scored if the maintenance work was done mostly by hired workers, and one point was scored if the work was done only partly by others. The schools of Group I averaged 0.87 on this item. Group II averaged 0.75, and the twelve school average was 0.83 points. The six state average was 0.62 and Gleaves reported 1.36. All the schools scored only one point on this item except schools E and L whose physical education instructors reported that they had to do practically all the work themselves.

8. Fencing. The element of safety also requires that the playgrounds be fenced off from the streets, and that the play areas be subdivided where necessary for control. One point was scored if the areas were partly fenced; two points if the areas were completely fenced from the street; and three points if all the areas were fenced including subdivision fences where necessary. The average of Group I was 1.00; of Group II, 0.75; and the average of the twelve schools was 0.92 points. The combined average of the six states was 0.85 and Gleaves reported 0.90. School A scored two points with the play area completely fenced from the street. Schools B and J had no fencing and all the other schools scored one point with the areas partly fenced. It should be noted that at school A, the students must cross a heavily travelled city street to reach the playground, and at schools C and H, the students must cross United States arterial highways to reach their playgrounds.

9. Trees and shrubbery. The curriculum committee recommends that the play areas be bordered by attractive trees, shrubbery, and vines, and that in warm climates they be equipped with shaded tables and seats. New Mexico, with its arid climate and shortage of water, is decidedly barren. The play areas reflect this condition. Only schools A, C, and F, with trees bordering the play area, scored one point. All other schools had no shade trees around the playground

and scored zero. The average of Group I was 0.37; of Group II, zero; and the average of the twelve schools was 0.25 points. This is considerably below the six state average of 0.85. Gleaves reported 1.44 on this item.

10. Lighting. Since the school should also be used for community recreation programs, play areas should be lighted for night-time recreational use. The schools of Group II had no lighting and did not score on this item. The schools of Group I that scored on this item had fair lighting, principally on their football fields that were used for some recreational activities. Schools A, B, C, F, and H scored one point. The other schools did not score. The average of Group I was 0.62, and the average of the twelve schools was 0.42. This compares favorably with the six state average of 0.51 and Gleaves' score of 0.38.

III. INDOOR AREAS

Well-lighted and properly equipped indoor areas are essential in any good physical education program. The gymnasium affords the opportunity for play during the winter months and periods of inclement weather. The ten items of this section are devoted to an analysis of the indoor facilities of the schools. These facilities include the gymnasium, classrooms for theory classes, rooms for coeducational activities, rest rooms, equipment offices, and

instructors' offices. The twelve New Mexico schools scored an average of 10.08 points out of the possible thirty points in this section. A summary of the scores is given in Table III on page thirty-three. The average of Group I was 12.12 points and the average of Group II was 6.00 points. The wide discrepancy in the scores between Group I and Group II shows that the large schools generally are able to offer a more adequate set of working facilities than the smaller schools. The overall average of the twelve schools compares favorably with the six state average of 9.00. This is still below the fifteen points required to attain a rating of fair as established by the score card standard. In 1941, Gleaves reported a score of 10.78 on this section from the fifty New Mexico schools that reported.

1. Gymnasium area. A school should provide sufficient gymnasium area for boys' and girls' inside classes to include common use for apparatus work, gymnastics, rhythms, tumbling, and corrective exercises. These areas should be appropriately equipped and properly heated, lighted, and ventilated. A score of three points was awarded if the gymnasium met these standards fully; and, if the school had an enrollment of more than 600 pupils, there were separate gymnasiums provided for girls and boys. Two points were scored if the standards were approximately met; and one point was scored if the school provided a gymnasium

TABLE III

SCORES MADE BY VARIOUS GROUPS ON THE LAPORTE SCORE CARD
NUMBER II, SECTION III, INDOOR AREAS

Individual Items	Group I	Group II	Twelve Schools	Six States	Gleaves (1941)
1. Gymnasium area	1.62	0.75	1.33	1.34	1.64
2. Gymnasium standards	1.50	0.25	1.08	1.57	2.00
3. Additional classrooms	1.25	0.50	1.00	0.84	1.26
4. Coeducational activity	0.87	1.00	0.92	0.40	0.86
5. Boys rest room	0.00	0.00	0.00	0.46	0.64
6. Girls rest room	1.00	0.75	0.92	0.62	0.70
7. Faculty rest rooms	0.87	0.25	0.67	0.59	0.66
8. Equipment offices	2.00	1.00	1.67	0.98	0.86
9. Instructors' offices	1.37	0.00	0.92	0.80	0.60
10. Adequacy	1.62	1.50	1.58	1.40	1.56
TOTAL FOR SECTION*	12.12	6.00	10.08	9.00	10.78

*Possible 30 points

only. Schools A and B, with separate gymnasiums for girls and boys, scored three points on this item. School D scored two points, and except for school K, which has no indoor facilities, all the other schools have a gymnasium and scored one point. It is worthy of note that schools I and J do not possess their own gymnasiums but have to negotiate with the town councils for the use of the community halls. The average score of Group I was 1.62; of Group II, 0.75; and the twelve school average was 1.33. This score is almost identical with the six state average of 1.34 points. Gleaves scored 1.64 on this item. Once again, it is evident that schools A and B, the large city schools, provide the best facilities.

2. Gymnasium standards. The modern standards for a gymnasium require that it have hardwood floors, smooth and clear walls, be painted a light and neutral color, have recessed drinking fountains and radiators, and that the ceiling height be between eighteen and twenty-two feet. Points were scored one, two, or three according to the number of these standards that were met. Schools A, B, C, and D scored two points, and schools E, F, G, H, and L scored one point. Schools I, J, and K scored zero. The Group I average was 1.50; Group II averaged 0.25; and the average of the twelve schools was 1.08. The average of the six states was 1.57, and Gleaves reported 2.00 on this item.

3. Additional classrooms. The physical education department of a school should also have classrooms available for the teaching of theory and health education classes. It should not be necessary to conduct such classes on the gymnasium floor or on the bleachers. The schools were awarded three points if two rooms were available for such use, and two points were awarded if one room was available. There was no score of one point. Schools A, B, C, D, H, and K had one room available and scored two points. All the other schools had no classroom provided for theory classes and scored zero. The average of Group I was 1.25; of Group II, 0.50; and the average of the twelve schools was 1.00. The average of the six states was 0.84 and Gleaves reported a score of 1.26.

4. Coeducational activities. Schools should have special rooms appropriately furnished to conduct coeducational activities. If the school had separate well-furnished rooms, three points were scored. One point was scored if either a classroom or the gymnasium was partly furnished. There was no score of two points on this item. The average of Group I was 0.87; of Group II, 1.00; and the average of the twelve schools was 0.92. No school had specially equipped rooms for this purpose. All the schools utilized the gymnasium and scored one point with the exception of school F which offered no coeducational activities and

scored zero. The average of the six states was 0.40 and Gleaves reported 0.86.

5. Rest rooms for boys. In the case of injury or illness, or for rest periods, a rest room should be equipped with cots, blankets, and sheets for the boys. The twelve New Mexico schools do not fulfill this requirement and all the schools scored zero on this item. Generally, the only space available for such a purpose is the instructor's office or a locker room bench. Some of the schools implied that the pupils were sent home when ill. The six state average on this item was 0.46, and Gleaves reported 0.64.

6. Rest rooms for girls. Similar to the requirements of item (5) above, the girls should be provided with a rest room to accomodate them in the case of injury or illness or for rest periods. If there was one cot available for each twenty girls during the period of peak load in the building, three points were scored on this item. Two points were scored if one cot was available for each thirty girls, and one point was scored if there was one cot for each fifty girls. Most of the schools do not provide a rest room specifically as such, but have a nurse's room that can be used in emergencies. The average scores on this item were 1.00 for Group I; 0.75 for Group II; and 0.92 for the twelve schools. All schools scored one point except school J which

had no rest facilities. These twelve New Mexico schools are not prepared to meet emergency situations requiring cot or bed facilities, but the six state average on this item was 0.62, indicating the need for improvement on a national scale. Gleaves reported 0.70 on this item.

7. Faculty rest rooms. The primary interest of the school is its students, but the needs and comforts of the faculty should not be neglected. Adequate rest rooms for both men and women faculty members including dressing rooms and showers should be provided. A score of three points was awarded if toilets and showers were provided for both men and women; two points if either toilets or showers were available for both, or both toilets and showers available for one sex only; and one point if either toilets or showers were provided for one sex. The average scores on this item were low. The average of Group I was 0.87; of Group II, 0.25; and the twelve school average was 0.67. School A scored three points, and schools B and D scored two points. The other schools of Group I scored zero, and only school L of Group II scored one point. The inconsistency of the use of averages is indicated here as only four schools scored on this item, yet their total scores were high enough to raise the twelve school average to 0.67. The average of the six states was 0.59 and Gleaves reported 0.66.

had no rest facilities. These twelve non-action schools are not prepared to meet emergency situations requiring cots or bed facilities, but the six state average on this item was 0.68, indicating the need for improvement on a national scale. Olsavey reported 0.70 on this item.

V. Faculty rest rooms. The primary interest of the school is the students, but the needs and comforts of the faculty should not be neglected. Adequate rest rooms for both men and women faculty members including dressing rooms and showers should be provided. A score of three points was awarded if toilets and showers were provided for both men and women; two points if either toilets or showers were available for both; or both toilets and showers available for one sex only; and one point if either toilets or showers were provided for one sex. The average scores on this item were low. The average of Group V was 0.47; of Group II, 0.28; and the twelve school average was 0.37. Cohort A scored three points, and schools B and C scored two points. The other schools of Group I scored zero, and only schools of Group II scored one point. The inconsistency of the use of averages is indicated here as only four schools scored on this item, yet their total scores were high enough to raise the twelve school average to 0.37. The average of the six states was 0.30 and Olsavey reported 0.60.

8. Equipment offices. Both the boys and the girls departments of physical education should have equipment offices in the locker rooms. The offices should be equipped and properly arranged to issue towels, suits, and supplies. If a school had a satisfactory office for both boys and girls, three points were scored. One or two points were scored on the basis of the adequacy of an equipment room for either boys or girls. The larger schools have better facilities to handle equipment. Schools A and B scored three points. Schools C, D, E, and H scored two points, and schools F, G, I, J, K, and L scored one point. The average of Group I was 2.00; of Group II, 1.00; and the average of the twelve schools was 1.67. This compares favorably with the six state average of 0.98 and Gleaves' score of 0.86 in 1941.

9. Instructors' offices. Instructors' offices for both men and women should be properly located for supervision of student activities. These offices should be properly equipped and possess suitable facilities for medical examinations. Three points were scored if the offices were well-equipped and were located so that two major activity areas could be supervised. Two points were scored if they were well-equipped and were located so that one major activity area could be supervised; and one point was scored if they were well-equipped but poorly located for

supervision. The schools of Group I averaged 1.37. Group II scored zero, and the twelve school average was 0.92. Schools A, B, and D scored two points on this item, and the remainder of the Group I schools scored one point. The six state average on this item was 0.80 and Gleaves scored 0.60.

10. Adequacy of facilities. A practical test of a school's facilities is whether it is possible to handle all the classes (girls and boys) inside during inclement weather. This is especially difficult if a school has only a small gymnasium and boys and girls classes meet simultaneously. If it were possible for a school to meet this situation, three points were scored. One or two points were scored if the standards were approximately met. The average of Group I was 1.62; of Group II, 1.50; and the twelve school average was 1.58. School D (with a new gymnasium) was the only school to score three points on this item. Schools A, B, E, J, and L scored two points and all the other schools scored one point. The average here is slightly higher than the 1.40 reported for the six states. Gleaves reported a score of 1.56.

IV. LOCKER AND SHOWER AREAS

Locker and shower rooms that are clean, well-lighted, and comfortable can greatly enhance the desire for participation in classes in physical education and in athletics.

No one enjoys being subjected to over-crowded conditions in a dark and dingy locker room. A properly designed locker room should include ample toilet facilities, shower and drying areas, and should provide lockers for each student with sufficient dressing space. Most of the twelve schools that were visited cannot provide the students with suitable facilities in this respect. In the older buildings, many of the shower rooms were not included in the original building plans and, after having been fitted in wherever available, they now are adjacent to and as appealing as the boiler room. The more recently constructed gymnasiums have planned locker and shower areas and consequently the average of the twelve schools is raised considerably. The Group I schools averaged 13.62 points; Group II averaged 6.75 points; and the twelve school average was 11.33 points. A summary of the scores on this section is given in Table IV, on page forty-one. Of the twelve schools, school K has no locker or shower facilities and scored zero on all items in this section. The overall average of 11.33 is slightly higher than the six states average of 10.49, but this is still well below the established satisfactory standard of at least fifteen points. Gleaves scored 11.00 points on this item in 1941.

1. Floor space. Sunny and well-ventilated locker rooms create a cheerful atmosphere for the participants.

TABLE IV

SCORES MADE BY VARIOUS GROUPS ON THE LAPORTE SCORE CARD NUMBER II, SECTION IV, LOCKER AND SHOWER AREAS

Individual Items	Group I	Group II	Twelve Schools	Six States	Gleaves (1941)
1. Floor space	1.50	0.50	1.17	1.32	1.00
2. Individual lockers	0.87	0.50	0.75	0.81	0.90
3. Lock protection	1.00	0.00	0.67	0.48	0.88
4. Supervision	1.00	0.75	0.92	0.89	1.04
5. Dressing area	1.50	0.25	1.08	1.30	1.02
6. Shower room	1.50	0.75	1.25	1.57	1.42
7. Shower room space	1.37	1.00	1.25	1.29	1.24
8. Hot water	1.37	0.75	1.17	0.89	1.04
9. Toilet facilities	1.50	0.75	1.25	1.06	1.12
10. Floor cleanliness	2.00	1.50	1.83	0.98	1.34
TOTAL FOR SECTION*	13.62	6.75	11.33	10.49	11.00

* Possible 30 points

The locker rooms should also provide plentiful floor space, exclusive of the lockers, to care for the maximum sized class. Points were scored on this item as follows: one point if the floor space equalled eight square feet per pupil; two points for ten square feet per pupil; and three points for twelve square feet per pupil. The Group I schools averaged 1.50; Group II averaged 0.50; and the twelve school average was 1.17. Schools B, C, D, and E scored two points each, and schools I and K scored zero. All other schools scored one point. The average of the six states was 1.32. Gleaves scored 1.00 on this item.

2. Individual lockers. Proper safe-guarding of clothes and valuables requires individual lockers for all students. Recent recommendations for complete locker facilities call for full-length dressing lockers supplemented by a self-service basket system for the athletic clothes. Three points were scored if a school used this system. Two points were scored if combination box and dressing locker were used, and one point was scored if box lockers or narrow vertical lockers were used. The schools of Group I averaged 0.87; Group II averaged 0.50; and the twelve school average was 0.75. School B scored two points, all other schools used only the box or narrow vertical lockers and scored one point except schools C, H, I, and K which had no lockers available for the use of those

participating in physical education classes. The average of the six states was 0.81 on this item, and Gleaves reported 0.90.

3. Lock protection. Adequate lock protection must be provided for all lockers and baskets. A combination padlock that can be opened with a master key is preferable, and three points were scored if these were in use. Two points were scored if permanent combination locks were used, and one point was scored if key locks were used. Schools B and E use combination locks and scored two points. Schools A, D, and G use key locks and scored one point. The remaining schools either did not have sufficient locker space or did not require padlocks on the lockers. These schools scored zero. The average of Group I was 1.00; of Group II, zero; and the average of the twelve schools was 0.67. The average of the six states was 0.48 and Gleaves reported 0.88.

4. Supervision. In order to provide the proper guidance, the locker areas should be under continuous supervision by either equipment clerks or instructors during the time the areas are in use. For the schools that have no lock protection, supervision of the area is a must at all times. Schools were rated three points if a full-time supervisor was employed; two points if student leaders were

assigned; and one point if the instructor devoted a share of his time to supervision. With the exception of school K, which has no locker area, all the schools were rated one point. The instructors themselves devoted time to the supervision of the locker areas. The average of Group I was 1.00; of Group II, 0.75; and the average of the twelve schools was 0.92. The average of the six states was 0.89 and Gleaves reported 1.04.

5. Dressing areas. The recommended boys' dressing room calls for lockers arranged so as to allow open aisles with fixed benches in the center. The girls' locker room may be arranged with either the open aisles or the fixed booth. Scoring on this item was subjective. Three points were awarded if the standards were fully met, and one or two points were awarded if the standards were approximately met. School B, with a new gymnasium, scored three points. Schools A and G scored two points. Schools C, D, E, F, H, and L scored one point. Schools I, J, and K scored zero. The average of Group I was 1.50; of Group II, 0.25; and the average of the twelve schools was 1.08. The average of the six states was 1.30, and Gleaves reported 1.02 on this item.

6. Shower room. The standard arrangement in the boys' shower room is to have a battery of shower heads in one large room. The girls' showers can be arranged either

in the open type or with closed booths which offer more privacy. Adequate drying room space should be provided adjacent to the shower area so that water will not be splashed around the locker room. The schools were graded three points if the standards were fully met, and one or two points on the basis of their nearness to meeting the standards. School B scored three points and schools A and D scored two points. All the other schools except school K scored one point. The schools of Group I averaged 1.50; the average of Group II was 0.75; and the twelve school average was 1.25. The average of the six states on this item was 1.57 and Gleaves reported 1.42.

7. Shower room space. A satisfactory design for the shower room requires between eight and twelve square feet of floor area for each shower head. This plan allows for sufficient spacing between the showers to prevent overcrowding, but there must be enough showers available to accomodate all the students in the largest class. If there was one shower head available for each five students of the peak load class, three points were scored. Two points were scored if one shower was available for each six students, and one point was scored if there were seven students per shower. The average of Group I was 1.37; of Group II, 1.00; and the twelve school average was 1.25. School E scored three points on this item; schools B and L scored two

points; and all the remaining schools except school K scored one point. Although the larger schools have better facilities in this respect, they also have larger classes with the resultant heavier load on the shower and locker facilities. The average of the six states was 1.29, and Gleaves reported a score of 1.24.

8. Hot water. In the shower room, it is recommended that the hot water be thermostatically controlled to prevent scalding, the shower heads be at neck height, and that liquid soap dispensers be provided in all shower areas. If these standards were fully met, three points were scored. One or two points were scored on the basis of how nearly the conditions approached the standard. The average of Group I was 1.37; of Group II, 0.75; and the average of the twelve schools was 1.17. Schools A, B, and D nearly met the standard and scored two points. All the other schools except K met the requirements for the neck height only and were awarded one point. The absence of soap dispensers was conspicuous. The average of the six states was 0.89 and Gleaves reported 1.04.

9. Toilet facilities. Proper toilet facilities for the gymnasium should be immediately adjoining the locker and shower room with an outside entrance readily accessible to the playground. The toilet facilities should contain

adequate bowls, urinals, wash basins, drinking fountains, hot and cold water, liquid soap dispensers, mirrors, and paper towels or drying machines. One point was scored if the school had toilets with bowls, urinals, and wash basins. Two points were scored if the school had hot water plus any two of the other items in addition to bowls, urinals, and wash basins. Three points were scored if the schools had bowls, urinals, wash basins, hot water, and any four of the remaining items. No school met the requirements for three points. Schools A, B, C, and D met the requirements for two points. The schools had drinking fountains and mirrors but no soap dispensers or paper towels. The remaining schools, except for K with no facilities, scored one point. The average of Group I was 1.50; of Group II, 0.75; and the average of the twelve schools was 1.25. The average of the six states was 1.06. Gleaves reported 1.12 points.

10. Cleanliness of floors. Cleanliness is important in controlling the spreading of disease and it also enhances group safety in an area such as a locker room where the floors are apt to become dirty, wet, and slippery. One point was scored on this item if the floors of the locker and shower rooms were washed twice weekly. Two points were scored if they were washed daily; and three points were scored if they were washed daily and in addition, an antiseptic footbath or powder was used to aid in the control of

foot ringworm. No school used the antiseptic bath, but all schools reported a daily washing of the floors and scored two points. The average on this item was 2.00 for Group I; 1.50 for Group II; and 1.83 for the twelve schools. School K, without the shower room, was scored zero. This score is considerably higher than the average of 0.98 for the six states and Gleaves' score of 1.34 in 1941.

V. SWIMMING

Every school should attempt to include a swimming program in its physical education curriculum. The Committee on Curriculum Research in some of its initial activities rated all the sports and athletic activities in terms of their contributions to the growth and development of the child.[18] The following criteria were used in this evaluation; physical and organic growth, development of social traits, contribution to psychological development, development of safety skills, and the formation of recreational habits. On the basis of this analysis of all the activities in terms of their contribution to these fundamentals, swimming was rated as the activity most influential in effecting the all-around development of the child.[19]

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[18] LaPorte, op. cit., p. 8.

[19] Ibid., p. 13.

Unfortunately, the construction of a swimming pool represents a high capital outlay which is beyond the reach of most schools. This is perhaps the main reason for the lack of swimming pools in the state, and, as a result, the scores of the twelve schools on this item were negligible. Swimming programs were conducted only at three schools where arrangements were made with local organizations. Schools A, E, and H of Group I are the only schools to conduct such programs. Because the schools do not have their own pools, only one item was scored on this section. This restricted the average of the twelve schools to 0.25 points out of the possible thirty points in comparison to the average of 0.83 for the six states and Gleaves score of 2.20. The average of Group I was 0.37, and the average of Group II was zero. A summary of the scores for this section is given in Table V on page fifty.

1. Pool facilities. Adequate swimming facilities should be available to all students (boys and girls). If the school had a large pool (over 1250 square feet) on the school grounds, three points were scored. If the school had a small pool (less than 1250 square feet) on the school grounds, two points were scored. One point was scored if there were facilities closely adjoining the school grounds. Schools A, E, and H all use facilities which are not the property of the school but which are available in the

TABLE V

SCORES MADE BY VARIOUS GROUPS ON THE LAPORTE SCORE CARD
NUMBER II, SECTION V, SWIMMING

Individual Items	Group I	Group II	Twelve Schools	Six States	Gleaves (1941)
1. Facilities	0.37	0.00	0.25	0.07	0.18
2. Standards	0.00	0.00	0.00	0.07	0.22
3. Heating	0.00	0.00	0.00	0.08	0.22
4. Standard tests	0.00	0.00	0.00	0.10	0.10
5. Safety	0.00	0.00	0.00	0.10	0.20
6. Cleanliness	0.00	0.00	0.00	0.10	0.12
7. Spectator area	0.00	0.00	0.00	0.10	0.16
8. Use of pool	0.00	0.00	0.00	0.08	0.14
9. Red Cross certified	0.00	0.00	0.00	0.09	0.12
10. Recreational use	0.00	0.00	0.00	0.04	0.18
TOTAL FOR SECTION*	0.37	0.00	0.25	0.83	2.20**

*Possible thirty points

**Includes additional points for Red Cross "Learn-to-swim" campaign

community, and these schools scored one point. This gave an average on this item of 0.37 for Group I; zero for Group II; and a twelve school average of 0.25. The average of the six states was 0.07 and Gleaves reported 0.18. The programs conducted by the schools is, by necessity, limited. School A rents a small indoor pool at the Young Men's Christian Association for approximately a two month period during the school year. Schools E and H use outdoor pools in their respective communities. This definitely restricts their swimming programs to the two or three months during the school year when the weather is warm. As a result, these programs can offer swimming instruction to only a small section of their total enrollment.

VI. SUPPLIES AND EQUIPMENT

Adequate supplies and equipment are essential if an instructor is to promote an effective program of physical education. Without adequate supplies, much of the teaching time is wasted. Students become more interested in physical education classes when they all have an opportunity to handle the ball as often as possible. LaPorte[20] recommends that a class of forty being instructed in the fundamentals of basketball should have from four to eight basketballs so that the time may be spent effectively in learning how to

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20 LaPorte, op. cit., p. 47.

handle the ball.

In addition to the major team sports, increasing emphasis is being placed on sports of a recreational nature which have a high carry-over value. Thus, the school should provide sets of equipment for games such as badminton, handball, horseshoes, table tennis, squash, tennis, and paddle tennis.

Of the possible thirty points in this section, Group I averaged 14.37 points; Group II averaged 8.50; and the average of the twelve schools was 12.42. Here again, the larger schools scored considerably higher than the smaller schools which indicates that the large schools are better supplied and can offer a more varied program. The average of the six states was 11.29 and Gleaves reported 12.89. A summary of the scores for this section is given in Table VI on page fifty-three. This shows that there has been no improvement in New Mexico since 1941, but the twelve schools did score slightly higher on this section than the average of the six states.

1. Supplies for team activities. Every physical education department should have an adequate supply of balls and other necessary equipment for all the team activities offered. If one ball or item for each activity was available for every ten members of the average sized class, one point was scored. Two points were scored if one of each was

TABLE VI

SCORES MADE BY VARIOUS GROUPS ON THE LAPORTE SCORE CARD
NUMBER II, SECTION VI, SUPPLIES AND EQUIPMENT

Individual Items	Group I	Group II	Twelve Schools	Six States	Gleaves (1941)
1. Team activities	2.25	3.00	2.50	1.78	1.76
2. Individual sports	1.62	1.00	1.42	0.56	1.40
3. Condition	2.12	2.00	2.08	1.55	1.66
4. Uniforms	1.00	0.00	0.67	0.74	1.34
5. Towel service	1.50	0.75	1.25	0.79	0.78
6. Laundry facilities	1.00	0.00	0.67	0.80	1.04
7. First aid supplies	2.00	1.25	1.75	1.60	1.46
8. Equipment clerks	0.50	0.00	0.33	0.52	1.10
9. Musical accompaniment	1.25	0.50	1.00	1.04	0.92
10. Community recreation	1.12	0.00	0.75	1.91	1.38
TOTAL FOR SECTION*	14.37	8.50	12.42	11.29	12.86

*Possible 30 points

available for every eight members, and three points were scored if one of each was available for every six members. The twelve schools were well supplied in this respect. The schools of Group I averaged 2.25; the average of Group II was 3.00; and the twelve school average was 2.50. This average is considerably higher than the 1.78 average of the six states and Gleaves' score of 1.76. The small schools, with smaller classes, were excellently supplied for team activities and all the schools of Group II scored three points. Schools D and E of Group I scored three points and all the remaining schools of Group I scored two points.

2. Supplies for individual activities. With emphasis on recreational sports with their carry-over values to later life, opportunities for participation in individual and dual type sports should be offered to the students. Some of these activities are archery, badminton, handball, golf, horseshoes, table tennis, squash, tennis, and paddle tennis. If a school was adequately supplied and could offer two or three of the activities, one point was scored. If four to six activities were offered, two points were scored; and if the school could accomodate the peak load classes with seven or eight activities, three points were scored. The schools of Group I averaged 1.62; the average of Group II was 1.00; and the average of the twelve schools was 1.42. Schools A,

B, D, E, and G offered from four to six activities and scored two points. All the other schools scored one point. It is encouraging to note that the twelve school average on this item is much higher than the 0.56 average of the six states. Gleaves scored 1.40 in 1941.

3. Condition of equipment. It is the responsibility of the physical education staff to keep all the supplies in good repair. All the balls should be kept clean and well inflated and the bats should be taped, both for efficiency and safety. One, two, or three points were scored on the basis of the supplies being kept in a fair, good, or excellent state of repair. The equipment of school G was found to be in excellent condition and that school scored three points. All the other schools maintained their equipment in good condition and scored two points. The average of Group I was 2.12; of Group II, 2.00; and the twelve school average was 2.08. This compares favorably with the average of the six states of 1.55 and Gleaves' score of 1.66.

4. Uniforms. The conduct of physical education classes should be a living demonstration of proper health habits. To this end, the value of the use of clean athletic uniforms has long been recognized. Formerly, the students were required to furnish their own uniforms and towels. More recently, progressive schools have come to regard

athletic items in the same light as textbooks and are furnishing them free of charge to the students. One point was scored on this item if the students wore uniforms furnished by themselves. Two points were scored if the school supplied the uniforms and charged a fee; and three points were scored if the school provided the uniforms without charge. The Group I schools averaged 1.00 on this item because each school required its students to wear uniforms furnished by the students themselves. Group II scored zero because none of the four schools required its students to wear uniforms while participating in the physical education classes. The average of the twelve schools was 0.67. This is approximately equal to the average of the six states of 0.74. Gleaves scored 1.34 on this item.

5. Towels. In addition to uniforms, it is recommended that the school provide towels for the students in the physical education classes. If the towels were furnished by the students, one point was scored. Two points were scored if the school furnished the towels and charged a fee; and three points were scored if the school provided the towels free of charge. The average of Group I was 1.50 on this item; Group II averaged 0.75; and the twelve school average was 1.25. Schools A, B, G, H, and J provided the towels with a fee and scored two points. At schools

C, D, E, F, and L, the student furnished his own towel, and these schools scored one point. Schools I and K scored zero. The average of the six states was 0.79, and Gleaves reported a score of 0.78.

6. Laundry facilities. The school should require a daily laundering of towels and a weekly laundering of uniforms. Because the laundering of towels has been covered in item (5) above, this item is concerned with only the laundering of the uniform. If the student laundered his uniform at home, one point was scored. Two points were scored if the school laundered the uniforms and charged a fee, and three points were scored if the school laundered the uniforms without charge. Because the Group II schools required no uniform for classes, their score on this item was zero. All of the Group I schools required the students to launder their own uniform and scored one point. The average of Group I was 1.00; and the average of the twelve schools was 0.67. The average of the six states was 0.80 and Gleaves scored 1.04.

7. First aid supplies. The physical education instructors should maintain control of the first aid supplies. Preferably, these should be located in a first aid room; if not, in the instructor's office. Schools were rated one, two, or three points on the basis of their

possession of fair, good, or excellent first aid supplies. Group I averaged 2.00 because each school scored two points, and Group II averaged 1.25 points. School J scored two points and schools I, K, and L scored one point each. The twelve school average was 1.75 compared to the average of the six states of 1.60 and Gleaves' score of 1.46.

8. Equipment clerks. The time of the instructor is too valuable to be spent in dispensing and handling equipment and supplies. Equipment clerks other than the instructors should be employed for this purpose. If a full-time equipment clerk was employed, three points were scored. If paid student help was used, two points were scored. One point was scored if volunteer student help was used. Group II scored zero on this item because the instructors handled the equipment. Group I averaged 0.50. School D scored two points, and schools A and G scored one point. The remaining schools scored zero. The average of the twelve schools was 0.33 in contrast to the average of the six states of 0.52 and Gleaves' score of 1.10.

9. Musical accompaniment. Musical accompaniment is necessary to provide the proper background to coeducational classes in dancing and rhythms. One point was scored if the school supplied either a piano or a phonograph for this purpose. Two points were scored if the school supplied both

and also made provision for an accompanist. The average of Group I was 1.25; the average of Group II was 0.50; and the average of the twelve schools was 1.00. Schools A, B, and D scored two points. Schools C, E, G, H, K, and L scored one point; and schools F, I, and J scored zero. The average of the six states was 1.04 on this item and Gleaves scored 0.92.

10. Community recreation. In many communities, the school is the only available source of supplies for community recreation programs. These supplies should be made available to the community for recreational use. Three points were scored on this item if the supplies were made available, and a score of zero was recorded if the supplies were not made available. There were no intermediate scores. Only three schools allowed their supplies to be used for community recreational purposes. Schools E, F, and H of Group I scored three points. All other schools scored zero. The average of Group I was 1.12; of Group II, zero; and the average of the twelve schools was 0.75. The average of the six states was 1.91, and Gleaves reported a score of 1.38. The relatively low score of the New Mexico schools on this item indicates that there is a great opportunity for practical public relations open to the schools if they promote public recreation and make the use of their supplies available to the public.

VII. MEDICAL EXAMINATION AND HEALTH SERVICE

The teaching of principles of healthful living has long been recognized as a major responsibility of the secondary schools. The report of the Commission on the Reorganization of Secondary Education, issued in 1918, set forth seven cardinal principles to be followed.[21] Health was ranked first on this list. If a school expects to advance habits of healthful living, the school should also give the students the benefits of periodic physical examinations by qualified medical personnel. Comprehensive records should be maintained for each student and corrective treatments and follow-up examinations should be given when necessary. The twelve selected schools in New Mexico scored well below the satisfactory standard of fifteen points for this section. The average of Group I was 11.50; of Group II, 9.00; and the average of the twelve schools was 10.67. Even so, this score was higher than the 9.99 average for the six states. Gleaves reported an average of 12.28 for this section in 1941. A summary of the scores for this section is given in Table VII on page sixty-one.

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21 A Report of the Commission on the Reorganization of Secondary Education, "Cardinal Principles of Secondary Education," United States Bureau of Education, Bulletin 1918, Number 35, pp. 10-11.

TABLE VII

SCORES MADE BY VARIOUS GROUPS ON THE LAPORTE SCORE CARD NUMBER II, SECTION VII, MEDICAL EXAMINATION AND HEALTH SERVICES

Individual Items	Group I	Group II	Twelve Schools	Six States	Gleaves (1941)
1. Services	0.25	0.00	0.17	0.86	1.24
2. School nurse	1.75	1.00	1.50	0.94	1.54
3. Examination	0.37	0.00	0.25	0.62	1.12
4. Examination before participation	1.25	1.00	1.17	1.18	1.82
5. Health records	1.12	1.00	1.08	0.55	1.14
6. Classification	0.00	0.00	0.00	0.22	0.78
7. Restricted activity	1.37	1.00	1.25	1.03	1.16
8. Inspection	0.37	0.00	0.25	1.13	1.20
9. Teacher examinations	2.00	2.00	2.00	1.23	1.24
10. Diagnosis	3.00	3.00	3.00	2.23	1.04
TOTAL FOR SECTION*	11.50	9.00	10.67	9.99	12.28

*Possible 30 points

1. Service. A medical examining, advisory, and emergency service should be provided by school physicians for the benefit of all the students. Such services should also include cooperative arrangements for directing handicapped and problem cases in school or public clinics, or by private medical practitioners. There was no scoring for one point on this item. Two points were scored if community physicians gave adequate volunteer service, and three points were scored if a part-time school physician was employed. The twelve schools are not adequately prepared to provide proper medical service for their pupils. Only school E, utilizing volunteer service by their local physicians, scored two points on this item. All other schools could not provide sufficient medical service and scored zero. The average of Group I was 0.25; of Group II, zero; and of the twelve schools, 0.17. This is well below the six state average of 0.86 on this item. Likewise, it is far below the score of 1.24 reported by Gleaves.

2. School nurse. In addition to the service provided by physicians, it is recommended that a nurse be on duty at the school for both school and home visitation purposes. One point was scored if a county nurse made an occasional visit; two points were scored if a nurse made a daily visit; and three points were scored if a nurse was employed full-

time at the school. The average of Group I was 1.75; of Group II, 1.00; and the average of the twelve schools was 1.50. Schools A, C, and E, with full-time nurses, scored one point. All the remaining schools, utilizing occasional visits of the county or school system nurses, scored one point. The twelve school average of 1.50 compares very well in relation to the average of 0.94 for the six states. Gleaves scored 1.54 on this item.

3. Examination. A comprehensive physical examination should be given to all students in the school. If not examined yearly, a student should be examined at least once in a school level (junior high school or senior high school). The examination should include a careful check for orthopedic and postural defects, vision, hearing, nose, mouth, throat, teeth, heart, lungs, nutrition, skin, nervous condition, and possible hernia. Three points were scored if a complete examination was given to each student two or more times in the school level. If a physical examination plus heart, lungs, and hernia examination by a medical doctor was given once in a school level, two points were scored. If the teachers gave a physical examination once in the school level, one point was scored. No school scored three points on this item. School E scored two points, and school D scored one point. All the other schools did not score.

This shows that these schools in New Mexico are not providing satisfactory health service for all the pupils in the school. The average of Group I was 0.37; of Group II, zero; and the average of the twelve schools was 0.25. This average is considerably below the average of 0.62 for the six states and the score of 1.12 reported by Gleaves.

4. Examination before participation. Physical examinations should be required of all students before any participation in strenuous activity is permitted. Such a policy protects the school as well as the student. LaPorte states:

> No student should be permitted to participate in strenuous activities, either in class or on athletic squads under the supervision of the school without such prior health examination.[22]

Three points were scored if examinations were required of all before participation in either athletics or physical education classes. There was no score of two points on this item. One point was scored if physical examinations were required before participation in either athletics or physical education classes but not for both. The average of Group I was 1.25; of Group II, 1.00; and the average of the twelve schools was 1.17. Only school E scored three points. All of the other schools required

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[22] LaPorte, op. cit., p. 48.

physical examinations only for those participating in school athletics. Each of these schools scored one point. The average of the six states was 1.18 on this item and Gleaves scored 1.82.

5. Health records. Adequate records should be kept of all health examinations in order to provide case histories and successful follow-up treatments. A permanent, continuous, and progressive health record should be maintained and passed on for each child. Three points were scored if a continuous record through all levels was used. Two points were scored if one record was used regularly through a school level, and one point was scored if one record for each student was available. The average of Group I was 1.12; of Group II, 1.00; and the average of the twelve schools was 1.08. School E scored two points, and all other schools scored one point. The average of the six states was 0.55, and Gleaves reported 1.14.

6. Classification. After all the children have been examined, they should be classified and divided into appropriate groups for class participation. These groups are Group A, the average, or normal, for unlimited vigorous participation; Group B, subnormal, with temporary or permanent limitation to rest or restricted activity; and Group C, remedial cases, capable of improvement. The twelve

selected schools had no classification programs and no class instruction was offered for those pupils in categories B and C. As a result, the average score on this item was zero. The average of the six states was only 0.22, and Gleaves reported a score of 0.78.

7. Restricted activity. If a student is assigned to rest, restricted, or individual activity, or excused from participation in the regular physical education classes, it should be done with the approval of the school physician in consultation with the physical education department head. Three points were scored if such was the case. Two points were scored if a temporary school medical exemption was granted, and one point was scored if the school officials granted exemption. The average of Group I was 1.37; of Group II, 1.00; and the twelve school average was 1.25. The average of the six states was 1.03 and Gleaves reported 1.16. Schools C, D, and E reported exemptions granted by the school nurse and scored two points. In all other schools, temporary exemption was granted by school officials and one point was scored.

8. Inspection. When students return to school after having had influenza or other serious illnesses, they should be inspected by the school physician or nurse and assigned to a modified program until their condition justifies a

resumption of normal activity. If they become ill or are injured at school, they should be sent home accompanied by an adult. One point was scored on this item if they were inspected by a nurse and accompanied home by an adult when ill. Two points were scored if they were inspected by the school doctor and accompanied by an adult when ill; and three points were scored if they were assigned by the school doctor to modified activity and accompanied home by an adult when ill. Schools A, C, and E, with full-time nurses, scored one point. All other schools scored zero as they could not provide adequate nurse service in this respect. The average of Group I was 0.37; of Group II, zero; and the average of the twelve schools was 0.25. This was well below the average of 1.13 for the six states and Gleaves' score of 1.20.

9. Teacher health examinations. The environment of the classroom learning can, in many ways, reflect the status of the health of the teacher. To this end, all teachers should be subjected to periodic physical examinations to insure that they are free from contagious diseases and are physically able to perform their duties. Three points were scored if a health examination was required of all teacher applicants, followed by a periodic examination every three years thereafter, and if all teachers returning to

duty after an illness of two weeks or more were given a careful medical inspection. One or two points were scored if the above standards were approximately met. All of the twelve schools required yearly health examinations of all the teachers, but no inspections were made after illnesses. All the schools, therefore, scored two points on this item. The average of Group I was 2.00; of Group II, 2.00; and the average of the twelve schools was 2.00. The score on this item was well above the average of 1.23 for the six states and Gleaves' score of 1.24.

10. Diagnosis. It is not the responsibility of school officials to assume the duties of health officers. Professional ethics, with regard to the welfare of the children, require that non-medical teachers never diagnose or treat health disorders. LaPorte states the following:

> First aid, in its strict interpretation, should be the limit of service offered by the physical education teacher, and his part in the physical examination should be limited to general structural and postural tests. He is not authorized to test heart, lungs, or other vital organs.[23]

Close cooperation, however, should be maintained between the physical education teachers and school physicians. Three points were scored if the school met these conditions. If not, a score of zero was recorded. There were no inter-

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[23] LaPorte, op. cit., p. 50.

mediate scores. All of the schools that were interviewed met the requirements and each scored three points. This average of 3.00 is much higher than the average of 2.23 for the six states and Gleaves' score of 1.04.

VIII. MODIFIED-INDIVIDUAL (CORRECTIVE) ACTIVITIES

Every school has a few children who require remedial or special activities. These children may be physically handicapped as the result of congenital diseases or malformations, or they may be unable to keep up with the regular classes because of malnutrition or extreme fatigue. It is advisable to employ a specially trained teacher to direct these cases. This is usually impossible, however, in the smaller schools, because the physical education teacher is also serving as coach and as classroom teacher, and the school cannot afford to hire the extra specially trained remedial teacher. In any event, these children should be placed under the direction of a remedial teacher who can give some corrective exercises to those with specific defects. Active participation will develop strength and introduce experiences that can be satisfying. Some should be given the opportunity to participate in sedentary or non-strenuous games that will afford them satisfying experiences that will help to make their lives more meaningful.

The twelve selected schools are completely unprepared

to offer any corrective or individual activities. No school scored on any item in this section, and the average of both groups was zero. The average of the six states was only 0.27 of the possible thirty points in this section. Although Gleaves reported 5.66 points in 1941, it is difficult to understand how the statewide average for New Mexico could be so high at that time in the light of the present findings. A summary of the scores for this section is given in Table VIII on page 71.

IX. ORGANIZATION AND ADMINISTRATION OF CLASS PROGRAMS

Facilities and equipment are inanimate objects. To be useful, they require human implementation. A school may have the best athletic facilities and equipment possible, but unless the physical education staff displays competent leadership, its worth may be dubious. A successful program requires well-trained and inspirational leaders. Such a leadership is cognizant of the aims and objectives of the physical education program and works toward the achievement of those goals. The twelve schools averaged a score of 14.92 for this section. The average of Group I was 15.12; and the average of Group II was 14.50. These averages were considerably higher than the average of 12.55 for the six states. Gleaves scored 15.54 on this item in 1941. A summary of the scores for this section is given in Table IX

TABLE VIII

SCORES MADE BY VARIOUS GROUPS ON THE LAPORTE SCORE CARD NUMBER II, SECTION VIII, MODIFIED-INDIVIDUAL (CORRECTIVE) ACTIVITIES

Individual Items	Group I	Group II	Twelve Schools	Six States	Gleaves (1941)
1. Classes	0.00	0.00	0.00	0.02	0.30
2. Classification for classes	0.00	0.00	0.00	0.02	0.46
3. Restricted activity	0.00	0.00	0.00	0.02	0.58
4. Facilities for modified cases	0.00	0.00	0.00	0.03	0.78
5. Facilities for extreme cases	0.00	0.00	0.00	0.02	0.34
6. Trained teachers	0.00	0.00	0.00	0.02	0.48
7. Individual instruction	0.00	0.00	0.00	0.02	0.54
8. Play for modified cases	0.00	0.00	0.00	0.05	0.64
9. Sports	0.00	0.00	0.00	0.03	0.56
10. Temporary restrictions	0.00	0.00	0.00	0.04	0.98
TOTAL FOR SECTION*	0.00	0.00	0.00	0.27	5.66

*Possible 30 points

on page seventy-three.

1. Qualifications of instructors. All persons who are employed in any teaching capacity by the school system should be properly certified to teach in the state; and all those coaching or teaching physical education classes should have had training and experience in the field. If all such persons were qualified with either a major or a minor in physical education, three points were scored. If all those working in physical education were certified teachers, two points were scored. There was no score of one point. The twelve schools were excellently prepared in this respect. All schools scored three points. Many of the coaches and physical education instructors possess masters' degrees in physical education. The average of 3.00 for Groups I and II and the twelve schools is higher than the average of 2.52 of the six states. Gleaves scored 2.26 on this item. This indicates that the professional qualifications of the coaches and physical education instructors have improved considerably since 1941.

2. Professional interest. To further their professional knowledge, teachers should maintain an active interest in professional organizations, attend meetings, and subscribe to professional magazines. If the members of the physical education staff belonged to one organization such

TABLE IX

SCORES MADE BY VARIOUS GROUPS ON THE LAPORTE SCORE CARD NUMBER II, SECTION IX, ORGANIZATION AND ADMINISTRATION OF CLASS PROGRAMS

Individual Items	Group I	Group II	Twelve Schools	Six States	Gleaves (1941)
1. Qualifications	3.00	3.00	3.00	2.52	2.26
2. Professional interest	1.50	1.00	1.33	0.77	1.42
3. Teaching	1.75	1.25	1.58	1.41	1.86
4. Coeducational activity	1.12	0.00	0.75	0.84	0.88
5. Size of classes	2.00	3.00	2.33	2.23	1.90
6. Class load	1.50	1.75	1.58	0.94	1.52
7. Grades	1.25	1.25	1.25	0.70	1.30
8. Required activity	1.50	3.00	2.00	1.90	2.42
9. Health classes	1.25	0.25	0.92	0.99	1.06
10. Class assignment	0.25	0.00	0.17	0.45	0.88
TOTAL FOR SECTION*	15.12	14.50	14.92	12.55	15.54

*Possible 30 points

as the American Association for Health, Physical Education and Recreation or the New Mexico Education Association, one point was scored. Two points were scored if the personnel belonged to two associations and maintained a personal library, and three points were scored if the personnel attended meetings other than that of the state education association in addition to meeting the requirements for two points. The average of Group I was 1.50; of Group II, 1.00; and the average of the twelve schools was 1.33. Schools A, B, E, and G scored two points. All other schools scored one point. The average of the six states was 0.77, and Gleaves scored 1.42 on this item.

3. Teaching. Proper teaching methods in physical education require more than just playing the game. Instructors should stress coordinated teaching by combining fundamentals, necessary rules, team strategy, social and ethical standards, and health and safety factors with performance. In addition, they should attempt to adapt their program to meet outside recreational needs and interests. If two of the above objectives were included in the teaching, one point was scored. Two points were scored if three or four of the objectives were included, and three points were scored if five or more objectives were included. The average of Group I was 1.75; of Group II, 1.25; and the

average of the twelve schools was 1.58. Schools A, B, D, E, F, G, and K scored two points each. All other schools scored one point. The average of the six states was 1.41 and Gleaves reported 1.86.

4. Coeducational activity. Physical education classes should provide opportunities for socializing experiences. It is advantageous if the students are given frequent opportunities in class instruction or recreational activities for coeducational participation. If mild encouragement was given, one point was scored. Two points were scored if coeducational intramural sports were included in the program, and three points were scored if participation in elective coeducational classes was provided. The average of Group I was 1.12; of Group II, zero; and the twelve school average was 0.75. Schools C and E scored two points. Schools A, B, D, G, and H scored one point; and schools F, I, J, K, and L scored zero. The average of the six states was 0.84 and Gleaves reported 0.88.

5. Size of classes. Instruction is more effective if the size of the class is held at a reasonable level and the instructor is able to lend a personal touch. Three points were scored if the classes were restricted to a maximum of thirty-six students per instructor. Two points were scored if there was a maximum of forty-two students

per instructor. One point was scored if forty-eight students per instructor was the maximum. The smaller schools scored higher on this item. All the schools of Group II scored 3.00 points. Of Group I, schools D, E, F, and G scored two points, and schools A, B, C, and H scored one point. The average of Group I was 2.00; and the average of the twelve schools was 2.33. This compares favorably with the average of 2.23 for the six states, and is higher than the score of 1.90 reported by Gleaves in 1941.

6. Class load. Most of the work in the athletic and intramural programs is conducted after normal school hours. If adequate instruction is to be provided, the teachers' assignments should be limited to insure that adequate instruction is given in the after school program. If the teacher assignments in physical education, including after school work, were limited to five clock hours per day, three points were scored. Two points were scored if the assignments were limited to six clock hours per day; and one point was scored if the assignments were limited to seven hours per day. Group I averaged 1.50; Group II averaged 1.75; and the average of the twelve schools was 1.58. Schools D, F, G, H, I, and K scored two points. All the other schools scored one point. The average of the six states was 0.94 on this item and Gleaves reported 1.52.

7. Grades. Testing and measuring are recognized as important elements in the evaluation of a student's progress. As credits in physical education are required for graduation in most schools, standards should be maintained for proper evaluation and grading in this activity just as is done in the academic subjects. Testing for final grades in the activity classes should be distributed over (1) performance skills, (2) knowledge of rules and strategy, (3) social attitudes, (4) posture and bearing, (5) health practices, and (6) regularity of attendance. The schools were scored one, two, or three points on the basis of how well their grading conformed to these standards. The average of Group I was 1.25; of Group II, 1.25; and the average of the twelve schools was 1.25. Schools F, G, and K scored two points. All the other schools scored one point. The average of the six states was 0.70 on this item, and Gleaves reported 1.30.

8. Required activity. If the physical education program is to be effective for all students, the students should not be allowed to substitute other activities such as clerical work, janitor work, or band for the required participation in activity classes. Three points were scored if these rules were followed. If not, a score of zero was recorded. There were no intermediate points scored. The

average of Group I was 1.50; of Group II, 3.00; and the twelve school average was 2.00. Schools A, E, F, G, I, J, K, and L scored three points. Schools B, C, D, and H allowed pupils to substitute other activities for physical education and scored zero. The average of the six states was 1.90, and Gleaves scored 2.42.

9. Health classes. The course of instruction in physical education should include regularly scheduled classes in the techniques of healthful living. These classes should meet preferably in quiet classrooms and not in the locker room or on the gymnasium floor. Three points were scored if two or more class periods were offered a week during alternating semesters. Two points were scored if one class period was scheduled each week for all students, and one point was scored if five days of classroom instruction were offered during each semester. Schools B and C scored three points. Schools A and H scored two points, and school K scored one point. Schools D, E, F, G, I, J, and L had no organized health instruction periods during the physical education class time and scored zero. The average of Group I was 1.25; of Group II, 0.25; and the twelve school average was 0.92. The average of the six states was 0.99, and Gleaves reported a score of 1.06.

10. Class assignment. The assignment of the students to physical education classes should not be done by random or haphazard selection. The selection should be made with due regard to the individual's age, physical condition, skill, needs, and interests. If the assignments were made on the basis of medical diagnosis, degree of development and skill, and needs and interests, three points were scored. If the assignment to classes was by a medical diagnosis and grade, two points were scored. One point was scored if the assignments were made by grade, and a score of zero was recorded if the assignments were at random or by free periods. Schools C and H assigned the students to classes by grades and scored one point. All other schools have no system of assignment and scored zero. The average of Group I was 0.25; of Group II, zero; and the average of the twelve schools was 0.17. This score is considerably below the average of 0.45 reported for six states. Gleaves scored an average of 0.88 in 1941.

X. ADMINISTRATION OF INTRAMURAL AND INTERSCHOOL ATHLETICS

There is a splendid opportunity for the athletic program to play a vital role in the total educational picture. Whether athletics achieves this place depends upon the administration of the athletic program. This is the responsibility not only of those teaching physical education

and coaching the athletic teams, but of the school administration staff. This responsibility is appropriately described in the Bulletin of Secondary School Principals:

> The program of interscholastic athletics is an integral phase of the broad program of physical education. Physical education, in turn, is a part of the core of common knowledges, understandings, attitudes, appreciations, and competencies which should be experienced by all people.[24]

James E. Rogers, writing in the Journal of Health, Physical Education and Recreation, stated:

> Physical education should be recognized by the school administrator as an integral subject in the curriculum, not as a special subject, but as a regular one.[25]

Proper leadership and cooperation from the board of education down to the coach and teacher are essential if attainment of educational objectives is desired. The ten items in this section comprise an analysis of the school's policies toward the conduct of both intramural and interschool athletics compared to the recommended standards on the score card. Of the possible thirty points in this section, the schools of Group I averaged 10.25 points. A summary of the scores on this section is found in Table X on page eighty-one. The schools of Group II averaged 8.50

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24 "Administration of the Health, Physical Education and Recreation Programs in Secondary Schools," The Bulletin of the National Association of Secondary-School Principals, Bulletin Number 195, 37:79, May, 1953.

25 James E. Rogers, "Physical Education in Education," The Journal of Health, Physical Education and Recreation, 19:650, December, 1948

TABLE X

SCORES MADE BY VARIOUS GROUPS ON THE LAPORTE SCORE CARD NUMBER II, SECTION X, ADMINISTRATION OF INTRAMURAL AND INTERSCHOOL ATHLETICS

Individual Items	Group I	Group II	Twelve Schools	Six States	Gleaves (1941)
1. Budget	0.00	0.00	0.00	0.32	1.08
2. Classification	0.00	0.00	0.00	0.75	1.40
3. Instruction	1.75	0.50	1.33	1.36	1.78
4. Play days	0.87	0.50	0.75	0.68	2.06
5. Noon-hour activities	1.00	0.50	0.83	1.10	1.24
6. Girls athletics	2.00	0.50	1.50	1.06	2.50
7. Interschool competition	0.00	0.50	0.17	1.99	2.02
8. Eligibility rules	1.00	2.00	1.33	1.55	0.76
9. Policies	2.00	2.00	2.00	2.52	1.52
10. Safety	1.62	2.00	1.75	2.12	1.60
TOTAL FOR SECTION*	10.25	8.50	9.67	13.45	15.96

*Possible 30 points

points, and the average of the twelve schools was 9.67. This average is definitely below the satisfactory standard of fifteen points and below the average of 13.45 for the six states and Gleaves' score of 15.96 in 1941.

1. Budget. School athletics have a definite place in the total educational program. Both the intramural and the interschool sports programs should be budgeted and financed from school funds. Ticket selling for the contests should either be discouraged or prohibited. If the programs were partly financed and the sale of tickets discouraged, one point was scored. If the programs were fully financed, and the sale of tickets prohibited, two points were scored; and three points were scored if the programs were fully financed and the public admitted free to the contests. All of the twelve schools depend upon the receipts from their athletic contests to finance their programs, and consequently, all the schools scored zero on this item. The average of the six states was 0.32. Gleaves scored 1.08 on this item.

2. Classification. In both intramural and interschool competition, recommended practices call for the use of a classification plan. This classification would divide the students into groups of equal ability and also utilize medical examinations in order to reduce hazards and to minimize the inequalities between opponents. Schools were

scored one, two, or three points on their use of fair, good, or excellent classification plans. None of the twelve schools scored on this item. None uses a classification plan in intramural competition, and each school fields its best team to represent the school in interschool competition. This average of zero is well below the average of 0.75 for the six states. It is difficult to understand just how Gleaves scored an average of 1.40 on this item in 1941.

3. Instruction. Instruction in any physical activity should be by men instructors for the boys and by women instructors for the girls. There should, however, be close cooperation between the two in coeducational activities and joint play days. One point was scored on this item if both boys and girls had instructors of their own sex. Two points were scored if, in addition, the use of the facilities was equitably divided between the boys and girls. Three points were scored if, in addition, the instructors cooperated in coeducational activities and joint sports days. The average of Group I was 1.75; of Group II, 0.50; and the average of the twelve schools was 1.33. Schools A, B, C, D, E, G, and H scored two points. Schools K and L scored one point. Schools F, I, and J scored zero. The average of the six states on this item was 1.36, and Gleaves reported an average of 1.78 points.

4. Playdays. Participation for all students is encouraged and provided if well-organized playdays are staged periodically under competent and well-organized leadership. Emphasis should be placed on those sports which have a high carry-over value. One point was scored for this item if playdays were held for either boys or girls. Two points were scored if playdays were held for both; and three points were scored if, in addition, joint sports days were held. The average of Group I was 0.87; of Group II, 0.50; and the average of the twelve schools was 0.75. Schools A, B, D, E, F, G, H, I, and K scored one point. Schools C, J, and L scored zero. The average of the six states was 0.68, and Gleaves scored 2.06 on this item.

5. Noon-hour activities. In many schools, especially those using a school bus system, the noon-hour offers the only opportunity for free play and intramural activity. The activities during this period should be carefully supervised by physical education teachers assisted by designated members of the faculty. Three points were scored if an excellent program was conducted; two points if good; and one point if the program had fair organization and supervision. If no time was available for a noon-hour program, one point was scored. The average of Group I was 1.00; of Group II, 0.50; and the average of the twelve

schools was 0.83. No school scored two or three points. All schools in Group I scored one point; and in Group II, schools K and L scored one point. The average of the six states was 1.10, and Gleaves reported 1.24.

6. Girls athletics. It is recommended that interschool competition for girls be limited chiefly to interschool playdays. The games should be conducted according to girls' rules and should be under the strict control and supervision of well-trained women instructors. If the standards were fully met, three points were scored. Two points were scored if the standards were approximately met, and there was no score of one point. The average of Group I was 2.00; of Group II, 0.50; and the average of the twelve schools was 1.50. Schools G and H scored three points. Schools A, B, C, D, E, and K scored two points. Schools F, I, J, and L scored zero. The average of the six states was 1.06, and Gleaves reported an average of 2.50.

7. Interschool competition. Interschool competition for boys requires careful regulation. The competition should be restricted largely to local leagues with no overnight travel; there should be no state or larger championships and no other post-season games. It is further recommended that each school be restricted to a maximum of seven games during the football season, sixteen games during

the basketball season, and other sports to appropriate limits, and only two or three weeks of preliminary practice preceding the first contest. If the schools met all of these standards fully, three points were scored. Two points were scored if four or five of the standards were met; and one point was scored if two or three of the standards were met. Only the smaller schools who participated in fewer sports could meet any of the requirements. The larger schools, such as schools A and B, play a ten game football schedule and a twenty-four game basketball schedule. One school reported playing thirty-two basketball games during one season which included games in the district and state tournaments. Schools K and L scored one point. All the other schools scored zero. The average of Group I was zero; of Group II, 0.50; and the average of the twelve schools was 0.17. This average is far below that of the six states of 1.99. Again, it is difficult to see how Gleaves could have an average of 2.02 on this item in 1941.

8. Eligibility. Strict compliance to eligibility requirements are essential if the proper educational value is to be obtained from an athletic program. Similarly, the eligibility rules that are established must adhere to sound educational principles. One point was scored for each of the following practices which were in effect in each school

system: (1) students are eligible for interschool competition only between their fourteenth and nineteenth birthdays; (2) eligible for no more than four years in any one sport; and (3) eligible for not more than one major sport in a given semester or term. The average of Group I was 1.00; of Group II, 2.00; and the average of the twelve schools was 1.33. All schools of Group I scored one point, and all schools of Group II scored two points. All schools allowed students to play in competition throughout the year if the student attained the age of nineteen any time after the start of the school year. The large schools participating in the many spring sports allow their boys to take part in more than one activity; both track and baseball for example. The average of the six states on this item was 1.55 and Gleaves reported 0.76.

9. Policies. School athletics should be controlled by school people. The interscholastic policies should be determined by the school administrators or physical education instructors or by constituted school athletic leagues run by school personnel. Officials for the games should also be selected from experienced school people. If a school met all these requirements, three points were scored. Two points were scored if most of the requirements were met. There was no score of one point. All the schools belong to

the New Mexico High School Activities Association which is controlled by school officials. This association determines the policies and maintains a recommended list of officials. These officials need not be school people, however, but anyone who can pass the qualifying examination is eligible. A score of two points was recorded for each school on this item. This average of 2.00 is below the average of 2.52 for the six states but is above Gleaves' score of 1.52.

10. Safety. The safety of the students is the responsibility of the school. School officials should provide necessary traffic and safety protection to and from and during interschool contests, and there should be a school physician in attendance at all athletic contests. If commercial or school buses were used to transport the teams, two points were scored. Three points were scored if the buses were used and a school physician was present at all the games. There was no score of one point. The average of Group I was 1.62; of Group II, 2.00; and the twelve school average was 1.75. School D, with a volunteer physician present, was the only school to score three points. Schools A, B, E, F, G, I, J, K, and L scored two points; and schools C and H scored zero. The average of the six states was 2.12, and Gleaves reported a score of 1.60.

XI. COMPOSITE SCORES

The possible score for each section of the score card is thirty points. The score card consists of ten sections which gives a possible total score of 300 points. To be rated satisfactory in any section, a school should score at least fifteen points. A score below fifteen is regarded as poor, a score of fifteen to twenty points as fair, from twenty to twenty-five points as good, and from twenty-five to thirty points as excellent. On this basis, a school should score a total of at least 150 points in order for the overall program to merit a rating of fair.

The twelve selected New Mexico schools had an average total score of 91.08 points. The average of the schools in Group I was 102.12, and the average of the schools in Group II was 69.00. The scores of the individual schools ranged from sixty-four to 117, and the median score was ninety-two. On the basis of the recommended standards, none of the schools has a satisfactory physical education program, and the programs of the Group II schools are definitely substandard.

In Table XI on page ninety, a listing of the average scores for each section and the total scores is presented. From this it is possible to compare the scores of the New Mexico schools to the averages of the six states and to

TABLE XI

SUMMARY OF SCORES MADE BY VARIOUS GROUPS
ON THE LAPORTE SCORE CARD NUMBER II

Section	Group I	Group II	Twelve Schools	Six States	Gleaves (1941)
I. Program of Activities	11.75	6.25	9.92	7.62	11.76
II. Outdoor Areas	13.00	9.50	11.83	9.98	13.44
III. Indoor Areas	12.12	6.00	10.08	9.00	10.78
IV. Lockers and Showers	13.62	6.75	11.33	10.49	11.00
V. Swimming	0.37	0.00	0.25	0.83	2.20
VI. Supplies and Equipment	14.37	8.50	12.42	11.29	12.86
VII. Medical and Health	11.50	9.00	10.67	9.99	12.28
VIII. Correctives	0.00	0.00	0.00	0.27	5.66
IX. Organization of Classes	15.12	14.50	14.92	12.55	15.54
X. Interschool Athletics	10.25	8.50	9.67	13.45	15.96
TOTAL SCORE	102.12	69.00	91.08	85.47	111.48

Gleaves' scores. Although the average of the twelve New Mexico schools is below the accepted satisfactory standard, the average is still higher than the score of 85.47 reported for the six states. This indicates that the physical education programs are below the accepted standards not only in New Mexico but in other areas of the nation as well. These relationships are portrayed graphically in Figures 1 and 2.

A glance at Figure 1 shows that the scores reported by Gleaves in 1941 are higher than the scores of the present survey for all sections of the score card excepting that of Section IV, Locker and Shower Areas. These results would seemingly indicate that the status of the physical education programs in the twelve selected schools has regressed since 1941. Because many of the schools have shown a marked improvement in their facilities and equipment in the post-war years, the score card results of the present survey should show a noticeable increase over Gleaves' average scores. A possible explanation for this anomaly is:

(1). In the present survey interviews were conducted at twelve selected schools by the same individual.

(2). Gleaves mailed out 118 questionnaires. Only fifty were returned. Sixty-eight schools did not reply.

(3). The personal interview undoubtedly gave much more realistic and objective answers to the items on the

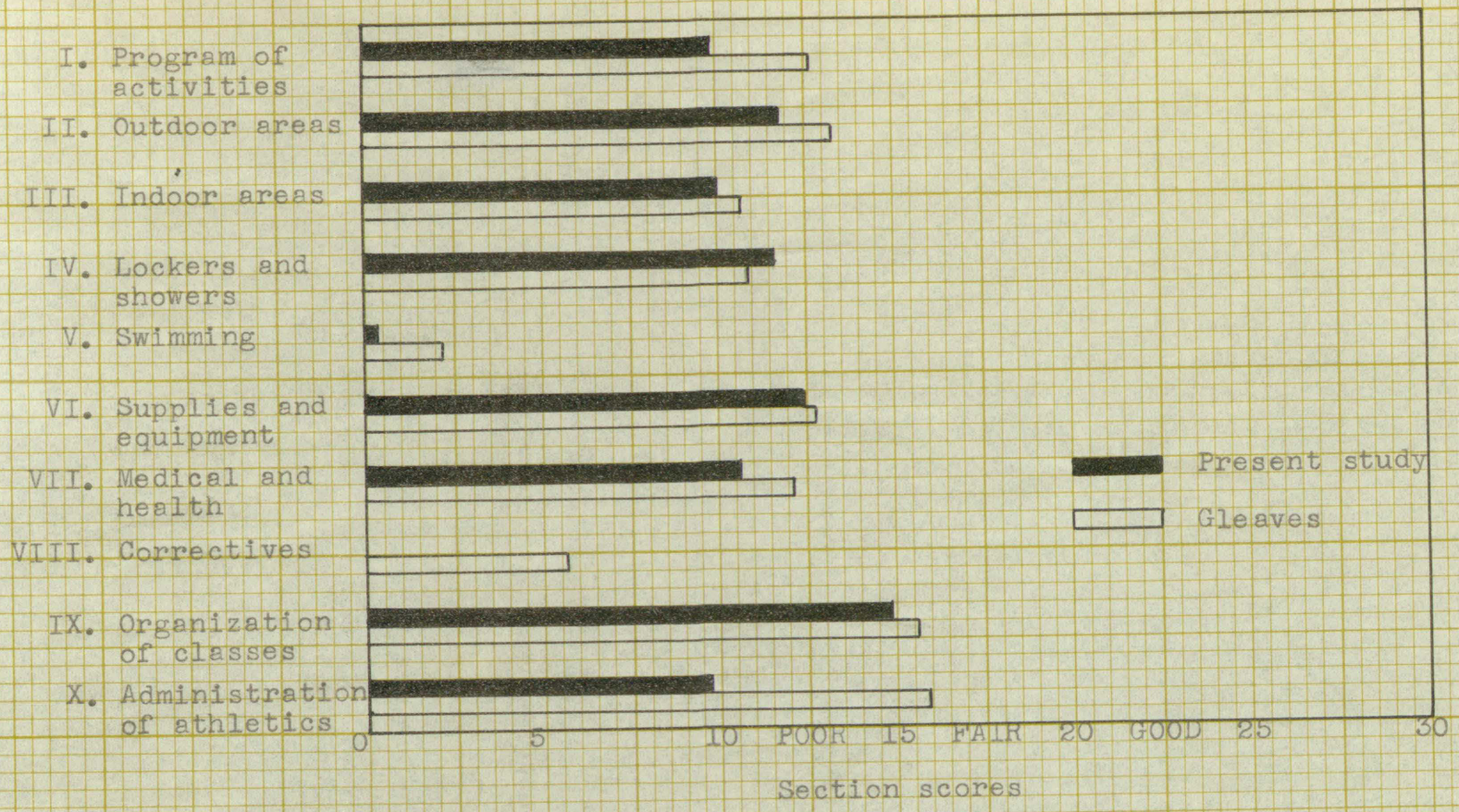


FIGURE 1

COMPARISON OF LAPORTE SCORE CARD RATINGS BETWEEN GLEAVES' 1941 SURVEY AND PRESENT STUDY

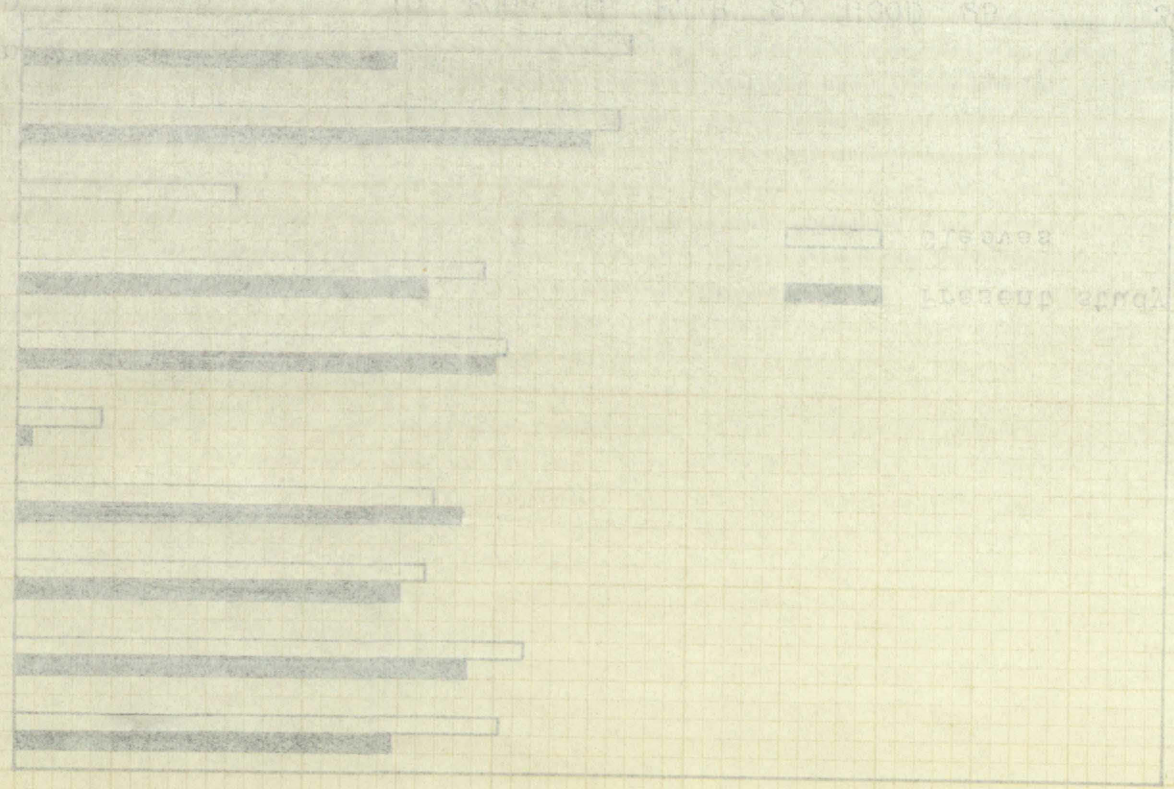


FIGURE I

COMPARISON OF PRESENT STUDY WITH AVERAGE TEST SCORES BY PHYSICAL EDUCATION DIRECTORS

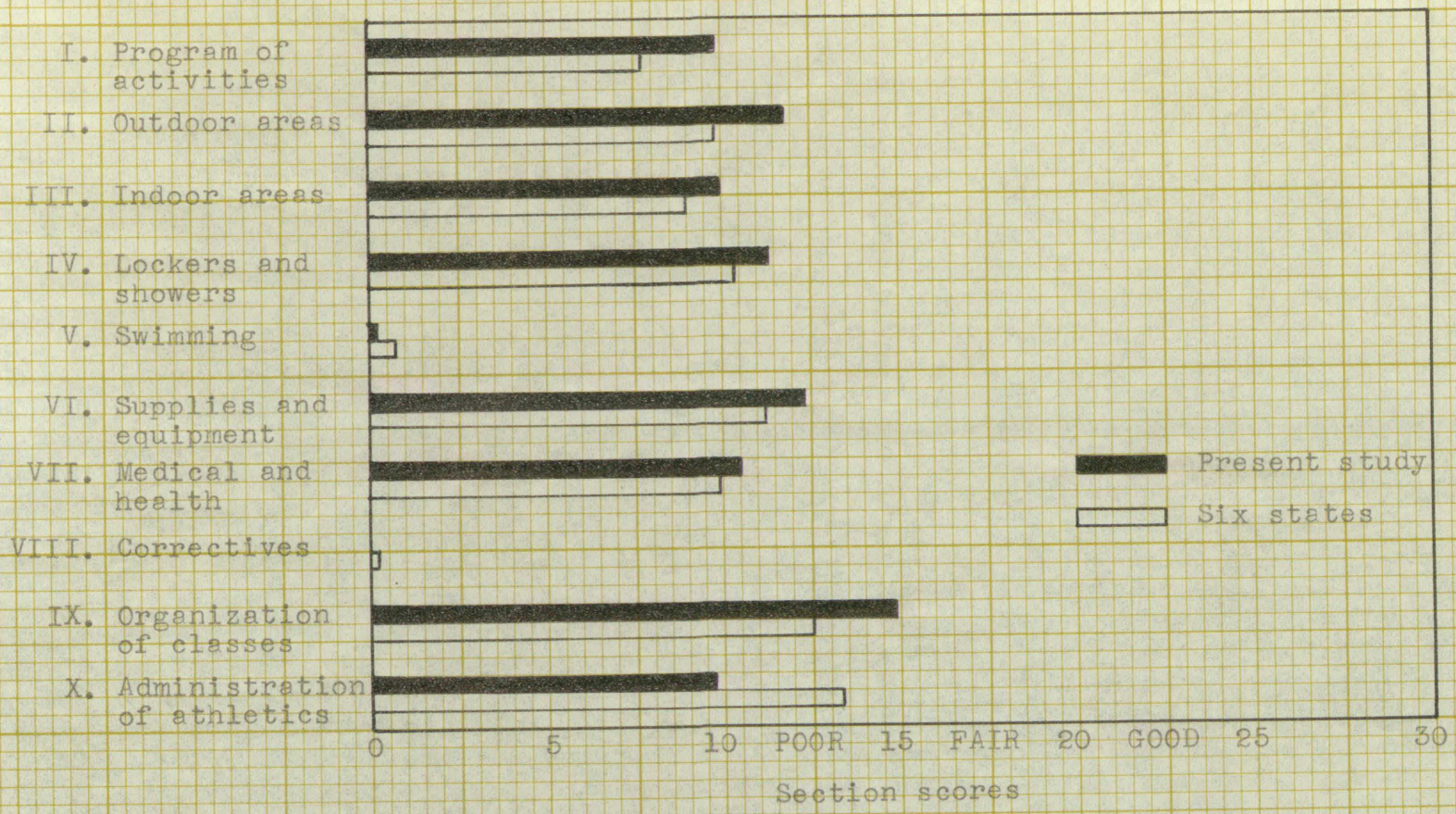
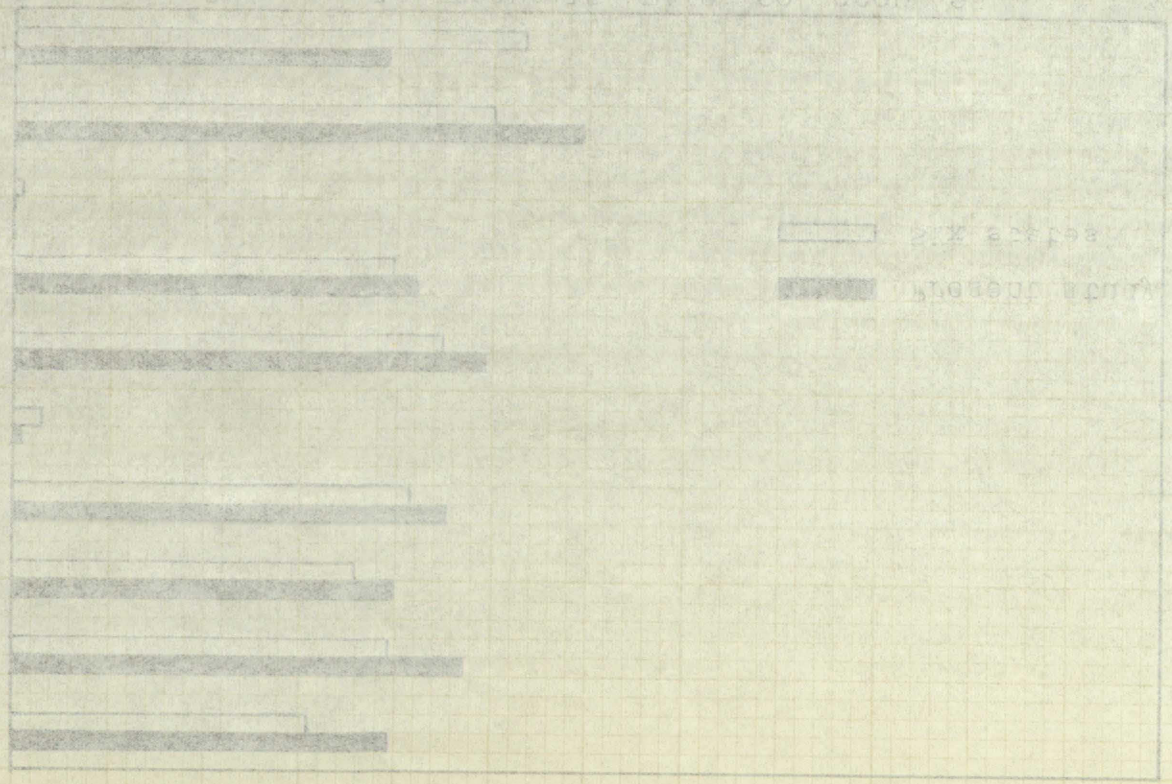


FIGURE 2

COMPARISON OF LAPORTE SCORE CARD RATINGS BETWEEN AVERAGE OF SIX STATES AND PRESENT STUDY



score card.

(4). No information of the quality of programs at the sixty-eight schools that did not answer the questionnaire is available. It follows that possibly only those schools with acceptable programs answered Gleaves' questionnaire. Those with poor or negligible programs possibly did not bother to answer. Gleaves' results in all probability distorted the true picture of the status of physical education in New Mexico.

From Figure 2 it can be determined that the average scores for the twelve New Mexico schools were above those of the six states for all sections of the score card except Section V, Swimming, and Section VIII, Modified-Individual (Corrective) Activities.

The twelve selected schools approached a rating of fair in only one area; this was on Section IX, The Organization and Administration of Class Programs, with an average of 14.92 points. The scoring of all the schools was negligible on Section V, Swimming, and on Section VIII, Modified-Individual (Corrective) Activities. The scores in all the other sections were substantially below standard.

The relationship between the scores of Group I and Group II are shown in Figure 3. The wide divergence between the scores is readily apparent. The average of Group I was consistently higher than the average of Group II with the

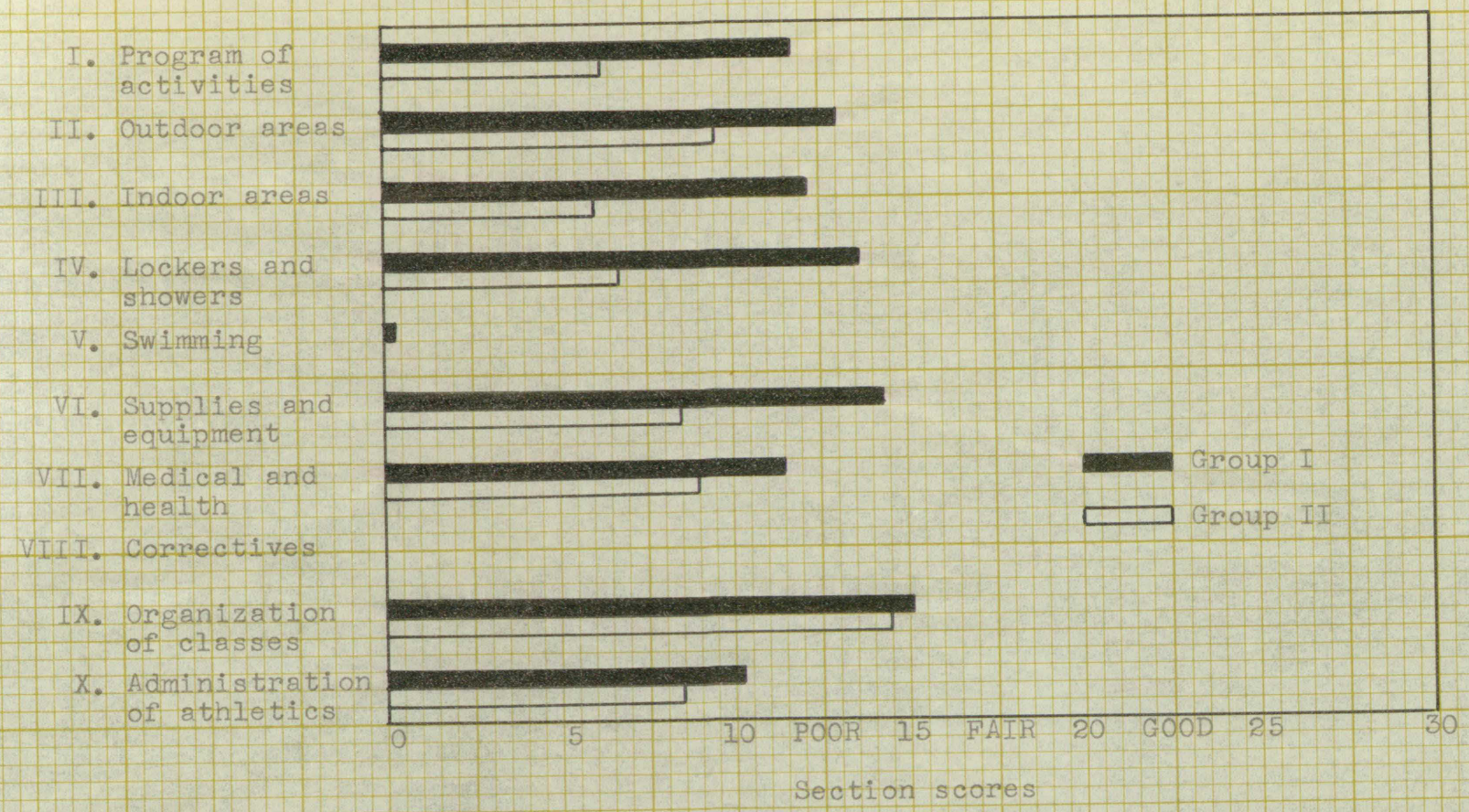
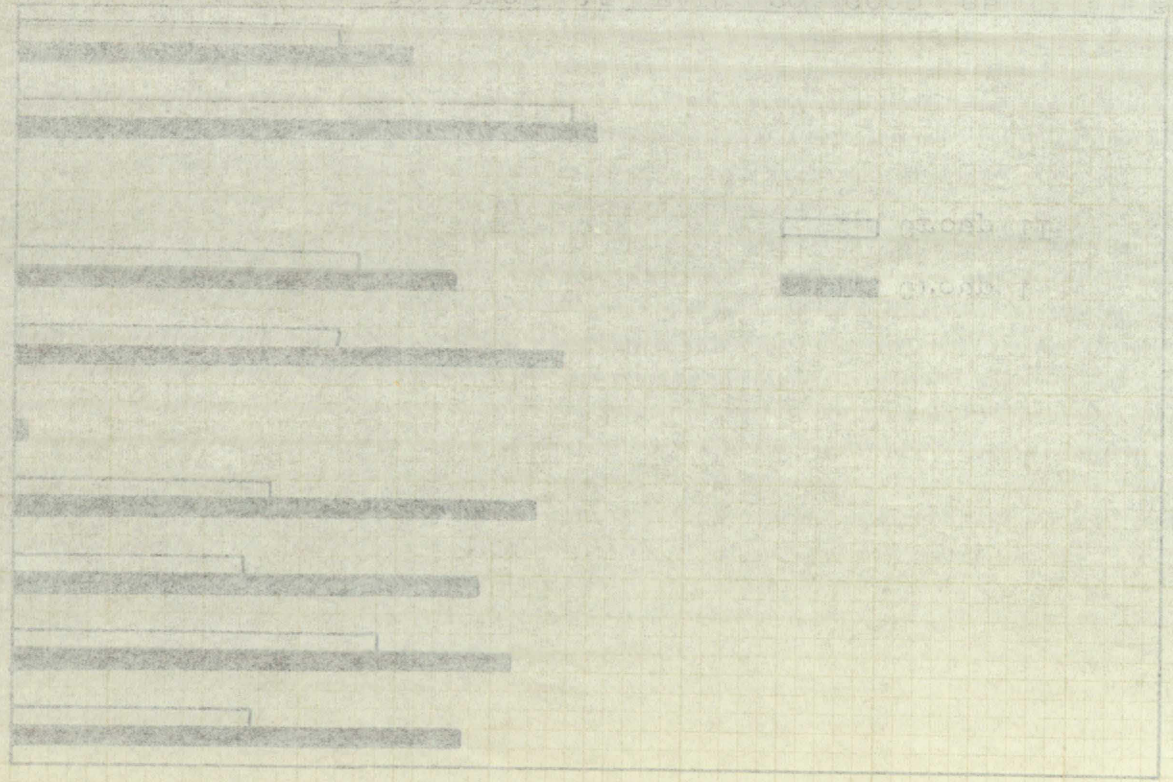


FIGURE 3

COMPARISON OF LAPORTE SCORE CARD RATINGS
BETWEEN GROUP I AND GROUP II SCHOOLS



exception of Section IX, The Organization and Administration of Class Programs. In all sections dealing with facilities and equipment, the larger schools were much better prepared.

CHAPTER III

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study was to evaluate the status of the physical education programs in twelve selected New Mexico secondary schools in terms of an adequate physical education program as determined by the Committee on Curriculum Research of the College Physical Education Association.

The directors of physical education at each of the twelve schools were personally interviewed by the writer during the month of May, 1954. The LaPorte Score Card Number II was used for rating the schools, and all results were recorded on the score card. The possible score card total was 300 points, and a score of 150 was regarded as satisfactory. The range of the scores for the twelve schools was from sixty-four to 117, and the median score was ninety-two. For detailed analysis, the schools were divided into two groups. Group I consisted of eight schools with enrollments of more than 200 students, and Group II consisted of four schools with enrollments of less than 200 students. The schools of Group I had an average score card total of 101.12 points. The schools of Group II

had an average score card total of 69.00 points. The average score of the twelve schools was 91.08. This average was higher than the average of 85.47 of the six states of Iowa, Illinois, Minnesota, Mississippi, Tennessee, and West Virginia. A summary of the total scores of the two groups for each section of the score card, including a listing of the salient factors influencing the effectiveness of the programs, is given below:

1. Program of activities. The larger schools offered a wider selection of activities in games and recreational type sports than did the smaller schools. The schools of Group I averaged 11.75 points on this section compared to a score of only 6.25 points for the schools of Group II. The average of the six states was 7.62 points. In all but two of the schools, participation in physical education classes was required for only one year during high school. A major weakness of the programs was evidenced by the lack of advance planning between the school administrators and physical education instructors in formulating both courses of study and committees to study and evaluate the courses of study so that the programs would meet the needs of the students.

2. Outdoor areas. The schools scored well on the availability of playground areas. The Group I schools, with more surfaced areas and space for court games, scored 13.00

points to 9.50 points for Group II. The average of the six states was 9.98. The scores of all the schools were reduced because of a lack of turfed areas, shade trees, and fencing.

3. Indoor areas. The score of Group I was 12.12 points and the score for Group II was 6.00 points on this section compared to an average of 9.00 for the six states. The larger schools were found to have more complete facilities. Two schools of Group I have recently built gymnasiums, while in Group II, one school has no gymnasium and two schools must use the town recreation hall. Both groups could not meet the requirements for adequate rest room facilities for both boys and girls.

4. Locker and shower areas. The scores on this section were 13.62 points for Group I in contrast to 6.75 points for Group II. The average of the six states was 10.49 points. Group II scored low because one school had no locker or shower facilities and the facilities in the town recreational halls did not meet the required standards.

5. Swimming. The scores on this section were 0.37 points for Group I and zero for Group II. The average of the six states was 0.83 points. None of the schools possessed its own swimming pool, but three schools in Group I utilized community pools to conduct swimming programs.

6. Supplies and equipment. The schools of Group I had sufficient balls and equipment to conduct class instruction in both team activities and individual and dual sports. The schools of Group II had adequate balls and equipment for the team sports but did not possess equipment for the individual and dual sports. The average of Group I was 14.37 points, and the average of Group II was 8.50 points. The average of the six states on this section was 11.29 points. The schools of Group II scored low because their students were not required to wear uniforms when participating in the physical education classes. The schools were below standard on the provision for towel and laundry service, the use of equipment clerks, provision for musical accompaniment, and the use of supplies for community recreation.

7. Medical examination and health services. The schools of Group I scored 11.50 points on this section and the schools of Group II scored 9.00 points. The average of the six states was 9.99 points. Only one school was found to provide complete health services for all students. All the other schools scored low because medical examinations were not provided for the entire student body but only for those athletes participating in interschool athletics. Only three schools had a school nurse on duty full-time. All the

other schools had either a part-time nurse or they were forced to rely on periodic visits by the county nurse.

8. Modified-individual (corrective) activities. All of the twelve schools scored zero on this section. The average of the six states was only 0.27 points. The schools made no attempts to classify the students into ability groupings and did not provide the facilities or give instruction in special activities for handicapped students.

9. Organization and administration of class programs. Both groups scored well on this section. Group I scored 15.12 points and Group II scored 14.50 points, indicating that the smaller schools are on a par with the larger schools on the administrative level. Both scores were above the average of 12.55 for the six states. Professionally, the coaches and physical education instructors were found to be well qualified. All possessed New Mexico teaching certificates, had at least a minor in the field of physical education, and many possessed masters' degrees in the field. Administratively, the scores were reduced because (1) the schools assigned the students to physical education classes either at random or by free periods instead of by a medical or degree of skill classification, and (2) with the exception of one school, the schools were not providing an adequate program of health instruction.

10. Administration of intramural and interschool athletics. Because all the schools are under the administration of the New Mexico High School Activities Association, which is controlled by school officials, the scores of the two groups were approximately equal. Group I scored an average of 10.25 points, and Group II scored 8.50 points. These scores were below the average of 13.45 of the six states. Specifically, the schools scored well below the national standard on this section because of the following policies: (1) the schools depended upon gate receipts from the interschool games to finance their athletic programs; (2) the schools engaged in more than the recommended number of games per season, especially in football and basketball; (3) the teams made long overnight trips and engaged in post season playoffs for state championships in baseball, basketball, and football; (4) there were no classification plans, based on either medical examinations or ability ratings, in effect to equalize competition; and (5) students were allowed to participate after reaching their nineteenth birthday.

II. CONCLUSIONS

On the basis of the findings of this study, the following conclusions are drawn:

1. The twelve schools rank higher than the average

of the six states in the development of physical education programs that include a wide range of sports and physical activities. Required activity, however, is usually limited to participation for only one year during high school. There is little evidence of formal written programs or yearly courses of study on file at the schools.

2. All the schools possess adequate outdoor play space, but many of the playing surfaces are sub-standard. The larger schools have satisfactory indoor facilities, but the programs of the smaller schools are definitely restricted because of inadequate facilities. Swimming facilities are practically non-existent.

3. The larger schools possess an ample amount of supplies and equipment to conduct their programs. The smaller schools possess adequate supplies for the team activities offered but cannot provide adequate equipment for individual and dual sports. The schools do not meet the standards for the provision of uniforms, towel and laundry service, appointment of equipment clerks, provision of musical accompaniment, and the use of supplies for community recreation.

4. The schools are decidedly sub-standard in the quality of health services offered the students. Complete physical examinations are given only to those participating on the interschool teams, and no special corrective activity

or instruction is offered for handicapped students.

5. The qualifications of the physical education personnel are adequate; all were properly trained and certified. Students are still assigned to physical education classes at random or by free period. There is a need for wider use of tests and measurements, classification schemes, and ability groupings in effecting class assignments, organization, and instruction. In most schools, further improvement is needed in the development and correlation with other departments of satisfactory health education classes.

6. All of the schools are weak in the administration of interschool athletics. There is an over-emphasis on the necessity of financial return from gate receipts, and the players and coaches are subjected to seasons of abnormal length in the sports of football and basketball.

III. RECOMMENDATIONS

In the light of the findings of this study, the following recommendations are offered as a means of improving the quality of the programs in the New Mexico high schools:

1. Physical education instructors and coaches should familiarize themselves with the work of the Committee on Curriculum Research; and, using these reports as guides,

they should evaluate their own programs and strive for the attainment of the overall objectives.

2. On the basis of (1) above, those in the field of physical education should take the initiative and cooperate with the school administrators in organizing a course of study committee to develop a course of study for each school which will meet the needs of their respective communities.

3. Improvements in the standards of health are urgently needed. Each school should immediately install a system of complete physical examinations for all students at least once during the high school level.

4. School administrators and their respective school boards should study the possibilities and attempt to finance the interschool athletic programs from general funds. If this could be accomplished, many of the pressures of high school athletics could be eliminated. The Educational Policies Commission of the National Education Association reports the following results:

> That the policy of financing interscholastic athletics for public school systems entirely out of tax funds is a feasible policy--an attainable ideal--is evidenced by the fact that in several cities schools are already operating in accordance with that policy.
>
> Among the results of such action in one city are these:
>
> 1. The high school athletic program has ceased to be a commercial enterprise, dependent on gate receipts. Outside pressures for post season, charity, all-star, and "curtain raiser" games

have been eliminated.

2. More adequate health and safety protection is accomplished by having fewer games and contests, avoiding play during inclement weather, providing safe equipment and safe transportation, and valuing the health of the participant above winning the game.[26]

The following statement is mentioned in the Bulletin of the National Association of Secondary-School Principals:

> If you are unfortunate enough to live in a place where the public expects the school to provide an athletic spectacle and finance the entire program from the gate receipts, get busy--you have a job in the field of adult education.[27]

5. The officials of, and school representatives to, the New Mexico High School Activities Association should examine the policies of interschool athletics recommended by the Committee on Curriculum Research, The Educational Policies Commission, and the National Association of Secondary-School Principals with the attitude of bringing the present practices in interschool athletics in New Mexico into reasonable agreement with national standards.

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[26] Sarah H. Caldwell, Chairman, "School Athletics Problems and Policies," Educational Policies Commission, (Washington, D.C.: National Education Association, 1954), p. 66.

[27] "Administration of the Health, Physical Education and Recreation Programs in Secondary Schools," The Bulletin of the National Association of Secondary-School Principals, Bulletin Number 195, 37:108, May, 1953.

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APPENDIX

Health and Physical Education

Score Card No. 11

For Junior and Senior High Schools

and

Four Year High Schools

For the Evaluation of

Health and Physical Education Programs

in the

_____

School System

_____

Superintendent.

School_____ City_____

Principal_____ Year_____

HEALTH AND PHYSICAL EDUCATION SCORE CARD

No. II—For Secondary Schools

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

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HEALTH AND PHYSICAL EDUCATION SCORE CARDS

No. II—Secondary Schools*

Instructions for Use of Score Cards

Nature of Cards.

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

The Rating Standards.

The standards presented in these score cards are based on the twenty-three-year intensive study by the Committee on Curriculum Research of the College Physical Education Association. Preliminary score cards were formulated by the chairman from the committee findings, and submitted for critical evaluation to a selected jury of 150 leading state, city, and rural supervisors and administrators of physical education throughout the United States. Their varied criticisms served as the basis for reconstructing the cards in preliminary form in 1938.

After twelve years of experience with the cards in rating state, county, and city school systems, the chairman conducted a re-evaluation survey in the fall of 1950. A jury of specialists was again asked to re-examine the Score Card standards for needed changes. A number of modifications were proposed which appear in the revised Score Cards presented herewith.

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

Scoring Procedure.

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

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

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

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

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

PROFILE CHART

It is suggested that after all ratings have been completed the total score under each of the major divisions be inserted on the Score Card summary chart on the next page. These scores may then be spotted at the appropriate points under the several headings in the following profile chart. These points may then be connected by lines and the resulting profile will indicate graphically the strong and weak points in the institution's rating. Those items which appear below the 15-point line will be considered "poor"; those between 15 and 20, "fair"; those between 20 and 25, "good"; and those between 25 and 30, "excellent."

	I	II	III	IV	V	VI	VII	VIII	IX	X
	Program	Outdoor Areas	Indoor Areas	Locker	Swim. Pool	Supplies	Medical Exams.	Modified Activity	Orig. and Admin.	Athletics
30										
Excellent →										
25										
Good →										
20										
Fair →										
15										
Poor →										
10										
Very Poor →										
5										
0										

HEALTH AND PHYSICAL EDUCATION SCORE CARD

No. II

FOR JUNIOR AND SENIOR HIGH SCHOOLS AND FOUR-YEAR HIGH SCHOOLS

NAME OF SCHOOL.....ADDRESS.....

Jr., Sr., or 4-Yr. School.....Principal.....

Rating for school year.....Rated by.....Date.....

Number of students enrolled: boys.....girls.....

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

Percentage Score (Actual ÷ 3) = ———

I. *Program of Activities*

Possible Score = 30. Actual Score =

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

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

   Score———

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

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

   Score———

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

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

4. Participation in intramural sports in addition to class instruction is available for all students.
(Fair program = 1; good = 2; excellent = 3)
Score_____

5. Detailed yearly program (course of study, including special objectives) for each grade level is on file in Principal's Office and activity schedules are posted on gymnasium office bulletin boards.
(Fair program = 1; good = 2; excellent = 3)
Score_____

6. A course of study committee (men and women) gives consideration at least annually to needed revisions in the program.
(Fairly active = 1; active = 2; very active = 3)
Score_____

7. Provision is made for adequate maintenance and sanitation of school grounds, plant, and classrooms.
(Fair = 1; good = 2; excellent = 3)
Score_____

8. A modern health instruction program is maintained under expert leadership in *physical education,* in *home economics,* or in *general science,* or is *correlated* through several departments.
(Separate course in one department = 1; fairly well correlated = 2; completely correlated, with co-ordinating director = 3)
Score_____

9. A comprehensive safety education program is maintained, emphasizing safety habits and practices, safety codes, and safety standards, in all departments.
(Fair program = 1; good = 2; excellent = 3)
Score_____

10. Definite efforts are made to encourage faculty recreational activity and to improve the health status of teachers.
(Fair results = 1; good = 2; excellent = 3)
Score_____

II. *Outdoor Areas*

Possible Score = 30. Actual Score =

1. Total available 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 acres, and one additional acre for each additional unit of three hundred students = 3)

Score_____

2. Sufficient playing fields are marked off and equipped (for multiple use in field hockey, field ball, soccer, softball, speedball, touch football, et cetera) to accommodate all outside peak load classes (both boys and girls).
(Fair facilities = 1; good facilities = 2; excellent facilities = 3)

Score_____

3. Court areas (for separate or multiple use in archery, badminton, handball, horseshoes, paddle tennis, tennis, et cetera) are marked off and equipped to accommodate both boys' and girls' classes in all court activities offered.
(Fair facilities = 1; good facilities = 2; excellent facilities = 3)

Score_____

4. Field and court areas are surfaced with materials that are resilient, non-slippery, firm and as nearly dustless as possible, and have suitable slope for good drainage in rainy weather. At least 20% of 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)

Score_____

5. Jumping pits and field apparatus are protected by sawdust, sand, or dirt kept soft.
(Dirt kept soft = 1; sand = 2; sawdust = 3)

Score_____

6. Field, court, and diamond areas are kept clean and well marked; are without hazardous obstructions; and are laid out to provide maximum relief from sun glare.
(Fair condition = 1; good = 2; excellent = 3)

Score_____

7. Maintenance work on fields and courts is done by workmen other than instructors or students.
(Partly by others = 1; mostly = 2; entirely = 3)

Score_____

*Explanation: Four acres for first 500 students; five acres for 1,000, etc.

8. All play areas are fenced off from streets, with subdivision fences where necessary for safety and control. (Partly fenced = 1; all fenced from street = 2; all fenced, with subdivisions = 3)

Score_____

9. Play areas are bordered by attractive trees, shrubbery, and vines; and in warm climates are equipped with shaded tables and seats.
(Fair condition = 1; good = 2; excellent = 3)

Score_____

10. Play areas are lighted for night use for community recreation programs.
(Fair lighting = 1; good = 2; excellent = 3)

Score_____

III. *Indoor Areas*

Possible Score = 30. Actual Score =

1. One or more gymnasium areas sufficient for boys' and girls' inside class activities (according to size of school) (for common use for apparatus, boxing, corrective, fencing, gymnastics, rhythms, tumbling, and wrestling) are available and are appropriately equipped, and properly heated, lighted, and ventilated.
(Standards approximately met = 1-2; fully met = 3)

Score_____

2. Gymnasium floors are of hardwood; lines are properly painted; walls are smooth and clear; painting is a light neutral color; radiators and drinking fountains are recessed; ceiling height is between eighteen and twenty-two feet.
(Standards approximately met = 2; entirely met = 3)

Score_____

3. Additional classrooms, appropriately equipped for theory instruction and health education classes, are provided in the building or conveniently adjacent.
(One room = 2; two or more rooms = 3)

Score_____

4. Special rooms for coeducational social activities are appropriately furnished.
(Classroom or gymnasiums partly furnished = 1; well-furnished separate rooms = 3)

Score_____

5. A rest room for boys (equipped with cots, pads, blankets, and sheets), adequate to handle peak load use of building, is provided for use in injury or illness, or for rest periods.
(One cot for 100 boys in peak load = 1; 1 cot for 75 boys = 2; one cot for 50 boys = 3)

Score_____

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

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

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

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

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

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

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

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

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

    (Approximately = 1-2; entirely = 3) Score_____

IV. *Locker and Shower Areas*

Possible Score = 30. Actual Score =

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

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

2. Individual locker facilities are provided for all students.

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

3. Adequate lock protection is provided for lockers or baskets.

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

4. Continuous supervision by either equipment clerks or instructors is provided for locker areas while in use by students.
Fair supervision = 1; good = 2; excellent = 3)
Score_____

5. Boys' dressing areas are of the open aisle type, with fixed benches in the aisles; girls' areas offer choice of closed booth or open aisle.
(Standards approximately met = 2; fully met = 3)
Score_____

6. Boys' shower rooms are of the "gang" type, with adequate drying room capacity; girls' areas offer choice of "gang" type or closed booth type.
(Standards approximately met = 2; fully met = 3)
Score_____

7. Shower rooms provide eight to twelve square feet of floor area per shower head, and sufficient showers to take care of peak load adequately.
(Five students per shower at peak load = 1; four per shower = 2; three per shower = 3)
Score_____

8. Hot water is thermostatically controlled to prevent scalding; shower heads are at neck height; liquid soap dispensers are provided in all shower areas.
(Standards approximately met = 2; fully met = 3)
Score_____

9. Adequate toilet facilities are available in separate areas immediately adjoining locker and shower rooms (accessible directly to playground); and contain adequate bowls, urinals, washbasins (conforming to established standards for the peak load); hot and cold water, liquid soap dispensers, drinking fountains, mirrors, wastebaskets, and paper towels or drying machines.
(Fair facilities = 1; good = 2; excellent = 3)
Score_____

10. Floors are washed daily with antiseptic solution; and antiseptic footbaths are provided for optional use, to aid in control of foot ringworm.
(Standards approximately met = 2; fully met = 3)
Score_____

V. *Swimming Pool*

Possible Score = 30. Actual Score =

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

2. Pool construction provides proper acoustics; suitable scum gutters; nonslip decks; white tile or other light finish on sides and bottom; underwater lighting if pool is used at night; bottom of pool clearly visible at all times of operation.
(Standards approximately met = 1-2; fully met = 3)
Score_____

3. Pool is equipped with adequate machinery for heating, filtering, and sterilizing water, and for maintaining it in conformity with established health standards.
(Fair equipment = 1; good = 2; excellent = 3)
Score_____

4. Standard tests are made daily for air temperature, water temperature, water acidity, and residual chlorine content and, at least weekly, for bacterial content of water.
(Score = 3)
Score_____

5. Pool is equipped with standard safety devices and is protected by control doors which are kept locked at all times except when life guard or instructor is on duty.
(Score = 3)
Score_____

6. Swimmers are required to enter pool through a water foot bath, opening from the shower rooms; to visit toilet and take supervised soap shower baths before entering; and are not permitted in pool with colds or skin infections.
(Standards approximately met = 2; fully met = 3)
Score_____

7. Spectators in street shoes are not permitted on pool decks but are provided with appropriate gallery space.
(Score = 3)
Score_____

8. Use of pool facilities is distributed equally between men and women students.
(Approximately met = 3)
Score_____

9. All life guards and swimming instructors are required to hold the Senior Red Cross Life Saving Certificate or the Examiner's Certificate.
(Score = 3)

10. Pool is available for community recreational use when not required for school purposes, particularly during summer months.
(Score = 3)
Score_____

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

Score_____

VI. *Supplies and Equipment*

Possible Score = 30. Actual Score =

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

Score_____

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

Score_____

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

Score_____

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

Score_____

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

Score_____

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

Score_____

7. Adequate first aid supplies are available at all times in a first aid room, or in instructors' offices and equipment offices.
(Fair supplies = 1; good = 2; excellent = 3)
Score_____

8. Adequate equipment clerks (other than instructors) are provided at all activity hours to handle equipment and supplies (including towel dispensing).
[Volunteer student help (not for phys. ed. credit) = 1; paid student help = 2; full-time equipment clerk = 3]
Score_____

9. Piano and pianist, or phonograph, and other necessary musical accompaniment equipment are furnished for dancing classes.
(Fair equipment and service = 1; good = 2; excellent = 3)
Score_____

10. Activity supplies are available for community recreation use outside of school hours.
(Score = 3) Score_____

VII. *Medical Examinations and Health Service*

Possible Score = 30. Actual Score =

1. Medical examining, advisory, and emergency service is provided by school physicians with co-operative arrangements for handling handicapped and problem cases in school or public clinics or by private medical practitioners.
[Adequate volunteer service by community physicians = 2; part-time paid school physician, or (in schools of 2,000 or more) one or more full-time physicians = 3]
Score_____

2. Trained school nurse service is provided for both school and home visitation purposes, by either part-time or full-time nurses according to size of school.
(Fair service = 1; good service = 2; excellent service = 3)
Score_____

3. A comprehensive examination by the school physician (assisted by physical education instructors) is required of every student at least once in each school level (example, junior high); and includes at least a careful check for orthopedic and postural defects, vision, hearing, nose, mouth, throat, teeth, heart, lungs, nutrition, skin, nervous condition, and possible hernia.
(Once in school level = 2; two or more times in school level = 3)
Score_____

4. No student is permitted to participate in strenuous class or athletic activity without a satisfactory medical examination.
(Score =3)
Score_____

5. A permanent, continuous, progressive health record is maintained and passed on for each child and is used as a basis for advice and follow-up health service.
(Fair = 1; good = 2; excellent = 3)
Score_____

6. On basis of medical examination children are classified into three divisions, or equivalent: A, average normal for unlimited participation; B, subnormal, with temporary or permanent limitation to restricted activity; C, offered individual or corrective treatment, supplementing normal program.
(Fair = 1; good = 2; excellent = 3)
Score_____

7. Assignment to rest, restricted, or individual activity, or excuse from required normal physical education activity (for other than temporary illness) is approved by the school physician, in consultation with the physical education department head.
(Score = 3)
Score_____

8. Students returning after influenza or other serious illness are inspected by the school physician or nurse and assigned to a modified program until their condition justifies resumption of normal activity; students sent home in case of illness or accident are accompanied by an adult.
(Standards approximately met = 1-2; fully met = 3)
Score_____

9. A health examination is made by the school physician of all teacher applicants; followed by a periodic examination every three years thereafter; and a careful inspection of all teachers returning to duty after illness of two weeks or more.
(Standards approximately met = 1-2; fully met = 3)
Score_____

10. Nonmedical teachers or school officers are never permitted to diagnose or treat health disorders; but a close co-operation is maintained between physical education teachers and the school physician.
(Score = 3)
Score_____

VIII. *Modified-Individual (Corrective) Activities*

Possible Score = 30. Actual Score =

1. Adequate modified and individual activity classes, with limited enrollment, are provided for students incapacitated for normal participation or needing special postural or orthopedic correction (classes B and C).
(Maximum of 30 students per instructor = 1; 25 students per instructor = 2; 20 students per instructor = 3)
Score_____

2. All modified and individual activity cases are properly classified and grouped within classes for effective instruction and guidance, according to their condition.
(Fair = 1; good = 2; excellent = 3)
Score_____

3. Extreme types of restricted cases are assigned to periodic rest periods, in addition to the modified activity, with appropriate reductions in academic program, where needed.
(Fair = 1; good = 2; excellent = 3) Score_____

4. Adequate facilities are provided for suitable games for modified cases (table tennis, deck tennis, horseshoes, croquet, archery, shuffle board, et cetera).
(Fair facilities = 1; good = 2; excellent = 3)
Score_____

5. Adequate facilities for handling individual activity cases are available either within the school or in a central corrective center, accessible to several schools (or the equivalent).
(Fair facilities = 1; good = 2; excellent = 3)
Score_____

6. All teachers assigned to handle individual activity (corrective) classes have had technical training in corrective and therapeutic work.
(Fair training = 1; good = 2; excellent = 3)
Score_____

7. In individual activity instruction, emphasis is placed upon practicing the directed exercises at home, frequently, with the co-operation of parents; and upon maintaining good postural alignments at all times.
(Fair = 1; good = 2; excellent = 3)
Score_____

8. All individual activity cases are encouraged to participate also in modified class activities for which they are fitted, and are returned to normal activity as soon as their condition permits.
(Fair = 1; good = 2; excellent = 3)
Score_____

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

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

IX. *Organization and Administration of Class Programs*

Possible Score = 30. Actual Score =

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

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

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

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

5. Instructional classes for normal students are limited in size for effective instruction purposes.
(Maximum of 45 students per instructor = 1; 40 students per instructor = 2; 35 students per instructor =3)
Score_____

6. 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)
Score_____

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

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

9. Healthful living (health education instruction) is offered in 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; equivalent of five hours per week for two semesters in each level = 3).
(If substituted for an activity class = 0)
Score_____

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

X. *Administration of Intramural and Interschool Athletics**
Possible Score = 30. Actual Score =

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

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

funds; and ticket selling for contests is discouraged or prohibited.
(Partly financed, and sale discouraged = 1; fully financed, and sale to students prohibited = 2; fully financed, and public admitted free to contests = 3)
Score_____

2. Students are classified for competitive purposes on basis of three-point classification plan (or equivalent) in addition to medical examination, in order to reduce hazards and to minimize inequalities between opponents.
(Fair classification = 1; good = 2; excellent = 3)
Score_____

3. Instruction, coaching, and officiating of athletics is handled by women instructors for girls, and by men instructors for boys, with close co-operation between the two in coeducational activities and joint sports days; use of athletic facilities is equitably divided between boys and girls.
(Standards approximately met = 2; fully met = 3)
Score_____

4. Well-organized sports (play) days are staged periodically under trained and experienced leadership with major emphasis on carry-over types of sports.
(Sports days for girls and boys separately = 2; both separate and joint sports days for boys and girls = 3)
Score_____

5. Noon-hour activities (where time is available beyond adequate period for unhurried eating) are carefully supervised and limited to modified sports of physiologically defensible types.
(Fair organization and supervision = 1; good = 2; excellent = 3)
(If no time available, score = 1)
Score_____

6. Interschool competition for girls (when conducted) is under strict supervision and control of well-trained women instructors; is conducted according to girls' rules; and is limited chiefly to interschool sports (play) days.
(Standards approximately met = 2; fully met = 3)
Score_____

7. Interschool competition for boys is restricted largely to local leagues; without overnight travel; no state (or larger) championships; no postseason games; not over seven games in football season; not over sixteen games in basketball season; other sports with appropriate

limits; and with from two to three weeks of preliminary practice preceding first contest.
(Standards approximately met = 2; fully met = 3) Score_____

8. Students are eligible for interschool competition only between fourteenth and nineteenth birthdays; for not more than four years in any one sport; and for not more than one major sport in a given semester or term.
(Standards approximately met = 2; fully met = 3) Score_____

9. Interscholastic athletic policies are determined by school administrators and physical education instructors or by regularly constituted school athletic leagues; and game officials are selected from experienced school people as far as possible.
(Mostly = 2; entirely = 3) Score_____

10. School officials provide necessary traffic and safety protection to and from and during interschool contests; and maintain school physician in attendance at all major athletic contests.
(Standards approximately met = 2; fully met = 3) Score_____