

A STUDY OF PHYSICAL EDUCATION CURRICULUM FOR
BOYS IN THE A-1 SENIOR HIGH SCHOOLS
IN THE STATE OF OREGON

by

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TABLE OF CONTENTS

Chapter		Page
I	INTRODUCTION	1
	The Need for the Study	1
	History of the Development of Physical Education in Oregon	2
II	RELATED LITERATURE	12
	Summary of Related Literature	36
III	THE PROBLEM	38
	Summary	50
IV	ORGANIZATION AND ADMINISTRATION POLICIES	53
	General Information	53
	Grades Inclusive in the Oregon A-1 High Schools	54
	Number of Physical Education and Health Classes Scheduled for Each Student Each Week	54
	Participation in Physical Education	55
	Total Number of Years Physical Education Required for Graduation	62
	Distribution of Class Time	64
	Classification and Class Assignment	70
	Health Medical Examination and School Health Services	71
	Size of Physical Education Class	78
	Class Assignment of Students Not Enrolled in a Physical Education Class	82
	Classes Excused from Physical Education as a Group	83
	Types of Temporary Excuses That Are Accepted from Physical Education	88
	Assignment After Temporary Excusal from Physical Education Activities	91
	Interscholastic Athletes Excused from Physical Education Classes	91
	Credits	93
	Grading	95
	Standards of Physical Achievement Scales	100

TABLE OF CONTENTS (CONTINUED)

Chapter	Page
Schools' General Educational Objectives	100
Physical Education Objectives	101
Physical Education Program	102
Equipment Required in Student Physical Education	104
Student Fee for Physical Education	106
Showers Required After Physical Education Participation	106
Supervision of Showers and Shower Room Area	109
Interpretation of the Physical Education Program	110
Summary	113
V. ACTIVITIES	117
Activity Areas	117
Aquatics	120
Dance	123
Apparatus, Tumbling, Stunts, and Pyramid Building	126
Individual and Dual Activities	129
Team Sports	144
Intramurals	153
Individual and Dual Activities in Intramural Program	160
Summary	168
VI. FACILITIES	172
Outdoor Areas	172
Indoor Areas and Facilities	186
Locks, Lockers and Baskets	191
Summary	213
VII. FACTORS OF CONFORMITY AND NON-CONFORMITY	218
Summary	240
VIII. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	243
Summary and Conclusions	243
Organization and Administration Policies	245
Curriculum	248
Facilities and Equipment	251
Factors Related to Non-Conformity	256
Conclusions	259

TABLE OF CONTENTS (CONTINUED)

Chapter	Page
Recommendations	260
Recommendations for Further Study	261
BIBLIOGRAPHY	262
APPENDIX	267

LIST OF TABLES

Table		Page
I	Number of Boys Participating in Physical Education Compared to Total Enrollment in School	56
II	Grades Scheduled for Physical Education	57
III	Methods of Scheduling Physical Education Classes	59
IV	Total Number of Years Physical Education Required for Graduation in the Three and Four Year A-1 High Schools	63
V	Distribution of Class Time	65
VI	Health Medical Examination and School Health Services	73
VII	Administration of Health Medical Examinations for Physical Education Classes	75
VIII	Size of Physical Education Classes for Boys in Oregon A-1 High Schools	79
IX	Total Number of Physical Education Instructors and Classes with Enrollment Above or Below State Recommended Class Size of Forty Students	80
X	Assignment of Boys Who Should be in Physical Education Classes But Are Not in a Physical Education Class	82
XI	Number of Schools Excusing Grades as a Group in Comparison to Non-Excusal Schools	87
XII	Classes Assigned to Grades Excused as a Group in Lieu of Physical Education	87
XIII	Types of Temporary Excuses That Are Accepted from Physical Education Classes	89

LIST OF TABLES (CONTINUED)

Table		Page
XIV	Assignment After Temporary Excusal from Physical Education Activities	92
XV	Interscholastic Athletes Excused from Physical Education Classes	92
XVI	Percentage of Emphasis for Health and Physical Education Credit Per School Year	94
XVII	Percentage of Emphasis in Academic Grade for Physical Education	96
XVIII	Total Number of Schools and Average Percentage of Emphasis in Academic Grade for Physical Education	99
XIX	Required Physical Education Uniform	105
XX	Student Fee for Physical Education Per School Year	107
XXI	Shower Required After Physical Education Class Participation	108
XXII	Responsibility for Supervision of Showers and Shower Room Area	110
XXIII	The Methods Used to Interpret the High Schools' Physical Education Program	112
XXIV	The Number of Weeks and Percentage of School Program Scheduled for Aquatic Activities in the High Schools	122
XXV	The Number of Weeks and Percentage of School Program Scheduled Dance Activities in the High Schools	125
XXVI	The Types of Activities, Number of Weeks and Percentage of the School Program Scheduled for Apparatus, Tumbling, Stunts, and Pyramid Building in the High Schools	127
XXVII	The Types of Individual and Dual Activities, Number of Weeks and Percentage of the School Program Scheduled in the High Schools	130

LIST OF TABLES (CONTINUED)

Table	Page
XXVIII	The Average Number of Weeks Individual and Dual Activities Were Scheduled in Total Number of Schools 143
XXIX	The Types of Activities, Number of Weeks and Percentage of School Program Scheduled for Team Sports in the High Schools 151
XXX	The Average Number of Weeks Team Sports Were Scheduled in Total Number of Schools 154
XXXI	The Average Number of Participants, Total Weeks, and Periods of School Program Which Intramural Program is Active 156
XXXII	Comparison Between Total Enrollment of Boys and Number Participating 158
XXXIII	The Types of Individual and Dual Activities, Average Period of Time, and Number of Participants Scheduled in the Intramural Program . 161
XXXIV	The Types of Team Sports, Average Period of Time and Number of Participants in the Intramural Program 162
XXXV	The Administrative Policies in the High Schools with Intramural Programs 165
XXXVI	Total School Acreage Available in Comparison to State Recommendations 175
XXXVII	Total Number of Outdoor Teaching Stations Derived Per School 178
XXXVIII	Comparison of Numbers of Outdoor Teaching Stations Available and Number Recommended for Each School 180
XXXIX	The Average Number of Total Useable Acres, Teaching Stations, and Outdoor Facilities of the Forty-Three A-1 High Schools 183
XL	The Extent of Maintenance of the High Schools' Outdoor Facilities by Teaching Staff, Custodians, and Students 185

LIST OF TABLES (CONTINUED)

Table		Page
XLI	The Type and Number of Courts Marked on the Gymnasium Floor in the A-1 High Schools . . .	187
XLII	The Types, Locations, and Number of Auxiliary Activity Rooms Available in the A-1 High Schools	190
XLIII	The Ownership, Type and Number of Swimming Pools Used by the A-1 Schools	191
XLIV	Types of Baskets and Lockers Available for Boys' Physical Education in the A-1 High Schools	193
XLV	Boys' Physical Education Class Enrollment Compared with Number and Types of Baskets, Lockers, and Locks Available	195
XLVI	Compliance with Recommended Maximum and Minimum Size Shower Rooms and Number of Shower Heads Compared to Available Facilities for Maximum Size Class	198
XLVII	Towelng Areas Available for Boys' Physical Education Compared to Recommended Standards .	201
XLVIII	Type of Sanitary Fixture and Location for Number of High Schools Conforming or Not Conforming with Regulations	204
XLIX	Locker and Shower Room Hygienic Practices for Washing Floors with Antiseptic Solution . . .	208
L	Number of Schools and Degree of Compliance with State Recommendations for Physical Education Equipment and Supplies	210
LI	Per Cent of Non-Participation in Schools Grouped in Relation to Boys' Enrollment . . .	219
LII	Per Cent of Non-Participation in Schools Grouped in Relation to Excusals	222
LIII	Per Cent of Non-Participation in Schools Grouped in Relation to Assessed Evaluation .	224

LIST OF TABLES (CONTINUED)

Table		Page
LIV	Lack of Teaching Stations as a Cause of Non-Conformity to Participation Requirements . . .	226
LV	Health Medical Examination Conformity and Non-Conformity in Schools Grouped in Relation to Total Enrollment	231
LVI	Health Medical Examination Conformity in Schools Grouped in Relation to Assessed Evaluation	232
LVII	Intramural Conformity and Non-Conformity in Schools Grouped in Relation to Total Enrollment	233
LVIII	Number of Schools Not Conforming to Recommended Program for Individual and Dual Activities and the Number of Schools Below State Recommendations in Equipment for These Activities	238

LIST OF ILLUSTRATIONS

Figure		Page
1	Geographic Distribution of A-1 Senior High Schools of the State of Oregon	40

CHAPTER I
INTRODUCTION

The Need for the Study

As a secondary teacher in the state of Oregon, the writer had an opportunity to observe various secondary public school physical education programs in operation. This observation covered a period of five years, and during this period a number of variations in the physical education programs of the secondary schools were observed. Such variances posed the problem as to the adequacy and type of curricular offerings established to meet the intent of the existing laws governing the teaching of health and physical education in Oregon.

From the standpoint of supervision, the State Department of Education was interested in knowing the status of curricular offerings provided to meet the growth and development needs of high school students.

The Oregon Association for Health, Physical Education and Recreation was vitally concerned with the quality of instruction in this field. For this reason, such factual information as might be provided by this study was most important. Such factual information placed in the hands

of interested groups can be used for making intelligent curriculum and program decisions.

This study had a potential of national interest because of its relation to a study conducted by a national committee under the chairmanship of K. W. Bookwalter, Professor of Physical Education, Indiana University, Bloomington, Indiana. This committee was making a national study of secondary school physical education programs.

History of the Development of Physical Education in Oregon

The development of the physical education programs in the United States and the recognition and acceptance of physical education as a part of the regular school program has had a most interesting history. Physical education and health, now recognized as essential phases in the total educational program, have in part gained their acceptance in school programs as the result of the passage of laws and through the establishment of rules or requirements by interested educational groups. The responsibility for the establishment of a sound health and physical education program, like any other phase of the school program, rests with the school administration. This is of significance in observing the growth of the public school health and physical education programs in Oregon because the demand for the improvement of the physical education program has invariably

originated with the school administrators' groups within the state. This is substantiated by the proceedings or reports of the various administrators' conferences where this topic was part of the conference agenda.¹

Immediately after World War I in 1919, the first law requiring physical education in Oregon was passed. The law of 1919 prescribed that the Superintendent of Public Instruction make the instruction of physical education (or physical training as it was then called) mandatory in the public schools. This law, Chapter 68, Section 2, provided that at least twenty minutes each school day, exclusive of recess periods, be set aside for the instruction of physical education. This requirement applied to both elementary and secondary public schools.

Experience in the operation of this law brought to light a number of weaknesses which made the law ineffective. The law did not define physical education or its objectives. Furthermore, there were no regulations regarding the enforcement in the program. Since there was no definition of objectives of physical education presented, no recommendations concerning programs were provided. A further weakness of the law was a lack of supervision or assignment of responsibility for the administration of the law. Without

¹T. C. Holy, A Study of Public Elementary and Secondary Education in Oregon, State Department of Education, Salem, Oregon, 1950. p. 218.

provisions for administration this law could not be enforced. As a result, the public schools met the requirements in varying degrees. Many schools failed entirely in providing any type of program in physical education.

In the process of placing more emphasis on the teaching of physical education, the State Department of Public Instruction issued a manual entitled Course of Study in Safety Education for Elementary Schools in Oregon in 1921. The teaching of safety was eventually included as a section in the courses of study for health instruction.¹

An enactment passed by the 1925 legislature established a program of physical examinations in Oregon schools. This law provided for an examination to determine defects of vision, hearing, breathing, dentition, or other obvious physical defects which would prevent or interfere with the normal education of the child. This law is still in effect as set forth in Sections 111-2911, 12, 13 and 14, Oregon School Laws, 1946, and in Committee Reports.²

In the early 1930's professional educators and physical education leaders became quite concerned with the lack of adequate programs of instruction as revealed in the report of the Committee on Administration of Physical Education of the High School Principals' Association,³ which was

¹Ibid., p. 218.

²Ibid., p. 219.

³Oregon High School Principals' Association, Report of the Committee on the Administration of Physical Education, Salem, Oregon, 1932.

presented at the 1932 High School Principals' Conference. This report stressed the necessity for health and improved physical education instruction in the secondary school curriculum. The committee report also included a recommendation, which was later adopted as part of the secondary school standards, establishing a basis for granting a definite amount of credit towards graduation in health and physical education. These recommendations were further substantiated in 1935 by the Committee on Physical Education and Health of the High School Principals' Association.¹ The latter, for example, recommended that a minimum time allotment for the teaching of health and physical education be established. The suggestion was made that the time devoted to the teaching of these areas should be exclusive of time devoted to interscholastic athletics and intramural sports. Their recommendations likewise included a minimum teacher preparation requirement of twenty-four term hours for secondary school teachers of health and physical education. They further outlined plans whereby those teachers not having the minimum training requirements could take additional training to meet the standards within a specified period of time.²

¹ Oregon High School Principals' Association, Report of the Committee on Physical Education and Health, Salem, Oregon, 1935.

² Holy, op. cit., p. 219.

The City School Superintendent's Association in 1939¹ at their annual meeting added further demands for better physical education and health programs in their schools. A comprehensive report on the status of health and physical education in the Oregon schools was presented by one of their committees. This report included recommendations for the coordination of health activities with general education. As a result of this action, a committee of school administrators met with the Superintendent of Public Instruction and proposed recommendations which they believed were necessary to improve the health and physical education program in the schools of the state. The recommendations included the following: (1) that a state coordinator of health, physical education, and recreational activities be placed in the State Department of Education, and (2) that a joint committee be established to determine policies and lines of authority, to study legislation, and to coordinate the work of all agencies concerned with the health of the school-age child. These recommendations were endorsed by the County School Superintendents' Association in June of the same year.²

¹Fourth Annual Conference Report of the Department of Superintendents of the Oregon State Teachers' Association, Coordination of Health Activities With the General School Program, Salem, Oregon, 1939.

²Holy, op. cit., pp. 219-220.

The Superintendent of Public Instruction called a meeting of representatives from the agencies that had been suggested by the City School Superintendents' Association to consider the City and County Superintendents' Association's recommendations. From this and subsequent meetings was developed the Oregon State Committee for Health and Physical Fitness in 1939. The purpose of this committee was to study and make recommendations for proposed legislation which would clarify the health and physical education objectives and requirements in order that an adequate and successful health and physical education program could be put in operation. The Oregon State Joint Committee for Health and Physical Education consisted of representatives from the following groups:¹

1. State Department of Education
2. State Board of Health
3. State Board of Higher Education
4. Professional organizations as follows:

County School Superintendents' Association
 City School Superintendents' Association
 Classroom Teachers' Association
 High School Principals' Association
 Junior High School Principals' Association
 Elementary Principals' Association
 Oregon Association for Health, Physical Education and Recreation
 Oregon Tuberculosis and Health Association
 State Health Officers' Association
 State Organization for Public Nursing
 State Medical Society
 State Dental Society

¹Operating Code of the Oregon State Joint Committee for Health and Physical Fitness, Salem, Oregon, March, 1944.

Although the following lay organizations were not official members of the Joint Committee, they were very active in implementing the bill in the legislature:

American Federation of Labor
 American Legion
 Christian Science Church
 Congress of Industrial Organizations
 Farmers Union
 Oregon Commonwealth Federation
 Oregon Congress of Parents and Teachers
 Oregon Education Association
 Oregon Federation of Women's Clubs
 Oregon Grange
 Oregon Selective Service
 Spokesman for the Oregon Diocese: Father Alcuin

Through the leadership of this committee, the present law was written and passed by the Oregon legislature in 1945. This law replaced the 1919 provisions which had been in effect for twenty-six years. The 1945 law specifically allocated enforcement of the law to the Superintendent of Public Instruction. Funds were appropriated in this law that provided for supervision of the program. Physical education and its objectives were specifically defined. This law provided the Superintendent of Public Instruction with the power to establish regulations for its implementation. Section 4, Chapter 316, Oregon Laws 1945 reads as follows:

An act to provide for programs of health instruction and physical education in all elementary and high schools of the state, to provide for planning, supervision, direction, and evaluation of such programs by the superintendent of public instruction and appropriating money therefor, and to repeal sections 111-2901, 111-2902, 111-2903, and 111-2904, O.C.L.A.

Be It Enacted by the People of the State of Oregon:

Section 1. The board of directors of all school districts of the state of Oregon shall provide in their respective schools programs of health instruction and physical education for the development of health and physical fitness for all elementary and high school pupils in such schools.

It shall be the purpose of these programs to promote, develop and maintain among pupils at all age levels optimum physical growth, health, and physical fitness.

The physical education program shall be so planned as to develop as minimum essentials normal symmetrical growth, organic vigor, strength and endurance, good posture, skills of bodily movement and coordination, and high levels of such qualities as agility, strength, speed, power, endurance, flexibility, balance, relaxation, and such other physical qualities as the state superintendent of public instruction may deem important.

The health instruction program shall be planned to give instruction in personal hygiene, community health and sanitation, communicable diseases, nutrition, mental health, safety education, first aid, instruction in the choice and use of health services and health practices, instruction concerning the structure and functioning of the human body, the physiological effects of exercise and such other instruction as the state superintendent of public instruction may deem important.

Section 2. This program shall be under the general direction of the superintendent of public instruction, and it shall be his duty to (1) prescribe for, with the advice of the state board of health, a program of health examinations of pupils in the elementary and secondary schools necessary to achieve the purposes of this act; (2) to provide and recommend program materials consisting of such elements as sports activities, developmental activities, disciplinary exercises, corrective exercises, and rhythmic, provide and recommend informational materials, teaching techniques and suggest class schedules such as shall be suitable to the achievement of the purposes of this act, in schools of various types and sizes; (3) provide checks and standards by which the progress of individual pupils can be evaluated, and the schools rated in terms of their

meeting the purposes of this act; (4) coordinate the activities of the governmental agencies which carry on the functions in the schools related to the purposes of this act; (5) employ in his office the necessary trained personnel to plan, supervise, direct, and evaluate the programs conducted in the schools; and (6) make such rules and regulations as are necessary for the implementation of this act.

Section 3. County school superintendents and city school superintendents shall be charged with the responsibility of carrying out such rules and regulations as shall be laid down by the superintendent of public instruction for the implementation of this act.

Section 4. Any pupil who objects to provisions in this act on constitutional or religious grounds shall not be required to submit himself to the specific requirements or requirements to which objection is made when his constitutional rights will be violated, providing a statement of such objection signed by a parent or guardian of the pupil is presented to the district school board.

Section 5. There hereby is appropriated out of the moneys in the general fund in the state treasury not otherwise appropriated the sum of twenty-six thousand dollars (\$26,000) for the purpose of carrying out the provisions of this act, and the secretary of state of the state of Oregon hereby is authorized and directed to audit all duly approved claims lawfully incurred in pursuance of said appropriation and to draw his warrants on the state treasurer in payment thereof.

Section 6. That sections 111-2901, 111-2902, 111-2903, and 111-2904 be and the same hereby are repealed.

Certain pressure groups in the legislative sessions in 1951 succeeded in amending this original law by the passage of Section 1, Chapter 517, Oregon Laws 1951. In 1954, these same pressure groups succeeded through legislative action in further amending the law. This amendment (House Bill No. 439) reads as follows:

Be It Enacted by the People of the State of Oregon:

Section 1. Section 4, Chapter 316, Oregon Laws 1945, as amended by Section 1, Chapter 517, Oregon Laws 1951, is amended to read as follows:

Section 4. (1) Upon request by the parent of a high school pupil and after consultation between such parent and the pupil's high school principal, the principal may partially or totally excuse such pupil from participation in the high school physical education (and health) program for such part of the last two years of the pupil's high school studies as is agreed upon between the parent and principal. If the parent and principal are unable to agree, the matter may be submitted for final decision to the governing body of the school district operating the high school which such pupil attends.

(2) Any pupil who objects to the provisions in this Act on constitutional or religious grounds shall not be required to submit himself to the specific requirements to which objection is made when his constitutional rights will be violated, providing a statement of such objection signed by a parent or guardian of the pupil is presented to the district school board.

The only differences between the two amendments was the inclusion of the (and health) in the 1953 amendment.

As a result of the requests by the school administrators and the public, and through the efforts of the Joint Committee, Oregon now has programs of health and physical education in all of the public schools in the state. Through the work of this Joint Staff Committee and its affiliated agencies, numerous publications in health education and physical education have been made available to the schools of the state.¹

¹ Holy, op. cit., p. 220.

CHAPTER II

RELATED LITERATURE

The physical education profession for many years has recognized a number of problems that are present in the physical education curricular offerings which need solution. This is evidenced by the following studies. Previous studies indicate that these problems are still present in the state of Oregon, as well as the nation as a whole. Many types of techniques have been used in making these studies. These techniques include questionnaires, check lists, various types of score cards, surveys of state reports, and personal interviews. Some of them have been concerned with the total health and physical education program, while others have been limited to only certain aspects of the total program. Many of these studies have been useful to this writer in the construction of the interview-analysis sheet and the personal interview techniques used in the collection of data for this study. The literature that is reviewed in this chapter deals chiefly with those studies which have contributed most directly to the development of this study.

◁Sharman¹ conducted a study to determine the facilities necessary to carry out a satisfactory program in physical education in 1930. ▷ The Alabama public schools were surveyed through a sample involving 36 per cent of the schools, in order to determine the status of the health and physical education programs. In preparing for the survey he first examined the literature to determine what facilities were recommended by recognized leaders in the field as being necessary in conducting a satisfactory physical education program. He then arbitrarily listed the facilities necessary to maintain an adequate health and physical education program. He then visited the schools and scored them by means of a check list which he had prepared. The author was the only one who scored the schools visited. He concluded that the personal interview and observation techniques which he used were the most satisfactory for the purpose of his study. ◁His findings were: (1) that only three schools among the 104 visited had swimming pools; (2) that the four physical education classes per week, each twenty-five minutes in length, which were required by the state, were too short for effective teaching of the subject; and (3) less than one fourth of the schools which required the students

¹Jackson R. Sharman, Physical Education Facilities for the Public Accredited High Schools of Alabama, Teachers College, Columbia University, Contributions to Education, No. 408, Bureau of Publications, Teachers College, Columbia University, New York, 1930. 78 pp.

to take physical education allowed credit for it which would apply toward graduation.)

<In a 1932 national survey of secondary education, Brammell¹ studied the aspects of the health and physical education program which pertained to intramural and interscholastic athletics.) In this particular study a questionnaire was sent to 760 secondary schools that were selected by a committee as doing outstanding work in health and physical education. Of the 760 questionnaires sent out to the schools, only 43 per cent were returned. Brammell quoted Almack² as stating that 50 per cent of the returns is normal and only in instances of exceptional care being devoted to the form or because of special inducements or exceptional interest or importance associated with the subject can a 75 per cent return be realized. The intramurals were studied in terms of the number of sports included in the program, grades participating, number of contests, administration of program, eligibility, physical education credit, finance, and relation to other activities. <Recommendations resulting from this phase of the study included the following:

- p. 47 (1) Full financial support to be given to athletics by boards of education.

¹p. R. Brammell, "Intramural and Interscholastic Athletics," U. S. Office of Education Bulletin, No. 17, Monograph 27, 1932, 143 pp.

²John C. Almack, Research and Thesis Writing, Boston: Houghton Mifflin Co., 1936, p. 216.

- (2) Intramurals to be carried on only during out-of-school hours.
- (3) No physical education credit should be given.
- (4) Eligibility rules should not defeat the objective "participation for all."^u

In another phase of this national survey,¹ certain criticisms of the physical education programs were reported which included the following:

- (1) The failure to measure the effectiveness of the program and the method of instruction.
- (2) The lack of effective follow-up and corrective programs.

Glasco² investigated the status of teaching of health and physical education in the high schools in Indiana in 1932 in the following aspects: organization of program, material used, equipment, facilities, finance, and teaching personnel. The health and physical education programs in 600 Indiana high schools were studied by means of two types of questionnaires which were sent to the physical education teachers in the respective schools. These questionnaires were purported to have been validated by several leaders in the field. A relatively high return of

¹P. R. Brammell, "Health Work and Physical Education," U. S. Office of Education Bulletins, No. 17, Monograph 28, 1932, 98 pp.

²David A. Glascock, "The Status of Health and Physical Education in the High Schools of Indiana," (unpublished Doctoral Dissertation, School of Health, Physical Education and Recreation, Indiana University, Bloomington, 1936).

approximately 70 per cent of the forms was accredited to the cooperation of the State Department of Education which had given impetus to the study. In addition to the questionnaires, other sources of data relative to the schools included personal interviews, the Yearly Report of the State Department of Public Instruction, and minutes of the State Board of Education. The findings were given as:

(1) the formal type of program, including gymnastics, was found to be gradually replaced by the informal sports program; (2) there was no corrective program in 49 per cent of the schools; (3) there were many activities offered, but no uniformity in the classification of students for physical education; (4) high schools were found to be meeting the physical education requirements and neglecting the health education; (5) those phases of physical education studied usually met suggested standards more adequately in the schools in larger towns; and (6) 50 per cent of the gymnasiums were in separate buildings and inadequately equipped in regard to sufficient lockers, storage space, dressing facilities, training rooms, showers, and equipment necessary for a varied program.

← Jackson,¹ in 1937, summarized the research conducted by a committee of the Illinois State Physical Education

¹C. O. Jackson, "The Status of Physical Education in the Accredited Secondary Schools in Illinois," Research Quarterly, 9:1, March, 1938, pp. 47-60.

Society on the high school physical education programs in Illinois.) The information was obtained by means of an inquiry blank which was sent to 736 principals of accredited Illinois high schools. Five hundred forty-three, or 73 per cent of the principals, responded. This relatively high return of forms was attributed to the fact that the committee attempted to eliminate many of the errors that they considered most common in the use of questionnaires. Principles that were followed in preparing the questionnaire were: (1) be sure the topic is a vital one; (2) have responsible sponsorship, and (3) have a thorough pre-knowledge of the problem to be studied.¹ The data collected were grouped into six categories which were organization and curriculum, school policies and professional affiliation, intramural sports, degrees of teachers, and funds for physical education. The findings were summarized as follows: (1) only data from the better schools were secured; (2) four fifths of the schools required physical education of all students; (3) physical education classes met two days a week; (4) varsity athletes were excused from physical education in 40 per cent of the schools, and (5) in 50 per cent of the schools in which the athletes were excused, they were required to return to physical education class when

¹American Association for Health, Physical Education, and Recreation, Research Methods Applied to Health, Physical Education and Recreation, Washington, D.C., 1952, p. 343.

the season was over.)

Jackson,¹ in a similar study of the Illinois junior high schools, found that administrators did not consider the present physical education program in the school as complete and worth-while as the other aspects of the curriculum. This was judged to be due chiefly to inadequate time allotment, lack of facilities, and poor organization and administration.

Park,² in 1936, conducted a national study involving the high school physical education programs in cities in the population range from 10,000 to 20,000. She was particularly interested in determining the extent to which the boys' program differed from that of the girls' as to aims, methods, activities, and measurement of results. A random selection of the schools throughout the United States was made and 170 questionnaires were sent to the schools selected. One hundred two of these were completed and returned. Forty-four schools were eliminated from the study for reasons such as no physical education program, only boys' program, and only girls' program. This study did not attempt to evaluate the program, but only to compare

¹G. O. Jackson, "Physical Education in Junior High Schools of Illinois," Research Quarterly, 10:1, March, 1939, pp. 124-134.

²Bessie L. Park, "A Comprehensive Study for Physical Education for Senior High School Boys and Girls," Research Quarterly, 8:3, October, 1937, pp. 107-122.

those for boys with those for girls. A summary of the findings was: (1) there was marked similarity of objectives of the two programs; (2) qualities of courage, perseverance, and justice were stressed more for boys than for girls; (3) more activities were provided for girls than for boys, also the programs had a greater variety of activities which were pupil organized and managed; (4) marked similarity in the programs was observed except that the girls' programs placed more emphasis upon dancing; (5) there was little difference in methods of measuring students except the boys were given strength and Physical Fitness Index¹ tests to a greater extent than were girls; and (6) no form of classification for competition was being used for either sex.

< Phail² studied county high school physical education programs in Ohio utilizing eleven elements as a basis for gathering the data. > The elements included time allotment, teacher training, gymnasium, outdoor play space, locker rooms and lockers, bathing facilities, physical examinations for all students, physical examinations for interscholastic athletic participants, academic credit, and teaching combinations. The data were gathered from several

¹H. Harrison Clarke, Application of Measurement to Health and Physical Education, New York: Prentice-Hall, Inc., 1951, pp. 155-156.

²A. M. Phail, "An Analysis of Physical Education Programs in the County High Schools of Ohio," (unpublished Master's Thesis, Ohio State University, Columbus, 1938).

sources including annual principal reports, an analysis sheet formulated and applied by the State Director of Physical Education, and from individuals who were in close contact with the county school situations. The findings were treated under three headings of training of personnel, physical facilities, and administrative policies. These findings were next compared with Ohio standards and physical education laws, and it was found that the programs were failing to meet them. It was concluded, however, that the schools were improving in terms of making an effort toward meeting the standards.

Higenfeld¹ collected the data for a study through the use of a questionnaire, which was divided into five sections, namely curriculum, staff, pupil participation, equipment, and finance. The questionnaire had been validated by a group composed of four professors at the University of Wyoming, members of a graduate class in education, and three persons actively engaged in the field of physical education. The questionnaire was sent to alternate schools selected from the membership list of the North Central Association Quarterly for July, 1937. His conclusions of the study were: (1) physical education methods lacked uniformity;

¹H. M. Higenfeld, "A Survey of the Status of Physical Education and Athletics for Boys in High Schools of Six Rocky Mountain States," (unpublished Master's Thesis, University of Wyoming, 1940).

(2) physical education departments should spend more time organizing field days, play festivals, and similar activities; (3) physical examinations should be given more often and serious attention given to remedial and corrective work; and (4) greater coordination should exist between physical education and athletics.

Johnson,¹ in 1941, made a personal visitation survey of the twenty-four junior high schools in Oregon, to determine the status of facilities, programs and policies for boys' physical education programs. The data were collected through the use of a survey schedule or interview and inspection sheet which included the following topics: (1) records, reports and printed material; (2) administration, teaching and supervision; (3) pupils, teachers, and principals; (4) facilities, equipment, and supplies. The survey sheet was validated by a graduate faculty committee after the survey sheet had been tried in three schools near Eugene. This was also done to determine the time required for its administration and to secure constructive suggestions for its improvement. The time spent in each school ranged from two to four hours. The following findings and conclusions were reported: (1) all the boys' physical education

¹William Johnson, "Survey of Boys' Physical Education Facilities, Programs, and Policies in Oregon's Twenty-Four Junior High Schools," (unpublished Master's Thesis, School of Health and Physical Education, University of Oregon, Eugene, 1942).

instructors in Oregon's junior high schools had valid state certificates to teach. (1) Fifty-six per cent of the instructors are physical education majors; (2) the facilities, equipment and supplies were placed in multiple use for boys' physical education class program, girls' physical education class program; intramural programs, athletic programs, plays and assemblies, as well as community groups; (3) the junior high school buildings were relatively old. They were originally built to serve as senior high schools and there was evidence of little planning for their use by junior high school pupils; (4) outside areas did not approach state standards. Ninety-five per cent of the junior high schools had inadequate outside areas; (5) the physical education program was being conducted in a combination gymnasium-auditorium in 52 per cent of the schools which provided a problem of conflicts in the scheduling of various activities; (6) physical education was required in all the schools and a physical education uniform was required in eighteen out of the twenty-four schools; (7) the physical activity program stressed major sports activities, such as: touch football, basketball, volleyball, softball, and track. (8) The intramural program was found to be broad in scope and was being conducted during the noon hour; (9) 60 per cent of the schools required a health examination for physical education classes and intramurals; (10) little had been done to interpret the physical education program to the public.)

Jack,¹ attempted to determine the relationship between twenty-two factors which he judged were important in physical education programs in the state of Minnesota. These factors included size of enrollment, wealth of the school district, percentage of students transported, and training of the teachers serving in the grades seven through twelve in the public high schools of that state. He collected his data from two special sources, the one from two special reports which were sent to all public secondary schools in the state of Minnesota, and the second from various reports of the local school districts on file in the State Department of Education. Conclusions drawn from the study were as follows: (1) that the school enrollment had a relationship to some of the factors, but not to others; (2) the small school had the advantage in factors such as location of playground, physical education expenditure per pupil, and enrollment in physical education classes; (3) the large school was superior in such factors as number of class periods per week, the use of sixty minute periods, number of activities in class and intramural programs, gymnasias in school buildings, teachers with majors in physical education, and experience of teachers; (4) wealth of the school district had little relationship to the physical education

¹Harold K. Jack, "An Analysis of the Physical Education Program of the Minnesota Secondary Schools," (unpublished Doctoral dissertation, New York University, 1944).

program; (5) it was found that as the number of teachers increased, the physical education program improved; (6) the programs of physical education improved in proportion to the increase in the training of teachers. The teachers with more educational training provided a broader variety of activities, a larger number of intramural activities, and used more record forms and tests.

Clapp,¹ in 1945, investigated the status of physical education in the accredited secondary schools of Illinois. This study was judged to be of particular importance at the time because of (1) the increased national emphasis on physical fitness, and (2) the enactment of the new 1944 Illinois physical education law. All data for this study were obtained from the 1944-45 annual reports, which were submitted by the principals of all accredited public high schools to the Office of the High School Visitor in the University of Illinois. Identical reports were filed with the State Superintendent of Public Instruction. Private schools and the Chicago city high schools were omitted from the study. His findings revealed that the small schools had a greater turnover of teachers than the large schools and more women than men. Physical education, as provided, was found to be inadequate. This was particularly true in

¹J. C. Clapp, "Status of Physical Education in the High Schools of Illinois, 1945," Research Quarterly, 17:2, May, 1946, pp. 132-143.

the smaller schools. More than half the schools failed to meet the 200 minute state requirement. Reasons given for this failure included lack of gymnasiums and qualified teachers. The conditions surrounding scheduling of subject combinations in the teaching load were chaotic. Seventy-five per cent of the women and 52 per cent of the men physical education instructors failed to meet state requirements for certification.

< In 1946, Fix¹ completed a study of the present practices used in scheduling physical education classes in Oregon high schools in which he attempted to evaluate these practices in terms of the available criteria and find possible ways of scheduling classes. > The data were obtained through reports submitted by the high school principals to the State Superintendent of Public Instruction. At the time the study was conducted, there were 237 high schools in Oregon and the schedules of all but ten of these schools were secured; therefore, even with the state department records available, Fix could not include all of the high schools in Oregon in his study. The conclusions drawn from this study were that there were marked weaknesses in scheduling physical education. The greatest weakness was

¹George E. Fix, "A Study of the Present Practices in Scheduling Physical Education Classes in Oregon High Schools," (unpublished Master's Thesis, School of Health and Physical Education, University of Oregon, Eugene, 1946).

judged to be that the length of period devoted to physical education in a number of schools was too short for effective teaching. He also believed that the practice of scheduling several different subject field classes for each teacher precluded effective teaching in any field, physical education or others. He also found that although physical education for all students was required by law, many of the schools studied did not schedule physical education classes. The final weakness in the state-wide program was found in the size of classes, which as a whole were too large.

Rankin¹ studied the boys' and girls' physical education programs in sixty-six Kentucky high schools by selecting six schools from each of the state's eleven Education Association Districts. A check list was formulated under the guidance of Rankin's doctoral committee. This was used by Rankin when he visited the sixty-six schools, interviewed the administrators and physical education teachers regarding the program, and in the observation of the facilities. His conclusion was that the programs were very poor. On the basis of his findings he recommended a new physical education program for the high schools of Kentucky.

¹Rome Rankin, "A Survey of Physical Education for Secondary Schools in Kentucky with a Suggested Plan," (unpublished Doctoral Dissertation, Graduate School, University of Kentucky, Lexington, 1947).

Hall¹ used a revised edition of the California Score Card in evaluating the physical education program for boys in the Utah senior high schools. Certain aspects of the programs chosen for this evaluation because of their importance were: instructional staff, professional assistance, program of activities, facilities, program organization, and pupil-parent-teacher judgments. The purpose of this study was to create a better understanding of a good program of physical education and to discover weaknesses in the existing program which should be corrected. Hall thought that the technique of working with the physical education men in the field made this score card more acceptable for individual school evaluation. Three distinct steps involved in the study's procedure were (1) the development of an instrument for the evaluation; (2) an "on-the-spot" survey in each of the Utah senior high schools outside of Salt Lake City; and (3) a compilation of a list of weaknesses which were discovered in the survey. Some of the findings were as follows: (1) facilities and equipment were inadequate; (2) health examinations were adequate; (3) students were assigned to physical education classes according to school year; (4) only twelve of the schools studied had organized corrective classes; (5) activities were too limited and dominated by

¹Vaughn L. Hall, "An Evaluation of the Physical Education Program for Boys in Utah Senior High Schools," (unpublished Doctoral Dissertation, Utah University, 1949).

football, basketball, track, and baseball; and (6) that very few activities had carry-over value. Recommendations were then submitted to the schools and follow-up visits by the State Director of Physical Education were recommended.

Vitti¹ in 1950 completed a study of the development of the intramural programs in the senior high schools in Oregon. This study was conducted through the use of a questionnaire which he constructed. The aspects of the intramural program which he investigated were number of participants, activities provided, personnel, awards system, facilities, officials, finances, and the selection of teams. Out of the eighty-eight questionnaires sent to the principals or intramural directors in the schools, eighty-three or 94.3 per cent were returned. This relatively high percentage of returns was achieved after a second questionnaire and letter of transmittal were sent to twenty-four of the schools. His conclusions were that current intramural programs in the class "A" senior high schools in the state of Oregon needed further development before they could be judged as being satisfactory.

¹James J. Vitti, "A Study of Current Intramural Sports Programs for Boys in the Oregon Class "A" Senior High Schools," (unpublished Master's Thesis, School of Health and Physical Education, University of Oregon, Eugene, 1950).

DeWitt¹ evaluated the boys' physical education and health programs in the secondary schools of Tennessee as they existed during the school year 1951-52. The study was limited to the high school health and physical education program as specified by the LaPorte Health and Physical Education Score Card No. II.² This score card was intended to be used as a measuring device for the purpose of evaluating the physical education program and the general health, recreation, and safety provisions of the entire school. The purpose was to center attention upon the characteristics of a good physical education program and to provide opportunity for a school to compare its offering somewhat objectively with these characteristics. The standards presented in this score card were based on a twenty-three year study, described as intensive, by the Committee on Curriculum Research of the College Physical Education Association. Preliminary score cards were formulated by LaPorte 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

¹Raymond T. DeWitt, "An Analysis of the Status of the Health and Physical Education Programs for Boys in 101 Selected Tennessee High Schools," (unpublished Doctoral Dissertation, School of Health, Physical Education and Recreation, Indiana University, Bloomington, 1952).

²W. R. LaPorte, Health and Physical Education Score Card No. II, Los Angeles: Parker and Co., 1951, 19 pp.

throughout the United States. Their varied criticisms served as the basis for reconstructing the card in preliminary form in 1938. After twelve years of experience with the score card in rating state, county, and city school systems, LaPorte conducted a re-evaluation survey in the fall of 1950. A similar jury of specialists was again asked to re-examine the Score Card standards for needed changes. The rating standards were intended to represent a range from a very poor program to a superior-excellent program. For example, 100 represented a poor program; 200 points, a fair-to-good program, and 300 points, an excellent program. The following ten items were included in the score card with a possible score of 30 points on each item, or a total perfect score of 300 points: program of activities, outdoor areas, indoor areas, locker and shower areas; swimming pool, supplies and equipment, medical examinations and health service, modified-individual (corrective) activities, organization and administration of class programs, and administration of intramural and interschool athletics.¹

The DeWitt study was limited to a random proportional sample of the public, white, secondary schools of Tennessee. Only the boys' health and physical education programs in these schools were studied. A pilot study had been

¹Ibid., pp. 1-2.

previously conducted in eight Indiana high schools and revealed that one hour was required to score each school. The author of the above study was the only person who scored or evaluated the Tennessee schools. He found that with a possible total score of 300 points, the total scores ranged from 18 to 168 points and that the average score for all the schools surveyed was 57.6 points. He concluded that sufficient reason existed to assume that the quality of the health and physical education programs in the Tennessee secondary schools was rather low.

White¹ surveyed the boys' physical education program in 100 selected schools in Iowa during the 1950-51 school year by means of the LaPorte Score Card No. II. He did not use random sampling, but selected the schools according to their availability in terms of location in relation to his working centers. He visited each of these schools and personally scored their programs. Out of a possible 300 points, the highest score achieved by any school was 209 points and the lowest score was 57. He reported that the geographic area in which the schools were located made no significant differences in the quality of the program. He also stated that the larger the size of the city, the

¹Norman E. White, "A Critical Survey of the Boys' Physical Education Program, in Selected Iowa Schools, by Means of the LaPorte Score Card," (unpublished Doctoral Dissertation, School of Health, Physical Education and Recreation, Indiana University, Bloomington, 1952).

better the health and physical education program was found to be, and therefore concluded that school size is an important factor in the quality of the schools' programs. He found however that differences due to the size of city or school, in most cases, were not of statistical significance.

Lander¹ surveyed the boys' health and physical education program in 100 selected secondary schools in Kansas by means of the LaPorte Score Card. The evaluation of these programs was made by personal visitation, observation, and interview with the school administrator and/or the physical education instructor. The highest score achieved was 181 points and the lowest was 58. He recommended that the Kansas State Department of Public Instruction provide the schools with a state course of study for health and physical education and that a State Supervisor of Physical Education be appointed to assist the schools in improving their present program. He found that only one school among the 100 schools surveyed was meeting the national standards and that the larger city schools did not provide outdoor facilities and medical services in proportion to the schools in smaller communities, even though they provided more

¹Robert Lander, "An Evaluation of the Boys' Health and Physical Education Program in Selected Secondary Schools of Kansas," (unpublished Doctoral Dissertation, School of Health, Physical Education and Recreation, Indiana University, Bloomington, 1953).

money for salaries. Medical examinations and school health services were found to be better in small schools. On the basis of these findings he made the following recommendations: that physical examinations be given once a year, students be classified for physical education according to physical examination, a permanent, continuous health record should be maintained for each student; that a modified corrective program should be an active part of the physical education program for all schools; all teachers should be required to have a physical examination at least once each three years and a chest X-ray each year; in the future school building sites be of adequate size to accommodate both the boys' and girls' physical education program.

The Oregon State Department of Public Instruction published a manual in 1953 to serve as a revision of the 1946 publication entitled "Boys Physical Education, Tentative Manual, Junior and Senior High Schools."¹ It was the intent of the State Department of Education that this manual would serve as a state course of study for the boys' physical education program. The manual was prepared by a representative committee composed of junior and senior high school physical education instructors in the state

¹State Department of Education, Physical Education for Boys in Oregon Secondary Schools, Salem, Oregon, February 11, 1953, 206 pp.

together with staff faculty members in the School of Health and Physical Education at the University of Oregon, and in the Department of Physical Education at the Oregon State College. The Superintendent of Public Instruction states that the materials in the book represent the basic content which should be included in any program of physical education in Oregon. The handbook provided standards, program materials, and suggestions, concerning teaching procedures that are useful to the teacher in meeting the requirements of the law.

A National Survey Committee on the Health and Physical Education in High Schools, under the chairmanship of Karl W. Bookwalter, Professor of Physical Education, School of Health, Physical Education and Recreation, Indiana University, initiated an evaluation study of each state's secondary health and physical education program in 1950, using the LaPorte Score Card No. II as the evaluation instrument. The status of this study in April, 1954, was provided in a Preliminary Report.¹

The report stated that twenty-six more states would be surveyed by 1954 and that seventeen states had been surveyed. A total of more than 2600 schools would then

¹Karl W. Bookwalter, "Preliminary Report, National Survey of Health and Physical Education in High Schools, 1950-54," Bureau of Service and Research, (School of Health, Physical Education and Recreation, Indiana University, Bloomington, April, 1954), 11 pp.

have been evaluated. Eighteen hundred schools had been visited and more than thirty workers, sponsored by ten colleges or state departments, had actually visited a random stratified sample of 100 schools in each state.

The findings of these studies, at that date, were listed as follows:

1. The median national score was 87 points out of a possible 300 points.
2. The range of national scores was from 6 points to 213 points.
3. Texas ranked first of the states with Illinois second.
4. Mississippi and Tennessee rank lowest.
5. Negro schools were generally poorer than white schools.
6. Schools in the highest fourth, by total score, tended to have more athletic sports and a better variety, all told, than did schools in the lower quarters.

On the basis of the survey to date, the committee made the following recommendations:

1. All schools should apply the score cards and compare with these findings to determine needs.
2. Other states should be surveyed and their findings compared.
3. State should have active and strong departments of health and physical education.
4. There is evidence that the Score Card can and should be made more objective in some terms.
5. School consolidation should be furthered.
6. We should either do something about remedial work and swimming or stop talking about them since

they do not exist appreciably.

7. Cooperative use of the community swimming facilities by the schools should be stimulated.
8. We should educate our educators as to our needs. The publication School Athletics is a splendid cooperative move in that direction.
9. We teachers should all know and strive to meet the score card standards.
10. A similar analysis should be made of the girls' programs in high schools and all elementary schools.

Summary of Related Literature

The studies reviewed in this chapter considered administrative practices and policies for junior and senior high schools on state and national levels. Phases of the school program that were investigated included program, activities, time allotment, class size, equipment, supplies, facilities, number of days physical education taught per week, and length of class periods.

There were definite weaknesses present in the questionnaire, check list, and study of official reports, techniques of obtaining survey data. The most frequently used technique was the personal visitation-interview and observation method. The majority of the research people who used this technique signified that it was the most satisfactory.

The fact that only one similar study has been done and that was for the junior high schools in Oregon twelve years ago, gives some indication of the need of such a

study on a senior high school level in this state. To the writer's knowledge, there has been no statewide survey of the boys' secondary physical education curriculum conducted in the state of Oregon.

The studies on a state and national level emphasize a definite need for research in this area of the field of physical education. Not only must there be research, but also the facts of the studies must be brought to the attention of the profession.

CHAPTER III

THE PROBLEM

The Statement of the Problem

The purpose of this study is to determine the degree to which the forty-three A-1 senior high schools of the state of Oregon comply with the rules, regulations and programs established by the State Department of Education for the implementation of the Oregon health and physical education laws.

In studying the problem the following questions are posed:

1a 1. What are the administrative procedures and policies established to make the programs of instruction in physical education functional? How do these administrative procedures and policies compare with the State Department of Education rules and regulations for the implementation of the Oregon health and physical education laws?

1b 2. What is the type, content and scope of the curricular offerings established in the A-1 senior high schools of the state of Oregon to meet the programs of instruction established by the State Department of Education and published in the manual entitled Physical Education for Boys

in Oregon Secondary Schools? How do these programs compare with the State Department of Education recommendation for the implementation of the Oregon health and physical education laws?

3. What physical education facilities and equipment are provided in the schools selected to make the curricular offerings functional? How do these physical education facilities compare with the minimum recommendations of the State Department of Education?

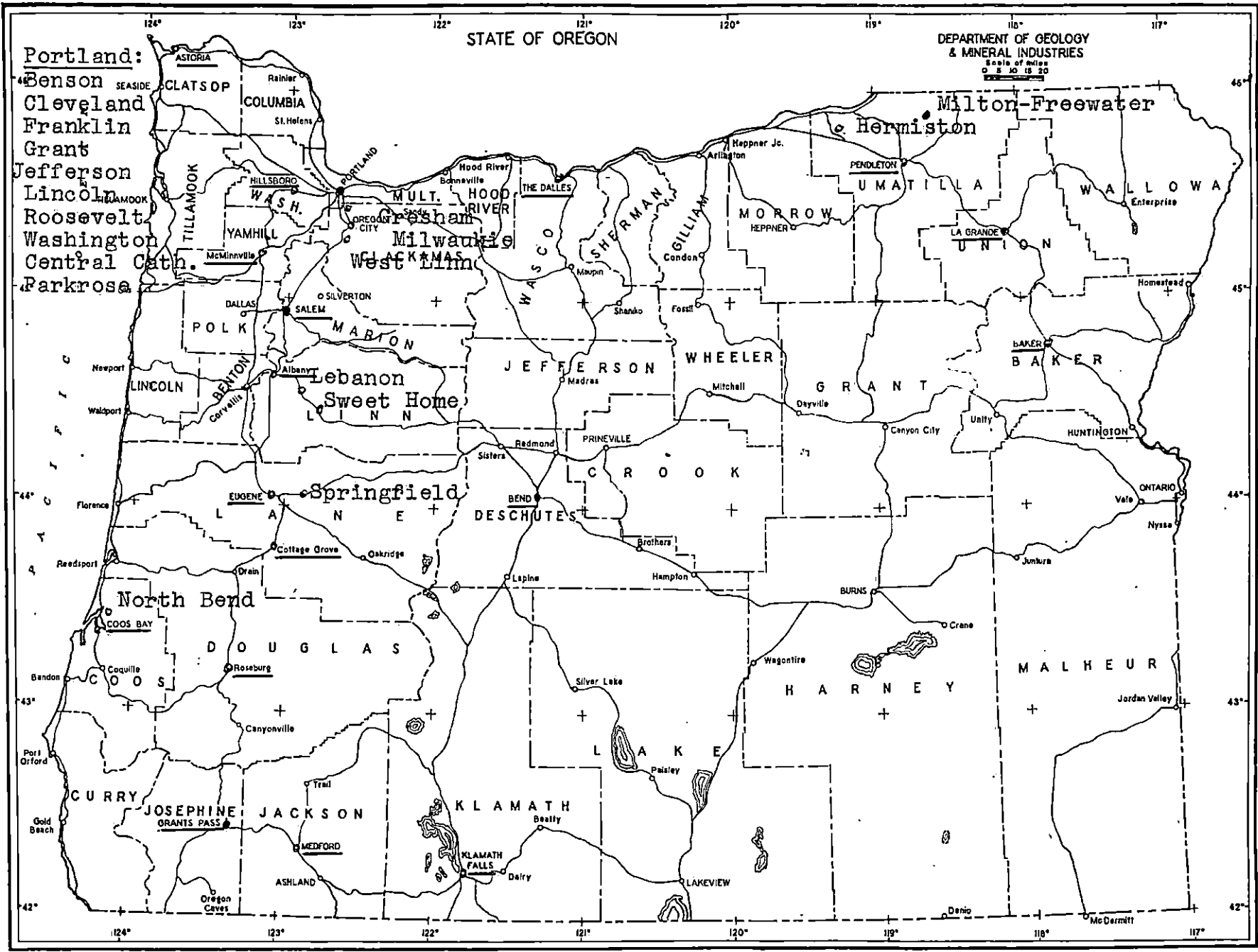
4. What are some of the factors related to non-conformity by the schools to the rules, regulations, and programs set forth by the State Department of Education?

Source of Data

The high schools selected for this study are those classified as A-1 schools in the September, 1953 bulletin of the Oregon School Activities Association.¹ This group, consisting of all the large high schools in the state, was selected because it represents schools which are similar and comparable in size and type, and therefore conducive to a study of the type proposed. The number of schools involved is judged to be large enough to present a representative picture of possible trends in curricular practices in the schools of this size. Figure 1, page 40, presents

¹Oregon School Activities Association, Bulletin, Portland, Oregon: September, 1953, p. 8.

Figure 1
 GEOGRAPHIC DISTRIBUTION OF A-1 SENIOR
 HIGH SCHOOLS OF THE STATE OF OREGON



the geographic distribution of the cities and schools visited in the course of the study.

An A-1 high school in Oregon is one with an average daily attendance of 350 students or more.¹ There are forty-three schools in this category and they are divided into the following districts:

1953 A-1 High School Football Classification

District 1 & 2

Benson
Cleveland
Franklin
Grant
Jefferson
Lincoln
Roosevelt
Washington

District 3

Parkrose
Astoria
Central Catholic
Milwaukie
Gresham
Tillamook

District 4

Hillsboro
Oregon City
Beaverton
McMinnville
Newberg
West Linn
Forest Grove
Tigard

District 5

Cottage Grove
Eugene
Springfield
Roseburg
Marshfield
North Bend

District 6

Grants Pass
Klamath Falls
Medford

District 7

La Grande
Pendleton
McLoughlin
The Dalles
Baker
Hermiston

District 8

Sweet Home
Lebanon
Albany
Corvallis
Salem
Bend

Development of the Interview-Analysis Sheet

The review of the literature in the previous chapter illustrates that many score cards and check lists are available for the collection of data pertaining to secondary physical education curriculum. After an analysis of the related literature, it seemed to be the general consensus of opinion that the interview-analysis technique was

¹Minutes of the Delegate Assembly, Oregon School Activities Association, meeting held in Portland December 1, 1950.

the most effective for obtaining the facts necessary to solve the problem.

In developing the interview-analysis sheet, the organization and administration items were selected chiefly from the Cooperative Study of Secondary School Standards,¹ the Utah Score Card² and the Oregon State Course of Study for Boys' Physical Education.³ The items for the section on activities were selected from the Utah Score Card, California Score Card⁴ and the Oregon state course of study for boys' physical education. The facilities section items were selected from the LaPorte Score Card,⁵ Utah Score Card, and ~~the Oregon state course of study for boys' physical education.~~ Since the State Course of Study is being used as the criteria for this study, all items in the interview-analysis sheet not covered in the state course of study were deleted.

¹Cooperative Study of Secondary School Standards, Physical Education for Boys, Section D-13, Washington 6, D.C.: Cooperative Study of Secondary School Standards, 1950, pp. 159-166.

²State of Utah Department of Public Instruction, A Score Card for the Evaluation of Physical Education Programs for Boys, Salt Lake City, Utah, State Printing Office, 1949, 65 pp.

³State Department of Education, *op. cit.*, 206 pp.

⁴California State Department of Education, A Score Card for Evaluating Physical Education Programs for High School Boys, Sacramento, California: State Printing Office, 1931, 46 pp.

⁵LaPorte, *op. cit.*, 19 pp.

The problem was to determine the range of compliance of A-1 senior high schools of the State of Oregon with the rules, regulations and programs established by the State Department of Education for the implementation of the Oregon health and physical education laws and in no sense purports to evaluate the individual school.

A careful evaluation of the proposed interview-analysis sheet was first made in consultation with professional educators on the University of Oregon campus. It was next sent to the State Department of Education where a review of the instrument by the State Director of Health and Physical Education resulted in further changes. An evaluation of the effectiveness of the instrument was then made by presenting it to five selected A-1 high schools. This was done to determine the time required for the administration of the interview-analysis sheet and to attain constructive suggestions for its improvement from administrators and physical education instructors of the schools visited.

A coding system was devised for tabulating the items in the interview-analysis sheet, after consultation with M. W. E. Kraft of the University of Oregon International Business Machine section. Specialists on the construction and use of interview-analysis sheets were also consulted. These were Mr. J. S. Carlson, Director of Admission and Counseling, and Dr. L. E. Tyler, Associate Professor of Psychology, both from the University of Oregon.

In selecting the techniques and methods of applying the interview-analysis technique, a study by Davis¹ was used as a principal source of information. In the development of this study, twenty experts rated, in order of their importance, different survey methods and techniques. They rated sources of survey data in the following order of importance: first, documentary sources such as records, reports and printed materials; second, functioning of processes, such as administration, teaching, and supervision; third, human sources, such as pupils, teachers, and principals; and fourth, facilities, equipment and supplies. In constructing the interview-analysis sheet used in this study parts of each of the four sources were included.

In evaluating methods of collecting survey data, the experts in Davis' study ranked them in the following order of importance: observation, study of documentary data, interview, score card, tests, inspection, health examinations, job analysis, case study, health inspection, moving and sound pictures, experiments, photography, and questionnaire.² It was decided to utilize these findings in the establishment of the present study. Therefore, observation,

¹Elwood G. Davis, Methods and Techniques Used in Surveying Health and Physical Education in City Schools, New York: Bureau of Publications, Teachers College, Columbia University, 1932, pp. 27-28.

²Davis, op. cit., p. 28.

which ranked first in the opinion of the experts, was the first technique selected to be used in filling out parts of the interview-analysis sheet. Documentary data, which ranked second, was chosen since such data could be secured from the Oregon State Course of Study¹ and the Oregon School Directory.² The interview technique, which ranked third in the opinion of the experts, was chosen and used in every school selected for this study. A copy of the interview-analysis sheet as it was used in this study is found in the Appendix on page 274.

Method of Collecting Data

In order to attain the highest level of cooperating in obtaining the data necessary for the solution of the problem, the endorsement of the State Superintendent of Public Instruction was sought and obtained. This endorsement is included in the Appendix on page 272 as a part of a covering letter which was sent to the administrators and physical education instructors previous to the administration of the interview-analysis sheet.³ At the time of the endorsement, the State Department of Education and the Executive Council requested a copy of the results of the study. A similar

¹State Department of Education, op. cit., 206 pp.

²State Department of Education, Oregon School Directory, 1953-54, Salem, Oregon: State Printing Office, 1954, 92 pp.

³Personal correspondence of the author, letter from Rex Putnam, March 17, 1954.

endorsement was secured from the Executive Council for the Oregon Association of Health, Physical Education and Recreation, a copy of which appears on page 272 in the Appendix.¹

Upon the recommendation of the State Director of Health and Physical Education, the proposed study was presented to the Executive Board of the Oregon High School Principal's Association meeting, in Eugene, on Saturday, March 20, 1954. At this meeting the Board endorsed the study.

These endorsements were included in the introduction page of the interview-analysis sheet and were probably responsible for the high levels of cooperation which were experienced in conducting the study.

A majority of the administrators and physical education instructors from the schools that were to be visited were contacted at the State Basketball Tournament in Eugene, March 15-20, 1954. An appointment was made by the writer for a visitation to their school. At the individual conferences at the tournament, the study was outlined and the proposed method of conducting the interview was explained. Oral support for the study was pledged by all of the individuals who were interviewed.

Some of the physical education instructors who were

¹personal correspondence of the author, letter from Robert Bergstrom, May 4, 1954.

not interviewed during the state basketball tournament were contacted at the Northwest District Convention of the American Association for Health, Physical Education and Recreation, which was held in Eugene, April 7-10, 1954. In these conferences also, oral support for the study was pledged by everyone. An attempt was made to contact at least one representative from each school selected for the study before the schools were visited.

Prior to the visitation, one copy of the interview-analysis sheet, with a covering letter, a postcard for confirmation, and a proposed interview visitation schedule was sent by first class mail to each principal, physical education supervisor, or boys' physical education instructor in each of the forty-three schools selected for this study.

Copies of the covering letter and postcard for confirmation are found in the Appendix on pages 268-269.

The post card was sent to the principal, only in each school. This card, thirty-three of which were returned, served two purposes: (1) upon return of the card, it indirectly pledged the schools' support in the study; (2) if the time of the scheduled visit, proposed by the writer, would not fit into the individual school's program, the opportunity was provided for the administrator to make a change. Of the forty-three schools selected for this study, only one requested a change relative to the hour of the visit. No change in the date was necessary.

The proposed schedule for the interview visitation included the date, time, and name of each of the schools to be visited. Each schedule had the schools' date for visitation checked in red ink. This schedule was planned to serve two principal purposes: (1) it would show the administrators and physical education instructors how compact and extensive such a schedule necessarily had to be, to complete this study; (2) if any conflicts in dates or time proposed should arise, the administrator could then select alternate dates after consulting the master schedule. The schedule provided for an average visitation of two schools a day. Adhering exactly to the proposed schedule was found to aid the interviewer.

The study was administered primarily through the high school principals and therefore the first call, when the interviewer arrived in the school building, was made to the principal's office. The administrators had received previous notice of the date and time of arrival, and were therefore expecting the interviewer. This, plus the fact that each school had received copies of the interview-analysis sheet from one to six weeks before the visitation, facilitated the study of each school's program, facilities, equipment, and problems. In the covering letter, it was requested that the interview-analysis sheet be studied prior to the conference. The resulting familiarity with the instrument provided increased speed in its completion.

The entire interview-analysis sheet was first discussed with the administrator and physical education instructor. A copy of the interview-analysis sheet was kept by the writer, enabling him to record data during the interview. After completion of the conference with the principal, or his representative who was the vice-principal in charge of curriculum, or the supervisor of physical education, the members of the physical education teaching staff were interviewed. Upon completion of these interviews, the physical education facilities and supplies were inspected and the classes observed in operation. As much time as possible was provided in each school for visits with all members of the physical education staff, other faculty members, students, and custodians. This was done in an attempt to obtain as accurate an estimate as possible of the boys' physical education program in each of the schools.

The procedure followed at the end of the visitation was to return to the administrator's office before leaving the building. This provided an opportunity to ask any remaining questions and to thank him for the cooperation extended by his school.

The writer assured all administrators and physical education personnel during the interview that upon completion of the study, an abstract of the findings would be forwarded to each school. After completion of the visitation schedule, a letter of appreciation was mailed to each

person participating in the study. A copy of this letter will be found in the Appendix, on page 273.

Forty days were required to visit the forty-three schools. The schools were scheduled in geographic groups to keep the miles traveled to a minimum; but it was still necessary to travel 2,447 miles in these visitations.

Summary

The purpose of this study was to determine the degree to which the forty-three A-1 high schools of the state of Oregon complied with the rules, regulations and programs established by the State Department of Education for the implementation of the Oregon health and physical education laws.

In studying the problem the following questions were posed:

1. What are the administrative procedures and policies established to make the programs of instruction in physical education functional? How do these administrative procedures and policies compare with the State Department of Education rules and regulations for the implementation of the Oregon health and physical education laws?

2. What is the type, content and scope of the curricular offerings established in the A-1 senior high schools of the state of Oregon to meet the programs of instruction established by the State Department of Education and

published in the manual entitled Physical Education for Boys in Oregon Secondary Schools? How do these programs compare with the State Department of Education recommendation for the implementation of the Oregon health and physical education laws?

3. What physical education facilities and equipment are provided in the schools selected to make the curricular offerings functional? How do these physical education facilities compare with the minimum recommendations of the State Department of Education?

4. What are some of the factors related to non-conformity by the schools to the rules, regulations, and programs set forth by the State Department of Education?

The forty-three schools selected for this study are those classified as A-1 schools by the Oregon School Activities Association. The interview-analysis technique was selected as the best method for obtaining the information necessary to solve the problem. In order to attain a high level of cooperation in obtaining the data necessary for the solution of the problem, the endorsements of the State Superintendent of Public Instruction, Oregon Association of Health, Physical Education and Recreation, and the Oregon High School Principal's Association were sought and obtained.

The personal visitation and observation technique was used. Every school selected for the study was personally

visited and the physical education program observed by the interviewer. During the interview the writer recorded all the data on an interview-analysis sheet.

CHAPTER IV
ORGANIZATION AND ADMINISTRATION POLICIES

General Information

This study of the physical education curriculum for boys in the forty-three A-1 high schools of the state of Oregon was conducted by utilizing the data obtained from personal visitation to each school. The data were recorded on an interview-analysis sheet and were presented and analyzed in the order recorded. There were certain items that were not relevant to the criteria established by the State Department of Education regulations. These items were of personal interest and of interest to the School of Health and Physical Education of the University of Oregon, the Oregon State Department of Education, and the Oregon Association of Health, Physical Education and Recreation. The presentation of the data and analysis will be in the following order: Chapter IV, Organization and Administration; Chapter V, Activities; and Chapter VI, Facilities. A summary of the findings is presented in tabular form for all the schools surveyed and these findings are compared with the criteria adapted for the study.

Grades Inclusive in the Oregon A-1 High Schools

All of the schools surveyed were three or four year high schools. Thirty-three schools included grades nine through twelve, while ten schools included grades ten through twelve. The number of grade levels in the school often determined whether or not a student was enrolled in a physical education class. This was nearly always due to a lack of facilities for scheduling the total enrollment in physical education.

Number of Physical Education and Health Classes Scheduled for Each Student Each Week

In the schools surveyed, physical education and health instruction classes were scheduled five days a week. The State Course of Study recommends the following in regard to scheduling health and physical education classes:

The Superintendent of Public Instruction has stipulated that approximately one sixth of each school day in the high schools be devoted to combined health instruction and physical education activities, and that a minimum amount of time allotted to health instruction be 45 one-hour periods per school year.¹

In analyzing Table III, it was apparent that the majority of the schools were complying with the recommendations of the state course of study for daily physical

¹State Department of Education, Physical Education for Boys in Oregon Secondary Schools, op. cit., p. 19.

education participation. It was also shown that all schools met the recommended forty-five hours of health instruction. It should be noted that this was true only in so far as physical education and health were offered in all grade levels.

Participation in Physical Education

In Table I is presented the total enrollment for each individual school together with the enrollment in physical education as well as the number of students not enrolled in physical education. The state manual refers to participation in physical education in the following statement:

All school districts in Oregon are required to provide programs of health and physical education for all elementary and high school pupils, grades one through twelve. (O.C.L.A. Sec. 111-2905).¹

On the basis of the data obtained and the law as stated, only one school, of those visited, complied with all the State Course of Study recommendations. In reference to all the schools, 75.7 per cent of the total enrollment of boys were members of physical education or health instruction classes. Twenty-four per cent of the total enrollment were not enrolled in physical education classes. This percentage was derived from data from forty-two schools.

Sixteen of the schools practiced a policy of group excuses. There were an additional five schools that did

¹Ibid., p. 19.

TABLE I

NUMBER OF BOYS PARTICIPATING IN PHYSICAL EDUCATION COMPARED
TO TOTAL ENROLLMENT IN SCHOOL

Schools	Total attendance	Enrolled		Not enrolled	
		Number	Per cent	Number	Per cent
1	430	407	94.7	23	5.4
2	397	395	99.5	2	.5
3	296	264	89.2	32	10.8
4	277	275	99.3	2	.7
5	455	365	80.2	90	19.8
6	675	529	78.4	146	21.6
7	583	488	83.7	95	16.3
8	338	335	99.1	3	.9
9	700	480	68.6	220	31.4
10	254	250	98.4	4	1.6
11	235	206	87.7	29	12.3
12	797	398	49.9	399	50.1
13	205 ^x	142	69.3	63	30.7
14	275	253	92.0	22	8.0
15	245	245	100.0	0	0
16	1250	747	59.8	503	40.2
17	280	197	70.4	83	29.6
18	250	247	98.8	3	1.2
19	1118	619	55.4	499	44.6
20	240	231	96.3	9	3.7
21	435	363	83.5	72	16.5
22	1072	578	53.9	494	46.1
23	1050	459	43.7	591	56.3
24	155 ^x	135	87.1	20	12.9
25	584	562	96.2	22	3.8
26	675	439	65.0	236	35.0
27	594	459	77.3	135	22.7
28	420	301	71.7	119	28.3
29	180 ^x	172	95.6	8	4.4
30	651	516	79.3	135	20.7
31	886	851	96.1	35	3.9
32	603	375	62.2	228	37.8
33	797	530	66.5	267	33.5
34	675	560	83.0	115	17.0
35	370	354	95.7	16	4.3
36	274	160	58.4	114	41.6
37	855	670	78.4	185	21.6
38	775	735	95.8	40	5.2
39	206 ^x	187	90.8	19	9.2
40	471	357	75.8	114	24.2
41	319	312	97.8	7	2.2
42	137	121	88.3	16	11.7
43	222	159	71.6	63	28.4
Totals	21,706	16,428	75.7	5,278	24.3

not permit group education activities. A detailed study has been made on excuses and will be presented later in the chapter.

Table II shows the grades in which physical education and health instruction were scheduled. The percentages of all the schools scheduling physical education and health in grades nine through twelve are presented in this table. The tenth grade was scheduled for health and physical education in all of the schools, while the twelfth grade was scheduled in twenty-nine, or 67.4 per cent, of the schools. The tenth grade was the only grade that met the state department regulation that all school districts would provide health instruction and physical education activities for grades one through twelve.

TABLE II
GRADES SCHEDULED FOR PHYSICAL EDUCATION

Grades	Number of schools	Per cent
9	33	76.7
10	43	100.0
11	33	76.7
12	29	67.4

Methods of Scheduling Physical Education and Health Classes

In Table III is presented the various methods adapted for scheduling health and physical education classes in the

schools visited. The most widely used method of scheduling was the three-two plan of alternating health and physical education instruction in thirteen of the schools. There were nineteen different methods of scheduling employed and some of these methods, according to the instructors interviewed, were changed from year to year. The state manual referred to scheduling in the following manner:

Because of the nature of the two subjects, health instruction and physical education, they must be considered together in planning the daily class schedule of any high school.¹

Suggestions were made in the State Course of Study for three basic plans. These plans were summarized as follows:

Plan I: Physical education instruction every day and two alternatives for health instruction.

- A. Physical Education.
 - 1. Schedule physical education daily.
- B. Health Instruction. (Two alternatives.)
 - 1. Teach health as separate subject two semesters during the four years of high school.
 - 2. Teach health as separate correlated units with other school subjects.

Plan II: The 3-2 Plan,

- A. Boys and girls are scheduled for physical education on alternate days that school is held.
- B. Health Instruction.
 - 1. Health instruction is taught during one or both semesters on day opposite sex is having physical education.

Plan III: Modification of the 3-2 plan adaptable under certain conditions for teaching health instruction and physical education.

¹Ibid., p. 19.

TABLE III
METHODS OF SCHEDULING PHYSICAL EDUCATION CLASSES

Method	Number of schools	Per cent
3-2 plan on straight alternating basis	13 ✓	30.2
Health instruction for straight six weeks with no physical education, then physical education five days a week for the remainder of the school year	1 ✓	2.3
Health instruction for straight nine weeks with no physical education, then physical education five days a week for the remainder of the school year	6 ✓	13.9
Physical education five days a week, with health instruction a full semester every other year.	1	2.3
Physical education five days a week, health integrated with other subjects	5 ✓	11.6
Tenth grade: 18 weeks of health instruction and 18 weeks of physical education. Eleventh and twelfth grades straight physical education	1	2.3
First and fourth nine weeks straight physical education, second and third nine weeks 3-2 plan	1	2.3
First and last six weeks straight physical education, rest of the time 3-2 plan	1	2.3
Physical education five days a week, with health instruction a full semester in the junior year	2 ✓	4.7
Physical education five days a week, with health instruction a full semester in the freshman and sophomore years	2 ✓	4.7
Physical education five days a week, with health instruction a full semester in the freshman year	1	2.3

TABLE III (CONTINUED)

METHODS OF SCHEDULING PHYSICAL EDUCATION CLASSES

Method	Number of schools	Per cent
Physical education five days a week, with health instruction four weeks each semester	2 ✓	4.7
3-2 plan for one semester, then straight physical education five days a week	1	2.3
Freshmen straight physical education five days a week, sophomores a semester of health and a semester of physical education	1	2.3
Two weeks of health instruction, then two weeks of physical education on a straight alternating basis	1	2.3
Straight physical education five days a week the first and last six weeks, then alternating three weeks health instruction and three weeks physical education	1	2.3
First and fourth nine weeks straight physical education five days a week. Second and third weeks, one week of health and one week of physical education on an alternating basis	1	2.3
Ninth and tenth grades health instruction for a full semester, then straight physical education. Eleventh grade straight physical education five days a week for entire school year. Twelfth grade health instruction for the entire year	1	2.3
Four weeks of physical education five days per week, five weeks of health instruction, nine weeks of physical education, nine weeks of health instruction, then nine weeks of straight physical education	1	2.3

- A. School year divided into 6 six-week periods.
 - 1. Physical education is scheduled daily for both boys and girls with no health instruction during first six weeks in the fall and the last six weeks in the spring.
 - 2. Health instruction and physical education are scheduled on an alternate-day basis during the remaining 4 six-week periods.
- B. School year divided into 4 nine-week periods.
 - 1. Physical education is scheduled daily for both boys and girls with no health instruction during the first and last nine-week periods.
 - 2. Health instruction and physical education are scheduled on an alternate-day basis during the remaining two nine-week periods.
- C. Teach health on alternating 3 or 4 week blocks in either A or B of Plan III above.

Health may be taught using a three or four week block plan and still follow the same basic plan for scheduling and organization as in the three-two plan. Under this plan either the boys or girls would have health classes daily for a period of three or four weeks, depending upon the length of the health unit to be taught, while the other sex would have daily classes in physical education for the same period. At the end of the three or four-week block, those students taking health would change to physical education and those in physical education to health.¹

Many of the aspects included in these basic plans were used in the programs observed. No matter what plan was adopted by the individual school, all the schools visited complied with the state requirement. This requirement stipulated that health instruction be taught forty-five one-hour periods per school year. The state manual further

¹Ibid., pp. 19-24.

expands upon health scheduling with the following statement:

Health instruction is not planned only for rainy days. Such practice would cause the instruction to become incidental and would provide little opportunity for continuity.¹

According to the administrators interviewed, each of their schools followed a definite plan of health instruction and none of the schools had adopted a rainy-day policy by which health was taught on those days in which it was too wet to teach physical education on the play fields.

Total Number of Years of Physical Education
Required for Graduation

The total number of years that physical education activities and health instruction were required for graduation are shown in Table IV. The requirement as stated in the State Course of Study was as follows:

All school districts in Oregon are required to provide programs of health instruction and physical education for all elementary and high school pupils, grades one through twelve (O.C.L.A., Sec. 111-2905).²

In the Standards for Public Secondary Schools in Oregon, the following statement was made pertaining to the reduction of credits in health and physical education for graduation from the secondary school:

¹Ibid., p. 24.

²Ibid., p. 19.

Students who may be excused from physical education activities as provided in Chapter 517, Oregon Laws, 1951, may have the credit reduced in agreement with the reduction in the total time devoted to the physical education program.¹

On the basis of this requirement, without considering the specialized excuses under the recent amendments, twenty-five of the schools required three or four years of physical education and health instruction for graduation, depending on whether the schools were three or four year secondary schools.

TABLE IV

TOTAL NUMBER OF YEARS PHYSICAL EDUCATION REQUIRED
FOR GRADUATION IN THE THREE AND FOUR YEAR
A-1 HIGH SCHOOLS

Number of years	Three year school		Four year school	
	Number of schools	Per cent	Number of schools	Per cent
1	1	2.3	0	0
2	0	0	12	27.9
3	9	19.9	5	11.6
4	0	0	16	37.2

In the three year schools, nine of them required a credit each year for health instruction and physical education activity as a requirement for graduation, while one school required only one credit in this course for graduation.

¹State Department of Education, Standards for Public Secondary Schools in Oregon, Salem, Oregon: 1951, p. 16.

Of the four year schools, sixteen required four credits for graduation, five schools required three credits, and twelve schools required two years. On the basis of these data, it may be concluded that fifty-eight per cent of the schools were fulfilling the requirements established by the State Department of Education pertaining to health instruction and physical education activity credits for graduation.

Distribution of Class Time

Table V presents the distribution of the time in a given class period which included: passing time between classes, instruction, play and competition, showers, dressing, and intramurals. The total class time varied from forty-five minutes per period to a full hour. This variance was caused, for example, because thirteen of the schools visited had seven or eight class periods per day. The regulations required that approximately one sixth of each school day should be devoted to combined health instruction and physical education activities.¹ The standards for public secondary schools in Oregon contained the following reference pertaining to the length of class periods:

All class periods in standard schools shall be approximately one hour in length including time

¹State Department of Education, Physical Education for Boys in Oregon Secondary Schools, op. cit., p. 19.

TABLE V
DISTRIBUTION OF CLASS TIME

	Time allocated (minutes)	Periods per day	Number of schools	Per cent
1. Length of class period	45	6	1	2.3
	45	8	1	2.3
	48	6	1	2.3
	50	6	1	2.3
	50	7	1	2.3
	51	7	1	2.3
	53	6	1	2.3
	53	7	3	6.9
	54	6	2	4.7
	54	7	1	2.3
	55	6	19	44.2
	55	7	2	4.7
	55	8	1	2.3
	56	6	4	9.3
	56	7	2	4.7
	57	7	1	2.3
	60	6	1	2.3
2. Passing time between classes	3		7	16.3
	4		18	41.9
	5		17	39.6
	6		1	2.3
3. Instruction per class period	8		1	2.3
	10		12	27.9
	11		1	2.3
	14		2	4.7
	15		13	30.2
	17		1	2.3
	18		1	2.3
	20		10	23.3
24		2	4.7	
4. Play and competition	7		1	2.3
	10		1	2.3
	14		1	2.3
	15		2	4.7
	19		1	2.3
	20		15	34.9
	21		2	4.7

TABLE V (CONTINUED)
DISTRIBUTION OF CLASS TIME

	Time allocated (minutes)	Periods per day	Number of schools	Per cent
	22		1	2.3
	23		1	2.3
	25		8	18.6
	26		1	2.3
	28		1	2.3
	30		7	16.3
	31		1	2.3
5. Dressing	3		2	4.7
	4		1	2.3
	5		7	16.3
	6		1	2.3
	7		6	13.9
	8		5	11.6
	10		19	44.2
	13		1	2.3
	15		1	2.3
6. Showers	4		3	6.9
	5		14	32.6
	6		2	4.7
	7		1	2.3
	8		2	4.7
	10		19	44.2
	12		1	2.3
	13		1	2.3
7. Intramurals				
within physical	20	2	2	4.7
education class	37	1	1	2.3
period	50	2	1	2.3

necessary in passing from one class to another.¹ On the basis of these regulations and the information obtained it was concluded that only one of the A-1 high schools in Oregon was complying fully with the requirement, and that forty-two schools were not complying with the requirement. Therefore, the same number of schools were not meeting the standards of the State Department of Education regulation that approximately one sixth of each school day should be devoted to combined health instruction and physical education activities. Since thirteen of these schools had a seven or eight period school day, it was impossible for them to meet the recommended standards. The total length of the class period influenced such factors as passing time, instruction, play and competition, shower and dressing.

The passing time between class periods varied from three to six minutes. Eighteen of the schools averaged four minutes for passing time. According to the administrators interviewed, the time element for passing was influenced in many of the schools by the structure of the building and the distance between classes.

Although the state manual did not specifically state the exact amount of time recommended for actual instruction

¹State Department of Education, Standards for Public Secondary Schools in Oregon, op. cit., p. 7.

per class period, this general recommendation was made:

The physical education class period is primarily a period of instruction in which fundamentals, techniques, skills, and activities are stressed. It is not a period of free play.¹

The time for actual instruction per class period varied from eight to twenty-four minutes. The average time was fifteen minutes per class period. The figures on actual instruction time per period were approximations provided by the physical education instructors. Many instructors felt that such variables as the type of activity and the time it was presented should be taken into consideration.

Considerable variance was found in the time allocated for play and competition. Seven minutes per period was the least amount of time allotted; while thirty-one minutes was the greatest amount. The amount of time reserved for play and competition was twenty minutes in fifteen of the schools visited. If the primary objective of the physical education class period was instruction, then it should be inferred that the major portion of the class time should be spent on instruction. In the breakdown of the time spent, the greater portion of the period was spent on play and competition. This time allotment was influenced in four of the schools by the time assigned for intramurals

¹State Department of Education, Physical Education for Boys in Oregon Secondary Schools, op. cit., p. 10.

during the physical education class period. Three of these schools specified a definite period of time and number of days per week for intramurals. The fourth school used such time as was needed. The time that was used for this part of the program varied from twenty to fifty minutes per class period. A period of one to two days per week was scheduled for intramurals in these four schools. One of the schools that scheduled intramurals during the physical education class period was on the three-two plan, and in this instance, twenty minutes of the class period, two days each week, were spent on intramural participation. Two of the schools scheduled physical education five days per week, one scheduled intramurals for thirty-seven minutes a period, one day a week, and the other, for a full period, two days a week.

The scheduling of intramurals during the physical education class period was defended as justifiable by the instructors following this practice, on the basis that the importance of the intramural program warranted the use of this time. It was further on the basis that no other time was available for some of the activities that were included in the intramural program.

The variance in the time actually spent in dressing and showering was from three to fifteen minutes. The time allocated to this activity was ten minutes in nineteen of the schools visited. The instructors in these nineteen schools interviewed felt that a period of ten minutes was

a sufficient length of time for showers and dressing. Two instructors stated that this time was insufficient, while twenty-one other instructors indicated that this was too much time.

On the basis of the data gathered, the majority of the schools followed a well distributed time schedule for instruction, play and competition, showers and dressing.

Classification and Class Assignment

Students in physical education classes were classified and assigned by grade in forty-one of the high schools observed. The remaining high schools classified and assigned students in physical education by grade and by their scores on the Oregon Motor Fitness Tests.¹ The State Course of Study recommends that:

High school students should be scheduled for physical education by grades which provides the most logical segregation of age groups.²

According to the instructors interviewed and the data obtained, all of the schools surveyed complied with the State Department of Education's recommendation for the classification and assignment of students in physical education classes by grade.

¹State Department of Education, Tests, Standards and Norms for the Oregon Physical Education Program, Salem, Oregon: 1947, 89 pp.

²State Department of Education, Physical Education for Boys in Oregon Secondary Schools, op. cit., p. 19.

Health Medical Examination and School Health Services

The data in Table VI present the number of schools that met the requirements for health services. Seventeen of the schools required the health medical examination for enrollment in a physical education class. The State Department of Education recommends that:

Pupils to be examined (groups in order of priority)

- (1) All pupils entering school for the first time. Examinations should be completed sufficiently early to permit action on recommendations before the child enters school.
- (2) All pupils referred through teacher-nurse screening. Regardless of the frequency of health examinations, emphasis should be placed on teacher-nurse screening throughout the school year in elementary and secondary schools.
- (3) All pupils new to the school system. Examinations are not necessary if a satisfactory health record is obtained from the previous school attended.
- (4) All pupils entering ninth grade, or seventh and tenth grades. Every effort should be made to provide examinations for all pupils entering the ninth grade. In those areas where it is possible to have three examinations instead of two during the school life of the child, it would be desirable to have such examinations in the first, seventh, and tenth grades. This would provide two examinations during the elementary school age with an examination near the beginning of puberty and another in the adolescent period.
- (5) Pupils participating in strenuous athletics.¹

¹State Department of Education, Health Services for the School-Age Child in Oregon, op. cit., p. 16.

Seventeen of the schools required a health medical examination for physical education classes. Eleven of the schools required the examination in the ninth grade, three schools in the tenth grade, one in grade nine through eleven, and two schools each year. Eleven of the schools provided medical examination, advisory, and emergency service for handling handicapped and problem cases. The state manual concludes that:

Many of the larger school systems in Oregon operate special programs of education for handicapped children. These programs include home instruction for crippled or chronically ill children who are unable to attend school, special classes or schools in some centers, special instruction by remedial teachers, and consultant services for special types of disabilities.¹

In twenty-seven of the schools, the student after a period of sickness was not permitted to participate in strenuous class activity without a doctor's excuse. The State Department of Education recommended that:

Students should not be allowed to participate in strenuous physical activities without at least a screening check by the teacher. This evaluation should also include a study of the Health Record Cards of all students.²

A permanent, progressive health record card for each student was maintained for follow-up service in thirty-one of the schools observed. In reference to the health record

¹Ibid., p. 28.

²State Department of Education, Physical Education for Boys in Oregon Secondary Schools, op. cit., p. 26.

TABLE VI
HEALTH MEDICAL EXAMINATION AND SCHOOL HEALTH SERVICES

Administration	Yes		No	
	Number	Per cent	Number	Per cent
1. Health medical examination required for physical education	17	39.5	26	60.5
2. Medical examination, advisory, and emergency service provided by school physician with cooperative arrangements for handling handicapped and problem cases in the school or public clinics or by private practitioners	9	19.9	34	79.1
3. Student is not permitted to participate in strenuous class activity without a satisfactory medical examination	27	62.8	16	37.2
4. A continuous, permanent, progressive health record card is maintained and passed on for each student and used as a basis for advice and follow-up service	31	72.1	12	27.9
5. Assignment to rest, restricted, or individual activity, or excused from required normal physical education activity is approved by the school or family physician in consultation with the physical education instructor	36	83.7	7	16.3

card the state manual made the following recommendations:

A school health record card is to be maintained for each pupil, grades one through twelve. It is the teacher's record of the pupil's health status and is to be kept near the teacher's desk for convenience in making entries and for conference. In high schools and elementary schools where the pupil has more than one teacher, the person held responsible for maintaining the record card should be clearly designated. This person may be the physical education teacher or the home room teacher.¹

In thirty-six of the schools visited, the policy of assignment to rest, restricted, or individual activity was governed by a physician's approval. The state manual listed the following recommendations pertaining to policies for modified physical education activity:

The health status of individual pupils by reason of illness or disability will at times necessitate modification or restrictions in the physical education program. Any recommendation for modification of, or excuse from physical education activities for health reasons, must be presented to the school in writing. The form "Request for Physician's Recommendations on Physical Education Activity" has been developed for this purpose and is available at the offices of the county school superintendents. This statement is to be signed by a legally qualified physician. Recommendations for the degree of modification and duration of the request are to be indicated on the form. The validity of this statement is not to extend beyond the current school year.²

In continuing the study pertaining to the policy for required health medical examinations, Table VII presents

¹State Department of Education, Health Services for The School-Age Child in Oregon, op. cit., p. 32.

²Ibid., p. 29.

TABLE VII
 ADMINISTRATION OF HEALTH MEDICAL EXAMINATIONS FOR
 PHYSICAL EDUCATION CLASSES

Health medical examination	Grade	Number of schools	Per cent
1. Year examination required:			
	9	11	25.6
	10	3	6.9
	9-11	1	2.3
	Each year	2	4.7
2. Administration of examination:			
School physician		1	2.3
Private physician		10	23.3
School nurse and private physician		1	2.3
County public health doctor and hospital interne		1	2.3
Hospital internes		2	4.7
Registered dentist and physical education staff		1	2.3
Physical education staff		1	2.3

the grade level in which the examination was administered and the person who administered the examination. There were eleven schools that required the health examination in the ninth grade. In two schools the health examination was required each year and the examination was paid for by the school district. In the fourteen schools that fulfilled this requirement, the examination was administered by a private physician in thirteen of them, by the school doctor in two, and by the school nurse in the remaining school. This examination was usually given at the student's expense. In some schools it required the combined efforts of more than one person to administer the examination. According to the state manual, the purposes of the health examination are as follows:

1. To obtain a health appraisal that is sufficiently painstaking and comprehensive to determine the pupil's health status including the discovery of structural and functional defects. It should be sufficiently informative to guide school and health personnel, and sufficiently personalized to form a desirable educational experience for the child and parent.
2. To secure medical supervision and corrections when necessary.
3. To obtain medical advice regarding any need that may exist for modification of the pupils' school environment or program, including special programs for handicapped children.
4. To determine fitness of pupils to engage in school activities including athletics.¹

¹State Department of Education, Health Services for the School-Age Child in Oregon, op. cit., p. 16.

On the basis of the data obtained in reference to the health medical examination and the school health services in the schools surveyed, this phase of the program needed development. Over one half of the schools did not comply with the requirement established by the State Department of Education. This recommendation specifies that it would be desirable for the student to have a health medical examination in the first, seventh and tenth grades. In reference to the health record card, ten of the schools that were observed, specified that it was the responsibility of the school nurse to maintain these cards. Twenty-six of the schools had access to the services of a trained school nurse. In seven of the latter schools, the school nurse was a full-time member of the staff. In the other nineteen schools, the nurses were available in some schools, two days per week, in others one day per week, while in a few, they were on duty one half day daily, or even one period per week. In one school the nurse was on call only for emergencies. According to the physical education instructors interviewed, this type of scheduling resulted in the members of the physical education staff being required to administer many of the duties of the school nurse. A few of the schools failed to have definite policies pertaining to the above aspects of the health medical examination and the school health services program.

Size of Physical Education Classes

Table VIII presents the maximum, minimum and average class size in the thirty-six schools surveyed. The classes varied in size from six to sixty-eight students per class. The average class size per period was thirty-six students. The Standards for Teacher Load, as they have a bearing on class size, were listed in the State Course of Study as follows:

To permit efficient instruction, it is desirable that classes in physical education be limited to forty students per period.¹

On the basis of the above recommendation class size was limited to forty students. Using this figure as the recommended class size, Table IX shows that there were nineteen classes taught which were of the recommended maximum size. Further examination of the table reveals that seventy-two per cent of the classes had less than the maximum recommended size of forty students per class period. The number of classes of physical education taught per day in the individual schools varied from four to twenty-three and the number of physical education instructors in each school ranged from one to five. For each 2.4 instructors there were eleven classes of physical education.

¹State Department of Education, Physical Education for Boys in Oregon Secondary Schools, op. cit., p. 19.

TABLE VIII
 SIZE OF PHYSICAL EDUCATION CLASSES FOR BOYS IN
 OREGON A-1 HIGH SCHOOLS

School	Maximum Class size	Minimum Class size	Average Class size
1	39	22	29
2	40	20	39
3	50	41	40
4	35	10	29
5	48	8	38
6	41	20	31
7	48	21	31
8	43	18	32
9	42	26	35
10	38	29	32
11	50	16	35
12	38	29	33
13	40	6	29
14	43	16	25
15	67	33	49
16	53	15	35
17	44	22	33
18	60	23	41
19	63	36	53
20	45	16	27
21	41	25	34
22	63	33	56
23	54	26	46
24	46	26	34
25	40	27	34
26	52	33	44
27	45	27	39
28	34	20	26
29	35	23	30
30	45	28	38
31	68	20	38
32	50	18	32
33	48	32	42
34	38	22	32
35	44	24	35
36	50	30	40
37	64	20	43
38	43	24	38
39	60	20	31
40	48	15	31
41	43	30	36
42	35	17	24
43	44	24	34
Totals:	2,017	990	1,534
Average:	47	23	36

TABLE IX

TOTAL NUMBER OF PHYSICAL EDUCATION INSTRUCTORS
AND CLASSES WITH ENROLLMENT ABOVE OR
BELOW STATE RECOMMENDED CLASS
SIZE OF FORTY STUDENTS

School no.	Number of instructors	Total number of classes	Number classes below	State recommendation (40 students)	Number classes above
1	3	14	14	0	0
2	3	13	12	1	0
3	1	6	1	0	5
4	2	12	12	0	0
5	2	10	7	0	3
6	3	17	15	1	1
7	4	16	12	0	4
8	2	11	8	1	2
9	3	14	12	0	2
10	2	8	8	0	0
11	1	6	4	0	2
12	2	12	12	0	0
13	1	5	4	1	0
14	3	10	9	0	1
15	1	5	2	0	3
16	5	22	15	4	3
17	1	6	5	0	1
18	2	6	3	0	3
19	2	12	2	0	10
20	3	9	8	0	1
21	2	11	10	0	1
22	2	12	2	0	10
23	2	12	6	0	6
24	1	4	3	0	1
25	4	17	16	1	0
26	2	10	2	0	8
27	2	12	5	1	6
28	2	12	12	0	0
29	1	6	5	1	0
30	3	14	8	2	4
31	5	23	15	0	8
32	4	12	10	0	2
33	3	13	6	1	6
34	5	18	18	0	0
35	2	10	7	1	2
36	1	4	2	0	2

TABLE IX (CONTINUED)

TOTAL NUMBER OF PHYSICAL EDUCATION INSTRUCTORS
AND CLASSES WITH ENROLLMENT ABOVE OR
BELOW STATE RECOMMENDED CLASS
SIZE OF FORTY STUDENTS

School no.	Number of instructors	Total number of classes	Number classes below	State recom- mendation (40 students)	Number classes above
37	3	16	8	1	7
38	5	20	13	3	4
39	2	6	5	0	1
40	2	12	10	0	2
41	2	9	8	0	1
42	1	5	5	0	0
43	1	5	4	0	1
<u>Totals</u>	103	477	345	19	113
<u>Averages</u>	2.4	11	72.3	4.0	23.7

Class Assignment of Students Not Enrolled
in a Physical Education Class

Table X presents the assignment of students not enrolled in physical education. According to the instructors interviewed, the most frequent excuse was for medical reasons. There was more than one alternative assignment made in the schools surveyed. In twenty-one of the schools the students were assigned to a study hall in lieu of physical education. Twenty of the schools required that a student, excused from physical education participation because of medical reasons, must take an academic subject as a substitute. In eleven of the schools, the student was sent to a health class, while in ten, they were permitted to enroll in vocational training. This excusal pertains to individual

TABLE X

ASSIGNMENT OF BOYS WHO SHOULD HAVE BEEN IN PHYSICAL
EDUCATION CLASSES BUT WERE NOT ENROLLED IN A
PHYSICAL EDUCATION CLASS

Assignment	Number of schools	Per cent
1. Health instruction	11	25.6
2. Study hall	21	48.8
3. Library	2	4.7
4. Musical organizations	1	2.3
5. Driver training	3	6.9
6. Vocational education	10	23.3
7. Academic subjects	20	46.5
8. Work	4	9.3

students and not to the excusal of classes as a group. Medical excuses accepted by all schools required a physician's signature. Policies of excuses and state recommendations will be discussed later in the chapter.

Classes Excused From Physical Education as a Group

For a period of years some of the schools have excused all students in certain grades, as a group, from physical education. According to the administrators interviewed, this group excusal was due to increased enrollment and lack of facilities and teaching personnel. In some schools only the seniors have been excused, while in others the members of both the eleventh and twelfth grades were excused. To clarify the recent amendment to the health and physical education law, the following interpretation was provided by the Superintendent of Public Instruction:

To School Administrators:

We are taking this opportunity to bring to your attention some specific information concerning Senate Bill 259 which was passed by the 1951 legislature. This bill amends only the physical education section of the present health and physical education law and in no way affects the health education program. Senate Bill 259 as originally introduced in the Senate was worded as follows:

"Sec. 4. (1) After completion of the first two years of high school studies, any further participation in the school's physical education program shall be optional on the part of the student."

After some discussion with personnel qualified to give advice concerning the growth and developmental

needs of school-age pupils, the Senate Education Committee amended the bill and the legislature passed the following:

"Sec. 4. (1) Upon request by the parent of a high school pupil and after consultation between such parent and the pupil's high school principal, the principal may partially or totally excuse such pupil from participation in the high school physical education program for such part of the last two years of the pupil's high school studies as is agreed upon between parent and principal. If the parent and principal are unable to agree, the matter may be submitted for final decision to the governing body of the school district operating the high school which such pupil attends."

This amendment does not make participation in physical education optional on the part of the pupil. The responsibility is delegated to the school principal to make allowances in individual cases for either partial or total excuse of the pupil from participation in physical education activities in the last two years of the high school program. Your attention is called to the fact that the law as amended does not provide for complete elimination of physical education at the eleventh and twelfth grade levels, but for such modifications as the parent and principal may agree upon as needed by an individual pupil. Furthermore, if the parent and principal are unable to agree, the matter is to be submitted for final decision to the school board of the particular district concerned. This latter provision will necessitate the development of specific policies within local school districts whereby adjustments may be made upon individual requests.

It may be that in some areas school boards will be asked to make a large number of decisions regarding individual cases brought to their attention. It might be advisable, therefore, for a school district to request that a board policy be developed and adopted in anticipation of such a possibility.

Your attention is also directed to Section 111-2905 of the present law which provides for the development of programs in physical education and is still in effect, a section of which reads as follows:

"The board of directors of all school districts

of the state of Oregon shall provide in their respective schools, programs of health instruction and physical education for the development of health and physical fitness for all elementary and high school pupils in such schools."

It was not the intention of the legislature to make concessions in the law which would permit pupils to be excused from physical education because of a desire to be relieved from directed physical activities. The intent of the amendment as provided for by Senate Bill 259 is to afford an opportunity for administrators to adjust the program of physical education in individual cases only. It is to be understood that the law as amended does not allow blanket excuses from physical education. Furthermore, the provision for health instruction for pupils in all grades at the high school level is in no way affected.¹

Table XI shows that sixteen schools excused juniors or seniors, or both as a group. An attempt was made to find the exact number of students taking other classes, working, or participating in a musical organization in lieu of physical education. This information on an individual student basis was not available. Sixteen schools excused all members of a grade or grades as a group. Eleven of these schools required the student to register in an academic subject in place of physical education.

Upon examination of Table I, pertaining to the total attendance and physical education class enrollment, there were a number of schools with a relatively large percentage of their students who were not enrolled in physical education

¹T. Rex Putnam, copy of letter to school administrators, May 24, 1951.

classes. These same schools reported that they did not excuse all members of a grade as a group from these classes. This indicates that large numbers of students were excused from Physical education classes for a variety of reasons. As shown in Table XII, sixteen schools specified that they excused students from physical education as a group. The total membership of groups excused from physical education was 3,789 students. On the basis of this evidence, the conclusion was drawn that fifty-four per cent of the schools observed were following a policy of group excusals from physical education. The seven schools not excusing students as a group reported 1,181 excusals from physical education. Some of the reasons given for such excusals did not necessarily meet the specifications set forth in the Superintendent of Public Instruction letter to the school administrators on May 24, 1951. The 1,181 students were excused, theoretically, on the basis that their excuses were permitted by the provisions of the recent amendments. The correspondence found on file did not indicate personal requests corresponding to this number of excuses.

Further investigation of the practice of group excusal, as tabulated in Table XII, shows where the students were assigned in lieu of physical education.

TABLE XI
 NUMBER OF SCHOOLS EXCUSING GRADES AS A GROUP
 IN COMPARISON TO NON-EXCUSAL SCHOOLS

Excusals	Total students	Number of school	Per cent
1. Grades: 11 and 12	3174	10	23.3
12	615	6	13.9
2. Large excusal not by grade	1181	7	16.3
3. Remainder of excusals	<u>308</u>	<u>20</u>	<u>46.5</u>
Totals	5278	43	100.0

TABLE XII
 CLASSES ASSIGNED TO GRADES EXCUSED AS A GROUP
 IN LIEU OF PHYSICAL EDUCATION

Classes	Number of schools	Per cent
Academic	11	25.6
Vocational	2	4.7
Business education	1	2.3
Working	2	4.7
Musical organization	1	2.3

Types of Temporary Excuses That Are Accepted
from Physical Education

In Table XIII it is shown that the majority of excuses from physicians, parents, and teachers were accepted by members of the physical education staff. These excuses were medical, religious, academic, temporary, special activities, and corrective-restrictive. A medical excuse was one signed by a legally qualified physician requesting that a student be temporarily or permanently excused from physical education activities, because of the student's physical status. The medical excuse was accepted in forty-two of the schools surveyed. A religious excuse was one signed by the parent, guardian, or church minister requesting that the child be excused from physical education activities because of religious reasons. Forty of the schools accepted religious excuses. An academic excuse was one that permitted the student to enroll in an academic class in lieu of physical education. This request was made by the parent or guardian and approved by the principal. Fourteen schools accepted such academic excuses.

A temporary excuse was an excuse which permitted the student an excusal from physical education class due to a minor illness. This request was usually presented in writing to the principal, dean of boys, school nurse, or to members of the physical education staff, by the student's

TABLE XIII

TYPES OF TEMPORARY EXCUSES THAT ARE ACCEPTED FROM
PHYSICAL EDUCATION CLASSES

Type of excuse	Excuse accepted by						Total number of schools
	School nurse		Phys. Ed. staff		Administrator		
	Number of schools	Per cent	Number of schools	Per cent	Number of schools	Per cent	
Medical	3	6.9	30	69.8	19	44.2	42
Religious	1	2.3	26	60.5	27	62.8	40
Academic	0		6	13.9	11	25.6	14
Temporary	2	4.7	21	48.8	6	13.9	23
Special activities	0		12	27.9	8	18.6	17
Corrective-restrictive	0		13	30.2	3	6.9	16

parent or guardian. There were twenty-three schools that honored this type of excuse. A special activities excuse was one requesting that the student be excused temporarily from a physical education activity in order to participate in such activities as band practices, dramatic practices, and debate contests. These excuses were usually signed by parents or guardians, other faculty members or school administrators. Seventeen of the schools accepted this type of an excuse. A corrective-restrictive excuse was one signed by a legally qualified physician. The State Department of Education has stated that recommendations for the degree of modification and duration requested should be specified by the physician. Sixteen schools accepted the corrective-restrictive excuse from physical education classes.

The State Department of Education recommended the following standards for granting excuses:

Oregon school laws, O.C.L.A., Sec. 111-2908, provides for the excusing of students from physical education for religious reasons or for violation of a student's constitutional rights. Provision is also made for the excusing of students, upon agreement between the parent and principal, for educational reasons during the last two years of the student's high school studies. (Chapter 517, O.L. 1951.)

Regulations further provide for the excusing of students for physical or health reasons for periods of time upon the recommendation of a physician. The form, "Request for Physician's Recommendations on Physical Education Activity," is to be used for this purpose. Students who fall under these categories are the only ones to be excused; athletes should be

required to take physical education.¹

The state manual includes the following statement pertaining to excuses:

Requests for excuses appear to bear an indirect relationship to the interest manifested in physical education by the school and community. Where physical education ranks high as a meritorious educational activity, few requests are made; where the program fails to challenge the interests of students and parents, a relatively large number of students may attempt to find an excuse from participation--either valid or invalid.²

Assignment After Temporary Excusal from
Physical Education Activities

Table XIV shows where the student was assigned when excused from physical education classes. It shows that, in the majority of the high schools, the student was either sent to the study hall or was retained in the physical education class. When the student stayed in class, it was in the capacity of a monitor, game official, or a spectator.

Interscholastic Athletes Excused From
Physical Education Classes

The State Department of Education makes the recommendation that athletes should be required to take physical education. Table XV illustrates that twenty of the schools

¹State Department of Education, Physical Education for Boys in Secondary Schools, op. cit., p. 27.

²Ibid., p. 26.

TABLE XIV

ASSIGNMENT AFTER TEMPORARY EXCUSAL FROM
PHYSICAL EDUCATION ACTIVITIES

Assignment	Number of schools	Per cent
Study hall	24	55.8
Health class	4	9.3
Library	9	19.9
Physical education monitor	25	58.1
Game official	17	39.5
Spectator	16	37.2
Other classes	1	2.3

TABLE XV

INTERSCHOLASTIC ATHLETES EXCUSSED FROM
PHYSICAL EDUCATION CLASSES

Policy	Yes		No	
	Number of schools	Per cent	Number of schools	Per cent
1. Credit is given for physical education when athletes substitute for physical education	20	46.5	23	53.5
2. Excused during the season of sport then returns to regular physical education class	20	100.0	0	
3. Sixth or last period of school day reserved for athletic practice	11	26.6	32	74.4

excused their athletes and credit was granted for physical education. In all of these schools, the athlete was assigned to a regular physical education class after the sport season was over.

Credits

Standards for Public Secondary Schools in Oregon providing for one unit of credit for health and physical education, state that:

A full unit of credit should be granted for the successful completion of each year's work in health and physical education in accordance with any one of the approved plans.¹

A unit of credit was defined by the State Department as:

The amount of credit granted for the completion of a course covering a school year of not less than 36 weeks which shall include in the aggregate not less than the equivalent of 120 clock hours of classroom work exclusive of time allowed for holidays, institutes, and in-service training.²

One unit of credit per school year was granted for health and physical education in all of the schools surveyed. Table XVI shows the variation of methods adopted by the schools for granting this credit. There were a number of variations among the schools in determining how the credit was to be granted. Thirty-one of the schools

¹State Department of Education, Standards for Public Secondary Schools in Oregon, op. cit., p. 16.

²Ibid., p. 15.

TABLE XVI
 PERCENTAGE OF EMPHASIS FOR HEALTH AND PHYSICAL EDUCATION
 CREDIT PER SCHOOL YEAR

Credit (1 unit)	Number of schools	Per cent
1. Fifty per cent physical education and fifty per cent health instruction	31	72.1
2. One credit physical education, health instruction integrated	4	9.5
3. One credit health instruction and one credit physical education	2	4.7
4. Three fourths physical education and one fourth health instruction	2	4.7
5. Two thirds physical education and one third health instruction	3	6.9
6. Ninth grade: one credit physical education Tenth grade: fifty per cent physical education, fifty per cent health instruction	1	2.3

divided the credit equally between health and physical education. In four of the schools, where health instruction was integrated with academic subjects, the full credit was given for physical education. Two schools gave individual credits for health and for physical education. In two schools, judging by the scheduling method adopted, three-fourths credit was granted for physical education and one-fourth credit for health instruction. Two schools gave two-thirds credit for physical education and one-third credit for health instruction.

In many of the schools, notation of the completion of health and physical education requirements were made on the individual student's record card.

Grading

Table XVII shows the values placed on certain aspects of physical education in determining the academic grade to be given that subject. The percentage of emphasis in these areas varied from five to sixty per cent.

The standards for grading in physical education were recommended by the State Department of Education as follows:

Grading or marks in physical education should follow the same general procedure as has been established for the other areas of the school curriculum. Factors considered in arriving at a grade should be posted on the bulletin board and explained so that students will know how they are marked.

Grades in physical education generally consider the following areas:

TABLE XVII
 PERCENTAGE OF EMPHASIS IN ACADEMIC GRADE
 FOR PHYSICAL EDUCATION

Basis for grade	Per cent of emphasis	Number of schools	Per cent
1. Performance	5	2	4.7
	10	7	16.3
	15	1	2.3
	20	4	9.3
	25	11	25.6
	30	1	2.3
	40	2	4.7
2. Participation	50	3	6.9
	5	1	2.3
	10	11	25.6
	15	1	2.3
	20	8	18.6
	25	3	6.9
	35	1	2.3
	40	2	4.7
3. Attendance	50	2	4.7
	5	3	6.9
	10	7	16.3
	15	5	11.6
	20	8	18.6
	25	2	4.7
	30	1	2.3
4. Attitude	40	1	2.3
	50	3	6.9
	5	2	4.7
	10	13	30.2
	15	5	11.6
5. Knowledge tests	20	9	19.9
	25	10	23.3
	5	1	2.3
	10	10	23.3
6. Skill tests	20	5	11.6
	25	10	23.3
6. Skill tests	5	2	4.7
	10	10	23.3

TABLE XVII (CONTINUED)
 PERCENTAGE OF EMPHASIS IN ACADEMIC GRADE
 FOR PHYSICAL EDUCATION

Basis for grade	Per cent of emphasis	Number of schools	Per cent
6. Skill tests (cont.)	20	3	6.9
	25	2	4.7
	40	1	2.3
7. Uniform--care of equipment	5	7	16.3
	10	12	27.9
	15	2	4.7
	20	4	9.3
8. Improvement	5	4	9.3
	10	9	19.9
	15	3	6.9
	20	9	19.9
	25	2	4.7
9. Progression	5	2	4.7
	10	4	9.3
	20	1	2.3
10. Posture and bearing	5	1	2.3
	10	2	4.7
	25	7	16.3
	30	1	2.3

Achievement--performance or skills
 Attitude--leadership, cooperation, sportsmanship
 Knowledge of rules, activities, techniques
 Personal hygiene--showering, gym clothes,
 attendance

These areas may be weighed by percentages as to how much each area should contribute toward the total grade.¹

There were a variety of grading systems or plans used in the schools surveyed. The numerical system with grade values of 1, 2, 3, 4, and 5 was used in thirty-five of the schools. Six of the schools used the alphabetical plan in which A, B, C, D, and F represented grade values. The two other systems that were used were values of 70, 80, 90, and 100, or Excellent, Satisfactory, and Unsatisfactory were assigned.

Table XVIII illustrates the emphasis placed on the areas, in terms of percentage averages, in determining the physical education grade. Performance received the largest per cent of emphasis in thirty-one of the schools. In thirty of the schools 21.3 per cent of the emphasis was placed on participation. Ratings of posture and bearing contributed 20.9 per cent of the physical education grade in eleven of the schools. Progression was allocated 10 per cent of the grade in seven schools. In some of the schools, the total grade could not be any higher than the attendance

¹State Department of Education, Physical Education for Boys in Oregon Secondary Schools, op. cit., p. 25.

TABLE XVIII

TOTAL NUMBER OF SCHOOLS AND AVERAGE PERCENTAGE OF EMPHASIS
IN ACADEMIC GRADE FOR PHYSICAL EDUCATION

Area	Average per cent of emphasis	Number of schools	Per cent
1. Performance	22.9	31	72.1
2. Participation	21.3	30	69.8
3. Attendance	19.7	30	69.8
4. Attitude	16.5	39	90.7
5. Knowledge tests	17.5	26	60.5
6. Skills	14.4	18	41.9
7. Uniform--care of equipment	10.6	25	58.1
8. Improvement	14.3	27	62.8
9. Progression	10.0	7	16.3
10. Posture and bearing	20.9	11	25.6

grade that was awarded. The schools that had definite physical education programs, in writing, also were found to have definite policies as to grades and marking procedure.

Standards of Physical Achievement Scales

In the programs observed, fifteen of the schools used or had available for use, printed or established standards of physical education achievement scales. The majority of these scales were the Oregon Motor Fitness Tests.¹ Nine of the fifteen schools used the achievement scales and according to the instructors, there was a need for the revision of these scales.

Schools' General Educational Objectives

In the schools that had been evaluated by the State Department of Education, or in the process of being evaluated with the Cooperative Study of Secondary School Standards, copies of the schools' general educational objectives were made available to the writer. In twenty-one of the schools general educational objectives had been established. In twenty-two of the schools, the administrators stated that they had adopted the objectives in the state guide.²

¹State Department of Education, Tests, Standards and Norms for the Oregon Physical Education Program, op. cit., p. 39.

²State Department of Education, Guide to Secondary Education in Oregon 1953-55, Salem, Oregon: 1953, pp. 8-10.

These objectives were established by the Educational Policies Commission¹ in terms of self-realization, human relationship, economic efficiency and civic responsibility. In general, in all the schools surveyed, the educational objectives were similar.

Physical Education Objectives

Standards for the physical education objectives as recommended by the State Department of Education are as follows:

The primary purpose of physical education is to assist each student in becoming a harmoniously integrated individual--mentally, physically, socially, and emotionally. Responsibility for developing this objective, which is basic in our democratic society, is shared with other segments of the school program. However, in the areas of biological growth and neuromuscular development, the physical education program plays the major role.

The specific objectives of physical education are attained through the medium of physical activity which, in turn, involves the fundamental movements of basic skills.²

Twenty of the schools that were surveyed, had a statement of their physical education objectives available. The instructors in the remaining schools stated that they had

¹Educational Policies Commission, The Purposes of Education in American Democracy, Washington, D.C.: National Education Association, pp. 47-124.

²State Department of Education, Physical Education for Boys in Oregon Secondary Schools, op. cit., pp. 3-6.

adopted the objectives set forth in the State Course of Study.

The social and emotional development objectives for physical education, recommended by the State Department of Education, are those social aspects set forth by the Educational Policies Commission of the National Education Association.¹ These were the same objectives as those which had been adopted as the schools' general educational objectives.

According to the administrators and instructors interviewed, there was a close relationship between the schools' general educational objectives and those of physical education.

Physical Education Program

The following standards for planning the physical education program were recommended by the State Department of Education:

In planning the physical education program the teacher should think through all the objectives of the program keeping in mind the primary purpose of physical education: that of developing each pupil physically to his fullest potentialities.

(1) The first step is to make an evaluation of the physical or health status and skills of each student in order to understand better the limitations and possibilities of each individual and the group as a whole. Teachers must be familiar with the health of each student.

¹Educational Policies Commission, op. cit., pp. 47-124.

(2) All students, except those excused, are to be enrolled in physical education classes. Those who, by reason of illness or disability, are unable to take part in the more vigorous forms of activity, should be assigned to modified physical education activity or rest.

(3) A motor fitness test is suggested in evaluating motor fitness.

(4) After the evaluation has been made the teacher is ready to plan a well-rounded program which will provide the necessary activities to bring about maximum improvement in physical development and sound adjustment for each individual student.¹

Eighteen of the schools had complete copies of their physical education program. Upon closer investigation of these programs, it was determined that seven schools provided elective activities in their physical education classes for grades eleven and twelve. The activities in the programs were seasonal in thirty-one schools, graded in two schools, and a combination of core, graded and seasonal in the remaining ten schools.

The lack of a written physical education program including the philosophy, objectives, policies, and activities, presented one of the greatest problems in surveying the schools. The schools that had a complete program in writing were definite in their policies on organization and administration and activities. This resulted in leaving the interviewer with a feeling that the instructor or

¹State Department of Education, Physical Education for Boys in Oregon Secondary Schools, op. cit., p. 9.

administrator who was interviewed knew definitely what was occurring in his program. In contrast, in some of the other schools, replies during the interview were in general terms and far less specific.

Equipment Required in Student Physical Education

A list of the clothing required for a uniform in physical education, and whether it was furnished by the student or the school, is shown in Table XIX. In all of the schools, the student was required to provide his own rubber soled shoes. In addition to the shoes, the basic uniform in all of the schools was a supporter, trunks, and socks. Four of the schools supplied the complete uniform for the students, while two schools furnished sweatshirts and one school furnished the trunks. Sweatshirts were used for outdoor activity during cold weather. Towels were furnished to the students by forty-one schools and, in all but the school which supplied the physical education uniform, the student was charged a fee.

Standards for the requirement of a physical education uniform recommended by the State Department of Education were as follows:

Written policies should include regulations about showering and whether the student or the school provides gym suit and towel.

Towels should be furnished by the local board of education. If this is not possible, some sort of

TABLE XIX
REQUIRED PHYSICAL EDUCATION UNIFORM

Uniform required	Student furnishes		School furnishes	
	Number of schools	Per cent	Number of schools	Per cent
1. Shoes	43	100.0	0	
2. Supporter	39	90.7	4	9.3
3. Trunks	38	88.4	5	11.6
4. Sox	39	90.7	4	9.3
5. "T" shirt	28	65.1	4	9.3
6. Sweat shirt	8	18.6	2	4.7
7. Sweat pants	3	6.9	0	
8. Towel	2	4.7	41	95.4

a service fee should be charged.¹

In all of the schools surveyed a basic minimum physical education uniform was required of all pupils.

Student Fee For Physical Education Class

Table XX presents the size of the student fee which was charged for physical education per school year. This fee varied from twenty-five cents to five dollars per pupil and not only included the charge for uniform, towels, or locks, but also laundering of the uniform. The state manual did not make any specific recommendation pertaining to fees for physical education. The suggestion was made for local school boards to furnish towels and, if this was not possible, that some sort of service charge should be made.

According to the instructors interviewed the trend in some of the schools was for the schools to purchase the physical education uniforms in large quantities, and then to sell them to the students at cost.

Showers Required After Physical Education Participation

The data in Table XXI shows that all the schools required that a shower be taken after class participation.

¹State Department of Education, Physical Education for Boys in Oregon Secondary Schools, op. cit., p. 27.

TABLE XX
STUDENT FEE FOR PHYSICAL EDUCATION PER SCHOOL YEAR

Amount of Fee	Number of schools	Per cent
\$0.00	8	18.6
.25	1	2.3
.50	1	2.3
1.00	2	4.7
1.50	2	4.7
1.75	1	2.3
2.00	9	19.9
2.10	1	2.3
2.50	7	16.3
3.00	3	6.9
3.25	1	2.3
3.50	2	4.7
3.95	1	2.3
4.00	2	4.7
4.50	1	2.3
<u>5.00</u>	<u>1</u>	2.3
Average (\$2.00)	7	

TABLE XXI

SHOWER REQUIRED AFTER PHYSICAL EDUCATION CLASS PARTICIPATION

Policy	Types	Number of schools	Per cent	Yes		No	
				No	%	No	%
1. Showers required after participation in physical education activity				43	100	0	
2. Excuses accepted from taking showers:				20	46.5	23	53.5
	Medical	19	44.2				
	Religious	10	23.3				
	Excuse from parent	3	6.9				
	No towel	2	4.7				

Twenty of these schools accepted certain excusals from taking showers. The medical excuse was accepted in nineteen schools, a religious excuse in ten and an excuse from the parent in three schools. Two of the schools, where the student furnished his own towel, would excuse the student from taking a shower, if he was without a towel.

The state manual recommended that written policies should include regulations about showering, but did not present a definite requirement.¹

Supervision of Showers and Shower Room Area

There was a variance in the responsibility for the supervision of showers and shower room area, as shown in Table XXII. In thirty-six schools, members of the instructional staff were responsible for the supervision of showers and shower room area, while in five schools this responsibility was divided between the instructor and student monitors. One school had student monitors supervise this activity, while other schools delegated this responsibility to a member of the custodial staff, who was assigned to the locker room area and gymnasium.

Standards for student safety in showers and dressing rooms, recommended by the State Department of Education,

¹State Department of Education, Physical Education for Boys in Oregon Secondary Schools, op. cit., p. 27.

as follows:

All students should be instructed in regard to the procedure in the use of dressing and shower rooms and the use of equipment, as well as safety practices, in the performance of activities. When an accident occurs in the gymnasium or on the playground, misinformed parents and school administrators often demand program restrictions that greatly weaken the value of directed activity. Competent teachers must take into account the individual differences of students with respect to natural ability and acquired skills. Facilities and equipment must be provided in adequate amounts and maintained in safe condition.¹

TABLE XXII

RESPONSIBILITY FOR SUPERVISION OF SHOWERS
AND SHOWER ROOM AREA

Supervision	Number of schools	Per cent
1. Instructional staff	36	83.7
2. Instructor and student monitor	5	11.6
3. Student monitor	1	2.3
4. Custodial staff	1	2.3

Interpretation of the Physical Education Program

The State Course of Study did not make any recommendations about interpreting the physical education program to the school and community. The Oregon Association for Health, Physical Education, and Recreation stated that there was a

¹State Department of Education, Physical Education for Boys in Oregon Secondary Schools, op. cit., p. 27.

need for information pertaining to what was being done in this area.

The variety of the methods used in interpreting the physical education program in the schools to the public, are shown in Table XXIII. There were seven principle methods used, which included physical education demonstrations or festivals, play days, radio programs, newspaper articles, basketball half-time demonstrations, Parent-Teacher Association programs, and smokers. In fourteen of the schools, the demonstration or festival was conducted from one to three times per school year. The number of play days presented, ranged from one to three a year in the six schools in which they were held. A total of seven radio programs were presented in five schools. Eight schools used the newspaper as a form of public relations for a total of one to ten articles per school year. The basketball half-time demonstration was used the largest number of times in eighteen of the schools. The activities for this demonstration included apparatus, tumbling and stunts, and rhythmic. Three schools were active in providing programs portraying physical education activities for the Parent-Teacher Association and other civic organizations. One school used the "smoker," in which boxing and wrestling bouts were scheduled to interpret their program. A total of twenty-four schools out of the forty-three surveyed were conducting some form of demonstration to interpret the activities included in

TABLE XXIII
 THE METHODS USED TO INTERPRET THE HIGH SCHOOLS'
 PHYSICAL EDUCATION PROGRAM

Method	Maximum no. per school	Minimum no. per school	Total per school year	No. of schools	Per cent
1. Physical education demonstra- tion or festival	3	1	17	14	32.6
2. Play days	3	1	11	6	25.6
3. Radio programs	3	1	7	5	16.3
4. Newspaper articles	10	1	35	8	18.6
5. Basketball half-time demonstration	5	1	55	18	41.9
6. P.T.A. demonstration	4	1	7	3	6.9
7. Smokers: boxing-wrestling	3	0	3	1	2.3

their physical education program.

Summary

The purpose of the data in this chapter was to show the degree of conformity of the A-1 high schools of Oregon with the recommended, organizational and administrative policies of the State Department of Education.

Physical education and health instruction, scheduled according to nineteen different plans, was presented five days a week in all the schools that were visited. The three-two plan of alternating health and physical education instruction, was the most widely used plan of scheduling.

Seventy-five per cent of the boys enrolled in the schools were also enrolled in physical education classes. The tenth grade, however, was the only grade in which all schools fulfilled the requirement that each student be provided with programs of health instruction and physical education activities for all elementary and high school pupils, grades one through twelve. Twenty-five schools required physical education and health instruction during every year of high school for graduation. The number of years of required physical education and health varied, depending on whether the schools were three or four year secondary schools.

Seventeen, or 39.6 per cent of the schools, complied with the State Department of Education requirement that all

students have a medical health examination on entrance to the secondary school. In regard to class size, seventy-two per cent of the schools complied with the State Department of Education recommendation that classes in physical education be limited to forty students per period.¹ There was an average of 2.4 instructors for each eleven physical education classes. The average size of physical education classes in the schools surveyed was thirty-six students.

Twenty per cent of the boys in attendance in all schools surveyed were excused individually or as a group from physical education activities. Most administrators expressed the policy that the students excused from physical education activities were enrolled in another subject. In thirty-one of the schools, a boy who was temporarily excused from physical education activities was retained in the class in the capacity of a monitor, game official, or spectator. Sixteen of the schools excused the eleventh and twelfth grades, as a group, from physical education activities.

In nineteen of the schools boys who participated in athletics were excused from physical education classes, but were granted credit for physical education. In all of the schools following this policy, the athlete returned to a physical education class at the completion of the sport season. The sixth or last period of the school day was

¹Ibid., p. 19.

reserved for athletic practice in thirteen of the schools.

All of the schools complied with the requirement that one unit of credit be given each year for successful completion of health instruction and physical education activities. In thirty-one schools this credit was weighted equally between health instruction and physical education. In determining the academic grade for physical education in most schools the greatest emphasis was placed upon the following factors: performance, participation, attendance, attitude, knowledge tests, improvement, uniform and care of equipment.

The physical education instructors interviewed reported that they had accepted and were using the educational objectives presented in the State Course of Study as the objectives of their physical education program.

Eighteen schools had copies of their complete physical education program on file in either the principal's office, or in the office of the physical education department.

A physical education uniform was required in all of the schools. In four of these schools the complete uniform, except the shoes, were furnished by the school. Fees were charged the student for the use of these uniforms. These fees ranged from twenty-five cents to five dollars per student per school year in thirty-five of the schools. The average fee that was charged the students was \$2.00.

Showers after participation in physical education activities were required in all of the schools. Supervision

of the showers and the shower room area was carried on by the instructional staff in thirty-six of the schools.

Twenty-four of the schools used some method of interpreting their physical education program to the school and community. These methods varied extensively in nature; the one used most predominantly was the basketball half-time demonstration.

CHAPTER V
ACTIVITIES

Activity Areas

The data on activities were tabulated in the following areas: aquatics, dance, individual and dual activities, team sports, and intramurals. In reference to the formulation of a curriculum of activities, the State Course of Study stipulated the following:

A well-balanced physical education program will provide for symmetrical development of all parts of the body and corresponding phases of physical fitness. Care should be taken to avoid overemphasizing any one or two activities, to the exclusion of others.¹

The selection of activities in the physical education program was found to depend upon the above objectives, previous experience of the students and the usual governing factors concerning time, staff personnel, and facilities. That these factors were recognized by the State Department of Education was revealed in the following statement:

The activities should be selected according to facilities, supplies, and equipment available; the needs, abilities, and natural interests of the students; and the capabilities of the teacher.²

¹State Department of Education, Physical Education for Boys in Oregon Secondary Schools, op. cit., p. 9.

²Ibid., p. 10.

In the data tabulated, there were some schools that scheduled units of instruction in activities which exceeded the thirty-six weeks of the school year. This discrepancy in instructional and available time was explained by use of the cycle plan. The cycle plan of instruction means that some periods of instruction are provided on certain grade levels and skipped on one or more succeeding grade levels. The state manual recognizes that local situations can not adhere to all periods of time recommended. The State Course of Study recommended the following organizational procedure to be followed in the physical education program:

Instructional units in all activity areas have been prepared for beginning and advanced classes. The beginning units are intended for the ninth and tenth grade classes; and in some instances sections of the beginning units might be found to be appropriate for students on the eleventh and twelfth grades depending, of course, on their skill, learning, and ability.

It is suggested that the activities within the program at the twelfth grade level be made flexible enough to meet the interests of the students and to encourage participation in the activity which might offer the most carry-over value to the student. Seniors, for instance, might have a selection of touch football, flag football, soccer, speedball, golf, tennis, badminton, horseshoes, archery, or swimming in the fall. Do not repeat the same activity in the same way for each grade and age group. Motivation may be provided by variety and interest developed through challenge in the activities. The practice of "throwing out the ball" is an abominable one. Any teacher who frequently does so gives evidence of being professionally unqualified for his job.¹

¹Ibid., pp. 10-11.

The following statement from the State Course of Study presents the purpose of the physical education class period:

The physical education class period is primarily a period of instruction in which fundamentals, techniques, skills, and activities are stressed. It is not a period of free play. Physical education activity has been recognized as a fundamental factor in the growth and development of our youth; and, in order for physical education to serve its intended purpose in the school curriculum, the activities are to be carefully selected and conscientiously taught to best fulfill the needs of the students.¹

The data collected on each activity taught in the schools included the number of weeks that instruction was allocated to this activity, the grade placement of this activity, presence or absence of coeducational use, and methods of evaluating achievement in this activity area. In the following discussion of the activities offered, these are discussed in the above order. In the discussion of each activity, the approximate time recommended, grade levels to be taught, use of coeducational instruction, and methods of evaluation will be presented as each activity is discussed.

General policies concerning the number of weeks activity was to be taught, grade levels, and coeducational instruction are not available, but the state manual does present a governing policy for evaluation. This policy is as follows:

Evaluation of achievement in physical education should be made objectively whenever possible. Individual progress should be measured in terms of physical

¹Ibid., p. 10.

efficiency, skill development, social and emotional adjustments, body mechanics, and health and safety practices.

The use of tests should be considered mainly in terms of their possible value in determining the extent to which objectives are being achieved. Standards and norms established through scientific research have certain values in relationship to motor or physical fitness at a specific time, but emphasis should be placed upon the individual's growth and development in relation to his own needs.¹

Aquatics

The State Course of Study contained the following statement pertaining to standards for this activity:

For best results swimming should be taught at least twice a week to groups classified as beginners, intermediates, swimmers, and advanced swimmers or lifesavers. The size of the class depends upon the size of the pool and the ability of the group, but should not exceed twenty-five students. The period of instruction should be four to six weeks.

Safety should be stressed along with pool sanitation and personal hygiene.²

Standards for the evaluation methods in aquatics were stated as follows in the State Course of Study:

1. Tests to measure ability of individuals to swim, float, dive, etc.
2. Standard tests of American Red Cross Water Safety Program.
3. Observation by the instructor.
4. Competition in the group.
5. Knowledge tests of water safety, pool sanitation, and personal hygiene.³

¹Ibid., p. 10.

²Ibid., p. 104.

³Ibid., p. 105.

In the interviews most of the instructors indicated that students coming to high school had no formalized instruction in swimming. Table XXIV shows the average size of the aquatic classes as well as the length of time, both in weeks and in percentage of the school year, that all aspects of the aquatic program were offered in the physical education program. Aquatics in the form of swimming and diving were found in eleven of the programs that were surveyed. One school also included lifesaving and water safety. The period of aquatic instruction varied in length from two to sixteen weeks. Swimming was scheduled for two weeks in one school, four weeks in four schools, and six weeks in six schools. In thirty-two schools aquatics was not scheduled in the physical education program.

A combination of swimming and diving was taught as a unit for sixteen weeks in one school, while another school scheduled lifesaving and water safety for four weeks. These differences in length of time that aquatics were taught, may be attributed to the fact that eight outdoor and four indoor swimming pools were used in the programs. Only one school, therefore, failed to meet the length of the period of instruction recommended in the State Course of Study. Of the twelve schools that had swimming pools, only one failed to schedule swimming instruction in the physical education program. In this school the pool was the property of the school district, but was used only as a part of a summer recreation program.

TABLE XXIV

THE NUMBER OF WEEKS AND PERCENTAGE OF SCHOOL PROGRAM SCHEDULED FOR
AQUATIC ACTIVITIES IN THE HIGH SCHOOLS

Type	Number of weeks	Per cent of school year	Average class size	Number of schools	Per cent
1. Swimming	0	0	0	32	74.4
	2	5.6	35	1	2.3
	4	11.1	37	4	9.3
	6	16.7	35	6	9.3
2. Swimming and diving	16	44.4	31	1	2.3
3. Lifesaving and water safety	4	11.1	31	1	2.3

The state manual recommended that this unit be taught for a period of four to six weeks in the fall or spring for schools with an outdoor swimming pool. For schools with an indoor pool any time of the year was recommended.

The State Course of Study also stipulated that the class size should not exceed twenty-five students.¹ In the programs surveyed, the average class membership ranged from thirty-one to thirty-seven students per class period. On the basis of this recommendation, all schools exceeded the suggested class size. The Red Cross swimming tests and requirements were used in evaluating the performances in six of the schools that had reported that they had adopted a procedure of evaluation. Half of the schools therefore complied with State Department of Education standards on evaluation. In two of the schools, the aquatic program was coeducational. Seventy-five per cent of the schools that were visited did not have aquatics in their physical education programs. This may in most cases be attributed to the lack of facilities, but in ten communities, the facilities were available, but were not used.

Dance

Various forms of rhythmic or dances were recommended in the State Course of Study as suitable for the physical

¹Ibid., p. 104.

education program in the state's secondary schools. These included folk, tap, clog, social, gymnastic, and modern dance.¹ The state manual summarized the general characteristics of rhythmic for the physical education curriculum in the following manner:

The general characteristics of high school students include several basic social and physiological needs which can be met through a well-designed and well-taught rhythmic program and as naturally as in any other phase of the high school program.

Rhythms classes at the high school level should be coeducational with a conscientious effort made to aid in the social development of the individual.

The rhythms program may be included any time of the year and a period of four to six weeks is desirable.²

The data as presented in Table XXV show the type of rhythms taught, number of weeks and percentage of the school year allotted, and the number of schools offering instruction in some form of rhythms. The period of time this unit was scheduled varied from one to six weeks. On the basis of the state recommendation that four to six weeks be spent on the entire rhythmic program, nine schools out of the thirty-one that provided a rhythmic program, did not comply with the state recommendations.

Twenty-five of the schools provided ballroom and folk dancing in their physical education programs, while square

¹Ibid., p. 157.

²Ibid., pp. 156-157.

TABLE XXV

THE NUMBER OF WEEKS AND PERCENTAGE OF SCHOOL PROGRAM
SCHEDULED DANCE ACTIVITIES IN THE
HIGH SCHOOLS

Type	Number of weeks	Per cent of school year	Number of schools	Per cent
1. Ballroom	0	0	18	41.9
	1	2.8	5	11.6
	2	5.6	13	30.2
	3	8.3	3	6.9
	4	11.1	2	4.7
	5	13.9	1	2.3
	6	16.7	1	2.3
2. Folk dance	0	0	18	41.9
	1	2.8	14	32.6
	2	5.6	9	19.9
	3	8.3	2	4.7
3. Square dance	0	0	18	37.2
	1	2.8	13	30.2
	2	5.6	10	23.3
	3	8.3	2	4.7
	5	13.9	1	2.3
	6	16.7	1	2.3

dancing was given in twenty-seven of the programs. Twelve schools did not include any form of rhythms in their physical education program. This activity was coeducational in all schools except the two all-boy high schools. Although the state manual did not set forth specific methods of evaluation, according to nineteen of the instructors interviewed, the items graded were skill, attitudes and appreciation, social efficiency and knowledge.

Apparatus, Tumbling, Stunts, and Pyramid Building

The State Course of Study recommended that tumbling, apparatus, and pyramids be taught as a unit. The equipment recommended for teaching apparatus were the horizontal bar, Swedish box, flying rings, parallel bars, climbing rope, springboard, and trampoline. An instructional period of four weeks was recommended in the state manual for this unit. Suggested methods of evaluation included skills, written knowledge test and student attitudes determined by general observation.¹

The scheduling practices adopted in relation to the teaching of apparatus, tumbling, stunts and pyramid building were illustrated in Table XXVI. Forty of these schools allotted some time to this phase of instruction. As indicated in Table XXVI the number of weeks allocated for this

¹Ibid., pp. 116-120.

TABLE XXVI

THE TYPES OF ACTIVITIES, NUMBER OF WEEKS AND PERCENTAGE
OF THE SCHOOL PROGRAM SCHEDULED FOR APPARATUS,
TUMBLING, STUNTS, AND PYRAMID BUILDING
IN THE HIGH SCHOOLS

Activity	Number of weeks	Per cent of school year	Number of schools	Per cent
1. Apparatus	1	2.8	2	4.7
	2	5.6	4	9.3
	4	11.1	4	9.3
	6	16.7	2	4.7
	8	22.2	1	2.3
2. Apparatus integrated with tumbling and stunts	2	5.6	1	2.3
	6	16.7	1	2.3
	12	33.3	1	2.3
3. Apparatus integrated with pyramid building, tumbling and stunts	3	8.3	1	2.3
	4	11.1	1	2.3
	5	13.9	1	2.3
	6	16.7	5	11.6
4. Apparatus integrated with weight training	3	8.3	1	2.3
5. Tumbling	1	2.8	1	2.3
	2	5.6	2	4.7
	4	11.1	1	2.3
	6	16.7	1	2.3
6. Tumbling and stunts	1	2.8	1	2.3
	3	8.3	1	2.3
	6	16.7	1	2.3
7. Pyramid building, tumbling and stunts	1	2.8	3	6.9
	2	5.6	3	6.9
	3	8.3	2	4.7
	4	11.1	2	4.7
	6	16.7	4	9.3
8. Pyramid building	1	2.8	1	2.3
9. None	0		3	6.9

activity varied considerably from one school to another. It should be noted that only three schools offered no instruction in this activity. Various methods of scheduling these activities were noted during the interviews. Eight methods of scheduling were found which ranged from inclusion of all activities in one unit, as revealed in eight schools, to dividing each activity into an individual unit of instruction as found in forty schools.

The types of activities selected in this unit was determined by the facilities and equipment available. In reference to the apparatus unit as taught in the twenty schools, a majority of them had the horizontal and parallel bars in their gymnasiums. Fourteen schools had trampolines, while nine had flying rings. Ten schools possessed at least one Swedish box, and thirteen had springboards. At least half of the schools surveyed lacked the basic apparatus equipment for instruction recommended by the State Course of Study.

Apparatus was taught as an individual unit in thirteen schools, while in three schools apparatus was integrated with instruction in tumbling and stunts. In eight schools apparatus was taught in a unit of instruction which also included pyramid building, tumbling and stunts. One school combined the teaching of apparatus with training in lifting weights.

Tumbling as an individual unit of instruction was scheduled in five physical education programs. Three

schools integrated tumbling and stunts, while fourteen schools taught pyramid building, tumbling, and stunts as a part of one unit. In one school pyramid building was taught as an individual unit for one week. In one school the instructor described the activity as coeducational. The instructors explained that their methods of evaluation included tests of skill, physical fitness and motor ability.

Individual and Dual Activities

The instructors who were interviewed stated that the individual and dual activities were a combination of required and elective activities. They also maintained that many of the activities were recreational in nature and provided carry-over experience for the student after leaving high school. These activities, as shown in Table XXVII, included archery, badminton, bowling, boxing, cross country, golf, handball, marching and orientation, table tennis, roller skating, ice skating, tennis, track and field, weight training, wrestling, hand-to-hand combat, horseshoes, angling, gymnastic drills, and games of low organization. These activities will be discussed in that order.

Archery. The State Course of Study recommended that the unit in archery be taught from two to four weeks.¹ The

¹Ibid., p. 35.

TABLE XXVII

THE TYPES OF INDIVIDUAL AND DUAL ACTIVITIES, NUMBER OF WEEKS
AND PERCENTAGE OF THE SCHOOL PROGRAM SCHEDULED
IN THE HIGH SCHOOLS

Activity	Number of weeks	Per cent of school year	Number of schools	Per cent
1. Archery	0	0	34	79.1
	1	2.8	2	4.7
	2	5.6	1	2.3
	3	8.3	2	4.7
	4	11.1	3	6.9
	5	16.7	1	2.3
2. Badminton	0	0	23	53.5
	1	2.8	5	11.6
	2	5.6	7	16.3
	3	8.3	5	11.6
	4	11.1	1	2.3
	5	13.9	2	4.7
3. Bowling	0	0	41	95.4
	2	5.6	1	2.3
	3	8.3	1	2.3
4. Boxing	0	0	25	58.1
	1	2.8	3	6.9
	2	5.6	8	18.6
	4	11.1	1	2.3
	5	13.9	1	2.3
	6	16.7	5	11.6
5. Cross country	0	0	40	93.0
	1	2.8	1	2.3
	2	5.6	1	2.3
	4	11.1	1	2.3
6. Golf	0	0	31	72.1
	1	2.8	1	2.3
	2	5.6	6	13.9
	3	8.3	1	2.3
	4	11.1	1	2.3
	5	13.9	1	2.3
	6	16.7	2	4.7

TABLE XXVII (CONTINUED)

THE TYPES OF INDIVIDUAL AND DUAL ACTIVITIES, NUMBER OF WEEKS
AND PERCENTAGE OF THE SCHOOL PROGRAM SCHEDULED
IN THE HIGH SCHOOLS

Activity	Number of weeks	Per cent of school year	Number of schools	Per cent
7. Handball	0	0	40	93.0
	2	5.6	3	6.9
8. Marching and orientation	0	0	31	72.1
	1	2.8	4	9.3
	2	5.6	7	16.3
	3	8.3	1	2.3
9. Table tennis	0	0	38	88.4
	1	2.8	1	2.3
	2	5.6	2	4.7
	3	8.3	1	2.3
	8	22.2	1	2.3
10. Roller skating	0	0	42	97.7
	4	11.1	1	2.3
11. Ice skating	0	0	42	97.7
	4	11.1	1	2.3
12. Tennis	0	0	30	69.8
	1	2.8	1	2.3
	2	5.6	3	6.9
	3	8.3	5	11.6
	4	11.1	1	2.3
	6	16.7	3	6.9
13. Track and field	0	0	5	11.6
	1	2.8	2	4.7
	2	5.6	4	9.3
	3	8.3	11	25.6
	4	11.1	11	25.6
	6	16.7	10	23.3
14. Weight training	0	0	42	97.7
	4	11.1	1	2.3
15. Wrestling	0	0	15	34.9
	1	2.8	1	2.3
	2	5.6	9	19.9
	3	8.3	6	13.9

TABLE XXVII (CONTINUED)

THE TYPES OF INDIVIDUAL AND DUAL ACTIVITIES, NUMBER OF WEEKS
AND PERCENTAGE OF THE SCHOOL PROGRAM SCHEDULED
IN THE HIGH SCHOOLS

Activity	Number of weeks	Per cent of school year	Number of schools	Per cent
15. Wrestling (cont.)	4	11.1	4	9.3
	6	16.7	6	15.9
	8	22.2	1	2.3
	12	33.3	1	2.3
16. Hand to hand combat	0	0	42	97.7
	2	5.6	1	2.3
17. Horseshoes	0	0	39	90.7
	1	2.8	2	4.7
	4	11.1	1	2.3
	6	16.7	1	2.3
18. Angling	0	0	42	97.7
	4	16.7	1	2.3
19. Gymnastic drills	0	0	40	93.0
	1	2.8	2	4.7
	6	16.7	1	2.3
20. Games of low organization	0	0	41	95.4
	2	5.6	1	2.3
	4	11.1	1	2.3

state manual further recommended that written tests on techniques and rules, achievement tests for skills, observation by the instructor in care and handling of equipment, contests and tournaments in class, be given as methods of evaluation.¹

Referring to Table XXVII, it is revealed that nine of the schools taught archery as a unit during a period of from one to six weeks in length. On the basis of the State Course of Study recommendation, two of the nine schools did not comply with this suggestion. In two of these nine schools, archery was taught as a coeducational activity and in both schools the class was taught by the girls' physical education teacher. In four of the schools, archery was scheduled as an elective in the eleventh and twelfth grades. The methods of evaluation used in three of the schools were ratings of skills, character, attitude, appreciation, and social efficiency. In the remaining six schools, the instructors interviewed stated that the evaluation was subjective.

Badminton. The State Course of Study suggests the following as standards for badminton:

The unit of instruction for badminton should be from four to six weeks.

Methods of evaluation should include skills, tests, written tests of rules and game strategy, and observation of students by instructor for desirable attitudes.²

¹Ibid., p. 36.

²Ibid., pp. 37-38.

A unit on badminton was taught in twenty-three of the physical education programs observed. Seventeen of the twenty-three schools taught badminton less than four weeks, thereby not complying with the State Course of Study recommendation. Six schools did meet the suggested recommendation of four weeks. Twenty schools offered no instruction in badminton. Three of the schools presented this unit as a coeducational activity. Eight of the schools reported using methods of evaluation and these were listed as skills tests, ratings of attitudes and appreciation, and knowledge tests.

Boxing. The State Course of Study provided the following as recommendations on boxing:

The unit of instruction for boxing should be three weeks.

The methods of evaluation recommended were skills tests, knowledge tests on rules and history of boxing, competition in weight and age groups with stress on performance, and observation by instructor to determine performer's technique, poise, and self-confidence.¹

Boxing was taught as a unit in eighteen of the schools surveyed, for a period ranging from one to six weeks. Eleven of the eighteen schools which scheduled boxing offered it for a period of one or two weeks, and therefore did not comply with the requirement of three weeks as stated in the State Course of Study. Nine of the eighteen instructors in the schools offering this activity stated that specific

¹Ibid., p. 53.

methods of evaluation were employed including skills, physical fitness, attitudes and appreciation, and knowledge tests.

Cross Country. The State Course of Study recommended that the unit in cross country be taught for a period of from four to eight weeks. Two of the three schools which scheduled cross country in their physical education program did not comply with the state recommendation. The State Course of Study lists the following recommendations:

Recommended methods of evaluation are individual performances objectively tested by the times recorded by the instructor, and attitudes in regard to participants' reaction to his fellow competitors are determined by the instructor.¹

Forty schools offered no instruction in cross country, while a unit on cross country running was scheduled in three of the physical education programs that were observed. One school used individual performance time as a method of evaluation and in the other two schools, according to the instructors interviewed, evaluation was subjective.

Golf. The State Course of Study recommended the following standards for golf:

The unit of instruction be taught for a period of two to four weeks.

Recommended methods of evaluation were skills tests, and written objective tests.²

¹Ibid., p. 55.

²Ibid., pp. 77-78.

Golf was taught as a unit in twelve of the schools included in this study. The period of instruction ranged from one to six weeks. Eleven schools complied with the recommendation of the State Course of Study that this unit be taught for a period of two to four weeks. One school did not comply with this recommended period of instruction.

Six or fifty per cent of the schools offering this unit of instruction had specific methods of evaluation. These were skills tests and individual performance scores.

Handball. The State Course of Study suggested that the objectives for this unit should include skills and a knowledge of the game. An additional objective of handball was to provide an activity with carry-over value. Methods of evaluation that were recommended included skills tests, knowledge tests of rules, observation by the instructor to determine desirable attitudes, and the results of tournament play. A period of two weeks was suggested for instruction.¹

Three of the forty-three high school physical education programs presented evidence that a unit on handball was included in their curriculum. The period of instruction was two weeks, which was in compliance with the state recommendation. According to the instructors who taught handball, the methods of evaluation which they used included skills and knowledge tests.

¹Ibid., pp. 79-81.

Marching and Orientation. The standards for a unit in marching were recommended as follows in the state course of study:

Marching is included in the physical education program to add precision to the execution of techniques or performance tactics; as a phase of rhythmic; as a mild form of exercise in developing good body mechanics; and as a method of learning self-discipline through group participation.¹

According to the instructors interviewed this unit was presented the first week of school. The range of time spent on this unit was from one to three weeks. Besides the instruction on marching tactics, time was spent on orienting the classes in reference to such other information as knowledge of department policies, assignment of baskets and lockers, and marking the physical education uniforms.

Tennis. The State Course of Study suggested the following standards for a unit in tennis:

A period of four to six weeks was recommended for instruction.

Methods of evaluation should include knowledge tests on tennis history, rules and etiquette, and practical skills tests for each fundamental skill of the game.²

Thirteen of the schools offered tennis in the physical education curriculum. All but one of these schools complied with the recommendation that tennis be taught for a period

¹Ibid., p. 142.

²Ibid., pp. 106-107.

of four to six weeks. There were thirty schools that did not offer this activity in their programs. One of the schools taught tennis as a coeducational unit. Four of thirteen schools used skills and knowledge tests as methods of evaluation.

Track and Field. The standards for a unit in track and field, as recommended in the State Course of Study, required that the period of instruction should be from four to five weeks. Methods of evaluation suggested in the state manual, included practical skills, knowledge tests, and a permanent record for each individual to keep an account of daily development.¹

Track and field events were scheduled in thirty-eight of the physical education programs. The number of events included in the unit of instruction depended upon the facilities available. Seventeen of the thirty-eight schools did not comply with the state recommendation that this unit be taught for a period ranging from four to five weeks. Fifteen instructors, who were interviewed, indicated that items for evaluation included practical skills, knowledge of the activity, and the results of class competition.

Wrestling. The following recommendations were made in the State Course of Study pertaining to wrestling as a physical education activity:

¹Ibid., pp. 112-115.

Wrestling is a combative type activity and boys being aggressive in nature like the activity as long as they compete with boys of equal ability. It fulfills a basic need which will not require emphasis--the need of the individual to be able to take care of himself.

The period of instruction should be from three to five weeks.

Evaluation will be in the form of practical skill tests, written knowledge tests, attitude and conduct, observed by the instructor.¹

In twenty-eight of the schools, wrestling was included in the physical education program and was taught for a period ranging from one to twelve weeks. Ten of these schools scheduled wrestling for less than three weeks and therefore did not comply with the State Course of Study recommendation in regard to the length of the period of instruction. Some methods of evaluation were adopted in fourteen, or 50 per cent, of the twenty-eight schools. These included tests of skill, physical fitness, attitude, appreciation, and knowledge of the activity.

Horseshoes. The standards for a unit of instruction in horseshoes, as recommended in the State Course of Study, were as follows:

Period of instruction recommended is two weeks.

Methods of evaluation include performance tests, written tests on rules and history of the game, and observation by the instructor in regard to the development of proper attitudes toward the game and

¹Ibid., pp. 124-126.

opponents.¹

Horseshoes as a unit in the physical education program was scheduled in four schools. The period of instruction ranged from one to six weeks. Therefore, two of the above schools failed to meet the State Course of Study recommendation of two weeks and two schools exceeded the recommendation. In one of these schools, horseshoes was an elective activity in the junior year, while in the remaining three schools it was scheduled for all grade levels.

Only one of the four schools used some forms of evaluation. These included performance tests, knowledge tests on rules and history of the activity, and personal observation by the instructor for attitudes and appreciation.

Additional Activities. In addition to the above mentioned individual and dual activities, all of which were recommended in the State Course of Study, some schools scheduled other activities. The instructors who were interviewed, stated that these activities were placed in the physical education program because of the needs and interests of students or of the community. A supporting factor for the inclusion of the added activities was the accessibility of certain facilities and equipment. These activities were bowling, table tennis, roller skating, ice skating, weight training, hand-to-hand combat, angling and gymnastic drills.

¹Ibid., pp. 82-83.

Bowling was scheduled for a period of two and three weeks in two schools. In one school it was scheduled for grades ten through twelve, while in the other school it was an elective activity for the twelfth grade.

A unit on table tennis was scheduled in five of the physical education programs that were studied. The period of instruction varied in length from one to eight weeks. In three of the five schools table tennis was scheduled as a required activity in the physical program. In one school it was offered as an elective course in the tenth grade, and in the other as an elective in the twelfth grade. According to the instructors interviewed, no standard methods of evaluation were used.

One high school offered roller skating and another ice skating as instructional units in their physical education programs. Periods of instruction were four weeks in both activities. Roller skating was scheduled for all grade levels, nine through twelve, and was coeducational. A local commercial roller skating rink furnished the equipment and facilities. In addition, the staff of the commercial establishment assisted in the instruction. In the other school, ice skating was scheduled for grades nine through eleven. According to the instructors no standard methods of evaluation were used to determine achievement in this activity.

Weight training was scheduled in one school for a period of four weeks. It was an elective activity scheduled

for all grade levels, nine through twelve and was integrated with the apparatus unit in that school's physical education program. The instructors explained that their methods of evaluation included physical fitness and skills tests.

Hand-to-hand combat was adopted in one school's physical education program in lieu of units on boxing and wrestling. This was a required activity for all grades nine through twelve, and was taught for a period of two weeks. Methods of evaluation consisted of individual practical skill tests.

Angling was scheduled as an elective activity unit for the tenth grade in one school for a period of four weeks. Instruction included the skills of casting, fly-tying, care and selection of equipment. The instructor stated that no methods of evaluation had been adopted by which to grade the students in this activity.

Gymnastic drills were scheduled as units of instruction in three physical education programs. Two of these units were for a period of one week, while the remaining school required six weeks of instruction. This latter unit was required for the members of classes from the ninth and tenth grades. Methods of evaluation included skills, physical fitness, attitudes, appreciation, and written knowledge tests.

Games of low organization were included in the physical education program for two schools. The period of

TABLE XXVIII

THE AVERAGE NUMBER OF WEEKS INDIVIDUAL AND DUAL ACTIVITIES
WERE SCHEDULED IN TOTAL NUMBER OF SCHOOLS

Activity	Average number of weeks	Per cent of school year	Total number of schools	% of schools
1. Archery	3.5	9.7	8	18.6
2. Badminton	2.9	8.1	23	53.5
3. Bowling	2.5	6.9	2	4.7
4. Boxing	3.2	8.9	18	41.9
5. Cross country	2.3	6.4	3	6.9
6. Golf	3.1	8.6	12	27.9
7. Handball	2.0	5.6	2	4.7
8. Marching & orient.	1.8	5.0	12	27.9
9. Table tennis	3.2	8.9	5	11.6
10. Roller skating	4.0	11.1	1	2.3
11. Ice skating	4.0	11.1	1	2.3
12. Tennis	3.4	9.4	13	30.2
13. Track and field	3.9	10.8	38	88.4
14. Weight training	4.0	11.1	1	2.3
15. Wrestling	3.9	10.8	28	65.1
16. Hand-to-hand combat	2.0	5.6	1	2.3
17. Horseshoes	3.0	8.3	4	9.3
18. Angling	4.0	11.1	1	2.3
19. Gymnastic drills	2.7	7.5	3	6.9
20. Games of low organization	3.0	8.3	2	4.7

instruction lasted two weeks in one school and four weeks in the other. In one school the activity was scheduled for the ninth grade, while in the other it was required in all grades, nine through twelve. The instructors who taught this activity in the two schools stated that no methods of evaluation were used.

Table XXVIII illustrates the average number of weeks, and the percentage of the school year that individual and dual activities were taught in the schools that were visited. The period of time allocated for individual and dual activities was limited except for such activities as badminton, boxing, tennis, wrestling, track and field.

Team Sports

Team sports are regarded as being more highly organized than individual and dual activities and are usually scheduled on a seasonal basis.¹ Eleven such team sports were represented in the forty-three physical education programs which were included in this study. The activities scheduled were touch football, flag football, basketball, baseball, softball, soccer, speedball, and volleyball. All of these team games were recommended in the State Course of Study. In addition to those recommended, three schools also included push ball, flash ball, and mush ball.

¹Ibid., p. 161.

Table XXIX shows the types of activities, number of weeks and percentage of the school year allotted, and the number of schools in which the activities were a part of the physical education curriculum.

Touch Football. The state manual recommended the following standards for a touch football unit:

The period of instruction should be four weeks.

Evaluation should include practical skill tests, oral or written knowledge tests, and teacher observation as to students' attitude.¹

Touch football was scheduled in thirty-six of the programs observed. Ten of these schools did not comply with the state recommendation that this unit be taught for a period of four weeks. Six schools complied with this recommendation and twenty of the schools exceeded the time suggested. Fifteen of the thirty-six instructors who taught touch football stated that skills tests, written knowledge tests, and teacher observation of the students' attitude toward the activity were used as methods of evaluation in their classes.

Flag Football. Recommendations for flag football in the State Course of Study were as follows:

The period of instruction is four to six weeks.

Methods of evaluation in this activity include skills tests; forward passing for distance, punting

¹Ibid., pp. 109-111.

for distance, and forward passing for accuracy; knowledge tests, and observation by the teacher as to the students' attitude during all phases of the activity.¹

Thirteen of the physical education programs surveyed included flag football as a unit of instruction in their program. Five of these schools offered the activity for a shorter time than that recommended by the State Course of Study and one school exceeded the recommended period of instruction. Six schools included such methods of evaluation as skills tests, knowledge tests, and the teacher's observation of the student in this unit.

Baseball. The lack of facilities and equipment for physical education classes was given by the instructors as a reason why this activity was not scheduled in the majority of the schools. One school scheduled baseball for a period of four weeks for all grade levels nine through twelve. This school complied with the state recommendation that this unit be taught for a period of three to six weeks.² This school did not comply with the recommendations set forth for evaluation since it reported that no method of evaluation was used.

Basketball. The state manual cites the following standards for basketball:

The period of instruction is from four to six weeks.

¹Ibid., pp. 56-59.

Skills tests, knowledge tests, and teacher observation of the student during instructional periods, practice sessions, and in game situations, suggested as methods of evaluation.¹

Basketball was one of the activities scheduled in most of the physical education programs. Forty-one schools offered basketball as a unit of instruction in their programs. Twenty-three, or fifty-four per cent, of the schools complied with the state recommendation that this unit be taught for a period ranging from four to six weeks. Four schools did not meet the minimum set by this recommendation, and fourteen exceeded it. Four schools scheduled basketball for a period of twelve weeks, or thirty-three per cent of the school year. The instructors that were interviewed, in ten of the thirty-six schools, reported methods of evaluation which included skills tests, knowledge tests, and teacher observation of the students' attitude toward the activity.

Softball. Recommendations for softball as a physical education unit of instruction were listed as follows in the State Course of Study:

Period of instruction should be four weeks.

Evaluation:

- (1) The instructor may devise various tests that are competitive and interesting to the group such as:
 - a. Throwing for distance.

¹Ibid., pp. 46-49.

- b. Throwing for accuracy.
- c. Base running against time.
- d. Fungo hitting for distance.
- e. Paper and pencil tests on rules.
- f. Oral tests on play situations.
- (2) Batting averages in league games.
- (3) Fielding averages in league games.
- (4) Observation by instructor of attitudes toward opponents and officials in game situations.¹

Forty of the schools scheduled softball as a unit of instruction. Twelve schools complied with the state recommendation that this unit be taught for a period of four weeks. Thirteen schools offered less than the period recommended, and fifteen schools exceeded it. One school scheduled softball for a period of ten weeks, or twenty-eight per cent of the school year. Various methods of evaluation including skills, physical fitness, attitude, appreciation, and knowledge tests were used in eleven of the forty schools.

Soccer. The State Course of Study suggested that a unit on soccer be taught for a period of four to six weeks. Methods of evaluation were recommended that included achievement tests based on each of the fundamental skills, and written tests on the rules and history of the game.²

The unit of soccer as a physical education activity was presented in twenty-six of the schools studied. Eight

¹Ibid., pp. 99-100.

²Ibid., pp. 101-102.

schools complied with the state recommendation for period of instruction of from four to six weeks. In eighteen schools the period of instruction ranged from one week in six schools, to two weeks in eight schools, and to three weeks in three schools. In seven of the twenty-six schools, the instructors stated that skills tests, physical fitness, and written knowledge tests were included as methods of evaluation.

Speedball. Suggestions for the unit of speedball as a physical education activity included the following:

Period of instruction to be four weeks in length.

Methods of evaluation to include practical skills, written or oral examinations on the execution of skills and rules of the game.¹

Nineteen of the forty-three physical education programs studied showed evidence that a unit of speedball was scheduled. One school complied with the recommendation of a four week period of instruction. One school exceeded this recommendation by scheduling the activity for six weeks. Seventeen schools offered fewer weeks of instruction than the recommended minimum. Six schools scheduled this activity for one week, five schools for two weeks, and two schools for three weeks of instruction. Methods of evaluation were adopted in seven of the nineteen schools. These methods included skills tests, physical fitness, and

¹Ibid., pp. 101-102.

written knowledge examinations.

Volleyball. Standards for volleyball as a unit of instruction were presented as follows in the State Course of Study:

Period of instruction to be four weeks.

Methods of evaluation to include practical skills tests, knowledge and attitudes made through oral discussions, observation, and knowledge tests on rules, and team offense and defense.¹

Volleyball as a physical education unit of instruction was scheduled in forty-one of the programs that were observed. Nine schools complied with the recommended four week period of instruction, while ten schools scheduled volleyball for two weeks, and nine schools did so for three weeks. Thirteen schools exceeded the recommended period allotted to volleyball. Twelve of these schools taught it for six weeks, and one school offered it for nine weeks, or twenty-five per cent of the school year. One of the schools scheduled volleyball as a coeducational activity. In twelve of the schools the instructors stated that their methods of evaluation included skills, physical fitness, attitude, appreciation, and written knowledge tests.

Additional Team Sports. In three schools additional team sports were scheduled in the physical education program above those recommended in the state manual. Push

¹Ibid., pp. 121-123.

TABLE XXIX

THE TYPES OF ACTIVITIES, NUMBER OF WEEKS AND PERCENTAGE
OF SCHOOL PROGRAM SCHEDULED FOR TEAM SPORTS
IN THE HIGH SCHOOLS

Activity	Number of weeks	Per cent of school year	Number of schools	Per cent
1. American Football (Touch)	0	0	7	16.3
	2	5.6	3	6.9
	3	8.3	7	16.3
	4	11.1	6	13.9
	5	13.9	2	4.7
	6	16.7	17	39.5
	8	22.2	1	2.3
2. American Football (Flag)	0	0	30	69.8
	2	5.6	2	4.7
	3	8.3	3	6.9
	4	11.1	3	6.9
	6	16.7	4	9.3
	8	22.2	1	2.3
3. Baseball (Hard)	4	11.1	1	2.3
4. Basketball	0	0	2	4.7
	3	8.3	4	9.3
	4	11.1	6	13.9
	5	13.9	3	6.9
	6	16.7	14	32.6
	8	22.2	7	16.3
	9	25.0	3	6.9
	12	33.3	4	9.3
5. Softball	0	0	3	6.9
	2	5.6	4	9.3
	3	8.3	9	19.9
	4	11.1	12	27.9
	5	13.9	1	2.3
	6	16.7	10	23.3
	8	22.2	2	4.7
	9	25.0	1	2.3
	10	27.8	1	2.3
	6. Soccer	0	0	17
1		2.8	6	13.9
2		5.6	8	18.6

TABLE XXIX (CONTINUED)

THE TYPES OF ACTIVITIES, NUMBER OF WEEKS AND PERCENTAGE
OF SCHOOL PROGRAM SCHEDULED FOR TEAM SPORTS
IN THE HIGH SCHOOLS

Activity	Number of weeks	Per cent of school year	Number of schools	Per cent
6. Soccer (cont.)	3	8.3	3	6.9
	4	11.1	3	6.9
	6	16.7	5	11.6
7. Speedball	0	0	24	55.6
	1	2.8	6	13.9
	2	5.6	5	11.6
	3	8.3	2	4.7
	4	11.1	1	2.3
	6	16.7	5	11.6
8. Volleyball	0	0	2	4.7
	2	5.6	10	23.3
	3	8.3	9	19.9
	4	11.1	9	19.9
	6	16.7	12	27.9
	9	25.0	1	2.3
9. Push ball	1	2.8	1	2.3
10. Flash ball	4	11.1	1	2.3
11. Mush ball	2	5.6	1	2.3

ball was scheduled for one week in one school. Flash ball was taught for a period of four weeks in another school, while mush ball, which is a version of indoor softball, was offered for two weeks in a third school. According to the instructors in these three schools, there were no methods of evaluation available for these activities.

Table XXX presents the average number of weeks and the percentage of the school year in which team sports were scheduled in the physical education programs. Such activities as football, in various forms, basketball, and softball were allocated the largest period of instruction time. In comparison to the individual and dual activities, there were a greater number of schools participating in team sports.

Intramurals

Analyzation of the data on intramural activities was presented in the following order: organization, activities, and administrative policies. In this study the term "intramurals" was given to those activities organized for individuals and groups of students within the same school.

Organization. The State Course of Study included the following recommendations pertaining to intramural programs:

Every high school physical education program

TABLE XXX

THE AVERAGE NUMBER OF WEEKS TEAM SPORTS SCHEDULED
IN TOTAL NUMBER OF SCHOOLS

Activity	Average number of weeks	Per cent of school year	Total number of schools	Per cent
1. Touch football	4.7	13.1	36	83.7
2. Flag football	4.6	12.8	13	30.2
3. Baseball	4.0	11.1	1	2.3
4. Basketball	5.9	16.4	41	95.4
5. Softball	5.9	16.4	40	93.0
6. Soccer	3.2	8.9	26	60.5
7. Speedball	3.2	8.9	19	44.2
8. Volleyball	4.8	13.3	41	95.4
9. Push ball	1.0	2.8	1	2.3
10. Flash ball	4.0	11.1	1	2.3
11. Mush ball	2.0	5.6	1	2.3

should provide for participation in intramural sports. These sports offer incentives for voluntary participation in physical education activities, opportunities for utilizing the objectives of the physical education program, and provide an excellent laboratory for emotional development.

The intramural program should be planned and organized to provide participation in both outdoor and indoor activities throughout the school year. The activities included in the program will depend to a large extent on the facilities that are available, the enrollment in school, and the school schedule.¹

Table XXXI shows the average number of participants, total weeks, and time in the school program during which the intramural program was scheduled. Thirty-two, or seventy-four per cent of the schools had intramural programs. Eleven of the schools did not comply with the state recommendation that an intramural program be provided. The number of participants in the program ranged from seventy-five to 850 students. Approximately half of the schools had active participants which averaged between seventy-five to 250 students. Five of the schools which reported exceptionally high average participation, attributed this to the fact that intramurals were held during the physical education class periods. Table XXXII shows the total enrollment of boys in each school, the number of intramural participants and the percentage of participants of the total enrollment. The total enrollment ranged from 137 to 1250, while the average was 504.8 for all schools. The number of

¹Ibid., p. 144.

TABLE XXXI

THE AVERAGE NUMBER OF PARTICIPANTS, TOTAL WEEKS,
AND PERIODS OF SCHOOL PROGRAM WHICH THE
INTRAMURAL PROGRAM IS SCHEDULED

Organization		Number of schools	Per cent
1. Average number of participants	75-150	11	34.4
	151-250	11	34.4
	251-350	2	6.3
	351-450	4	12.5
	451-550	3	9.4
	551-650	0	
	651-750	0	
	751-851	1	3.1
2. Total number of weeks program is active	10-15	4	12.5
	16-20	9	28.1
	21-25	2	6.3
	26-30	11	34.4
	31-35	3	9.4
	36	3	9.4
3. Periods intra- mural program is scheduled	Noon hour	15	46.9
	After school	14	43.8
	Evenings	3	9.4
	Before school	4	12.5
	Saturdays	1	3.1
	Activity period	6	18.8
	Physical education classes	5	15.6

intramural participants ranged from seventy-five to 850 and averaged 195, or 38.7 per cent of the boys in all schools. Attention is again called to the fact that this percentage was influenced by the relatively large number of participants in the five schools which scheduled intramurals during the physical education periods. There were eleven schools with a total enrollment of 4,767, or 45.5 per cent that did not participate in an intramural program.

Table XXXI presents in tabular form the total number of weeks in which the intramural programs were provided. The number of weeks varied from ten to thirty-six, and the average period which this program lasted was 26-30 weeks. The noon hour and after-school hours were the most commonly selected periods for the scheduling of intramural activities. Fifteen of the schools used the noon hour while fourteen schools used after school hours for intramural participation. Twelve of the thirty-two schools that sponsored intramural programs used more than one period for this activity.

The State Course of Study recommended that games varying from strenuous activity to almost no activity should be provided on both the team and individual basis.¹ The comparison of activities offered the schools with this recommendation will be discussed in the following order: individual sports, dual activities, and team sports.

¹Ibid., p. 145.

TABLE XXXII

COMPARISON BETWEEN TOTAL ENROLLMENT OF BOYS
AND NUMBER PARTICIPATING IN INTRAMURALS

School	Total enrollment	Number of participants	Per cent
1	430	200	46.5
2	397	150	26.5
3	296	200	67.6
4	277	250*	90.3
5	455	300	65.9
6	675	0	0
7	583	0	0
8	338	0	0
9	700	250	35.7
10	254	100	39.4
11	235	0	0
12	797	0	0
13	205	0	0
14	275	221	80.4
15	245	0	0
16	1250	200	16.0
17	280	0	0
18	250	200	80.0
19	1118	400	35.8
20	240	100	41.7
21	435	120	27.6
22	1072	300	28.0
23	1050	524	49.9
24	155	100	64.5
25	584	0	0
26	675	150	22.2
27	594	548	92.3
28	420	200*	47.6
29	180	100	55.6
30	651	225	34.6
31	886	850*	95.9
32	603	0	0
33	797	370	46.4
34	675	450	66.7
35	370	150	40.5
36	274	100	36.5
37	855	450	52.6
38	775	500*	64.5
39	206	100	48.5

TABLE XXXII (CONTINUED)
 COMPARISON BETWEEN TOTAL ENROLLMENT OF BOYS
 AND NUMBER PARTICIPATING IN INTRAMURALS

School	Total enrollment	Number of participants	Per cent
40	471	155	32.9
41	319	250*	78.4
42	137	75	54.7
43	<u>222</u>	<u>0</u>	<u>0</u>
Total	21,706	8,288	26.2

*Intramurals scheduled during physical education period.

Individual and Dual Activities in Intramural Program

The State Course of Study recommended that activities should be wholesome, healthful, and socially sound, and in keeping with the educational principles of the school.¹ Table XXXIII presents the types of activities, average period of time and number of participants in the individual and dual activities of the high school intramural programs. In the schools that were visited, nineteen individual and dual activities were scheduled throughout the various programs. The average number of days per week in which the program was active was four. The period of time, in terms of weeks, that an activity was scheduled in the program, ranged from one day to eleven weeks. The most common practice was a period of instruction four weeks long. Such activities as table tennis, track and field, wrestling, and basketball free throw tournaments were evident in the majority of the programs. The high number of participants in some of the activities was attributed to scheduling during the physical education period.

Team sports in the intramural program. Table XXXIV reveals that nine team sports were actively scheduled in the intramural programs. The period of time for these sports ranged from three weeks, or 8.3 per cent, to nine

¹Ibid., p. 145.

TABLE XXXIII

THE TYPES OF INDIVIDUAL AND DUAL ACTIVITIES, AVERAGE PERIOD OF TIME AND NUMBER OF PARTICIPANTS SCHEDULED IN THE INTRAMURAL PROGRAM

Activity	Average - days per week	Average weeks	Average number of participants	Number of schools	Per cent
1. Badminton	4	3	28	5	15.6
2. Boating	1	1	24	1	3.1
3. Bowling	2	11	52	4	12.5
4. Checkers-Chess	5	4	15	1	3.1
5. Cross country	3	2	85	5	15.6
6. Fencing	2	4	12	1	3.1
7. Free throw	3	2	177*	12	37.5
8. Golf	2	4	20	7	21.9
9. Gymnastics	2	9	21	3	9.4
10. Handball	4	4	36	2	6.3
11. Horseshoes	4	4	108*	10	31.3
12. Marksmanship	5	1	50	1	3.1
13. Shuffleboard	3	6	250	1	6.3
14. Swimming	2	1	30	2	6.3
15. Table tennis	4	11	93	16	50.0
16. Tennis	4	4	28	11	34.4
17. Track and field	2	3	190*	13	40.6
18. Tumbling	3	5	440*	2	6.3
19. Wrestling	4	4	102	13	40.6

*The extremely high number of participants in this activity may be attributed to scheduling during the physical education class period.

TABLE XXXIV

THE TYPES OF TEAM SPORTS, AVERAGE PERIOD OF TIME AND NUMBER OF PARTICIPANTS
IN THE INTRAMURAL PROGRAM

Activity	Average days per week	Average weeks	Average number of participants	Number of schools	Per cent
1. Touch football	4	5	199*	19	59.4
2. Flag football	4	4	257*	5	15.6
3. Six-man football	4	4	191	3	9.4
4. Basketball	3	9	174*	32	100.0
5. Seven-man football	1	6	140	1	3.1
6. Softball	4	5	151*	19	59.4
7. Soccer	4	3	213*	5	15.6
8. Speedball	4	3	129	4	12.5
9. Volleyball	3	5	172*	17	53.1

*The extremely high number of participants in this activity may be attributed to scheduling during the physical education class period.

weeks, or twenty-five per cent of the school year. Basketball was played in all of the schools that sponsored an intramural program.

Administrative policies. In the programs that were observed, five, or 15.6 per cent of the schools had an annual all-year score chart or point system for the teams and individuals participating in the program. The state manual recommended that the program should provide opportunities for all the students in school.¹ According to the intramural directors interviewed, varsity athletes were eligible to participate in any off-season intramural activity in twenty-three or 71.9 per cent of the schools. In eighteen or 56.3 per cent of the schools the intramural director made an annual report on the program, submitting it to the supervisor, principal, or superintendent of schools. Only two, or 6.3 per cent of the schools required the parents' approval for the student to participate in the intramural program. The state manual recommended that physical examinations be given each student.² Although they did not give a special physical examination for participation in intramural activities, there were seventeen, or forty per cent of the schools that fulfilled the State Department of Education requirement that a health medical

¹Ibid., p. 145.

²Ibid., p. 145.

examination be given upon entrance into high school. There was one school which required a special physical examination for the students before they could participate in the intramural program. Table XXXV presents the administrative policies pertaining to the administration of the program, selection of teams, awards, publicity, officials, finance, and equipment. In reference to supervision, the State Course of Study recommended that adult supervision was necessary in any school function.¹ In fourteen, or 43.8 per cent of the schools, an intramural director was designated by the school administration as being responsible for the administration of the intramural program. The director of the intramural program in some schools was in the form of one person, but in other schools this responsibility was shared by two or three faculty members throughout the school year.

Units of competition, as recommended by the State Course of Study, suggested that teams be established on the basis that would insure the most even competition.² The physical education classes and grades were the two most popular bases for the selection of teams.

In reference to intramural awards, the State Course of Study recommended that awards might stimulate interest

¹Ibid., p. 145.

²Ibid., p. 145.

TABLE XXXV

THE ADMINISTRATIVE POLICIES IN THE HIGH SCHOOLS
WITH INTRAMURAL PROGRAMS

Policy	Number of schools	Per cent
1. Responsible for administration of intramural program:		
Athletic coach	3	9.4
Physical education staff member	2	6.3
Comb. physical education-coach	9	28.1
Intramural director	14	43.8
Other faculty member	1	3.1
Administrator:		
Vice-principal	1	3.1
Supervisor	2	6.3
Students: Hi-Y club	1	3.1
2. Basis for selection of teams:		
Grades	10	31.3
Homerooms	9	28.1
Physical education classes	12	37.5
Clubs	6	18.8
Student organized groups	9	28.1
Ability scale	1	3.1
Core group--9th grade	1	3.1
3. Types on intramural awards presented:		
Plaques	1	3.1
Plaques and trophies	1	3.1
Plaques, trophies and certificates	1	3.1
Certificates	3	9.4
Trophies	3	9.4
Chevrons	1	3.1
No awards	33	76.7
4. Publicity:		
School paper	31	96.9
Town or city newspaper	9	28.1
Radio	3	9.4
All-school assembly	1	3.1
Bulletin board	3	9.4
Daily announcements	1	3.1
5. Assistance to director:		
Other faculty members	14	43.8
Student intramural association	5	15.6
Seasonal managers	5	15.6
Sport managers	6	18.8
Athletic council	2	6.3

TABLE XXXV (CONTINUED)

THE ADMINISTRATIVE POLICIES IN THE HIGH SCHOOLS
WITH INTRAMURAL PROGRAMS

Policy	Number of schools	Per cent
6. Source of intramural officials:		
Students	29	90.6
Varsity athletes	19	58.4
Faculty members	8	25.0
7. Source of intramural finance:		
School district funds	11	34.4
Physical education budget	18	56.3
Student fees	1	3.1
Student body funds	4	12.6
Student money-raising projects	3	9.4
8. Amount appropriated:		
\$ 15.00	1	3.1
50.00	1	3.1
140.00	1	3.1
162.75	7	21.9
200.00	1	3.1
563.50	1	3.1
650.00	1	3.1
9. Equipment:		
Physical education equipment	26	81.3
Athletic equipment	3	9.4
Duplicate equipment specifically for intramurals	8	25.0

and motivate student participation, but were to be determined by the local school.¹ Eleven or 34.4 per cent of the schools provided intramural awards. The most popular types of awards presented were team trophies and individual certificates. There were thirty-three, or 76.7 per cent of the schools that did not provide any awards. The program, in the majority of the schools, was primarily publicized through the school paper, daily announcements, and bulletin boards. Intramural programs were basically faculty administered and conducted. Whatever assistance was given to the intramural director came from other faculty members. In a few of the schools, student leadership was utilized in the form of intramural associations, seasonal and sport managers. The officials for the program were obtained on a voluntary basis and none of the schools paid the intramural officials. Students, varsity athletes, and faculty members rendered their services as game officials. The state manual stipulated that the intramural program should be financed by the school board as a part of the health and physical education program.² All the intramural directors specified that finances for the intramural program came from the school district and were appropriated in the physical education budget. In some of the schools a specific amount of money was labeled for the

¹Ibid., p. 145.

²Ibid., p. 145.

intramural program. In other schools the funds were made available when the director needed them. In the schools where a specific amount was designated, it ranged from \$15.00 to \$650.00 per school year. The most common practice in seven, or the majority, of the schools offering intramural programs, was to allocate each school year a sum of \$168.75 for the intramural program. The majority of the schools used the physical education equipment in the intramural program. In eight, or twenty-five per cent of the schools, duplicate equipment was purchased specifically for intramurals. This policy was usually adopted in the schools where the intramural director was not a member of the physical education staff.

Summary

The purpose of the data in this chapter was to show the degree of conformity of the A-1 high schools of Oregon with the recommended programs of the State Department of Education.

Aquatics were taught in eleven of the schools studied. One of these schools also scheduled a unit on lifesaving and water safety. The period of instruction varied from two to sixteen weeks. Only one school offering aquatics failed to comply with the state recommendation pertaining to the length of the period of instruction. Methods of evaluation included Red Cross swimming and lifesaving tests.

The forms of dance included in the programs observed were ballroom, folk and square dance. Twenty-seven of the schools scheduled some form of these dance activities. The length of the period of instruction varied from one to six weeks. The average period of instruction was three weeks. Only half of the schools which scheduled dance programs used some method of evaluation.

Various methods of scheduling tumbling, apparatus, stunts, and pyramid building were observed. The period of instruction in this activity averaged 3.9 weeks. In comparison with the state recommendation, there was an evident lack of basic apparatus equipment in the schools. In one school instruction in tumbling and apparatus was offered on a coeducational basis.

Individual and dual activities included archery, badminton, bowling, boxing, cross country, golf, handball, marching and orientation, table tennis, roller skating, ice skating, tennis, track and field, weight training, wrestling, hand-to-hand combat, horseshoes, angling, gymnastic drills, and games of low organization. The period of instruction allotted for these activities ranged from one to twelve weeks. All activities except angling, gymnastic drills, and games of low organization were recommended by the State Course of Study. The average period of time reserved for these activities was 3.1 weeks, or 8.9 per cent of the school year.

Eleven team sports were taught in the schools surveyed. The period of time allocated for instruction in these activities averaged 3.9 weeks, or eleven per cent of the school year. Football, basketball, volleyball, and softball were the team games most commonly used in the majority of the schools. In comparison to the individual and dual activities, there were a greater number of schools participating in team sports. Periods of instruction in the major team sports of football, basketball, and softball, each of these games averaged 5.4 weeks, or a total of forty-five per cent of the school year. Methods of evaluation included practical skills tests and written knowledge examinations on the rules and history of the game.

Thirty-two of the schools had intramural programs and approximately twenty-six per cent of the boys enrolled in the schools participated. There was an average of twenty-eight weeks of competition in the intramural program. The noon hour and after school hours were the periods most widely used to schedule the intramural program. A variety of nineteen individual and dual activities, and nine team sports were scheduled. Those most common were table tennis, track and field, wrestling, football, basketball, softball, and volleyball. The relatively high percentage of average participation was attributed to the practice of scheduling activities during the physical education period. An adult advisor was responsible for all but one of the intramural

programs. Teams were organized in the majority of the schools by physical education classes, homerooms, and grades. Eleven of the schools presented awards in their intramural programs. There were adequate funds available for financing the cost of these programs in all the schools. Twenty-six of the schools used physical education equipment in the intramural program.

CHAPTER VI

FACILITIES

The data on facilities were obtained and will be presented in the following order: outdoor areas, indoor areas and facilities, locker and shower room areas, supplies and equipment, and laundry. The State Course of Study made the following recommendation pertaining to facilities or activity space:

Space refers to outdoor or indoor activity facilities. All space areas which are available for use, improved, under construction, and in the planning stage should be diagrammed showing floor and ground layout of areas and size of areas, including arrangements. Corridors, basements, and stages may serve temporarily in emergencies if heat and light are sufficient.

The use of areas must be coordinated to prevent conflicts and insure maximum use. A chart of schedules showing the dates, hours, and classes or groups assigned to the areas should be worked out cooperatively by all teachers who are involved. Copies should be distributed to each leader as well as posted on bulletin boards.¹

Outdoor Areas

The state manual contains the following recommendations pertaining to outdoor facilities:

¹Ibid., p. 28.

Playgrounds and athletic fields constitute the necessary outdoor court areas for physical education. Sufficient space should be available to allow for the laying out of a field-game area for the total activities which would be in season at any one time, such as a quarter-mile track, baseball diamond, a touch football or soccer field, two softball diamonds, and space for the outdoor-court games. The Standards for Public Secondary Schools in Oregon specify a minimum size site of ten acres for new secondary schools plus an additional acre for each one hundred pupils of ultimate enrollment.¹

The state manual for standards in the public secondary schools in Oregon, which has been referred to in the State Course of Study, also provides the following recommendations for school sites:

The school site should be determined by the size of the school and the nature and scope of the curricular and extra-curricular program. The minimum size site for new secondary schools should be ten acres plus an additional acre for each one hundred pupils of ultimate enrollment. Thus, a secondary school of two hundred students would have a minimum site of twelve acres. It is understood that secondary schools now located on sites of smaller size will be exempt from this provision as long as the present building is continued in use, but such schools are not relieved of the necessity of securing additional space when it is needed and can be secured at reasonable cost.

The site shall be readily accessible, well drained, and removed as far as possible from excessive traffic hazards and noises and unsanitary conditions.²

In all but three of the schools surveyed, the outdoor facilities were readily accessible and in this respect all

¹Ibid., p. 28.

²State Department of Education, Standards for Public Secondary Schools in Oregon, Salem: State Printing Office, 1951, pp. 4-5.

but three schools complied with the state recommendations. Table XXXVI presents the acreage available for each school in comparison with the state recommendation of a minimum of ten acres per school. Five of the schools met the recommended minimum while twenty-two of the schools did not meet the minimum standards. The latter group's school sites were from two to nine acres below the state standards. One school had no outdoor facilities available and therefore the entire physical education program had to be scheduled indoors. In this particular case, recreation department facilities were available, but the distance between the recreation park and the school was so great that the time required to walk between the two would not leave adequate instruction time. Four schools in the group which failed to meet the state's standards share their limited sized play area with an adjoining junior high school. Sixteen schools exceeded the minimum state standards for school site acreage. These sites ranged from one to thirty acres above the recommended minimum. On the basis of these findings, it may be concluded that fifty-one per cent of the schools did not comply with state standards for the size of school site areas.

Teaching stations. Standards for the number of teaching stations were presented as follows in the State Course of Study:

TABLE XXXVI

TOTAL SCHOOL ACREAGE AVAILABLE IN COMPARISON TO
STATE RECOMMENDATIONS

School	Number of acres available	Number of acres recommended	Compliance with recommendation	
			Below	Above
1	2	10	8	-
2	4	10	6	-
3	2	10	8	-
4	1	10	9	-
5	12	10	-	2
6	6	10	4	-
7	3	10	7	-
8	4	10	6	-
9	4	10	6	-
10	11	10	-	1
11	25	10	-	15
12	3	10	7	-
13	1	10	9	-
14	2	10	8	-
15	5	10	5	-
16	20	10	-	10
17	2	10	8	-
18	27	10	-	17
19	4	10	6	-
20	25	10	-	15
21	2	10	8	-
22	16	10	-	6
23	11	10	-	1
24	20	10	-	10
25	5	10	5	-
26	8	10	2	-
27	10	10	-	-
28	15	10	-	5
29	3	10	7	-
30	17	10	-	7
31	12	10	-	2
32	10	10	-	-
33	10	10	-	-
34	14	10	-	4
35	2	10	8	-
36	10	10	-	-
37	40	10	-	30
38	5	10	5	-

TABLE XXXVI (CONTINUED)

TOTAL SCHOOL ACREAGE AVAILABLE IN COMPARISON TO
STATE RECOMMENDATIONS

School	Number of acres available	Number of acres recommended	Compliance with recommendation	
			Below	Above
39	4	10	6	-
40	10	10	-	-
41	2	10	8	-
42	34	10	-	24
43	12	10	-	2

The number of teaching stations required may be determined by the use of the formula on page 35 of the Guide for Planning Facilities for Athletics, Recreation, Physical Education, and Health Education, 1947, published by the athletic Institute, 209 South State, Chicago, Illinois, which is as follows:

<p>a. <u>Total school enrollment</u> class size (40)</p>	equals	<p>the number of physical education classes to be scheduled</p>
<p>b. Number of physical education classes <u>per day</u> number of periods per school day</p>	times 1.25	<p>(scheduling, efficiency, weighting)</p>
<p>equals</p>		
<p>the number of teaching stations¹ needed</p>		

The total number of outdoor teaching stations recommended for each individual school on the basis of total enrollment, recommended class size, and the number of physical education periods per school day are presented in Table XXXVII. This table reveals that the recommended number of teaching stations varied from one to eleven. Table XXXVIII contains further information in tabular form in relation to the status of teaching stations be presenting the total number of teaching stations available in the schools surveyed in comparison with the number recommended by state standards. It shows, for example, that three

¹State Department of Education, Physical Education for Boys in Oregon Secondary Schools, op. cit., pp. 28-29.

TABLE XXXVII

TOTAL NUMBER OF OUTDOOR TEACHING STATIONS DERIVED PER SCHOOL

School	Total enrollment	Recommended class size	No. of PE classes to be scheduled	No. of periods per school day	Scheduling, efficiency, weighting 1.25	No. of teaching stations needed
1	866	40	22	6	4	5
2	764	40	19	7	3	4
3	604	40	15	6	3	4
4	555	40	14	6	2	3
5	915	40	23	7	3	4
6	1351	40	34	6	6	8
7	1064	40	27	6	5	6
8	699	40	18	6	3	4
9	1250	40	31	7	4	5
10	458	40	12	7	2	3
11	465	40	12	6	2	3
12	1514	40	38	6	6	8
13	420	40	11	7	2	3
14	545	40	14	6	2	3
15	476	40	12	6	2	3
16	1250	40	31	8	4	5
17	625	40	16	6	3	4
18	555	40	14	6	2	3
19	2374	40	59	7	8	10
20	492	40	12	6	2	3
21	856	40	21	6	4	5
22	2237	40	56	6	9	11
23	2240	40	56	7	8	10
24	382	40	10	6	2	3
25	1240	40	31	6	5	6

TABLE XXXVII (CONTINUED)

TOTAL NUMBER OF OUTDOOR TEACHING STATIONS DERIVED PER SCHOOL

School	Total enrollment	Recommended class size	No. of PE classes to be scheduled	No. of periods per school day	Scheduling, efficiency, weighting 1.25	No. of teaching stations needed
26	1450	40	36	7	5	6
27	1102	40	28	6	5	6
28	825	40	21	7	3	4
29	364	40	9	6	2	3
30	1404	40	35	7	5	6
31	1863	40	47	6	3	10
32	1185	40	30	6	5	6
33	1615	40	40	7	6	8
34	1275	40	32	6	5	6
35	678	40	17	8	2	3
36	548	40	14	6	2	3
37	855	40	21	6	4	5
38	1529	40	38	6	6	8
39	411	40	10	6	2	3
40	975	40	24	7	3	4
41	600	40	15	6	3	4
42	296	40	7	7	1	1
43	458	40	12	6	2	3

TABLE XXXVIII

COMPARISON OF NUMBER OF OUTDOOR TEACHING STATIONS AVAILABLE
AND NUMBER RECOMMENDED FOR EACH SCHOOL

School	Number available	Number recommended	Compliance	
			No. below	No. above
1	4	5	1	-
2	3	4	1	-
3	2	4	2	-
4	0	3	3	-
5	12	4	-	8
6	12	8	-	4
7	6	6	-	-
8	5	4	-	1
9	2	5	3	-
10	5	3	-	2
11	6	3	-	3
12	4	8	4	-
13	4	3	-	1
14	4	3	-	1
15	7	3	-	4
16	2	5	3	-
17	3	4	1	-
18	10	3	-	7
19	3	10	7	-
20	7	3	-	4
21	2	5	3	-
22	6	11	5	-
23	6	10	4	-
24	10	3	-	7
25	15	6	-	9
26	9	6	-	3
27	11	6	-	5
28	7	4	-	3
29	5	3	-	2
30	4	6	2	-
31	5	10	5	-
32	4	6	2	-
33	3	8	5	-
34	4	6	2	-
35	2	3	1	-
36	7	3	-	4
37	9	5	-	4
38	6	8	2	-

TABLE XXXVIII (CONTINUED)

COMPARISON OF NUMBER OF OUTDOOR TEACHING STATIONS AVAILABLE
AND NUMBER RECOMMENDED FOR EACH SCHOOL

School	Number available	Number recommended	Compliance	
			No. below	No. above
39	9	3	-	6
40	4	4	-	-
41	4	4	-	-
42	4	1	-	3
43	8	3	-	5

schools complied with this requirement, while twenty-one schools exceeded it, and the remaining nineteen schools were below these standards. The lack of land in fifty-one per cent of the schools was the reason that there were an inadequate number of outdoor teaching stations.

Table XXXIX presents the average number of useable acres of all school sites and the teaching stations and facilities available for teaching in the forty-three A-1 high schools. It shows that the total useable acres per school ranged from one to forty acres and that the total acreage in these schools was 435. The average number of acres for each school was 10.4. It may be noted in the previous information on page 174, that there were twenty schools that had very little in outdoor space. Therefore, teaching stations in the outdoor areas varied from two to fifteen per school. The forty-three schools provided outdoor facilities for seventeen different activities. Forty-one schools, for example, had football fields. Many of the facilities were multiple-use areas; football field used for football, soccer and speedball. There were hard surfaced courts for such activities as tennis, badminton, basketball, and volleyball. Most of the facilities were the property of the school district. There were, however, five schools that leased outdoor facilities from the bureau of parks and recreation. In thirty-five of the schools the instructors stated that the school facilities

TABLE XXXIX

THE AVERAGE NUMBER OF TOTAL USEABLE ACRES, TEACHING STATIONS, AND OUTDOOR FACILITIES OF THE FORTY-THREE A-1 HIGH SCHOOLS

Areas	Total	Average no.	No. of schools	Per cent
1. Useable acres	435	10.4	43	100.0
2. Teaching stations	245	5.8	42	97.7
3. Facilities:				
Archery	16	2.0	9	19.9
Badminton	15	3.8	4	9.3
Baseball	36	1.3	27	62.8
Basketball*	13	2.2	6	13.9
Broad jump	38	1.1	34	79.1
Cross country (1 7/8 mi.)	1	1.0	1	2.3
Football field	63	1.6	41	95.4
Golf driving cage	1	1.0	1	2.3
Handball	2	2.0	1	2.3
High jump	34	1.0	34	79.1
Pole vault	37	1.1	35	81.4
Shot put	43	1.2	36	83.7
Soccer*	47	1.6	30	69.8
Speedball*	42	1.6	27	62.8
Softball*	99	3.1	32	74.4
Tennis	86	2.9	30	69.8
Volleyball*	18	2.3	8	18.6

*Multiple use activities areas using the football field or tennis courts besides the original activity scheduled.

were constructed for community use as well as for school use.

Although the State Course of Study did not recommend any policies for standards pertaining to the responsibility for the maintenance of the outdoor facilities, this item was of interest to the State Department of Education. Table XL illustrates the practices being followed in the maintenance of the outdoor facilities by the teaching staffs, custodians, and students in the forty-three high schools surveyed. Lining and dragging the fields and tracks were found to be the duties of the physical education and coaching staff in twenty-four of the schools. The janitors or custodians were responsible for cleaning up, mowing and watering the fields in twenty of the schools. All of the work pertaining to landscaping, watering, and mowing the fields was administered by the grounds maintenance staff in twenty schools. Sixteen of the schools used students to line the fields, track, and to pick up paper. Two of these schools paid the students for the services they rendered. In eleven of the schools, physical education classes picked up paper, lined the fields and track, and helped in moving equipment. The latter policy did not conform with the purposes of the physical education class period as outlined in the State Course of Study.¹

¹Ibid., p. 10.

TABLE XL

THE EXTENT OF MAINTENANCE OF THE HIGH SCHOOLS' OUTDOOR
FACILITIES BY TEACHING STAFF,
CUSTODIANS, AND STUDENTS

Maintenance by	Extent	No. of schools	Per cent
1. Physical educa- tion staff and coaches	Line, drag fields and track	24	55.8
2. Janitor or custodian	Clean up, mow, and water fields	20	46.5
3. Grounds main- tenance staff	All work to land- scaping, water and mow fields	22	51.2
4. Students*	Line field and track, pick up paper	16	37.2
5. Physical educa- tion classes	Pick up paper, line field and track, and move equipment	11	25.6

*Two schools pay for the services rendered by students.

Indoor Areas and Facilities

All of the instructors interviewed stated there was an indoor area allocated for each class. These areas were in the form of gymnasiums, balconies, auxiliary rooms, stages, basements, locker rooms, or class rooms.

Gymnasium. The State Course of Study made the following recommendations for gymnasiums:

The gymnasium is the principal classroom for physical education. The size, exclusive of spectator space, should be fifty-six by ninety feet (56' 90') with a twenty-two foot (22') ceiling. Any additional indoor facilities or teaching stations that might be needed are determined, first, by the enrollment, and, second, by the type of program to be conducted.¹

In reference to the recommended size for the gymnasium floor (56' x 90'), eight of the schools did not comply with this recommendation. The remaining thirty-five schools complied or exceeded the recommended size.

Twenty-eight schools did not have a separate gymnasium for the boys and girls. Thirteen schools had such separate gymnasiums. The two all-boys' high schools each had one gymnasium.

Table XLI presents the type and number of courts marked on the gymnasium floors in the forty-three A-1 high schools. All of the gymnasiums had some variation of basketball courts marked on them. Seven schools possessed

¹Ibid., p. 28.

TABLE XLI

THE TYPE AND NUMBER OF COURTS MARKED ON THE GYMNASIUM
FLOOR IN THE A-1 HIGH SCHOOLS

Activity	No. courts	No. of schools	Per cent
1. Basketball:			
1 main court	7	7	16.3
1 main court and 2 cross courts	32	32	74.4
2 courts	3	3	6.9
3 courts	1	1	2.3
2. Volleyball			
	1	5	11.6
	2	10	23.3
	3	17	39.5
	4	5	11.6
	6	1	2.3
3. Badminton			
	1	3	6.9
	2	5	11.6
	3	12	27.9
	4	9	19.9
	6	1	2.3
	10	1	2.3
4. Shuffleboard			
	1	1	2.3
	2	1	2.3
	4	2	4.7
5. Softball diamond			
	1	3	6.9
	2	1	2.3
6. Tennis			
	1	2	4.7

one main court, while thirty-two schools had one main court and two cross courts. Three schools had the boundaries of two courts marked on their gymnasium floor, while one school had three such courts.

Thirty-eight of the schools had volleyball courts marked on the gymnasium floor. The number of courts in each school varied from one to six. Five schools had one volleyball court, ten schools had two courts, seventeen schools had three courts, five schools had four courts, and one school had six courts.

In thirty-one of the gymnasiums the floors were marked for badminton courts. The number in the different schools varied from one to ten courts. The most frequent number of courts was three in twelve schools, and four courts in nine schools.

Four schools had shuffleboard courts marked on their gym floor. Additional shuffleboard courts were located in the balconies, stages, corridors, locker rooms, and auxiliary rooms in many of these schools.

Softball diamonds were marked on four of the gymnasium floors. Three schools possessed one diamond each, while the fourth school had two softball diamonds.

Two schools had one tennis court marked on the gymnasium floor.

Auxiliary rooms. The state manual stipulated the following recommendations for auxiliary rooms:

Auxiliary teaching stations should be large enough to insure adequate space for conducting the activities for which they are designed. All gymnasiums and auxiliary rooms should have electric outlets, drinking fountains and cuspidors, cups and eyes in the walls for anchoring nets, floor markings, tack boards, clock, bell system and storage space.¹

Table XLIII illustrates the types, location and number of auxiliary rooms available in the A-1 high schools. In twenty-four of the schools there were a total of thirty-five auxiliary rooms, located adjacent to the gym floor. These rooms were available for tumbling, apparatus, wrestling and dance. Three of the schools used the basement for boxing, wrestling, apparatus, dance, and recreational activities. The balcony in ten schools provided a total of fifteen activity areas for apparatus, tumbling, wrestling, badminton, volleyball, basketball, handball, dance and recreational activities. Two schools provided activity areas in the cafeteria for basketball, volleyball, and recreational activities. Such activities as tumbling, volleyball, apparatus, and wrestling were scheduled on the stage in seven of the schools. The locker rooms in two schools were equipped with basketball goals for free throws and mats for tumbling and wrestling. Two of the schools had indoor tracks constructed in the gymnasium balcony.

Swimming pools. There was a direct relationship between the schools scheduling aquatics in the physical

¹Ibid., p. 29.

TABLE XLII

THE TYPES, LOCATIONS, AND NUMBER OF AUXILIARY ACTIVITY
ROOMS AVAILABLE IN THE A-1 HIGH SCHOOLS

Activity	Location	No. of rooms	No. of schools	Per cent
1. Tumbling, apparatus, wrestling, dance	Adjacent to gym floor	35	24	55.8
2. Boxing, wrestling, apparatus, dance, and recreational activities	Basement	3	3	6.9
3. Apparatus, tumbling, wrestling, badminton, volleyball, basketball, handball, apparatus, dance, and recreational activities	Balcony	15	10	23.3
4. Basketball, volleyball, and recreational activities	Cafeteria	2	2	4.7
5. Tumbling, volleyball, apparatus, wrestling	Stage	7	7	16.3
6. Free throws, wrestling, tumbling	Locker room	2	2	4.7
7. Indoor track	Balcony	2	2	4.7

education program and the availability of swimming facilities. Table XLIII shows the ownership, type (indoor or outdoor), and the number of pools available. Seven of the schools had their own swimming pools. Five of these pools were the outdoor and two were the indoor types. The recreation department leased the outdoor pools to three of the schools. In two other communities the Y.M.C.A. provided indoor pools for the aquatic unit in the boys' physical education program. There were twelve swimming pools available in the forty-three schools.

TABLE XLIII

THE OWNERSHIP, TYPE AND NUMBER OF SWIMMING POOLS
USED BY THE A-1 SCHOOLS

Property of	Type	No. of pools	Per cent
1. School	outdoor	5	11.6
	indoor	2	4.7
2. Recreation department	outdoor	3	6.9
3. YMCA	indoor	2	4.7

Locks, Lockers and Baskets

Standards for locks, lockers, and baskets as recommended in the State Course of Study were as follows:

A locker basket is to be provided for each student. Whether the basket system is to be of self-service type, whereby each student is issued a basket with a combination master-keyed lock, or whether the basket is to be stored in a basket room will depend entirely upon the physical layout of the locker room or the storage room and the plan preferred by the school.

Lockers are recommended for the storage of street clothes. The locker room should be equipped with five lockers in a sufficient number to take care of the largest class in any one period. Some of the schools have found racks for clothes practical; the use of racks requires special provision for the care of valuables and money during the class.¹

In Table XLIV was shown the types of baskets and lockers available for boys' physical education programs in the A-1 high schools. Fourteen schools used the basketroom and individual locker arrangement. Eleven, or twenty-six per cent, of the schools had a basketroom with pegs or hooks for the student to hang his street clothes on. Two of the schools provided lockers for the storage of physical education uniforms or street clothes. In ten of the schools the combination self-service basket and locker arrangement was used. This type was used with three different arrangements: six baskets and one locker, seven baskets and one locker, and eight baskets and one locker types. This system of storage included six, seven, or eight baskets adjacent to a full length locker. The type selected by the school

¹Ibid., p. 27.

TABLE XLIV
 TYPES OF BASKETS AND LOCKERS AVAILABLE FOR BOYS
 PHYSICAL EDUCATION IN THE A-1 HIGH SCHOOLS

Equipment	Types	Number of schools	Per cent
1. Lockers:			
	Basketroom and lockers	14	32.6.
	Basketroom and hooks or pegs	11	25.6
	Lockers	2	4.7
	Self-service baskets	6	13.9
	Combination self-service baskets and locker:		
	6 & 1 type	5	11.6
	7 & 1 type	3	6.9
	8 & 1 type	2	4.7
2. Locks:			
	Combination	5	11.6
	Key	1	2.3
	Combination-master key	12	27.9
	Combination and combination- master-key	3	6.9
	Combination and key	1	2.3

depended upon the number of periods in the school day. The self-service baskets, six, seven, or eight of them, were arranged in vertical rows around a locker. The usual practice, according to the instructors interviewed, was to assign one basket in each row to one student per period. For example, the first basket in each row was assigned to a student in the first period class, the second basket to a student in the second period class, and so on until a basket from each row had been assigned to some member of a class taking physical education in a specific period. In the newer schools this method was the one most frequently adopted.

Twenty-two schools used either a combination, key, or combination-master key lock. Some of these schools used both types of locks. In five of the schools, the combination type lock was prevalent, while one school adopted the key type. The most widely used type was the combination-master key type of lock. Twelve schools used this type. The instructors interviewed in the schools using the lock system reported that the trend in their schools was to replace the other types of locks with the combination-master key type. Four of these schools used a variety of locks consisting of combination, combination and master key, or the straight combination, or key types.

Table XLV illustrates the degree to which the individual schools complied with the State Course of Study

TABLE XLV

BOYS PHYSICAL EDUCATION CLASS ENROLLMENT COMPARED WITH NUMBER AND TYPES
OF BASKETS, LOCKERS, AND LOCKS AVAILABLE

School	Enroll- ment	Number & types of baskets, lockers, & locks					
		Basket room and lockers	Basket room and hooks	Lockers	Self- service baskets	Combination locker & self- service basket	Locks
1	407		410-100				
2	395					60	480
3	264		300-160				275
4	275		325- 70				
5	365	420-124					533
6	529	640-134					640
7	488		500-100				
8	335	275- 96					
9	480					100	600
10	250					90	425
11	206		336- 60				250
12	398			75	624		600
13	142			96			100
14	253	320- 40	40				320
15	245		250-300				
16	747			175	1200		
17	197	220- 54					
18	247	300- 75					300
19	619					100	700
20	231	287- 48					250
21	363	370- 90					390
22	578			700			700
23	459					153	918
24	135	200- 47					918
25	562					144	864
							700

TABLE XLV (CONTINUED)

BOYS PHYSICAL EDUCATION CLASS ENROLLMENT COMPARED WITH NUMBER AND TYPES OF BASKETS, LOCKERS, AND LOCKS AVAILABLE

School	Enrollment	Number & types of baskets, lockers, & locks					
		Basket room and lockers	Basket room and hooks	Lockers	Self-service baskets	Combination locker & self-service basket	Locks
26	439	448- 75					
27	459	700-120					700
28	301		450-100				
29	172		100- 60				
30	516					165	1000
31	851		60	144	912		912
32	375		50		630		
33	530					124	868
34	560	686-109					900
35	354		354- 70				
36	160	500- 49	50				
37	670					102	714
38	735	706- 65					800
39	187		400- 60				
40	357		500-150				
41	312					50	400
42	121		300- 40				350
43	159		60		240		240

recommendation that each boy enrolled in a physical education class should have a basket or locker for the storage of his equipment. This table also shows the type and number of baskets, lockers, hooks or pegs, and locks used in each individual school. Four, or 9.3 per cent of the forty-three schools did not provide a basket or locker for each student enrolled in a physical education class. The practice adopted in these schools, according to the instructors interviewed, was to have two students share either a locker or a basket. The instructors did not consider this practice to be a satisfactory one, but it had been selected as an emergency measure until additional facilities could be acquired.

Shower rooms. The following recommendations were listed in the State Course of Study pertaining to standards for shower rooms and number of shower heads:

Shower rooms should be estimated on the basis of 12 to 15 square feet per shower head. One shower head for every four students is desirable. Eight is the maximum number of students per shower head.¹

On the basis of the above recommendation, Table XLVI presents the size of the shower rooms and number of shower heads available in the schools, in comparison to the established standards. The minimum and maximum standards are presented in this table, together with the schools that

¹Ibid., p. 29.

TABLE XLVI

COMPLIANCE WITH RECOMMENDED MAXIMUM AND MINIMUM SIZE SHOWER ROOMS AND NUMBER OF SHOWER HEADS COMPARED TO AVAILABLE FACILITIES FOR MAXIMUM SIZE CLASS

School	Max. class size	Size shower room available (sq. ft)	Recommended size		No. of shower heads available	Number of shower heads recommended		Compliance			
			Min.	Max.		Min.	Max.	size shower room		No. shower heads	
								Min.	Max.	Min.	Max.
1	39	460	60	150	26	5	10			X	X
2	40	324	60	150	16	5	10			X	X
3	50	180	84	195	9	7	13	X		X	
4	35	225	48	135	11	4	9		X		X
5	48	225	72	180	15	6	12		X		X
6	41	532	60	150	22	5	10		X		X
7	48	84	72	180	6	6	12	X		X	
8	43	204	60	164	26	5	11		X		X
9	42	182	60	165	10	5	11	X		X	
10	38	240	60	150	14	5	10		X		X
11	50	135	72	195	10	6	13	X		X	
12	38	1093	60	150	22	5	10		X		X
13	40	80	60	150	8	5	10	X		X	
14	43	360	60	165	6	5	11		X		
15	67	90	96	255	9	8	17			X	
16	53	180	72	195	12	6	13	X		X	
17	44	216	60	165	10	5	11		X		
18	60	170	96	225	10	8	15	X		X	
19	63	200	96	240	17	8	16	X			X
20	45	252	60	165	11	5	11		X		X
21	41	142	60	150	10	5	10	X		X	X
22	63	2700	96	240	32	8	16		X		X
23	54	400	72	195	13	6	15		X		X
24	46	180	72	180	9	6	12		X	X	

TABLE XLVI (CONTINUED)

COMPLIANCE WITH RECOMMENDED MAXIMUM AND MINIMUM SIZE SHOWER ROOMS AND NUMBER OF SHOWER HEADS COMPARED TO AVAILABLE FACILITIES FOR MAXIMUM SIZE CLASS

School	Max. class size	Size shower room available (sq. ft.)	Recom- mended size		No. of shower heads available	Number of shower heads recommended		Compliance			
			Min.	Max.		Min.	Max.	Size shower room		No. shower heads	
								Min.	Max.	Min.	Max.
25	40	540	60	150	30	5	10		X		X
26	52	144	72	195	10	6	13	X		X	
27	45	162	60	165	18	5	11	X			X
28	34	111	48	135	9	4	9	X			X
29	35	180	48	135	4	4	9		X	X	
30	45	210	60	165	22	5	11		X		X
31	68	600	96	255	19	8	17		X		X
32	50	126	72	195	11	6	13	X		X	
33	48	210	72	180	21	6	12		X		X
34	38	540	60	150	19	5	10		X		X
35	44	140	72	165	6	6	11	X		X	
36	50	600	72	195	14	6	13		X		X
37	64	900	96	240	40	8	16		X		X
38	43	1000	60	165	18	5	11		X		X
39	60	98	96	225	5	8	15	X			
40	48	800	72	180	20	6	12		X		X
41	43	360	60	165	20	5	11		X		X
42	35	120	48	135	8	4	9	X		X	
43	44	360	72	165	24	6	11		X		X

complied with these standards. It shows that twenty-two schools fulfilled the maximum requirements for size of shower room and number of shower heads desired for the peak class load. In eleven schools these facilities met the minimum standards. Four of the schools complied with the maximum recommendation for size of shower room and the minimum standards for number of shower heads. There was one school that met the standards for the minimum number of shower heads, but did not comply with the recommended size of the shower room. The five remaining schools had shower rooms of minimum size, but did not have enough shower heads for the number of pupils enrolled per class period. On the basis of these data the conclusion was drawn that thirty-three, or seventy-seven per cent of the schools fulfilled the minimum requirements for size of shower rooms and the number of shower heads.

Toweling area. The state manual recommends the following standards for toweling areas:

A toweling area comparable to the size of the shower room should be provided. This will tend to prevent the general dressing area from becoming wet and unsanitary. It should have a ledge around the base of the wall 18 inches high and 8 inches wide for foot drying, and a towel bar $1\frac{1}{2}$ inches from the wall 6 feet high if a towel issue room is not adjacent.¹

Table XLVII shows the number of schools with toweling areas available and how these facilities compared with the

¹Ibid., p. 20.

TABLE XLVII

TOWELING AREAS AVAILABLE FOR BOYS PHYSICAL EDUCATION
 COMPARED TO RECOMMENDED STANDARDS

School	Available size towelng area (sq. ft.)	Recommended size		Compliance	
		Min.	Max.	Min.	Max.
1	270	60	150	X	X
2	80	60	150	X	-
3	122	84	195	X	-
4	0	48	135	-	-
5	0	72	180	-	-
6	200	60	150	X	X
7	0	72	180	-	-
8	0	60	165	-	-
9	0	60	165	-	-
10	0	60	150	-	-
11	189	72	195	X	-
12	0	60	150	-	-
13	0	60	150	-	-
14	0	60	165	-	-
15	0	96	255	-	-
16	0	72	195	-	-
17	0	60	165	-	-
18	176	96	225	X	-
19	0	96	240	-	-
20	0	60	165	-	-
21	0	60	150	-	-
22	0	96	240	-	-
23	0	72	195	-	-
24	0	72	180	-	-
25	40	60	150	-	-
26	136	72	195	X	-
27	0	60	165	-	-
28	0	48	135	-	-
29	0	48	135	-	-
30	0	60	165	-	-
31	225	96	255	X	-
32	0	72	195	-	-
33	0	72	180	-	-
34	0	60	150	-	-
35	0	72	165	-	-
36	0	72	195	-	-
37	1320	96	240	X	X
38	0	60	165	-	-
39	0	96	225	-	-
40	400	72	180	X	X
41	50	60	165	-	-
42	0	48	135	-	-
43	144	72	165	X	-

the recommended standards. Thirteen of the forty-three schools had toweling areas with their shower rooms. Of this number, four fulfilled the minimum and maximum requirements. In seven of the schools these facilities met the minimum standards. Two schools had toweling areas available, but they did not meet the minimum requirements. The remaining thirty schools did not have toweling areas. On the basis of the fact that some thirty-two or seventy-four per cent of the schools did not have toweling areas available, it may be concluded that there was a low degree of compliance with this standard.

Types of water control. The State Course of Study did not recommend any specific type of water control unit for the showers. The following types were observed in the A-1 high schools of Oregon. In ten of the schools the central thermostat type of water control was used. The instructor usually adjusted the temperature of the water by a master control, thereby assuring that the water would be of uniform temperature. The individual control type was the most widely used in thirty-one of the schools surveyed. In these schools the water temperature was adjusted and controlled individually by the students. The third type used was a combination of central thermostat and individual control. With this type of control the instructor could regulate extreme hot or cold water temperatures and the student still

had a variation of temperatures from which to select.

Sanitary fixtures. The state manual listed the following standards for sanitary fixtures:

Toilets and drinking fountains are to be located in the dressing and locker rooms in accordance with State Board of Health Standards as indicated in the Standards for Public Secondary Schools in Oregon.

Water closets -----	1 per 30 boys
Urinal -----	1 per 30 boys
Wash basin -----	1 per 20 boys
Drinking fountain --	1 per 50 boys ¹

On the bases of these standards Table XLVIII illustrates the type of fixture and its location for the number of schools conforming and those not conforming with these standards. Thirty-three schools had from one to six drinking fountains in their gymnasium, while four schools complied with the regulations by having drinking fountains in the auxiliary areas. Thirty-six of the schools fulfilled the recommendations for the number of drinking fountains to be located in the locker room. Thirty-four schools met the standards for the number of water closets in the locker room area. The number of urinals present in thirty-eight of the schools complied with the requirements for this type of toilet in the locker room. Twenty-six or sixty-one per cent of the schools that did not have a standard number of wash basins in the locker room were noted. Except for the number

¹State Department of Education, Standards for Public Secondary Schools in Oregon, op. cit., p. 29.

TABLE XLVIII

TYPE OF SANITARY FIXTURE AND LOCATION FOR NUMBER OF
HIGH SCHOOLS CONFORMING OR NOT CONFORMING
WITH REGULATIONS

Type of fixture	Location	Number of schools conforming	Number of schools not conforming
1. Drinking fountain:	Gymnasium	33	10
	Auxiliary room or area	4	39
	Locker room	36	7
2. Water closets:	Locker room	34	9
3. Urinals:	Locker room	38	5
4. Wash basin:	Locker room	17	26

of wash basins in the locker room and the number of drinking fountains in the auxiliary areas, the majority of the schools fulfilled the standards specified by the State Board of Health.

Corrective-restrictive facilities and equipment. The standards for corrective-restrictive facilities and equipment as stipulated in the State Course of Study were listed as follows:

Modified physical education is that part of the physical education program which provides special emphasis and guidance in health procedures and physical activities for those students who deviate from the normal health status and physical abilities by reason of illness or disability.

Minimum facilities and equipment. Gym suits, stall bars, low parallel bars, chest pulley weights, adjustable horizontal bar, horizontal ladder, rowing machine, balance beams, three-way mirror, and individual 2 by 6 foot mats.¹

Only four of the forty-three schools had all of the basic equipment, except the rowing machine, listed in the State Guide.² In these four schools there were no organized classes provided in modified activities. According to the instructors interviewed, the lack of class periods or of trained personnel for this activity was the reason organized

¹State Department of Education, Physical Education for Boys in Oregon Secondary Schools, op. cit., pp. 87-88.

²State Department of Education, 'A Guide for the Purchase and Care of Physical Education Equipment and Supplies, Salem: 1948, pp. 5-9.

classes were not offered. The remaining thirty-nine or ninety-one per cent of the schools had no facilities or equipment available for such a program.

Instructor's office. The state manual recommended that an instructor's office be located so that supervision could be maintained.¹

In thirty-five of the programs observed, the instructor's office was located in the locker room area. There were two instructor's offices in other parts of the building, and six such offices located in the gymnasium. The instructors in thirty-one of the schools stated that the location of their office made supervision of the locker and shower room areas possible. There was not a sufficient number of offices or space to provide for the number of instructors on the staff in ten of the schools. Offices, in many cases, served the dual purpose of office and equipment storage room.

Equipment office. Recommendations in the State Course of Study stipulated that a storage space for equipment and supplies be provided.²

Thirty-five of the schools had an equipment office in the locker room, properly arranged for issuing towels, suits, and supplies for both indoor and outdoor use.

¹State Department of Education, Physical Education for Boys in Oregon Secondary Schools, op. cit., p. 29.

²Ibid., p. 29.

Locker and shower room hygiene. The State Course of Study did not specifically stipulate standards for locker and shower room hygiene. However, the manual entitled Health Services for the School-Age Child in Oregon states that adequate and clean toilet and washroom facilities were necessary to prevent the spread of communicable disease.¹ This same recommendation on sanitation could be applied to the locker and shower rooms. Table XLIX illustrates the practices that were in effect for locker and shower room sanitation in the schools observed. It also presents in tabular form the number of times that the floors were washed and whether an antiseptic solution was used in the water. In one school the floor was washed two times each day with an antiseptic solution, while in twenty-four schools the locker and shower room floors were washed daily with an antiseptic solution. The practice of washing the floor twice a week was followed in three schools. Two of these schools used an antiseptic solution, but in the other school only hot water was used. In nine schools, the locker room floor was washed once a week and in seven of the schools an antiseptic solution was used in the water. One school reported the floor's being washed twice a month with plain water as their policy. One school also reported that their

¹ _____, Health Services for the School-Age Child in Oregon, op. cit., p. 42.

TABLE XLIX

LOCKER AND SHOWER ROOM HYGIENIC PRACTICES FOR WASHING
FLOORS WITH ANTISEPTIC SOLUTION

Number of times floor washed	Washed with plain water	Washed with antiseptic solution	Number of schools	Per cent
1. Twice daily	0	1	1	2.3
2. Daily	0	24	24	55.8
3. Twice a week	1	2	3	6.9
4. Weekly	2	7	9	19.9
5. Twice a month	0	1	1	2.3
6. Monthly	1	0	1	2.3
7. None	0	0	4	9.3

floors were washed once a month with plain water, while four instructors, each representing a different school, stated that their locker and shower room floors were never washed. On the basis of these findings, it may be concluded that the majority of the schools were practicing some degree of sanitation in washing their locker and shower floors.

Supplies and equipment. The State Course of Study lists the following standards for equipment and supplies:

The equipment and supplies necessary for teaching the various instructional units are listed at the beginning of each unit. The minimum permanent gymnasium equipment which each school should have is: an adjustable horizontal bar, tumbling mats, a horizontal ladder, and climbing ropes. These are in addition to the usual basketball and net-game standards that are a part of every gymnasium.

A more comprehensive list of minimum equipment and supplies can be found in A Guide for the Purchase and Care of Physical Education Equipment and Supplies, issued by the State Department of Education, 1948. This guide lists equipment and supplies classified as minimum, desirable, and complete.

Table L shows the number of schools and the degree to which they complied with the State Guide recommendations for physical education equipment and supplies. It reveals that the majority of the schools complied with the minimum standards for the basic apparatus equipment such as horizontal bars, parallel bars, climbing ropes and springboards. On the basis of the equipment recommended in the State Guide for team sports, it should be noted that the equipment observed was out of proportion to that supplied for other activities. The shortage of equipment was especially noted

TABLE L

NUMBER OF SCHOOLS AND DEGREE OF COMPLIANCE WITH STATE
RECOMMENDATIONS FOR PHYSICAL EDUCATION
EQUIPMENT AND SUPPLIES

Article	Number of schools			
	Below	Minimum	Desirable	Complete
1. Equipment				
Phonograph and records	3	0	35	5
Piano	11	0	28	4
Mats	0	0	43	0
Mat carrier	35	0	0	8
Horizontal bar	15	15	0	13
Horizontal ladder	33	0	0	10
Parallel bars	11	0	0	22
Buck	29	0	0	14
Climbing ropes	12	24	4	3
Rings	21	8	0	4
Scale	10	0	0	33
Springboard	21	0	0	22
Jumping standards (set)	12	19	0	12
Trampoline	29	0	0	14
Balance beam	26	0	0	7
Weight training set	37	5	0	1
Striking bag	30	0	0	13
Training bag, canvas	34	6	0	3
Wall pulley weights	36	2	5	0
Rowing machine	42	0	1	0
Swedish box	40	2	0	1
Stall bars	40	0	0	3
Stall bar benches	41	0	0	2
2. Supplies				
Archery guards	40	0	0	3
Arrows	39	1	1	3
Bows	54	1	8	0
Targets, easels	24	0	0	9

TABLE L (CONTINUED)

NUMBER OF SCHOOLS AND DEGREE OF COMPLIANCE WITH STATE
RECOMMENDATIONS FOR PHYSICAL EDUCATION
EQUIPMENT AND SUPPLIES

Article	Number of schools			
	Below	Minimum	Desirable	Complete
Baseballs	37	2	0	4
Basketballs	0	0	0	43
Footballs	3	0	0	40
Handballs	43	0	0	0
Soccer balls	7	7	0	29
Softballs	7	0	0	36
Tennis balls	33	8	0	2
Volleyballs	3	4	0	36
Baseballs, bases	33	0	0	10
Softball, bases	8	0	0	35
Baseball, bats	26	0	0	7
Softball, bats	5	4	0	24
Softball, catcher's outfit	29	10	0	4
Baseball, catcher's outfit	39	2	0	2
Cross bars	18	11	0	14
Boxing gloves	11	1	0	31
Bag gloves	29	3	0	11
Boxing head guard	24	5	0	14
Teeth guards	43	0	0	0
Jump ropes	32	8	0	3
Ball inflator	1	0	21	21
Tennis nets	13	0	0	30
Volleyball nets	4	12	0	27
Badminton racquets	16	15	7	7
Badminton nets	19	0	0	24
Shuttle cocks	23	9	7	4
Horseshoe sets	12	0	0	31
Shots	13	6	0	24
Tape line	14	11	0	18
Tennis racquet	36	4	0	3

TABLE L (CONTINUED)

NUMBER OF SCHOOLS AND DEGREE OF COMPLIANCE WITH STATE
RECOMMENDATIONS FOR PHYSICAL EDUCATION
EQUIPMENT AND SUPPLIES

Article	<u>Number of schools</u>			
	<u>Standards</u>			
	Below	Minimum	Desirable	Complete
Shuffle board	27	2	0	14
Swim suits	42	0	0	1
Medicine ball	15	9	0	19
Vault pole	15	5	0	23
Stop watches	6	12	0	25
Whistles	1	1	0	41
Safety belt	29	4	0	10

in the area of individual and dual activities.

Summary

The purpose of the data in this chapter was to show the degree of conformity of the A-1 high schools of Oregon with the recommended facilities and equipment of the State Department of Education. The data were analyzed in the following order: outdoor areas, indoor areas and facilities, locker and shower room areas, supplies and equipment.

The state minimum standard of ten acres for the school site was met by five schools, while sixteen schools exceeded this standard. Twenty-two schools or fifty-one per cent of the schools did not meet the minimum state standards in this respect. These latter schools were from two to nine acres below the minimum standards. Four of the schools which were below standards also had to share their grounds with an adjoining junior high school. In forty of the schools studied, the outdoor facilities were readily accessible for the physical education program.

Three schools conformed to the number of outdoor teaching stations recommended in the State Course of Study, while twenty-one of the remaining schools exceeded these standards. Nineteen schools fell below these recommended standards. The lack of land in fifty-one per cent of the schools, as previously discussed, also resulted in a lack

of outdoor teaching stations.

The physical education facilities in eighty-one per cent of the forty-three schools were constructed for community use as well as for school use.

Maintenance duties such as lining and dragging the fields and track, picking up paper, and moving equipment were the responsibility of the coaching and physical staff members in twenty-four schools. In sixteen schools the students were delegated these duties, and in eleven schools, the physical education classes performed this function.

An indoor area was allocated for each class in all of the schools. It was in the form of a gymnasium, or auxiliary area; stage, balcony, basement, corridor, and a classroom. All schools visited had at least one gymnasium. Eight of the forty-three schools did not comply with the standards governing a regulation size gymnasium floor. All gymnasium floors were marked for basketball courts, while thirty-eight of them also were marked for volleyball courts. Thirty-one schools possessed badminton courts which were marked on the gymnasium floor. Four also had floors marked for shuffleboard courts. Two other types of courts found on the gymnasium floor were softball diamonds in four schools and tennis courts in two schools.

Auxiliary rooms adjoining the gymnasium floor were found in twenty-four schools. Other locations for auxiliary

areas were the gymnasium balcony in ten schools, the basement in three schools, the cafeteria in two schools, and the stage as an auxiliary area in seven schools. Locker rooms in two of the schools were equipped with mats for either boxing or wrestling, and basketball goals and backboards for shooting of free throws. In two schools the balcony had an indoor track constructed on it.

Twelve or twenty-eight per cent of the forty-three schools owned or leased a swimming pool for the physical education program. Seven of these swimming pools, five outdoor and two indoor, were the property of the school district. Three of the recreation departments leased their outdoor pools to the school district for use in the teaching of an aquatic unit in the physical education program. The remaining two schools, with aquatic programs, leased indoor pools from the local Y.M.C.A.

All of the schools used some form of basket, locker, or clothes peg arrangement in their locker rooms. Fourteen of them adopted the basketroom-lockers system, while eleven schools used the basketroom and clothes peg system. One school provided a locker for each student, while six schools provided a self-service basket type of storage. Ten schools used the combination self-service basket and locker, with a six and one, seven and one, eight and one type of storage. Twenty-two of the schools used some type of lock system on the basket or locker. Four of the forty-three schools did

not have enough baskets or lockers to care for the number of students enrolled in the physical education classes. Therefore, four or 0.3 per cent of the schools did not comply with the state standards.

Seventy-seven per cent of the schools complied with the minimum standards for size of shower room and the number of shower heads for peak load classes.

The state requirement for the provision of a separate toweling area in the locker room was not met in seventy-four per cent of the schools.

Three types of water control for the showers were used in the schools. The one most widely used, in thirty-one schools, was the individual control type, while ten schools used the central thermostat type of control. The remaining two schools were using a combination central thermostat and individual control type.

The majority of the schools conformed to the state standards as to number and location of drinking fountains, water closets and urinals in the gymnasium and locker rooms. Instances of non-conformity were found in the failure to meet the minimum recommended number of wash basins in the locker rooms of twenty-six or 60.5 per cent of the schools. This failure was also detected in the minimum recommended number of drinking fountains in auxiliary areas for thirty-nine or 90.7 per cent of the schools.

Only four of the forty-three schools possessed the

basic corrective-restrictive equipment recommended in the State Course of Study. Even in the four schools with the necessary equipment, no organized classes in modified activities were scheduled.

Thirty-five schools had an instructor's office located so as to make possible the supervision of the locker and shower room area. An equipment office was located in the locker room of thirty-five schools. This office was arranged for issuing towels, suits, and supplies for both indoor and outdoor use.

In regard to the recommendations that sanitary procedures be followed, it was found that thirty-seven or eighty-six per cent of the schools had their shower and locker room floors washed at intervals from twice daily to once weekly. An antiseptic solution was used in thirty-four of these schools.

The supplies and equipment for physical education, as a whole, were below the minimum number recommended by the State Department of Education. In many cases, the equipment available for team sports far exceeded the recommended standards. The equipment for individual and dual activities generally were inadequate compared to the standards.

CHAPTER VII

FACTORS OF CONFORMITY AND NON-CONFORMITY

In studying the problem the following question was posed: what are some of the factors related to non-conformity by the schools to the rules, regulations, and programs set forth by the State Department of Education? The study revealed certain degrees of non-conformity in some items. These items were participation, teaching stations, class size, health medical examinations, intramurals, corrective-restrictive classes, individual and dual activities, and facilities. These factors will be discussed in the above order.

Participation

Twenty-five per cent of the total enrollment of boys in the high schools studied were not participating in physical education. There was a tendency toward a larger percentage of non-participation in physical education in the schools with the greater boys' enrollment as illustrated in Table LI. The schools were divided into three groups with reference to boys' enrollment: group one with enrollments below 300, group two 301 to 600, and group three included those schools with boys' enrollment above 600.

Schools with a boys' enrollment over 600 showed a mean

TABLE LI

PER CENT OF NON-PARTICIPATION IN SCHOOLS GROUPED IN RELATION TO BOYS' ENROLLMENT
1954

Group I 300 & below				Group II 301 - 600				Group III 601 & above			
Sch.	Enroll.	Part.	Non- part.	Sch.	Enroll.	Part.	Non- part.	Sch.	Enroll.	Part.	Non- part.
3	296	264	10.8%	1	430	407	5.4%	6	675	529	21.6%
4	277	275	.7	2	397	395	.5	9	700	480	31.4
10	254	250	1.6	5	455	365	19.8	12	797	398	50.1
11	235	206	12.3	7	583	488	16.3	19	1118	619	44.6
14	275	253	8.0	8	338	335	.9	22	1072	578	46.1
15	243	243	.0	13	305	142	30.7	23	1050	459	56.3
17	280	197	29.6	21	435	363	16.5	26	675	439	35.0
18	250	247	1.8	25	584	562	3.8	30	651	517	20.7
20	240	233	3.7	27	594	459	22.7	31	896	851	3.9
24	155	135	12.9	28	420	301	28.3	32	603	375	37.8
29	180	172	4.4	35	370	354	4.3	33	797	530	33.5
36	274	160	41.6	40	471	357	24.2	34	675	560	17.0
39	206	187	9.2	41	319	312	2.2	37	855	670	21.6
42	137	121	11.7					38	775	735	5.2
43	222	159	28.4					16	1250	747	40.2
Total	3524	3102	13.6		5701	4804	15.0		12,579	8,486	32.5

percentage of non-participation in physical education of 32.5, while schools with a boys' enrollment below 300 showed a mean percentage of non-participation of 13.6. Therefore, there is an increase in mean percentage of non-participation in physical education of 18.9 per cent between the small and the large schools of this study as demonstrated by boys' enrollment. However, utilizing statistical procedure for significance of difference between percentages as outlined by Garrett,¹ no significant difference between mean percentages of non-participation in boys' physical education was demonstrated between schools classified in this study as small, medium, and large.

The t -ratio² for the difference in percentages of non-participation in physical education between small and large schools of this study was 1.26. According to Table 29 of Garrett, entering the table at 29 degrees of freedom it is necessary to obtain a t of 2.04 to be significant at the .05 level of confidence. The t -ratio of 1.26 demonstrates a trend toward significant difference, the lack of which may be attributed to the small sample of schools involved in this study.

¹Henry E. Garrett, Statistics in Psychology and Education, New York: Longmans, Green & Co., 1947, pp. 218-220.

²Ibid., Table 29, p. 190.

Further study of the non-participation factor showed that of the nineteen schools that have twenty per cent or more of their students not participating in physical education, eleven were found to have an insufficient number of teaching stations. The factor that over one half of the schools non-conforming in participation did not have enough teaching stations indicates that it may affect participation.

Another factor noted in studying the nineteen non-conforming schools was that six of these schools had classes too large according to the recommendations for class size by the State Department of Education.

In making an observation of the data, it was interesting to make a comparison between the school districts that had a policy of blanket excusals from Physical education for juniors and seniors, and the school districts using the 1951-53 amendments to the original law as the basis for non-participation. The percentage of excusals in the latter school districts was high.

Table LII illustrates that the percentage of non-participation was almost as high for excuses permitted by regulation in the amendment as those granted in one school district established for juniors and seniors by district policies. Although the school districts using the regulations for excusals as adopted in the amendment do not interpret it as group or blanket excusal, there were an exceedingly high number of non-participants in these schools.

TABLE LII

PER CENT OF NON-PARTICIPATION IN SCHOOLS GROUPED IN RELATION TO EXCUSALS

District policy excuse non-participants			Excusal by amendment non-participants		
School	Number	Per cent.	School	Number	Per cent
9	220	31.4	12	399	50.1
16	503	40.2	13	63	30.7
19	499	44.6	17	83	29.6
22	494	46.1	28	119	28.3
23	591	56.3	32	226	37.8
26	236	35.0	36	114	41.6
30	135	20.7	40	114	24.2
33	267	33.5	43	63	28.4
Total	2,945	38.5	Total	1,283	33.8

In further study of non-participation, financial resources were considered as a possible related factor. Table LIII presents a comparison of the assessed evaluation of the schools in three classifications of percentage of non-participation. The schools are classified as to those with five per cent or less, six to twenty per cent, and those over twenty-one per cent non-participation in the program.

In studying this table it will be noted that the percentage of non-participation was greater in schools from communities with a high assessed evaluation. On the basis of this factor, it may be stated that lack of financial resources is not a major related factor to the percentage of non-participation in boys' physical education as shown in the schools studied.

Further analysis of the schools with over twenty-one per cent non-participation revealed that 2,945 boys not enrolled in physical education are in the schools of a single school district with the highest total assessed evaluation. This number is more than one half of the total number of boys not participating in physical education in all schools studied.

The lack of teaching stations was found to be another factor related to non-conformity to the participation requirement of the State Department of Education. Considering the total enrollment, number of class periods per day and recommended class size, the number of teaching stations available

TABLE LIII

PER CENT OF NON-PARTICIPATION IN SCHOOLS GROUPED IN RELATION TO ASSESSED EVALUATION

Less than five per cent of non-participation		Six to twenty per cent non-participation		Over twenty-one per cent non-participation	
Assessed evaluation	Number of students	Assessed evaluation	Number of students	Assessed evaluation	Number of students
\$11,166,211	2	\$16,234,676	23	\$ 23,502,504	146
9,600,212	2	10,882,290	32	14,631,135	399
8,562,448	3	12,955,318	90	17,495,960	63
9,826,580	4	19,497,590	95	10,210,734	83
11,044,920	0	4,694,342	29	15,474,668	135
6,288,928	3	7,515,530	22	22,971,321	119
7,238,160	9	8,386,695	72	11,594,353	228
22,295,111	22	13,409,237	20	9,727,575	114
3,669,202	8	25,986,662	115	13,291,376	114
43,954,413	35	49,663,418	40	14,282,375	63
10,468,985	16	6,601,626	19	673,649,645	2,945
10,992,257	7	3,657,600	16	*	
\$137,107,447	111	\$179,485,584	573	\$826,631,646	4,409

*One school was omitted because it was not supported by public school tax funds.

was inadequate in eighteen of the nineteen schools with high percentages of non-conformity in participation in the program. The difference between the number of teaching stations required compared to the number of stations available varied from one to seven per school.

In studying the lack of teaching stations it was found that the lack of outside teaching stations was confined entirely to the urban areas. The 1950 population was tabulated for all the communities having schools that lacked outside teaching stations.¹ Adopting Parten's² definition that a rural community is a community consisting of a town of less than 2,500 in population it was found that all the schools lacking outside teaching stations were in communities of an urban classification. The concentrated building problems in the urban areas may be considered in some degree as related to the lack of outdoor teaching stations. In the interviews with school personnel the lack of available land was the basic reason presented for the lack of outdoor teaching stations. Five of the nineteen schools that did not conform to recommended outside teaching stations had acquired additional land but at the time of this study had not developed it into teaching stations.

¹Secretary of State, Oregon Blue Book 1954, Salem: 1954, p. 73.

²Mildred B. Parten, Surveys, Polls and Samples, New York: Harper and Brothers, 1950, p. 166.

TABLE LIV

LACK OF TEACHING STATIONS AS A CAUSE OF NON-CONFORMITY TO PARTICIPATION REQUIREMENTS

Non-conforming schools	Total enrollment	Periods per day	No. teaching stations req. (per period)	No. teaching stations available	Inadequate number of stations
2	764	7	4	3	1
3	604	6	4	2	2
4	555	6	3	0	3
9	1,250	7	5	2	3
12	1,514	6	8	4	4
16	1,250	8	5	2	3
17	625	6	4	3	1
19	2,374	7	10	3	7
21	856	6	5	2	3
22	2,237	6	11	6	5
23	2,240	7	10	6	4
30	1,404	7	6	4	2
31	1,863	6	10	5	5
32	1,185	6	6	4	2
33	1,615	7	8	3	5
34	1,274	6	6	4	2
35	678	8	3	2	1
38	1,529	6	8	6	2

The factors of class size, number of class periods, number of teaching stations, staff and facilities have a relationship to the non-conformity in participation found in the programs studied. Five of the schools with a high percentage of non-participation did not meet the recommended standards in all of the above factors.

In school number three there were 264 boys enrolled in physical education classes, six periods a day, with one staff member. There were two teaching stations, one indoor, one outdoor, and the three-two method of scheduling was used. There was a need for at least another half time staff member in order to adjust the class load to the recommended size. There was also a need for at least two more teaching stations. Additional facilities wouldn't help unless additional staff members were provided.

In school number nineteen there were 619 boys enrolled in physical education classes, seven periods a day, with two staff members. There were three teaching stations, which in this school was adequate. The method of scheduling classes was the four week block plan for health instruction and nine week block plan for physical education. In this situation there was a need for at least an additional half time instructor to adjust not only the physical education class load, but to make the health education classes smaller than the size of forty as recommended for physical education.

In school number twenty-two there were 578 boys enrolled in physical education classes, six periods a day, with two staff members. There were six teaching stations for both boys and girls. The scheduling method adopted was a full semester of health each year, then five days of physical education. In this particular school only the freshmen and sophomores participated in physical education. On the basis of at least forty-eight boys in each class period there was a need for a half-time instructor. Considering that only grades nine and ten were enrolled in physical education, the number of teaching stations and facilities was adequate. If all students in all grades had been enrolled the number of staff members, teaching stations and class size would be inadequate.

School twenty-three was another school that scheduled physical education for only the ninth and tenth grade boys. There were 459 boys enrolled in physical education classes, six periods a day, with two staff members. There were six teaching stations for both the boys and girls. The scheduled method adopted was a full semester of health instruction in the sophomore year, plus a semester of physical education. In the freshmen year physical education was scheduled five days a week for the entire school year. The method of scheduling classes and assigning students to these classes was the direct related factor in the non-conformity to class

size in this school. In half of the twelve classes scheduled the, classes averaged between twenty-six and twenty-eight students. In the remaining classes the load was from forty-five to fifty-four students per class. Even with a more balanced schedule, there was a need for a half-time teacher. There were enough teaching stations and facilities for the ninth and tenth grade boys registered in physical education classes.

In school number thirty-one there were 851 boys enrolled in physical education classes for six periods a day. There were three full-time and two half-time staff members with five teaching stations. Physical education was scheduled daily except for a nine week block of health instruction. There were an adequate number of teaching stations and facilities in this school. The problem was the same as in the previous school, one of scheduling and student assignment to classes. Class loads in fifteen classes averaged between twenty and thirty-nine students, while in the remaining eight classes the class size was from forty-four to sixty-eight students.

In summarizing the basic factors as identified in the above schools, the reasons for non-conformity in class size were primarily lack of staff and scheduling practices. In two of the schools observed there was non-conformity in class size because only four periods in the day were scheduled

for physical education with one staff member. Without personnel to supervise classes of forty or less students, conformity could not be obtained by just adding an additional number of teaching stations or facilities.

Health Medical Examination

Thirty-nine per cent of the schools studied required the health medical examination. There was a tendency for the smaller schools to have these examinations. In Table LV the schools have been divided into three groups according to total student enrollment. In group one all schools up to an enrollment of 800 students were listed. In group two those schools between 801 and 1600 were tabulated, and group three had those schools with an enrollment from 1601 to 2400. In comparing the percentages of conformity within each group the schools with the smaller enrollment have the highest conformity of nine out of the twenty-one schools in this category. The middle group of schools, ranging from 801 to 1600 students, had the greatest percentage of schools not requiring the health medical examination. This illustration shows a greater tendency to conform to the health medical examination requirement in the smaller schools, than in the two larger classifications of schools with an enrollment of 1601 and above. However the difference and sample are so small that little significance can be attached to the factor of the size of the school in relationship to conformity to this requirement.

TABLE LV

HEALTH MEDICAL EXAMINATION CONFORMITY AND NON-CONFORMITY
IN SCHOOLS GROUPED IN RELATION TO TOTAL ENROLLMENT

Group I 0 - 800		Group II 801 - 1600		Group III 1601 - 2400	
Con- formity	Non-con- formity	Con- formity	Non-con- formity	Con- formity	Non-con- formity
9	12	5	9	3	5
47.6%	52.4%	35.7%	64.3%	37.4%	62.6%

Another interesting observation in studying the factors of health medical examinations was comparison between wealth and non-conformity. In Table LVI is presented the health medical examination conformity and non-conformity in schools grouped in relation to assessed evaluation. The schools were divided into three groups: low--communities with an assessed evaluation below 10.4 million dollars, middle--between 10.5 and 19.9 million dollars, and high--above 20 million dollars. Each school was tabulated as to conformity or non-conformity with the health medical examination requirement. On the basis of these data it was found that the same number of schools in both the low and high assessed evaluation classifications conformed to the requirement. However, the greatest conformity was shown in the schools in the middle grouping of assessed evaluation. The factor of wealth of a school district did not show an appreciable relation to conformity and non-conformity in medical health examination.

TABLE LVI

HEALTH MEDICAL EXAMINATION CONFORMITY AND NON-CONFORMITY IN SCHOOLS
GROUPED IN RELATION TO ASSESSED EVALUATION

Low Below 10.4 M Health medical examination			Middle 10.5 M -- 19.9 M Health medical examination			High Above 20. M Health medical examination		
Sch.	Con- formity	Non-con- formity	Sch.	Con- formity	Non-con- formity	Sch.	Con- formity	Non-con- formity
4		X				6		X
8		X	1		X	9		X
10		X	2	X		16		X
11	X		3	X		19		X
14	X		5	X		22		X
			7		X	23		X
17		X	12	X		25	X	
18		X	13		X	26		X
20	X		24		X	28	X	
21		X	27	X		30		X
29	X		32		X	31	X	
35		X	40	X		33	X	
36		X	41	X		34	X	
39		X	43		X	38		X
42	X		15		X			
Total	5	9		7	7		5	9
%	35.7%	64.3%		50%	50%		35.7%	64.3%

#37 was omitted because it is not supported by public tax funds.

Intramurals

In studying conformity and non-conformity of intramural programs, the following factors of school size, staff, number of periods, physical education classes, and bus transportation were considered.

There were thirty-two, or 74 per cent of the schools that had intramural programs. Table LVII reveals intramural program conformity and non-conformity in schools, grouped in relation to total enrollment. The factor presented in these data was that the six schools with an enrollment of 1,601 students or more had intramural programs. According to the data presented in this table the large schools had a 100 per cent conformity to the requirement within their classification as compared to almost equal percentages of conformity in the other classifications.

TABLE LVII

INTRAMURAL CONFORMITY AND NON-CONFORMITY IN SCHOOLS GROUPED IN RELATION TO TOTAL ENROLLMENT

	Group I 0 - 800		Group II 801 - 1600		Group III 1601 - 2400	
	Non-con- formity	Con- formity	Non-con- formity	Con- formity	Non-con- formity	Con- formity
Tot.	6	14	5	12	0	6
%	30.0%	70.0%	29.4%	70.6%	0	100.0%

In further investigation of non-conformity to the recommended intramural program the question was posed: is there any relationship between available staff organization of the intramural program and non-conformity? In five of the eleven schools not having an intramural program, there was only one staff member to teach a full schedule of physical education six periods a day. In addition these instructors had coaching assignments after school. Lack of supervisory personnel may be considered as one element related to the non-conformity in intramural programs.

In thirteen of the thirty-two intramural programs with a high degree of participation, one faculty member was designated as the intramural director. This staff member was responsible for the organization and administration of the program. This factor illustrates a degree of relationship between available and assigned personnel to conformity to the intramural program recommendation.

Another interesting observation in studying the scheduling practices of the schools that conform to an intramural program is that twelve of the thirty-two had a seven or eight period day. The non-conforming schools had six periods scheduled per day. It is possible additional class periods in the school day may provide more favorable conditions for scheduling intramurals.

In the collection of the data the instructors interviewed

indicated that one of the major problems in scheduling intramurals was the necessity for students to leave immediately after school by scheduled bus transportation. Five schools not conforming to the intramural program recommendation indicated this bus transportation problem was one of the major factors in their non-conformity. In another five of the thirty-two schools having intramural programs the problem of bus transportation was met by scheduling the recommended program with the physical education class. This method of scheduling intramurals could be considered as a possible means of conforming to the recommendation when other times are not available for the program. In cases where additional staff members are not available for supervising the program the physical education class instructor may be used as supervisor of the program when it is scheduled within the regular physical education class.

Corrective-Restrictive Classes

Thirty-nine or 91 per cent of the schools studied did not have corrective-restrictive programs of instruction. The same schools did not have the specialized facilities and equipment to conduct these programs. Factual data as to why these conditions existed was not available, but the individuals interviewed in the study expressed the opinion that the major factors in non-conformity were lack of highly specialized personnel, specialized equipment and facilities, medical

supervision, and proper class size. Those interviewed further expressed the opinion that the preceding factors were not supplied in their schools because of the lack of available finance. It was indicated that this was a very expensive program for a limited few. Some instructors indicated that even when finances were sufficient, qualified personnel was not available.

In this study conformity was present in those schools with the trained personnel, facilities and equipment.

Individual and Dual Activities

The following factors of non-conformity in individual and dual activities were expressions of opinion. The absence of individual and dual activities in many of the schools was due to lack of trained personnel, facilities, equipment, and community and religious pressures. The factors associated with non-conformity of dance in the boys' physical education program were usually related to these same factors. The factor of inadequate supplies and equipment will be discussed in detail.

Supplies and Equipment for Individual and Dual Activities. In the area of inadequate supplies for individual and dual activities, Table LVIII lists the number of schools not conforming to the recommended program for individual and dual activities. The table further illustrates that there is a relation between the number of schools not having the individual and dual activities in their physical education

program and the number of schools that do not have the equipment for these activities recommended in the state standards.

In apparatus activities, there were eighteen of the schools without this activity in their physical education programs. The number of schools that were below state standards for recommended basic equipment ranged from eleven to forty schools in some specific items.

The activity of archery was not scheduled in thirty-four of the programs studied and the lack of equipment was evident in from twenty-four to forty of the schools.

Badminton as a unit of instruction in the recommended physical education program for boys in the A-1 high schools was not scheduled in twenty of the forty-three schools. The standard items of equipment for this activity were lacking in from sixteen to nineteen schools. There were some schools with badminton equipment which did not schedule this activity as part of the boys' physical education curriculum.

Boxing as a physical education instructional unit was not included in twenty-five of the schools studied. A lack of certain items of standard equipment for this activity was noted in from eleven to forty-three of the schools studied. The lack of program and equipment in this area was attributed by the instructors interviewed to the lack of confidence by the public and school people in the value of the boxing program.

TABLE LVIII

NUMBER OF SCHOOLS NOT CONFORMING TO RECOMMENDED PROGRAM FOR
INDIVIDUAL AND DUAL ACTIVITIES AND THE NUMBER OF
SCHOOLS BELOW STATE RECOMMENDATIONS IN
EQUIPMENT FOR THESE ACTIVITIES

Equipment for individual and dual activity	No. of schools non-conforming to activity	No. of schools below state standards
1. Apparatus:	18	
Trampoline		29
Horizontal bar		15
Horizontal ladder		33
Parallel bars		11
Rings		21
Horse		29
Swedish box		40
Spring board		21
Balance beam		26
2. Archery:	34	
Archery guards		40
Arrows		39
Bows		34
Targets and easels		24
3. Badminton	20	
Racquets		16
Nets		19
4. Boxing	25	
Gloves		11
Bag gloves		29
Boxing head guard		24
Teeth guards		43
Jump ropes		32
Striking bag		30
Training bag		34
5. Handball	41	43
6. Horseshoes	39	12
7. Tennis	30	
Balls		33
Nets		13
Racquets		36
8. Track and field	5	
Cross bars		18
Jumping standards		12
Pole vault poles		15

Handball, because of the lack of facilities, was not scheduled in forty-three of the schools. None of the schools surveyed met the recommendations for handball equipment. Opinion expressed on this condition was that the demands for expensive space in relation to the number that could participate did not justify the expense involved in providing these facilities.

There was more available horseshoe equipment present in the schools than there were programs of instruction. The tendency was to use this activity as a recreational or filler type of activity. Thirty-nine of the schools studied did not schedule horseshoes as a unit of instruction in physical education programs, while twelve of the schools did not have an adequate amount of recommended equipment for this activity. It was an expression of opinion that this activity was not interpreted as a unit of instruction in the physical education program.

Tennis as a unit of instruction was not scheduled in thirty of the forty-three schools. Thirteen schools were below standards in the number of nets. Thirty-three schools did not furnish tennis balls, and thirty-six schools did not have the recommended number of tennis racquets.

The activity of track and field was not scheduled in five of the schools studied as a part of the instructional physical education program. There were from twelve to eighteen schools which were below state recommendations in

such items as jumping standards, cross bars, and vaulting poles.

In summarizing the lack of equipment as a related factor in non-conformity in conducting individual and dual activity programs, it becomes apparent that most of the schools not conforming did not have adequate instructional materials for these activities. Additional related factors in non-conformity in these activities are matters of frequent expressed opinion involving insufficient finance, religious pressure, lack of public confidence, and untrained personnel.

Summary

The purpose of this chapter was to show some of the factors related to non-conformity by the schools to the rules, regulations, and programs set forth by the State Department of Education. These factors were participation, teaching stations, class size, health medical examinations, intramurals, corrective-restrictive classes, individual and dual activities, and facilities.

There was no significant difference between the schools as categorized in this study as small, medium, and large schools in percentage of non-participation of boys in physical education. However, there was a trend toward significant difference, the lack of which may be attributed to the small sample of schools involved in this study.

As indicated in the data presented a non-conformity in one area tends to influence non-conformity in another area. This was found to be particularly true in respect to non-conformity to the recommendations for number of teaching stations, number of staff, class size, and participation. The non-conformity of a school in respect to the recommended number of teaching stations reflected directly in the non-conformity to the participation requirements. A second illustration of a similar relationship is non-conformity in staff size and inadequate teaching stations affected adversely conformity to recommended class size.

The factor that over one half of the schools non-conforming in participation did not have enough teaching stations indicates that it could affect participation.

Six of the nineteen non-conforming schools studied had classes too large according to the recommendations for class size by the State Department of Education. This was another factor related to non-conformity in participation.

Percentage of non-participation was almost as high for excuses permitted by regulation in the amendment as those granted in our school district established for juniors and seniors by district policies.

Wealth of a community does not decrease the percentage of non-participation in boys' physical education as shown in the schools studied. More than one half of the total number of boys not participating in physical education were excused in one

school district.

It was indicated that a lack of outdoor teaching stations was related to the concentrated building problems in the urban areas. Basically, the lack of outdoor teaching stations was attributed to the lack of land.

The reasons for non-conformity in class size were primarily lack of staff and scheduling practices.

There was a greater tendency for conformity of health medical examinations in the smaller schools than in the schools with an enrollment of over 1,601 students. In relation to wealth of a school district, there was little difference between medium and large, but the greatest conformity for the health medical examination was shown in the grouping of low assessed evaluation.

Factors of non-conformity in intramural programs were identified with lack of staff, number of class periods, and bus transportation. Some factors of conformity and high participation were attributed to sufficient staff, an intramural director, seven or eight class periods, and scheduling intramurals during the physical education class period.

Factors contributing to non-conformity in corrective-restrictive classes were lack of highly specialized personnel, facilities, equipment, class size, and necessary medical supervision and diagnosis.

The absence of individual and dual activities was attributed to lack of trained personnel, facilities, equipment, and community and religious pressures.

CHAPTER VIII

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary and Conclusions

The purpose of this study was to determine the degree to which the forty-three A-1 high schools of the state of Oregon complied with the rules, regulations and programs established by the State Department of Education for the implementation of the Oregon health and physical education laws.

In studying the problem the following questions were posed:

1. What are the administrative procedures and policies established to make the programs of instruction in physical education functional? How do these administrative procedures and policies compare with the State Department of Education rules and regulations for the implementation of the Oregon health and physical education laws?

2. What is the type, content and scope of the curricular offerings established in the A-1 senior high schools of the state of Oregon to meet the programs of instruction established by the State Department of Education and published in the manual entitled Physical Education for Boys

in Oregon Secondary Schools? How do these programs compare with the State Department of Education recommendation for the implementation of the Oregon health and physical education laws?

3. What physical education facilities and equipment are provided in the schools selected to make the curricular offerings functional? How do these physical education facilities compare with the minimum recommendations of the State Department of Education?

4. What are some of the factors related to non-conformity by the schools to the rules, regulations, and programs set forth by the State Department of Education?

The forty-three schools selected for this study were those classified as A-1 schools by the Oregon School Activities Association. The interview-analysis technique was selected as the best method for obtaining the information necessary to solve the problem. In order to attain a high level of cooperation in obtaining the data necessary for the solution of the problem, the endorsements of the State Superintendent of Public Instruction, the Oregon Association of Health, Physical Education and Recreation, and the Oregon High School Principals' Association were sought and obtained.

The personal visitation and observation technique was used. Every school selected for the study was personally visited and the physical education program observed by the interviewer. During the interview the writer recorded all

the data on an interview-analysis sheet.

The following is a summary of the findings of the study. This material is presented in the same order as it is found in the previous chapters.

¹⁰
Start Organization and Administration Policies

The study revealed that the organization and administration policies to implement the instructional program met, in a high percentage of cases, the minimum requirements set forth by the State Department of Education. The percentage of schools not conforming to the state requirements were as follows: 20 per cent not conforming to the number of boys participating in physical education classes, 42 per cent in the years of physical education required for graduation, and 60 per cent failing to require a health medical examination upon entrance into the secondary school. The following statements present the degree of conformance and non-conformance.

There were nineteen different plans, all based on the six basic plans, used to schedule health and physical education instruction. Health and physical education were taught five days a week in all schools. The three-two plan of alternating health and physical education instruction was the most widely used plan of scheduling.

Seventy-five per cent of the total enrollment for boys

in the schools studied were enrolled in physical education classes. The tenth grade, however, was the only grade on the secondary school level in which all schools fulfilled the requirement that each student be provided with programs of health instruction and physical education activities for all elementary and high school pupils in grades one through twelve. Twenty-five schools required physical education and health instruction for all grade levels encompassed in their type of school. Some of these schools were three year high schools, while others were four year high schools.

Seventeen schools complied with the State Department of Education requirement that all students have a medical health examination on entrance to the secondary school. This represented 39.6 per cent of the schools involved in this study.

In regard to class size, 72 per cent of the schools met the standard that classes be forty students or less. There were 2.4 instructors for each eleven physical education classes. The average size of physical education classes in these schools was thirty-six students.

Twenty per cent of the boys in attendance in all schools surveyed were excused individually or as a group from physical education activities. The majority of those excused from physical education activities were enrolled in another subject. When a student was temporarily excused from physical

education activities in thirty-one schools, he was retained in the class in the capacity of a monitor, game official, or spectator. Sixteen of the schools excused the eleventh and twelfth grades as a group from physical education activities.

In nineteen of the schools boys who participated in athletics were excused from physical education classes, but were granted credit for physical education. In all of the schools following this policy, the athletes returned to a physical education class at the completion of the sport season. The sixth or last period of the school day was reserved for athletic practice in thirteen of the schools.

All of the schools complied with the requirement that one unit of credit be given for the successful completion of a year's instruction in health education and physical education. In thirty-one schools this credit was weighted equally between health instruction and physical education. In determining the academic grade for physical education in most schools the greatest emphasis was placed upon the following factors: performance, participation, attendance, attitude, knowledge tests, improvement, uniform and care of equipment.

The physical education instructors interviewed reported that they had accepted and were using the educational objectives presented in the State Course of Study as the objectives of their physical education program.

Eighteen schools had copies of their complete physical

education program on file in either the principal's office or in the office of the physical education department.

A physical education uniform was required in all of the schools. In four of these schools the complete uniform, except the shoes, was furnished by the school. A fee was charged the student for the use of these uniforms. These fees ranged from twenty-five cents to five dollars per student per school year in thirty-five of the schools. The average fee that was charged the students was \$2.50.

Showers after participation in physical education activities were required in all of the schools. Supervision of the showers and shower room area was carried on by the instructional staff in thirty-six of the schools.

Twenty-four of the schools used some method of interpreting their physical education program to the school and community. These methods varied extensively in nature, the one used most predominantly being the basketball half-time demonstration.

Curriculum

The study revealed that the physical education curriculum available for the instructional program did not generally meet the minimum requirements set forth by the State Department of Education. High percentages of non-conformity with curricular recommendations of the State Department of Education were found in the following areas: aquatics, dance,

Stop ¹⁰

Start #11

individual and dual, corrective-restrictive, and intramural activities. In the activities, team sports, apparatus, tumbling, stunts, and pyramid building, a high percentage of the schools met the State Department of Education recommendations. ^{Exhibit 11} The following statements present the degree of this conformance and non-conformance.

Aquatics were taught in eleven of the schools studied. One of these schools also scheduled a unit on lifesaving and water safety. The period of instruction varied from two to sixteen weeks. Only one of the schools offering aquatics failed to comply with the state recommendation pertaining to the length of the period of instruction. Methods of evaluation included Red Cross swimming and lifesaving tests.

The forms of dance included in the programs were ballroom, folk, and square dance. Twenty-seven of the schools scheduled some form of these dance activities. The length of the period of instruction varied from one to six weeks. The average period of instruction was three weeks. Only half of the schools which scheduled dance programs used some method of evaluation.

Various methods of scheduling tumbling, apparatus, stunts, and pyramid building were observed. The period of instruction in this activity averaged 3.9 weeks. In comparison with the state recommendation, there was an evident lack of basic apparatus equipment in the schools. In one school, instruction in this activity was scheduled on a coeducational

basis.

Individual and dual activities included archery, badminton, bowling, boxing, cross country, golf, handball, marching and orientation, table tennis, roller skating, ice skating, tennis, track and field, weight training, wrestling, hand-to-hand combat, horseshoes, angling, gymnastic drills, and games of low organization. The period of instruction ranged from one to twelve weeks. All activities except angling, gymnastic drills, and games of low organization were recommended in the State Course of Study. The average period of time for these latter activities was 3.1 weeks or 8.9 per cent of the school year.

Eleven team sports were taught in the schools surveyed. The period of time allocated for instruction in these activities varied from one to twelve weeks. Touch and flag football, basketball, volleyball, and softball were the team games most commonly used in the majority of the schools. In comparison to the individual and dual activities, there were more schools participating in team sports. Periods of instruction in the major team sports of football, basketball, and softball, each averaged 5.4 weeks, or a total of 45 per cent of the school year. Methods of evaluation in these sports included practical skills tests and written knowledge examinations on the rules and history of the different games.

Thirty-two of the schools had intramural programs.

Approximately 26 per cent of the total enrollment for boys participated in the intramural program. In the schools offering intramural programs, there was an average of twenty-eight weeks of competition. The noon hour and after school hours were the periods most widely used to schedule the intramural program. A variety of nineteen individual and dual activities and nine team sports were scheduled. Those most common were table tennis, track and field, wrestling, football, basketball, softball, and volleyball. The relatively high percentage of average participation was attributed to the practice of scheduled activities during the physical education class period. An adult advisor was responsible for all but one of the intramural programs. Teams were organized in the majority of the schools by physical education classes, homerooms, and grades. Eleven of the schools presented awards in their intramural programs. School funds in various amounts were available for all intramural programs. Twenty-six of the schools used physical education equipment in the intramural program.

Facilities and Equipment

Conformity to the State Department of Education recommendations concerning facilities and equipment varied considerably. There were high percentages of conformity found in the recommendations for size of gymnasium floors, locks,

lockers, and baskets, size of shower rooms and number of shower heads, and sanitary fixtures. High percentages of non-conformity were found in size of outdoor areas, swimming pools, toweling areas in locker rooms, and corrective-restrictive facilities and equipment. The following statements present the degree of this conformity and non-conformity.

The state minimum standard of ten acres for the school site was met by five schools, while sixteen schools exceeded this standard. Fifty-one per cent of the schools did not meet the minimum state standards in this respect. These latter schools were from two to nine acres below the standards. Four of the schools which were below standards also had to share their grounds with an adjoining junior high school. In forty of the schools studied, the outdoor facilities were readily accessible for the physical education program.

Three schools conformed to the number of outdoor teaching stations recommended in the State Course of Study, while twenty-one of the remaining schools exceeded these standards. Nineteen schools fell below these recommended standards. The lack of land in 51 per cent of the schools, as previously discussed, also resulted in a lack of outdoor teaching stations.

The physical education facilities in thirty-five or 81 per cent of the forty-three schools were constructed for community use as well as for school use.

Maintenance duties such as lining and dragging the fields and track, picking up paper, and moving equipment were the responsibility of the coaching and physical education staff members in twenty-four schools. In sixteen schools the students were delegated these duties, and in eleven others, the physical education classes performed this function.

An indoor area was allocated for each class in all of the schools. It was in the form of a gymnasium, or auxiliary area, stage, balcony, basement, corridor, or classroom. All schools visited had at least one gymnasium. Eight of the forty-three schools did not comply with the standards governing a regulation size gymnasium floor. All gymnasium floors were marked for basketball courts, while thirty-eight of them also were marked for volleyball courts. Thirty-one schools possessed badminton courts which were marked on the gymnasium floor. Four also had floors marked for shuffleboard courts. Two other types of courts found on the gymnasium floor were softball diamonds in four schools and tennis courts in two schools.

Auxiliary rooms adjoining the gymnasium floor were found in twenty-four schools. Other locations for auxiliary areas were the gymnasium balcony in ten schools, the basement in three schools, the cafeteria in two schools, and the stage as an auxiliary area in seven schools. Locker rooms in two of the schools were equipped with mats for either boxing or

wrestling, and basketball goals and backboards for shooting of free throws. In two schools the gymnasium balcony had an indoor track constructed on it.

Twelve, or 28 per cent, of the forty-three schools owned or leased a swimming pool for the physical education program. Seven of these swimming pools, five indoor and two outdoor, were the property of the school district. Three of the recreation departments leased their outdoor pools to the school districts for use in the teaching of aquatic units in the physical education program. The remaining two schools, with aquatic programs, leased indoor pools from the local Y.M.C.A.

All of the schools used some form of basket, locker, or clothes peg arrangement in their locker rooms. Fourteen of the schools adopted the basketroom-lockers system, while eleven schools used the basketroom and clothes peg system. One school provided a locker for each student, while six schools provided a self-service basket type of storage. Ten schools used the combination self-service basket and locker with a six and one, seven and one, or eight and one type of storage. Twenty-two of the schools used some type of lock system on the baskets or lockers. Four of the forty-three schools did not have enough baskets or lockers to care for the number of students enrolled in the physical education classes. Therefore, four or 9.3 per cent of the schools did

not comply with the state standards.

Seventy-seven per cent of the schools complied with the minimum standards for size of shower room and the number of shower heads for peak load classes.

The state requirement for the provision of separate toweling areas in the locker room was not met in 74 per cent of the schools.

Three types of water control for the showers were used in the schools. The one most widely used, in thirty-one schools, was the individual control type, while ten schools used the central thermostat type of control. The remaining two schools were using a combination central thermostat and individual control type.

The majority of the schools conformed to the state standards as to number and location of drinking fountains, water closets and urinals in the gymnasium and locker rooms. Instances of non-conformity were found in the failure to meet the minimum recommended number of wash basins in the locker rooms of twenty-six or 60.5 per cent of the schools. This failure was also detected in the minimum recommended number of drinking fountains in the auxiliary areas for thirty-nine or 90.7 per cent of the schools.

Only four of the forty-three schools possessed the basic corrective-restrictive equipment recommended in the State Course of Study. Even in the four schools with the

necessary equipment, no organized classes in modified activities were scheduled.

Thirty-five schools had an instructor's office located so as to make possible the supervision of the locker and shower room area. An equipment office was located in the locker room of thirty-five schools. This office was arranged for issuing towels, suits, and supplies for both indoor and outdoor use.

In regard to the recommendations that sanitary procedures be followed, it was found that thirty-seven or 86 per cent of the schools had their shower and locker room floors washed at intervals from twice daily to once weekly. There were four schools in which the floors were never washed. An antiseptic solution was used in thirty-four of the schools.

The supplies and equipment for physical education, as a whole, were below the minimum number recommended by the State Department of Education. In many cases, the equipment available for team sports far exceeded the recommended standards. The equipment for individual and dual activities generally was inadequate compared to the standards.

Factors Related to Non-Conformity

The major recommendations and regulations for which non-conformity was found are: participation, teaching stations, class size, health medical examinations, intramurals,

corrective and restrictive classes, individual and dual activities, and facilities. In studying the reasons for these non-conformities the following factors were investigated: size of school, number of teaching stations, adequacy of staff, class size, methods of scheduling classes, wealth of the community, available land, and adequacy of facilities and equipment. Following is a summary of the findings of this study.

There was no significant difference between the schools as categorized in this study as small, medium, and large schools in percentage of non-participation of boys in physical education. However, there was a trend toward significant difference, the lack of which may be attributed to the small sample of schools involved in this study.

The factor that over one half of the schools non-conforming in participation did not have enough teaching stations indicates that it could affect participation.

Six of the nineteen non-conforming schools studied had classes too large according to the recommendations for class size by the State Department of Education. This was another factor related to non-conformity in participation.

Percentage of non-participation was almost as high for excuses permitted by regulation in the amendment as those granted in our school district established for juniors and seniors by district policies.

Wealth of a community does not decrease the percentage

of non-participation in boys' physical education as shown in the schools studied. More than one half of the total number of boys not participating in physical education were excused in one school district.

It was indicated that a lack of outdoor teaching stations was related to the concentrated building problems in the urban areas. Basically, the lack of outdoor teaching stations was attributed to the lack of land.

The reasons for non-conformity in class size were primarily lack of staff and scheduling practices.

There was a greater tendency for conformity of health medical examinations in the smaller schools than in the schools with an enrollment of over 1,601 students. In relation to wealth of a school district, there was little difference between medium and large, but the greatest conformity for the health medical examination was shown in the grouping of low assessed evaluation.

Factors of non-conformity in intramural programs were identified with lack of staff, number of class periods, and bus transportation. Some factors of conformity and high participation were attributed to sufficient staff, an intramural director, seven or eight class periods, and scheduling intramurals during the physical education class period.

Factors contributing to non-conformity in corrective-restrictive classes were lack of highly specialized personnel,

facilities, equipment, class size, and necessary medical supervision and diagnosis.

The absence of individual and dual activities was attributed to lack of trained personnel, facilities, equipment, community and religious pressures.

Conclusions

From the standpoint of organization and administrative procedures for the instructional program, there was a high percentage of cases that met the minimum requirements set forth by the State Department of Education.

The physical education activities offered in the instructional program did not generally meet the minimum requirements set forth by the State Department of Education.

Conformity to the State Department of Education recommendations concerning facilities and equipment varied considerably. Considerable conformity was found in the areas of size of gymnasium floors, locks, lockers, and baskets, size of shower rooms and number of shower heads, and sanitary fixtures. In regard to size of outdoor areas, swimming pools, toweling areas in locker rooms, and corrective-restrictive facilities and equipment, high levels of non-conformity were found.

Some of the factors related to non-conformity are inadequate: teaching stations, class size, and equipment. No

particular relationship was found between the factors of size of the school and wealth of the community in relationship to non-conformity with State Department of Education requirements.

Recommendations

The findings in this study indicate that improvements should be made in order to carry out the recommended physical education program in the A-1 high schools of Oregon. The policies, programs, and facilities are adequate in many of the high schools. The following recommendations are offered to strengthen the policies, programs, and facilities in the instances which do not approach the standards set forth by the State Department of Education.

It is recommended that intensive study be made to determine possible corrections for the relatively high percentage of boys not participating in physical education by certain grade levels.

This study revealed that 60 per cent of the students entering these schools received no health medical examination. In view of this fact, it is recommended that the health medical examination procedures be intensely investigated.

It is recommended that improvements be made in curricular offerings. Inadequacy found in written programs and curricular offerings indicate that concentrated efforts to develop instructional material would materially assist a major portion

of the schools in meeting the recommended programs.

This study revealed a high percentage of non-conformity in the size of outdoor areas, swimming pools, toweling areas, and corrective-restrictive facilities and equipment. It is recommended that these facilities and equipment be developed to meet the minimum requirements set forth by the State Department of Education.

Recommendations for Further Study

It is recommended that this study be extended to all secondary schools in the state of Oregon. It must be recognized that this is only a partial sampling and important comparisons could be made between these schools and the conditions to be found in the remaining secondary schools in the state.

This study brought forth the need for additional studies in the area of health and physical education. Many of the problems encountered in this study pertained to the teaching of health in the A-1 high schools of the state of Oregon. Therefore, it is recommended that a similar study be made on the organization and administration, programs, and facilities of health education in the high schools of the state of Oregon.

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APPENDIX

UNIVERSITY OF OREGON

EUGENE, OREGON

268

SCHOOL OF HEALTH AND PHYSICAL EDUCATION

March 22, 1954

Mr. Chester Haliski
Boys' Physical Education
Marshfield High School
Coos Bay, Oregon

Dear Chet:

There is a critical need for accurate current information concerning the status of high school physical education programs in Oregon. In order to obtain this information, an analytical study of the boys' programs, policies, and facilities of the forty-three A-1 senior high schools in the state has been set up.

To gain the information needed for this study, it will be necessary to make personal visitations to each of these high schools. A schedule of visitation is proposed and it would be appreciated if an interview at your school on Monday, May 3, 1954, at approximately 1:00 P.M. o'clock will meet with your approval.

Enclosed you will find a copy of the interview-analysis sheet that will be used in the study. If you would fill out this sheet prior to our conference it would permit more time to be used for the discussion of your program.

An abstract of the findings will be forwarded to you upon the completion of this study.

Thank you for your kind attention

Sincerely



Fred C. Adams
Graduate Student

.....ENDORSEMENT.....

"I urge the cooperation of administrators and teachers with Fred C. Adams in this study of physical education in Oregon."

Sincerely yours,



Rex Putnam,
Supt. Public Instruction

Copy to:
Guy Shellenbarger

(This Side of Card is for Address)

FRED C. ADAMS

School of Health & Physical Education
University of Oregon
Eugene, Oregon

TO: FRED C. ADAMS

DATE: _____

The date and time scheduled for the
interview on physical education
(is)
(is not) satisfactory. The follow-
ing time and date would be better:

TIME: _____ DATE: _____

Signed: _____

School

School of Health and Physical Education
University of Oregon
Eugene, Oregon

"A STUDY OF PHYSICAL EDUCATION CURRICULUM FOR
BOYS' IN THE A-1 SENIOR HIGH SCHOOLS OF THE
STATE OF OREGON"

A PROPOSED SCHEDULE FOR INTERVIEW VISITATIONS

<u>DATE</u>	<u>TIME</u>	<u>SCHOOL</u>
<u>Monday, March 29th</u>	8:30 A.M.	Roosevelt High School
	11:30 A.M.	Jefferson High School
	2:00 P.M.	Lincoln High School
<u>Tuesday, March 30th</u>	8:00 A.M.	Washington High School
	10:30 A.M.	Benson High School
	2:00 P.M.	Cleveland High School
<u>Wednesday, March 31st</u>	8:00 A.M.	Grant High School
	10:30 A.M.	Parkrose High School
	2:00 P.M.	Central Catholic High School
<u>Thursday, April 1st</u>	8:00 A.M.	Milwaukie High School
	10:30 A.M.	Franklin High School
	2:00 P.M.	Gresham High School
<u>Friday, April 2nd</u>	8:00 A.M.	Astoria High School
	1:00 P.M.	Tillamook High School
<u>Monday, April 5th</u>	8:00 A.M.	Eugene High School
<u>Tuesday, April 6th</u>	8:00 A.M.	Springfield High School
<u>Wednesday, April 7th</u>	8:00 A.M.	Cottage Grove High School
<u>Monday, April 12th</u>	8:00 A.M.	Sweet Home High School
	1:00 P.M.	Lebanon High School
<u>Tuesday, April 13th</u>	8:00 A.M.	Albany High School
	1:00 P.M.	Corvallis High School
<u>Wednesday, April 14th</u>	8:00 A.M.	Salem High School
	1:00 P.M.	McMinnville High School
<u>Thursday, April 15th</u>	8:00 A.M.	Newberg High School
	1:00 P.M.	Tigard High School
<u>Friday, April 16th</u>	8:00 A.M.	Beaverton High School
	11:00 A.M.	Hillsboro High School
	2:30 P.M.	Forest Grove High School

A PROPOSED SCHEDULE FOR INTERVIEW VISITATIONS (CON'T)

<u>DATE</u>	<u>TIME</u>	<u>SCHOOL</u>
<u>Monday, April 26th</u>	8:00 A.M. 1:00 P.M.	Oregon City High School West Linn High School
<u>Tuesday, April 27th</u>	8:00 A.M. 1:30 P.M.	The Dalles High School Hermiston High School
<u>Wednesday, April 28th</u>	8:00 A.M. 1:00 P.M.	Pendleton High School McLoughlin High School
<u>Thursday, April 29th</u>	8:00 A.M. 2:00 P.M.	La Grande High School Baker High School
<u>Friday, April 30th</u>	8:00 A.M.	Bend High School
<u>Monday, May 3rd</u>	8:00 A.M. 1:00 P.M.	North Bend High School Marshfield High School
<u>Tuesday, May 4th</u>	8:00 A.M. 2:00 P.M.	Roseburg High School Crater Pass High School
<u>Wednesday, May 5th</u>	8:00 A.M. 1:00 P.M.	Medford High School Klamath Falls High School

Fred G. Adams,
Graduate Student

(COPY)

May 4, 1954

Mr. Fred Adams
Graduate Student
School of Health & Physical Education
University of Oregon
Eugene, Oregon

Dear Mr. Adams:

This letter is to inform you that the Executive Council for the Oregon Association for Health, Physical Education and Recreation formally has written into its minutes the endorsement of your doctoral study which you brought to my attention some time ago. Let me take this opportunity of wishing you success in the study, and we will be looking forward to the results of it.

Sincerely yours,

Robert W. Bergstrom, President
Oregon Association for Health,
Physical Education and
Recreation

UNIVERSITY OF OREGON
EUGENE, OREGON

273

SCHOOL OF HEALTH AND PHYSICAL EDUCATION

June 1, 1954

Mr. Chester Haliski
Boys' Physical Education
Marshfield High School
Coos Bay, Oregon

Dear Chet:


As I lift my "blood-shot" eyes over a mountain of thesis data to peer at the calendar on the wall, I suddenly realize that the school year is almost over. Although an abstract on the findings of my study: "A Study of Physical Education Curriculum for Boys in the A-1 Senior High Schools of the State of Oregon" will not be ready to be mailed until next fall, I want to assure you that a copy will be sent upon completion.

I want to take this opportunity to thank you for your sincere and wholehearted cooperation in helping me obtain my thesis data. The administrators and physical educators with whom I had the privilege of associating on this study have restored my faith in the field of education. My entire tour of approximately 2500 miles in the state of Oregon proved most enjoyable and educational.

It is my hope that the results of this study will benefit the boys' physical education program in Oregon.

May your summer be an enjoyable one.

Sincerely yours,



Fred C. Adams
Graduate Student

FCA:am

**An Interview-Analysis Sheet for the Study of
Physical Education Curriculum for Boys
in the A-1 Senior High Schools
of the State of Oregon**

Prepared by

FRED C. ADAMS

Graduate Student

School of Health and Physical Education

University of Oregon

Eugene, Oregon

INTRODUCTION

The proposed problem is to determine the degree of compliance of the A-1 senior high schools of the state of Oregon with the rules, regulations, and programs established by the State Department of Education for the implementation of the Oregon health and physical education laws.

From the standpoint of supervision, the State Department of Education is interested in knowing the status of curricular offerings provided to meet the requirements established to implement the laws. The legislative committee of the Oregon Association for Health, Physical Education and Recreation is vitally concerned with any legislation which effects the quality of instruction in this field. For this reason, such factual information as provided by this study is most important to the function of the legislative committee.

The study has the interest and endorsement of the following persons and organizations:

1. Rex Putnam, Superintendent of Public Instruction,
State Department of Education
2. Robert Bergstrom, President, Oregon State
Association for Health, Physical
Education and Recreation
3. Clifford J. Skinner, President, Oregon High
School Principal's Association

TABLE OF CONTENTS

<u>SECTION</u>	<u>PAGE</u>
A	<u>ORGANIZATION AND ADMINISTRATION . . . 1</u>
	I. Class Periods 1
	II. Methods of Scheduling 1
	III. Time Allocation 1
	IV. Classification & Class Assignment . 1
	V. Health Medical or Physical Exam. . 2
	VI. School Health Services 2
	VII. Teacher Load 3
	VIII. Excuses 4
	IX. Credits 5
	X. Grading 6
	XI. Schools General Educational Objectives 6
	XII. Physical Education Objectives . . . 7
	XIII. Physical Education Program 7
	XIV. Required Student Physical Education Equipment 8
	XV. Showers 8
	XVI. Interpretation of Physical Education Program 8
B	<u>FACILITIES 9</u>
	XVII. Activity Areas. 9
	XVIII. Intramural Programs 11
C	<u>ACTIVITIES 14</u>
	XIX. Outdoor Areas 14
	XX. Indoor Areas and Facilities 15
	XXI. Locker and Shower Areas 17
	XXII. Supplies and Equipment. 18
	XXIII. Laundry 20

SECTION A - ORGANIZATION AND ADMINISTRATION

I.	<u>CLASS PERIODS:</u>	<u>Days per Week</u>	<u>Grade</u>
	1. Number of physical education classes scheduled for each student each week.	() () ()	() () ()
II.	<u>METHODS OF SCHEDULING PHYSICAL EDUCATION CLASSES:</u>		
	2. 3-2 plan on straight alternating basis.	()	
	3. Health instruction for straight six weeks with no physical education, then physical education five days a week for remainder of school year.	()	
	4. Health instruction for straight nine weeks with no physical education, then physical education five days a week for the remainder of the school year.	()	
	5. Physical education five days a week, with health instruction a full semester every other year.	()	
	6. Physical education five days a week, health instruction integrated with other subjects.	()	
	7. Others:		
	7.1 _____	()	
	7.2 _____	()	
	8. Total numbers of years of physical education required for graduation.		()
III.	<u>TIME ALLOCATION:</u>	<u>Minutes</u>	
	9. Length of class periods	()	
	10. Passing time between classes?	()	
	11. Time allocated for actual instruction (Per class period)	()	
	12. Time allocated for play and competition?	()	
	13. Time allocated for dress?	()	
	14. Time allocated for showers?	()	
	15. Time allocated for intramurals within physical education class period?	()	<u>Days per Week</u> ()
IV.	<u>CLASSIFICATION AND CLASS ASSIGNMENT:</u>		
	The students are classified and assigned to physical education classes by the following methods:		
	16. Grade	()	
	17. Skills	()	
	18. Tests: Types:		
	18.1 Oregon Motor Fitness	()	
	18.2 P.F.I.	()	
	18.3 Others:	()	
	_____	()	
	_____	()	

IV. CLASSIFICATION AND CLASS ASSIGNMENT: (cont.)

- 19. Pupil-Interest ()
- 20. Result of Health Examination ()
- 21. Others: ()
 - 21.1 _____ ()
 - 21.2 _____ ()

V. HEALTH MEDICAL EXAMINATION REQUIRED FOR PHYSICAL EDUCATION CLASSES?

- 22. Examination required:
 - 22.1 Yes ()
 - 22.2 No ()
 - 22.3 Each year 22.7 Grade: ()
 - 22.4 Every other year 22.8 ()
 - 22.5 Every third year 22.9 ()
 - 22.6 Others: ()

23. Examination administered by:

- 22.1 School physician ()
- 22.2 Private physician ()
- 22.3 School Nurse ()
- 22.4 County Public Nurse ()
- 22.5 County Public Health Doctor ()
- 22.6 Registered Nurse ()
- 22.7 Hospital Interns ()
- 22.8 Registered dentist ()
- 22.9 Physical Education Staff ()
- 22.10 Others: ()

VI. MEDICAL EXAMINATION AND SCHOOL HEALTH SERVICES:

- 24. Medical examination, advisory, and emergency service is provided by school physicians with cooperative arrangements for handling handicapped and problem cases in school and public clinics or by private practitioners.
 - 24.1 Yes ()
 - 24.2 No ()
- 25. Trained school nurse service is provided for both school and home visitation purposes; by either part-time or full-time nurses.
 - 25.1 Yes ()
 - 25.2 No ()
- 26. No student is permitted to participate in strenuous class activity without a satisfactory medical examination.
 - 26.1 Yes ()
 - 26.2 No ()
- 27. A continuous, permanent, progressive health record is maintained and passed on for each student and is used as a basis for advice and follow-up service.
 - 27.1 Yes ()
 - 27.2 No ()

VI. MEDICAL EXAMINATION AND SCHOOL HEALTH SERVICES: (cont.)

28. Assignment to rest, restricted, or individual activity, or excused from required normal physical education activity is approved by the school or family physician, in consultation with the physical education instructor 28.1 Yes () 28.2 No ()

29. All modified and individual activity cases are properly classified and grouped within classes for effective instruction and guidance, according to their condition. 29.1 Yes () 29.2 No ()

VII. <u>TEACHER LOAD:</u>		31		31		31	
Class	Number of	Total Students	Class	No. of	Per	Grade	
Period	Students	Per Class	Period	Students	Class	9, 10, etc.	
I	TEACHERS						
	30.1 A			30.25 A			
	.2 B			.26 B			
	.3 C			.27 C			
	.4 D	31.1		V .28 D	31.5		
	.5 E			.29 E			
	.6 F			.30 F			
II	TEACHERS						
	30.7 A			30.31 A			
	.8 B			.32 B			
	.9 C			.33 C			
	.10 D	31.2		VI .34 D	31.6		
	.11 E			.35 E			
	.12 F			.36 F			
III	TEACHERS						
	30.13 A			.37 A			
	.14 B			.38 B			
	.15 C			.39 C			
	.16 D	31.3		VII .40 D	31.7		
	.17 E			.41 E			
	.18 F			.42 F			
IV	TEACHERS						
	30.19 A			30.43 A			
	.20 B			.44 B			
	.21 C			.45 C			
	.22 D	31.4		VIII .46 D	31.8		
	.23 E			.47 E			
	.24 F			.48 F			

TOTAL NUMBER OF BOYS ENROLLED IN PHYSICAL EDUCATION CLASSES:

NO. ENROLLED TWICE A DAY OR FOR EXTRA CREDIT

=====

=====

=====

VIII. EXCUSES:

32. Those students who should be in physical education but not enrolled in physical education are assigned to the following:
- | | <u>Number</u> |
|--|---------------|
| 32.1 Health Instruction | _____ |
| 32.2 Study Hall | _____ |
| 32.3 Library | _____ |
| 32.4 Musical Organizations | _____ |
| 32.5 Driver Training | _____ |
| 32.6 Vocational Education | _____ |
| 32.7 Academic Subjects | _____ |
| 32.8 Other Places: | _____ |
| Total: | _____ |
| 32.9 Of this total number, how many are excused for medical reasons? | _____ |

33. Are there groups of students in the following categories excused from physical education as a group?
- | | |
|--------------------|---------------------|
| 33.1 7th Grade () | 33.4 10th Grade () |
| 33.2 8th Grade () | 33.5 11th Grade () |
| 33.3 9th Grade () | 33.6 12th Grade () |

34. From the groups above who are excused from physical education are taking the following in lieu of physical education:
- | | <u>Number</u> |
|-------------------------|---------------|
| 34.1 Academic Subject | () |
| 34.2 Vocational Class | () |
| 34.3 Business Education | () |
| 34.4 Working | () |
| 34.5 Study Hall | () |
| 34.6 Library | () |

35. What types of temporary excuses from physical education are accepted by your school and who accepts them?

- | 35.1 Medical | <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="writing-mode: vertical-rl; transform: rotate(180deg);">School Nurse</th> <th style="writing-mode: vertical-rl; transform: rotate(180deg);">P.E. Staff</th> <th style="writing-mode: vertical-rl; transform: rotate(180deg);">Admin-istrator</th> <th style="writing-mode: vertical-rl; transform: rotate(180deg);">Other Faculty</th> <th style="writing-mode: vertical-rl; transform: rotate(180deg);">Others</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> </tbody> </table> | School Nurse | P.E. Staff | Admin-istrator | Other Faculty | Others | | | | | | | |
|--------------------------------|--|--------------|----------------|----------------|---------------|--------|--|--|--|--|--|--|--|
| School Nurse | | P.E. Staff | Admin-istrator | Other Faculty | Others | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| 35.2 Religious | | | | | | | | | | | | | |
| 35.3 Academic | | | | | | | | | | | | | |
| 35.4 Temporary | | | | | | | | | | | | | |
| 35.5 Special Activities | | | | | | | | | | | | | |
| 35.6 Corrective or Restrictive | | | | | | | | | | | | | |
| 35.7 Others: _____ | | | | | | | | | | | | | |

VIII. EXCUSES: (cont.)

36. Where is the student assigned when excused from physical education activities?

- 36.1 Health Class ()
- 36.2 Study Hall ()
- 36.3 Library ()
- 36.4 Physical Education Monitor ()
- 36.5 Game Official ()
- 36.6 Spectator ()
- 36.7 Other Classes ()
- 36.8 Others: _____ ()

37. Are interscholastic athletes excused from taking physical education: 37.1 Yes () 37.2 No ()

When excused, credit is given for physical education 37.3 Yes () 37.4 No ()

Excused for entire school year. 37.5 Yes () 37.6 No ()

Excused during season of sport then returns to regular physical educational class. 37.7 Yes () 37.8 No ()

Sixth or last period of school day reserved for athletic practice. 37.9 Yes () 37.10 No ()

Credit given for physical education 37.11 Yes () 37.12 No ()

Credit not given for physical education 37.13 Yes () 37.14 No ()

IX. CREDITS:

38. The following amount of academic credit is given for health and physical education per school year.

- 38.1 For physical education Credits ()
- 38.2 For health ()
- 38.3 For combination of health and physical education: ()

(If it is a combination, what weight is given each area and how is total grade determined?) _____

38.4 If the health education is integrated, how is the health grade determined and in what subject area is it allocated?

X. GRADING:

39. The following method of grading is used for the physical education classes in your school:

- 39.1 1,2,3,4,5 ()
- 39.2 A,B,C,D,F ()
- 39.3 Satisfactory-Unsatisfactory ()
- 39.4 None ()
- 39.5 Others: _____ ()

40. Procedure for determining academic grade:

- | | <u>% of</u>
<u>Emphasis</u> |
|--------------------------------|--------------------------------|
| 40.1 Performance | () |
| 40.2 Participation | () |
| 40.3 Attendance | () |
| 40.4 Attitude | () |
| 40.5 Knowledge Tests | () |
| 40.6 Skill Tests | () |
| 40.7 Uniform-Care of Equipment | () |
| 40.8 Improvement | () |
| 40.9 Progression | () |
| 40.10 Others: _____ | () |

41. Do you have printed or established standards of physical education achievement scales to use?

- | | |
|-------------------------------|-------------|
| 41.1 Yes () | 41.2 No () |
| Do you use them? 41.3 Yes () | 41.4 No () |

XI. SCHOOLS GENERAL EDUCATIONAL OBJECTIVES:

42. Do you have a copy of the general educational objectives of your school?

- | | |
|--------------|-------------|
| 42.1 Yes () | 42.2 No () |
|--------------|-------------|

43. Summarize below the general educational objectives of your school in terms of the following broad areas:

(Please feel free to use back of opposite page for additional summarization.)

43.1 Self-realization: _____

43.2 Human Relationship: _____

43.3 Economic Efficiency: _____

43.4 Civic Responsibility: _____

XII. PHYSICAL EDUCATION OBJECTIVES:

44. Do you have a statement of the objectives of your physical education program? 44.1 Yes () 44.2 No ()

45. Summarize below the objectives of your program in terms of the following broad areas:

45.1 Physiological development: _____

45.2 Skill: _____

45.3 Social education: _____

45.4 Recreation: _____

45.5 Cultural: _____

XIII. PHYSICAL EDUCATION PROGRAM:

46. Do you have a copy of your complete physical education program: 46.1 Yes () 46.2 No ()

Activities are elective in what grades? 46.3 (Grade)

Activities are
46.4 Core () 46.6 Seasonal ()
46.5 Graded () 46.7 Combination ()

XIV. REQUIRED STUDENT PHYSICAL EDUCATION EQUIPMENT:

47. The following equipment is required for each student for all physical education classes:	<u>Equipment Supplied By:</u>	
	<u>Student</u>	<u>School</u>
47.1 Basketball/tennis shoes	()	()
47.2 Supporter	()	()
47.3 Trunks	()	()
47.4 Sox	()	()
47.5 "T" Shirt	()	()
47.6 Sweat Shirt	()	()
47.7 Sweat Pants	()	()
47.8 Towel	()	()
47.9 Others: _____	()	()
	()	()

48. Is the student charged a fee for the equipment that the school furnishes? 48.1 Yes () 48.2 No ()
- 48.3 Amount of fee for school year: \$ _____

XV. SHOWERS:

49. Each student is required to take a shower after participation in a physical education class. 49.1 Yes () 49.2 No ()
50. Can a student participate and not take a shower? 50.1 Yes () 50.2 No ()
51. Students are excused from taking a shower on the following basis:
- 51.1 Medical excuse ()
- 51.2 Religious excuse ()
- 51.3 Others: _____ ()

52. Supervision of showers and shower room area is by:

- 52.1 Instructional staff ()
- 52.2 Student monitors ()
- 52.3 Custodial staff ()
- 52.4 Others: _____

XVI. INTERPRETATION OF PHYSICAL EDUCATION PROGRAM:

53. The following means are used by your school to interpretate your physical education program: No. Per School Year

- 53.1 Physical education demonstrations or festivals ()
- 53.2 Play Days ()
- 53.3 Radio Programs ()
- 53.4 Television Programs ()

Period of Time
Activity Presented
in Curriculum

METHOD OF EVALUATION

	WEEKS	Grades					COEDUCATIONAL ACTIVITY	Skills	Character	Physical Fitness Attitudes and Appreciation	Social Efficiency	Motor Ability	Motor Capacity	HEALTH Knowledge
		7	8	9	10	11								
57. Individual & Dual Activities:Cont.														
57.25 Tumbling														
57.26 Weight Training														
57.27 Wrestling														
57.28 Others:														
58. Team Sports:														
58.1 American Foot- ball (Touch)														
58.2 American Foot- ball (Flag)														
58.3 Baseball (Hard)														
58.4 Basketball														
58.5 Ice Hockey														
58.6 Softball														
58.7 Soccer														
58.8 Speedball														
58.9 Volleyball														
58.10 Others:														

TOTAL:

XVIII. INTRAMURAL PROGRAM

Yes () No ()

59. Average number of boys participating in your intramural program this year: ()

60. Total number of weeks intramural program is active during the school year: ()

61. The intramural program is scheduled during the following periods:

61.1 Noon hour ()	61.5 Saturdays ()
61.2 After school ()	61.6 Activity period ()
61.3 Evenings ()	61.7 Others: ()
61.4 Before school ()	

62. The following activities are a part of the yearly intramural program:

	DAYS	WEEKS	NUMBER PARTICIPATING
62.1 American Football (Touch)			
62.2 American Football (Flag)			

XVIII. INTRAMURAL PROGRAM: (cont.)

65. Does your school give intramural awards? Yes () No ()
 If so, what awards do you give for intramural participation?
- | | |
|-----------------------------|----------------------------|
| 65.1 Plaques () | 65.8 Trophies () |
| 65.2 Emblems () | 65.9 Individual medals () |
| 65.3 Letters () | 65.10 Others: _____ () |
| 65.4 Numerals () | _____ () |
| 65.5 Certificates () | _____ () |
| 65.6 Banners () | _____ () |
| 65.7 Individual Ribbons () | _____ () |
66. Do you have an annual all-year score chart or point system for teams? 66.1 Yes () 66.2 No ()
67. Are varsity athletes eligible for intramural participation? 67.1 Yes () 67.2 No ()
 To what extent: _____
-
68. How is intramural program publicized?
- | | |
|---------------------------------|------------------------|
| 68.1 School paper () | 68.4 TV () |
| 68.2 Town or city newspaper () | 68.5 Others: _____ () |
| 68.3 Radio () | _____ () |
69. Does the intramural director make an annual report on intramural participation? Yes () No ()
 If so, to whom is it submitted: _____
70. From what sources are intramural officials obtained?
- | | | |
|-----------------------------------|----------|---------------|
| 70.1 Students | Paid () | Voluntary () |
| 70.2 Varsity athletes | Paid () | Voluntary () |
| 70.3 School Officials Association | Paid () | Voluntary () |
| 70.4 Faculty members | Paid () | Voluntary () |
| 70.5 Others: _____ | Paid () | Voluntary () |
| _____ | Paid () | Voluntary () |
71. What assistance is given the intramural director in administering the intramural program?
- | | |
|---|-----|
| 71.1 Other faculty members | () |
| 71.2 Student intramural association members | () |
| 71.3 Seasonal managers | () |
| 71.4 Sports managers | () |
| 71.5 Others: _____ | () |
| _____ | () |
| 71.6 None | () |
72. Does the school require parents' approval for student to participate in the intramural program? 72.1 Yes () 72.2 No ()
73. Are the students required to have a special physical examination just to participate in the intramural program?

XVIII. INTRAMURAL PROGRAM: (cont.)

74. What is the source of intramural finance?
- 74.1 Physical education budget ()
 - 74.2 Student fees ()
 - 74.3 Athletic gate receipts ()
 - 74.4 Student money-raising projects ()
 - 74.5 Student body fund ()
 - 74.6 Others: _____ ()
 - _____ ()
 - 74.7 Amount appropriated for intramurals for school year: \$ _____
75. How much of the equipment (Balls, bats gloves, etc.) does the school furnish for your intramural program?
- 75.1 All ()
 - 75.2 Part ()
 - 75.3 None ()
- Of this equipment the following is used:
- 75.4 Physical education equipment is used for intramurals ()
 - 75.5 Athletic equipment used for intramurals ()
 - 75.6 Duplicate equipment used specifically for intramurals ()
 - 75.7 Others: _____ ()
 - _____ ()

SECTION C - FACILITIES

XIX. OUTDOOR AREAS:

76. Number of total useable acres: ()
77. Number of teaching stations: ()
78. The outdoor facilities are readily accessible:
- | | 78.1 Yes () | 78.2 No () |
|--------------------------|--------------------------|---|
| | No. of Teaching Stations | Mul-
tiple
Sq.Ft. Use
Surface* |
| 79. Facilities: | | |
| 79.1 Archery lanes | _____ | _____ |
| 79.2 Badminton courts | _____ | _____ |
| 79.3 Baseball diamond | _____ | _____ |
| 79.4 Basketball court | _____ | _____ |
| 79.5 Broad Jump Pit | _____ | _____ |
| 79.6 Croquet court | _____ | _____ |
| 79.7 Football field | _____ | _____ |
| 79.8 Golf driving cages | _____ | _____ |
| 79.9 Golf putting greens | _____ | _____ |
| 79.10 Handball courts | _____ | _____ |
| 79.11 Pole vault pit | _____ | _____ |

* Examples of types of surfaces: turf, dirt, sawdust, clay, asphalt, macadam, cement and cinders.

XIX. <u>OUTDOOR AREAS</u> (cont.)	No. of Teaching Stations	Total Sq.Ft	Mul-tiple Use	Surface
79.12 Shot put ring	_____	_____	_____	_____
79.13 Soccer field	_____	_____	_____	_____
79.14 Softball diamond	_____	_____	_____	_____
79.15 Speedball field	_____	_____	_____	_____
79.16 Combination of:				
Football	_____	_____	_____	_____
Soccer	_____	_____	_____	_____
Speedball	_____	_____	_____	_____
79.17 Tennis courts	_____	_____	_____	_____
79.18 Volleyball court	_____	_____	_____	_____
79.19 Others:	_____	_____	_____	_____
_____	_____	_____	_____	_____

80. Facilities are constructed for community use as well as school use. 80.1 Yes () 80.2 No ()
81. The outdoor facilities are maintained by the following: Extent ()
- 81.1 P.E. Staff _____ ()
 - 81.2 Coaches _____ ()
 - 81.3 School district supervisor _____ ()
 - 81.4 Janitor or custodian _____ ()
 - 81.5 Bus drivers _____ ()
 - 81.6 Grounds maintenance staff _____ ()
 - 81.7 Students _____ ()
 - 81.8 P.E. classes _____ ()
 - 81.9 Other classes _____ ()
 - 81.10 Others: _____ ()

XX. INDOOR AREAS AND FACILITIES:

82. There is an indoor area allocated for each class. 82.1 Yes () 82.2 No ()
83. There is a separate gymnasium for boys and girls. 83.1 Yes () 83.2 No ()
84. There is one gymnasium to be used for boys and girls at the same time. 84.1 Yes () 84.2 No ()
85. The following auxiliary activity rooms are available.
- | | Ht. of No. Ceiling | No. of Teaching Stations | Size | Surface |
|------------------------------|--------------------|--------------------------|-------|---------|
| 85.1 Corrective-restrict | _____ | _____ | _____ | _____ |
| 85.2 Apparatus | _____ | _____ | _____ | _____ |
| 85.3 Tumbling-stunts | _____ | _____ | _____ | _____ |
| 85.4 Weight training | _____ | _____ | _____ | _____ |
| 85.5 Wrestling | _____ | _____ | _____ | _____ |
| 85.6 Boxing | _____ | _____ | _____ | _____ |
| 85.7 Dance | _____ | _____ | _____ | _____ |
| 85.8 Recreational activities | _____ | _____ | _____ | _____ |

XX. INDOOR AREAS AND FACILITIES: (cont.)

	No. of Teaching Stations	Ht. of Ceiling	Size	Surface
85.9 Handball	_____	_____	_____	_____
85.10 Combination of above:	_____	_____	_____	_____
_____	_____	_____	_____	_____
85.11 Others:	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

86. The gymnasium floor is marked for a variety of activities:

	No. of Teaching Stations	Total Sq. Feet	Size (Ft)	No. of Courts
86.1 Basketball courts	_____	_____	x	_____
86.2 Volleyball courts	_____	_____	x	_____
86.3 Badminton courts	_____	_____	x	_____
86.4 Shuffleboard	_____	_____	x	_____
86.5 Others:	_____	_____	x	_____
_____	_____	_____	x	_____

87. Other areas; balcony, auxiliary room, stage, etc., where courts are marked on floor:

	Location		
87.1 Volleyball	_____	x	_____
87.2 Basketball	_____	_____	_____
Free throw	_____	x	_____
87.3 Badminton	_____	x	_____
87.4 Shuffleboard	_____	x	_____

88. Swimming Pool: 88.1 Yes () 88.2 No ()

This pool or pools is/are property of the school district: 88.3 Yes () 88.4 No ()

Or rented from:

- 88.5 Recreation department ()
- 88.6 YMCA-YWCA ()
- 88.7 Athletic Club ()
- 88.8 University or College ()
- 88.9 Others: _____ ()

88.10 No of pools: _____ Size: _____ x

x

XX. INDOOR AREAS AND FACILITIES (cont.)

89. Sanitary Fixtures:	<u>Toilets</u>		
	<u>Drinking Fountains</u>	<u>No. of Water-closets</u>	<u>No. of Wash-basins</u>
89.1 Gymnasium	_____	_____	_____
89.2 Auxiliary Rooms	_____	_____	_____
89.3 Locker Rooms	_____	_____	_____
89.4 Swimming Pool	_____	_____	_____
89.5 Others:	_____	_____	_____

90. Facilities and equipment are available for corrective-restrictive classes. 90.1 Yes () 90.2 No ()
 90.3 Size of room: _____ sq. ft.
 Corrective room equipment that is available:

90.4 Low & high plinths ()	90.13 Sq. hair pillows ()
90.5 Stall bars ()	90.14 Pedograph ()
90.6 Stools ()	90.15 Schematograph ()
90.7 Body mats 3' x 6' ()	90.16 Hospital screen ()
90.8 Mirror 4' x 6' ()	90.17 Others: _____ ()
90.9 Weighing scale ()	_____ ()
90.10 Weight training equipment ()	_____ ()
90.11 Horizontal ladder ()	_____ ()
90.12 Balance beam ()	_____ ()

XXI. LOCKER AND SHOWER AREAS: The following locker rooms and facilities are available:

91. Lockers: Type:	<u>Number</u>
91.1 Basketroom	_____
91.2 Lockers	_____
91.3 Self-service baskets	_____
91.4 Combination self-service baskets and lockers:	_____
91.4a 6 & 1 type	_____
91.4b 7 & 1 type	_____
91.4c 8 & 1 type	_____
91.5 Hooks	_____
91.6 Others: _____	_____

92. Locks: Types:	_____
92.1 Combination	_____
92.2 Key	_____
92.3 Combination-Master Key	_____
92.4 Others: _____	_____

XXI. LOCKER AND SHOWER ROOMS: (cont.)

93. Shower and towelng rooms:

	<u>Number</u>	<u>Size (Sq.Ft)</u>	<u>No. of Shower Heads Per Room</u>
93.1 Size of shower room:	_____	_____	_____
93.2 Size of towelng room:	_____	_____	_____
93.3 Types of water control used:		Central thermostat	()
		Individual	()
		Others: _____	()
		_____	()

94. Instructors Office:

94.1 Number of instructors	()
94.2 Number of offices	()
94.3 Square feet:	()
94.4 Location: Locker room area	()
In gymnasium	()
In another part of school building	()
94.5 Instructors office is located to provide supervision in locker and shower room areas:	Yes () No ()

95. Locker and shower room hygiene:

95.1 Floors are washed with antiseptic solution:	Yes () No ()
95.2 How often	()
95.3 Type of antiseptic used:	
Floor _____	
Footbath _____	
None	()
95.4 Footpowder is provided:	Yes () No ()

96. An equipment office is provided in the locker rooms, properly arranged for issuing towels, suits, and supplies for both indoor and outdoor use.	Yes () No ()
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XXII. SUPPLIES AND EQUIPMENT:

The following equipment is available and in useable condition in your school:

<u>Name of Equipment</u>	<u>Number</u>	<u>Name of Equipment</u>	<u>No.</u>
97. Phonograph	_____	101. Mats: Size 101.1	_____ x _____
98. Records	_____	101.2	_____ x _____
99. Public Address system	_____	102.3	_____ x _____
100. Piano	_____	103.4	_____ x _____

XXII. SUPPLIES AND EQUIPMENT: (cont.)

<u>Name of Equipment:</u>	<u>No.</u>	<u>Name of Equipment</u>	<u>No.</u>
103. Mat carrier or hanger	_____	115. Trampoline	_____
104. Horizontal bars	_____	116. Trampolette	_____
Corrective room equipment: (Refer Question #68)	_____	117. Balance beam	_____
105. Horizontal ladder	_____	118. Weight training equipment	_____
106. Parallel bars	_____	119. Punching bag, light	_____
107. Buck	_____	120. Punching bag, heavy	_____
108. Horse	_____	121. Wall pulley weights	_____
109. Climbing ropes	_____	122. Rowing machine	_____
110. Climbing poles	_____	Others: _____	_____
111. Rings (pairs)	_____	_____	_____
112. Scales	_____	_____	_____
113. Spring board	_____	_____	_____
114. Jumping standards, set	_____	_____	_____

The following general supplies are available and in useable condition in your school:

<u>Name of Supply</u>	<u>No.</u>	<u>Name of Supply</u>	<u>No.</u>
124. Archery arm and finger guards	_____	152. Inflators, ball	_____
125. Archery arrows	_____	153. Rawhide laces	_____
126. Archery bows	_____	154. Air slacked lime	_____
127. Archery targets & easels	_____	155. Mending kits	_____
128. Baseballs, (Hard)	_____	156. Lacing needles	_____
129. Basketballs	_____	157. Tennis nets	_____
130. Footballs	_____	158. Volleyball nets	_____
131. Golf balls	_____	159. Baseball scorebooks	_____
132. Hand balls	_____	160. Basketball scorebooks	_____
133. Soccer balls	_____	161. Football scorebooks	_____
134. Soft balls	_____	162. Tennis scorebooks	_____
135. Tennis balls	_____	163. Badminton racquets	_____
136. Volley balls	_____	164. Badminton nets	_____
137. Baseball bases (sets)	_____	165. Badminton shuttlecocks	_____
138. Softball bases (set)	_____	166. Croquet sets	_____
139. Baseball bats	_____	167. Dart sets	_____
140. Softball bats	_____	168. Eye glass guards	_____
141. Softball catcher's outfit	_____	169. Horseshoe sets	_____
142. Baseball catcher's outfit	_____	170. Shots (8 lb) _____ (12 lb) _____	_____
143. Cross bars	_____	171. Table tennis sets	_____
144. Baseball gloves	_____	172. Tape lines (50') _____ (100') _____	_____
145. Boxing gloves (pairs)	_____	173. Tennis racquets	_____
146. Bag gloves (pairs)	_____	174. Towels	_____
147. Boxing head guards	_____	175. Shuffleboard sets	_____
148. Mouth/teeth guards	_____	176. Swimming: Caps _____ Suits _____	_____
149. Jump ropes	_____	177. Medicine balls	_____
150. Golf clubs	_____	178. Vaulting poles	_____
151. Indian clubs	_____	179. Watches	_____
		180. Whistles	_____
		181. Others: _____	_____

XXIII. LAUNDRY:

182. Does your school have a laundry? Yes () No ()
- 182.1 Is this laundry used by the
entire school district or
just the high school?
182. 1a School district ()
182. 1b High school { }
182. 1c Jr. High School { }
182. 1d Grade School { }
- 182.2 Cost of school laundry per school year: \$ _____
183. Cost of laundry done by commercial firm: \$ _____

NOTES

List any criticism, suggestions, comments that you might have pertaining to the Oregon Health and Physical Education laws, rules, regulations and programs.

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Typed by Mary Ellen Henderson