

AN EVALUATION OF THE PHYSICAL EDUCATION PROGRAMS FOR MEN
IN NINE SELECTED JUNIOR COLLEGES IN TEXAS

by

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A THESIS

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AN EVALUATION OF THE PHYSICAL EDUCATION PROGRAMS FOR MEN
IN NINE SELECTED JUNIOR COLLEGES IN TEXAS

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ABSTRACT

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Purpose

The purposes of this evaluation were to: (1) analyze and compare the mens physical education programs in nine selected junior colleges; (2) to make pertinent recommendations for organizational improvements; (3) to supply data as a basis for aiding the improvement of existing physical programs; and (4) to provide guidelines for those persons responsible for installing programs in new and proposed junior colleges.

Methods

The methods used to acquire the data were: (1) a personal visit to each of the selected junior colleges, and (2) application of the Neilson-Comer-Allsen Score Card for Evaluation of Physical Education Programs for Junior College Men to the physical education program in each school.

Findings

1. The junior college physical education programs were conducted by experienced instructors whose professional preparation was generally good.

2. The physical fitness, personality, character, and teaching efficiency of the instructors appeared to be excel-

lent.

3. Membership in professional organizations and attendance at professional meetings by the instructors was poor.

4. The area of the school sites were satisfactory.

5. The schools had no particular difficulties in the areas of supplies and equipment with the exception of gymnastic and corrective program equipment.

6. The indoor facilities provided at various schools were superior to the outdoor facilities.

7. The variety of physical education activities offered in the junior college was too limited.

8. The intramural programs of the schools were very weak and need improvement.

9. The size of the school and geographical location of the school had little bearing on the type of physical education program offered.

Approved:

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CHAPTER I

INTRODUCTION

The term "junior college" is a rather general one and is commonly employed to designate a variety of educational institutions offering usually two years of instruction beyond the high school level. The junior college is one of the educational institutions that had its inception in the United States. The American public junior college had its beginning in Joliet, Illinois in 1902.⁽¹²⁾

Since that meager beginning the development and growth of the junior college has been spectacular. The two year college is enjoying unprecedented growth. More than one junior college per week (seventy-four) was established during the 1967-68 academic year. In 1970 there were over one thousand such institutions from coast to coast with an enrollment in excess of 2.5 million students.⁽²⁵⁾ The junior college movement is the most rapidly expanding part of American post-high school education. Leaders in education and government are urging the development of these two year institutions throughout the country.

The Report of the President's Commission on National Goals⁽¹¹⁾ stated that junior college enrollment would continue to increase rapidly because a higher percentage of the population would choose to enroll in college. If the projected plans of many states are correct, the junior college will be expected to absorb much of the explosive

increase in college enrollment that is forecasted for the future. John W. Gardner^(9:81) stated:

We are moving toward more explicit recognition of the diversity in our higher education institutions. An important ingredient in this diversity is the junior or community college. States should expect these institutions to take care of a substantial percentage of the future college population, perhaps fifty per-cent of all who enter college for the first time.

The great merit of the junior college is that it opens the door of educational opportunity to millions of students for whom that door would otherwise be shut. By opening the doors of higher education to these young people and adults, junior colleges are putting a college education within the financial and geographical reach of great new segments of the population. The curriculums and services are as varied as the student populations, but their keynote is individual education of the whole person. The junior colleges maintain flexible admissions policies and students are given a chance to select programs in which they have the best hope for success. Guidance and counseling activities are stressed in the junior college.

Twice within a decade two commissions, appointed by the President of the United States, have pointed to the future importance of the junior college in American higher education. In late 1947, the Commission of Higher Education^(16:67) appointed by President Truman, after estimating that at least 49 per-cent of the American public had the mental ability to complete fourteen years of schooling with a curriculum that should lead either to a vocation or

to further study said:

As one means of achieving the expansion of educational opportunity and the diversification of educational offerings it considers necessary, this commission recommends that the number of community colleges be increased and that their activities be multiplied.

Less than ten years later The Committee on Education Beyond the High School, (35:73) appointed by President Eisenhower, stated in its Second Report to the President:

The expansion of the "two year college" has been one of the most notable developments in post-high school education in the twentieth-century America. These institutions respond to the increasing demand for a greater variety of more accessible training and education, while at the same time helping other colleges and the universities to concentrate a greater proportion of their energies than would otherwise be possible on upper division, graduate, and professional work... Community colleges are not designed, however, merely to relieve enrollment pressures on senior institutions. They have a role and an integrity of their own.

The junior college has its most productive development not when it is conceived as the first two years of the baccalaureate degree program nor when seen as grades thirteen and fourteen but as an institution in its own right serving a vast population in terms of types of students. (11)

The diversity of the student body imposes on the two-year college the responsibility of providing an equally diverse educational program. Physical education plays an important role in the junior college program. William L. Hughes, (19:107) a leading educator, had these remarks about education and physical education:

More recently education increasingly is giving up its exclusive emphasis on scholarship, important as that is, and is orienting its program with respect to the whole organism and the total environmental situation. In line with the concepts of modern psychology, education now recognizes that individuals are whole personalities and that schools and community agencies, therefore must be concerned with the social, emotional, physical, and ethical needs of individuals as well as with intellectual development. In keeping with this concept of the unity of the individual it is evident that health education, physical education, and recreation have an important role in the complete education of children, youth, and adults... Likewise, the idea that it is inevitable to be ill, defective, weak, or physically illiterate must be discarded and education must produce a vigorous, healthy, socially and emotionally adjusted, and a physically skilled as well as a literate people.

There is a place for physical education programs at all educational levels. There is evidence that the college physical education program is necessary to teach skills, knowledge, and attitudes which were not learned at the other school levels. Junior college programs to many thousands of young people represent "last chance stations" for acquiring knowledge and skills before they enter our society as citizens of the working world. The majority of junior colleges include a physical education requirement in their institutional requirements. Johnson^(21:117) indicated this in his survey:

To no such area in the junior college curriculum is assigned as much student class time as to health education and physical education. All fulltime students with few exceptions are required to take physical education during each semester in residence and prior to graduation a course in health education, a course ordinarily taught by members of the physical education department.

Physical education has important contributions to make to the general education of junior college students. We live in a society that daily becomes more complicated and in order to live effectively within this society, physical and mental well-being is a must. With the potential outcomes in mind increased emphasis can, with validity, be placed on physical education programs designed to meet the needs and interests of all students.

Statement Of The Problem

Junior colleges are expanding and experimenting to meet the needs of the communities they serve. Educational authorities predict a further increase in the number of junior colleges and in the enrollment of students.

The problem of this survey is to determine what constitutes a quality physical education program for junior college men. This will be attempted by using the Neilson-Comer-Allsen Score Card for Evaluation of Physical Education Programs for Junior College Men.⁽²⁷⁾ The specific areas to be evaluated by this instrument are instructional staff, facilities, program (organization), program (activities), professional assistance, and the teacher education program available to majors in physical education.

Purpose Of The Study

The purpose in making this study is to create a better understanding of requirements necessary for the organization of a quality physical education program for junior college

men and to make the information available for those people responsible for providing such programs. This information should prove valuable in securing future improvements in junior college physical education programs as well as providing guidelines for those in the process of installing physical education programs in new and proposed junior colleges.

Delimitations

The schools evaluated in this study were limited to nine state supported public junior colleges in Texas. (Appendix A) These schools were selected on basis of size, geographical location, and participation in intercollegiate athletics. The study was further delimited in that it included only the physical education program for men.

Procedure

After selection of the problem, it was necessary to determine the best method of pursuing the study. The decision to use the score card was made because of the completeness of the instrument in evaluating physical education programs.

The junior colleges selected to be evaluated in this study were selected on the basis of the following criteria:

1. size of school
2. geographical location of school
3. participation in intercollegiate athletics

Letters were sent to the chief administrators of the nine selected junior colleges seeking permission to evaluate the physical education program of the institution. (Appendix B)

After permission was granted another letter was sent to the department head asking that certain information be gathered and that other information be made available. (Appendix C)

A date to visit each school was confirmed with the department head. The purpose of the visit was to observe the facilities, meet and visit with some of the personnel of the department, and to get a general observation of the program. At the time of the personal visit all of the information was compiled and evaluated by using the Neilson-Comer-Allsen Score Card for Evaluation of Physical Education Programs for Junior College Men. (27)

When the information from the schools was tabulated and finalized the score card rated the schools on the basis of points totals. The maximum a school could receive was 3,000 points. All of the scores on the summary sheet of the score card were listed in percentages of the highest possible score. The percentage scores representing the various divisions of the score card were interpreted as follows: 80 to 100 per-cent, "high"; 55 to 79 per-cent, "average"; below 54 per-cent, "low".

Definition Of Terms

1. Community College - A community college is a public two-year educational institution which attempts to meet the post-high school needs of its local community. It provides a comprehensive guidance program, a college and university transfer program, a semi-professional voca-

tional and technical program, and an interchange of services with the supporting community.

2. Junior College - This is an institution offering a program of instruction of collegiate grade below the baccalaureate level. The program may include:
 - (a.) The first two years of a standard senior college or university.
 - (b.) Terminal courses having immediate occupational objectives.
 - (c.) A variety of short non-credit courses for adults.

The primary emphasis, however, is on the transfer program.

3. Two-year college - This is a term that includes technical institutes, junior colleges, and community colleges.
4. Neilson-Comer-Allsen score card - The evaluation instrument used in this study. It was developed in 1965.
5. Instructional Staff - Faculty members, both full and part time, that constitute the teaching personnel of the institution.
6. Program (Activities) - The program of activities in which students participate. This includes physical education classes, intramural athletics, and intercollegiate athletics.
7. Professional Assistance - Books and magazines that contain the ideas of people in written form and made available to the instructor. These may be either library materials or publications subscribed to by the instructors.

8. Teacher Education Program - Courses available at the junior college level that are acceptable for those who major in physical education and work toward certification. These courses are basic in nature and activity oriented.
9. Program (Organization) - Organization is the process of setting up a program so that the purposes of those engaged in the program may be achieved.
10. Facilities - This includes area of school site, buildings, indoor facilities, outdoor facilities, equipment, and supplies.

number of years. In 1939 McCristal and Miller⁽²²⁾ used the questionnaire method in an attempt to find out the administrative trends in handling the health and physical education requirement for men students in the colleges and universities of the United States having enrollments in excess of 2,500. Questionnaires were sent to 168 schools that were distributed regionally. Sixty-two of the schools returned the questionnaire. From the information received they were able to conclude that eighty-nine per-cent of the schools required physical education for graduation, most schools favored a two-year program with three periods per week, and that the tendency was toward a fifty-minute period.

Margaret Green⁽¹³⁾ used the questionnaire method to determine the status of the requirements and credit in physical education, to investigate the effect of the war on the requirements and credit in physical education, and to determine whether the changes made might become permanent. This study was conducted in 1945. Her findings were that 96 per-cent required physical education for graduation. She also discovered that one-half of the schools replying to her questionnaire had a two-year requirement and one-third a four-year requirement. Credit for physical education was given in over three-fourths of the schools. Changes in the requirements had been made by 58 per-cent of the schools since the war, and only 15 per-cent indicated the intention to return to the pre-war programs.

In 1954, Russell,⁽³¹⁾ in his evaluation of the service program in the senior colleges of Texas, developed a comprehensive list of standards which were formulated into a detailed questionnaire. The study was limited to the thirty-nine senior colleges of Texas, and twenty-four of these schools were visited by him either before preparation of the questionnaire or afterward as a follow-up procedure. A group of highly qualified educators from the field of physical education was used to evaluate the standards gleaned from the literature. The investigator concluded that highly desirable standards for required physical education on a statewide level were generally not being met in a large percentage of the senior colleges and universities of Texas.

An evaluation of the physical education service programs for men in the church-related senior colleges and universities of Indiana was conducted in 1958 by Gingerich.⁽¹⁰⁾ He used a score card of existing standards in his study and attempted to formulate an objective score card for the college physical education program for men which could be used for a similar evaluation at any college. He classified the program into ten areas: (1) program planning, aims, and objectives; (2) student personnel policies; (3) program of activities; (4) teaching personnel; (5) indoor facilities; (6) outdoor facilities; (7) equipment and supplies; (8) class organization; (9) methods of instruction; and (10) evaluation of instruction. He found that the physical

education program for men in the church-related senior colleges and universities in Indiana varied greatly in effectiveness.

In 1965, Pelton⁽²⁹⁾ used the personal interview and questionnaire method to survey the general physical education programs in 123 four-year undergraduate colleges and universities in the United States. Extramural, campus recreation, and intramural programs were excluded. The results of his study indicated that physical education was a requirement for graduation on at least 85 per-cent of the campuses surveyed and that two years was the most common requirement. He also concluded that there existed noticeable differences with regard to grading practices in physical education and that graduate teaching assistants perform most of the teaching duties in general college programs of physical education.

Phillips,⁽³⁰⁾ in his study of the college service programs in 1953, used basic administrative principles gleaned from a survey of the literature. Standards were developed, established, and validated by a group of twelve authorities in the field of physical education. He utilized the questionnaire method in a survey of forty-six institutions in New York state and had 100 per-cent returns. The means of scores were obtained for each of the eleven areas. On the basis of these scores the institutions were ranked and a representative sample of fourteen institutions was obtained for purposes of further study. The fourteen institutions were visited personally and additional information col-

lected. A rating scale was developed on the basis of optimal and essential standards. Phillips concluded that physical education in the institutions surveyed showed wide variations in programs from excellent to poor and that a majority of the institutions met or exceeded the minimum standards in the areas of administration and supervision, attendance, staff, programs, facilities, and equipment. He also concluded that a majority of the institutions did not meet the minimum standards in the areas of institutional requirements, course requirements, and classification of students. Phillips also found that the questionnaire data received from the institutions were highly reliable and stable and that the quality and type of the college physical education programs reflected a lack of adequate programs in the elementary and secondary schools of New York.

In 1954, West⁽³⁶⁾ evaluated the physical education program for girls in eight senior high schools in Utah. She used a revision of the Neilson-Hall score card which was revised to meet the girls physical education program. Some of West's findings were that the Neilson-Hall score card was a useful instrument in describing physical education programs for girls in senior high schools and that individual teachers would find the score card valuable as a means of gathering information for self-evaluation. She also concluded that outside play areas were not properly utilized and that courts and play fields were not marked. West further concluded that pupils, teachers and parents showed

that, in general, they had no definite ideas as to what physical education is or what it is trying to accomplish. She also found that records kept by the schools were inadequate, the intramural programs were extremely weak, and the programs of activities were inadequate.

Comer⁽⁴⁾ evaluated twenty-six senior high schools in New Mexico by using the Neilson-Hall score card in his study. His evaluation took place in 1963. Purposes in making this study were to create a better understanding as to the factors necessary in providing a desirable physical education program and to provide information about these factors for people who have the responsibility of providing adequate physical education programs for boys in the New Mexico senior high schools. Comer found that the score card was a useful instrument in the objective evaluation of the physical education program. He also concluded that the professional preparation of the male physical education instructors was generally good, that equipment and supplies were not up to the standards suggested in the score card, that the percentage of pupils enrolled in physical education was only fair, that schools seemed to look with favor upon the idea of giving credit for physical education, and that the activity and intramural programs were weak. Comer also found that indoor and outdoor facilities were generally adequate for the interschool athletic program, however the facilities in many of the schools were not adequate for individual, dual, and adaptive physical education activities. In general, parents

were in favor of a required physical education program.

Dr. Karl W. Bookwalter,⁽²⁾ Indiana University, directed studies of thirty doctoral candidates making a national survey of health and physical education for boys in high schools during the years 1950-1954. The Health and Physical Education Score Card No. II, constructed by William Ralph LaPorte, was used in each of the high schools. This score card consisted of ten aspects: program of activities, outdoor areas, indoor areas, locker and shower areas, swimming pool, supplies and equipment, medical examination and health service, modified-individual (adaptive) activities, organization and administration of class programs, and administration of intramural and interschool athletics. Each area had a possible score of thirty points obtained through ten items, each having a possible score of three points. The findings of the surveys were: on a national scale the high schools were less than 30 per-cent effective in total program; the southern states, on the average, were inferior to the northern states; demonstration, practice schools, and public schools ranked in that order; remedial work and swimming were the two lowest areas of the program; organization and athletic areas were the highest two areas in that order; negro school programs tended to be inferior to white school programs; and teachers were less effective than administrators in meeting the standards. The survey also discovered that sound athletic programs were associated with good total programs and that accreditation, school size, and town size

were associated with improved programs in that order. The survey also brought out that on no standard of the score card was a superior rating received on a national level while twenty-five items, on a national level, received an inferior rating.

In 1964 Philip Allsen⁽¹⁾ conducted a study of nine junior colleges in the states of Idaho, Wyoming, and Utah. He used the Neilson-Comer score card revised to fit the mens physical education program at the junior college level. In addition to the score card he personally visited each of the schools. The areas of the physical education program evaluated were: (1) instructional staff, (2) facilities and equipment, (3) program (organization), (4) program (activities), (5) professional assistance, and (6) teacher education program. Allsen concluded from his findings that the professional preparation of the fifteen male physical education instructors was generally good; that with the exception of two junior colleges, the membership of the instructors in professional organizations was not good; that based on subjective judgements, the physical fitness, personality, character, and teaching efficiency of the instructors seemed to be excellent; that attendance of the physical education instructors at professional meetings needed improvement; and that the physical education programs of the selected junior colleges were conducted by experienced instructors. He also discovered that the area of the school sites at the majority of the schools was satisfactory, that the indoor facilities

provided at the various schools were superior to the outdoor facilities, and that the schools had no particular difficulties in the areas of supplies and equipment, with the exception of gymnastic, corrective, and testing equipment. Allsen further concluded that the time allotment for physical education and the number of male students enrolled in physical education were unsatisfactory and that the variety of physical education activities offered in the junior college programs was too limited. Also the intramural programs were very weak and needed improvement. He also concluded that the score card proved to be a useful instrument in the evaluation.

The score card areas are vitally important to this study. One of the most important factors in a physical education program is the quality of the professional preparation of the physical education teacher. It is well agreed that one of the most important factors that affects students is the quality of leadership. Arthur G. Miller and Dorothy Massey^(24:12) have this to say:

...Since one function of the educator is to "draw out," "to lead", it reasonable follows that teachers must possess leadership qualities which include the ability to inspire others to do their best in any situation presented to them.

As an educator, the teacher of physical education has a responsibility to be prepared with the best possible background. As the potential of physical education has become more evident, and as the many possible means of activating this potential are being explored, the complex task of teaching physical education has become increasingly apparent; the necessity for some extensive preparation of its teachers has correspondingly become obvious.

Performance skills should be taught thoroughly by instructors with a sure knowledge of proper mechanics. The teaching energies applied to physical education classes should be no less than those applied in varsity athletics. Proper mechanics of a skill may vary with individuals because of anatomical differences. Thus, an instructor of physical education should be adequately prepared to recognize the differences and help students to obtain their maximal performances. (32)

One major factor in the conduct of a successful program of physical education is the provision of adequate facilities, equipment, and supplies. The proficient teacher can accomplish more if facilities, equipment, and supplies have been carefully considered with reference to quality, quantity, and use.

William L. Hughes and Esther French (20:163) state:

The enormous growth of physical education and athletics in the schools and colleges has made the purchase and care of equipment a matter of first importance. The athletic director or coach who is skilled in this area will prolong the life of the materials; provide added comfort, safety, and attractiveness to participants; and save money for his institution.

Another problem is promoting physical education and athletics in schools and colleges is that of providing adequate indoor and outdoor facilities. Every director or teacher must make the best possible use of existing buildings, grounds, and play areas.

Facilities certainly have some influence on junior college physical education programs. Ideally, each should have its own physical plant complete with areas for athletics,

aquatics, sports, and dance. Still, a lack of facilities should not deter the physical educator in his quest to provide an adequate program. Good programs have been carried on before and after school hours in the gymnasiums and on the playing fields of local junior and senior high schools. Education does not end at four o'clock in the afternoon, nor does it necessarily begin at eight-thirty in the morning.

Areas which have been and are being utilized by junior colleges are empty business buildings, churches, municipal centers, and commercial establishments. Once a department proves it has a worthwhile program under way, the community it serves often provides the needed facilities for an expanded program. (18)

The goal in physical education as expressed by leaders in the field today is to provide an adequate program for all students in every school throughout the country. Organization is the process of setting up an enterprise so that the purposes of those engaged in the enterprise may be achieved. The organization of the program is most important because it affects the effectiveness of teaching and learning. The only significant test of the worthwhileness of any organizational plan is its effect upon the educational program and the learning that takes place within the program.

Richard C. Havel and Emery W. Seymour (15:10-11) state:

Program development is a major responsibility of administration whose function it is to guide the development and improvement of curricular offerings within the scope of existing conditions. Program content is influenced by a variety of forces emanating from local, state, and national

situations. Directors who are alert to current trends in health education, physical education, and recreation are better able to meet changing needs and emphases. In planning programs, the following factors are to be considered: instructional personnel, program purposes, characteristics of participants, program progression, flexible content, available facilities, and evaluation.

Physical education in the junior college should be as important in the curriculum core program as any academic course. Physical education should meet one hour per day, three to five days per week, for two years. Dual emphasis must be placed on maintenance of physical fitness and learning advanced skills of carry-over sports. The fitness program should include thorough understanding of applied anatomy and physiology of physical exercise.

The program of activities in which students participate determines to a large extent the worth of the educational program. These activities may be regarded as the tools by which the objectives of education are reached. Physical education has a distinctive function as an integral part of the total program for the development and adjustment of students. Physical education activities should be selected on the basis of the contributions they can make to the total development of students.

Eugene W. Nixon and Frederick W. Cozens (28:103) stated:

The college age calls for participation on the part of both men and women in the more strenuous team and individual activities which promote growth and the development of organic power and vigor. It is a mistake to assume that the college student is a fully developed adult. This is not true in the majority of cases. Physical develop-

ment does not cease until after the college age. The student who falls into the sedentary life early in the college period, frequently displays marked lack of physical education throughout life.

We live in a society that daily becomes more complicated and in order to live effectively within this society, physical and mental well-being is a must. Junior college programs to many thousands of young people represent "last chance stations" for acquiring knowledges and skills before they enter our society as citizens of the working world. Because of this the major emphasis in junior college physical education programs should be on carry-over physical recreational activities.

No matter how good their intentions are, or how much they believe they should exercise, few ever really follow through day-by-day, month-by-month, year-by-year a regular routine of calisthenics or specialized exercises. But many of these people would participate in a recreational activity in which they were reasonably proficient and which they enjoy.

The "team sports theme" should not be the focal point of our programs. Of the thousands of students entering junior colleges annually, most come from crowded high schools where a major emphasis has been on team sports or large group activities. Most of these students have had a steady diet of team sport activities. If junior colleges do not afford opportunities for acquiring knowledges and skills in new and varied activities, thousands of students will live

sources ideas which will help him in his work. Improvement of the teacher should provide greater opportunities for the students in physical education. To be of most help, the books and magazines should be available either at the general library of the school or in the school's physical education departmental library.

Philip Allsen^(1:178) stated:

Professional magazines, both in the field of physical education and in general education, provide the teacher with a large amount of up-to-date information. Many of the ideas provided can be of great value to the inquiring teacher. Reputable magazines that deal with the problems within the field of physical education can be of great value in the improvement of the program.

Professional books that are readily available to the teacher of physical education are a necessity. No matter how well informed the teacher may be, reference to professional books is required in meeting the everyday problems involved in the conduct of a physical education program.

Professional education in physical education plays a major role in determining the quality of future physical education programs by the type of classes available and the knowledge acquired by students who choose to major in physical education. An adequate program of undergraduate preparation is fundamental to improving the profession of physical education. There is a need for teachers who are versatile both as teachers and as citizens, and who have the vision and the stamina to progress toward an ideal--the optimum development of every individual. The assurance of an adequate supply of competent teachers constitutes one of the most important functions of the teacher training institutions.

Some students in the junior college at some time during their undergraduate preparation may decide to major in physical education so that they can teach physical education on some school level. This means that the junior college should provide the professional education courses which should be taken by physical education majors during the freshman and sophomore years. Hope Smith and Marguerite Clifton (33:190-91) state:

Freshmen students frequently do not realize until later that courses required in the first two years of college actually aid them in developing greater understanding of their major. Many general education courses and major prequisites courses provide a firm foundation of knowledge for studying required courses in the major subject.

Providing the student with an opportunity to explore the field of his intended major and to learn elementary concepts necessary for a depth study in the selected concentration is a function of the first two years of study. Gaining understanding and skill in selected physical activities, which is specifically related to effective movement, is an area of concentrated study in the freshman and sophomore years.

There is a definite need in junior colleges for a program which will provide an early orientation, not only toward the philosophy of modern education but also toward the nature and responsibility of teaching physical education.

It is unfortunate that some would-be physical education teachers have the preconceived idea that they will be able to continue to "play" while obtaining a degree in physical education. Too late, they discover that to earn this professional distinction, they must specialize in physical

education in its broadest sense, not in just football or basketball; they must be able to teach their students to extract the aesthetic and physical values derived from varied activities.

If professional courses are not offered on the junior college level, the student may realize, too late, the error in his choice of professions. Because of the evident difficulties involved in changing his major he may continue, unhappily, in his effort to become a teacher. If his college had provided the necessary introductory courses he would sooner have realized the error of his choice and could have made the change in his major curriculum at the beginning of his junior year.

It is unhappily true that a physical education teacher in a junior college which does not offer these fundamental professional courses may lose some of the better students to other fields or colleges, because they find out that they will encounter difficulties in their major courses and they change majors or transfer. It is also true that many students interested in becoming physical education teachers are now staying away from the junior colleges that do not offer the courses which they need. This insufficiency in the junior college program, as recognized by the students, should certainly point out to us, as teachers and college officials, that the present situation should be corrected.

By offering basic professional courses in physical education which will be acceptable and transferable to four-

year schools, the junior college will not only be fulfilling a need which is felt by the students, or which will be felt when they find themselves inadequately prepared upon transferring, but will be helping to better the training of teachers, as well as helping to screen those teaching candidates who should be retained in the professional program. (7)

For those students who have identified their professional goal to be a teacher of physical education, the professional program is directed toward the development of the enlightened person, the cultured citizen, and the competent teacher. It is generally agreed that if the student has made a vocational choice by the time he enters college some specialized professional education should be offered during the first two years. It is unrealistic to insist that the student delay the development of his vocational interest until his junior year in college. For good motivation, some work during the first two years of college should be directed to developing professional competence. The critical issue is the determination of the kind and amount of such professional experiences on the junior college level. (34)

CHAPTER III

PROCEDURE

The growth of the junior college during the past fifty years has been tremendous. From a meager beginning in 1902 junior colleges have expanded at an amazing rate. For instance, in 1970 there were over one thousand junior colleges in operation in the United States. These junior colleges were instructing over 2.5 million students.⁽²⁵⁾

Junior colleges are in the vanguard of an educational revolution which is bringing about universal opportunity for education beyond the high school. They are expanding and experimenting to meet the needs of the communities they serve. They carry the key to the future with the promise of higher education for all. With this in mind it was decided to analyze and compare the mens physical education programs in nine selected junior colleges in order to make pertinent recommendations for organizational improvements and to supply data as a basis for aiding the improvement of existing physical education programs as well as providing some guidelines for those persons responsible for installing programs in new and proposed junior colleges.

The selection of nine state supported junior colleges in Texas was the next objective. The junior colleges selected should come from varied enrollments if a true picture was to be forthcoming. The schools selected, by the same token,

should come from varied geographical areas because of the immense territory covered by the state of Texas. Then too, it was felt that each college selected should participate in intercollegiate athletics.

In Texas, state supported junior colleges rely to a large extent on enrollment for state funds. The smaller state supported junior colleges receive very little compensation from local tax districts therefore the majority of funds must come from state sources. In this study an attempt will be made to determine if size of the school has any appreciable effect on the type of programs and efficiency of the programs at the colleges in the small enrollment group. According to the Full Time Student Equivalent Table of the Coordinating Board - Texas College and University System⁽⁵⁾ there are 12 junior colleges with an enrollment of less than 750, 18 junior colleges with an enrollment of 751 to 1500, and 10 junior colleges with an enrollment of 1501 and above.

An attempt was made to see if geographical location had any effect on the physical education programs of the selected schools. The schools selected vary geographically from extreme North Texas, the South Plains, Central Texas, and down to the Gulf Coast.

Before we can get a true evaluation and comparison of a physical education program, intercollegiate athletics must be a part of the programmed activities.

By researching college catalogues and checking audited

enrollment figures of the colleges it was possible to discover nine state supported junior colleges that met these requirements.

Letters introducing myself and explaining the proposed study were sent to the chief administrative officer of the nine selected junior colleges seeking permission to evaluate the physical education program in each respective school. After permission was granted another letter was sent to the department head of each school explaining the purpose of my study and asking that certain information be compiled and that other information be made available. Necessary data requested were:

1. Transcript of all college work done to date by each instructor.
2. Validation of completed courses not bearing college credit.
3. Verification of present affiliation with professional organizations.
4. Verification of professional meetings attended.
5. Years of teaching experience.
6. Record of medical examinations.
7. Area of school site in acres.
8. Total school enrollment, total men enrollment.
9. Dimensions of all rooms used in connection with the physical education program.
10. Number of bleacher seats.
11. Dimensions of outdoor play fields and courts.
12. List of indoor and outdoor equipment.
13. Lists of general and first aid supplies.

14. Number of minutes weekly each physical education teacher was assigned to duty.
15. Number of men enrolled in physical education.
16. Sample of record cards used.
17. Yearly program of activities.
18. Record of intramural and interschool athletic programs.
19. A list of professional magazines and books available.
20. A list of corrective room equipment.

It was decided that because of the amount and nature of the information involved that a personal visit would be the most appropriate method of gathering the information. Most schools are reluctant to release such information as transcripts of instructors grades and medical records of instructors and students. Also the score card called for certain information that would be virtually impossible to obtain without a personal visit. A date to visit each school was then confirmed with the department head.

After selection of the junior colleges it was necessary to determine the best method of pursuing the study. A survey of related literature indicated that the Neilson-Comer-Allsen score card was a sound and thorough evaluation instrument. Allsen indicated that the score card proved to be a useful instrument in his evaluation of junior college physical education programs for men in the northwest section of the United States.

The score card is a revision of one begun in February, 1929, at a regional conference held in California. Under the supervision of N. P. Neilson, who at that time, was State

Supervisor of Physical Education for California, twelve regional conferences were held, and at each conference a discussion was held regarding the score card. These discussions brought forth many valuable ideas. As each unit was considered for inclusion in the score card, it was checked against the following criteria:

1. Does the unit have validity?
2. Does the unit justify its inclusion in terms of objectives?
3. Does the unit justify its inclusion in terms of the concepts of physical education which are generally accepted?
4. Does the unit allow the school an opportunity to improve its score?
5. Does the unit encourage the school to improve its score?

When all of the units had been developed, the score card in preliminary form was sent to fifty men in the field of physical education who held responsible positions. These men were asked to render judgements on the score card by first allotting 2,000 points to the major headings and then distributing these allotments to the various sub-headings. Tabulations were made for each unit, thus obtaining the range and median of the judgments. These medians were used as a constant guide while making the final allotment of points to each unit in the score card. The original score card was completed and then published in 1931 as Bulletin No. E-2, by the California State Department of Education. The score card was further revised in June, 1965, by Philip Allsen. This is the latest revision of the score card and this study uses this revision. A copy of the score card can be found in Appendix D.

After considering the problem of developing an instrument for the evaluation of physical education programs for men in the junior college, the decision was made to use the California Score Card. Neilson, Comer, and Allsen collaborated in constructing the score card which contained the following units.

A. Instructional Staff

1. Professional preparation (kind).
2. Professional preparation (extent).
3. Professional preparation (recency).
4. Membership in professional organizations.
5. Attendance at professional meetings.
6. Teaching experience (length).
7. Fitness of instructor.
8. Personality and character of instructor.
9. Teaching efficiency of instructor.

B. Facilities

1. Area of school site.
2. Placement of buildings on school site.
3. Indoor facilities.
4. Outdoor facilities.
5. Equipment.
6. Supplies (general).
7. Supplies (for prevention and emergency care of injuries.)

C. Program (organization)

1. Percentage of men students enrolled.
2. Time allotment for physical education.
3. Health examination of students by physician, dentist and nurse.
4. Physical examination of students by physical education teacher.
5. Assignment of students to classes.
6. Size of classes (normal group).
7. Size of classes (corrective or restricted group).
8. Teacher load (assigned time).
9. Records kept and used.
10. Credit
11. Methods of marking.
12. Award system

D. Program (activities)

1. Instructional period.
2. Intramural athletics.
3. Intercollegiate athletics.

E. Professional Assistance

1. Professional magazines.
2. Professional books.

F. Teacher Education Program

1. Courses

Following the correspondence, each school was personally visited for as much time as was needed to complete the score card. The procedures used were:

1. The school administrator, staff, and/or physical education department head assisted in scoring the program.
2. All information requested in advance was checked for completeness and then recorded.
3. Facilities, equipment, and supplies were checked and scores recorded in the score card.
4. The school administrator and staff assisted in scoring the following parts of the score card: (a) personality and character of the instructor; and (b) teaching efficiency of the instructor.
5. The score card, when completed, was reviewed carefully with the school administrator and/or head of the physical education department of each school. Areas wherein improvement could be made in their physical education program were pointed out.

The method of scoring was based on the instructions and standards contained in the score card. The score card included measurable elements that contribute to a well rounded physical education program. These elements had a point value which was properly scored according to the degree to which the elements corresponded to the standards.

The maximum score a school could receive was 3,000 points. On the summary sheet of the score card the scores were listed in percentages of the highest score possible. A rating scale was used as a guide in evaluating the degree of excellence of the physical education programs. The evaluation was made in terms of the ideal program as suggested in the score card. The percentage scores representing the various divisions of the score card were interpreted as follows: 80 to 100 per-cent, "high"; 55 to 79 per-cent, "average"; below 54 per-cent, "low".

Totals, percentages, and ratings were found for all of the schools so that strengths and weaknesses of the program could be comparatively determined. Results were compiled and the tabulations completed for each school.

The authors of the score card realized the limitations of a device of this kind. The following statement was made by them in the preface to the score card:

The authors admit that the score card has some imperfections. Some of the standards may be too low while others may be too high. An attempt has been made to make the units objective wherever possible but certain units, such as the personality and character of instructors, and the teaching efficiency of instructors, would not be made objective and yet could not be eliminated because of their importance. (27:3)

However, the Neilson-Comer-Allsen score card seemed to be the most appropriate evaluation instrument available for the present study. A copy of the score card will be included in the appendix.

CHAPTER IV

ANALYSIS OF THE FINDINGS

Junior colleges are opening the doors of higher education to more and more young people and adults. The junior colleges are putting a college education within the financial and geographical reach of multitudes of prospective and deserving students. The junior colleges offer students opportunities for a liberal education leading to transfer to four-year institutions and programs that will lead directly to jobs at the conclusion of two years.

The junior colleges are expanding and experimenting to meet the needs of the communities they serve. They carry the key to the future, with the promise of an opportunity for higher education to those who desire it.

The purpose of preparing this study was to analyze and compare the physical education programs of nine state supported junior colleges in Texas. The findings will be used to make pertinent recommendations for improvement of the junior college physical education programs participating in this study and to make the findings available to those persons desiring to upgrade existing physical education programs as well as to those persons responsible for installing physical education programs in new junior colleges.

The evaluation instrument used in making the findings of this study was the Neilson-Comer-Allsen score card.

The method of scoring was based on the instructions and standards contained in the score card. The maximum score a school could receive was 3,000 points. To present scores without an interpretation has no meaning, therefore all of the scores on the summary sheet of each school were listed in percentages of highest score possible. The evaluation was made in terms of the ideal program as suggested in the score card. The percentage scores representing the various divisions of the score card were interpreted as follows: 80 to 100 per-cent, "high"; 55 to 79 per-cent, "average"; below 54 per-cent, "low".

Totals, percentages, and ratings were found for all of the schools participating so that strengths and weaknesses of the programs could be comparatively determined. Results were compiled and the tabulations completed for each school. Each school was then informed of its rating along with conclusions and recommendations concerning each of their physical education programs.

JUNIOR COLLEGE "A"

Junior College "A" is a coeducational public junior college located in North Central Texas. The junior college is in a community of 3,100 people. The college is supported by a junior college district. The institution offers a curriculum which is parallel with the curriculum of a four-year college for students who intend to pursue work toward a baccalaureate degree. A limited number of

vocational courses are also available primarily in the business field. There was an enrollment of 346 men in the total enrollment of 486 students. A staff of four men comprised the physical education department. They taught all of the physical education classes and also the coaching duties.

The institution is located on a 50 acre campus and the buildings are so situated that they provide excellent opportunity for outdoor physical education. All of the area not used for buildings is level and planted in grass. The school provides a stadium with a seating capacity of 1,500 which includes excellent track and field facilities. The gymnasium, which seats 1,800 provides adequate dressing rooms, supply and storage rooms, shower rooms, and offices. In addition the school has a baseball field located on the edge of the campus.

SUMMARY SHEET
SCHOOL A

Division	Points Possible	Points Scored	Per Cent
I. INSTRUCTIONAL STAFF			
Professional preparation (kind)	99	48	48
Professional preparation (extent)	72	55	76
Professional preparation (recency)	44	22	50
Membership in professional organizations	18	8	44
Attendance at professional meetings	18	3	17
Teaching experience (length)	58	55	95
Fitness of instructor	96	96	100
Personality and character of instructor	128	124	97
Teaching efficiency of instructor	127	127	100
II. FACILITIES			
Area of school site	140	140	100
Placement of buildings on school site	35	35	100
Indoor facilities	181	128	71
Outdoor facilities	158	114	72
Equipment	75	31	41
Supplies (general)	140	88	63
Supplies (for prevention and care of injuries)	36	36	100
III. PROGRAM (ORGANIZATION)			
Percentage of pupils enrolled	131	108	82
Time allotment for physical education	131	31	24
Health examination by physician, dentist, and nurse	82	82	100
Health examination by physical education teacher	40	0	0
Assignment of students to classes	58	20	34

Division	Points Possible	Points Scored	Per Cent
Size of classes (normal group)	58	58	100
Size of classes (corrective group)	37	0	0
Teacher load (assigned time)	72	72	100
Records kept and used	58	41	71
Credit	29	29	100
Method of marking	35	15	43
Award system	29	0	0
IV. PROGRAM (ACTIVITIES)			
Instructional period	329	42	13
Intramural period	164	17	10
Intercollegiate athletics	107	46	43
V. PROFESSIONAL ASSISTANCE			
Professional magazines	22	22	100
Professional books	93	93	100
VI. TEACHER EDUCATION PROGRAM			
Teacher education program	100	55	55
GRAND TOTAL FOR SCHOOL "A"	3,000	1,841	61
SCHOOL "A" RECEIVED AN AVERAGE RATING			

TABLE I
TOTAL SCORES, SCHOOL "A"

AREAS	DIVISION	POINTS POSSIBLE	POINTS SCORED	PER CENT	RANK
Instructional Staff	I	660	538	82	High
Facilities	II	765	572	75	Average
Program (Organization)	III	760	456	60	Average
Program (Activities)	IV	600	105	18	Low
Professional Assistance	V	115	115	100	High
Teacher Education Program	VI	100	55	55	Average
Total for Score Card		3,000	1,841	61	Average

Recommendations

As a result of the evaluation of Junior College "A" the following recommendations were made:

1. Teachers in the physical education department should be required to spend some time in school to increase the teaching skills so necessary in teaching activity courses.
2. Greater effort should be made to enroll the physical education instructors in professional organizations.
3. Ways and means should be sought to get better attendance of the instructors at professional meetings.

4. Additional supplies and equipment should be acquired to make possible the teaching of a greater number and variety of activities in the physical education program.
5. Better instruction would result if students were classified for assignment to classes. This would prevent omission or unnecessary repetition of experience in physical education.
6. An adaptive and restricted program in physical education should be put into effect in order to meet the needs of the students who fall into this category.
7. The method of marking should be improved to include sportsmanship, skills, and improvement in achievement.
8. Effort should be made to expand the program of activities. It is especially recommended that a desirable and comprehensive intramural program be put into operation. The activity program and intramural program should emphasize life time sports.
9. Because some students enrolled may decide to major in physical education, a greater variety of activities for majors should be offered in the teacher education program.

10. In the future construction of facilities and the planning of the physical education program careful consideration should be given to the suggestions and standards in the score card.

JUNIOR COLLEGE "B"

Junior College "B" is a coeducational, two year college located in a community of over 12,500 people. It is an institution supported by a junior college tax district that includes all of one county and part of another county. The institution offers university-parallel courses, including preprofessional and terminal, or semiprofessional curricula in a number of areas. There was an enrollment of 1,147 male students at the time of the evaluation. A staff of six men comprised the Physical Education Department for Men. The men handled all of the physical education classes and three of the men also handled the coaching duties.

The institution is located on a 177 acre campus in the Northwest section of the state. The buildings are so situated that they provide excellent opportunity for outdoor physical education. All of the area not used for buildings is level and planted in grass. The men's physical education building has a main gymnasium with a seating capacity of 3,000. Also included in the gymnasium are excellent classrooms, offices, dressing facilities, storage and equipment rooms, and rooms which can be used for weight training and gymnastic activities. The school has access

to a public golf course which is utilized in the activity of the school. The institution also has an eight lane track with pole vault pits, broad jump pits, shot-put and discus rings. There are 720 outside seats around this area. Also located on the campus are four lighted tennis courts, two volleyball courts, one baseball diamond, area for two softball diamonds, a football field, and a soccer and speedball field.

SUMMARY SHEET SCHOOL "B"

Division	Points Possible	Points Scored	Per Cent
I. INSTRUCTIONAL STAFF			
Professional preparation (kind)	99	99	100
Professional preparation (extent)	72	60	83
Professional preparation (recency)	44	43	98
Membership in professional organizations	18	15	83
Attendance at professional meetings	18	15	83
Teaching experience (length)	58	55	95
Fitness of instructor	96	96	100
Personality and character of instructor	128	128	100
Teaching efficiency of instructor	127	127	100
II. FACILITIES			
Area of school site	140	140	100
Placement of Buildings on school site	35	35	100
Indoor facilities	181	160	88
Outdoor facilities	158	136	86
Equipment	75	75	100
Supplies (general)	140	140	100
Supplies (for prevention & care of injuries)	36	36	100

Division	Points Possible	Points Scored	Per Cent
III. PROGRAM (ORGANIZATION)			
Percentage of pupils enrolled	131	63	48
Time allotment	131	31	24
Health examination by physician, dentist, and nurse	82	82	100
Health examination by physical education teacher	40	0	0
Assignment of students to classes	58	46	79
Size of classes (normal group)	58	58	100
Size of classes (corrective group)	37	37	100
Teacher load (assigned time)	72	72	100
Records kept and used	58	53	91
Credit	29	29	100
Method of marking	35	31	89
Award system	29	17	59
IV. PROGRAM (ACTIVITIES)			
Instructional period	329	72	22
Intramural athletics	164	104	63
Intercollegiate athletics	107	49	46
V. PROFESSIONAL ASSISTANCE			
Professional magazines	22	22	100
Professional books	93	93	100
VI. TEACHER EDUCATION PROGRAM			
Teacher education program	100	82	82
GRAND TOTAL FOR SCHOOL "B"	3,000	2,301	77
SCHOOL "B" RECEIVED AN AVERAGE RATING			

TABLE II
TOTAL SCORES, SCHOOL "B"

AREAS	DIVISION	POINTS POSSIBLE	POINTS SCORED	PER CENT	RANK
Instructional Staff	I	660	638	97	High
Facilities	II	765	722	94	High
Program (Organization)	III	760	519	68	Average
Program (Activities)	IV	600	225	38	Low
Professional Assistance	V	115	115	100	High
Teacher Education Program	VI	100	82	82	High
Total for Score Card		3,000	2,301	77	Average

Recommendations

As a result of the evaluation of Junior College "B" the following recommendations were made:

1. An attempt to enroll a greater percentage of the men students in physical education should be made.
2. More time allotment should be given for physical education in order to meet the recommended standards of the score card.
3. Effort should be made to expand the program of activities. The emphasis should be placed on life time sports when new activities are added. Because intercollegiate athletics are a part of the total educational program some thought should

be given to expanding the sports offered in inter-collegiate athletics.

JUNIOR COLLEGE "C"

Junior College "C" is a two-year coeducational college located in a community of over 14,000 people. This community is located in North Central Texas. The institution is supported by a county tax district. This college offers a lower division university-parallel curriculum and some terminal courses in day, evening, and special training divisions. There was an enrollment of 914 at the time of the evaluation. Of this total there were 547 men. Two men were on the staff of the physical education department. They taught all of the mens physical education classes and also coached all of the intercollegiate athletics.

The school is located on a 90 acre tract of land on the edge of the community. The majority of the land is level and planted in grass. All of the buildings on the campus are new and so situated that they provide a good area for playfields. The college has a playfield, driving range, and four tennis courts on campus. In addition the institution has access to the municipal golf course and the school utilizes the course in their program. Available for indoor activities is the gymnasium which has a seating capacity of 1,300 people. The gymnasium has adequate exercise floors and offices along with excellent dressing, shower, and storage facilities.

SUMMARY SHEET
SCHOOL "C"

Division	Points Possible	Points Scored	Per Cent
I. INSTRUCTIONAL STAFF			
Professional preparation (kind)	99	90	91
Professional preparation (extent)	72	50	69
Professional preparation (regency)	44	37	84
Membership in professional organizations	18	10	56
Attendance at professional meetings	18	3	17
Teaching experience (length)	58	56	97
Fitness of instructor	96	96	100
Personality and character of instructor	128	128	100
Teaching efficiency of instructor	127	127	100
II. FACILITIES			
Area of school site	140	135	96
Placement of buildings on school site	35	35	100
Indoor facilities	181	140	77
Outdoor facilities	158	59	37
Equipment	75	37	49
Supplies (general)	140	55	39
Supplies (for prevention and care of injuries)	36	36	100
III. PROGRAM (ORGANIZATION)			
Percentage of pupils enrolled	131	131	100
Time allotment for physical education	131	31	24
Health examination by physician, dentist, and nurse	82	82	100
Health examination by physical education teacher	40	0	0
Assignment of students to classes	58	20	34
Size of classes (normal group)	58	58	100

Division	Points Possible	Points Scored	Per Cent
Size of classes (corrective group)	37	0	0
Teacher load (assigned time)	72	72	100
Records kept and used	58	35	60
Credit	29	29	100
Method of marking	35	19	54
Award system	29	0	0
IV. PROGRAM (ACTIVITIES)			
Instructional period	329	49	15
Intramural athletics	164	55	34
Intercollegiate athletics	107	25	23
V. PROFESSIONAL ASSISTANCE			
Professional magazines	22	22	100
Professional books	93	93	100
VI. TEACHER EDUCATION PROGRAM			
Teacher Education program	100	66	66
GRAND TOTAL FOR SCHOOL "C"	3,000	1,881	63
SCHOOL "C" RECEIVED AN AVERAGE RATING			

TABLE III
TOTAL SCORES, SCHOOL "C"

AREAS	DIVISION	POINTS POSSIBLE	POINTS SCORED	PER CENT	RANK
Instructional Staff	I	660	597	90	High
Facilities	II	765	497	65	Average
Program (Organization)	III	760	477	63	Average
Program (Activities)	IV	600	129	22	Low

AREAS	DIVISION	POINTS POSSIBLE	POINTS SCORED	PER CENT	RANK
Professional Assistance	V	115	115	100	High
Teacher Education Program	VI	100	66	66	Average
Total for Score Card		3,000	1,881	63	Average

Recommendations

As a result of the evaluation of Junior College "C" the following recommendations were made:

1. Instructors should be encouraged to become members in professional organizations.
2. Attendance at professional meetings should be stressed.
3. An attempt should be made to construct a hard surface play area out of doors. This could be utilized by the instructional program, intramural program, and also would contribute to the recreational facilities available to the college and the community.
4. Additional equipment should be acquired to make possible the teaching of a greater number of activities in the physical education program.
5. Better instruction would result if students were classified for assignment to classes. This would prevent omission or unnecessary

repetition of experience in physical education.

6. An adaptive program in physical education should be put into effect in order to meet the needs of students who fall into this category.
7. Effort should be made to expand the program of activities and make them available to all of the students. The activities should include those that have carry-over value for recreation in the years after junior college.
8. An attempt should be made to strengthen the intramural athletic program.
9. The school should take measures to include additional activities in the intercollegiate athletic program.
10. A greater variety of activities for majors in physical education should be offered in the teacher education program.
11. In the future construction of facilities and the planning of the physical education program careful consideration should be given to the suggestions and standards in the score card.

JUNIOR COLLEGE "D"

Junior College "D" is a coeducational institution located in a community of 2,250 people. It is supported by a local tax district. The college curriculum is designed to meet the needs of the transfer student. There are no terminal or vocational offerings in the curriculum of the institution. There was an enrollment of 261 men at the time of the evaluation. One man is in charge of all teaching duties in addition to coaching the intercollegiate sports.

The college is situated on a 33 acre campus located in Northwest Texas. The buildings are situated so that maximum use of the land for physical education is possible. All land not covered by buildings is level and planted in grass. A gymnasium provides an exercise floor, activity room, offices, supply and storage rooms, lockers and shower area, and kitchen. The gymnasium was one year old and in excellent condition at the time of the evaluation. Outdoor facilities include tennis courts, football field, and track and field areas.

SUMMARY SHEET
SCHOOL "D"

Division	Points Possible	Points Scored	Per Cent
I. INSTRUCTIONAL STAFF			
Professional preparation (kind)	99	99	100
Professional preparation (extent)	72	40	56
Professional preparation (recency)	44	30	68
Membership in professional organizations	18	12	67
Attendance at professional meetings	18	6	33
Teaching experience (length)	58	43	74
Fitness of instructor	96	96	100
Personality and character of instructor	128	128	100
Teaching efficiency of instructor	127	127	100
II. FACILITIES			
Area of school site	140	135	96
Placement of buildings on school site	35	35	100
Indoor facilities	181	154	85
Outdoor facilities	158	124	78
Equipment	75	48	64
Supplies (general)	140	115	82
Supplies (for prevention and care of injuries)	36	36	100
III. PROGRAM (ORGANIZATION)			
Percentage of pupils enrolled	131	97	74
Time allotment for physical education	131	31	24
Health examination by physician, dentist and nurse	82	82	100
Health examination by physical education teacher	40	0	0
Assignment of students to classes	58	20	34

Division	Points Possible	Points Scored	Per Cent
Size of classes (normal group)	58	58	100
Size of classes (corrective group)	37	0	0
Teacher load (assigned time)	72	72	100
Records kept and used	58	35	60
Credit	29	29	100
Method of marking	35	29	83
Award system	29	0	0
IV. PROGRAM (ACTIVITIES)			
Instructional period	329	42	13
Intramural period	164	36	22
Intercollegiate athletics	107	25	23
V. PROFESSIONAL ASSISTANCE			
Professional magazines	22	22	100
Professional books	93	93	100
VI. TEACHER EDUCATION PROGRAM			
Teacher education program	100	65	65
GRAND TOTAL FOR SCHOOL "D"	3,000	1,964	66
SCHOOL "D" RECEIVED AN AVERAGE RATING			

TABLE IV
TOTAL SCORES, SCHOOL "D"

AREAS	DIVISION	POINTS POSSIBLE	POINTS SCORED	PER CENT	RANK
Instructional Staff	I	660	581	88	High
Facilities	II	765	647	85	High
Program (Organization)	III	760	453	60	Average
Program (Activities)	IV	600	103	17	Low
Professional Assistance	V	115	115	100	High
Teacher Education Program	VI	100	65	65	Average
Total for Score Card		3,000	1,964	66	Average

Recommendations

As a result of the evaluation of Junior College "D" the following recommendations were made:

1. Attendance at professional meetings by the instructor should be encouraged.
2. Better instruction would result if students were classified for assignment to classes. This would prevent omission or unnecessary repetition of experience in physical education.
3. An adaptive program in physical education should be put into effect in order to meet the needs of students who fall into this category.

4. Effort should be made to expand the program of activities and make them available to all of the students. The activities should include those that have carry-over value for recreation in the years after junior college. A special effort should be made to strengthen the intramural program.
5. More time allotment should be given for physical education in order to meet the standards of the score card.
6. Since some students enrolled may decide to major in physical education, a greater variety of activities should be offered in the teacher education program.
7. In the future construction of facilities and the planning of the physical education program careful consideration should be given to the suggestion and standards in the score card.

JUNIOR COLLEGE "E"

Junior College "E" is a coeducational junior college located in a community of 9,900 people. The community is located in Central Texas. The junior college is supported by a junior college tax district that has the same boundaries as the high school. The institution offers university-parallel courses, including preprofessional and terminal, or semiprofessional, curricula in a number of areas. In

addition adult classes are offered for those adults who wish to develop their intellectual interests or increase their vocational competence. There was an enrollment of 381 men in the total enrollment of 527 students at the time of the evaluation. One full time instructor and one part time instructor taught all of the physical education classes; however they did none of the coaching.

The institution is located on a 73 acre campus in the east section of the community. The buildings are situated with proper spacing however the institution is located in a section of the community that contains numerous hills that makes use of the available land for play areas almost impossible. The majority of the physical education classes are taught in the college gymnasium. The gymnasium is also used for intercollegiate athletics. There is one play field large enough for a football field to be used for intramural activities. In addition the school has a baseball diamond located on the campus.

SUMMARY SHEET
SCHOOL "E"

Division	Points Possible	Points Scored	Per Cent
I. INSTRUCTIONAL STAFF			
Professional preparation (kind)	99	87	88
Professional preparation (extent)	72	60	83
Professional preparation (recency)	44	36	82
Membership in professional organizations	18	3	17
Attendance at professional meetings	18	3	17
Teaching experience (length)	58	43	74
Fitness of instructor	96	96	100
Personality and character of instructor	128	128	100
Teaching efficiency of instructor	127	127	100
II. FACILITIES			
Area of school site	140	135	96
Placement of buildings on school site	35	35	100
Indoor facilities	181	133	73
Outdoor facilities	158	100	63
Equipment	75	36	48
Supplies (general)	140	79	56
Supplies (for prevention and care of injuries)	36	36	100
III. PROGRAM (ORGANIZATION)			
Percentage of pupils enrolled	131	97	74
Time allotment for physical education	131	31	24
Health examination by physi- cian, dentist, and nurse	82	82	100
Health examination by physi- cal education teacher	40	0	0
Assignment of students to classes	58	20	34
Size of classes (normal group)	58	58	100

Division	Points Possible	Points Scored	Per Cent
Size of classes (corrective group)	37	0	0
Teacher load (assigned time)	72	72	100
Records kept and used	58	47	81
Credit	29	29	100
Method of marking	35	11	31
Award system	29	0	0
IV. PROGRAM (ACTIVITIES)			
Instructional period	329	36	11
Intramural athletics	164	22	13
Intercollegiate athletics	107	30	28
V. PROFESSIONAL ASSISTANCE			
Professional magazines	22	22	100
Professional books	93	93	100
VI. TEACHER EDUCATION PROGRAM			
Teacher education program	100	58	58
GRAND TOTAL FOR SCHOOL "E"	3,000	1,845	62
SCHOOL "E" RECEIVED AN AVERAGE RATING			

TABLE V
TOTAL SCORES, SCHOOL "E"

AREAS	DIVISION	POINTS POSSIBLE	POINTS SCORED	PER CENT	RANK
Instructional Staff	I	660	583	88	High
Facilities	II	765	554	72	Average
Program (Organization)	III	760	447	59	Average
Program (Activities)	IV	600	88	15	Low
Professional Assistance	V	115	115	100	High
Teacher Education Program	VI	100	58	58	Average
Total for Score Card		3,000	1,845	62	Average

Recommendations

As a result of the evaluation of Junior College "E" the following recommendations were made:

1. Greater effort should be made to enroll the physical education instructors in professional organizations, especially in the American Association for Health, Physical Education, and Recreation.
2. Ways and means should be sought to get better attendance of the instructors at professional meetings.
3. Additional equipment should be acquired to make possible the teaching of a greater number of activities in the physical education program.

4. More time allotment should be given for physical education in order to meet the recommended standards of the score card.
5. Better instruction would result if students were classified for assignment to classes.
6. An adaptive program in physical education should be put into effect in order to meet the needs of students who fall into this category.
7. A better system of grading in the physical education department should be devised and put into effect.
8. Effort should be made to expand the program of activities. It is especially recommended that a desirable and comprehensive intramural program be put into operation. The school should take measures to include additional activities in the intercollegiate athletics program.
9. Since some students enrolled may decide to major in physical education, a greater variety of activities for majors should be offered in the teacher education program.
10. In the future construction of facilities and the planning of the physical education program careful consideration should be given to the suggestions and standards in the score card.

JUNIOR COLLEGE "F"

Junior College "F", located in North Central Texas, is a coeducational institution situated in a community of 4,950 people. It is supported by a junior college tax district. This institution offers a curriculum of transfer-level programs leading to baccalaureate and professional degrees and also vocational-occupational programs leading to immediate employment. The institution also offers an adult education program designed to fit the needs of the community. There was an enrollment of 503 men in the total enrollment of 874 at the time of the evaluation. A staff of four men comprised the physical education department. They handled all of the physical education classes and also the coaching duties.

The school is located on a campus of over 40 acres. The buildings are extremely close together and consequently there are no outdoor recreation areas or facilities on campus. However an area a short distance from the institution is used and meets the requirements of the score card. Located on this area are an eight-lane dirt track, a football field, and a speedball-soccer area. The institution has a gymnasium on campus and all of the indoor activities are performed there. The school also has access to a public swimming pool and a municipal golf course. Both of these facilities are utilized in the activity of the school.

SUMMARY SHEET
SCHOOL "F"

Division	Points Possible	Points Scored	Per Cent
I. INSTRUCTIONAL STAFF			
Professional preparation (kind)	99	99	100
Professional preparation (extent)	72	60	83
Professional preparation (recency)	44	28	64
Membership in professional organizations	18	3	17
Attendance at professional meetings	18	3	17
Teaching experience (length)	58	58	100
Fitness of instructor	96	96	100
Personality and character of instructor	128	128	100
Teaching efficiency of instructor	127	127	100
II. FACILITIES			
Area of school site	140	20	14
Placement of buildings on school site	35	0	0
Indoor facilities	181	140	77
Outdoor facilities	158	122	77
Equipment	75	42	56
Supplies (general)	140	93	66
Supplies (for prevention and care of injuries)	36	36	100
III. PROGRAM (ORGANIZATION)			
Percentage of pupils enrolled	131	108	82
Time allotment for physical education	131	31	24
Health examination by physician, dentist, and nurse	82	82	100
Health examination by physical education teacher	40	0	0
Assignment of students to classes	58	20	34

Division	Points Possible	Points Scored	Per Cent
Size of classes (normal group)	58	58	100
Size of classes (corrective group)	37	0	0
Teacher load (assigned time)	72	72	100
Records kept and used	58	52	90
Credit	29	29	100
Method of marking	35	32	91
Award system	29	0	0
IV. PROGRAM (ACTIVITIES)			
Instructional period	329	88	27
Intramural athletics	164	53	32
Intercollegiate athletics	107	41	38
V. PROFESSIONAL ASSISTANCE			
Professional magazines	22	22	100
Professional books	93	93	100
VI. TEACHER EDUCATION PROGRAM			
Teacher education program	100	74	74
GRAND TOTAL FOR SCHOOL "F"	3,000	1,910	64
SCHOOL "F" RECEIVED AN AVERAGE SCORE			

TABLE VI
TOTAL SCORES, SCHOOL "F"

AREAS	DIVISION	POINTS POSSIBLE	POINTS SCORED	PER CENT	RANK
Instructional Staff	I	660	602	91	High
Facilities	II	765	453	59	Average
Program (Organization)	III	760	484	64	Average
Program (Activities)	IV	600	182	30	Low
Professional Assistance	V	115	115	100	High
Teacher Education Program	VI	100	74	74	Average
Total for Score Card		3,000	1,910	64	Average

Recommendations

As a result of the evaluation of Junior College "F" the following recommendations were made:

1. Greater effort should be made to enroll physical education instructors in professional organizations; especially in the American Association for Health, Physical Education and Recreation.
2. Ways and means should be sought to get better attendance of the instructors at professional meetings.
3. Some thought should be given to the idea of purchasing additional land immediately adjacent to the campus. At the rate the college is

growing and expanding existing facilities will not be sufficient in a short period of time. Special consideration should be given to the idea of construction of tennis and volleyball courts on the proposed land.

4. Additional equipment should be acquired to make possible the teaching of a greater number of activities in the physical education program. The primary area in which equipment is needed is gymnastics.
5. More time allotment should be given for physical education in order to meet the recommended standards of the score card.
6. Better instruction would result if students were classified for class assignment.
7. An adaptive program in physical education should be put into effect in order to meet the needs of students who fall into this category.
8. Effort should be made to expand the program of activities. It is especially recommended that a desirable and comprehensive intramural program be put into operation. The school should take measures to include additional activities in the intercollegiate athletic program. These activities should include

those that have carry-over value for recreation in the years after junior college. These activities should include tennis and golf.

9. Since the college is located near a lake, the possibility of starting an aquatic and boating program should be explored. This would increase the offerings available in the instruction program and also aid in school publicity.
10. In the construction of new facilities and the planning of the physical education program careful consideration should be given to the suggestions and standards in the score card.

JUNIOR COLLEGE "G"

Junior College "G" is a coeducational community college, supported by a junior college tax district, and is located in a city of over 40,000 people. The institution is located in South Central Texas. The school offers both transfer and terminal courses along with an adult education division. There was an enrollment of 494 men out of a total enrollment of 873 at the time of the evaluation. The Physical Education Department was composed of two men who also handled all of the coaching duties.

The buildings, all of which have been constructed since 1957, are located on a campus of 105 acres in the southern section of the city. The buildings are situated so that ample acreage is available for recreational areas.

All of the available land is level and planted in grass. The physical education gymnasium provides a dance floor, activity room, classroom, offices, dressing rooms, supply and storage rooms, and shower rooms. The college also has a three-lane bowling alley. The outdoor facilities of the college include a nine-hole golf course, driving range, archery range, baseball diamond, tennis courts, intramural football field, and swimming pool.

SUMMARY SHEET
SCHOOL "G"

Division	Points Possible	Points Scored	Per Cent
I. INSTRUCTIONAL STAFF			
Professional preparation (kind)	99	99	100
Professional preparation (extent)	72	60	83
Professional preparation (recency)	44	40	91
Membership in professional organizations	18	14	78
Attendance at professional meetings	18	10	56
Teaching experience (length)	58	56	97
Fitness of instructor	96	96	100
Personality and character of instructor	128	128	100
Teaching efficiency of instructor	127	127	100

Division	Points Possible	Points Scored	Per Cent
II. FACILITIES			
Area of school site	140	140	100
Placement of buildings on school site	35	35	100
Indoor facilities	181	160	88
Outdoor facilities	158	134	85
Equipment	75	35	47
Supplies (general)	140	101	72
Supplies (for prevention and care of injuries)	36	36	100
III. PROGRAM (ORGANIZATION)			
Percentage of pupils enrolled	131	119	91
Time allotment for physical education	131	31	24
Health examination by physician, dentist and nurse	82	82	100
Health examination by physical education teacher	40	0	0
Assignment of students to classes	58	33	57
Size of classes (normal group)	58	58	100
Size of classes (corrective group)	37	0	0
Teacher load (assigned time)	72	72	100
Records kept and used	58	53	91
Credit	29	29	100
Method of marking	35	22	63
Award system	29	29	100
IV. PROGRAM (ACTIVITIES)			
Instructional period	329	98	30
Intramural athletics	164	69	42
Intercollegiate athletics	107	30	28

Division	Points Possible	Points Scored	Per Cent
V. PROFESSIONAL ASSISTANCE			
Professional magazines	22	22	100
Professional books	93	93	100
VI. TEACHER EDUCATION PROGRAM			
Teacher education program	100	72	72
GRANT TOTAL FOR SCHOOL "G" 3,000		2,183	73
SCHOOL "G" RECEIVED AN AVERAGE RATING			

TABLE VII
TOTAL SCORES, SCHOOL "G"

AREAS	DIVISION	POINTS POSSIBLE	POINTS SCORED	PER CENT	RANK
Instructional Staff	I	660	630	95	High
Facilities	II	765	641	84	High
Program (Organization)	III	760	528	69	Average
Program (Activities)	IV	600	197	33	Low
Professional Assistance	V	115	115	100	High
Teacher Education Program	VI	100	72	72	Average
Total for Score Card		3,000	2,183	73	Average

Recommendations

As a result of the evaluation of Junior College "G" the following recommendations were made:

1. Additional equipment should be acquired to make possible the teaching of a greater number of activities in the physical education program. Most of this equipment should be purchased with the corrective program in mind.
2. An adaptive program in physical education should be put into effect in order to meet the needs of students who fall into this category.
3. More time allotment should be given for physical education in order to meet the recommended standards in the score card.
4. The method of grading in the physical education department should be reviewed and strengthened.
5. Effort should be made to expand the program of activities. It is especially recommended that a desirable and comprehensive intramural program be put into operation. The school should take measures to include additional activities in the intercollegiate athletic program.
6. Since some students enrolled may decide to major in physical education, a greater variety of activities for majors should be offered in the teacher education program.

7. In the future construction of facilities and the planning of the physical education program careful consideration should be given to the suggestions and standards in the score card.

JUNIOR COLLEGE "H"

Junior College "H" is a coeducational community college located in a community of over 7,000 people. The community is located on the Gulf Coast of Texas. The institution is supported by a county wide tax district. Curriculum offerings at the institution provide a program that offers the first two years of baccalaureate and professional degree programs. The college also offers vocational and technical training for those interested. There was an enrollment of 831 men in the total enrollment of 1515 students at the time of the evaluation. The physical education staff was comprised of three men. They do all of the classroom teaching and also perform the coaching duties.

The institution is situated on a eighty-four acre campus. The buildings are situated so that maximum use of the land for physical education can be utilized. The available land is level and planted in grass. A physical education building and gymnasium provide an exercise floor, offices, supply and storage rooms, and shower rooms. The community has helped the institution by permitting use of other facilities.

SUMMARY SHEET
SCHOOL "H"

Division	Points Possible	Points Scored	Per Cent
I. INSTRUCTIONAL STAFF			
Professional preparation (kind)	99	99	100
Professional preparation (extent)	72	60	83
Professional preparation (recency)	44	22	50
Membership in professional organizations	18	6	33
Attendance at professional meetings	18	3	17
Teaching experience (length)	58	58	100
Fitness of instructor	96	96	100
Personality and character of instructor	128	128	100
Teaching efficiency of instructor	127	127	100
II. FACILITIES			
Area of school site	140	140	100
Placement of buildings on school site	35	35	100
Indoor facilities	181	132	73
Outdoor facilities	158	77	49
Equipment	75	34	45
Supplies (general)	140	94	67
Supplies (for prevention and care of injuries)	36	36	100
III. PROGRAM (ORGANIZATION)			
Percentage of pupils enrolled	131	108	82
Time allotment for physical education	131	31	24
Health examination by physician, dentist, and nurse	82	82	100
Health examination by physical education teacher	40	0	0
Assignment of students to classes	58	20	34

Division	Points Possible	Points Scored	Per Cent
Size of classes (normal group)	58	58	100
Size of classes (corrective group)	37	0	0
Teacher load (assigned time)	72	72	100
Records kept and used	58	41	71
Credit	29	29	100
Method of marking	35	18	51
Award system	29	0	0
IV. PROGRAM (ACTIVITIES)			
Instructional period	329	70	21
Intramural athletics	164	33	20
Intercollegiate athletics	107	46	43
V. PROFESSIONAL ASSISTANCE			
Professional magazines	22	22	100
Professional books	93	93	100
VI. TEACHER EDUCATION PROGRAM			
Teacher Education program	100	66	66
GRANT TOTAL FOR SCHOOL "H" 3,000		1,936	65
SCHOOL "H" RECEIVED AN AVERAGE RATING			

TABLE VIII
TOTAL SCORES, SCHOOL "H"

AREAS	DIVISION	POINTS POSSIBLE	POINTS SCORED	PER CENT	RANK
Instructional Staff	I	660	599	91	High
Facilities	II	765	548	72	Average
Program (Organization)	III	760	459	60	Average
Program (Activities)	IV	600	149	25	Low
Professional Assistance	V	115	115	100	High
Teacher Education Program	VI	100	66	66	Average
Total for score card		3,000	1,936	65	Average

Recommendations

As a result of the evaluation of Junior College "H" the following recommendations were made:

1. Instructors should be encouraged to return to school during the summers for refresher courses in physical education.
2. Greater effort should be made to enroll the physical education instructors in professional organizations; especially in the American Association for Health, Physical Education, and Recreation.
3. Ways and means should be sought to get better attendance of the instructors at professional meetings.

4. Effort should be made to complete construction of the outdoor facilities. The ideal situation is for the institution to own and operate its own facilities.
5. Additional equipment should be acquired to make possible the teaching of a greater number of activities in the physical education program. The area of gymnastic activities should be expanded and equipment is a must.
6. More time allotment for physical education should be given in order to meet the recommended standards of the score card.
7. Better instruction would result if students were classified for assignment to classes.
8. An adaptive program in physical education should be put into effect in order to meet the needs of students who fall into this category.
9. Effort should be made to expand the program of activities. It is especially recommended that a desirable and comprehensive intramural program be put into operation.
10. Since some students enrolled may decide to major in physical education, a greater variety of activities for majors should be offered in the teacher education program.

11. In the future construction of facilities and planning of the physical education program careful consideration should be given to the suggestions and standards in the score card.

JUNIOR COLLEGE "I"

Junior College "I" is a coeducational community college supported by a county wide junior college district. It is located in a city of over 150,000 people. The institution is located in Central Texas. The college offers transfer courses, a large number of terminal courses, and an adult education program. At the time of the evaluation there were 858 men enrolled in the total enrollment of 1,339 students. Five men handled the teaching of the physical education classes. Three of these men also coached the interschool athletic teams.

The buildings, all of which have been constructed since 1969, are located on a campus of over 150 acres. There is ample level area, but this has not been developed to provide playing fields for the physical education program. A physical education building provides a gymnasium, dance floor, activity room, classrooms, offices, dressing rooms, supply and storage rooms, and shower rooms. The college has access to an eight-lane bowling facility on the campus. In addition the institution has access to a public golf course and a municipal swimming pool which

are utilized in the activity program of the school. Also located on the campus are four lighted tennis courts.

SUMMARY SHEET
SCHOOL "I"

Division	Points Possible	Points Scored	Per Cent
I. INSTRUCTIONAL STAFF			
Professional preparation (kind)	99	99	100
Professional preparation (extent)	72	66	92
Professional preparation (recency)	44	44	100
Membership in professional organizations	18	13	72
Attendance at professional meetings	18	14	78
Teaching experience (length)	58	41	71
Fitness of instructor	96	96	100
Personality and character of instructor	128	128	100
Teaching efficiency of instructor	127	127	100
II. FACILITIES			
Area of school site	140	140	100
Placement of buildings on school site	35	35	100
Indoor facilities	181	160	88
Outdoor facilities	158	54	34
Equipment	75	48	64
Supplies (general)	48	48	100
Supplies (for prevention and care of injuries)	36	36	100
III. PROGRAM (ORGANIZATION)			
Percentage of pupils enrolled	131	63	48
Time allotment for physical education	131	49	37

Division	Points Possible	Points Scored	Per Cent
Health examination by physician, dentist, and nurse	82	82	100
Health examination by physical education teacher	40	0	0
Assignment of students to classes	58	33	57
Size of classes (normal group)	58	58	100
Size of classes (corrective group)	37	0	0
Teacher load (assigned time)	72	72	100
Records kept and used	58	41	71
Credit	29	29	100
Method of marking	35	27	77
Award system	29	23	80
IV. PROGRAM (ACTIVITIES)			
Instructional period	329	124	38
Intramural athletics	164	81	49
Intercollegiate athletics	107	30	28
V. PROFESSIONAL ASSISTANCE			
Professional magazines	22	22	100
Professional books	93	93	100
VI. TEACHER EDUCATION PROGRAM			
Teacher education program	100	88	88
GRAND TOTAL FOR SCHOOL "I"	3,000	2,064	69
SCHOOL "I" RECEIVED AN AVERAGE RATING			

TABLE IX
TOTAL SCORES, SCHOOL "I"

AREAS	DIVISION	POINTS POSSIBLE	POINTS SCORED	PER CENT	RANK
Instructional Staff	I	660	628	95	High
Facilities	II	765	521	68	Average
Program (Organization)	III	760	477	63	Average
Program (Activities)	IV	600	235	39	Low
Professional Assistance	V	115	115	100	High
Teacher Education Program	VI	100	88	88	High
Total for Score Card		3,000	2,064	69	Average

Recommendations

As a result of the evaluation of Junior College "I" the following recommendations were made:

1. Effort should be made to expand the outdoor facilities. Outdoor areas for volleyball, football, soccer, and speedball should be constructed. These areas could be utilized by the instructional program, intramural program, and also would contribute to the recreational facilities available to the college and the community.
2. Additional equipment should be acquired to make possible the teaching of a greater number of activities in the physical education program.

3. An attempt to enroll a greater percentage of the male students in physical education should be made.
4. More time allotment should be given for physical education in order to meet the recommended standards of the score card.
5. Better instruction would result if students were classified for assignment to classes.
6. An adaptive program in physical education should be put into effect in order to meet the needs of students that fall into this category.
7. Effort should be made to expand the program of activities. The school should take measures to include additional activities in the intercollegiate athletic program. Serious consideration should be given to developing a track team and a tennis team.
8. In the future construction of facilities and the planning of the physical education program careful consideration should be given to the suggestions and standards in the score card.

CHAPTER V

SUMMARY

The community college is currently in the spotlight of the educational progress evidenced in the United States. The junior college movement is the most rapidly expanding part of American post-high school education. Leaders in education, business, and government are urging the development of these two-year institutions throughout the country.

The AFL-CIO adopted a strong statement in support of junior colleges in a past convention. The statement, authored by George Meany, (23:6) read, "holding that the twelfth grade can no longer be regarded as the standard for a completed education, free public education should be extended through the fourteenth year."

Edwin P. Neilan, (26:4) past-president of the United States Chamber of Commerce, declared that there were two reasons why the junior college has an increasing role to play in the nation's educational plans. He states:

The first of these trends is the continual upgrading of our educational objectives for the great mass of our youth. This has gone hand in hand with the growth of democratic government, the advances in technology, and the rise in living standards...The second major trend in American education has been the change that has occurred in its meaning and direction as efforts have been made to spread instruction more widely.

The community college contributes to the health and physical well-being of the people in the community through community recreation programs. These physical activities should be planned and supervised by the college.⁽¹⁴⁾ The true community college becomes an integral part of the social, physical, and intellectual life of its locality.⁽¹⁷⁾

The problem in this study was to evaluate the physical education program in nine selected junior colleges in Texas. These institutions were selected on basis of size, geographical location, and participation in intercollegiate athletics. The Neilson-Comer-Allsen score card was selected as the evaluation instrument. The score card appeared to be the most comprehensive instrument available for junior college physical education program evaluation. A major purpose in making this evaluation was to create a better understanding of what is necessary in the organization of a high quality physical education program for junior college men and to make this information available to people who are responsible for providing such programs.

The programs in nine selected junior colleges in the state of Texas were studied. A personal visit to each of the schools was made. The physical education department head or a member of his staff assisted in scoring each school's program in accordance with the criteria and directions contained in the score card. Factors included in the evaluation were the instructional staff, facilities, program organization, program of activities, professional

assistance, and teacher education program. It was agreed to return the appropriate score card, along with a summary of the findings and the final recommendations, to each of the participating schools.

Conclusions

As a result of the analysis of the data collected the following conclusions were drawn:

1. The junior college physical education programs were conducted by experienced instructors whose professional preparation was generally good.
2. The physical fitness, personality, character, and teaching efficiency of the instructors appeared to be excellent.
3. Membership in professional organizations and attendance at professional meetings by the instructors was very poor.
4. The area of the school sites at the majority of the schools was satisfactory and the schools had no particular difficulties in the areas of supplies and equipment, with the exception of gymnastic and corrective program equipment.
5. The indoor facilities provided at various schools were superior to the outdoor facilities.
6. The time allotment for physical education at the schools was not sufficient and did not meet the standard set forth in the score card.
7. The variety of physical education activities offered in

the junior college was too limited and the intramural programs were very weak and needed improvement.

8. The size of the school and geographical location of the school had little bearing on the type of physical education program offered.
9. The score card proved to be a useful instrument in the evaluation.

Recommendations

It is recommended that:

1. When new facilities are provided for physical education consideration be given to the suggestions and standards in the score card. Special consideration should be given to the construction of facilities to accommodate a broad instructional program, an intramural program, and an adaptive physical education program.
2. The schools should take immediate steps to organize and implement an adaptive physical education program designed to meet the needs of this particular group.
3. More time allotment be provided for physical education.
4. Some of the schools should seriously consider augmenting their program of intercollegiate athletics. Special consideration should be given to the sports that have carry over value when adding sports to the intercollegiate program.
5. Where feasible, opportunities for aquatics and boating activities be made available to students.
6. Outdoor facilities should be expanded by adding areas

for individual and team activities. These facilities should be constructed for activities that have carry over values as a prerequisite.

7. The program of activities should be expanded. It is especially recommended that a comprehensive intramural program be put into operation in each school.
8. Since some students may decide to major in physical education, a greater variety of activities for majors should be offered in the teacher education program. These courses should be basic in nature and yet acquaint the student with physical education.
9. Studies of the physical education programs for men in other junior colleges in the United States be made.
10. Studies of the physical education programs for women in junior colleges be conducted.
11. The score card be used as a guide by planning committees, when new junior colleges are constructed, to aid them in constructing facilities and organizing the physical education programs.
12. The score card be used for evaluation purposes by existing junior colleges.

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APPENDIX A

JUNIOR COLLEGES INCLUDED IN THE STUDY

<u>Junior College</u>	<u>Location</u>
Cisco Junior College	Cisco, Texas
Clarendon Junior College	Clarendon, Texas
Hill Junior College	Hillsboro, Texas
McLennan Community College	Waco, Texas
Ranger Junior College	Ranger, Texas
South Plains College	Levelland, Texas
Temple Junior College	Temple, Texas
Weatherford Junior College	Weatherford, Texas
Wharton County Junior College	Wharton Texas

APPENDIX B

LETTER TO PRESIDENT OF JUNIOR COLLEGE

_____ JUNIOR COLLEGE

President: _____

Dear Sir:

I am working toward a Master of Arts degree in physical education at Sam Houston State University, and I have been approved by my committee to do an evaluation study of the men's physical education program in nine selected junior colleges. I would greatly appreciate your school's participating in the study.

It is hoped the study will prove of value to those concerned with the operation of the men's physical education program in the junior colleges.

After receiving approval for your school's participation I would like permission to correspond with the head of your Department of Physical Education to make preliminary arrangements for my visit to your school.

Sincerely,

Jack Allen
Department of Physical Education
College Circle
Ranger Junior College
Ranger, Texas

APPENDIX C

LETTER TO HEAD OF DEPARTMENT OF PHYSICAL EDUCATION

Mr. _____
Director of Physical Education
_____ Junior College

Dear Mr. _____,

As your President may have informed you, I am evaluating the physical education programs of nine selected junior colleges. The data collected by this evaluation will be used in my Master's Thesis at Sam Houston State University.

It is hoped that the information obtained will be helpful in promoting the program of physical education in the junior college. At the conclusion of the study, the score card booklet will be returned to each school, along with a summary of the completed study.

Since this score card is a very complete and detailed one, I will need some assistance from you in having certain items of information available when I visit your school. Following is the list of information needed:

1. Area of school site in acres.
2. Total school enrollment; total men enrollment.
3. Number of men enrolled in physical education.
4. Transcript of all college work done to date by each physical education instructor.
5. Validation of completed courses not bearing college credit for each instructor.
6. Verification of present affiliation with professional organizations for each instructor.
7. Verification of professional meetings attended by each instructor.
8. Years of teaching experience for each instructor.
9. Record of medical examinations of each instructor.
10. Dimensions of all rooms used in connection with the physical education program.
11. Number of bleacher seats--indoor and outdoor.
12. Dimensions of outdoor playfields and courts.
13. List of indoor and outdoor equipment.
14. List of general first aid supplies.
15. Number of minutes weekly each physical education teacher is assigned to a teaching assignment.
16. Sample of record cards used in physical education courses.

17. List of your yearly program of activities.
18. Record of intramural and interschool athletic programs.
19. List of professional magazines available at the school.
20. Alphabetical list of all physical education books in the school or physical education departmental library.
21. List of corrective room equipment.
22. A copy of the college catalogue and a schedule of classes.

I realize that this will take some time and effort on your part to secure this information, but I feel that it will be time well spent.

It will take a half day to complete the evaluation of your school. I plan on being on your campus the ____ of ____ .

I will contact you as soon as I arrive. If the above date does not meet with your approval, please let me know as soon as possible so that I can make arrangements for an alternate date.

If you need further information concerning this study, I will be happy to send it to you. I am looking forward to meeting you and visiting your college.

Sincerely,

Jack Allen
Department of Physical Education
College Circle
Ranger Junior College
Ranger, Texas

APPENDIX D
SCORE CARD

A
SCORE CARD
FOR
EVALUATION
OF
PHYSICAL EDUCATION
PROGRAMS FOR
JUNIOR-COLLEGE-MEN

FOREWORD

At no time in history has there been such urgent need to evaluate in all areas of formal education. In this era of competition for funds, for time in the curriculum, and indeed for justification of its very existence, school Physical Education Programs should be subjected to critical examination at all levels from the elementary school through the fourth year of college. To be assessed accurately in terms of organization, facilities, administration, and over-all effectiveness an evaluation instrument must be employed which will reveal the existing conditions and indicate needed change. Such an instrument when properly applied will provide the school staff with valid information from which programs can be strengthened.

This "Score Card for Evaluation of Physical Education Programs for Junior College Men" is timely and most commendable, because it is consistent with the efforts of education generally to improve itself. Those who have originated this instrument are aware of this need for professional introspection and are to be congratulated for their progressive action.

O. N. Hunter, Professor and
Head of the Department of
Health, Physical Education
and Recreation, University
of Utah

PREFACE

This score card is a revision of a score card for the evaluation of physical education programs for high school boys begun in February, 1929, at a regional conference held in California. Under the direction of Dr. N. P. Neilson, then State Supervisor of Physical Education for California, twelve regional conferences were held and at each one a discussion of the score card problem brought forth many valuable ideas. As each unit was considered for inclusion in the score card, it was checked against the following criteria:

- a. Does the unit have validity?
- b. Does the unit justify its inclusion in terms of objectives?
- c. Does the unit justify its inclusion in terms of the concepts of physical education which are generally accepted?
- d. Does the unit allow the school an opportunity to improve its score?
- e. Does the unit encourage the school to improve its score?

When all of the units had been developed, the score card in preliminary form was mimeographed and sent to fifty men holding responsible positions in physical education in California. These experts were asked to render judgments on the score card by first allotting 2,000 points to the five major headings and then distributing these allotments to the various sub-headings. Twenty-four summary sheets were returned involving the judgments of one hundred and twelve persons. Tabulations were made for each unit, thus obtaining the range and median of the judgments. These medians were used as a constant guide while making the final allotment of points to each unit in the score card. The original score card was completed and then published in 1931, as Bulletin No. E-2, by the California State Department of Education.

After considering the problem of developing an instrument for the evaluation of physical education programs for men in the junior colleges, it was decided to use the California Score Card as the basis.

The authors admit this score card has some imperfections. Some of the standards may be too high while others may be too low. An attempt has been made to make the units objective wherever possible but certain units, such as the personality and character of instructor, and the teaching efficiency of instructor, could not be made objective and yet could not be eliminated because of their importance.

The score card should be used voluntarily by schools as a check list to locate particular points where improvement in programs can be made. The value of the score card lies not so much in the total score, as in the analysis of the detailed score in each unit. With the approval of the department head, outside scorers might be utilized in making the survey. Upon completion of the score sheet the department head and physical education instructors should convene with the scorer to discuss the results and to plan for improvement. It is, therefore, hoped that this score card will be found useful in stimulating improvement in programs rather than in comparing one school's standing with that of another. Its use should also result in suggestions to the authors for improvement in the score card itself.

Dr. N. P. Neilson
University of Utah
Salt Lake City, Utah

Dr. James L. Comer
California State College
Hayward, California

Philip E. Allsen
Ricks College
Rexburg, Idaho

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A SCORE CARD FOR EVALUATING PHYSICAL EDUCATION PROGRAMS FOR JUNIOR COLLEGE MEN

General Instructions for Scoring

The same general plan of arrangement of each unit has been retained throughout the score card. There first appears a brief statement of standards, then explanations of technique of scoring, followed by the scoring device. Each unit may be more important than the score allotted to it indicates, because some units are interdependent. For example, no pupils enrolled in physical education would negate other units and outdoor courts and fields are possible only on a school site with sufficient area.

A reasonable time before the scoring takes place, the department head and physical education instructors of the school should be informed and asked to assemble the necessary data. In preparation for scoring the following information should be ready and in convenient form at the school: Transcripts of all college work done to date by each instructor teaching physical education; certificates of completion of courses not bearing college credit; receipts for dues or membership cards for each instructor showing present affiliation with professional organizations; dates held and nature of professional meetings attended by each instructor during the last year; for each instructor, places and years of teaching experience in physical education; record for each instructor of a recent examination by a physician; dimensions of all rooms used in connection with the physical education program; number of bleacher seats; list of corrective room equipment; dimensions of outdoor play fields and courts; a list of gymnasium and outdoor equipment; a list of all general and first-aid supplies including the quantity on hand for the year; number of men taking physical education; the number enrolled in each physical education class; total number of minutes weekly each physical education instructor is assigned to duty; sample record cards used; written material on the school award system; yearly program of activities taught by each physical education instructor; records of the intramural and intercollegiate athletic programs; a list of professional magazines available at the school; and an alphabetical list of all physical education books in the school or physical education departmental library.

Better results will be secured if the following suggestions are observed:

1. The scorer, the department head, and the physical education instructors concerned should be thoroughly familiar with the score card.
2. The scoring should be done by a person approved by the department head and one who is familiar with the physical education program in general.
3. Before beginning, the scorer should study the entire score card carefully so as to understand every detail.
4. Scorer should be familiar with what constitutes adequate heat, light, ventilation, and sanitation of the indoor plant.
5. The person doing the scoring should do all the writing on the score card.
6. Scoring should be done in the presence of either the physical education instructors, the department head, or both.
7. Score each unit independently of all others.
8. Scorer should score the conditions as they exist at the time of scoring and not include improvements contemplated for the future.

9. Under indoor and outdoor facilities, score less if the facilities which are used are far removed from the school site.
10. Keep in mind that in certain units the score has been doubled to avoid using fractions or decimals, and the total must, therefore, be divided by a given number.
11. In units where evaluation is almost or entirely subjective, secure the combined judgments of three adult persons competent to judge those units.
12. The final score given to each unit in the score card should be to the nearest whole number of points.
13. The scoring should be completed during one day.

THE SCORE CARD

A. INSTRUCTIONAL STAFF.

I. PROFESSIONAL PREPARATION (KIND)

When considering a teacher for employment, administrators pay particular attention to the professional preparation the applicant has had in the field or fields for which the teacher is being employed. All other things being equal, it is assumed that extended professional preparation gives the teacher an advantage which is reflected in the progress of his students.

The National Committee Report on Standards published in the Research Quarterly of AAHPER for December, 1935, pp. 48-68, has been used as the general source for the course names listed in this unit. Several modifications in course names have been made as a result of recent professional experiences. To assist in better interpretation when rating the professional preparation of teachers, alternate course names in some instances have been indicated.

Some courses have been judged to be of greater importance than others for the preparation of physical education teachers. The courses listed are grouped and have been rated for relative importance in training on a scale of points. As each teacher is not expected to have had all of the courses listed, the total number of points allotted is greater than that required for a perfect score in order to give a teacher a reasonable selection.

TO SCORE - Under "Instructors," write in column "A" for the first instructor the number of points allotted after each course for which he can actually verify by an authentic transcript from an institution some credit of college grade (credits earned in high school and teaching experience not to be counted). In cases where the instructor has completed the course but received no college credit, it may be counted, provided equivalency is established. The scorer is to judge equivalency of names of courses. The second instructor, if there be more than one, is recorded in the same way in column "B"; the third instructor in column "C," etc. Include all persons teaching in the men's physical education department, whether it be in the instructional period, special classes, intramural athletics or intercollegiate athletics. Any teacher assigned to three hours or more per week should be included.

Where the instructor has completed courses in groups B-E inclusive, which cannot be checked against the courses which appear in the form, then allow one point for each quarter hour of credit the instructor has completed. The maximum number of points to be so allowed must not exceed 30. These points

should be recorded at the bottom of the teacher's column, circled, and then added to the other points made.

After all instructors have had their preparation scored, add points across to the right, then add all columns down. The sum of the "total points made" column should equal the sum of the total of the individual instructor's columns, and this divided by the number of instructors gives the average number of points. The average number of points divided by 2 equals the score given.

It should be remembered that check marks are not placed in the instructor's columns. The numbers found in the points column are used and used independently of the number of credit hours the instructor completed in the course. If desired, the instructor's name may be written at the top of the column in which he is scored.

Group	No.	Course Name	Points	Instructor								Total Points Made
				A	B	C	D	E	F	G	H	
A F O U N D A T I O N S C I E N C E C O U R S E S	1	Anatomy (Human)	5									
	2	Biology (General) or Zoology (Vertebrate)	5									
	3	Chemistry (Introductory course)	5									
	4	Physics (General course)	5									
	5	Physiology (Human) (Introductory course)	5									
	6	Psychology (Introductory course)	5									
	7	Sociology (Introductory course)	5									
	Total		35									
B G E N E R A L E D U C A T I O N C O U R S E S	1	Child Growth and Dev.	5									
	2	Directed Teaching (Practice Teaching)	8									
	3	Educational Psychology	5									
	4	Guidance	5									
	5	History of Education	3									
	6	Introduction to Education	3									
	7	Introduction to Research	4									
	8	Methods of Teaching (General)	5									
	9	Org. of Public Education (State School Law, etc.)	3									
	10	Problems in Secondary Educ. (General course)	5									
	11	Tests and Measurements (or Elementary Statistics)	5									
	Total		51									

Group	No.	Course Name	Points	Instructor								Total Points Made
				A	B	C	D	E	F	G	H	
C H E A L T H E D U C A T I O N S	1	Personal Health Problems (Personal Hygiene)	3									
	2	Prevention and Emergency Care of Injuries (First Aid; Safety Educ.)	3									
	3	School Health Problems	5									
	4	Community Health Problems	3									
	5	Health Teaching in Secondary Schools	4									
	Total		18									
D ₁ P H Y S I C A L S C I E N C E E D U C A T I O N S	1	Admin. of Phys. Educ.	4									
	2	Corrective Phys. Educ.	5									
	3	History of Phys. Educ.	3									
	4	Introduction to Phys. Educ. (Orientation)	4									
	5	Kinesiology (Analysis of Human Movement)	5									
	6	Leadership Organization (Administration)	5									
	7	Mechanical Analysis of Activities	5									
	8	Methods in Aquatics	2									
	9	Methods in Ind. Sports	2									
	10	Methods in Officiating	1									
	11	Methods in Team Sports	2									
	12	Methods in Dance Activities	2									
	13	Organization of Intra- mural Activities	2									
	14	Physiology of Activity	5									
	15	Tests and Measurements	5									
	Total		52									

Group	No.	Course Name	Points	Instructor								Total Points Made
				A	B	C	D	E	F	G	H	
S T U N T	D ₂ A C T.	1 Apparatus Activities	1									
		2 Stunts	1									
		3 Tumbling	1									
D A N C E	D ₃ A C T.	4 Ballroom Dancing	2									
		5 Folk Dancing	1									
		6 Modern Dance	1									
		7 Square Dancing	2									
A T H L E T I C A C T I V I T I E S	D ₄	8 Archery	1									
		9 Badminton	1									
		10 Baseball	2									
		11 Basketball	3									
		12 Bowling	1									
		13 Football (American)	3									
		14 Golf	2									
		15 Handball	1									
		16 La Crosse	1									
		17 Soccer	1									
		18 Softball	1									
		19 Speedball	1									
		20 Tennis	3									
		21 Track and Field	2									
		22 Volleyball	1									
		23 Weight Training	2									

Group	No.	Course Name	Points	Instructor								Total Points Made
				A	B	C	D	E	F	G	H	
D5 Per- sonal Com- bative Act.	24	Boxing	2									
	25	Fencing	1									
	26	Judo	1									
	27	Wrestling	2									
D6 W A T E R	28	Boating Activities	1									
	29	Diving	1									
	30	Life Saving	2									
	31	Swimming (Water Safety)	3									
D7 I N T E R	32	Ice Hockey	1									
	33	Skating	1									
	34	Skiing	1									
D8 For- mal- ized Move- ments	35	Gymnastic Drills (Calisthenics)	2									
	36	Marching	1									
	Total		54									
E R E C R E A T I O N S	1	Introduction to Recreation	4									
	2	Playground Leadership	4									
	3	Problems in Camping	5									
	4	Social Recreation Leadership	5									
	Total		18									
	GRAND TOTAL		228									

Out of 228 possible points, 198 points is the maximum number which will be allowed for any one instructor; 198 divided by 2 equals 99. The total points made _____, divided by the number of instructors _____, equals the average points made _____; the average points made _____, divided by 2 equals the score given _____.

Score
Possible

99

Score
Given

II. PROFESSIONAL PREPARATION (EXTENT)

It is possible under professional preparation (kind) for a teacher to secure a high score by having a very limited amount of experience in nearly all the courses mentioned taken during four years of college work. Unit II gives the industrious and ambitious teachers the advantage over those less fortunate by allowing additional points for 15 quarter hour intervals above baccalaureate degree.

TO SCORE - Each instructor verifies, by transcript of record, the total number of college credits he has earned. Three quarter hours are equal to two semester hours. Graduation from college is considered to require 180 quarter hours. Record for each instructor in the appropriate column the number of points assigned opposite the number of quarter hours he has earned. Include all persons teaching in the men's physical education department, as explained in Unit I. The average for all instructors being scored is the score given.

College Credit Earned Above Baccalaureate	Points	Instructor								Total Points Made
		A	B	C	D	E	F	G	H	
0-15 qt. hours	20									
16-30 qt. hours	40									
31-45 qt. hours	50									
46-60 qt. hours	60									
61-75 qt. hours	64									
76-90 qt. hours	68									
91-above qt. hours	72									
Total										

The total points made _____, divided by the number of instructors _____, equals the score given _____.

Score
Possible

72

Score
Given

III. PROFESSIONAL PREPARATION (REGENCY)

Some instructors fail year after year to take additional courses to improve their professional preparation. This unit attempts to measure regency of training, by the instructor's willingness to take additional training in extension or residence courses.

TO SCORE - Record for each instructor in his column the number of points

according to the recency of the credit hours completed. Example: If an instructor has completed 9 quarter hours within the last four years immediately preceding the time of scoring, he would be scored 36 points; if he has completed only 3 quarter hours within the last eight years he would be scored 12 points. Score each instructor only once. Include all persons teaching physical education in the men's department, as explained in Unit I. The average for all instructors being scored in the score given.

Instructor Has Completed the Number of Quarter Hours Within:	Credits			Instructor								Total Points Made
	3	6	9									
	Points			A	B	C	D	E	F	G	H	
Three years	30	36	44									
Four years	24	30	36									
Six years	18	24	30									
Eight years	12	18	24									
Total												

The total points made _____, divided by the number of instructors _____, equals the score given _____.

Score
Possible

Score
Given

44

IV. MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

One criterion of a teacher's professional attitude is his willingness to contribute his support by voluntary affiliation with local, state, and national organizations of the teaching profession.

TO SCORE - Record for each instructor in his column the points allotted for each organization named of which he is at present a member. The maximum score for any one instructor is 18 points. Include all persons teaching physical education in the men's department, as explained in Unit I. Membership in any five out of the seven organizations yields a perfect score. When any one instructor scores more than 18 points, circle all points over 18 and do not add circled points when adding to the right. The average for all instructors being scored is the score given.

At Present Time Instructor Is a Member of the Following Organizations	Points	Instructor								Total Points Made
		A	B	C	D	E	F	G	H	
*1. Nat'l Education Association	4									
*2. Am. Ass'n. for Health PE, and Recreation	5									
*3. State Education Ass'n.	3									
*4. State Ass'n. for Health PE, and Recreation	4									
*5. Local Ass'n. for Health PE, and Recreation	2									
6. Other	2									
7. Other	2									
*Should belong to these.										Total

The total points made _____, divided by the number of instructors _____,
equals the score given _____.

Score
Possible

Score
Given

18

V. ATTENDANCE AT PROFESSIONAL MEETINGS

It is generally conceded that teachers need the stimulation to be gained through frequent contacts with others in their own field or in education generally. Professional development should result from voluntary attendance at meetings where educational problems, in which the teacher is interested, are discussed.

TO SCORE - Count only meetings where attendance is voluntary. Institute meetings or meetings (where attendance is required) called by the immediate department in which the teacher is working are not to be counted. Include all persons teaching physical education in the men's department, as explained in Unit I. The maximum score for any one instructor is 18 points. Record for each instructor in his column the number of points allotted according to the number of professional meetings, other than regular departmental meetings, which he has attended during the last 12 months. If only required meetings have been attended score zero in the instructor's column. The average for all instructors being scored is the score given.

Number of Professional Meetings, Other Than Regular Departmental, Attended During Last 12 Months	Points	Instructor								Total Points Made
		A	B	C	D	E	F	G	H	
One	3									
Two	6									
Three	10									
Four	14									
Five	18									
Total										

The total points made _____, divided by the number of instructors _____, equals the score given _____.

Score
Possible

Score
Given

18

VI. TEACHING EXPERIENCE (LENGTH)

Expert judgment seems to indicate that the average teacher improves very little, because of teaching experience only, after the fourth or fifth year in the same position. Some teachers profit more by experience than others. The points allotted for teaching experience increase rapidly up to five years, and then increase gradually.

TO SCORE - Only teaching experience in school physical education, or the equivalent, is to be scored. A particular year of experience can be scored only once. Fractional years of experience in physical education are to be given when service has been half time or less. Points for a year's experience are not counted unless the year is more than half completed at the time of scoring. Include all persons teaching physical education in the men's department, as explained in Unit I. Record for each instructor in the appropriate column the points allotted according to his length of teaching experience. The average for all instructors being scored is the score given.

Years of Teaching Experience in Physical Education	Points	Instructor								Total Points Made
		A	B	C	D	E	F	G	H	
One	12									
Two	23									
Three	34									
Four	43									
Five	50									
Six to Nine	54									
Ten and Over	58									
Total										

The total points made _____, divided by the number of instructors _____, equals the score given _____.

Score
Possible

Score
Given

58

VII. FITNESS OF INSTRUCTOR

The teacher being constantly before the pupil should be a good example. Organic fitness of the teacher is especially important in physical education due to the nature of the work.

TO SCORE - The person doing the scoring should use, if such is available, information secured by persons authorized to give health service. The points in columns a, b, and c are to be assigned as follows:

GENERAL APPEARANCE. The first general impression which a layman can judge. (a) good, (b) average, (c) poor.

GENERAL STATE OF HEALTH. Usually a physician's judgment as to the general functioning condition of the individual. The item might be checked by a record of the teacher's absences due to illness. (a) good, (b) average, (c) poor.

ORGANIC DEFECTS. Specific defects of particular organs. Such defects should be determined by persons authorized to perform health service. (a) none, (b) of minor importance, (c) serious.

POSTURE. Correct body balance. The judgment may be made by a layman and should include antero-posterior and lateral views. (a) good, (b) average, (c) poor.

VISION. Can be checked by use of an eye chart. (a) normal, (b) corrected, (c) defective and uncorrected.

HEARING. Can be judged by use of a watch or more accurately by an audiometer. (a) good, (b) average, (c) impaired.

TEETH. Should be judged by a dentist. Teeth should be clean and free from caries. (a) good condition, (b) fair condition, (c) not clean or repairs needed.

WEIGHT. Considered in relation to height and body type. (a) normal for the individual, (b) overweight or underweight, (c) seriously overweight or underweight.

Score all persons teaching physical education in the men's department as explained in Unit I. Record for each instructor in the appropriate column the points allotted under (a), (b), or (c) opposite each item according to judgments of fitness. The average for all instructors being scored is the score given.

Items To Be Rated	Points			Instructor								Total Points Made
	a	b	c	A	B	C	D	E	F	G	H	
1. General Appearance	15	10	5									
2. General State of Health	15	10	5									
3. Organic Defects	15	10	5									
4. Posture	11	7	3									
5. Vision	12	8	4									
6. Hearing	12	8	4									
7. Teeth	8	5	3									
8. Weight	8	6	4									
Total	96	64	33									

The total points made _____, divided by the number of instructors _____, equals the score given.

Score
Possible

Score
Given

96

VIII. PERSONALITY AND CHARACTER OF INSTRUCTOR

Due to the difficulty of distinguishing between personality and character

traits they have been listed together. Good personality and character of a high order are essential to the success of teachers in all fields of instruction. While many other personality and character traits might be added to the list here given, it is felt that the ones mentioned are a fair sampling of the more important traits.

TO SCORE - The valuation of each instructor's personality and character traits should be the result of the combined judgments of three adults who know the instructor intimately; one may be the teacher himself. Score all persons teaching physical education in the men's department, as explained in Unit I. The definitions of the columns under points are: (a) excellent, (b) good, (c) average, (d) below average, (3) poor. The definitions of the traits used are:

ACCURACY. Freedom from mistakes; carefulness; precision; correctness.

ALERTNESS. Watchful, vigilant, ready to act; on the lookout against danger.

COOPERATION. The ability to work harmoniously with other persons.

HONESTY. Trustworthiness; integrity; straightforwardness in conduct, thought and speech; truthful; free from fraud.

INDUSTRY. Steady attention to business; diligence; not slothful or idle.

INITIATIVE. Energy or aptitude displayed in the development of new fields.

JUDGMENT. Making intelligent decisions; logical discriminations.

LEADERSHIP. Showing the way; directing action, opinion or movement; being followed by others.

LOYALTY. Giving active support to the policy of the institution.

NEATNESS OF DRESS. Being clean and appropriately dressed at all times.

REFINEMENT IN MANNERS. Moderation and taste with respect to what is pleasing and in good usage.

SELF-CONTROL. Self-direction; self-command; control over emotions; having stability and balance.

SENSE OF HUMOR. Ability to appreciate amusing situations; sympathy with human nature.

SOCIAL ADAPTABILITY. Being friendly with people and at ease in their presence.

SPORTSMANSHIP. Fairness; a good loser and graceful winner.

TACT. Discernment of the best course of action under given conditions; ability to deal with others without giving offense.

Record for each instructor in the appropriate column the points allotted under (a), (b), (c), (d), (e) opposite each trait according to the composite rating of the judges. The average for all instructors being scored is the score given.

Trait		Points					Instructor								Total Points
		a	b	c	d	e	A	B	C	D	E	F	G	H	
1.	Accuracy	8	7	6	4	2									
2.	Alertness	8	7	6	4	2									
3.	Cooperation	8	7	6	4	2									
4.	Honesty	8	7	6	4	2									
5.	Industry	8	7	6	4	2									
6.	Initiative	8	7	6	4	2									
7.	Judgment	8	7	6	4	2									
8.	Leadership	8	7	6	4	2									
9.	Loyalty	8	7	6	4	2									
10.	Neatness of Dress	8	7	6	4	2									
11.	Refinement in Manners	8	7	6	4	2									
12.	Self-Control	8	7	6	4	2									
13.	Sense of Humor	8	7	6	4	2									
14.	Social Adaptability	8	7	6	4	2									
15.	Sportsmanship	8	7	6	4	2									
16.	Tact	8	7	6	4	2									
Total		128	111	96	64	32									

The total points made _____, divided by the number of instructors _____, equals the score given _____.

Score
Possible

Score
Given

128

IX. TEACHING EFFICIENCY OF INSTRUCTOR

Physical education offers a rich opportunity and a tremendous challenge to the teacher. High morale, cooperation, intelligent initiative, performance of duty and constant improvement result from efficient teaching. The problem of the teacher is to utilize such techniques, devices and procedures as will assist pupils to help themselves in attaining proper objectives in the least amount of time and in the most efficient manner. The items listed under teaching efficiency have been grouped under (a) teaching, (b) organization, (c) knowledge, (d) personal.

The items listed under teaching efficiency as an instructor should be the result of the combined judgments of three adults who know the work of the instructor intimately. One may be the teacher himself. Score all persons teaching physical education in the men's department as explained in Unit I. The definitions of the columns under points are: (a) excellent, (b) good, (c) average, (d) below average, (e) poor. Explanations of the items listed are:

ATTENTION TO INDIVIDUAL NEEDS. Daily adaptation of program to the needs of each pupil.

DISCIPLINE. The ability to direct and focus the attention of the class on the work at hand.

TEACHING TECHNIQUES. The method of presenting teaching materials.

ABILITY TO ORGANIZE. The arrangement of teaching materials and class in logical order.

DAILY PREPARATION. A definite lesson plan thought out for each class period.

ECONOMY OF TIME. Efficient arrangement of procedures to enable maximum accomplishment during the day.

KNOWLEDGE OF SUBJECT MATTER. Ability in the activities combined with related factual knowledge.

ATTITUDE TOWARD WORK. Is the instructor cheerful, enthusiastic and sincere toward the problems to be met?

EFFICIENCY IN MAKING REPORTS. Is the instructor prompt and accurate in making reports?

PROMPTNESS. Is the instructor habitually on time?

USE OF ENGLISH. Is the instructor's speech effective, free from slang and profanity, as well as grammatically correct?

VOICE. Is the tone clear, pleasing, well pitched; does it have the requisite volume; and does the instructor speak at a moderate rate?

Record for each instructor in the appropriate column the points allotted under (a), (b), (c), (d) or (e) opposite each item according to the composite opinion of the judges. The average for all instructors being scored is the score given.

Attributes of Teaching Efficiency		Points					Instructor								Total Points Made
		a	b	c	d	e	A	B	C	D	E	F	G	H	
-A- T E A C H I N G	Attention to individual needs	11	10	9	6	3									
	Discipline	11	10	8	6	3									
	Teaching Techniques	11	10	8	6	3									
-B- O R G A N I Z A T I O N	Ability to Organize	11	10	8	6	3									
	Daily Preparation	11	10	8	6	3									
	Economy of Time	11	10	8	6	3									
-C- K N O W L E D G E	Knowledge of Subject Matter	11	10	8	6	3									
-D- P E R S O N A L	Attitude Toward Work	10	9	7	5	2									
	Efficiency in Making Reports	10	9	7	5	2									
	Promptness	10	9	7	5	2									
	Use of English	10	9	7	5	2									
	Voice	10	9	7	5	2									
Total		127	115	91	67	31									

The total points made _____, divided by the number of instructors _____, equals the score given _____.

Score
Possible

Score
Given

127

B. FACILITIES

I. AREA OF SCHOOL SITE

The modern physical education program in the junior college stresses the playing of many different team games which necessitate large, level, outdoor play areas. Where sufficient land is not available, the natural type of program becomes impossible. This unit is so arranged as to require an increased acreage with an increased enrollment of the school.

TO SCORE - Determine the total number of acres in the school site, then deduct the approximate acreage which is entirely unsuitable for buildings, playgrounds or other purposes of any kind. This is the acreage usable. Next locate the total school enrollment--(men and women). The points in the column under the school acreage (usable) and opposite the total school enrollment, are the number of points to be given. Circle these points and record in square "Score Given."

Total School Enrollment	Number of Acres (Usable)						
	Less than 5	5-9	10-14	15-19	20-29	30-39	40-Over
0- 300	0	30	60	120	135	140	140
301- 700	0	25	50	120	135	140	140
701-1200	0	20	40	110	130	135	140
1201-1800	0	15	30	100	125	135	140
1801-2600	0	10	20	90	120	130	140
2601-3600	0	5	10	80	110	125	140
3601-over	0	0	5	70	100	120	140

Score
Possible

Score
Given

140

II. PLACEMENT OF BUILDINGS ON SCHOOL SITE

Not only should the school site include enough acreage to meet the standards set, but it is also important that school buildings be placed on the site so as to leave unbroken play space for physical education purposes. Where buildings are badly placed, areas too small for regulation fields and courts often result. In some cases, because of poor building placement, courts and fields are located with the long axis other than north and south.

TO SCORE - Record the points found opposite the statement which describes most nearly the condition which exists.

Placement of Buildings	Points	Points Made
Play Space Badly Broken by Buildings	0	
Play Space Partly Broken by Buildings	15	
Play Space Unbroken by Buildings	35	

Score
Possible

Score
Given

35

III. INDOOR FACILITIES

If students are to be suitably dressed for, and have shower baths after taking part in a well-balanced program of activities, certain indoor facilities are essential. Health service rooms, rest rooms, office space for instructors, storage space, dressing rooms, locker space, showers, toilet facilities and exercise floors are necessary.

Standards for Each Facility

1. EXERCISE FLOOR - Minimum sizes should be as follows:

<u>Men Enrolled</u>	<u>Width</u>	<u>Length</u>	<u>Height to Square</u>
0 - 500	70'	110'	22'
501 - over	80'	120'	22'

Maple or other hardwood floor; lines painted; walls smooth; interior painted light color, but not glaring; windows easily opened; radiators recessed if lower than seven-foot level; adequate light, heat, ventilation and sanitation; away from academic building; acoustics good; accessible to students and public; maximum of six basketball goals (2 cross courts and one end court); smooth area at least 12 feet high along one end or side wall for handball or tennis strokes.

2. BLEACHERS - Seating arrangements in gymnasium for student body enrollment (as a minimum); line of sight correct; safe; clean; without splinters (seats located on the gymnasium floor should be of the rollaway type).
3. APPARATUS OR ACTIVITY ROOM - A smaller exercise floor where mats, apparatus, etc., are kept; to be used for a second activity room; minimum sizes:

<u>Men Enrolled</u>	<u>Width</u>	<u>Length</u>	<u>Height to Square</u>
301-500	30'	40'	16'
501-900	35'	50'	16'
901-over	40'	60'	16'

Maple or other hardwood floor; lines painted, walls smooth; interior painted light color, but not glaring; windows easily opened; adequate light, heat, ventilation and sanitation; accessible; separate facilities for storing temporary bleachers; piano and apparatus assumed to be convenient to this room and the main exercise floor. May be used also as a corrective room, wrestling, boxing, or weight training area.

4. KITCHEN OR KITCHENETTE - The social, recreational use of the gymnasium requires the inclusion of a kitchen or kitchenette; outside delivery entrance; stove; sink; hot and cold water; cupboards; dishes; silverware; service counter to exercise floor. Give credit if located elsewhere in the school.
5. CLASS ROOMS - To be used for health education classes, talks by instructors to athletic teams, general announcements, registration or home-room classes; minimum size, 20' x 30'; equipped with seating facilities; blackboard space, desk, book shelves, closet, moving picture screen, and charts; adequate light, heat, ventilation and sanitation; in large schools, part of physical education plant; in small schools, convenient to physical education department.
6. DANCE FLOOR - Size approximately 40' x 60'; minimum height 14' (equipment is scored under equipment); adequate light, heat, ventilation and sanitation; arrangement good; accessible.
7. HEALTH UNIT ROOMS - This unit should include one or more rooms to be used for first-aid, health examinations, personal health conferences, and by physician, dentist and nurse. One room may serve all these purposes up to an enrollment of 500 men; where enrollment exceeds 500 men, other rooms should be added to include an office for physician and nurse and a waiting room; minimum floor area, 200 square feet; maximum floor area, 500 square feet; minimum length of examination room, 22 feet; adequate light, heat, ventilation and sanitation; equipped with single hospital bed; hot and cold water; first-aid supplies; chairs, desk; sink; soap; sitz tub; eye chart; full-length mirror; one or more folding screens; files; table, toilet facilities adjoining; closet; cabinets.
8. INSTRUCTORS' OFFICES - In a school having one or two physical education instructors for men, a single office 10' x 12' may suffice; with several instructors, an administrative office and individual offices should be provided; adequate light, heat, ventilation, and sanitation; conveniently located for supervision of fields, locker room and exercise floor; showers, dressing room and toilet facilities for instructors; book case for department library; instructors' desks; files; chairs; and mirrors.
9. SUPPLY ROOM - Minimum floor area, 60 square feet; size to increase with enrollment; used to store supplies which are in constant use; adequate light; heat, ventilation and sanitation; equipped with shelves; delivery counter; convenient to offices and dressing rooms; storage space for clean and soiled towels. In larger schools a separate room for towels and swimming suits is desirable.
10. STORE ROOM - To be used for storing supplies not in daily use; should be adjacent to supply room; minimum floor area, 100 square feet and size to increase with enrollment; adequate light, heat, ventilation and sanitation;

equipped with shelves, storage bins and clothes hangers.

11. DRESSING ROOM - Area to be used for dressing purposes; large enough to provide free space (exclusive of lockers) equal to 12 square feet per pupil for the largest number dressing in any one class period; adequate light, heat, ventilation and sanitation; provided with strong non-movable benches; adequate drainage so floor can be hosed out; room painted light color, but not glaring; toilets adjacent; drinking facilities; washing facilities; mirrors; location permitted under bleacher areas providing sufficient headroom, one outside wall, and floor not more than four feet below ground level. Dressing room not to be placed under other floor areas unless for unilateral lighting the width of the room is not over twice the distance from the window tops to the floor; dressing room built in one story and with skylights in ceiling preferred.
12. EXTRA DRESSING ROOMS - Where interschool athletic competition is held, an extra dressing room for visiting teams is desirable. It should have a minimum floor area of 400 square feet; adequate light, heat, ventilation, sanitation; toilet and shower facilities convenient; provided with lockers and hooks where clothes can be hung. In larger schools additional dressing rooms, with showers, are necessary for faculty, athletic teams, and community groups.
13. LOCKERS - Individual steel lockers, 12" x 12" x 36" or 9" x 18" x 36" preferred; lockers in double tier; set on four-inch concrete or tile covered base; arranged properly as to light and conservation of space; individual combination padlocks or combination locks preferred; large individual lockers for use by athletic team members during a season. Where other types of systems, such as basket system, cubicle system, eight or six to one, etc., are used, scoring is to be done on the basis of adequacy, sanitation, safety and convenience.
14. DRYING ROOM (SUITS) - Necessary in larger schools and especially where no other provisions have been made. Used for drying swimming suits and athletic uniforms; minimum floor area, 120 square feet and to increase with enrollment; adequate ventilation and sanitation; equipped with heat and facilities for hanging suits.
15. SHOWER ROOM - Size of room to vary with enrollment of men in physical education; 14 square feet of floor area for each shower head. The number of shower heads recommended is one for each four men taking physical education during period having largest enrollment; the minimum should be one for each six men; no school should have less than four shower heads; tiled floor area and walls tiled 4'2" high, preferred; adequate light, heat, ventilation, sanitation and drainage; drainage to side of room; no floor covering; no steps; hot and cold water; liquid soap from central container, from nickel plated wall stubs; shower heads and controls exposed; piping behind walls; fixed shower heads close to wall placed at three levels at chin height to prevent wetting hair; overhead type not desirable; central maximum heat control; individual hot and cold mixing valves at each shower; drying room between shower and dressing room preferred; size of drying room in proportion to enrollment; towel service convenient to drying room.
16. SWIMMING POOL - Pool may be covered or open air, depending upon climatic conditions; size 35' x 75'; depth, 3'6" shallow end, and 10 feet in deep

end; should not be under a building unless light ratio is properly maintained and in no case should the net height be less than 18'0"; pool, runways, and 5'0" wainscot preferred in tile; adequate light, heat, ventilation, sanitation and drainage; ladders recessed; runways surrounding pool, minimum width 5 feet on sides and 12 feet on each end; runway not to exceed 12" above water level in pool; provision for preventing spectators in street shoes from walking or standing on the runways; swimmers' entrance to the pool through shower room; adequate machinery for heating, filtration and sterilization; standard spring board; depths of pool and floor lanes marked; safety provisions; no exposed pipings; all radiators brass and recessed; all exposed metal noncorrosive; bleachers for one-fifth of student enrollment (as a minimum); bleachers, temporary or permanent (temporary preferred); bleachers must be safe, clean and without splinters.

17. SANITARY FIXTURES - An adequate number should be provided; toilets and urinals should be convenient to dressing room and play areas; natural ventilation, cross circulation by windows; cement, tiled or terrazzo floors; urinals of vitrified china type with tile or terrazzo step about 5 inches high pitched toward urinal. Toilet stalls 4'9" high; windows with removable screens; wash basins; soap containers; paper towels or drying machines; mirrors; drinking fountain; janitor's closet. All fixtures should be in a sanitary condition.
18. INTERNAL ARRANGEMENT - Score convenience of arrangement of different units in gymnasium building. Units should be arranged in logical order according to the services they are designed to render.

TO SCORE - For each type of facility, three factors must be considered: (1) the number of men enrolled in physical education; (2) the number of units required; (3) the quality and condition of each facility. The points to be given each facility after considering these factors are indicated in the form. The score for each type of facility should be estimated according to how well it meets the standards given, the rating (a) good, (b) average, (c) poor. Absence of the facility (where required) would score zero. Wherever the facility is not required, i.e., a school with 50 men would not need a dance floor or a second exercise floor, an asterisk (*) has been placed and part or all of the number of points for this facility allowed under "Score Possible" should be given, provided some other facility can be used to accommodate the activity. In no case can the "Total Points Made" be greater than the "Score Possible." Under "Number of Rooms," circle the number of rooms being scored.

In small schools, because of cost, it may be necessary for men and women to use certain facilities in common. Where this is done, the same facility may be judged for both up to a total school enrollment as follows: Exercise floor, 300; apparatus or activity room, 1000; kitchen or kitchenette (total enrollment); classroom, 600; corrective room, 600; health unit rooms, total enrollment; swimming pool, 1800.

Name of Facility	Number of Rooms	Men Enrolled in Physical Education																		Score Possible	Total Points Made				
		0-150			151-350			351-600			601-900			901-1300			1301-1800					1801-over			
		a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c						
1. Exercise Floors	1	14	10	5	14	10	5	14	10	5	14	10	5	14	10	5	14	10	5	14	10	5	14		
2. Dance Floor	1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	7	
3. Bleachers		7	5	2	7	5	2	7	5	2	7	5	2	7	5	2	7	5	2	7	5	2	7		
4. Apparatus or Activity Room	1	*	*	*	*	*	*	9	6	3	9	6	3	9	6	3	9	6	3	9	6	3	9		
5. Handball Courts	2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	6	
	3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
6. Kitchen or Kitchenette	1	5	3	1	5	3	1	5	3	1	5	3	1	5	3	1	5	3	1	5	3	1	5		
	1	7	5	3	7	5	3	7	5	3	7	5	3	7	5	3	7	5	3	7	5	3	7		
	2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	7	
7. Class Rooms	3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
	1	12	8	6	12	8	6	12	8	6	12	8	6	12	8	6	12	8	6	12	8	6	12		
8. Health Unit Rooms	2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	12	
	3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
	1	11	9	7	10	8	6	8	7	5	7	5	3	6	4	2	5	3	1	4	2	0			
9. Instructors' Offices	2	*	*	*	11	9	7	9	8	6	8	6	4	7	5	3	6	4	2	5	3	1	11		
	3	*	*	*	*	*	*	11	9	7	9	7	5	8	6	4	7	5	3	6	4	2			
	4	*	*	*	*	*	*	*	*	*	10	8	6	9	7	5	8	6	4	7	5	3			

Name of Facility	Number of Rooms	Men Enrolled in Physical Education																								Score Possible	Total Points Made
		0-150						151-350						351-600						601-900						1301-1800	1801-over
		a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c		
9. Instructors' Offices	5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
	6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
	7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
	8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
10. Supply Room	1	5	3	1	5	3	1	5	3	1	5	3	1	5	3	1	5	3	1	5	3	1	5	3	1	5	
11. Store Room	1	5	3	1	5	3	1	5	3	1	5	3	1	5	3	1	5	3	1	5	3	1	5	3	1	5	
12. Dressing Room	1	14	10	5	14	10	5	14	10	5	14	10	5	14	10	5	14	10	5	14	10	5	14	10	5	14	
13. Extra Dressing Rooms	1	6	5	3	6	5	3	6	5	3	6	5	3	6	5	3	6	5	3	6	5	3	6	5	3	6	
	2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
	3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
14. Lockers	1	14	10	5	14	10	5	14	10	5	14	10	5	14	10	5	14	10	5	14	10	5	14	10	5	14	
15. Drying Room (Suits)	1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	5	
16. Shower Room	1	14	10	5	14	10	5	14	10	5	14	10	5	14	10	5	14	10	5	14	10	5	14	10	5	14	
17. Swimming Pool	1	21	15	10	21	15	10	21	15	10	21	15	10	21	15	10	21	15	10	21	15	10	21	15	10	21	
18. Sanitary Fixtures	*	9	6	3	9	6	3	9	6	3	9	6	3	9	6	3	9	6	3	9	6	3	9	6	3	9	
19. Internal Arrangement	*	10	6	4	10	6	4	10	6	4	10	6	4	10	6	4	10	6	4	10	6	4	10	6	4	10	
		Total																								181	

Score Possible

181

Score Given

IV. OUTDOOR FACILITIES

Certain types of valuable activities in the physical education program must be carried on out of doors. Fields and courts having various sizes and surfaces according to the nature of the activity are imperative.

Standards for Each Activity

1. BASKETBALL COURTS - Size 50' x 94' plus 5 feet on side and end space; surfaced; for good drainage slope 2" for 50'; permanent lines marked; good basketball backstops and goals; courts running north and south.
2. TENNIS COURTS - Size 36' x 78' net; total width 50'; total length 120'; surfaced area 50' x 120'; slope for rapid drainage 2" for 50'; lines marked; good net and net posts (removable); court running north and south; courts surrounded by No. 9 chain link (2-inch mesh) fence, 12 feet high; metal posts of fence set in concrete; at least one gate.
3. SHOT-PUT RING - Metal band circle, with radius of 3'6", sunk flush with the ground. Scratch board (4' long, 4-1/2" wide and 4" high) on the portion of the circle facing the throwing area; scratch board to be flush with inner edge of circle. Throwing area of adequate size and located with regard to safety of people in the area.
4. VOLLEYBALL COURTS - Size 30' x 60' net, with 4'0" borders, entire area surfaced; for rapid drainage slope 2" for 50'; metal or wooden posts (4" x 4") eight feet above ground; good net; lines marked; courts running north and south. This area could also be used for badminton.
5. BASEBALL DIAMOND - Size 90' x 90'; field limit 235'; may be superimposed on some other field in schools having less than 301 men enrolled in physical education; good turf in field area; dirt in good shape within diamond area; home plate in northeast corner; adequate backstop; good bases; lines marked; field approximately level.
6. SOFTBALL DIAMONDS - Size 60' x 60'; field limit 135'; may be superimposed on some other field or in free play area; surface dirt in good shape, or turf; home plate in northeast corner; adequate backstop; good bases; lines marked; field approximately level.
7. FOOTBALL FIELD - Size 160' x 360'; 10 yards additional space on each side and end; standard goal posts; good turf; lines marked; field running north and south; adequate watering and drainage systems; approximately level; football field may be superimposed on speedball field in schools having less than 151 men enrolled in physical education.
8. SOCCER FIELD - Size 160' x 240'; 15 feet additional space on each side and end; standard football goal posts; good turf; lines marked; field running north and south; adequate watering and drainage system; approximately level.
9. SPEEDBALL FIELD - Size 160' x 360'; 15 feet additional space on each side and end; standard football goal posts; good turf; lines marked; field running north and south; adequate watering and drainage systems; approximately level.
10. TRACK - One-fourth mile, minimum width 26' except straightaway; 220-yard

straightaway, 30' wide; curves banked; curb of wood or concrete; cinders on sandy loam surface; drain tile and drainage beds all around the edge. Track should surround speedball or football field.

11. POLE VAULT PIT - Size 14' x 14'; pit filled with sawdust (not redwood) or other soft material; standards with movable center piece; wood or metal box for pole hole; sufficient level space for run on cinder or sandy loam pathway.
12. BROAD JUMP PIT - Size 10' x 14'; pit filled with wet loose sand 12" deep; standards; sufficient level space for a straight run on cinder or sandy loam pathway.
13. HIGH JUMP PIT - Size 10' x 14'; pit filled with sawdust or other soft material; standards; sufficient level space for a right, left or straight run on cinder or sandy loam pathway.
14. BLEACHERS - Outside bleachers with minimum seating capacity equal to student body enrollment; safe; not unsightly; toilet facilities for the public, conveniently located.
15. ARCHERY LANES - Size 10' x 100'; good target of standard make; safe; turf.
16. GOLF DRIVING CAGE - Size 10' x 12'; height 12'; constructed of steel frame and small mesh wire or net; canvas drop at back; good tee.
17. GOLF PUTTING GREEN - Size 5,000 square feet for nine holes; standard turf; standard cups; surrounded by good fence.
18. HORSESHOE COURT - Size 40' between pegs; iron pegs; pitch board frame around peg 6' x 6'; pitcher's box filled with damp clay 6" deep; court on level ground; 10' between different courts; 10' of extra space at end of each court.
19. FENCE - Good quality chain link fence surrounding playground part of school site; fences where needed to control spectators and automobiles.

TO SCORE - For each type of facility three factors must be considered:

- (1) The number of men enrolled in physical education;
- (2) The number of units required;
- (3) The quality and condition of each facility.

Points to be given each facility after considering these factors are indicated in the form. The score for each type of facility should be estimated according to how well it meets the standards given, the rating being (a) good, (b) average, (c) poor. Absence of the facility (where required) would score zero. Wherever the facility is not required, i.e., a school with 50 men would not need a third tennis court, an asterisk (*) has been placed and part or all of the number of points allowed for this facility under "Score Possible" should be given. In no case can the "Total Points Made" be greater than the "Score Possible." Under "Number of Units," circle the number of units present which are being scored.

In small schools, because of cost, it may be necessary for men and women to use certain play areas in common. Where this is done, the same facility may

be judged for both up to a total school enrollment as follows: Tennis courts, 100; for men's football, soccer, speedball, hard baseball, and for women's hockey, speedball and soccer, the total minimum number of separate fields, according to total school enrollment, should be as follows: 100 pupils, 1 field; 600 pupils, 2 fields; 1,000 pupils, 3 fields; 1,800 pupils, 4 fields, and over 1,800 pupils, 5 fields; golf driving cages, total enrollment; golf putting greens, total enrollment. (See chart, pages 28-30.)

V. EQUIPMENT

Equipment includes in the main those facilities which are movable and usually need not be replaced as frequently as supplies. Some activities desirable in the physical education program are possible only when certain types of equipment are on hand.

TO SCORE - Commercial equipment varies in kind and quality. Therefore, a detailed description of each type is not attempted. The points indicated in the form are allotted for number, quality, and condition of equipment according to enrollment. The corrective room equipment should include low and high plinths, stall bars, stools, body mats 3' x 6', mirror 6' x 4', weighing scale, horizontal ladder, balance beam, square hair pillows, pedograph, schematograph, and hospital screen. Horizontal bars should be adjustable. Mats, minimum size 5' x 10', are preferred. Hurdles should be adjustable for 2'6" height and 3'6" height. Maintenance equipment should include line marker, float, drag, lawn mower, rakes, hoes, shovels, hose, cart, wheelbarrow, sprinklers, cord and roller. (Maintenance work should be done by workmen other than physical education instructors.) In the case of mats, horizontal bars, climbing ropes and hurdles, two rows of numbers appear. One row contains the points and the other the number of units of equipment judged to be needed according to enrollment.

The score for each type of equipment listed should be estimated according to how well it meets the standards given, the rating being (a) good, (b) average, (c) poor. Absence of the equipment where required would score zero. In no case can the "Total Points Made" be greater than the "Score Possible."

Certain types of equipment may be used by both men and women. The total school enrollment, where the same equipment may be used for both men and women is: piano, 300; mats, 300; corrective room equipment, 600; climbing ropes, 300; scales, 100; maintenance equipment, total school enrollment. (See chart, pages 30-31.)

Name of Facility	Number of Units	Men Enrolled in Physical Education																		Score Possible	Total Points Made																								
		0-150						151-350						351-600								601-900						901-1300						1301-1800						1801-over					
		a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c			a	b	c	a	b	c	a	b	c	a	b	c												
1. Basketball Courts	1	20	16	12	20	16	12	20	16	12	20	16	12	20	16	12	20	16	12	20	16	12	20	16	12	20	16	12	20	16	12	0													
	2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	4													
	3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	4													
	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	8													
2. Tennis Courts	1	35	30	25	35	30	25	25	20	15	25	20	15	20	15	10	15	10	5	10	5	0										0													
	2	35	30	25	35	30	25	20	25	30	25	20	25	30	25	20	15	20	15	10	15	10	5								5														
	3	*	*	*	*	*	*	35	30	25	35	30	25	30	25	20	25	20	15	20	15	10	5								10														
	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	35	30	25	20	25	20	15	10	5						15														
	5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	35	30	25	20	15	10	5						20													
	6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	35	30	25	20	15	10	5			25													
3. Volleyball Courts	1	16	12	8	16	12	8	16	12	8	16	12	8	16	12	8	16	12	8	16	12	8									8														
	2	20	16	12	20	16	12	20	16	12	20	16	12	20	16	12	20	16	12	20	16	12	20	16	12	20	16	12	20	16	12	12													
4. Baseball Diamond	1	18	12	8	18	12	8	18	12	8	18	12	8	18	12	8	18	12	8	18	12	8	18	12	8							8													
5. Softball Diamonds	1	16	12	8	16	12	8	16	12	8	16	12	8	16	12	8	16	12	8	16	12	8	16	12	8						2														
	2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	16	12	8	16	12	8	16	12	8	16	12	8	16	12	6														
	3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	16	12	8	16	12	8	16	12	6														
	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	8														
6. Football Field	1	28	20	12	28	20	12	28	20	12	28	20	12	28	20	12	28	20	12	28	20	12	28	20	12	28	20	12	28	20	12	12													
7. Speedball and Soccer Field	1	34	28	22	34	28	22	34	28	22	34	28	22	34	28	22	34	28	22	34	28	22	34	28	22	34	28	22	34	28	22	16													
	2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	34	22													

Name of Facility	Number of Units	Men Enrolled in Physical Education																								Score Possible	Total Points Given		
		0-150			151-350			351-600			601-900			901-1300			1301-1800			1801-over									
		a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c				
8. Track	1	23	16	10	23	16	10	23	16	10	23	16	10	23	16	10	23	16	10	23	16	10	23	16	10	23			
9. Pole Vault Pits	1	10	8	6	10	8	6	10	8	6	10	8	6	10	8	6	10	8	6	10	8	6	10	8	6	10	10		
	2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
10. Broad Jump Pits	1	10	8	6	10	8	6	10	8	6	10	8	6	10	8	6	10	8	6	10	8	6	10	8	6	10	10		
	2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
11. High Jump Pits	1	10	8	6	10	8	6	10	8	6	10	8	6	10	8	6	10	8	6	10	8	6	10	8	6	10	10		
	2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
12. Shot-Put Rings	1	10	8	6	10	8	6	10	8	6	10	8	6	10	8	6	10	8	6	10	8	6	10	8	6	10	10		
	2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
13. Discus Ring	1	10	8	6	10	8	6	10	8	6	10	8	6	10	8	6	10	8	6	10	8	6	10	8	6	10	10		
14. Bleachers	*	12	9	6	12	9	6	12	9	6	12	9	6	12	9	6	12	9	6	12	9	6	12	9	6	12	12		
15. Archery Lanes	1	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	12		
	2	12	9	6	12	9	6	12	9	6	12	9	6	12	9	6	12	9	6	12	9	6	12	9	6	12	12		
	3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
16. Golf Driving Cages (Movable)	1	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	12		
	2	12	9	6	12	9	6	12	9	6	12	9	6	12	9	6	12	9	6	12	9	6	12	9	6	12	12		
	3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
17. Golf Putting Greens	1	12	9	6	12	9	6	12	9	6	12	9	6	12	9	6	12	9	6	12	9	6	12	9	6	12	12		
	2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		

Name of Facility	No. of Units	Men Enrolled in Physical Education																		Score Possible	Total Points Made																								
		0-150						151-350						351-600								601-900						901-1300						1301-1800						1800-over					
		a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c			a	b	c	a	b	c	a	b	c	a	b	c												
18. Horseshoe Courts	1	8	6	4	8	6	4	8	6	4	8	6	4	8	6	4	8	6	4	8	6	4	8	6	4	8	6	4	2	0															
	2	10	8	6	10	8	6	10	8	6	10	8	6	10	8	6	10	8	6	10	8	6	10	8	6	10	8	6	4	2															
	3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	10	8	6	10	8	6	10	8	6	10	8	6	4	2															
	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	10	8	6	10	8	6																
19. Fence	*	14	10	6	14	10	6	14	10	6	14	10	6	14	10	6	14	10	6	14	10	6	14	10	6	14	10	6																	
																				316																									
		Total																																											

158

Name of Equipment	Number Needed	Men Enrolled in Physical Education																		Score Possible	Total Points Made																								
		0-150						151-350						351-600								601-900						901-1200						1201-1800						1800-over					
		a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c			a	b	c	a	b	c	a	b	c	a	b	c												
1. Piano	1	12	8	4	12	8	4	12	8	4	12	8	4	12	8	4	12	8	4	12	8	4	12	8	4	12	8	4	12	8	4	12													
2. Wrestling	1	7	4	2	7	4	2	7	4	2	7	4	2	7	4	2	7	4	2	7	4	2	7	4	2	7	4	2	7	4	2	7													
	2-6	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8													
3. Tumbling (Gymnastics)		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2													
		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3													
4. Corrective Room Equip'm't.	*	15	10	5	15	10	5	15	10	5	15	10	5	15	10	5	15	10	5	15	10	5	15	10	5	15	10	5	15	10	5	15	10												
		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5												
5. Horizontal Bar	1	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8	5												
		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3												

Name of Equipment	Number Needed	Men Enrolled in Physical Education																		Score Possible	Total Points Made																								
		0-150						151-350						351-600								601-900						901-1,300						1,301-1,800						1,801-2,400					
		a	b	c	d	e	f	a	b	c	d	e	f	a	b	c	d	e	f			a	b	c	d	e	f	a	b	c	d	e	f	a	b	c	d	e	f						
5. Parallel Bars	1	7	4	2	7	4	2	7	4	2	7	4	2	7	4	2	7	4	2	7	4	2	7	4	2	7	4	2	7	4	2	7	4	2	7	4	2	7							
6. Horse	1	5	3	2	5	3	2	5	3	2	5	3	2	5	3	2	5	3	2	5	3	2	5	3	2	5	3	2	5	3	2	5	3	2	5	3	2	5							
7. Trampolines	1-2	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8							
8. Rings (pairs)	1	5	3	2	5	3	2	5	3	2	5	3	2	5	3	2	5	3	2	5	3	2	5	3	2	5	3	2	5	3	2	5	3	2	5	3	2	5							
9. Climbing Ropes	1-5	6	4	2	6	4	2	6	4	2	6	4	2	6	4	2	6	4	2	6	4	2	6	4	2	6	4	2	6	4	2	6	4	2	6	4	2	6							
10. Scales	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1								
11. Stadiometer	1	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8							
12. Whirlpool	1	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8							
13. Testing Equip.	*	5	3	2	5	3	2	5	3	2	5	3	2	5	3	2	5	3	2	5	3	2	5	3	2	5	3	2	5	3	2	5	3	2	5	3	2	5							
14. Hurdles	10-80	10	7	3	10	7	3	10	7	3	10	7	3	10	7	3	10	7	3	10	7	3	10	7	3	10	7	3	10	7	3	10	7	3	10	7	3	10							
15. Weight Training Equipment	*	12	8	4	12	8	4	12	8	4	12	8	4	12	8	4	12	8	4	12	8	4	12	8	4	12	8	4	12	8	4	12	8	4	12	8	4	12							
16. Maintenance Equipment	*	18	12	6	18	12	6	18	12	6	18	12	6	18	12	6	18	12	6	18	12	6	18	12	6	18	12	6	18	12	6	18	12	6	18	12	6	18							
Total																				150																									

The total points made _____, divided by 2,
equals the score given _____.

Score Possible

75

Score Given

VI. SUPPLIES (GENERAL)

Supplies include various types of balls, nets, bats, clubs, bases, score books, etc., which must be continually replaced. Not only should supplies be stored on shelves in the storeroom, but a sufficient number must constantly be ready for use so as to permit the rapid acquirement of skills by pupils taking part in the program.

TO SCORE - The number placed in each enrollment column after each supply named is the quantity of each supply judged to be needed annually.

The baseball catcher's outfit should include body protector, shin protectors, mask and mitt; if lime is purchased by the barrel rather than by the sack, estimate in terms of 80-pound sacks. It is assumed that sets for horse-shoes and table tennis will include everything necessary to play the game. In computing pupil periods for number of clean towels needed daily, include pupil periods in intramural and interschool athletics.

If the quantity of supply listed is available at the school; of good quality; and is ready for use; then give points allowed under "Score Possible." The total number of points made divided by 2 is the score given. (See chart, pages 33-35.)

VII. SUPPLIES (FOR PREVENTION AND EMERGENCY CARE OF INJURIES)

For the prevention of injuries in the instructional period program, intramural athletics, intercollegiate athletics, and for emergency care after injuries occur (first aid), certain supplies are essential. These materials should be carefully selected, carefully labeled, and kept where they are readily available when needed.

TO SCORE - Consider only the supplies on hand for the prevention of injuries in physical education (including intramural and intercollegiate athletics) and for the emergency care of injuries (first aid), i.e., the quantities suggested here do not include supplies on hand for use by the physician, nurse, or dentist in their school health service work. Estimate the score which should be given each type of supply in terms of amount required for school enrollment. Absence of the supply would yield a zero score. If the required amount of the supply has been on hand during the 12 months just preceding the time of scoring, then allow the full number of points allotted. The total points made divided by 2 is the score given. (See chart, pages 36-37.)

C. PROGRAM (ORGANIZATION)

I. PERCENTAGE OF PUPILS ENROLLED

A physical education program, no matter how excellent, cannot be considered adequate unless it definitely affects all the pupils in the school. It should be understood that individuals who are injured or ill are entitled to temporary excuses, but there is no student able to attend the school regularly who will not benefit by some form of properly adapted physical education procedure.

TO SCORE - Pupils who report to the physical education class instructor for attendance, and then are sent to the rest room (never study hall), or for a modified activity program, are considered enrolled in physical education. Pupils assigned to after-school athletic groups for practice during a given

Name of Supply	Men Enrolled in Physical Education							Score Possible	Total Points Made
	0-150	151-350	351-600	601-900	901-1300	1301-1800	1801-over		
1. Archery Bows	4	4	8	8	12	12	16	4	
2. Archery Targets and Easels	3	3	4	4	5	6	8	4	
3. Baseballs (Hard)	18	18	24	24	48	72	96	7	
4. Basketballs	6	8	10	10	12	16	20	19	
5. Footballs	4	5	6	8	10	12	18	16	
6. Handballs	6	8	12	16	20	24	30	10	
7. Soccer Balls	3	3	4	6	8	10	12	13	
8. Softballs	6	8	12	16	20	24	30	7	
9. Volleyballs	2	2	4	4	6	7	8	9	
10. Baseball Bases (sets)	1	1	1	2	2	2	2	4	
11. Softball Bases (sets)	2	2	3	3	3	4	4	4	
12. Baseball Bats	8	8	12	12	18	18	24	6	
13. Softball Bats	10	10	12	12	18	18	24	6	
14. Baseball Catcher's Outfits	1	1	1	2	2	2	2	4	

Name of Supply		Men Enrolled in Physical Education								Score Possible	Total Points Made
		0-150	151-350	351-600	601-900	901-1300	1301-1800	1801-over			
15.	Softball Catcher's Mask	2	2	3	3	4	4	4	4	4	
16.	Boxing Gloves	12	12	16	16	20	20	20	20	6	
17.	Golf Clubs (Sets of 4)	8	10	10	12	12	16	16	16	15	
18.	Indian Clubs (4 clubs in set)	4	6	6	8	8	12	12	12	4	
19.	30-lb. Bags Air Slaked Lime	12	12	16	20	20	24	24	24	7	
20.	Ball Inflators	1	1	1	1	2	2	2	2	4	
21.	Mending Kit	1	1	1	1	1	1	1	1	4	
22.	Tennis Nets	4	4	6	6	8	8	8	8	4	
23.	Badminton Nets	3	3	4	4	6	6	6	6	4	
24.	Volleyball Nets	3	3	4	4	6	6	6	6	4	
25.	Pistols and Shells	1	1	1	2	2	2	2	2	4	
26.	Baseball Score Books	1	1	1	2	2	2	2	2	4	
27.	Basketball Score Bks.	1	1	1	2	2	2	2	2	4	
28.	Football Score Books	1	1	1	2	2	2	2	2	4	
29.	Tennis Score Books	1	1	1	2	2	2	2	2	4	
30.	Wrestling Score Bks.	1	1	1	2	2	2	2	2	4	
31.	Track Score Books	1	1	1	2	2	2	2	2	4	
32.	Badminton Sets	3	3	4	4	6	6	6	6	4	

Name of Supply		Men Enrolled in Physical Education							Score Possible	Total Points Made
		0-150	151-350	351-600	601-900	901-1300	1301-1800	1801-over		
33.	Shuttlecocks	12	12	18	18	24	24	24	4	
34.	Horseshoe Sets	3	3	4	4	6	6	6	4	
35.	Tape - Black Friction, Rolls	6	8	8	10	10	12	12	3	
36.	Tape Lines - Steel a. 50 ft. b. 200 ft.	1	1	1	2	2	2	2	3	
		1	1	1	1	1	1	1	3	
37.	Tennis Racquets	6		8	12	12	18	18	7	
38.	Towels - A clean towel available daily for each pupil period participation								15	
39.	Discus	1		1	2	2	2	2	4	
40.	Cross-bars (Metal)	2	2	4	4	6	6	6	6	
41.	Javelins	2	2	2	2	3	3	3	4	
42.	Shots (16-lb.)	1	1	1	2	2	2	2	4	
43.	Vaulting Poles	2	2	3	4	4	6	6	5	
44.	Watches-Game Timer & Stop Watches	2	2	2	3	3	4	4	6	
45.	Whistles	4	6	6	8	8	10	10	7	
46.	White Yarn (Balls)	2	2	3	3	4	4	4	4	
Total									280	

The total points made _____, divided by 2 equals the score given _____.

Score Possible	Score Given
140	

Name of Supply	Men Enrolled in Physical Education							Score Possible	Total Points Made
	0-150	151-350	351-600	601-900	901-1300	1300-1800	1801-over		
1. Absorbent Cotton 4-oz. pkg. (sterile)	2	2	2	2	4	4	4	3	
2. Absorbent Cotton 4-oz. pkg. (non-sterile)	2	4	6	8	10	12	14	3	
3. Adhesive Tape 1-1/2" x 10 yds.	6	9	12	15	18	21	24	3	
4. Adhesive Compresses 1" in dozens	8	16	24	48	96	176	200	3	
5. Alcohol, Rubbing (pints)	3	4	4	4	6	8	10	3	
6. Analgesic Balm (lbs.)	6	12	25	25	50	50	75	3	
7. Applicators, wood 72 doz., box	1	1	2	2	3	3	4	2	
8. Aspirin (doz.)	6	12	18	18	24	36	40	3	
9. Aromatic Spirits of Armonia (oz.)	1	1	2	2	3	4	4	3	
10. Bandages, Elastic 2"	12	12	12	12	12	24	36	3	
11. Bandages, Elastic 4"	12	12	12	18	24	24	36	3	
12. Bandages, Elastic 6"	12	12	12	18	24	24	36	3	
13. Bandages, Gauze 2" x 10 yds.	12	12	12	24	24	24	24	3	
14. Bandages, Gauze 3" x 3" (dozen)	4	6	8	10	12	14	16	3	

Name of Supply	Men Enrolled in Physical Education							Score Possible	Total Points Made
	0-150	151-350	351-600	601-900	901-1300	1301-1800	1801-over		
15. Felt (square yds.)	1	2	3	4	5	6	7	2	
16. Ointment, antiseptic	1	1	2	2	3	4	5	3	
17. Paper cups, cartons	1	2	3	4	5	6	7	2	
18. Safety pins (doz.)	2	2	2	2	2	2	3	2	
19. Scissors (pairs)	3	3	4	4	6	6	6	2	
20. Splint Boards (doz.)	1	1	1	1	1	1	1	2	
21. Tincture of Merthiolate (oz.)	2	3	4	6	8	10	12	2	
22. Tongue Depressors (gross)	1	2	2	3	3	4	4	2	
23. Tweezers (4-inch)	1	1	1	1	2	2	2	2	
24. Vaseline, oz. jars	1	1	2	2	3	3	4	2	
25. Heat Lamp (infra red)	1	1	1	1	1	1	1	5	
26. Refrigerator	1	1	1	1	1	1	1	5	
Total								72	

The total points made _____, divided by 2 equals the score given _____.

Score
Given

Score
Possible

sport season, and who at the close of the sport season are returned to the school physical education class period, are also considered enrolled in physical education. Where military training is substituted for physical education allow one-third of the enrollment in military training as enrollment in physical education.

Compute the percentage of men taking physical education of the total number of men enrolled in the school at the date of scoring. The points allotted to the range in which this percentage falls is the score given. The total number of men enrolled in school = ____; the total number of men taking physical education = ____; number of men substituting military training = ____; computed percentage = ____.

Per cent enrolled in physical education of total number of men in school.	99	96	92	86	79	71	61	50	38	24	23 or less
Points	131	119	108	97	84	74	63	52	40	29	0

Score
Possible

Score
Given

131

III. TIME ALLOTMENT FOR PHYSICAL EDUCATION

One of the objectives of physical education is development of many neuromuscular skills. Adequate time at play is necessary for the perfection of these skills. It seems obvious that pupils will have greater opportunity to secure the many contributions to development which are inherent in physical education activities if the time allotment is adequate.

TO SCORE - The time allotment for the instruction period only is measured here; it does not include time which should be spent in practice or in intramural and interschool games. Periods longer than 60 minutes are assumed to be double periods. Locate the number of times physical education is required of each student per week; also locate the number of minutes in the period. In the appropriate square will be found the points which are to be given as the score. If the length of periods and times per week are not constant, then use averages. Class periods devoted to health instruction are not to be counted as physical education periods. The length of the period includes time used in passing from class to class and also the time used at the beginning and end of the period for dressing.

Times per Week	Length of Periods in Minutes												
	30	35	40	45	50	55	60	70	80	90	100	110	120
1	20	21	21	23	23	24	24	23	23	22	22	20	19
2	24	25	26	28	31	36	40	35	30	27	25	24	22
3	28	31	31	33	36	39	42	37	30	27	25	24	22
4	33	34	36	38	41	44	47	40	33	30	27	25	23
5	38	39	41	43	46	49	52	44	36	33	30	27	25

Score Possible 131 Score Given

III. HEALTH EXAMINATION OF PUPILS BY PHYSICIAN, DENTIST AND NURSE

The physical education program should be adapted to the needs of each pupil. These needs may be determined by periodic referral and special examinations. Certain parts of these examinations must be given by the physician, dentist, or nurse, while other parts may be given by the physical education teacher.

TO SCORE - From the health examination records, determine the extent and frequency of the examination of pupils. Record opposite each item of examination the estimated number of points according to the frequency and percentage of men examined. If, for example, in the periodic examination, 90% of the men's health records show a family health history, 10 points should be awarded; for 60%, 6 points; and for 30%, 2 points. Similar interpretations are made for the other items. If certain items of examination are omitted, score them zero.

In some schools certain items of examination under Units III and IV may be interchanged, but this should not result in loss of points.

Extent of Examination		Referral Examination When Needed			Special Examination Before Sports Season						Periodic Ex. At Least Once in Two Years			Score Possible	Total Points Made
					Intramural			Intercollegiate							
		4	90	60	30	90	60	30	90	60	30	90	60	30	
Family Health History		*	*	*	*	*	*	*	*	*	10	6	2	10	
Personal Health Hist.		5	4	2	5	4	2	5	4	2	5	4	2	20	
Heart		10	6	2	10	6	2	10	6	2	10	6	2	40	
Lungs		10	6	2	10	6	2	10	6	2	10	6	2	40	
Mouth	Teeth	14	9	4	*	*	*	*	*	*	14	9	4	28	
	Tonsils	14	9	4	*	*	*	*	*	*	14	9	4	28	
	Gums	6	3	2	*	*	*	*	*	*	6	3	2	12	
Ears		9	6	4	*	*	*	*	*	*	9	6	4	18	
Eyes		14	9	4	*	*	*	*	*	*	14	9	4	28	
Neck	Lymph Nodes	6	4	2	4	2	1	4	2	1	4	2	1	18	
	Thyroid	6	3	2	*	*	*	*	*	*	6	3	2	12	
Nose		9	6	4	*	*	*	*	*	*	9	6	4	18	
Throat		5	3	2	5	3	2	5	3	2	5	3	2	20	
Skin		6	3	2	*	*	*	*	*	*	6	3	2	12	
State of Nutrition		6	3	2	6	3	2	6	3	2	6	3	2	24	
Total													328		

The total points made _____, divided by 4 equals the score given _____.

Score Possible

82

Score Given

IV. PHYSICAL EXAMINATION OF PUPILS BY PHYSICAL EDUCATION TEACHER
(For statement and instructions on scoring, see previous unit.)

Extent of Examination	Frequency of Examination						Score Possible	Total Points Made	
	%	Each Year			Every Second Year				
		90	60	30	90	60			30
Age	11	8	6	*	*	*	11		
Height	13	11	9	10	8	6	13		
Weight	13	11	9	10	8	6	13		
Spine Deviations	15	13	11	12	10	8	15		
Posture	15	13	11	12	10	8	15		
Feet	13	11	9	10	8	6	13		
						Total	60		

The total points made _____, divided by 2
equals the score given _____.

Score
Possible
40

Score
Given

V. ASSIGNMENT OF PUPILS TO CLASSES

To prevent omission or unnecessary repetition of experiences in physical education classes the program should be graded and students should be assigned to classes according to individual needs as diagnosed through the results of examinations.

TO SCORE - Largely irregular means the assignment of students to physical education classes without regard to grade, age, or needs; largely by year in school, freshmen or sophomores; largely by year in school and efficiency in skills, means the grouping of pupils into classes by year and then by low skill, average skill and advanced skill determined by observation, or better still, by giving a battery of skill tests; largely according to individual needs determined through examinations, means assignment according to need as found through examinations by physician and teacher, functional tests, and achievement tests.

Record the score allotted to the description which most nearly describes the method of assignment being used.

Method of Assignment to Classes	Score Possible
Largely irregular	20
Largely by year in school	33
Largely by year in school and efficiency in skills	46
Largely according to individual needs determined through examinations	58

Score
Possible

58

Score
Given

VI. SIZE OF CLASSES (NORMAL GROUP)

The optimum size of classes in physical education depends to a large extent upon the nature of the activities offered, the facilities present, and the calibre of the teacher. In the past, it has been assumed that classes in physical education should be considerably larger than classes in academic work. With the realization that pupils need to be taught to play and should have the program adapted constantly to their needs, physical education classes have been reduced in size. Pupils doing individual exercises to correct certain defects should be placed in classes smaller than the classes organized for the normal group.

TO SCORE - Record the points allotted opposite the condition which most nearly describes the situation. Unless pupils are not assigned to instructors, first find the total number of men enrolled in physical education, and then compute the percentage enrolled in classes of 40 or under. If the percentage is less than 85, try computing for the next higher category. The same procedure in scoring is used in Unit VII. When scoring Unit VII in schools with fewer than 151 men, allow full score if individual arrangements are made instead of a class organized. Ordinarily from five to ten per cent of the pupils should be found doing special corrective work.

Size of Classes	Score Possible
No definite assignment of pupils to instructors	0
More than 10% of pupils are enrolled in classes over 60	14
90% of pupils enrolled in classes of 60 or under	20
90% of pupils enrolled in classes of 50 or under	33
85% of pupils enrolled in classes of 45 or under	46
85% of pupils enrolled in classes of 40 or under	58

Score
Possible

58

Score
Given

VII. SIZE OF CLASSES (CORRECTIVE OR RESTRICTED GROUP)

(For the statement and instructions on scoring, see previous unit.)

Size of Classes	Score Possible
No class or individual arrangement for handicapped group	0
85% of pupils enrolled are in classes of 30 or under	18
80% of pupils enrolled are in classes of 25 or under	29
80% of pupils enrolled are in classes of 20 or under	37

Score
Possible

37

Score
Given

VIII. TEACHER LOAD (ASSIGNED TIME)

A teacher should put forth his maximum effort each period of the day whether he teaches ten or forty pupils in the class. Energy must be conserved for the accomplishment of the tasks at hand during the day, week, month and year. A heavy time assignment means less opportunity and inclination to give pupils individual attention.

TO SCORE - Compute the average number of minutes per week each instructor is assigned to duty by an administrator or the head of the department; consider all instructors who are assigned to the instructional period, intramural athletics or intercollegiate athletics; consider after-school work according to the amount of time spent, but not to exceed 120 minutes daily; where the teacher has academic classes and classes in physical education, record for his total teaching assignment. Estimate average weekly time where seasonal differences in assignment occur. Record for each instructor in his column, and opposite his assigned time, the number of points allotted; add across and down. The total points made, divided by the number of instructors, is the final score given.

Average Number of Minutes Assigned Weekly	Score Possible	Instructor								Total Points
		A	B	C	D	E	F	G	H	
1500 or less	72									
1501-1600	69									
1601-1700	64									
1701-1800	57									
1801-1900	50									
1901-2000	41									
2001-2100	29									
2101-2200	16									
2201-over	0									
Total										

The total points made _____, divided by the number of instructors, equals the score given _____.

Score
Possible

72

Score
Given

IX. RECORDS KEPT AND USED

Records in physical education are a necessity. Records must be kept of the results of examinations, the issuance of supplies, of finance connected with the department, and of the individual student's accomplishment.

TO SCORE - Estimate the score for each type of record kept according to completeness, neatness, value and use made of the record. Score zero when the type of record is not kept. The total points made is the score given.

Type of Record	Score Possible	Total Points Made
Class Roll Record	6	
Enrollment Record (Permanent)	6	
Examination (By Physician) Record	6	
Examination (By Instructor) Record	5	
Record of Issue of Supplies and Equipment	6	
Record of Students' Intramural Athletic Accomplishment	6	
Record of Students' Intercollegiate Athletic Accomplishment	6	
Record of Students' Improvement Shown by Physical Education Tests	6	
Record of Accidents	5	
Record of Finance Connected with Department	6	
Total	58	

Score Possible

Score Given

58

X. CREDIT

There is nothing peculiar or sacred about giving credit for work accomplished. Giving credit is a bookkeeping arrangement which gives us a short-cut indication of what the pupil has done according to the teacher's judgment. When credit is given for other subjects, not to give credit for physical education tends to give pupils the impression that physical education is unimportant.

TO SCORE - Locate the points opposite the condition which exists and record as "Score Given."

Credit for Physical Education	Score Possible
No credit given for physical education	0
Credit given but not required for graduation:	
a. Not less than 1 credit.	14
b. Not less than 2 credits.	19
Credit given and required for graduation:	
a. Not less than 1 credit.	24
b. Not less than 2 credits.	29

Score Possible

Score Given

29

XI. METHODS OF MARKING

School marks are given to pupils taking academic subjects and are meant to represent the teachers' best judgments of the quality of work done by pupils. In and of themselves, pupil marks have no value, but they serve indirectly a useful purpose in indicating to the pupil and others who might see them, the teachers' judgments of the students' work. Marks should be composed of composite judgments on a number of important factors.

TO SCORE - In schools having more than one instructor, it is assumed a uniform system of marking will have been adopted for the department. Record in the "Points Made" column the number of points possible opposite each factor which is included by the teacher when computing the pupil's mark. If the factor is not included, score zero for that factor. The total points made is the "Score Given."

Factors Considered in Computing Mark	Score Possible	Points Made
Regularity of Attendance (Including Tardiness)	4	
Effort	3	
Sportsmanship	3	
(Knowledge	4	
Achievement: (Strength and Skills	4	
(Interest, Attitudes, Ideals and		
(Emotions	4	
Improvement in Organic Fitness (Endurance)	4	
Posture	3	
Taking Showers	3	
Costume (Neatness and Change Required)	3	
Total	35	

Score
Possible

35

Score
Given

XII. AWARD SYSTEM

In most schools awards of various kinds are given to pupils in athletics, debating, drama and other activities. Obviously the purpose of these awards is to stimulate pupils to greater effort and to recognize success attained through honest effort. Through long custom, men have usurped the school monogram as the athletic award and have often denied the women, or men not in athletics, the right to win the school letter. Theoretically, the school letter should belong to the whole school. If used properly it might serve to aid in securing the desirable all-around development of pupils. The system here outlined aims to do this, and makes the school monogram the only award given.

TO SCORE - The unit implies that there is only one award system for all students for all activities in the school. Record in the "Points Made" column the points possible opposite each condition stated, providing the award system meets the condition. Score zero opposite any condition not met. If the school does not have an award system, 29 points are allowed. The total points made is the score given.

Conditions	Score Possible	Points Made
The school monogram or a paper certificate is the only award given	6	
Men and women may win identical type awards	6	
Eligibility for award is computed on a point basis	5	
Points are given for: (a) marks in subjects, (b) athletic activities, (c) social activities (Minimum in each)	6	
100% of the pupils in school are eligible to receive points toward award	6	
Total	29	

Score
Possible

29

Score
Given

D. PROGRAM (ACTIVITIES)
(Variety, Emphasis and Extent of Participation)

I. INSTRUCTIONAL PERIOD

Students of junior college age should have the development which comes from participation in a large number of physical education activities. Each activity has a different contribution to make to the development of the individual. To experience only a few activities means a limited acquirement in knowledge, skills and attitudes. Instruction in a variety of activities, greater emphasis on those which make ultimately the greater contribution to the life of the individual, and making experience in these activities possible to the great majority of students are the factors which comprise the well-balanced activity program in physical education.

TO SCORE - When scoring this unit, failure to have a large variety of activities in the instructional program causes the school to lose points. By a larger allotment of points to certain activities and by inserting percentages of pupils which should be taught the activities, the relative emphasis and extent of participation are scored. Do not count participation in intramural athletics or intercollegiate athletics as they are scored in the units which follow.

In the first column, and opposite each activity, the estimated relative percentage of time which should be devoted by the teacher to instruction is given. Assuming five class periods daily for 180 days each year for two years, we have 1,800 class periods available to each full-time teacher. One per cent, therefore, equals approximately 18 class periods. In the three columns, two sets of numbers appear opposite each activity. The upper row represents the percentages of participation for which the lower numbers (which are points) are to be given. To illustrate: 19 points are given to basketball if 80 or more per cent of the men enrolled in physical education receive the estimated desirable amount of instruction in basketball during the two-year junior college

period; 12 points are given for basketball if 50 to 79 per cent receive the instruction, etc. Score zero if no instruction is given in the activity. The "Points Made" for each activity are to be estimated according to the percentage of pupils receiving instruction, and are to be greater or less according to the degree to which the pupils have the opportunity to develop skills in the activity during their school course. The total points appearing in the "Points Possible" column is greater than the actual score possible in order to give schools some choice of activities. A summation of the "Points Made" column is the final "Score Given." (See chart, pages 47-49.)

II. INTRAMURAL ATHLETICS

The time allotment granted physical education in the junior college, and the large number of pupils to be taught with limited supplies and facilities, makes it quite impossible for pupils to acquire during the instructional period a desirable amount of efficiency in neuromuscular skills. It is important that their experiences be extensive enough to yield an intelligent appreciation of every activity offered in which they are able to participate. To give pupils this opportunity and to provide them with wholesome recreation during their leisure, the physical education department should carry on an extensive intramural athletic program and may also have an intermural program. It is desirable to have a large percentage of the enrollment take part in many activities rather than to have a few, or even a large number, take part in one activity.

TO SCORE - In the enrollment columns and opposite each activity listed there appears the minimum number of different men who are expected to participate in a well-organized intramural athletic program. Using the points allotted in the "Points Possible" column, estimate the number of these points which should be given to each activity according to how well the school meets the standards set. Each pupil within the minimum number suggested must have participated in the activity at least three times within the twelve months preceding the time of scoring, if he is to be counted. Score zero for each activity where no intramural program exists. Allow the full number of points for activities where they are starred. The total points possible (203) is greater than the "Score Possible" (164) to allow for a choice as each school is not expected to have an intramural program in all the activities listed. The program is not classed as intramural unless it takes place outside of the instructional class period. (See chart, pages 50-52.)

III. INTERCOLLEGIATE ATHLETICS

Intercollegiate athletics have come to be a definite part of the physical education program in the junior college. Whether they are a desirable part depends to a large extent upon the method of organization and administration in the school and athletic league. Leagues composed of a larger number of schools, thus necessitating many games, teams traveling long distances involving overnight trips, commercialization and exploitation of players by the school and community, and poor sportsmanship among students, players, schools and communities can often be pointed to as bad features. On the other hand, intercollegiate athletics, where well controlled, may contribute to a wholesome school spirit, furnish competition for certain pupils who have attained the higher levels in skills, and serve to stimulate the interest of pupils in the intramural and instruction period programs.

TO SCORE - In the enrollment columns and opposite each activity will be found the estimated minimum number of pupils who should actually have

Activity		% Time	Points Given for Extent of Pupil (Men) Participation			Points Possible	Points Made
1. American Football (Touch)	4	%	70	40	10	10	
		Points	10	6	3		
2. Apparatus (Light and Heavy)	3	%	70	40	10	12	
		Points	12	8	4		
3. Archery	3	%	80	50	20	8	
		Points	8	6	3		
4. Badminton	2	%	80	50	20	8	
		Points	8	6	3		
5. Baseball (Hard)	2	%	50	30	10	8	
		Points	8	6	3		
6. Basketball	9	%	80	50	20	19	
		Points	19	12	5		
7. Boating Activities	1	%	50	30	10	6	
		Points	6	4	2		
8. Bowling	1	%	90	60	30	9	
		Points	9	6	3		
9. Boxing	1	%	50	30	10	5	
		Points	5	4	2		
10. Corrective Phys. Educ.	5	%	5	3	1	18	
		Points	18	12	6		
11. Dancing (Square)	2	%	50	30	10	7	
		Points	7	4	2		
12. Dancing (Modern)	1/2	%	50	30	10	6	
		Points	6	4	2		
13. Dancing (Folk)	2	%	50	30	10	6	
		Points	6	4	2		
14. Dancing (Ballroom)	2	%	80	50	20	7	
		Points	7	4	2		
15. Diving	1/2	%	50	30	10	6	
		Points	6	4	2		
16. Fencing	1/2	%	50	30	10	4	
		Points	4	3	2		

Activity		% Time	Points Given for Extent of Pupil (Men) Participation			Points Possible	Points Made	
17.	Gymnastic Drills	3	% Points	90 10	60 6	30 3	10	
18.	Golf	3	% Points	80 9	50 6	20 3	9	
19.	Handball	3	% Points	70 12	40 8	10 4	12	
20.	Hiking & Mtn. Climbing	2	% Points	90 6	60 4	30 2	6	
21.	Horseshoes	1/2	% Points	90 4	60 3	30 2	4	
22.	Ice Hockey	1	% Points	50 5	30 4	10 2	5	
23.	Life Saving and Water Safety	1	% Points	50 6	30 4	10 2	6	
24.	Marching	1/2	% Points	90 4	60 3	30 2	4	
25.	Softball	4	% Points	80 9	50 6	20 3	9	
26.	Skating (Ice)	1/2	% Points	80 4	50 3	20 2	4	
27.	Skiing	2	% Points	80 13	50 8	20 3	13	
28.	Soccer	4	% Points	80 13	50 8	20 3	13	
29.	Speedball	4	% Points	80 13	50 8	20 3	13	
30.	Squash	1	% Points	70 6	40 4	10 2	6	
31.	Swimming	8	% Points	90 19	60 12	30 5	19	
32.	Tennis	6	% Points	90 17	60 11	30 5	17	
33.	100-yard Run	1	% Points	50 4	30 3	10 2	4	
34.	220-yard Run	1/2	% Points	50 3	30 2	10 1	3	
35.	1/4-mile Run	1/2	% Points	50 3	30 2	10 1	3	

Activity		% Time	Points Given for Extent of Pupil (Men) Participation				Points Possible	Points Made
36.	1/2-mile Run	1/2	%	50	30	10	3	
			Points	3	2	1		
37.	Mile Run	1/2	%	50	30	10	3	
			Points	3	2	1		
38.	Cross-Country Run	1	%	70	40	10	3	
			Points	3	2	1		
39.	Discus Throw	1/2	%	50	30	10	3	
			Points	3	2	1		
40.	Hurdles (Low and High)	1	%	50	30	10	3	
			Points	3	2	1		
41.	Broad Jump	1/2	%	70	40	10	3	
			Points	3	2	1		
42.	High Jump	1/2	%	70	40	10	3	
			Points	3	2	1		
43.	Javelin Throw	1/2	%	50	30	10	3	
			Points	3	2	1		
44.	Pole Vault	1/2	%	50	30	10	3	
			Points	3	2	1		
45.	Shot-put	1/2	%	50	30	10	3	
			Points	3	2	1		
46.	Tumbling	3	%	70	40	10	6	
			Points	6	4	2		
47.	Volleyball	4	%	90	60	30	11	
			Points	11	8	4		
48.	Weight Training	2	%	50	30	10	8	
			Points	8	6	3		
49.	Wrestling	1	%	50	30	10	5	
			Points	5	4	2		
Total		100					359	

Out of 359 possible points, 329 points is the maximum number which is allowed.
The total points made (not to exceed 329) is the score given.

Score
Possible

Score
Given

329

Activity	Men Enrolled in Physical Education							Score Possible	Total Points Made
	0-150	151-350	351-600	601-900	901-1300	1301-1800	1801-over		
1. American Football (Touch)	*	*	30	60	90	120	150	6	
2. Archery	5	10	15	20	25	35	45	7	
3. Badminton	6	12	20	30	60	90	120	3	
4. Bowling	4	8	16	32	64	128	200	6	
5. Basketball	16	16	32	64	96	128	160	11	
6. Diving	4	6	8	12	18	30	42	3	
7. Fencing	*	*	*	10	12	16	20	3	
8. Golf	4	6	8	12	18	30	42	10	
9. Gymnastics	4	6	8	12	18	30	42	11	
10. Handball	4	4	8	16	32	48	64	10	
11. Horseshoes	6	12	16	20	24	32	40	4	
12. Softball	24	36	48	60	72	90	108	8	

Activity	Men Enroll.d in Physical Education							Score Possible	Total Points Made
	0-150	151-350	351-600	601-900	901-1300	1301-1800	1801-over		
13. Skating (Ice)	4	8	12	16	24	32	40	4	
14. Skiing	4	8	12	16	24	32	40	3	
15. Soccer	*	*	30	60	90	120	150	9	
16. Speedball	*	*	30	60	90	120	150	10	
17. Swimming	*	*	20	30	50	70	90	11	
18. Table Tennis	6	12	20	30	60	90	120	4	
19. Tennis	6	12	20	30	60	90	120	11	
20. 100-yard Run	8	16	32	48	64	96	128	5	
21. Relay Running	8	16	32	48	64	96	128	6	
22. Broad Jump	8	16	32	48	64	96	128	4	
23. Hurdles (Low & High)	4	8	12	16	24	32	40	3	
24. 220-yard Run	4	8	12	16	24	32	40	3	
25. 440-yard Run	4	8	12	16	24	32	40	3	
26. Half-mile Run	4	8	12	16	24	32	40	3	

Activity		Men Enrolled in Physical Education							Score Possible	Total Points Made	
		0-150	151-350	351-600	601-900	901-1300	1301-1800	1801-over			
27.	Mile Run	4	8	12	16	24	32	40	3		
28.	Cross-Country Run	4	8	12	16	24	32	40	3		
29.	Discus Throw	4	8	12	16	24	32	40	2		
30.	High Jump	8	16	32	48	64	96	128	4		
31.	Javelin Throw	4	8	12	16	24	32	40	2		
32.	Pole Vault	4	8	12	16	24	32	40	3		
33.	Shot-put	4	8	12	16	24	32	40	3		
34.	Volleyball	12	24	48	84	120	156	192	11		
35.	Weight Lifting	4	8	12	16	24	32	40	6		
36.	Wrestling	6	12	20	30	60	90	120	5		
									Total	203	

Out of 203 possible points, 164 points is the maximum number which is allowed. The total points made (not to exceed 164) is the score given.

Score Possible

164

Score Given

participated in an intercollegiate program during the twelve months preceding the time of scoring. Wherever and asterisk (*) has been placed, full credit is to be allowed if no team exists. In cases where the asterisk(*) and a number both appear, the school has the option as to whether a team is to be maintained. In this case, if no team exists allow full score; and if the team exists, score according to standards. Where a team is required, but none exists, score zero. Estimate for each activity the number of points out of those listed in the "Points Possible" column according to numbers participating and the quality of the competition; record points in "Points Made" column and then total the column. The "Score Possible" is less than the total "Points Possible" in order to allow the school a selection of activities.

Activity		Men Enrolled in Physical Education							Points Possible	Total Points Made
		0-150	151-350	351-600	601-900	901-1300	1301-1800	1801-over		
1.	American Football	* / 22	22	33	33	33	44	44	10	
2.	Archery	* / 4	* / 4	6	6	8	8	8	3	
3.	Baseball (Hard)	* / 15	* / 15	15	18	18	18	18	5	
4.	Basketball	12	12	12	15	15	15	15	10	
5.	Bowling	* / 4	* / 4	4	6	6	6	6	5	
6.	Diving	* / 4	* / 4	4	6	6	6	6	3	
7.	Golf	4	4	4	6	6	6	6	7	
8.	Gymnastics	*	* / 8	8	8	12	12	12	5	
9.	Handball	* / 4	* / 4	4	4	6	6	6	3	
10.	Horseshoes	* / 4	* / 4	4	4	6	6	6	3	
11.	Softball	* / 15	* / 15	15	18	18	18	18	5	
12.	Skiing	* / 4	* / 4	6	6	6	6	6	4	
13.	Soccer	* / 15	* / 15	15	15	22	22	22	7	
14.	Speedball	* / 15	* / 15	15	15	22	22	22	7	
15.	Squash	* / 4	* / 4	4	6	6	6	6	4	
16.	Swimming	* / 8	* / 8	8	12	12	15	15	8	
17.	Tennis	6	6	6	8	8	8	8	8	

Activity	Men Enrolled in Physical Education							Points Possible	Total Points Made
	0-150	151-350	351-600	601-900	901-1300	1301-1800	1801-over		
18. 100-yard Run	2	2	3	4	4	6	6	2	
19. 220-yard Run	2	2	3	4	4	6	6	1	
20. 1/4-mile Run	2	2	3	4	4	6	6	1	
21. 1/2-mile Run	2	2	3	4	4	6	6	1	
22. (a) One-mile Run	2	2	3	4	4	6	6	1	
22. (b) Two-mile Run	2	2	3	4	4	6	6	1	
23. Hurdles (Low & High)	2	2	3	4	4	6	6	2	
24. Discus Throw	2	2	3	4	4	6	6	1	
25. Relays	4	4	6	6	8	8	8	3	
26. Broad Jump	2	2	3	4	4	6	6	2	
27. High Jump	2	2	3	4	4	6	6	2	
28. Javelin Throw	2	2	3	4	4	6	6	2	
29. Pole Vault	2	2	3	4	4	6	6	1	
30. Shot-put	2	2	3	4	4	6	6	1	
31. Volleyball	*10	*10	10	10	12	12	12	7	
32. Weight Lifting	*14	*14	6	6	8	8	8	3	
33. Wrestling	*8	8	12	12	15	15	15	3	
Out of 131 possible points, 107 points is the maximum number									131

Out of 131 possible points, 107 points is the maximum number which is allowed. The total points made (not to exceed 107) is the score given.

Score Possible
107

Score Given
107

E. PROFESSIONAL ASSISTANCE

Books and magazines contain the ideas of people in written form. Professional development of the teacher in the field depends partly upon his desire and ability to get from printed sources ideas which will help him in his work. We are assuming that improvement of the teacher in his thinking, organization and methods of work will create greater possibilities for pupils to improve in their contact with the physical education program. To be of most help, the books and magazines should be available either at the general library of the school or in the school's physical education departmental library.

I. PROFESSIONAL MAGAZINES

TO SCORE - In the column "Points Made" record the number of points allotted to each professional magazine listed which is in the school or departmental library and available to the men instructors of physical education. The "Score Possible" is less than the total number of points listed in the "Points Possible" column in order to allow for a selection.

Name of Magazine	Points Possible	Points Made
Journal of the National Education Association	4	
Journal of Health, Physical Education and Recreation	4	
The State Educational Journal	4	
The Athletic Journal	4	
Health	4	
Recreation	4	
Research Quarterly (AAPER)	4	
The Physical Educator	4	
Scholastic Coach	3	
Any Other Professional Magazine	2	
Total	37	

- Out of 37 possible points, 22 points is the maximum number which is allowed.
The total points made (not to exceed 22) is the score given.

Score Possible	Score Given
22	

II. PROFESSIONAL BOOKS

TO SCORE - In this section, it seems undesirable to list books by exact titles, authors and dates of publication. Books are to receive credit when published in original or revised form in 1945 or after. Allow five exceptions.

First check in the appropriate column the books present in the school or physical education departmental library, which qualify under the fields listed. Record two points in the "Points Made" column for each check made. The "Score Possible" is less than the total of the "Points Possible" column as a school is not expected to have in its library representative books in all the fields.

Classification	Field	Points Possible	Check Books in Library	Points Made
FOUNDATION SCIENCES	1. Anatomy (Human)	3		
	2. Physiology (Human)	3		
	3. Psychology (General)	3		
	4. Sociology (General)	3		
EDUCATIONAL SCIENCES	5. Child Growth and Development	2		
	6. Educational Administration	2		
	7. Educational Psychology	2		
	8. Guidance	2		
	9. History of Education	2		
	10. Methods of Research	2		
	11. General Methods of Teaching	2		
	12. Organization of Public Education (State School Law, etc.)	2		
	13. Problems in Secondary Education	2		
	14. Elementary Statistics	2		
	15. The Junior College (General)	2		
	16. Personal Health	2		
	17. First Aid	2		
HEALTH	18. Safety Education	2		
	19. School Health Program	2		
	20. Sex Education	2		
	21. Methods and Content in Health Teaching	2		
	22. Introduction to Physical Education	2		
	23. Theory of Play	2		
	24. Interpretation and Objectives	3		
PHYSICAL EDUCATION SCIENCES	25. Kinesiology	3		
	26. Physiology of Activity	3		
	27. Physical Education Tests and Measurements	3		

Classification	Field	Points Possible	Check Books in Library	Points Made
PHYSICAL EDUCATION SCIENCES (continued)	28. Corrective Physical Education	2		
	29. Physical Education in Elementary Schools	2		
	30. Physical Education in Secondary Schools	2		
	31. Intramural Program	2		
	32. Leadership Organization	2		
	33. Special Methods	2		
	34. Administration of Physical Education	2		
	35. History of Physical Education	2		
PHYSICAL EDUCATION ACTIVITIES	36. Mechanical Analysis of Physical Education Activities	2		
	37. American Football	2		
	38. Apparatus	2		
	39. Archery	2		
	40. Badminton	2		
	41. Baseball (Hard)	2		
	42. Basketball	2		
	43. Bowling	2		
	44. Boxing	2		
	45. Dancing (Square)	2		
	46. Dancing (Modern)	2		
	47. Dancing (Folk)	2		
	48. Dancing (Ballroom)	2		
	49. Fencing	2		
	50. Golf	2		
	51. Gymnastic Drills	2		
	52. Handball	2		
	53. Ice Hockey	2		

Classification	Field	Points Possible	Check Books in Library	Points Made
PHYSICAL EDUCATION ACTIVITIES (continued)	54. Life Saving and Water Safety	2		
	55. Marching	2		
	56. Softball	2		
	57. Skating (Ice)	2		
	58. Skiing	2		
	59. Soccer	2		
	60. Speedball	2		
	61. Squash	2		
	62. Swimming	2		
	63. Tennis	2		
	64. Track and Field	2		
	65. Tumbling	2		
	66. Volleyball	2		
	67. Wrestling	2		
RECREATION	68. Weight Training	2		
	69. Introduction to Recreation	2		
	70. Playground Leadership	2		
	71. Problems in Camping	2		
	72. Social Recreation Leadership	2		
	73. Administration of Community Recreation	2		
Total		154		

Out of 154 possible points, 93 points is the maximum number which is allowed. The total points made (not to exceed 93) is the score given.

Score
Given

Score
Possible

93

93

F. TEACHER EDUCATION PROGRAM

Some students enrolled in the Junior College at some time during their undergraduate preparation decide to major in physical education so that they can teach physical education on some school level. This means that the Junior College should provide the professional education courses which should be taken by physical education majors during the freshman and sophomore years. In the unit, the courses have been arranged under (a) Institutional Requirements, (b) Foundation Sciences, (c) General Education, (d) Activities for majors, and (e) Physical Education Sciences.

TO SCORE - If the courses are available in the Junior College give full credit as indicated under "Points Possible."

Group	No.	Course	Points Possible	Points Made
-A- INSTITUTIONAL REQUIREMENTS	1.	Health Education (Personal Health Problems)	3	
	2.	Freshman Physical Education	3	
	3.	Sophomore Physical Education	3	
		Total	9	
-B- FOUNDATION SCIENCES	1.	Biology (General) or Zoology (Vertebrate)	5	
	2.	Chemistry (Introductory Course)	5	
	3.	Physics (General Course)	5	
	4.	Anatomy (Human)	5	
	5.	Physiology (Human--Introductory Course)	5	
	6.	Psychology (Introductory Course)	5	
	7.	Sociology (Introductory Course)	5	
		Total	35	
-C- GENERAL EDUCATION	1.	Introduction to Education	3	
		Total	3	
-D- ACTIVITIES FOR MAJORS	1.	Apparatus (Light and Heavy)	3	
	2.	Archery	2	
	3.	Badminton	2	
	4.	Basketball	3	
	5.	Bowling	2	

Group	No.	Course	Points Possible	Points Made
-D- ACTIVI- TIES FOR MAJORS (cont'd)	6.	Dance (Folk, Square, Ballroom)	3	
	7.	Gymnastic Drills	2	
	8.	Golf	2	
	9.	Handball	2	
	10.	Life Saving and Water Safety	3	
	11.	Soccer	3	
	12.	Speedball	3	
	13.	Swimming	3	
	14.	Tennis	3	
	15.	Track and Field	3	
	16.	Tumbling	2	
	17.	Volleyball	3	
	18.	Weight Training	3	
	19.	Wrestling	3	
	Total		50	
-E- PHYSICAL EDUCATION SCIENCES	1.	Introduction to Physical Education	3	
	Total		3	
Grand Total			100	

The total points made is the score given.

Score
Possible

100

Score
Given

SCORE CARD - SUMMARY SHEET

	Unit	Score Possible	Score Given
A	I. Professional Preparation (Kind)	99	
	II. Professional Preparation (Extent)	72	
	III. Professional Preparation (Recency)	114	
	IV. Membership in Professional Organizations	18	
	V. Attendance at Professional Meetings	18	
	VI. Teaching Experience (Length)	58	
	VII. Fitness of Instructor	96	
	VIII. Personality and Character of Instructor	128	
	IX. Teaching Efficiency of Instructor	127	
	Total for A--Instructional Staff	660	
B	I. Area of School Site	140	
	II. Placement of Buildings on School Site	35	
	III. Indoor Facilities	181	
	IV. Outdoor Facilities	158	
	V. Equipment	75	
	VI. Supplies (General)	140	
	VII. Supplies (For Prevention and Emergency Care of Injuries)	36	
	Total for B--Facilities	765	
C	I. Percentage of Pupils Enrolled	131	
	II. Time Allotment for Physical Education	131	
	III. Health Exam. by Physician, Dentist & Nurse	82	
	IV. Physical Exam. by Physical Education Teacher	40	
	V. Assignment of Students to Classes	58	
	VI. Size of Classes (Normal Group)	58	
	VII. Size of Classes (Corrective or Restricted Grp.)	37	
	VIII. Teacher Load (Assigned Time)	72	
	IX. Records Kept and Used	58	

Unit		Score Possible	Score Given
C	X. Credit	29	
	XI. Method of Marking	35	
	XII. Award System	29	
	Total for C--Program (Organization)	760	
D	I. Instructional Period	329	
	II. Intramural Athletics	164	
	III. Intercollegiate Athletics	107	
	Total for D--Program (Activities)	600	
E	I. Professional Magazines	22	
	II. Professional Books	93	
	Total for E--Professional Assistance	115	
F	I. Teacher Education Program	100	
	Total for F--Teacher Education Program	100	
Total		3,000	

Total for Score Card	3,000	
Dividing Score by 3	1,000	
Percentage Score for School	100	

School _____

Date _____

Scorer _____

Vita was removed during scanning