

The University of North Carolina
at Greensboro

JACKSON LIBRARY



CQ

no. 1180

UNIVERSITY ARCHIVES

CANNON, SUZAN E. A Study of the Physical Education, Intramural and Interscholastic Programs in Selected Independent Schools of North Carolina. (1974) Directed by: Dr. Gail Hennis. Pp. 182

The purpose of this study was to investigate the philosophy and content of the physical education activity programs, intramural programs and interscholastic programs in selected independent schools of North Carolina. A stratified sample of ten schools was used in this study. An attempt was made to select schools so that a viable cross section of programs and philosophies could be achieved. The literature reviewed in preparation for this study included material pertaining to guidelines for the planning and carrying out of interviews; organization, construction and administration of questionnaires; and the investigation of existing measuring instruments that are utilized in the evaluation of physical education programs.

An interview was arranged with the headmaster and physical education director of each independent school to obtain valid and reliable information concerning the physical education programs. A questionnaire and check lists were constructed to expedite obtaining information concerning existing programs and were distributed to each physical education director at the conclusion of the interview.

Additional information concerning physical education programs was obtained by means of observing various aspects of the physical education instructional classes.

Three score sheets were constructed by the investigator as a means of evaluating the existing programs of physical education in the

independent schools.

According to the data collected and analyzed in this study, the following conclusions were made:

1. The school administrators appeared to recognize physical education as an important component in the school's total educational process.
2. Physical education programs were administered by qualified physical education instructors in the majority of the schools investigated.
3. The physical and psychological environment in which physical education programs were administered is a wholesome one for students and faculty members.
4. In general, all students attending the independent schools received a broad program of physical activity.
5. Physical education was required of all students in all grade levels in the majority of the schools investigated.
6. The physical education program offered opportunity for the development and cultivation of student leadership.
7. Physical education was generally administered as a dual program with the boys and girls separated for activities.
8. Effective utilization of evaluative techniques was lacking in all of the independent schools.
9. The interscholastic program received the major emphasis in most of the independent schools.

10. The intramural program received the least amount of concern or emphasis in most of the independent schools.

11. There were no adapted or corrective physical education programs found in any independent school.

12. Adequate facilities and equipment for a successful physical education program were available in most of the independent schools.

A STUDY OF THE PHYSICAL EDUCATION, INTRAMURAL
AND INTERSCHOLASTIC PROGRAMS IN
SELECTED INDEPENDENT SCHOOLS
OF NORTH CAROLINA

by

Suzan E. Cannon

A Thesis Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Master of Science in
Physical Education

Greensboro
April, 1974

Approved by

Eric M. Dennis
Thesis Advisor

APPROVAL SHEET

This thesis has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina at Greensboro.

Thesis Advisor Gail M. Dennis

Oral Examination
Committee Members W. R. Rouse

Ronny M. Gee

Elizabeth C. Mustard

April 12, 1974
Date of Examination

ACKNOWLEDGEMENTS

The investigator wishes to express her appreciation to Dr. Gail Hennis, Professor of Physical Education, the University of North Carolina at Greensboro, for her assistance and guidance throughout the course of this study.

Special recognition is given to Mr. Robert Johnston, Headmaster of the Durham Academy, who was of invaluable assistance in the preliminary phases of this investigation. A special thanks is also extended to the headmasters and physical education instructors in the independent schools for their cooperation in participating in this study.

The investigator is greatly appreciative for the encouragement, inspiration and assistance given by her friends; without whose support this study would not have been possible.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	iii
LIST OF TABLES	ix
LIST OF FIGURES	xii
CHAPTER	
I. INTRODUCTION	1
II. STATEMENT OF THE PROBLEM	4
DEFINITION OF TERMS	4
III. REVIEW OF THE LITERATURE	5
THE INTERVIEW	5
THE QUESTIONNAIRE	7
THE SCORE CARDS	11
IV. PROCEDURE	13
INSTRUMENTS FOR OBTAINING DATA	13
Comprehensive Questionnaire	13
Check Lists	15
Interviews	17
Score Sheets	18
PARTICIPATING SCHOOLS	20
Selection of Independent Schools	20
Participating Independent Schools	21
Location of Participating Schools	21
COLLECTION OF DATA	23
Schedule of Visitation	23
Procedure During Visitation	23
Observation of Program	23

457495

CHAPTER

Page

V. REPORT OF THE STUDY	25
INDEPENDENT SCHOOL A	25
Background Information	25
Physical Education Activity Program	26
Intramural Program	30
Interscholastic Program	30
Facilities	31
Equipment	32
INDEPENDENT SCHOOL B	34
Background Information	34
Physical Education Activity Program	35
Intramural Program	36
Interscholastic Program	39
Facilities	40
Equipment	41
INDEPENDENT SCHOOL C	43
Background Information	43
Physical Education Activity Program	44
Intramural Program	45
Interscholastic Program	46
Facilities	50
Equipment	50
INDEPENDENT SCHOOL D	52
Background Information	52
Physical Education Activity Program	53
Intramural Program	54
Interscholastic Program	54
Facilities	58
Equipment	60
INDEPENDENT SCHOOL E	61
Background Information	61
Physical Education Activity Program	62
Intramural Program	63
Interscholastic Program	63
Facilities	65
Equipment	66
INDEPENDENT SCHOOL F	68
Background Information	68

CHAPTER

Page

Physical Education Activity Program.	68
Intramural Program	69
Interscholastic Program.	72
Facilities	73
Equipment.	75
INDEPENDENT SCHOOL G	76
Background Information	76
Physical Education Activity Program.	77
Intramural Program	79
Interscholastic Program.	79
Facilities	79
Equipment.	80
INDEPENDENT SCHOOL H	81
Background Information	81
Physical Education Activity Program.	82
Intramural Program	83
Interscholastic Program.	83
Facilities	83
Equipment.	86
INDEPENDENT SCHOOL I	87
Background Information	87
Physical Education Activity Program.	88
Intramural Program	89
Interscholastic Program.	89
Facilities	92
Equipment.	93
INDEPENDENT SCHOOL J	94
Background Information	94
Physical Education Activity Program.	95
Intramural Program	95
Interscholastic Program.	95
Facilities	96
Equipment.	97
VI. EVALUATION OF FINDINGS.	99
INDEPENDENT SCHOOL A	99
Elementary Physical Education Program.	99
Secondary Physical Education Program	100
Intramural and Interscholastic Program	101

CHAPTER

Page

INDEPENDENT SCHOOL B	102
Elementary Physical Education Program.	102
Secondary Physical Education Program	103
Intramural and Interscholastic Program	104
INDEPENDENT SCHOOL C	105
Elementary Physical Education Program.	105
Secondary Physical Education Program	106
Intramural and Interscholastic Program	107
INDEPENDENT SCHOOL D	108
Elementary Physical Education Program.	108
Secondary Physical Education Program	109
Intramural and Interscholastic Program	109
INDEPENDENT SCHOOL E	110
Elementary Physical Education Program.	110
Secondary Physical Education Program	111
Intramural and Interscholastic Program	112
INDEPENDENT SCHOOL F	112
Elementary Physical Education Program.	112
Secondary Physical Education Program	113
Intramural and Interscholastic Program	114
INDEPENDENT SCHOOL G	115
Secondary Physical Education Program	115
Intramural and Interscholastic Program	116
INDEPENDENT SCHOOL H	117
Secondary Physical Education Program	117
Intramural and Interscholastic Program	118
INDEPENDENT SCHOOL I	118
Secondary Physical Education Program	118
Intramural and Interscholastic Program	119
INDEPENDENT SCHOOL J	120
Secondary Physical Education Program	120
Intramural and Interscholastic Program	121

CHAPTER	Page
RANKING OF PROGRAMS	121
Elementary Physical Education Programs	121
Secondary Physical Education Programs	122
Intramural and Interscholastic Programs	122
VII. SUMMARY	124
BIBLIOGRAPHY	126
APPENDIXES	131
APPENDIX A Initial Letter to Headmasters	132
APPENDIX B Questionnaire	135
APPENDIX C Activity Check List for Elementary Schools . . .	144
APPENDIX D Activity Check List for Secondary Schools . . .	146
APPENDIX E Equipment Check List for Elementary Schools . .	150
APPENDIX F Equipment Check List for Secondary Schools . . .	154
APPENDIX G Facility Check List	159
APPENDIX H Elementary Physical Education Score Sheet . . .	163
APPENDIX I Secondary Physical Education Score Sheet . . .	170
APPENDIX J Intramural and Interscholastic Score Sheet . . .	177

LIST OF TABLES

TABLE	Page
I. Activities Included in Elementary Physical Education Curriculum at School A	28
II. Activities Included in Secondary Physical Education Curriculum at School A	29
III. Intramural Activities Included in Program at School A	30
IV. Girls' Interscholastic Activities Included in Program at School A	31
V. Boys' Interscholastic Activities Included in Program at School A.	32
VI. Activities Included in Elementary Physical Education Curriculum at School B	37
VII. Activities Included in Secondary Physical Education Curriculum at School B	38
VIII. Intramural Activities Included in Program at School B	39
IX. Girls' Interscholastic Activities Included in Program at School B	40
X. Boys' Interscholastic Activities Included in Program at School B	41
XI. Activities Included in Elementary Physical Education Curriculum at School C	46
XII. Activities Included in Secondary Physical Education Curriculum at School C	47
XIII. Intramural Activities Included in Program at School C	48
XIV. Girls' Interscholastic Activities Included in Program at School C	49
XV. Boys' Interscholastic Activities Included in Program at School C	49

TABLE	Page
XVI. Activities Included in Elementary Physical Education Curriculum at School D	55
XVII. Activities Included in Secondary Physical Education Curriculum at School D	56
XVIII. Intramural Activities Included in Program at School D	57
XIX. Girls' Interscholastic Activities Included in Program at School D	58
XX. Boys' Interscholastic Activities Included in Program at School D.	59
XXI. Activities Included in Elementary Physical Education Curriculum at School E	64
XXII. Girls' Interscholastic Activities Included in Program at School E.	65
XXIII. Boys' Interscholastic Activities Included in Program at School E	65
XXIV. Activities Included in Elementary Physical Education Curriculum at School F	70
XXV. Activities Included in Secondary Physical Education Curriculum at School F	71
XXVI. Intramural Activities Included in Program at School F	72
XXVII. Girls' Interscholastic Activities Included in Program at School F	73
XXVIII. Boys' Interscholastic Activities Included in Program at School F	74
XXIX. Activities Included in Secondary Physical Education Curriculum at School G	78
XXX. Activities Included in Secondary Physical Education Curriculum at School H	84

TABLE

Page

XXXI.	Intramural Activities Included in Program at School H	85
XXXII.	Girls' Interscholastic Activities Included in Program at School H	85
XXXIII.	Activities Included in Secondary Physical Education Curriculum at School I	90
XXXIV.	Intramural Activities Included in Program at School I	91
XXXV.	Boys' Interscholastic Activities Included in Program at School I	92
XXXVI.	Intramural Activities Included in Program at School J	96
XXXVII.	Boys' Interscholastic Activities Included in Program at School J	97

LIST OF FIGURE

Figure		Page
1	LOCATION OF PARTICIPATING INDEPENDENT SCHOOLS.	22

CHAPTER I

INTRODUCTION

Research studies of physical education programs have been numerous and varied. These studies have explored all school levels and have provided information relevant to specific aspects of given programs. In reviewing the available literature, the use of varied types of evaluating and measuring instruments such as questionnaires, check lists, score cards and personal interviews have been employed. This research has contributed to the measurement and evaluation of physical education programs, nevertheless, one common element appears in these studies: little information is available in the area of physical education in the independent or private schools. It was the intent of the investigator to research this area to provide factual evidence in which valid and reliable conclusions could be made.

Perhaps the reason that there is so little analytic evidence available concerning physical education in the independent school is the essential nature of the school itself. Although there are occasional deviations, the independent school is first and foremost a college preparatory school. The primary concern has always been intellectual. Its athletic pursuits have generally been those producing favorable publicity among the clientele and patrons of the school. Traditionally, then, there has been a heavier emphasis upon interschool athletics than there has been on the intra-school physical education program. What shows is observed and documented. What does not show is all too

frequently a jury-rigged physical education program designed to meet minimal school association standards. Oberteuffer and Ulrich state:

Physical education, like any other discipline, requires the guidance of carefully formulated principles, without which it is easy to lose sight of what the program is attempting to do, and there is the danger of establishing a program which has no concern for the end result. In the absence of fundamental principles, one relies upon expediency - "the easiest way" then becomes the criterion for selection of program content and for administrative practice. Indeed, there is a real temptation to judge any curriculum or any practice by the ease of its workability rather than by its purposes, its means, and its effects. (24:318)

Recognizing that the above statement aims directly at an area of fundamental concern in independent education seems to be the first step in analysis of any physical education program. The second step, obviously has to be evaluation and reorganization of existing programs where needed. But what must be the guidelines for reorganization? As has been previously stated, there is little information available with particular relevance for the independent school. It is therefore, the purpose of this publication to partially fill some of the existing void - to probe existing standards, to highlight strengths and weaknesses in existing programs, and in general to offer working models to serve as evaluative standards in establishing physical education goals in independent schools. Oberteuffer and Ulrich further state:

A program without established goals and established means for attainment of those goals has no worth. Practice without purpose has no direction; without principles, it has no meaning. Practice must compound ideals and function in a manner consonant with the fundamental principles involved. (24:318)

Finally, there must be broached the most critical of areas, the part physical education plays in the over-all school philosophy. Should a school philosophy regard physical education as a secondary area of concentration, or should a school philosophy recognize in physical education an integral part of the total educational program? Of course, any philosophical conclusion must be based upon existing evidence. It is the purpose of this study, therefore, to supply statistical data in sufficient quantity and scope to provide for analysis and, to some extent, evaluation of physical education programs as they exist in selected North Carolina private or independent schools.

CHAPTER II

STATEMENT OF THE PROBLEM

The purpose of this study was to investigate the philosophy and content of the physical education instructional programs, teacher preparation, equipment and facilities, scheduling, intramural and interscholastic sports, and school related programs that are felt to be the essential elements that create excellence in elementary and secondary physical education programs. This information should help to determine the extent of the gap which may exist between what is recommended and what is practiced in selected independent schools of North Carolina.

DEFINITION OF TERMS

The following definitions of terms were utilized for the purpose of lucidity and uniformity in interpreting this research:

1. Curriculum - The subject matter or activities that are taught and/or directed by the physical education staff.
2. Elementary physical education - Physical education taught in grades one through six.
3. Interscholastic sports - Competitive events played on a regular schedule between schools of equivalent status.
4. Intramural sports - Organized play among students within the confines of the school.
5. Program - Encompasses curricular and extracurricular activities. All experiences organized and directed by the physical education staff.
6. Secondary physical education - Physical education taught in grades seven through twelve.

CHAPTER III

REVIEW OF THE LITERATURE

In conducting the present study, the investigator was concerned with a comprehensive review of the available literature in the following areas: (a) the interview; (b) the questionnaire; and (c) the score cards.

THE INTERVIEW

As a technique of research, Good (16:286) stated that the interview is a dialogue carried out with the specific purpose of obtaining certain information by means of the spoken word. The interview is a form of descriptive research and has the same objectives and must subscribe to the same criteria as other techniques of research. It is designed to obtain valid and reliable information from the responses of the interviewee to a planned sequence of questions.

When collecting information through a personal interview, it is necessary to have a plan which takes into account not only the data required but also the personalities of the researcher and the individuals to be interviewed. Rummel (25:101-107) suggested that the following guidelines be used in planning and carrying out interviews: (1) Determine who is to be interviewed; (2) Make preliminary arrangements for the interview; (3) Determine the plan of the interview and the questions to be asked; (4) Conduct a preliminary try-out of the interview; (5) Become familiar with various interviewing processes and techniques; (6) Check the accuracy and reliability of the information obtained; and (7) Make a written record of the interview as soon as possible.

McCloy (42:20-21) stated that some of the more important things to consider while conducting an interview are: (1) Endeavor to create rapport with the individual; (2) Find points of common interest; (3) Establish a closer understanding with the interviewee; (4) Lead up to the main topic gradually; (5) Use the method of indirect interrogation where possible; (6) Do not do all the talking; (7) Avoid suggestive or leading questions; and (8) Refrain from questions that will garner opinion rather than fact.

Abelson (3:75) further substantiated these suggestions by stating that the following factors are of utmost importance when using the interview method: (1) Cooperation is necessary; (2) Prepare scheduled questions in advance; (3) Have a thorough knowledge of the objectives; (4) Refrain from suggesting; (5) Eliminate distractions during the interview; and (6) Create an atmosphere that enables the interviewee to talk freely.

As with any other form of research, the interview possesses both advantages and disadvantages.

Good (16:288, 378) stated the following advantages of the interview: (1) Allows for additional information to be obtained that might otherwise be impossible; (2) Enables the interviewer to quickly correct misinterpreted questions; (3) Allows for additional information to be obtained at any given time; (4) Provides for a more agreeable atmosphere because of the personal contact; (5) Enables interviewer to formulate judgements of the individual during the interview; (6) Provides the interviewer an opportunity to control the rate of progress of the

interview; and (7) Enables ideas to be clearly expressed.

The major disadvantage of the interview method appears to lie in the interviewer himself. Too often the person conducting the interview subconsciously phrases the questions to obtain answers that he wants. Mouly (21:267) pointed out that the interviewer is often biased and does not consider true answers. Moser (19:247) further stated that the interviewer may influence the responses of the interviewee by the way he phrases the questions.

In conclusion, Good (16:294) recommended the following check list in guiding the course of an interview: (1) Open the interview by asking factual nonthreatening questions; (2) Make use of occasional guide questions; (3) Establish unstructured "lead" questions to locate major data; (4) Make an effort to pick up leads; (5) Cut through generalities with well-formulated probes; (6) Stick with the fruitful areas once they open up; (7) Reflect on the meaning of emerging data and ask questions that clarify or amplify their meaning for the research problem; (8) Be especially alert to follow up areas where the respondent shows emotional involvement; (9) Redirect the interview to more fruitful topics when useful data are not emerging; (10) Be alert to "touchy" subject matters; (11) Turn back respondent's direct questions; and (12) End the interview before the respondent becomes tired.

THE QUESTIONNAIRE

Rummel (25:112) defined the term questionnaire as a data collecting instrument which is completed by an informant, rather than by the

researcher. He emphasized further that if such an instrument is carefully devised and accompanied by a well constructed letter of transmittal, the informant's interest and cooperation is usually aroused.

McCloy (42:15-17) suggested that the following steps be followed in using the questionnaire: (1) Determine the type of questionnaire to be used; (2) Determine the best time to send the questionnaire; (3) Prepare the questionnaire; (4) Tabulate the results when they arrive; (5) Evaluate the results; and (6) Draw conclusions.

Best (6:144) stated that there are three forms of questionnaires - open, closed, and pictorial. The closed form refers to questionnaires with short answer questions such as yes, no, checking blocks, etc. The open form refers to questions which allow the individual to expand and insert his own ideas. The pictorial form is used mainly where there is limited reading ability. The closed form is used more frequently because of its simplicity and because it can be completed in a short period of time.

With regard to the construction of the questionnaire, Good (16:277) stated:

In questionnaire construction important decisions relate to motivation of the respondent, significance of questions, simplicity of responses, avoidance of unnecessary specifications or details, pertinence to the situation of the respondent, clarity of purpose and questions, phrasing of items to facilitate summarization of responses, and possible precoding of the questionnaire in the interest of using tabulating machine cards for summarization.

Good (16:338) further discussed the criteria for selection of the closed or open form of the questionnaire. These included: (1) Objective

or purposes; (2) Respondent's level of information concerning the topic; (3) Ease with which the material can be communicated; and (4) Investigator's knowledge and insight into the situation of the respondent. When there is little question as to the adequacy of the information possessed by the respondent, when there are no major barriers to communicate, and when the researcher is well informed about the respondent, then the closed form is the appropriate tool. Conversely, when the opposite to the foregoing conditions are prevalent, then the open form should be invoked.

Good (16:278) has compiled the following nine criteria which facilitate the construction of questionnaires: (1) Short enough so that the respondent will not reject it completely; (2) Sufficient interest so that the respondent will be inclined to complete it; (3) Provide depth to the response in order to avoid superficial replies; (4) Avoid suggestive or unstimulating questions; (5) Elicit responses that are definite but not mechanically forced; (6) Ask questions that are not embarrassing to the individual; (7) Phrase questions in such a manner as to allay suspicion on the part of the respondent concerning hidden purposes in the questionnaire; (8) Avoid narrow, restrictive, or limited questions; and (9) Design questions so that the entire body of data answers the basic question.

The American Association for Health, Physical Education and Recreation (2:102) proposed the following as a guideline for the construction of the questionnaire: (1) Determine what the item intends to measure; (2) Contribution of the questions to the solution of the

problem; (3) Avoid ambiguity; (4) Provide for clarity; (5) Eliminate unnecessary qualifying phrases that might start the respondent to thinking along irrelevant lines; and (6) Ask straightforward and direct questions.

Once the questionnaire has been prepared and checked for ambiguous statements, Borg (9:212) suggested that the researcher should then pretest this questionnaire in a population similar to the actual population involved in the project. This will allow the researcher to discover mistakes, make changes, and will further insure success.

When the questionnaire is sent out, self-addressed and stamped envelopes should be included. This will create a more favorable impression on the respondent and enhance the chances of a return. Also, a letter of transmittal explaining the purpose of the project should accompany each questionnaire. (9:213)

The major advantage of the questionnaire is the ability to quickly gain insight of a large and scattered population. This would be next to impossible to accomplish with the other types of research. Mouly (21:262) stated that the questionnaire as an instrument of research has great potential when properly used. He further suggested that the questionnaire is economical of time and money for the researcher as well as the respondent, and that without such an instrument progress in many areas of education would be greatly retarded and much information would be lost.

The major disadvantage of the questionnaire is the difficulty of preparing questions that will serve to communicate between the subjects

and the researcher. It is very easy to misinterpret a question when there is no verbal assistance available to further explain certain details or interrelated thoughts of that question.

THE SCORE CARDS

A number of studies relating to programs of physical education have been conducted by the utilization of score cards for measuring and evaluating physical education programs.

The Health and Physical Education Score Cards Number I and Number II were developed by the Committee on Curriculum Research of the College Physical Education Association under the direction of William R. LaPorte in 1938. The one-hundred items contained in the score card are of equal potential weight and can be scored rather objectively by the surveyor in a reasonable amount of time.

It was the feeling of the investigator that this score card was preferable to any known one available. However, due to the fact that the score card was developed in 1938 for use in public schools, it was felt that the score card would not be a valid evaluating instrument for use in the independent schools being investigated.

The California Score Card was developed in 1931 under the direction of Neilson. (35) This score card was the result of approximately two years of research by interested groups in the high schools and colleges of California. It endeavored to measure such abstract items as honesty, trustworthiness, initiative, sense of humor and social adaptability. Some of the other items necessitate the measuring of the instructor's

physical fitness, staff meetings, and having class records and grade sheets from previous years available to the surveyor for properly scoring the score card.

The Utah revision of the California Score Card, developed by Hall (36) and other physical educators closely resembled the California Score Card. The main points of difference exist in a slight change in points scored per item and of items employed. The scoring of this particular score card was done by school personnel including principals, teachers and students.

In his study of city health and physical education programs, Harmon (41) indicated how to go about setting up and validating score sheets. He particularly mentions inspection, observation, interview and conference, and studying records and reports as valuable techniques in survey procedure.

All of the above pertained primarily to public school education. Their validity in an independent school situation was doubtful at best. Consequently, it became necessary to construct evaluation score sheets pertinent to the physical education programs of independent schools.

CHAPTER IV

PROCEDURE

The purpose of this study was to conduct an in-depth examination of physical education programs of selected independent schools in the state of North Carolina. Falling within the scope of the study were elementary school programs and two phases of secondary programs (a) basic in-school instructional programs and (b) intramural and interscholastic programs. A concomitant facet of this investigation concerned the school's educational philosophy with respect to physical education. This philosophy was gauged primarily through personal contact with the chief administrators of the schools in question.

INSTRUMENTS FOR OBTAINING DATA

Comprehensive Questionnaire

The questionnaire was constructed to obtain facts on items which facilitated summarization of responses more readily than the observation or interview method. The closed form of questionnaire with short answers such as yes, no, checking blocks, etc., was developed by the writer. This form was selected because of simplicity in answering and tabulating. The questionnaire, which may be found in Appendix B, was divided into three categories:

1. Philosophy and Objectives
2. Instructional Staff
3. Program Content

Within these three areas, the informant responded to the following questions:

Philosophy and Objectives

1. Have policies been formulated that govern the program?
2. Are curriculum guides available for teachers?
3. Are students permitted to substitute other activities for physical education?
4. Is there opportunity for inservice education in physical education?
5. What type of grading system is utilized?
6. Is the administration in full support of the program?
7. Is class size in physical education consistent in size with that of other subject areas?
8. Is credit granted on a basis consistent with other subject areas?

Instructional Staff

1. What type of degrees do staff members hold?
2. From what institutions have degrees been awarded?
3. In what years were degrees awarded?
4. What field were the major and minor degrees awarded?
5. What is the total number of years teaching experience of each staff member?
6. To what professional organizations do staff members belong?
7. How many classes are taught per day by each staff member?
8. What is the average number of students enrolled in physical education classes?
9. How many minutes are allotted for physical education classes?
10. How many minutes are allotted between classes for student conferences with instructors?
11. Who teaches physical education in the elementary school?
12. Have staff members attended clinics, workshops, and/or professional meetings within the past year?
13. Do staff members attend regular faculty meetings?
14. Do staff members assist in the planning of new facilities?
15. Are staff members required to wear a specific uniform?
16. Are teachers provided with a daily planning period?

Program Content

1. Are there adapted or modified physical education classes?
2. Are students provided an opportunity for choosing activities within the required program?
3. Are instructional materials utilized by the physical education department?

4. How many students are enrolled in each physical education class?
5. How many days per week do physical education classes meet?
6. How much time is allotted for physical education classes in each grade level?
7. Are physical education classes taught coeducationally or are they separated by sex?
8. Are physical education classes required or elective?
9. Do students participate in the evaluation of the physical education program?
10. How are students evaluated?
11. Are students afforded the opportunity to participate in intramural activities?
12. On what basis are intramural teams organized?
13. When do students participate in intramurals?
14. Are students required to obtain a medical examination before participation in the physical education program?
15. Are members of varsity teams ineligible to participate in intramural activities of that sport?
16. Who officiates the intramural program?
17. Does your school participate in interscholastic competition for girls?
18. Does your school participate in interscholastic competition for boys?
19. In what capacity does each interscholastic coach serve?
20. Who directs the interscholastic program at your school?

The questionnaire was distributed to the director of physical education in each of the ten independent schools at the time of the visitation by the writer. Each director was requested to complete the questionnaire and return it by mail to the writer as soon as possible.

Check Lists

The check lists were constructed by the author in order to expedite obtaining the needed information for completing this study. The check lists which were based on the investigator research, were divided into five categories:

1. Elementary activities provided
2. Secondary activities provided
3. Elementary equipment available
4. Secondary equipment available
5. Facilities available

Elementary Activities. The elementary activities check list, which may be found in Appendix C, pertained to a variety of activities, the grade levels taught, and the length of time each activity is taught in physical education classes for grades one through six.

Various activities were listed under the following headings with space available for additional insertions:

1. Gymnastics
2. Games and Sports
3. Dance
4. Aquatics

Secondary Activities. The secondary check list, which may be found in Appendix D, pertained to a variety of activities in which students may participate in grades seven through twelve.

More specific information related to activity programs was concerned with the following:

1. The activities which are part of the instructional program.
2. The activities which are part of the intramural program.
3. The grade level in which students participate in the instructional program and/or intramural program.
4. The length of time spent on the activity per year in the instructional program and/or intramural program.

Various activities were listed under the following headings with space available for additional insertions:

1. Individual Sports
2. Team Sports
3. Dance
4. Body Conditioning
5. Low Organization Activities

Elementary Equipment. The elementary equipment check list, which may be found in Appendix E, provided detailed information as to the availability of equipment for grades one through six. Various equipment

was listed under the following headings:

1. Gymnastics
2. Games and Sports
3. Small Equipment
4. Dance
5. Supplies

Secondary Equipment. The secondary equipment check list, which may be found in Appendix F, provided detailed information concerning the number and condition of items available for grades seven through twelve. Various equipment was listed under the following headings:

1. Permanent Playground Equipment
2. Gymnasium Equipment
3. Activity Equipment
4. Dance Equipment
5. Supplies

Facilities Available. The facility check list, which may be found in Appendix G, provided information concerning types and conditions of facilities that were available for the physical education program. A series of questions regarding available facilities were listed under the following headings:

1. Outdoor Area
2. Indoor Area

Interview

The interview was designed to obtain valid and reliable information from the Headmaster and Director of Physical Education in each of the independent schools visited. Interview topics and responses were recorded on tape.

Interview areas which elicited particularly significant responses from the directors were as follows:

1. Place of physical education in school's educational process.
2. Student and faculty attitude toward existing physical education programs.
3. Major strengths and weaknesses of existing programs.
4. Administrative support of the physical education program.
5. Faculty interest and cooperation in the program.

The following questions were included in the interview with the headmaster:

1. How do you regard physical education in the school's total educational process? Are intramurals considered part of the program? Interscholastics?
2. How would you describe the general attitude of the students toward physical education? Toward intramurals? Interscholastics?
3. What is the primary criteria for selecting physical education instructors?
4. How would you describe the general attitude of fellow faculty members to the physical education staff?
5. What are the major strengths and weaknesses of the program? What are the greatest needs of the program?
6. What attempts are made to interpret your physical education program to the parents of your students or prospective students?
7. Does your school have a working relationship with the public school system in respect to physical education programs?
8. Are instructors encouraged to attend professional meetings, conferences, and workshops? What type of financial support is available?
9. How is the budget for physical education determined?
10. What do you consider to be the most difficult conditions or problems in relation to facilities? Equipment? Supplies?
11. Are the physical education teachers an integral part of the school faculty? Do they assume leadership roles as faculty members?

Score Sheets

Three score sheets were constructed by the writer as a means of evaluating the existing programs of physical education in the ten independent schools studied. The following three score sheets were developed:

Elementary Physical Education Score Sheet. The elementary score sheet, which may be found in Appendix H, was developed from a position paper, "Essentials of a Quality Elementary School Physical Education Program", which was published by the American Association for Health, Physical Education and Recreation in 1969 to assist teachers, administrators, and curriculum planners in obtaining excellence in program design and implementation.

The score sheet contains forty questions with a scoring range of from one to five points for each question. The total possible score for each section is as follows:

<u>Section</u>	<u>Maximum Score</u>	
1. School Administration	30	
2. Teachers Preparation	30	
3. Instructional Program	45	
4. Time Allotment, Class Size, Teaching Load, Dress	50	
5. Equipment and Facilities	25	
6. Evaluation	20	
	<u>200</u>	Total Possible Score

Secondary Physical Education Score Sheet. The secondary score sheet, which may be found in Appendix I, was developed from a position paper, "Guidelines for Secondary School Physical Education Programs", which was also published by the American Association for Health, Physical Education and Recreation in 1969.

This score sheet also contains forty questions with a scoring range of from one to five points for each question. The total possible score for each question is as follows:

<u>Section</u>	<u>Maximum Score</u>	
1. School Administration	20	
2. Teacher Preparation	30	
3. Instructional Program	40	
4. Scheduling, Time Allotment, Class Size	35	
5. Equipment and Facilities	30	
6. Health Protection and Insurance	25	
7. Evaluation	20	
	<u>200</u>	Total Possible Score

Intramural and Interscholastic Score Sheet. The intramural and interscholastic score sheet, which may be found in Appendix J, is an outgrowth of standards and guidelines formulated by the American Association for Health, Physical Education and Recreation.

The score sheet contains forty questions with a scoring range of from one to five points for each question. The score sheet was divided into the following three categories with the total possible score indicated:

<u>Section</u>	<u>Maximum Score</u>	
1. Intramural Program	50	
2. Girls' Interscholastic Program	75	
3. Boys' Interscholastic Program	75	
	<u>200</u>	Total Possible Score

PARTICIPATING SCHOOLS

Selection of Independent Schools

A stratified sample of ten schools was used in this study. An attempt was made to select schools so that a diversity in geographical area, grade levels offered, boarding and day schools, and sex of

clientele could be achieved. Additional criteria used by the author for school inclusion in the sample was the school's national and/or historical reputation as described in the Handbook of Private Schools (26), a book listing characteristics and unique qualities of American independent schools.

A preliminary announcement of the study was sent to each of the selected independent school's headmaster. All ten schools replied affirmatively to the request that they participate. A sample of the letter sent to each headmaster may be found in Appendix A.

Participating Independent Schools

The following ten schools were selected for inclusion in this study:

1. Asheville Country Day School, Asheville, N. C.
2. Charlotte Country Day School, Charlotte, N. C.
3. Durham Academy, Durham, N. C.
4. Forsythe Country Day School, Lewisville, N. C.
5. Oak Ridge Academy, Oak Ridge, N. C.
6. Ravenscroft School, Raleigh, N. C.
7. Salem Academy, Winston-Salem, N. C.
8. Summit School, Winston-Salem, N. C.
9. The Asheville School, Asheville, N. C.
10. Vardell Hall, Red Springs, N. C.

Location of Participating Schools

Figure I, page 22, represents the geographical location of the schools participating in this study. The number on the map corresponds to the number of the school listed above.

LOCATION OF PARTICIPATING INDEPENDENT SCHOOLS

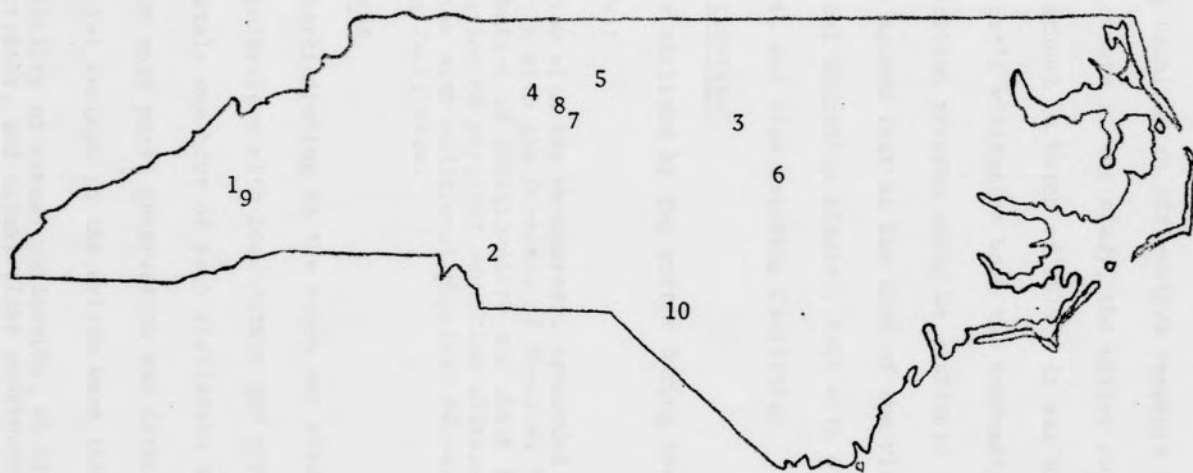


Figure 1

COLLECTION OF DATA

Schedule of Visitation

After having received an affirmative response to the initial invitation to participate in the study, the writer confirmed an appointment to visit each school in March of 1973. It was understood that at the time of the writer's visitation both the headmaster and the director of the physical education program would be available for personal interviews. It was also agreed that at the time of the visitation the writer might observe physical education classes, talk with other physical education staff members, and view existing facilities.

Procedure During Visitation

The procedure utilized by the writer during the visitation to each school was as follows:

1. Interview with the Headmaster. (recorded on tape)
2. Interview with the Director of Physical Education.
3. Distribution of questionnaire and check lists.
4. Observation of physical education classes.
5. Interview with additional physical education staff members.
6. Viewing facilities.

Observation of Program

Each school participating in the study was visited once. In addition to actual interviews with headmasters and physical education personnel, approximately one hour of each visitation was devoted to observation. For the most part, observation was directed at classroom procedures. Of special concern to the writer were the following:

1. Compatibility of school philosophy, as stated by administrator, and actual class procedures.
2. Specific skills or weaknesses of instructional personnel.

3. Apparent attitude of students toward instruction.
4. Provisions made for individual physical and mental differences.
5. Effectiveness of use of equipment and facilities.

CHAPTER V

REPORT OF THE STUDY

This chapter discusses the status of ten selected independent schools located in the state of North Carolina in order to present what is available to students who participate in the physical education programs. The discussion is based on (a) the interview; (b) the observation period; (c) the questionnaire; (d) the check lists; and (e) the score sheets. Each school was approached as a separate case study, and conclusions drawn for each school were based upon these individual case studies.

INDEPENDENT SCHOOL A

Background Information

School A was established in 1970 as a day school for boys and girls in grades one through twelve. The present student enrollment is 176 girls and 174 boys. The full-time faculty at School A consists of forty members which is a ratio of one teacher per nine students.

There are four full-time physical education staff members, two men and two women, with a total of nine years teaching experience. Three members of the staff hold Bachelor of Science degrees in physical education and one staff member holds a Masters degree in physical education. They teach an average of five classes per day, attend regular faculty meetings, and are afforded the opportunity to attend clinics, workshops, and professional conferences.

The Headmaster of School A recognizes physical education as an important part of the schools total educational process. An indication of the importance attached to physical education is the assigning of physical education personnel to various curriculum committees. The criteria used by the headmaster in the selection of physical education instructors is college training, familiarity with various sports, and evidence of sufficient academic background.

School A holds membership in the Carolinas' Independent School Association and the Educational Records Bureau, and is a provisional member of the National Association of Independent Schools, the Association of College Admission Counselors, and the North Carolina Association of Independent Schools.

Physical Education Activity Program

There are no written policies that govern the physical education program at School A. The curriculum is planned primarily by the staff members.

Requirement. Physical education is required of all students in grades one through eleven. Grades one through six are taught coeducationally while grades seven through eleven are separated by sex. Students are not permitted to substitute other activities for physical education.

Time Allotment. Students in grades one through four meet five times per week for forty-five minutes. Students in grades five and six meet three times per week for forty-five minutes. Students in grades seven and eight meet three times per week for fifty minutes. Students

in grades nine through eleven meet two times per week for fifty minutes.

Class Size. Class size in physical education is consistent in size with that of other subject areas. An average of twenty students comprise each class. Students are placed in classes by grade level.

Grading. Student achievement in physical education is based on subjective evaluation by the instructors and objective evaluation such as skills tests and a physical fitness test. The student receives a letter grade resulting from these scores. Credit is granted on the same basis as other subject areas.

Activities Provided. Students are not permitted to choose activities within the required physical education program, however, a wide range of activities is provided in the instructional program. Table I indicates the activities, grade levels taught, and the length of instruction for grades one through six. Table II indicates the activities, grade levels taught, and the length of instruction for grades seven through eleven.

TABLE I

ACTIVITIES INCLUDED IN THE ELEMENTARY PHYSICAL EDUCATION
CURRICULUM AT SCHOOL A

Activity	Grade level taught	Length of instruction
Gymnastics:		
Basic movement skills	1-3	Daily
Developmental exercises	1-3	Daily
Stunts	1-6	Seldom
Tumbling	1-6	3 weeks
Large Apparatus	3-6	3 weeks
Games and Sports:		
Low organization games	1-3	Frequently
Relays	1-6	Frequently
Quiet & classroom games	1-4	Rainy days
Individual & duel games	3-6	Frequently
Sport skills	3-6	Daily
Lead-up games to sports	4-6	Daily
Dance:		
Modern	6	2 days per week

TABLE II

ACTIVITIES INCLUDED IN THE SECONDARY PHYSICAL EDUCATION
CURRICULUM AT SCHOOL A

Activity	Grade level taught	Length of instruction
Individual Sports:		
Archery	7-11	3 weeks
Badminton	7-11	4 weeks
Golf	8-11	2 weeks
Gymnastics		
Apparatus	7	2 weeks
Trampoline	7	2 weeks
Tumbling	7	2 weeks
Track & field	9	2 weeks
Team Sports:		
Basketball	7-11	6 weeks
Soccer	7-9	2 weeks
Softball	7-11	4 weeks
Touch football	7-9	6 weeks
Volleyball	7-11	4 weeks
Body Conditioning:		
Weight training	11	4 weeks
Recreational:		
Bridge	11-12	3 weeks
Table tennis	11-12	3 weeks
Low Organization Games:		
Crab soccer	7-9	2 weeks

Intramural Program

Students at School A are afforded the opportunity to participate in intramural activities beginning in grade seven. Teams are organized by grade level and ability. An activity period is provided for intramural participation. The intramural games are officiated by students and physical education teachers. Members of varsity teams are ineligible to participate in intramural activities of that sport during the season.

Table III indicates the activities included in the intramural program, the grade level in which students participate, and the length of time spent on each activity.

TABLE III
INTRAMURAL ACTIVITIES INCLUDED IN
PROGRAM AT SCHOOL A

Activity	Grade level of participants	Length of activity
Individual Sports:		
Badminton	7-12	4 weeks
Team Sports:		
Basketball	7-12	6 weeks
Volleyball	7-12	6 weeks

Interscholastic Program

All students in grades seven through twelve are afforded the opportunity to participate in interscholastic competition. There are three

female and six male coaches who coordinate the interscholastic program.

Girls' Program. Table IV indicates the activities, the grade level, number of games or meets per year, and the number of students participating in each sport that is available for girls.

TABLE IV
GIRLS INTERSCHOLASTIC ACTIVITIES INCLUDED IN
PROGRAM AT SCHOOL A

Activity	Grade level	Number of games or meets per year	Number of students participating
Soccer	7-8	6	12
Basketball	7-8	8	12
Volleyball	9-12	8	10
Softball	7-12	4	12
Tennis	7-12	8	3
Gymnastics	7-12	3	13

Boys' Program. Recorded in Table V are boys' interscholastic activities for the various grade levels together with game frequency and size of student participation.

Facilities

Outdoor Area. School A provides ten acres of general play area for the physical education program. Field areas are appropriately marked, turfed, surfaced and drained. A hard-surfaced area with suitable marking for movement patterns and games is provided.

TABLE V
BOYS INTERSCHOLASTIC ACTIVITIES INCLUDED IN
PROGRAM AT SCHOOL A

Activity	Grade level	Number of games or meets per year	Number of students participating
Soccer	7-12	19	40
Basketball	7-8;9-12	17;17	12;16
Golf	9-12	10	8
Tennis	7-12	8	10
Track and field	7-12	5	30

Younger children are assigned to the same area as older students for class participation. Teaching stations are properly fenced to insure safety. There is a need for drinking fountains, protective material under outdoor apparatus, and periodic inspection of outdoor facilities.

Indoor Area. Indoor facilities for School A include a gymnasium and a classroom. Athletic contests are given preference in the use of the gymnasium. Adequate storage space for equipment is located near teaching stations. Adequate space is also provided for dressing, showering, and the storage of play clothing. Instructors are provided with an office that is accessible to the indoor court as well as appropriate dressing, showering and storage space. Daily maintenance of the gymnasium and locker room is provided.

Equipment

The following list represents the available equipment for the physical education program at School A.

Permanent Playground Equipment

1. Basketball backboards and goals
2. Chinning bars
3. Soccer goal posts
4. Tetherball posts
5. Volleyball net posts

Gymnasium Equipment

1. Basketball backboards and goals
2. Gymnastic
 - Balance beam
 - Parallel bars
 - Trampoline
3. Mats and mat covers
4. Record player and records
5. Standards for
 - Badminton
 - High jump
 - Volleyball

Activity Equipment. Following is a list of physical education equipment at School A.

1. Archery
2. Badminton
3. Baseball
4. Basketball
5. Flag football
6. Paddle tennis
7. Soccer
8. Softball
9. Table tennis
10. Tennis
11. Tetherball
12. Track and field

Additional Activity Equipment

1. Belts for flag football
2. Beanbags
3. Hoops
4. Jumping ropes
5. Parachute
6. Plastic fun balls

Supplies

1. Bags to carry balls
2. Ball inflator
3. Ball cleaner
4. Blackboard
5. First aid kit
6. Lime marker
7. Measuring tape
8. Pinnies
9. Whistles

INDEPENDENT SCHOOL B

Background Information

School B is a day school founded in 1933 and occupying a one-million dollar campus. Enrolled are 626 boys and girls in child training and grades one through ten. The school is moving toward a full secondary school college preparatory program by adding grade eleven in 1973-74 and grade twelve in 1974-1975. The upper school will move to its new forty-two acre campus for the 1973-1974 school year.

The full-time faculty at School B consists of forty-nine members which is a ratio of one teacher per twelve students. There are three full-time physical education instructors who are responsible for conducting the physical education program. Two of the instructors hold Masters degrees in physical education while the remaining instructor received her Bachelor of Science degree in dance. The headmaster's main criteria in selecting faculty members is the enthusiasm and dedication of the applicant.

The Headmaster of School B had been actively involved in physical education and coaching prior to his administrative position. He views

physical education as the nucleus of the school's total educational process. The positive attitude of fellow faculty members and students toward the physical education program could be partly attributed to this philosophy.

School B holds membership in the National Association of Independent Schools, the North Carolina Association of Independent Schools, the Educational Records Bureau, the Carolinas' Independent Schools Conference, and the Educational Testing Service, and its approved by the North Carolina State Department of Instruction.

Physical Education Activity Program

There are no written policies that govern the physical education program at School B. The curriculum is planned by the physical education staff members. No provisions are made for classes in developmental or adapted physical education. The two handicapped students at the school participate in the regular physical education program whenever possible.

Requirement. Physical education is required of all students in grades one through ten. Students are permitted to substitute varsity sports for physical education in grades nine and ten. Students are afforded the opportunity of choosing activities within the required physical education program on a limited basis.

Time Allotment. Students in grades one through four attend physical education two times per week for thirty minutes with fifteen minutes allotted between classes. Students in grades five through ten attend physical education two times per week for forty minutes with three minutes allotted between classes.

Class Size. Class size in physical education is consistent in size with other subject areas for girls but is double in size for that of boys. This situation results from the girls being divided between dance and physical education on an alternate basis for six week periods. An average of twelve students comprise each dance and girl's physical education class. An average of twenty-four students comprise each boy's physical education class. Students are placed in classes by grade level.

Grading. There are no grades given for physical education in grades one through four. The type of grading system utilized in grades five through ten is "S" (satisfactory) or "U" (unsatisfactory) with an effort grade of one, two, or three given also (one is highest). Grades are derived from subjective evaluation by the instructor. Students do not participate in the evaluation of the program. This method of evaluation is not consistent with other subject areas except for music and art.

Activities Provided. The wide range of physical education activities in School B and the duration of these activities are indicated in Tables VI and VII; Table VI covering grades one through six and Table VII covering grades seven through ten.

Intramural Program

Students attending School B are afforded the opportunity to participate in intramural activities on a limited basis beginning in grade five. The intramural program is directed by the physical education chairman and officiated by the physical education staff. Students desiring to participate in the intramural program may do so at the

TABLE VI

ACTIVITIES INCLUDED IN THE ELEMENTARY PHYSICAL EDUCATION
CURRICULUM AT SCHOOL B

Activity	Grade level taught	Length of Instruction
Individual Sports:		
Gymnastics		
Basic movement skills	1-2	Throughout year
Stunts	2-6	Throughout year
Tumbling	1-6	Throughout year
Small equipment	1-6	Throughout year
Large equipment	3-6	Throughout year
Track and field	5-6	4 weeks
Team Sports:		
Basketball	5-6	4 weeks
Field hockey	5-6	4 weeks
Soccer	5-6	4 weeks
Softball	5-6	4 weeks
Volleyball	5-6	4 weeks
Dance:		
Dance fundamentals	1-4	Throughout year
Creative dance	1-6	6 weeks
Folk dance	1-6	6 weeks
Jazz	1-6	6 weeks
Body Conditioning	3-6	Throughout year
Movement Education	1-4	Throughout year
Games and Sports:		
Low organization games	1-2	Throughout year
Relays	1-4	Throughout year
Sports skills	4-6	Throughout year
Lead-up games to sports	3-6	Throughout year
Hiking	1-4	Occasionally

TABLE VII
ACTIVITIES INCLUDED IN THE SECONDARY PHYSICAL EDUCATION
CURRICULUM AT SCHOOL B

Activity	Grade level taught	Length of instruction
Individual Sports:		
Badminton	7-10	4 weeks
Fencing	7-10	4 weeks
Golf	7-10	4 weeks
Wrestling	7-10	4 weeks
Gymnastics		
Apparatus	7-10	4 weeks
Tumbling	7-10	4 weeks
Track and field	7-10	8 weeks
Team Sports:		
Basketball	7-10	6 weeks
Field hockey	7-10	6 weeks
Soccer	7-10	8 weeks
Softball	7-10	4 weeks
Touch football	7-10	4 weeks
Volleyball	7-10	6 weeks
Dance:		
Folk	7-8	Throughout year
Modern	7-10	Throughout year
Jazz	7-10	Throughout year
Body Conditioning	7-10	Throughout year
Recreational:		
Table tennis	7-10	Throughout year
Low Organization Games:		
Lead-up games to sports	7-8	Throughout year
Movement education	7-8	2 weeks
Relays	7-10	Seldom
Rhythms	7-8	Seldom

conclusion of each interscholastic sports season. Members of a varsity team are ineligible to participate in intramural activities of that sport during the season.

Students participate in intramural activities from 3:30-5:00 p.m. for a duration of two to four weeks as indicated in Table VIII.

TABLE VIII
INTRAMURAL ACTIVITIES INCLUDED IN
PROGRAM AT SCHOOL B

Activity	Grade level of participants	Length of activity
Individual Sports:		
Track and field	7-8	1 meet
Team Sports:		
Basketball	7-10	4 weeks
Field hockey	7-10	4 weeks
Soccer	7-10	2 weeks
Softball	7-10	4 weeks

Interscholastic Program

All secondary students attending School B are afforded the opportunity to participate in interscholastic competition upon completion of a physical examination. There are ten male coaches (nine are instructors in the academic program) and one female coach who coordinate the program.

Girls' Program. The girls' program, which is summarized in Table IX, includes competition in five sports and involves participants from grades five through seven.

TABLE IX
GIRLS INTERSCHOLASTIC ACTIVITIES INCLUDED IN
PROGRAM AT SCHOOL B.

Activity	Grade level	Number of games or meets per year	Number of students participating
Volleyball	5-7;8-10	6;12	22;18
Basketball	7-10	12	12
Softball	7-10	12	18
Tennis	5-10	8	3
Track and field	5-10	6	15

Boys' Program. A program of seven interscholastic sports is available for boys in grades five through ten. Sports and participation figures may be found in Table X.

Facilities

Outdoor Area. The outdoor area provides the instructors an opportunity to teach a wide variety of activities. Field areas are appropriately marked but are not suitably turfed, surfaced, leveled, or drained. A hard-surfaced area is provided but lacks suitable markings for movement patterns and games.

TABLE X
BOYS INTERSCHOLASTIC ACTIVITIES INCLUDED IN
PROGRAM AT SCHOOL B

Activity	Grade level	Number of games or meets per year	Number of students participating
Football	5-8	6	30
Soccer	5-8;9-10	10;14	25;20
Basketball	5-8;9-10	12;18	16;16
Baseball	5-10	12	18
Golf	5-10	6	8
Tennis	5-10	8	15
Track and field	5-10	6	15

Younger children are assigned a play area that is away from the area used by older students. This area and other teaching stations are properly fenced.

Indoor Area. Indoor facilities include a gymnasium and a dance studio. The gymnasium floor space is marked appropriately for a variety of activities. There is inadequate space provided for dressing, showering, the storage of play clothing, and the storage of equipment and supplies. The instructors are provided with an office adjacent to the indoor court. An appropriate dressing and showering area for instructors is lacking. Daily maintenance of the gymnasium and locker room is provided.

Equipment

Following is a list of physical education equipment at School B:

Permanent Playground Equipment

1. Baseball and softball backstops
2. Chinning bars
3. Elementary playground apparatus
4. Football goal posts
5. Track and field jumping pits
6. Soccer goal posts
7. Volleyball net posts

Gymnasium Equipment

1. Basketball backstops and goals
2. Chinning bars
3. Gymnastic
 - Balance beam
 - Climbing ropes
4. Mats and mat covers
5. Record player and records
6. Standards for
 - Badminton
 - Volleyball
7. Table tennis tables

Activity Equipment. Equipment for activities is available as follows:

1. Badminton
2. Baseball
3. Basketball
4. Deck tennis
5. Fencing
6. Field hockey
7. Football
8. Golf
9. Horseshoes
10. Lacrosse
11. Soccer
12. Softball
13. Table tennis
14. Track and field
15. Volleyball

Additional Activity Equipment

1. Beanbags
2. Duck and Indian clubs
3. Gym scooters
4. Hoops
5. Jumping ropes
6. Kicking tees
7. Playground balls
8. Parachute
9. Plastic fun balls

Supplies

1. Bags to carry balls
2. Ball cleaner
3. Ball inflator
4. Cold packs
5. First aid kit
6. Measuring tape
7. Lime marker
8. Pinnies
9. Stop watch
10. Whistles

INDEPENDENT SCHOOL C

Background Information

School C is a coeducational day school enrolling 450 girls and 450 boys in preschool through grade twelve. The school was founded in 1937 and has recently moved to a new campus.

The full-time faculty at School C consist of sixty-five members. There are nine full-time staff members in physical education, four women and five men. The staff members hold various degrees in physical education including four Bachelor of Science degrees, four Masters degrees, and one Doctorate degree. They have a total of eighty-five years of teaching experience and belong to numerous professional

organizations. The physical education personnel teach an average of five classes per day, participate in clinics and workshops, and are an integral part of the school's total educational process.

School C is accredited by the North Carolina State Department of Education.

Physical Education Activity Program

The physical education program at School C operates under policies that have been formulated by the board of directors, school administration, and physical education staff members. Curriculum guides in physical education are in the process of being formulated.

Requirement. Physical education is required in grades one through twelve at School C. Students and instructors are required to wear a specific uniform during activity classes. Students are not permitted to substitute other activities for physical education. A medical examination is required annually of all students before participation in the physical education program.

Time Allotment. Students in grades one through three meet five times per week for thirty minutes. Students in grades four and five meet five times per week for forty-five minutes and students in grades six through twelve meet five times a week for fifty minutes. Five minutes is allotted for the changing of classes. Classes in grades one through three are taught coeducationally, while the remaining classes are separated by sex.

Class Size. Class size in physical education is consistent in size with that of other subject areas. Students are placed in classes

by grade level. On the average, thirty students comprise the physical education classes in grades one through five. There are approximately twenty-five students in each class in grades six through twelve.

Grading. Student achievement in physical education is based on an objective evaluation determined by activity skill test scores, physical fitness test scores, and written test scores. Students receive a "pass" or "fail" grade resulting from these scores. Students are involved in the evaluation of the program by participating on student activity committees.

Activities Provided. Students may choose from a variety of activities within the required physical education program. Table XI indicates the available activities, grade levels taught, and the length of instruction for grades one through six. Table XII provides the same information for grades seven through twelve.

Intramural Program

Students in School C are afforded the opportunity to participate in intramural activities beginning in grade five. The intramural program is coordinated by the Director of Student Activities and officiated by physical education teachers and students. Intramural teams are organized on the basis of interest and grade level.

Students who desire to participate in intramural activities may do so after the regular school day or during a noon hour activity period. Table XIII lists the activities, grade level in which students participate, and the average length of time spent on each activity in the intramural program.

Interscholastic Program

Students in grades eight through twelve are afforded the opportunity of participating in the interscholastic program at School C. A medical examination is required annually of all participants. The Director of Student Activities, four female coaches and eight male coaches are responsible for coordinating the interscholastic program.

TABLE XI
ACTIVITIES INCLUDED IN THE ELEMENTARY PHYSICAL EDUCATION
CURRICULUM AT SCHOOL C

Activity	Grade level taught	Length of instruction
Gymnastics:		
Basic movement skills	1-6	Throughout year
Developmental exercises	1-6	Throughout year
Stunts	1-6	Throughout year
Tumbling	1-6	Throughout year
Small equipment	1-6	Throughout year
Large equipment	1-6	Throughout year
Games and Sports:		
Low organization games	1-5	Throughout year
Relays	1-5	Throughout year
Quiet and classroom games	1-4	Rainy days
Sport skills	1-6	Throughout year
Lead-up games to sports	3-6	Throughout year
Dance:		
Dance fundamentals	1-6	Throughout year
Creative dance	1-6	Throughout year
Folk dance	1-6	Throughout year
Recreational dance	1-6	Throughout year

TABLE XII

ACTIVITIES INCLUDED IN THE SECONDARY PHYSICAL EDUCATION
CURRICULUM AT SCHOOL C

Activity	Grade level taught	Length of instruction
Individual Sports:		
Archery	10-12	4 weeks
Badminton	7-8	3 weeks
Golf	10-12	4 weeks
Gymnastics		
Apparatus	7-9	3 weeks
Trampolining	7-12	2 weeks
Tumbling	7-9	3 weeks
Track and field	7-9	4 weeks
Wrestling	7-9	3 weeks
Team Sports:		
Baseball	7-9	4 weeks
Field hockey	7-9	4 weeks
Soccer	7-12	6 weeks
Softball	7-9	4 weeks
Touch football	7-9	4 weeks
Volleyball	7-9	2 weeks
Dance:		
Folk dance	10-12	1 week
Modern dance	10-12	1 week
Social dance	10-12	1 week
Recreational:		
Angling	10-12	4 weeks
Deck tennis	7-9	1 week
Low Organization Games:		
Apparatus play	7-8	2 weeks
Body mechanics	7-12	2 weeks
Lead-up games	7-8	2 weeks
Rhythms	7-9	2 weeks
Tag games	7-8	1 week

TABLE XIII
INTRAMURAL ACTIVITIES INCLUDED IN
PROGRAM AT SCHOOL C

Activity	Grade level of participants	Length of activity
Individual Sports:		
Gymnastics	7-12	Throughout year
Track and field	7-12	12 weeks
Team Sports:		
Basketball	7-12	6 weeks
Soccer	7-12	6 weeks
Softball	7-12	6 weeks
Touch football	7-12	6 weeks
Volleyball	7-12	6 weeks
Recreational:		
Camping	10-12	1 week
Hiking	10-12	1 week
Horseshoes	7-12	2 weeks
Paddle tennis	7-12	2 weeks
Table tennis	7-12	2 weeks

Girl's Interscholastic Program. Interscholastic competition for girls is limited to two sports at School C. Table XIV indicates these activities, the grade levels, number of games or meets per year, and the number of students participating in the interscholastic sports program.

TABLE XIV
GIRLS INTERSCHOLASTIC ACTIVITIES INCLUDED IN
PROGRAM AT SCHOOL C

Activity	Grade level	Number of games or meets per year	Number of students participating
Volleyball	8-12	12	20
Basketball	8-12	18	20

Boys' Program. That the boys' program is considerably more extensive than the girls' program may be readily seen in Table XV, particularly in the number of activities available and in the number of students participating.

TABLE XV
BOYS INTERSCHOLASTIC ACTIVITIES INCLUDED IN
PROGRAM AT SCHOOL C

Activity	Grade level	Number of games or meets per year	Number of students participating
Football	9-12	8	40
Soccer	8-9;10-12	12;12	30;35
Basketball	8-9;10-12	18;18	14;16
Wrestling	9-12	12	25
Baseball	9-12	14	20
Tennis	9-12	12	14
Golf	9-12	10	12

Facilities

Outdoor Area. The outdoor area at School C provides the space for teaching a wide variety of physical activities. A hard-surfaced area is available and is marked appropriately for movement patterns for games. Because School C is located on a relatively new campus, many field areas are still being turfed, leveled, drained, and marked. No track and field area has been constructed.

Teaching stations used by younger children are away from areas used by older children. Outdoor drinking fountains near teaching stations are not available.

Indoor Area. Indoor facilities include a gymnasium, wrestling room, apparatus room, weight room, dance studio, classroom, swimming pool, and handball courts. The gymnasium provides adequate storage space for equipment and supplies. Large locker rooms are available for dressing, showering, and the storage of play clothing. Separate dressing and showering facilities are available for athletic teams.

Physical education instructors are provided with an office that is accessible to the indoor court and dressing area. A separate dressing and showering area is also provided for instructors. Daily maintenance of all indoor facilities is provided.

Equipment

The following list includes the equipment that is available for the physical education program at School C.

Permanent Playground Equipment

1. Archery range
2. Basketball backboards and goals
3. Baseball backstops
4. Football goal posts
5. Soccer goal posts
6. Volleyball net post

Gymnasium Equipment

1. Basketball backboards and goals
2. Chinning bars
3. Gymnastic
 - Balance beam
 - Reuther board
 - Climbing ropes
 - Parallel bars
 - Rings
 - Safety belts
 - Side horse
 - Springboard trampoline
 - Trampoline
4. Mats and mat covers
5. Mat truck
6. Record players
7. Standards for
 - Badminton
 - High jump
 - Volleyball
8. Table tennis tables
9. Universal gym
10. Vaulting box

Activity Equipment. Various equipment is available for the following activities:

1. Angling
2. Archery
3. Badminton
4. Baseball
5. Basketball
6. Deck tennis
7. Field hockey
8. Football
9. Golf
10. Horseshoes
11. Sacket

12. Soccer
13. Softball
14. Table tennis
15. Tennis
16. Tetherball
17. Track and field
18. Volleyball

Additional Activity Equipment and Supplies

1. Bags to carry balls
2. Ball cleaner
3. Ball inflator
4. Beanbags
5. Belts for flag football
6. Dance drum
7. Duck and Indian clubs
8. First aid supplies
9. Gym scooters
10. Hoops
11. Jumping ropes
12. Lime marker
13. Measuring tape
14. Pinnies
15. Playground balls
16. Plastic fun balls
17. Stop watches
18. Towels
19. Whistles

INDEPENDENT SCHOOL D

Background Information

School D is a coeducational day school enrolling 340 girls and 370 boys in preschool through grade twelve. The full-time faculty at School D consists of sixty-one members which is a ratio of one teacher per eleven students. The school was founded in 1941 and occupies a sixty acre campus.

There are four full-time physical education instructors, two female and two male, who are responsible for teaching, coaching,

conducting workshops and clinics, and aiding in the planning of new facilities.

School D is a member of the National Association of Independent Schools and the North Carolina Association of Independent Schools.

Physical Education Activity Program

The administration is in full support of the physical education program at School D. Written policies that govern the program have been formulated and subscribed to by the staff.

Requirement. Physical education is required of all students in grades one through twelve. Although credit for physical education is not granted on a basis consistent with other subject areas, physical education must be completed in all twelve grades before a student may graduate. Students may not substitute other activities for physical education.

Time Allotment. Students in grades one and two have physical education classes five days a week for thirty-minute periods. Students in grades three and four meet five days a week for forty minutes. Students in grades five through seven meet five days a week for sixty minutes and students in grades eight through twelve meet four days a week for sixty minutes. All classes are separated by sex except the first grade which is taught coeducationally.

Class Size. Physical education classes are consistent in size with those of other subject areas for girls, but are double in size for those of boys. This situation results from the girls being assigned to dance or physical education on an alternate basis for six week periods.

An average of twenty-eight students comprise each boys' physical education class. An average of fifteen students comprise each dance and girls' physical education class. Both boys and girls are placed in classes by grade level.

Grading. There are no grades given in physical education at School D.

Activities Provided. Each student is provided the opportunity of choosing sectional activities within the total required physical education program. There are no adapted or modified classes available. Table XVI indicated the activities, grade levels taught, and the length of instruction for each activity in grades one through six. Table XVII lists the same information for grades seven through twelve.

Intramural Program

An activity period is provided at School D for intramural participation. Teams are organized on the basis of grade level beginning with grade five. The program is coordinated and officiated by the physical education staff. Table XVIII provides summary data for the intramural program.

Interscholastic Program

Students in grades eight through twelve may participate in a variety of interscholastic activities at School D. No special medical examination is required for either boys or girls regardless of the area of participation. There are three female coaches and nine male coaches who are responsible for coordinating the interscholastic program.

TABLE XVI
 ACTIVITIES INCLUDED IN THE ELEMENTARY PHYSICAL EDUCATION
 CURRICULUM AT SCHOOL D

Activity	Grade level taught	Length of instruction
Gymnastics:		
Basic movement skills	1-6	3 weeks
Developmental exercises	1-6	3 weeks
Stunts	2-6	3 weeks
Tumbling	2-6	3 weeks
Small apparatus	2-6	3 weeks
Large apparatus	3-6	3 weeks
Games and Sports:		
Low organization games	1-4	Throughout year
Relays	1-6	Frequently
Sport skills	1-6	Throughout year
Lead-up games to sports	3-6	Frequently
Dance:		
Dance fundamentals	2-6	9 weeks
Creative dance	2-6	9 weeks
Folk dance	3-6	3 weeks

TABLE XVII

ACTIVITIES INCLUDED IN THE SECONDARY PHYSICAL EDUCATION
CURRICULUM AT SCHOOL D

Activity	Grade level taught	Length of instruction
Individual Sports:		
Aquatics		
Synchronized swimming	8-12	3 weeks
Archery	8-12	3 weeks
Badminton	8-12	6 weeks
Fencing	8-12	3 weeks
Gymnastic		
Apparatus	7-12	6 weeks
Tumbling	7-12	6 weeks
Tennis	7-12	6 weeks
Track and field	7-12	9 weeks
Wrestling	7-12	9 weeks
Team Sports:		
Baseball	7	6 weeks
Basketball	7	3 weeks
Field hockey	7	3 weeks
Softball	7	3 weeks
Speedball	7	3 weeks
Volleyball	7	4 weeks
Dance:		
Folk	7-12	3 weeks
Modern	7-12	9 weeks
Body Conditioning:		
Weight training	7	3 weeks
Low Organization Games:		
Relays	7-9	3 weeks
Stunts and tumbling	7-9	3 weeks

TABLE XVIII
INTRAMURAL ACTIVITIES INCLUDED IN
PROGRAM AT SCHOOL D

Activity	Grade level of participants	Length of activity
Individual Sports:		
Tennis	8-12	6 weeks
Track and field	8-12	9 weeks
Wrestling	8-12	9 weeks
Team Sports:		
Baseball	8-12	6 weeks
Basketball	5-12	9 weeks
Field hockey	6-12	6 weeks
Softball	5-12	6 weeks
Volleyball	5-12	6 weeks

Girls' Program. The program of interscholastic activities for girls is outlined in Table XIX.

TABLE XIX
GIRLS INTERSCHOLASTIC ACTIVITIES INCLUDED IN
PROGRAM AT SCHOOL D

Activity	Grade level	Number of games or meets per year	Number of students participating
Field hockey	8-12	8	30
Volleyball	8-9;10-12	8;8	15;15
Basketball	8-9;10-12	12;12	15;15
Tennis	8-12	8	18
Softball	8-12	4	22

Boys' Program. A variety of interscholastic activities are available for boys at School D. Table XX indicates the activities, the grade level, number of games or meets per year, and the number of students participating in each sport.

Facilities

Outdoor Area. The outdoor area is large enough to accommodate the peak load assigned to an area at any one time. The playing fields are properly marked, turfed, leveled and drained. A hard-surfaced, multi-purpose area is available and appropriately marked for movement patterns in games. An adequately constructed track and field area is also available.

TABLE XX
BOYS INTERSCHOLASTIC ACTIVITIES INCLUDED IN
PROGRAM AT SCHOOL D

Activity	Grade level	Number of games or meets per year	Number of students participating
Football	8-12	6	20
Cross country	8-12	8	20
Basketball	8-12	12	20
Track and field	8-12	6	30
Baseball	8-12	6	20
Wrestling	8-12	20	30

A small outdoor swimming pool is available for teaching basic swimming and synchronized swimming. There are no drinking fountains accessible near the swimming pool or other teaching stations.

Indoor Area. Indoor facilities include a gymnasium, wrestling room, apparatus room, and a dance studio. Athletic contests take precedence over physical education classes in the use of the gymnasium.

Adequate storage space for equipment and supplies is available and located near teaching stations. There is not sufficient space available for student dressing and showering during a peak class load. Teachers are provided with an office but adequate dressing and locker space for instructors is lacking. Daily maintenance for all facilities is provided.

Equipment

The following equipment is available for physical education programs at School D.

Permanent Playground Equipment

1. Baseball and softball backstops
2. Basketball backboards and goals
3. Chinning bars
4. Field hockey cages
5. Track and field jumping pits
6. Soccer goal posts
7. Tennis net posts
8. Volleyball net posts

Gymnasium Equipment

1. Basketball backstops and goals
2. Gymnastic
 - Balance beam
 - Beat board
 - Climbing rope
 - Parallel bars
 - Vaulting box
3. Mats and mat covers
4. Record player and records
5. Standards for
 - Badminton
 - Volleyball
6. Table tennis tables
7. Universal gym
8. Weight lifting set

Activity Equipment. Basic equipment is available for the following activities:

1. Archery
2. Badminton
3. Baseball
4. Deck tennis
5. Fencing
6. Field hockey
7. Football
8. Soccer
9. Softball
10. Tennis
11. Track and field
12. Volleyball

Additional Activity Equipment

1. Beanbags
2. Dance drums
3. Fleece balls
4. Hoops
5. Kicking tees
6. Jumping ropes
7. Playground balls
8. Tamborine

Supplies

1. Bags to carry balls
2. Ball cleaner
3. Ball inflator
4. Blackboard
5. First aid supplies
6. Jumping ropes
7. Lime marker
8. Measuring tape
9. Pinnies
10. Stop watch
11. Whistles

INDEPENDENT SCHOOL E

Background Information

School E was established in 1936 as a college preparatory day school for boys and girls, preschool through grade twelve. The present student enrollment is 175 boys and 165 girls. There are thirty-one full-time faculty members and a ratio of one teacher per ten students.

The physical education staff includes three full-time members, two male and one female, with a total of fifteen years teaching experience. All instructors teach five classes per day and are an integral part of the school's total educational process.

School E is a member of the National Association of Independent Schools.

Physical Education Activity Program

There is no written policy that governs the physical education program at School E. The curriculum is planned by the physical education director and requires approval by the headmaster.

Requirement. Physical education is required in grades six through eleven at School E. There is no organized physical education program in preschool through grade five. Students in these grades are given two, twenty minute recess periods per day under the supervision of their classroom teacher. In grades six through eleven physical education is required, but students in grade twelve are exempt from required physical education if they so choose.

Time Allotment. Physical education students in grade six meet four days per week for fifty-minute periods. Classes for students in grades seven, eight, and eleven meet three times a week for fifty minutes each while those for students in grades nine and ten meet four times a week for fifty-five minutes. Three minutes are allotted between classes.

Class Size. Class size in physical education is consistent in size with that of other academic disciplines. An average of fifteen students comprise the physical education classes. Students are placed in classes according to grade level.

Grading. Student achievement in physical education is based on a subjective evaluation by the instructor. Students in grades six through eleven receive a "pass" or "fail" grade resulting from the subjective evaluation. Credit is not given toward graduation for the

participation in physical education. Students participate in the evaluation of the program by responding yearly to a teacher constructed questionnaire. The questionnaires vary according to activity and student age level.

Activities Provided. Students in grades six through eleven have the opportunity of choosing from within the entire physical education program those activities listed in Table XXI.

Intramural Program

There is no intramural program available for students at School E.

Interscholastic Program

The interscholastic program at School E is coordinated by the physical education director. The physical education instructors are responsible for all coaching duties.

Girls' Program. Girls in grades nine through twelve are afforded the opportunity of participating in interscholastic competition on a limited basis. The addition of other activities to the program has been projected for the future. Table XXII indicates the activities, grade levels, number of games or meets per year, and the number of students participating in the interscholastic sports program.

Boys' Program. Boys in grades six through twelve at School E may participate in the interscholastic program consisting of soccer, basketball, baseball, tennis and track. Data in Table XXIII indicates the grade level, number of games or meets per year, and the number of students participating in each of these interscholastic sports.

TABLE XXI

ACTIVITIES INCLUDED IN THE SECONDARY PHYSICAL EDUCATION
CURRICULUM AT SCHOOL E

Activity	Grade level taught	Length of instruction
Individual Sports:		
Badminton	6-11	4 weeks
Gymnastics	6-11	4 weeks
Handball	6-11	4 weeks
Tennis	6-11	6 weeks
Track and field	6-11	4 weeks
Wrestling	8-11	4 weeks
Team Sports:		
Baseball	8-11	6 weeks
Basketball	7-11	6 weeks
Field hockey	7-11	6 weeks
Soccer	6-11	6 weeks
Softball	6-11	6 weeks
Speedball	6-11	6 weeks
Touch football	6-11	6 weeks
Volleyball	6-11	6 weeks
Body Conditioning:		
Body mechanics	6-11	Throughout year
Weight training	6-11	Throughout year
Recreational:		
Camping	6-11	Occasionally
Hiking	6-11	Occasionally
Table tennis	6-11	Occasionally
Low Organization Games:		
Lead-up games to sports	6-11	Frequently
Relays	6-11	Occasionally
Tag games	6-11	Occasionally

TABLE XXII
GIRLS INTERSCHOLASTIC ACTIVITIES INCLUDED IN
PROGRAM AT SCHOOL E

Activity	Grade level	Number of games or meets per year	Number of students participating
Basketball	9-12	16	30
Soccer	9-12	1	30
Field hockey	9-12	1	30

TABLE XXIII
BOYS INTERSCHOLASTIC ACTIVITIES INCLUDED IN
PROGRAM AT SCHOOL E

Activity	Grade level	Number of games or meets per year	Number of students participating
Soccer	6-12	28	60
Basketball	6-12	42	39
Baseball	8-12	10	20
Tennis	6-12	10	10
Track and field	6-12	4	3

Facilities

Outdoor Area. The outdoor area at School E includes teaching stations that are suitable for a variety of activities. Field areas are appropriately marked, turfed, surfaced, leveled, and drained. Two hard-surfaced areas are provided, both with basketball backboards and

goals. Each area is suitably marked for movement patterns for games such as badminton, volleyball and basketball.

Younger children are usually assigned to a play area that is away from the area used by older students. All teaching stations that border on streets or traffic areas are properly fenced. There is a need for periodic inspection of outdoor facilities.

Indoor Area. A large, well-lighted gymnasium is available for physical education classes and athletic contests. The court of the gymnasium is appropriately marked for badminton, basketball, and volleyball. Equipment storage areas are located near teaching stations but are inadequate in size for proper storage of all equipment and supplies.

Instructors are provided with an office that is away from the main instructional area. No separate dressing or showering area is provided for the instructors. Showering and dressing areas are available for students but are inadequate to accommodate peak class loads. Daily maintenance of the gymnasium and locker rooms is lacking.

Equipment

The following list itemizes the available equipment for the physical education program at School E.

Permanent Playground Equipment

1. Baseball and softball backstops
2. Basketball backboards and goals
3. Chinning bars
4. Track and field jumping pits
5. Soccer goal posts
6. Tennis net post
7. Volleyball net posts

Gymnasium Equipment

1. Basketball backboards and goals
2. Chinning bars
3. Gymnastic
 - Climbing ropes
 - Rings
4. Mats and mat covers
5. Record player
6. Standard for high jump
7. Table tennis tables
8. Weight lifting sets

Activity Equipment. Basic equipment is available for the following Activities:

1. Badminton
2. Baseball
3. Basketball
4. Field hockey
5. Handball
6. Soccer
7. Softball
8. Table tennis
9. Tennis
10. Track and field
11. Volleyball

Additional Activity Equipment

1. Beanbags
2. Jumping ropes
3. Playground balls
4. Parachute
5. Plastic fun balls

Supplies

1. Bags to carry balls
2. Ball inflator
3. Ball racks
4. Ball cleaner
5. Blackboard
6. First aid supplies
7. Lime marker
8. Measuring tape
9. Pinnies
10. Stop watch
11. Whistles

INDEPENDENT SCHOOL F

Background Information

School F was established in 1933 as a coeducational day school for students in grades one through nine. The school has an enrollment of 530 students and has thirty-four full-time faculty members.

There are two full-time physical education teachers, one female and one male, at School F. Both instructors hold Bachelor of Science degrees in physical education. The female instructor has two years of teaching experience and teaches six classes per day. The male instructor has one year of teaching experience and teaches five classes per day.

School F is a member of the National Association of Independent Schools and the North Carolina Association of Independent Schools.

Physical Education Activity Program

The administration recognizes the need for a sound physical education program in all grade levels. Written policies that govern the physical education program have been formulated and subscribed to by the physical education staff.

Requirement. Physical education is required of all students in grades one through nine. Students are assigned to class by grade level and all classes are separated according to sex.

Time Allotment. The students in grades one and two meet class twice a week for thirty minute classes with five minutes allotted between classes. The students in grades three through six meet class five times

a week for thirty minute sessions with five minutes allotted between classes. The students in grades seven through nine meet four times a week for forty-five minute classes with ten minutes allotted for the changing of class.

Class Size. Classes in physical education are consistent in size with those of other subject areas. An average of twenty students comprise each class.

Grading. No grades are given in physical education at School F.

Activities Provided. Students are allowed to make individual selections, from within the framework of the total physical education program, those activities that are of particular interest to them. The list of activities from which selection may be made for grades one to six may be found in Table XXIV. An expanded list of activities for grades seven through nine may be found in Table XXV.

Intramural Program

Students at School F are afforded an opportunity to participate in intramural activities beginning in grade five. Teams are organized on the basis of grade level, and intramural activities are scheduled for three o'clock each afternoon. The program is supervised and officiated by members of the physical education staff.

As is indicated in Table XXVI both individual and team activities are included in the intramural program. The program for grades five and six is limited to softball and volleyball.

TABLE XXIV
 ACTIVITIES INCLUDED IN THE ELEMENTARY PHYSICAL EDUCATION
 CURRICULUM AT SCHOOL F

Activity	Grade level taught	Length of instruction
Gymnastics:		
Basic movement skills	1-6	Throughout year
Developmental exercises	1-6	Throughout year
Stunts	1-6	Throughout year
Tumbling	1-6	Throughout year
Small apparatus	1-6	Throughout year
Large apparatus	1-6	Throughout year
Games and Sports:		
Quiet and classroom games	1-2	Throughout year
Individual and duel games	1-2	Throughout year
Relays	1-6	Frequently
Sport skills	3-6	Throughout year
Lead-up games to sports	1-4	Throughout year

TABLE XXV

ACTIVITIES INCLUDED IN THE SECONDARY PHYSICAL EDUCATION
CURRICULUM AT SCHOOL F

Activity	Grade level taught	Length of instruction
Individual Sports:		
Golf	7-9	8 weeks
Gymnastics		
Apparatus	7-9	4 weeks
Trampoline	7-9	4 weeks
Tumbling	7-9	4 weeks
Tennis	7-9	8 weeks
Track and field	7-9	8 weeks
Wrestling	7-9	12 weeks
Team Sports:		
Baseball	7-9	8 weeks
Basketball	7-9	12 weeks
Soccer	7-9	12 weeks
Softball	7-9	8 weeks
Volleyball	7-9	12 weeks
Body Conditioning:		
Body Mechanics	7-9	12 weeks
Weight training	7-9	12 weeks
Low Organization Games:		
Relays	7-9	Occasionally
Self testing	7-9	2 weeks
Stunts and tumbling	7-9	4 weeks

TABLE XXVI
INTRAMURAL ACTIVITIES INCLUDED IN
PROGRAM AT SCHOOL F

Activity	Grade level of participants	Length of activity
Individual Sports:		
Golf	7-9	8 weeks
Tennis	7-9	8 weeks
Track and field	7-9	8 weeks
Team Sports:		
Baseball	7-9	8 weeks
Basketball	7-9	12 weeks
Soccer	7-9	12 weeks
Softball	5-9	8 weeks
Volleyball	5-9	12 weeks

Interscholastic Program

Students are eligible for participation in the interscholastic program beginning in grade six. No special medical examination is required prior to participating in this program.

Girls' Program. Two female coaches are responsible for coordinating the girls' interscholastic program. One individual sport, tennis, and four team sports, soccer, basketball, volleyball and softball make up the program.

TABLE XXVII
GIRLS INTERSCHOLASTIC ACTIVITIES INCLUDED IN
PROGRAM AT SCHOOL F

Activity	Grade level	Number of games or meets per year	Number of students participating
Soccer	7-9	8	25
Volleyball	6-9	14	35
Basketball	6-9	12	35
Tennis	7-9	8	5
Softball	6-9	8	20

Boys' Program. Three male coaches are responsible for coaching and coordinating schedules for teams in soccer, football, basketball, baseball, tennis, golf, and softball. Team members in all activities are selected from boys enrolled in grades seven through nine. As one might expect, relatively few boys are served by the tennis and golf teams.

Facilities

Outdoor Area. Sufficient play area is provided at School F although a desired minimum of ten acres is lacking. The areas provided are appropriately marked and suitably turfed, surfaced, leveled, and drained. A hard-surfaced area is available but lacks suitable markings for movement patterns and games. No track and field area has been constructed.

TABLE XXVIII
BOYS INTERSCHOLASTIC ACTIVITIES INCLUDED IN
PROGRAM AT SCHOOL F

Activity	Grade level	Number of games or meets per year	Number of students participating
Soccer	7-9	10	20
Football	7-9	8	25
Basketball	7-9	15	30
Baseball	7-9	10	20
Tennis	7-9	8	5
Golf	7-9	8	8
Softball	7-9	8	20

Younger children are assigned a play area that is away from the area used by older students. This area and other teaching stations are properly fenced. Drinking fountains are provided near outdoor teaching stations.

Indoor Area. A well-lighted gymnasium is provided at School F. Athletic contests are given preference over physical education classes in the use of the gymnasium. Additional indoor facilities include a weight room, wrestling room, and a classroom.

Adequate space is available for the storage of equipment and supplies as well as adequate space for student dressing, showering, and the storage of play clothing. Instructors are not provided with an office or an area for dressing and showering. Daily maintenance of the gymnasium and locker rooms is needed.

Equipment

The following list represents the available equipment for the physical education program at School F.

Permanent Playground Equipment

1. Baseball and softball backstops
2. Chinning bars
3. Track and field jumping pits
4. Soccer goal posts
5. Volleyball net posts

Gymnasium Equipment

1. Basketball backboards and goals
2. Gymnastic
 - Balance beam
 - Trampoline
 - Climbing ropes
3. Mats
4. Record player and records
5. Standards for
 - High jump
 - Volleyball
6. Weight lifting sets

Activity Equipment. Sufficient equipment is available for the following physical education activities:

1. Archery
2. Badminton
3. Baseball
4. Basketball
5. Field hockey
6. Football
7. Horseshoes
8. Roller skating
9. Soccer
10. Softball
11. Tennis
12. Track and field
13. Volleyball

Additional Activity Equipment

1. Beanbags
2. Belts for flag football
3. Gym scooters
4. Hoops
5. Jumping ropes
6. Kicking tees
7. Parachute
8. Playground balls

Supplies

1. Bags to carry balls
2. Ball cleaner
3. Ball inflator
4. Blackboard
5. First aid supplies
6. Lime marker
7. Pinnies
8. Stop watch
9. Whistles

INDEPENDENT SCHOOL G

Background Information

School G is a preparatory school enrolling young women as either boarding or day students in a program offering general courses of study for grades nine through twelve. The present student enrollment includes 118 girls - 105 boarding and 13 day students. The full-time faculty consists of eighteen members which provides a ratio of one instructor per seven students.

There is one full-time woman physical education teacher who has had three years of teaching experience. She teaches three classes per day and is responsible for directing the intramural program.

School G holds membership in the National Association of Independent Schools, the North Carolina Association of Independent Schools, and the Southern Association of Independent Schools.

Physical Education Activity Program

Written policies that govern the physical education program have been formulated by the physical education department in conjunction with the administration. No curriculum guides are available in physical education.

Requirement. Physical education is required in grades nine through twelve at School G. Students are permitted to substitute some activities that are available off campus for the regular physical education program. These activities include horseback riding, golf, and/or exercise and beauty tips. The exercise and beauty tips are available through enrollment in a nearby World of Beauty Salon.

Time Allotment. Students in grades nine through twelve who are not participating in the special activities attend physical education class two times a week for forty minute sessions. Students participating in horseback riding or golf attend these activities twice a week for thirty minute sessions. Students enrolled in the World of Beauty Salon attend whenever they so desire.

Class Size. Physical education classes are scheduled during study hall periods; therefore, they are not consistent in size with those of other subject areas. An average of twenty-five students comprise each class. Ten minutes are allotted students for the changing of classes.

Grading. Student achievement in physical education is based on a subjective evaluation by the instructor. The student receives either an "S" (satisfactory) or "U" (unsatisfactory) grade. The students who are enrolled in the special activities do not receive grades.

Activities Provided. As indicated in Table XXIX, individual and team sports are offered as well as one recreational activity.

TABLE XXIX

ACTIVITIES INCLUDED IN THE SECONDARY PHYSICAL EDUCATION
CURRICULUM AT SCHOOL G

Activity	Grade level taught	Length of instruction
Individual Sports:		
Archery	9-12	not completed*
Badminton	9-12	not completed
Bowling	9-12	not completed
Tennis	9-12	not completed
Team Sports:		
Field hockey	9-12	not completed
Softball	9-12	not completed
Touch football	9-12	not completed
Volleyball	9-12	not completed
Recreational		
Table tennis	9-12	not completed

*Information relating to length of instruction was not completed on questionnaire.

Intramural Program

Students are afforded the opportunity to participate in intramural activities on a limited basis in grades nine through twelve. As students enroll in School G they are placed on either the "Blue" team or the "White" team. These teams compete in the usual intramural sports one afternoon a week from four o'clock until five. More complete information is not available as the questionnaire was not completed.

Interscholastic Program

School G did not participate in interscholastic competition during the 1972-1973 season. Interscholastic activities previously provided were basketball, softball, golf, and tennis.

Facilities

Outdoor Area. Playing area at School G is limited to one field area that is used for softball, field hockey, and touch football. This area is not appropriately marked, turfed, surfaced or drained. There is no hard-surfaced or multi-purpose area available. Three tennis courts are available for the instructional program.

Indoor Area. Indoor facilities at School G include a gymnasium, a classroom, and bowling alleys. The floor space of the gymnasium is suitably marked for a variety of activities including basketball, volleyball, and badminton.

Storage space for equipment and supplies is adjacent to the playing court as is the emergency first-aid area. The physical education instructor is provided an office as well as adequate dressing

and showering facilities. Students use their dormitory rooms and facilities of the dormitory for changing clothing, showering, and storing play clothing.

Equipment

The following equipment is available for the physical education program at School G.

Permanent Playground Equipment

1. Field hockey cages
2. Soccer goal posts
3. Softball backstop
4. Tennis net posts
5. Volleyball net posts

Gymnasium Equipment

1. Basketball backstops and goals
2. Mats and mat covers
3. Record player
4. Standards for
Badminton
Volleyball
5. Table tennis tables

Activity Equipment. Sufficient equipment is available for the following activities:

1. Archery
2. Badminton
3. Bowling
4. Field hockey
5. Golf
6. Soccer
7. Table tennis
8. Tennis
9. Touch football
10. Volleyball

Supplies

1. Bags to carry balls
2. Ball inflator
3. First aid supplies
4. Stop watch
5. Whistles

INDEPENDENT SCHOOL H

Background Information

School H is a college preparatory boarding and day school for girls in grades nine through twelve. The enrollment includes 103 boarding students and 89 day students. There are twenty-five members on the faculty and administrative staff.

The school was founded in 1772 by members of the Moravian Church to provide an education for the "daughters of the community". Facilities for boarding students were added in 1802 and extended the influence of the school.

There is one female physical education instructor at School H. She holds a Masters degree in physical education and has five years of teaching experience. Her duties include teaching four classes per day, coordinating the intramural and interscholastic program, attending regular faculty and student functions, and participating in clinics and workshops.

School H is accredited by the North Carolina State Department of Education and the Southern Association of Colleges and Schools. The school also holds membership in the National Association of Independent Schools, the Southern Association of Independent Schools, the Council for

Religion in Independent Schools, the Carolinas' Independent Schools Conference, and the North Carolina Association of Independent Schools.

Physical Education Activity Program

There have been no formal policies articulated that govern the physical education program at School H.

Requirement. Physical education is required of all students in grades nine through twelve. Students may substitute horseback riding at a nearby riding academy for their regular physical education class. A specific uniform is required of all students who participate in the regular physical education program.

Time Allotment. The students in all grade levels meet for physical education twice a week for forty-eight minute classes. The physical education instructor is provided with a daily planning period of sixty minutes.

Class Size. Students are placed in class according to grade level. Class size is not consistent in size with that of other subject areas. Academic classes have an average of fifteen students while physical education classes have an average of thirty-three students per class.

Grading. Student achievement in physical education is based upon an objective evaluation determined by skill tests and written test scores. Students receive a "pass" or "fail" grade based upon these scores. Questionnaires are administered to the students to aid in the evaluation of the physical education program.

Activities Provided. Students do not participate in the selection of activities within the required physical education program which are summarized in Table XXX.

Intramural Program

All students attending School H are afforded the opportunity of participating in intramural competition by being assigned to one of two traditional teams upon enrollment in the institution.

Intramural activities are scheduled for the end of the school day and are officiated by students and members of the physical education staff. Medical examinations are required of all students before participation in the program. As is indicated in Table XXXI, only team sports and one recreational sport are available in the intramural program.

Interscholastic Program

A limited interscholastic program, coached and coordinated by the physical education instructor, is provided for students at School H. Only three areas of competition are offered as indicated in Table XXXII.

Facilities

Outdoor Area. Outdoor facilities at School H include a large field area, a hard-surfaced area, and eight tennis courts. Playing fields are appropriately marked, turfed, surfaced, leveled and drained. The hard-surfaced area is suitably marked for movement patterns and games. There is no track and field facilities.

TABLE XXX

ACTIVITIES INCLUDED IN THE SECONDARY PHYSICAL EDUCATION
CURRICULUM AT SCHOOL H

Activity	Grade level taught	Length of instruction
Individual Sports:		
Badminton	12	6 weeks
Fencing	9-12	6 weeks
Tennis	12	6 weeks
Track and field	9-11	4 weeks
Trampoline	12	6 weeks
Team Sports:		
Basketball	9-12	6 weeks
Field hockey	9-12	8 weeks
Soccer	9-12	4 weeks
Volleyball	9-12	6 weeks
Body Conditioning:		
Body mechanics	9-12	6 weeks
Low Organization Games:		
Lead-up games to sports	9-12	2 weeks
Stunts and tumbling	12	6 weeks

TABLE XXXI
INTRAMURAL ACTIVITIES INCLUDED IN
PROGRAM AT SCHOOL H

Activity	Grade level of participants	Length of activity
Team Sports:		
Basketball	9-12	6 weeks
Field hockey	9-12	8 weeks
Volleyball	9-12	6 weeks
Recreational:		
Table tennis	9-12	4 weeks

TABLE XXXII
GIRLS INTERSCHOLASTIC ACTIVITIES INCLUDED IN
PROGRAM AT SCHOOL H

Activity	Grade level	Number of games or meets per year	Number of students participating
Basketball	9-12	4	20
Softball	9-12	2	25
Tennis	9-12	4	18

Indoor Area. Indoor facilities at School H include a gymnasium, dance studio, and classroom. The gymnasium is appropriately marked for a variety of activities including basketball, volleyball and badminton.

Equipment storage areas are located near teaching stations but are inadequate in space. There is also inadequate space available for dressing, showering, and the storage of play clothing for students. The physical education instructor is provided with an office that is accessible to the indoor gymnasium court.

Equipment

The following list represents the available equipment for the physical education program at School H.

Permanent Playground Equipment

1. Field hockey cages
2. Track and field jumping pits
3. Tennis net posts
4. Volleyball net posts

Gymnasium Equipment

1. Basketball backboards and goals
2. Chinning bars
3. Mats and mat covers
4. Record player
5. Standards for
 Badminton
 Volleyball
6. Table tennis tables
7. Trampoline

Activity Equipment. Sufficient equipment is available for the following activities at School H.

1. Archery
2. Badminton
3. Fencing

4. Field hockey
5. Golf
6. Soccer
7. Softball
8. Table tennis
9. Tennis
10. Track and field
11. Volleyball

Supplies

1. Jumping ropes
2. Lime marker
3. Measuring tape
4. Stop watch
5. Whistles

INDEPENDENT SCHOOL I

Background Information

School I is a boys' college preparatory school enrolling 130 boarding students and thirty day students in grades nine through twelve. The school has recently moved toward a coeducational program by admitting twelve girls as day students.

Established in 1900, the school's property consists of over 300 acres and is valued at five million dollars. The spacious campus provides for a variety of activities, and the surrounding mountains afford the opportunity for a full camping, hiking, and climbing program.

The full-time faculty consists of twenty-four members which allows for a ratio of one instructor to six students. There are four staff members who are associated with the physical education program, two with Bachelor of Science degrees in physical education and two with Masters degrees in physical education.

School I holds membership in the National Association of Independent Schools.

Physical Education Activity Program

Written policies that govern the physical education program have been formulated and subscribed to by the staff and students at School I. There are no provisions available for classes in developmental or adapted physical education.

Requirement. The physical education curriculum is organized differently from that of other independent schools studied. The students in grades nine and ten are required to enroll in two interscholastic competitive activities and one in-school physical education activity per year. Students in grades eleven and twelve are required to enroll in one interscholastic activity and two physical education activities per year. All students are required to take a mountaineering course and go on five camping trips before their senior year in school. The students are not permitted to substitute other extracurricular activities for physical education.

Time Allotment. All activity classes are scheduled for the late afternoons when "the academic day is completed". Classes meet five days per week for a duration of from one to two hours.

Class Size. Class size in physical education is determined by the activity in which the student is participating. An average of twenty students comprise each activity class.

Grading. There are no grades given for participation in the physical education program. Student members of the curriculum committee participate in the evaluation and formation of physical education classes.

Activities Provided. Students are afforded the opportunity to choose from a variety of activities within the physical education program.

Intramural Program

Students attending School I can participate in intramural activities at the conclusion of each interscholastic sport season. The students are assigned to one of two traditional teams upon enrollment to the institution.

Intramural activities are scheduled for the conclusion of the school day for a duration of from two to four weeks. Table XXXIV indicates the activities included in the intramural program and the grade level in which students participate.

Interscholastic Program

All boys attending School I have the opportunity of participating in a variety of interscholastic activities upon completion of a physical examination. Interscholastic participation is also a requirement for graduation.

There are seventeen male coaches who are responsible for coordinating the interscholastic program at School I in the areas listed in Table XXXV.

TABLE XXXIII

ACTIVITIES INCLUDED IN THE SECONDARY PHYSICAL EDUCATION
CURRICULUM AT SCHOOL I

Activity	Grade level taught	Length of instruction
Individual Sports:		
Aquatics	9-12	Not completed*
Golf	9-12	
Handball	9-12	
Squash	9-12	
Tennis	9-12	
Track and field	9-12	
Team Sports:		
Baseball	9-12	Not completed*
Basketball	9-12	
Field hockey	9-12	
Soccer	9-12	
Softball	9-12	
Volleyball	9-12	
Water Polo	9-12	
Crew	9-12	
Dance:		
Folk	9-12	Not completed*
Social	9-12	
Recreational:		
Camping	9-12	Not completed*
Hiking	9-12	
Mountain climbing	9-12	
Table tennis	9-12	

* Information relating to length of instruction was not completed on questionnaire.

TABLE XXXIV
INTRAMURAL ACTIVITIES INCLUDED IN
PROGRAM AT SCHOOL I

Activity	Grade level of participants.	Length of activity
Individual Sports:		
Aquatics	9-12	Not completed*
Golf	9-12	
Tennis	9-12	
Track and field	9-12	
Team Sports:		
Baseball	9-12	Not completed*
Basketball	9-12	
Football	9-12	
Soccer	9-12	
Water polo	9-12	

* Information relating to the length of activity was not completed on questionnaire.

TABLE XXXV
BOYS INTERSCHOLASTIC ACTIVITIES INCLUDED IN
PROGRAM AT SCHOOL I

Activity	Grade level	Number of games or meets per year	Number of students participating
Soccer	9-12	20	60
Football	9-12	18	50
Baseball	9-12	25	40
Cross Country	9-12	12	25
Basketball	9-12	50	50
Swimming	9-12	10	18
Tennis	9-12	15	25
Golf	9-12	10	12
Track and field	9-12	12	20

Facilities

Outdoor Area. The outdoor area provides the physical education instructors and interscholastic coaches an opportunity to teach and coach a wide variety of activities. There is approximately fifty acres of outdoor playing areas available for the physical education program and student recreation. All field areas are appropriately marked, turfed, surfaced, leveled and drained. Several hard-surfaced areas are available with suitable markings for a variety of outdoor games. A track and field area is also available.

Teaching stations that border on streets or service traffic areas are properly fenced. The outdoor teaching station areas are also provided with drinking fountains.

Indoor Area. Indoor facilities at School I include a gymnasium, wrestling room, apparatus room, weight room, dance studio, classroom, swimming pool, handball courts, and squash courts. The gymnasium is appropriately marked and lighted for a variety of activities. An emergency first-aid room is also located within the gymnasium.

Students are provided with adequate dressing, showering, and storage space. There is also adequate storage space for equipment and supplies. The physical education instructors are provided with an office that is accessible to the indoor gymnasium court. Dressing and showering facilities are also available for the instructors. Daily maintenance of the gymnasium and locker room is provided.

Equipment

The following equipment is available for the physical education program at School I.

Permanent Playground Equipment

1. Baseball and softball backstops
2. Basketball backboards and goals
3. Chinning bars
4. Handball courts
5. Squash courts
6. Soccer goal post
7. Tennis net post
8. Track and field jumping pits
9. Volleyball net post

Gymnasium Equipment

1. Basketball backboards and goals
2. Chinning bars
3. Mats and mat covers
4. Record player
5. Table tennis tables
6. Universal gym

Activity Equipment. Sufficient equipment is available for the following activities:

1. Baseball
2. Basketball
3. Camping
4. Crew
5. Field hockey
6. Football
7. Golf
8. Handball
9. Hiking
10. Squash
11. Soccer
12. Softball
13. Swimming
14. Table tennis
15. Tennis
16. Track and field
17. Volleyball
18. Water polo

Supplies

1. Ball cleaner
2. Ball inflator
3. Cold packs
4. First aid supplies
5. Lime marker
6. Measuring tape
7. Pinnies
8. Stop watch
9. Whistles

INDEPENDENT SCHOOL J

Background Information

School J is a military college preparatory school enrolling boarding and day students in grades seven through twelve. In 1971 the school added a coeducational day program. The present student enrollment is sixty-two girls and 173 boys. There are twenty full-time staff members.

The school was established in 1852 and holds membership in the Southern Association of Colleges and Schools, the Southern Association of Independent Schools, and the Association of Military Colleges and Schools of the United States.

Physical Education Activity Program

There is no formal physical education instruction available for students at School J. The girls may participate in an intramural program and the boys may participate in either the intramural program or an interscholastic program. The entire faculty is responsible for coordinating the intramural and interscholastic programs in addition to their regular teaching duties. An athletic director is appointed by the headmaster to oversee the programs.

Intramural Program

All students attending School J are required to participate in the intramural program. There are no grades given for participation. Members of interscholastic teams are ineligible for intramural activities in that sport during the season. Teams are organized on the basis of grade level. Intramural competition is scheduled in the afternoons, five days per week.

Interscholastic Program

Several interscholastic activities are provided for boys who desire a higher level of competition than intramurals. At the present time there is no girls interscholastic program. Medical examinations are required of all boys before they can participate in either the

TABLE XXXVI
INTRAMURAL ACTIVITIES INCLUDED IN
PROGRAM AT SCHOOL J

Activity	Grade level of participants
Individual Sports:	
Aquatics	7-12
Tennis	7-12
Team Sports:	
Baseball	7-12
Basketball	7-12
Soccer	7-12
Softball	7-12
Touch football	9-12
Volleyball	7-12

intramural or interscholastic programs. Table XXXVII indicates the activities that are available in the interscholastic program. Information concerning the grade level of participants, the number of games or meets per year, and the number of students participating in the program was not completed on the questionnaire by the informant.

Facilities

Outdoor Area. The outdoor area provides adequate space for the intramural and interscholastic programs. Playing fields are appropriately marked, turfed, surfaced, leveled and drained. Additional outdoor facilities include tennis courts and a track and field area. There is no hard-surfaced multipurpose area available.

TABLE XXXVII
BOYS INTERSCHOLASTIC ACTIVITIES INCLUDED IN
PROGRAM AT SCHOOL J

Activity	Grade level of participants
Tennis	7-12
Golf	7-12
Baseball	7-12
Basketball	7-12
Football	7-12
Soccer	7-12

Indoor Area. Indoor facilities that are available for the intramural and interscholastic programs include a gymnasium, weight room, classroom, and swimming pool. The gymnasium is appropriately marked for a variety of activities. Adequate storage space is provided as well as sufficient dressing and showering facilities. Separate locker rooms are available for interscholastic teams. Daily maintenance of the gymnasium and locker rooms is provided.

Equipment

The following equipment is available for the intramural and interscholastic programs at School J.

Permanent Playground Equipment

1. Baseball and softball backstops
2. Basketball backboards and goals
3. Chinning bars
4. Soccer goal post
5. Tennis net post
6. Volleyball net post

Gymnasium Equipment

1. Basketball backboards and goals
2. Table tennis tables
3. Weight lifting sets

Activity Equipment. Sufficient equipment is available for conducting the following activities:

1. Badminton
2. Baseball
3. Basketball
4. Golf
5. Horseshoes
6. Soccer
7. Softball
8. Swimming
9. Table tennis
10. Tennis
11. Volleyball

Supplies

1. Ball cleaner
2. First aid supplies
3. Jumping ropes
4. Lime marker
5. Pump inflator
6. Stop watch
7. Measuring tapes
8. Towels
9. Whistles

CHAPTER VI

EVALUATION OF FINDINGS

The ten independent schools participating in this study were evaluated on the basis of information obtained from interviews, questionnaire, check lists and the observation of physical education classes. Each independent school is discussed separately in respect to strengths and weaknesses of existing programs and the scores received on the score sheets as a result of the evaluation. In addition, the independent schools were ranked on the basis of percentile scores received in the following categories: (a) elementary physical education programs; (b) secondary physical education programs; and (c) intramural and interscholastic programs.

INDEPENDENT SCHOOL A

Elementary Physical Education Program

Major Strengths. Physical education for the elementary child is considered an important and necessary part of the child's total educational process at School A. The major strengths of the program include requiring physical education in all grade levels; providing a daily program of physical education in grades one through four; employing trained physical education personnel to direct the programs; planning programs so that the child meets with a variety of experiences

and activities; keeping class size consistent with those of other subject areas; providing for coeducational activities; and utilizing evaluative techniques for determining the progress and needs of the child.

Major Weaknesses. The major weakness of the elementary physical education program at School A is the lack of sufficient facilities and equipment to meet the needs of all students. A gymnasium, dance studio and additional outdoor playing area is recommended for the elementary program. Additional weaknesses include the absence of a dance program; lack of emphasis on child creativity and problem-solving during class participation; and the lack of participation of physical education personnel in local, state, and national physical education organizations so that they might keep informed of new developments in the profession.

Score Sheet. The following scores were received by School A after evaluation of the elementary physical education program:

<u>Sections</u>	<u>Maximum score</u>	<u>School score</u>
1. School Administration	30	22
2. Teacher Preparation	30	23
3. Instructional Program	45	32
4. Time Allotment, Class Size, Teaching Load, Dress	50	47
5. Equipment and Facilities	25	18
6. Evaluation	20	12
Total possible = 200		Actual score = 154
		Percentage score = 77%

Secondary Physical Education Program

Major Strengths. Physical education is required of all students in grades seven through eleven at School A. Class size and time

allotment is consistent with other subject areas. Additional strengths of the program include the employment of trained physical education personnel to direct the program; providing a variety of activities and experiences for the students; providing adequate dressing and showering facilities; and granting credit for physical education on a basis consistent with other subject areas.

Major Weaknesses. There is need for additional facilities, equipment, and physical education instructors so that physical education can be provided on a daily basis rather than three days a week. The school also lacks a dance program, a program for the handicapped child, and provision in the program for coeducational activities.

Score Sheet. The following scores were received by School A after evaluation of the secondary physical education program:

<u>Sections</u>	<u>Maximum score</u>	<u>School score</u>
1. School Administration	20	14
2. Teacher Preparation	30	22
3. Instructional Program	40	24
4. Scheduling, Time Allotment, Class Size	35	27
5. Equipment and Facilities	30	25
6. Health Protection and Insurance	25	21
7. Evaluation	20	10
Total possible =	200	Actual score = 143
		Percentage score = 71%

Intramural and Interscholastic Program

Major Strengths. Students may participate in intramural and interscholastic competition beginning in grade seven. Intramural activities are properly supervised and officiated for maximum safety. An interscholastic program is provided for both boys and girls.

Competition takes place between teams of comparable age, size and ability, and in only those sports that have published standards and rules. The general attitude of the programs by students and faculty is excellent. The entire intramural and interscholastic program is coordinated by the physical education director.

Major Weaknesses. Intramural competition is limited to a few team sports. A wider scope of activities including dance, gymnastics and individual sports is recommended. The intramural program should take priority over interscholastic competition in the use of facilities and equipment but it does not. The students are not required to obtain medical examinations before participation in vigorous activities which could be a serious safety hazard.

Score Sheet. The following scores were received by School A after evaluation of the intramural and interscholastic programs:

<u>Sections</u>	<u>Maximum score</u>	<u>School score</u>
1. Intramural Program	50	39
2. Girls' Interscholastic Program	75	63
3. Boys' Interscholastic Program	<u>75</u>	<u>65</u>
Total possible score =	200	Actual score = 167 Percentage score = 84%

INDEPENDENT SCHOOL B

Elementary Physical Education Program

Major Strengths. The administration views physical education as the nucleus of the school's total educational process. All students attending School B are required to participate in physical education at all grade levels. Trained physical education instructors and dance

instructors are employed to administer the program. Students receive a variety of activities and experiences within the program. Ample facilities, equipment and supplies are available so that the program operates successfully.

Major Weaknesses. The major weakness of the elementary program is the need for additional physical education staff members so that students may participate in physical education on a daily basis rather than twice a week. Evaluation of student achievement is also a major weakness of the program.

Score Sheet. The following scores were received by School B after evaluation of the elementary physical education program:

<u>Sections</u>	<u>Maximum score</u>	<u>School score</u>
1. School Administration	30	22
2. Teacher Preparation	30	25
3. Instructional Program	45	36
4. Time Allotment, Class Size, Teaching Load, Dress	50	40
5. Equipment and Facilities	25	17
6. Evaluation	20	10
Total possible score = 200		Actual score = 150 Percentage score = 75%

Secondary Physical Education Program

Major Strengths. Physical education is required of all students in all grade levels at School B. The administration gives full support to the program and employs only qualified physical education instructors to coordinate the program. The instructional program provides for a variety of experiences and activities including gymnastics, dance, team sports and individual sports. There are also sufficient equipment and

facilities available so that the program may operate successfully.

Major Weaknesses. Additional physical education instructors are needed to provide physical education on a daily basis rather than twice a week. Other weaknesses of the program include allowing students to substitute interscholastic sports for instructional physical education; insufficient dressing and showering facilities for students; and inadequate techniques of student evaluation.

Score Sheet. The following scores were received by School B after evaluation of the secondary physical education program:

<u>Sections</u>	<u>Maximum score</u>	<u>School score</u>
1. School Administration	20	13
2. Teacher Preparation	30	26
3. Instructional Program	40	30
4. Scheduling, Time Allotment, Class Size	35	26
5. Equipment and Facilities	30	24
6. Health Protection and Insurance	25	17
7. Evaluation	20	12
Total possible score = 200		Actual score = 148 Percentage score = 74%

Intramural and Interscholastic Program

Major Strengths. The intramural and interscholastic programs are directed, supervised and officiated by qualified personnel. A wide range of activities is provided for both boys and girls in the interscholastic program. Interscholastic competition takes place only between teams of comparable age and ability and only in those sports that have published standards and rules.

Major Weaknesses. An adequate intramural program is lacking at School B. The interscholastic program receives the major emphasis and

is given priority over intramural activities in the use of facilities and equipment. Students should have the opportunity to participate in intramural activities more frequently than at the conclusion of each interscholastic sports season.

Score Sheet. The following scores were received by School B after evaluation of the intramural and interscholastic programs:

<u>Sections</u>	<u>Maximum score</u>	<u>School score</u>
1. Intramural Program	50	40
2. Girls' Interscholastic Program	75	68
3. Boys' Interscholastic Program	<u>75</u>	<u>69</u>
Total possible score = 200		Actual score = 177
		Percentage score = 89%

INDEPENDENT SCHOOL C

Major Strengths. Physical education for the elementary child is an essential part of the school's total educational process. Students are required to attend physical education classes daily in grades one through six. Qualified instructors work together with classroom teachers to develop an understanding of the child. Programs are planned so that the child meets with a variety of experiences and activities. Sufficient equipment, facilities and supplies are provided so that the program operates successfully.

Major Weaknesses. The major weakness of the elementary program is the lack of progression from grade to grade within the instructional program. In addition, no provisions have been made for the slow-learner or handicapped student within the physical education program.

Score Sheet. The following scores were received by School C after evaluation of the elementary physical education program:

<u>Sections</u>	<u>Maximum score</u>	<u>School score</u>
1. School Administration	30	26
2. Teacher Preparation	30	24
3. Instructional Program	45	37
4. Time Allotment, Class Size, Teaching Load, Dress	50	42
5. Equipment and Facilities	25	23
6. Evaluation	20	17
Total possible score = 200		Actual score = 169
		Percentage score = 85%

Secondary Physical Education Program

Major Strengths. The attitude of the students, faculty and administration toward the physical education program appears to be a positive one. Students are required to participate in a daily program of physical education at all grade levels and are afforded the opportunity of choosing activities within the program. Coeducational activities are provided for students in grades ten through twelve. A major strength of the secondary program is the numerous indoor and outdoor facilities that are available for the students. Teachers of physical education are qualified educators who are active in physical education organizations, clinics and workshops.

Major Weaknesses. Program weaknesses of School C include the absence of guidelines and policies for school emergencies; exclusion of physical education credit toward honor grades; and absence of a program for the slow-learner or handicapped student.

Score Sheet. The following scores were received by School C after evaluation of the secondary physical education program:

<u>Sections</u>	<u>Maximum score</u>	<u>School score</u>
1. School Administration	20	17
2. Teacher Preparation	30	27
3. Instructional Program	40	34
4. Scheduling, Time Allotment, Class Size	35	32
5. Equipment and Facilities	30	25
6. Health Protection and Insurance	25	20
7. Evaluation	20	13
Total possible score = 200		Actual score = 168
		Percentage score = 84%

Intramural and Interscholastic Program

Major Strengths. A balanced program of intramural and interscholastic competition is provided for both boys and girls at School C. The programs are properly directed, supervised and officiated. Competition takes place only between teams of comparable age and ability and in only those sports that have published standard and rules. Ample facilities and equipment are available so that the programs can operate successfully.

Major Weaknesses. The major weakness of the intramural and interscholastic programs is related to the safety of participants. Medical examinations are not required of students who participate in activities and physicians are not present at all contest involving vigorous activity where the injury hazard is pronounced.

Score Sheet. The following scores were received by School C after evaluation of the intramural and interscholastic programs:

<u>Sections</u>	<u>Maximum scores</u>	<u>School score</u>
1. Intramural Program	50	48
2. Girls' Interscholastic Program	75	64
3. Boys' Interscholastic Program	<u>75</u>	<u>68</u>
Total possible score = 200		Actual score = 180
		Percentage score = 90%

INDEPENDENT SCHOOL D

Elementary Physical Education Program

Major Strengths. Physical education is an essential part of the school's total educational process. Students are required to participate in a daily program of physical education in grades one through six. Programs are planned so that the child meets with a variety of experiences and activities. Ample equipment and supplies are available so that each child can experience the learning situations.

Major Weaknesses. Evaluation is a major weakness of the elementary program at School D. Neither students, parents, classroom teachers nor administrators are kept informed of student achievement in physical education classes.

Score Sheet. The following scores were received by School D after evaluation of the elementary physical education program:

<u>Sections</u>	<u>Maximum score</u>	<u>School score</u>
1. School Administration	30	23
2. Teacher Preparation	30	20
3. Instructional Program	45	32
4. Time Allotment, Class Size, Teaching Load, Dress	50	39
5. Equipment and Facilities	25	19
6. Evaluation	<u>20</u>	<u>6</u>
Total possible score = 200		Actual score = 139
		Percentage score = 70%

Secondary Physical Education Program

Major Strengths. Physical education is required of all students who attend School D. Scheduling, time allotment, class size and teacher preparation are among the major strengths of the program. Sufficient indoor and outdoor facilities are available so that program objectives can be achieved.

Major Weaknesses. The lack of evaluation techniques is the major weakness of the secondary program. Students receive neither grades nor credit for physical education and do not participate in the evaluation of the physical education program.

Score Sheet. The following scores were received by School D after evaluation of the secondary physical education program:

<u>Sections</u>	<u>Maximum score</u>	<u>School score</u>
1. School Administration	20	14
2. Teacher Preparation	30	25
3. Instructional Program	40	30
4. Scheduling, Time Allotment, Class Size	35	26
5. Equipment and Facilities	30	25
6. Health Protection and Insurance	25	17
7. Evaluation	<u>20</u>	<u>3</u>
Total possible score = 200		Actual score = 140
		Percentage score = 70%

Intramural and Interscholastic Program

Major Strengths. A balanced program of intramural and interscholastic activities is provided for both boys and girls at School D. In keeping with established standards, competition takes place only between schools of comparable age and ability and in only those sports that have published standards and rules. The programs are directed by

the physical education staff and officiated by rated officials.

Major Weaknesses. The fact that the interscholastic program is given priority over the intramural program in the use of facilities and equipment is one of the major weaknesses in the extra-curriculum program. Students are not required to obtain medical examination before participation in vigorous activities which could be a serious safety hazard.

Score Sheet. The following scores were received by School D after evaluation of the intramural and interscholastic programs:

<u>Sections</u>	<u>Maximum score</u>	<u>School score</u>
1. Intramural Program	50	41
2. Girls' Interscholastic Program	75	65
3. Boys' Interscholastic Program	<u>75</u>	<u>65</u>
Total possible score = 200		Actual score = 171
		Percentage score = 86%

INDEPENDENT SCHOOL E

Elementary Physical Education Program

There is no organized physical education program for students in grades one through five. The reasons given by the administration for the absence of the program are lack of money for hiring additional physical education instructors and lack of sufficient facilities to provide an adequate program. It is recommended that money be appropriated for an elementary physical education program since it is imperative that children learn to develop proficiency in movement skills at an early age.

Secondary Physical Education Program

Major Strengths. Physical education is required of all students in grades six through eleven. Additional strengths of the program include small class sizes; sufficient indoor and outdoor facilities; teaching of basic skills which are essential in intramural and inter-scholastic programs; and providing students elective learning experiences within the required program.

Major Weaknesses. Teacher preparation and the lack of evaluative techniques are the major weaknesses of the secondary program. Teachers of physical education do not possess undergraduate or graduate degrees in physical education nor do they participate in local, state or national physical education organizations to keep informed of new developments in the profession. The absence of a dance program is an additional weakness of the program.

Score Sheet. The following scores were received by School E after evaluation of the secondary physical education program:

<u>Sections</u>	<u>Maximum score</u>	<u>School score</u>
1. School Administration	20	14
2. Teacher Preparation	30	18
3. Instructional Program	40	30
4. Scheduling, Time Allotment, Class Size	35	23
5. Equipment and Facilities	30	20
6. Health Protection and Insurance	25	17
7. Evaluation	<u>20</u>	<u>9</u>
Total possible score = 200		Actual score = 131 Percentage score = 66%

Intramural and Interscholastic Program

Major Strengths. The interscholastic program is coordinated by the physical education director and contests are officiated by rated officials. Competition takes place only between teams of comparable age and ability and in only those sports that have published standards and rules. A physician is present at all athletic contests where the injury hazard is pronounced.

Major Weaknesses. The lack of an intramural program and a limited girls' interscholastic program are the major weaknesses of the physical education programs at School E.

Score Sheet. The following scores were received by School E after evaluation of the intramural and interscholastic programs:

<u>Sections</u>	<u>Maximum score</u>	<u>School score</u>
1. Intramural Program	50	5
2. Girls' Interscholastic Program	75	64
3. Boys' Interscholastic Program	<u>75</u>	<u>65</u>
Total possible score = 200		Actual score = 134
		Percentage score = 67%

INDEPENDENT SCHOOL F

Elementary Physical Education Program

Major Strengths. Physical education is an essential part of the school's total educational process. Guidelines and policies that govern the operation of the program are jointly developed by the school administration and physical education staff. Students are required to participate in physical education in all grade levels.

Major Weaknesses. There is need for the hiring of additional physical education instructors so that students may attend class on a daily basis rather than twice a week. The most significant weakness of the program is the absence of any form or technique of evaluation.

Score Sheet. The following scores were received by School F after evaluation of the elementary physical education program:

<u>Section</u>	<u>Maximum score</u>	<u>School score</u>
1. School Administration	30	25
2. Teacher Preparation	30	24
3. Instructional Program	45	29
4. Time Allotment, Class Size		
Teaching Load, Dress	50	38
5. Equipment and Facilities	25	19
6. Evaluation	20	0
Total possible score = 200		Actual score = 135
		Percentage score = 68%

Secondary Physical Education Program

Major Strengths. Teachers of physical education are qualified educators and participate in physical education organizations, workshops, sports days and clinics. A variety of experiences and activities are afforded students through physical education participation. Students are required to take part in physical education class in all grade levels and are not permitted to substitute other activities for physical education. Sufficient facilities for showering and dressing are provided as well as ample equipment and supplies for activities.

Major Weaknesses. The two major weaknesses of the secondary program are inadequate facilities both indoor and outdoor and lack of evaluative techniques as a means of improving existing programs and interpreting the physical education to students, parents and administration.

Score Sheet. The following scores were received by School F after evaluation of the secondary physical education programs:

<u>Sections</u>	<u>Maximum score</u>	<u>School score</u>
1. School Administration	20	16
2. Teacher Preparation	30	25
3. Instructional Program	40	28
4. Scheduling, Time Allotment, Class Size	35	27
5. Equipment and Facilities	30	22
6. Health Protection and Insurance	25	18
7. Evaluation	<u>20</u>	<u>0</u>
Total possible score = 200		Actual score = 136
		Percentage score = 68%

Intramural and Interscholastic Program

Major Strengths. A balanced program of intramural and interscholastic competition is available to both girls and boys at School F. The programs are coordinated and officiated by qualified personnel. All coaches are certified teachers employed by the school. Competition takes place only between teams of comparable age and ability and in only those sports that have published standards and rules.

Major Weaknesses. The major weakness of the intramural and interscholastic programs is the need for additional indoor and outdoor facilities so that programs do not conflict one another.

Score Sheet. The following scores were received by School F after evaluation of the intramural and interscholastic programs:

<u>Sections</u>	<u>Maximum score</u>	<u>School score</u>
1. Intramural Program	50	37
2. Girls' Interscholastic Program	75	64
3. Boys' Interscholastic Program	75	64
Total possible score = 200		Actual score = 165
		Percentage score = 83%

INDEPENDENT SCHOOL G*

Secondary Physical Education Program

Major Strengths. Physical education is required of all students in all grade levels. Students are permitted to substitute some activities that are available off campus, such as horseback riding and golf, for the required physical education program. As a health protection, periodic medical examinations are required of students who participate in vigorous activities.

Major Weaknesses. The major weaknesses of the program include the lack of professionally prepared physical education instructors to administer the program; failure of the instructional program to present a balanced program of gymnastics, dance, team sports and individual sports; providing physical education only two days a week; large class sizes; insufficient indoor and outdoor facilities; and the lack of evaluative techniques.

Score Sheet. The following scores were received by School G after evaluation of the physical education program:

* Independent School G is an all girls school.

<u>Sections</u>	<u>Maximum score</u>	<u>School score</u>
1. School Administration	20	14
2. Teachers Preparation	30	12
3. Instructional Program	40	25
4. Scheduling, Time Allotment, Class Size	35	25
5. Equipment and Facilities	30	22
6. Health Protection and Insurance	25	16
7. Evaluation	<u>20</u>	<u>3</u>
Total possible score = 200		Actual score = 117
		Percentage score = 59%

Intramural and Interscholastic Program

Major Strengths. An intramural program is provided for students one afternoon a week for one hour.

Major Weaknesses. There is no interscholastic program and only a limited intramural program available for students at School G. Trained physical education instructors and coaches are need as well as additional facilities and equipment so that a successful program might be implemented.

Score Sheet. The following scores were received by School G after evaluation of the intramural and interscholastic programs:

<u>Sections</u>	<u>Maximum score</u>	<u>School score</u>
1. Intramural Program	50	38
2. Girls' Interscholastic Program	<u>75</u>	<u>0</u>
Total possible score = 125		Actual score = 38
		Percentage score = 34%

INDEPENDENT SCHOOL H*

Secondary Physical Education Program

Major Strengths. The administration is in full support of the physical education program at School H. An educationally qualified physical education instructor is employed by the school to administer the program. Students are required to participate in physical education in all grade levels. Sufficient equipment and facilities are provided so that the program can operate successfully.

Major Weaknesses. Additional physical education instructors are needed at School H to enable students to participate in the program on a daily basis rather than merely twice a week. Credit for physical education should be granted on a basis consistent with other subject areas as well as including such credit toward honor grades and class rank order.

Score Sheet. The following scores were received by School H after evaluation of the physical education program:

<u>Sections</u>	<u>Maximum score</u>	<u>School score</u>
1. School Administration	20	13
2. Teacher Preparation	30	27
3. Instructional Program	40	28
4. Scheduling, Time Allotment, Class Size	35	25
5. Equipment and Facilities	30	26
6. Health Protection and Insurance	25	19
7. Evaluation	<u>20</u>	<u>8</u>
Total possible score = 200		Actual score = 146 Percentage score = 73%

* Independent School H is an all girls school.

Intramural and Interscholastic Program

Major Strengths. A balanced program of intramural and interscholastic competition is made available to all students at School H. The entire program is coordinated by the physical education instructor and officiated by qualified rated officials. Competition takes place only between teams of comparable age and ability and in only those sports that have published standards and rules.

Major Weaknesses. Additional physical education instructors as well as better facilities are needed to provide students with a broader scope of intramural and interscholastic activities in which to participate.

Score Sheet. The following scores were received by School H after evaluation of the intramural and interscholastic programs:

<u>Sections</u>	<u>Maximum score</u>	<u>School score</u>
1. Intramural Program	50	41
2. Girls' Interscholastic Program	<u>75</u>	<u>69</u>
Total possible score = 125		Actual score = 110
		Percentage score = 88%

INDEPENDENT SCHOOL I

Secondary Physical Education Program

Major Strengths. Physical education is considered an essential element in the school's total educational process. Students are required to participate in physical education activities in all grade levels. Qualified physical education instructors are responsible for conducting the program. An unusual feature of the physical education program is

the inclusion of courses in mountaineering and camping. A spacious campus with numerous indoor and outdoor facilities is provided for the teaching of a variety of activities.

Major Weaknesses. The major weakness of the secondary program is the lack of evaluative techniques. There are no grades or credit given to students for physical education participation and no means of measuring program outcomes against original purposes or stated goals.

Score Sheet. The following scores were received by School I after evaluation of the physical education program:

<u>Sections</u>	<u>Maximum score</u>	<u>School score</u>
1. School Administration	20	17
2. Teacher Preparation	30	24
3. Instructional Program	40	33
4. Scheduling, Time Allotment, Class Size	35	30
5. Equipment and Facilities	30	29
6. Health Protection and Insurance	25	22
7. Evaluation	20	4
Total possible score = 200		Actual score = 159 Percentage score = 80%

Intramural and Interscholastic Program

Major Strengths. Students are given an opportunity to participate in intramural and interscholastic athletics in all grade levels. Both programs are properly supervised and officiated for maximum safety. In keeping with acceptable standards, athletic competition takes place only between teams of comparable age and ability and in only those sports that have published standards and rules. Sufficient equipment and facilities are provided for the successful operation of the program.

Major Weaknesses. The interscholastic program receives the major emphasis at School I and is given priority over intramural activities in the use of facilities and equipment. Students should have the opportunity to participate in intramural activities more frequently than at the conclusion of each interscholastic sports season. There is no interscholastic program available for the few enrolled female students.

Score Sheet. The following scores were received by School I after evaluation of the intramural and interscholastic programs:

<u>Sections</u>	<u>Maximum score</u>	<u>School score</u>
1. Intramural Program	50	40
2. Boys' Interscholastic Program	75	69
3. Girls' Interscholastic Program	<u>75</u>	<u>0</u>
Total possible score = 200		Actual score = 109
		Percentage score = 55%

INDEPENDENT SCHOOL J

Secondary Physical Education Program

There is no instructional physical education program available for students at School J. Students may participate in either an intramural or an interscholastic program during the afternoons. Certainly physical education and extramural participation are not synonymous. It is recommended that an organized instruction physical education program that is administered by qualified physical educators be implemented so that students might benefit from this experience.

Intramural and Interscholastic Program

Major Strengths. All students are required to participate in the intramural program at School J. Members of interscholastic teams are ineligible to participate in intramural activities of that sport during the sport season. The programs are properly supervised and officiated for maximum safety. Competition takes place only between teams of comparable age and ability. Sufficient indoor and outdoor facilities including an olympic size swimming pool are available for the intramural and interscholastic programs.

Major Weaknesses. All intramural and interscholastic coaches are certified teachers employed by the school but none have had training in the physical education profession. The school is also lacking an interscholastic program for girls even though the school has an enrollment of sixty-two female students.

Score Sheet. The following scores were received by School J after evaluation of the intramural and interscholastic programs:

<u>Sections</u>	<u>Maximum score</u>	<u>School score</u>
1. Intramural Program	50	42
2. Boys' Interscholastic Program	75	65
3. Girls' Interscholastic Program	<u>75</u>	<u>0</u>
Total possible score =	200	Actual score = 107 Percentage score = 54%

RANKING OF PROGRAMS

Elementary Physical Education Programs

Only five of the ten independent schools participating in this study offer an elementary program. Each was ranked on the basis of

scores received after evaluation of the physical education program.

	<u>School</u>	<u>Maximum score</u>	<u>School score</u>	<u>Percentage score</u>
1.	School C	200	169	85%
2.	School A	200	154	77%
3.	School B	200	150	75%
4.	School D	200	139	70%
5.	School F	200	135	68%

Secondary Physical Education Programs

The independent schools participating in this study were ranked on the basis of scores received after evaluation of the secondary physical education programs.

	<u>School</u>	<u>Maximum score</u>	<u>School score</u>	<u>Percentage score</u>
1.	School C	200	168	84%
2.	School I	200	159	80%
3.	School B	200	148	74%
4.	School H	200	146	73%
5.	School A	200	143	71%
6.	School D	200	140	70%
7.	School F	200	136	68%
8.	School E	200	131	66%
9.	School G	200	117	59%
10.	School J	200	0	0%

Intramural and Interscholastic Programs

The independent schools participating in this study were ranked on the basis of scores received on the score sheets after evaluation of the intramural and/or interscholastic programs.

	<u>School</u>	<u>Maximum score</u>	<u>School score</u>	<u>Percentage score</u>
1.	School C	200	180	90%
2.	School B	200	177	89%
3.	School H	125	110	88%
4.	School D	200	171	86%
5.	School A	200	167	84%
6.	School F	200	165	83%
7.	School E	200	134	67%
8.	School I	200	109	55%
9.	School J	200	107	54%
10.	School G	125	38	34%

CHAPTER VII

SUMMARY AND CONCLUSIONS

The purpose of this study was to investigate the philosophy and content of the physical education instructional programs, the teachers' preparation, equipment and facilities, scheduling, intramural and interscholastic sports, and school related programs in selected independent schools of North Carolina.

A stratified sample of ten independent schools was used in this study. An attempt was made to select schools so that a viable cross section of programs and philosophies could be achieved. Of the ten schools studied, eight were coeducational, two were identified as all-girls, four provided boarding for students, and five included elementary grades in addition to secondary grades.

Each school was approached as a separate case study, and conclusions were based on (a) the interview; (b) the observation period; (c) the questionnaire; (d) the check lists; and (e) the score sheets.

According to the data collected and analyzed in this study, the following conclusions were made:

1. The school administrators appeared to recognize physical education as an important component in the school's total educational process. This was exemplified by the employment of qualified elementary and secondary physical education instructors in 90% of the schools investigated.

2. An instructional, intramural and/or interscholastic program was required of most students in each of the independent schools investigated. The interscholastic program received the major emphasis in 80% of the schools investigated, the instructional program received the major emphasis in 20% of the schools investigated, and the intramural program received the least emphasis in the schools investigated.

3. In all secondary schools investigated, physical education was administered as a dual program with the boys and girls separated for participation in activity. Elementary physical education programs were generally administered coeducationally.

4. Effective utilization of evaluative techniques was found to be lacking in all independent schools.

5. There were no adapted or corrective physical education programs found in any of the independent schools investigated.

BIBLIOGRAPHY

BIBLIOGRAPHY

A. BOOKS

1. American Association for Health, Physical Education and Recreation. Knowledge and Understanding in Physical Education. Washington, D. C.: The Association, 1969.
2. American Association for Health, Physical Education and Recreation. Research Methods in Health, Physical Education and Recreation. Washington, D. C.: The Association, 1959.
3. Abelson, Harold E. The Art of Educational Research. New York: The World Book Company, 1933.
4. Anderson, Marian H., Margaret Elliot, and Jeanne La Berge. Play With a Purpose. New York: Harper and Row, Publishers, 1966.
5. Barrow, Harold M. Man and His Movement: Principles of His Physical Education. Philadelphia: Lea and Febiger, 1971.
6. Best, John W. Research in Education. New Jersey: Prentice-Hall, Inc., 1963.
7. Bookwalter, Karl, and Harold VanderZwaag. Foundations and Principles of Physical Education. Philadelphia: W. B. Saunders Company, 1969.
8. Bookwalter, Karl. Physical Education in the Secondary School. Washington, D. C.: The Center for Applied Research in Education, Inc., 1964.
9. Borg, Walter R. Educational Research - An Introduction. New York: David McKay Company, Inc., 1963.
10. Bruner, Jerome S. Toward a Theory of Instruction. Cambridge, Massachusetts: Harvard University Press, 1966.
11. Cowell, Charles C., and Helen W. Hazelton. Curriculum Design in Physical Education. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1955.

12. Cunningham, Jean, Glenn Kirchner, and Eileen Warrell. Introduction to Movement Education. Dubuque, Iowa: W. M. C. Brown Company, Publishers, 1970.
13. Dauer, Victor P. Dynamic Physical Education for Elementary School Children. Minneapolis, Minnesota: Burgess Publishing Company, 1971.
14. Dauer, Victor P. Essential Movement Experiences for Preschool and Primary Children. Minneapolis, Minnesota: Burgess Publishing Company, 1972.
15. Fait, Hollis F. Physical Education for the Elementary School Child. Philadelphia: W. B. Saunders Company, 1971.
16. Good, Carter V. Introduction to Educational Research. New York: Appleton-Century-Crofts, Inc., 1963.
17. Humphrey, James. Child Learning. Dubuque, Iowa: WM. C. Brown Company, Publishers, 1965.
18. Kirchner, Glenn. Physical Education for Elementary School Children. Dubuque, Iowa: WM. C. Brown Company, Publishers, 1970.
19. Moser, C. A. Survey Methods in Social Investigation. London: William Heinemann, LTD, 1958.
20. Mosston, Muska. Teaching Physical Education: From Command to Discovery. Columbus: Charles E. Merrill Books, Inc., 1966.
21. Mouly, George J. The Science of Educational Research. New York: American Book Company, 1963.
22. Nixon, John E. An Introduction to Physical Education. Philadelphia: W. B. Saunders Company, 1966.
23. Nixon, John, and Ann E. Jewett. Physical Education Curriculum. New York: The Ronald Press Company, 1964.
24. Oberteuffer, Delbert, and Celeste Ulrich. Physical Education. New York: Harper and Row, Publishers, 1970.
25. Rummel, Francis J. An Introduction to Research Procedures in Education. New York: Harper and Row, Publishers, 1964.
26. Sargent, Porter. The Handbook of Private Schools. Boston, Massachusetts: Porter Sargent, Publisher, 1972.

27. Saylor, Galen J., and William M. Alexander. Curriculum Planning for Modern Schools. New York: Holt, Rinehart, and Winston, Inc., 1966.
28. Schneider, Elsa. Physical Education in Urban Elementary Schools. Washington, D. C.: United States Government Printing Office, 1959.
29. Schurr, Evelyn L. Movement Experiences for Children: Curriculum and Methods for Elementary School Physical Education. New York: Appleton-Century-Crofts, Inc., 1967.
30. Ulrich, Celeste. The Social Matrix of Physical Education. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1968.
31. Voltimer, Edward F., and Arthur A. Esslinger. The Organization and Administration of Physical Education. New York: Appleton-Century-Crofts, Publishers, 1967.
32. Wilgoose, Carl E. The Curriculum in Physical Education. Englewood Cliffs, New Jersey: Prentice-Hall, 1969.

B. JOURNALS, PERIODICALS, AND GOVERNMENT PUBLICATIONS

33. American Association for Health, Physical Education and Recreation. "Essentials of a Quality Elementary School Physical Education Program," Journal of Health, Physical Education and Recreation. XLII (April, 1971), 42-46.
34. American Association for Health, Physical Education and Recreation. "Guidelines for Secondary School Physical Education," Journal of Health, Physical Education and Recreation. XLII (April, 1971), 47-50.
35. California State Department of Education. A Score Card For Evaluating Physical Education Programs For High School Boys. State Printing Office, Sacramento, California, 1931.
36. Hall, Vaughn L. A Score Card For The Evaluation of Physical Education Programs For High School Boys. Department of Public Instruction, Salt Lake City, Utah, 1949.
37. Metheny, Eleanor. "The Third Dimension in Physical Education," Journal of Health, Physical Education and Recreation. (March, 1954), 27-30.

38. Moore, Mary Elizabeth. "Meeting the Challenge - Need Curriculum Reform," The Academy Papers. No. III (October, 1969), 67-72.
39. Nixon, John E. "Needed Curriculum Reform," The Academy Papers. No. III (October, 1969), 55-62.

C. UNPUBLISHED MATERIAL

40. Chase, Philip E. "A Survey of the Physical Education, Intramural, Interscholastic and Recreational Programs for Delinquent Youth Confined in the Juvenile Correction Training Schools in the State of North Carolina." Unpublished Master's Thesis, The University of North Carolina at Greensboro, Greensboro, North Carolina, 1970.
41. Harmon, John M. "Methods of Procedure in the City Comprehensive School Health and Physical Education Survey." Unpublished Doctoral Dissertation, School of Education, Indiana University, Bloomington, Indiana, 1932.
42. McCloy, Charles H. "Techniques of Research in Physical Education." Mimeographed Material, The University of Iowa, Iowa City, Iowa, 1936.

APPENDIXES

February 22, 1973

Director of Women's Physical Education
 Durham Academy
 3116 Highway 781
 Durham, North Carolina 27707

Charles W. Evans, Headmaster
 Forsyth County Day School
 51 Stonecroft Road
 Winston-Salem, North Carolina

Dear Mr. Evans:

It is with the endorsement of Robert Johnson, my predecessor as Durham Academy, that I ask your assistance. In an effort to be of service to the independent school community of North Carolina, I am attempting to conduct a study among the independent schools of the state concerning types of physical and/or interscholastic or intraschool sports programs available.

APPENDIX A

Initial Letter to Headmasters

The two leading reasons for the study were chosen due to their international and historical nature, general respect of parents and educators, and their unique or significant programs.

This study would require your granting me an interview lasting an hour and half an hour. It would further require my checking facilities and observing classes in the physical education department and interviewing members of the physical education and coaching staff.

If possible, I would like to arrange my visits to the schools so that I will at little time from my teaching and coaching responsibilities as is necessary. Since many of the schools being investigated are located in the same general area, each time and expense can be saved by visiting more than one school per day. If it suits with your convenience, I would like to schedule the described meeting at Forsyth County Day for Tuesday, March 6, 1973. I would appreciate your filling out the enclosed appointment card and returning it to me as soon as possible.

Results of the study will be made available to you and your physical education staff and will also be submitted for publication to the National Association of Independent Schools, Boston, Massachusetts.

I realize that the time of the headmaster is valuable. I also realize that the typical headmaster is usually inundated by requests such as mine. It is, therefore, with apologies that I approach you with my

January 22, 1973

Director of Women's Physical Education
Durham Academy
3116 Highway 751
Durham, North Carolina 27707

Charles R. Evans, Headmaster
Forsyth Country Day School
91 Shallowford Road
Lewisville, North Carolina

Dear Mr. Evans:

It is with the endorsement of Robert Johnston, my Headmaster at Durham Academy, that I ask your assistance. In an effort to be of service to the independent school community of North Carolina, I am attempting to conduct a study among the ten leading independent schools of the state concerning types of physical education and/or interscholastic or intramural sports programs available.

The ten leading schools included in this study were chosen due to their international and historical renown, general respect of parents and educators, and their unique or significant programs.

This study would require your granting me an interview lasting no more than half an hour. It would further require my checking facilities and observing classes in the physical education department and interviewing members of the physical education and coaching staff.

If possible, I would like to arrange my visits to the schools so that I miss as little time from my teaching and coaching responsibilities as is necessary. Since many of the schools being investigated are located in the same general area, much time and expense can be saved by visiting more than one school per day. If it meets with your convenience, I would like to schedule the described meeting at Forsyth Country Day for Tuesday, March 6, 1973. I would appreciate your filling out the enclosed appointment card and returning it to me as soon as possible.

Results of the study will be made available to you and your physical education staff and will also be submitted for publication to the National Association of Independent Schools, Boston, Massachusetts.

I realize that the time of the Headmaster is valuable. I also realize that the typical Headmaster is usually inundated by requests such as mine. It is, therefore, with apologies that I approach you with my

request, but also with the redeeming knowledge that all Headmasters are totally dedicated to the community effort of evaluating and sharing top educational programs.

Sincerely yours,

Suzan E. Cannon (Miss)

APPENDIX B

Questionnaire

QUESTIONNAIRE

Name of School _____

Address _____ Phone _____

Director of Physical Education _____

Grades offered _____ Enrollment: Girls _____ Boys _____

Philosophy and Objectives

1. Have policies that govern the physical education program been formulated in writing and subscribed to by the staff? Yes _____ No _____
If yes, who is responsible for developing these policies? _____
2. Are curriculum guides in physical education available to teachers of physical education? Yes _____ No _____
If yes, who participates in the planning of these guides _____
3. Are students permitted to substitute other activities for physical education? Yes _____ No _____
If yes, list these activities: _____
4. Is there opportunity for inservice education in physical education? Yes _____ No _____
If yes, describe the kind of opportunity available: _____

How often is this service provided?

5. What type of grading system is utilized in physical education for grades 7-12?

☐ Letter grades
☐ Numerical grades
☐ "S" (satisfactory) and "U" (unsatisfactory)
☐ No grade is given
☐ Other

6. Is the administration in full support of the physical education program? Yes _____ No _____

7. Is class size in physical education consistent in size with that of other subject areas? Yes ☐ No ☐
If no, please explain: _____
-
8. Is credit for physical education granted on a basis consistent with other subject areas? Yes ☐ No ☐
If yes, is this credit included toward honor grades and/or class rank order? Yes ☐ No ☐

1. Complete the following for each physical education staff member:

	(1)	(2)
Name		
Degrees		
Name of Institution(s)		
Year awarded		
Major		
Minor		
Years of teaching		
Name of Professional organizations in which a member		

[illegible]

2. Complete the following for each physical education staff member:

Name	Number of classes taught per day			Average number of students			Length of class period			Length of time between classes		
	Lower	Middle	Upper	L	M	U	L	M	U	L	M	U

3. Who teaches physical education in the elementary school?

_____ Classroom teacher with no help from a consultant in physical education

_____ Classroom teacher with help of physical education specialist

_____ Physical educator who is a full time staff member of the school

4. Have the physical education teachers attended any clinics, workshops, or professional meetings within the past year? Yes ___ No ___

5. Do the physical education teachers attend regular faculty meetings? Yes ___ No ___

6. Do physical education teachers assist in the planning of new physical education facilities? Yes ___ No ___

7. Are physical education teachers required to wear a specific uniform? Yes ___ No ___

8. Are physical education teachers provided with a daily planning period? Yes ___ No ___

Program Content

1. Are there adapted or modified physical education classes? Yes ___ No ___ If yes, indicate the nature of these classes.

_____ Adapted recreational games and sports

_____ Corrective exercises

_____ Other - please explain _____

2. Are students provided an opportunity for choosing activities within the required physical education program? Yes ___ No ___
3. Are instructional materials such as films, slides, tapes, etc. utilized by the physical education department? Yes ___ No ___
4. Complete the following information for each grade level.

Grade	Ave. Class Size	Days Met Per Wk.	Time Allotment	Co-educational	Separated by Sex	Req'd	Elective
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

5. Do students participate in the evaluation of the physical education program? Yes ___ No ___ If Yes, in what way: _____
6. How are students in physical education classes evaluated in terms of achievement?
- _____ Subjective evaluation by the instructor
- _____ Objective evaluation including:
- _____ Skill test
- _____ Physical fitness test
- _____ Written test
- _____ Other _____

7. Are students given the opportunity to participate in intramural activity? Yes ___ No ___ If yes, at what grade level are students first permitted to participate? _____
8. On what basis are intramural teams organized?
- ___ Homerooms
 ___ Grade level
 ___ Regular physical education class
 ___ Ability
 ___ Other _____
9. When do students participate in intramurals?
- ___ After school
 ___ Before school
 ___ Activity period
 ___ Noon hour
 ___ Night
 ___ Other _____
10. Are students required to obtain a medical examination before participating in:
- | | yes | no |
|-------------------------------|-------|-------|
| Physical Education activities | _____ | _____ |
| Intramural sports | _____ | _____ |
| Interscholastic sports | _____ | _____ |
11. Are members of a varsity team ineligible to participate in intramural activities of that sport during the season? Yes ___ No ___
12. Who officiates the intramural program at your school?
- ___ Physical Education teachers
 ___ Coaches who are not physical educators
 ___ Students who have been instructed in officiating
 ___ Other _____
13. Does your school participate in interscholastic competition for girls? Yes ___ No ___ If yes, please complete the following:

Activity	Age Level	Number of Games, Matches, Meets per year	Number of Students Participating

Activity	Age Level	Number of Games, Matches, Meets per year	Number of Students Participating

14. Does your school participate in interscholastic competition for boys? Yes ___ No ___

Activity	Age Level	Number of Games, Matches, Meets per year	Number of Students Participating

Activity	Age Level	Number of Games, Matches, Meets per year	Number of Students Participating

15. Complete the following in regard to the interscholastic coaches at your institution:

_____ Number of female coaches
 _____ Number of male coaches

In what capacity do each serve? Please place the total number of coaches in each category and indicate whether they are male or female. (Example: 1:F-2:M)

- ☐ Coach and teach physical education
- ☐ Coach and teach other subjects
- ☐ Hired only for coaching
- ☐ Volunteers
- ☐ Other _____

16. Who directs the interscholastic program at your school?

- ☐ Physical education director
- ☐ Physical education staff member
- ☐ Other faculty member. Specify _____
- ☐ Other _____

ACTIVITY CHECK LIST FOR ELEMENTARY SCHOOLS (Grades 1-5)

Name of School _____

Director of Physical Education _____

Complete the following for activities that are part of your curriculum by indicating the grade level in which students receive instruction in the activity and also the approximate amount of time in weeks or weeks spent on each activity per year. Please leave space blank if activity is not provided at your school.

ACTIVITY	GRADE LEVEL	APPROXIMATE AMOUNT OF TIME
EXERCISES		
Basic movement skills		
Warm-up exercises		
Stretches		
Rolling		
Small equipment		
Large equipment		
APPENDIX C		
Activity Check List for Elementary Schools		
LOW IMPACT		
Plays		
Act and classroom games		
Individual and dual games		
Team games		
Lead-up games to individual sports		
Lead-up games to team sports		
MIDDLE		
Dance fundamentals		
Creative dance		
Ball games		
Recreational dance		
HIGH		
Swimming		
Trampoline		
Roller skating		
Other games		

ACTIVITY CHECK LIST FOR ELEMENTARY SCHOOLS
(Grades 1-6)

Name of School _____

Director of Physical Education _____

Complete the following for activities that are part of your curriculum by indicating the grade level in which students receive instruction in the activity and also the approximate amount of time in months or weeks spent on each activity per year. Please leave space blank if activity is not provided at your school.

ACTIVITY	GRADE LEVEL(S) TAUGHT	LENGTH OF TIME TAUGHT
GYMNASTICS		
Basic movement skills		
Developmental exercises		
Stunts		
Tumbling		
Small equipment		
Large apparatus		
GAMES AND SPORTS		
Low organized games		
Relays		
Quiet and classroom games		
Individual and dual games		
Sport skills		
Lead-up games to individual sports		
Lead-up games to team sports		
DANCE		
Dance fundamentals		
Creative dance		
Folk dance		
Recreational dance		
AQUATICS		
Swimming		
Diving		
Boating		
Water games		

Activity Check List for Secondary Schools

ACTIVITY CHECK LIST FOR SECONDARY SCHOOLS
(Grades 7-12)

Name of School _____

Director of Physical Education _____

Complete the following for activities that are part of your curriculum by indicating the grade level in which students receive instruction, the amount of time (in weeks or months) spent on activity per year, and if the activity is provided in the instructional or intramural program. Additional space is provided for activities that may not be listed. Please leave space blank if activity is not provided at your school.

ACTIVITY	INSTRUCTIONAL LEVEL	GRADE	LENGTH	INTRAMURAL	GRADE LEVEL	LENGTH
INDIVIDUAL						
SPORTS:						
Aquatics:						
Swimming:						
Beginning						
Intermediate						
Advanced						
Speed						
Diving						
Lifesaving						
Synchronized swimming						
Other:						
Archery						
Badminton						
Bowling						
Fencing						
Golf						
Gymnastics:						
Apparatus						
Trampolining						
Tumbling						
Other:						
Handball						
Squash Racquets						
Tennis						
Track & Field:						
Sprints						
Distance						
Hurdles						
Relay						

ACTIVITY	INSTRUCTIONAL	GRADE	LENGTH	INTRAMURAL	GRADE	LENGTH
		LEVEL			LEVEL	
Relay						
Shot Put						
Discuss						
Javelin						
High Jump						
Broad Jump						
Pole Vault						
Other:						
Wrestling						
Other:						
TEAM SPORTS:						
Baseball						
Basketball						
Field Hockey						
Lacrosse						
Soccer						
Softball						
Speedball						
Touch Football						
Volleyball						
Water Polo						
Other:						
DANCE:						
Folk						
Modern						
Social						
Other:						
BODY CONDI- TIONING:						
Body Mechanics						
Weight Training						
Other:						
RECREATIONAL:						
Angling						
Camping						
Deck Tennis						
Hiking						
Horseshoes						

ACTIVITY	INSTRUCTIONAL LEVEL	GRADE LEVEL	LENGTH	INTRAMURAL	GRADE LEVEL	LENGTH
Paddle Tennis						
Table Tennis						
Tetherball						
Other:						
LOW ORGANIZATION:						
Apparatus Play						
Body Mechanics						
Classroom Games						
Dual Games						
Folk Dances						
Lead-up Games						
Individual Games						
Movement Edu- cation						
Relays						
Rhythms						
Self Testing						
Stunts and Tumbling						
Tag Games						
Team Sports						
Other:						

ADDITIONAL ACTIVITIES MAY BE LISTED BELOW:

ACTIVITY	INSTRUCTIONAL LEVEL	GRADE LEVEL	LENGTH	INTRAMURAL	GRADE LEVEL	LENGTH

[illegible]

1206

STING

1995

1997

By Phil

153

11392

2002

2007

1000

10

42

100

100

1

EQUIPMENT CHECK LIST FOR ELEMENTARY SCHOOLS
(Grades 1-6)

Name of School _____

Director of Physical Education _____

List the appropriate number of the following equipment items available for your program. Please list any additional equipment in the space provided.

ITEM	NUMBER(S) OF ITEM(S)
GYMNASTICS	
Mats 4 by 6 feet	
Balance beams (6 inch (30 by 36 inches)	
Horizontal bar	
Doorway bars	
Folding all-purpose unit, (horizontal bars, rings, ropes, chinning bars)	
Vaulting bench or box	
Parallel bars	
All-purpose climber	
Hanging rope	
GAMES AND SPORTS	
Supersoft softballs	
Softball bats	
Face masks	
Chest protectors	
Bases (indoor)	
Bases (outdoor)	
Batting tee	
Volleyballs (leather)	
Volleyball nets	
Volleyball standards	
Basketballs (intermediate size)	
Footballs (intermediate size)	
Kicking tee	
Belts for flag football	
Soccer balls (rubber)	
Tetherball poles	
Tetherballs	

ITEM	NUMBER(S) OF ITEM(S)
Paddle tennis paddles	
Paddle tennis balls	
Aerial tennis paddles	
Aerial tennis birds	
Deck tennis rings	
Playground balls (5-inch)	
(8 1/2 inch)	
(10 inch)	
(13 inch)	
Parachute 24'-28'	
SMALL EQUIPMENT	
Jumping ropes (short)	
Long	
Elastic rope	
Duck 'n Indian clubs	
Wands	
Hoops	
Beanbags	
Plastic fun balls	
Fleece balls	
Tennis balls	
High jump standards-bars	
Gym scooters	
DANCE	
Dance record player	
Dance drum	
Econ. castanet	
Tambourine	
Maracas	
Cluster bells	
Adequate record supply	
SUPPLIES	
Whistles	
Whistle lanyard	
100-foot measuring tape	
Stop watch	
Lime marker	
Pinnies	
Blackboard	

ITEM	NUMBER(S) OF ITEM(S)
First aid kit	
Instant cold pack	
Instant heat pack	
Ball inflator	
Color bands (4 colors)	
Bags to carry balls	
Other:	

EQUIPMENT CHECK LIST FOR SECONDARY SCHOOLS
(Grades 7-12)

Name of School _____

Director of Physical Education _____

List the number of the following equipment items that are available for your program. Indicate the condition of the items by placing a check in the appropriate space provided.

ITEM	NUMBER(S) OF ITEM(S)	CONDITION OF ITEMS:		
		GOOD	FAIR	POOR
<u>Permanent Playground Equipment:</u>				
Baseball and softball backstops				
Basketball backboards & goals				
Chinning Bars				
Field Hockey cages or posts				
<u>Pits:</u>				
Broad jump				
High jump				
Vaulting				
Soccer goal posts				
Tennis net posts				
Tetherball posts				
Volleyball net posts				
Other:				
<u>Gymnasium Equipment</u>				
Basketball backboards and goals				
Chinning bars				
<u>Gymnastic:</u>				
Balance beam				
Beam board				
Climbing ropes				
Horizontal bar				
Long horse				
Parallel bars				
Rings				
Safety belt				
Side horse				
Springboard trampoline				
Stall bars				
Trampoline				

ITEM	NUMBER(S) OF ITEM(S)	CONDITION OF ITEMS:		
		GOOD	FAIR	POOR
Mats and mat covers				
Mat truck				
Phonograph				
Standards for:				
Badminton				
High jump				
Pole vault				
Volleyball				
Table tennis tables				
Vaulting box				
Weight lifting sets				
Other:				
Activity Equipment:				
Angling:				
Rods				
Reels				
Lines				
Lures				
Archery:				
Bows				
Arrows				
Quivers				
Targets and target stands				
Finger protectors				
Arm guards				
Badminton:				
Nets				
Rackets				
Shuttlecocks				
Baseball:				
Bats				
Balls				
Bases				
Catcher equipment				
Gloves				
Head protectors				
Basketballs				
Bowling:				
Balls				
Pins				
Deck tennis rings				

ITEM	NUMBER(S) OF ITEM(S)	CONDITION OF ITEMS:		
		GOOD	FAIR	POOR
Fencing:				
Foil				
Mask				
Body protectors				
Gloves				
Field Hockey:				
Hockey sticks				
Hockey balls				
Shin pads				
Goalkeeper equipment				
Football				
Golf:				
Practice balls				
Standard balls				
Clubs				
Handball:				
Balls				
Gloves				
Horseshoes				
Lacrosse:				
Crosse				
Balls				
Paddle tennis sets				
Shuffleboard:				
Cue sticks				
Discs				
Soccer balls				
Softball:				
Balls				
Bats				
Bases				
Catcher equipment				
Gloves				
Squash Racquets				
Balls				
Rackets				
Telltale				
Swimming:				
Diving blocks				
Fins				
Kick boards				
Table Tennis:				
Balls				
Nets				
Paddles				

ITEM	NUMBER(S) OF ITEM(S)	CONDITION OF ITEMS:		
		GOOD	FAIR	POOR
Tennis:				
Balls				
Rackets				
Nets				
Tetherballs				
Track and Field:				
Bats				
Cross bars:				
High jump				
Pole vault				
Discus				
Hurdles:				
High				
Low				
Javelin				
Jumping standards:				
High jump				
Pole vault				
Shot				
Starting blocks				
Starting pistol				
Toe board				
Vaulting poles				
Volleyball:				
Balls				
Nets				
Other:				
Supplies:				
Ball cleaner				
First aid supplies				
Jumping ropes				
Lime marker				
Pull-overs				
Pump inflator				
Rakes				
Shovels				
Stop watches				
Tapes				
Towels				
Whistles				
Other:				

APPENDIX G
(1-1-12)

APPENDIX G

Facility Check List

FACILITY CHECK LIST
(Grades 1-12)

Name of school _____

Director of Physical Education _____

Please answer "yes" or "no" to the following questions concerning available facilities at your school for the physical education program.

	yes	no
<u>Outdoor Area:</u>		
1. Is there a minimum of ten acres, with an additional acre for each 100 pupils, of general play area provided at your school?	_____	_____
2. Are the field areas marked appropriately for specific sports?	_____	_____
3. Are the outdoor areas suitably turfed, surfaced, leveled, and drained?	_____	_____
4. Is the outdoor play space a safe place for activity?	_____	_____
5. Are teaching stations that border on streets or service traffic areas properly fenced?	_____	_____
6. Are the younger children assigned a play area that is away from the area used by older students?	_____	_____
7. Is there sand, tanbark, or sawdust under all outdoor apparatus to protect students from injury?	_____	_____
8. Is periodic inspection made of outdoor facilities for safety hazards?	_____	_____
9. Are drinking fountains provided near outdoor teaching stations?	_____	_____
10. Is one hard-surfaced multi-purpose area 120' by 220' or equal to 24,400 square feet provided for effective class instruction?	_____	_____
11. Are the hard-surfaced areas suitably marked for movement patterns and games?	_____	_____

yes no

12. Is there an adequately constructed track and field area? _____

Additional Comments: _____

Indoor Area:

1. Indicate with a check the types of indoor facilities available for your program.

_____ Gymnasium
 _____ Wrestling room
 _____ Apparatus room
 _____ Weight room
 _____ Dance studio
 _____ Classroom with blackboard
 _____ Swimming pool
 _____ Handball courts
 _____ Squash courts
 _____ Bowling alleys
 _____ Other

yes no

2. Is there a well-lighted gymnasium used for both instructional and free play purposes? _____
3. Is the gymnasium free of sharp edges protruding from the walls or objects along the walls? _____
4. Is there wall space left free and clear for target games and skill practice? _____
5. Are windows and lights covered with protective screening? _____

	yes	no
6. Are physical education classes given preference over athletic contests in the use of the gymnasium?	_____	_____
7. Are all court and boundary lines well marked?	_____	_____
8. Is there a designated area for emergency first-aid care?	_____	_____
9. Is there adequate storage space for all equipment and supplies?	_____	_____
10. Are there equipment storage areas located near teaching stations?	_____	_____
11. Are the physical education instructors provided with an office that is accessible to the indoor court and/or dressing room?	_____	_____
12. Is there adequate space available for dressing, showering, and the storage of play clothing?	_____	_____
13. Are physical education instructors provided with appropriate dressing, showering, and storage space?	_____	_____
14. Are there separate dressing-locker rooms available for athletic teams?	_____	_____
15. Are dressing rooms equipped with mounted mirrors, shelves, benches, and lockers?	_____	_____
16. Is there available one lavatory and one toilet per five students for the peak physical education class?	_____	_____
17. Is daily maintenance of the gymnasium and locker room provided?	_____	_____

PHYSICAL EDUCATION SCORE SHEET

No. 1

Elementary School

Name of School _____

Address _____

Analysis made at _____

Grades offered _____

Faculty and Staff _____

School's total enrollment _____

First Evaluation, Endorsement _____

Score Sheet

Grading Scale

I. School Administration _____

II. Teacher Preparation _____

III. Instructional Program _____

IV. Time Allocation _____

APPENDIX H

Elementary Physical Education Score Sheet

V. Evaluation _____

Total possible score _____

Score _____

I. School Administration

1. Physical education is an essential part of the school's total educational program.

(approximately 100 - 120 points out of 120)

2. Facilities and personnel that provide the opportunity for physical education are adequate and properly maintained.

(approximately 100 - 120 points out of 120)

3. Classroom teachers who teach physical education are prepared with regular knowledge and experience in physical education.

(If classroom teachers are not prepared to teach physical education, this question will apply to the school's physical education staff.)

(approximately 100 - 120 points out of 120)

4. Classroom teachers who teach physical education are prepared with regular knowledge and experience in physical education.

(If classroom teachers are not prepared to teach physical education, this question will apply to the school's physical education staff.)

(approximately 100 - 120 points out of 120)

Developed from "Standards of a Quality Elementary School Physical Education Program," Journal of Health, Physical Education and Recreation, April, 1971, p. 22-23.

PHYSICAL EDUCATION SCORE SHEET¹

No. 1

Elementary School

Name of School _____
 Address _____ Phone _____
 Academic Head of School _____
 Grades Offered _____ Enrollment: Girls _____
 Boys _____
 Faculty and Staff _____
 School's Establishment _____
 Plant Evaluation, Endowment _____

<u>Score Sheet</u>	<u>Maximum Score</u>	<u>School Score</u>
I. School Administration	30	
II. Teachers Preparation	30	
III. Instructional Program	45	
IV. Time Allotment, Class Size, Teaching Load, Dress	50	
V. Equipment and Facilities	25	
VI. Evaluation	20	
Total possible score =	200	Score = _____

I. School Administration

- Physical education is an essential part of the school's total educational process.
 (Approximately met = 1-3; Fully met = 4-5)
 Score _____
- Guidelines and policies that govern the operation of the physical education program are jointly developed by physical education teachers and school administration.
 (Approximately met = 1-3; Fully met = 4-5)
 Score _____
- Classroom teachers who teach physical education are provided with regular leadership from resource people who have knowledge and experience in elementary physical education. (If classroom teachers are not used to teach physical education, this question will apply to the leadership of physical educators in clinics, workshops, associations, etc.)
 (Approximately met = 1-3; Full met = 4-5)
 Score _____

¹Developed from, "Essentials of a Quality Elementary School Physical Education Program," Journal of Health, Physical Education and Recreation (April, 1971), p. 42-46.

4. Through administrative planning, parents and community are acquainted with physical education programs.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
5. Parents and administration are kept informed of students' achievements in physical education.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
6. Students are not permitted by the administration to substitute other activities for regular physical education.
(Approximately met = 1-3; Fully met = 4-5)
Score _____

II. Teachers' Preparation

1. Physical education personnel is an involved and contributing staff member of the school.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
2. Specialists and classroom teachers of physical education have had training in human movement, child growth and development, basic sciences, health, current learning theories, and the development of elementary school curriculum.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
3. Physical education teachers and classroom teachers work together to develop an understanding of the child.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
4. Physical education personnel have had laboratory experience in working with young children.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
5. Classroom physical education teachers have had preparation in the understanding of the relationship of motor and physical development to the total learning experience of the child.
(Approximately met = 1-3; Fully met = 4-5)
Score _____

6. Members of the physical education staff or persons responsible for teaching physical education participate in local, state, and national organizations to keep informed of new developments in the profession.

(Approximately met = 1-3; Fully met = 4-5)

Score _____

III. Instructional Program

1. A range of visual materials and other instructional aids are employed by physical education instructors.

(Approximately met = 1-3; Fully met = 4-5)

Score _____

2. Different styles of teaching situations are employed so that learning is personalized and concerned with the cognitive and affective domains.

(Approximately met = 1-3; Fully met = 4-5)

Score _____

3. Physical education, as its foundation, basic movement experiences in locomotor, non-locomotor, and manipulative activities.

(Approximately met = 1-3; Fully met = 4-5)

Score _____

4. The program meets the physical needs of each student, including the slow-learner, the handicapped, the gifted, and the average.

(Approximately met = 1-3; Fully met = 4-5)

Score _____

5. Physical education programs are planned to provide each child with maximum mental and emotional responses which result in desired behavior modifications.

(Approximately met = 1-3; Fully met = 4-5)

Score _____

6. Emphasis on creativity and problem-solving is an important phase of the physical education instructional program.

(Approximately met = 1-3; Fully met = 4-5)

Score _____

7. Instructional programs reflect progression from grade to grade, within each grade, and within activities.

(Approximately met = 1-3; Fully met = 4-5)

Score _____

8. The instructional program is designed so that a balanced program of basic movements, rhythmic, stunts and tumbling, dance, physical developmental activities, and games and relays is presented.

(Approximately met = 1-3; Fully met = 4-5)

Score _____

9. The instructional program is planned so that children meet with a variety of experiences and activities.

(Approximately met = 1-3; Fully met = 4-5)

Score _____

IV. Time Allotment, Class Size, Teaching Load, Dress

1. Students in elementary school participate in an instructional program of physical education for at least 150 minutes per week in addition to free and/or supervised play.

(Approximately met = 1-3; Fully met = 4-5)

Score _____

2. Time allocated for physical education is exclusive of time permitted for dressing, recess, and play periods.

(Approximately met = 1-3; Fully met = 4-5)

Score _____

3. A daily program of physical education is provided to serve the activity needs of the children.

(Approximately met = 1-3; Fully met = 4-5)

Score _____

4. Class size in physical education is consistent in size with those of other subject areas.

(Approximately met = 1-3; Fully met = 4-5)

Score _____

5. Teaching load in physical education is determined by the number of different classes being taught rather than actual number of hours taught.

(Approximately met = 1-3; Fully met = 4-5)

Score _____

6. Sufficient time is allotted between classes to enable the teacher to confer with students and/or classroom teachers when necessary.

(Approximately met = 1-3; Fully met = 4-5)

Score _____

7. Sufficient time is allotted the teacher during the school day for planning and coordinating his program, consulting with teachers, administration, and parents, and giving additional assistance to students.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
8. Physical education programs are planned to provide for co-educational activities.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
9. Students are dressed for physical education so that maximum freedom of movement and safety is obtained.
(Approximately met = 1-3; Fully met with 4-5)
Score _____
10. Teachers of physical education dress appropriately for class activity.
(Approximately met = 1-3; Fully met = 4-5)
Score _____

V. Equipment and Facilities

1. Opportunity is provided for teacher participation in the planning of new physical education facilities.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
2. Physical education teachers and school administration jointly set standards for purchase of supplies and equipment.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
3. Ample equipment and supplies are available so that each child can fully experience the learning situation. (One ball, one rope, etc. per child).
(Approximately met = 1-3; Fully met = 4-5)
Score _____
4. Hardsurfaced or blacktopped areas are properly marked to permit participation in a wide variety of activities.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
5. Sufficient indoor and outdoor facilities are available so that programs operate successfully.
(Approximately met = 1-3; Fully met = 4-5)
Score _____

VI. Evaluation

1. Evaluation is an important and continuous element of the physical education program.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
2. Different techniques of evaluation are utilized for determining individual differences and needs of the child.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
3. Evaluation is utilized by teachers and administration as one means of interpreting the physical education program to parents and community.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
4. Children participate in the evaluation of the physical education program, themselves and their groups, in relation to objectives of the program.
(Approximately met = 1-3; Fully met = 4-5)
Score _____

PHYSICAL EDUCATION SCORE SHEET No. 1 Secondary School

Name of School _____
 Address _____
 City _____ State _____
 Country _____
 Name of Head of School _____
 Grade _____
 Name of Teacher _____
 School Year _____
 Date of Evaluation _____

Score Sheet Maximum Score Actual Score

1. School Administration _____
2. Teacher Preparation _____
3. Instructional Program _____
4. Scheduling, Time Allocation _____
5. Class Size _____
6. Equipment and Facilities _____
7. Student Participation _____
8. Program Evaluation _____

APPENDIX I

Secondary Physical Education Score Sheet

Total Possible Score = 100

1. School Administration

1. Policies that govern the physical education program are jointly developed by school administration and school faculty. (Approximately 1-3; fully met = 4-5)

Score _____

2. Students are not permitted to substitute other activities for regular physical education. (Approximately met = 1-3; fully met = 4-5)

Score _____

3. Effort is made to coordinate physical and community with the general education program. (Approximately met = 1-3; fully met = 4-5)

Score _____

Developed from, "Guidelines for Secondary School Physical Education," *Journal of Health, Physical Education and Recreation*, April, 1971, p. 37-40.

PHYSICAL EDUCATION SCORE SHEET¹
No. II
Secondary School

Name of School _____
Address _____ Phone _____
Academic Head of School _____
Grades Offered _____ Enrollment: Girls _____ Boys _____
Faculty and Staff _____
Schools Establishment _____
Plant Evaluation and Endowment _____

<u>Score Sheet</u>	<u>Maximum Score</u>	<u>School Score</u>
I. School Administration	20	
II. Teacher Preparation	30	
III. Instructional Program	40	
IV. Scheduling, Time Allotment, Class Size	35	
V. Equipment and Facilities	30	
VI. Health Protection and Insurance	25	
VII. Evaluation	20	
Total Possible Score = 200		Score = _____

I. School Administration

1. Policies that govern the physical education program are jointly developed by physical education teachers and school administration.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
2. Students are not permitted to substitute other activities for regular physical education.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
3. Effort is made to acquaint parents and community with the physical education program.
(Approximately met = 1-3; Fully met = 4-5)
Score _____

¹Developed from, "Guidelines for Secondary School Physical Education," Journal of Health, Physical Education and Recreation (April, 1971), p. 47-48.

4. Parents and administration are kept informed of student achievement in physical education.
(Approximately met = 1-3; Fully met = 4-5)

Score _____

II. Teacher Preparation

1. Teachers of physical education are qualified educators and recognized by the state department of education as such.
(Approximately met = 1-3; Fully met = 4-5)

Score _____

2. Teachers teaching hazardous activities (aquatics, gymnastics, skiing) have had specialized training in these areas.
(Approximately met = 1-3; Fully met = 4-5)

Score _____

3. Teachers and coaches are knowledgeable in emergency first aid and accident procedures.
(Approximately met = 1-3; Fully met = 4-5)

Score _____

4. When feasible, teachers of secondary physical education share in planning elementary physical education programs.
(Approximately met = 1-3; Fully met = 4-5)

Score _____

5. Members of the physical education staff are active in local, state, and national physical education organizations.
(Approximately met = 1-3; Fully met = 4-5)

Score _____

6. Members of the physical education staff work jointly with other members of the profession in conducting workshops, clinics, sports days, playdays, etc.
(Approximately met = 1-3; Fully met = 4-5)

Score _____

III. Instructional Program

1. The instructional program is geared toward the needs of each student; the gifted, the average, the slow learner, and the physically handicapped.
(Approximately met = 1-3; Fully met = 4-5)

Score _____

2. The instructional program is designed so that a balanced program of team and individual sports, aquatics, gymnastics, dance, and rhythms is presented.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
3. Instructional programs reflect progression in specific skills and movement patterns.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
4. Opportunity is provided for all students within the required program for elective learning experience.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
5. Emphasis on creativity and problem-solving is of major importance in planning the instructional program for the students.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
6. A range of visual material and other instructional aids are utilized by physical education instructors.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
7. The development of physical fitness is one of the primary objectives of the instructional program.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
8. The instructional program provides for teaching basic skills which are essential in intramural, interscholastic, and recreational programs.
(Approximately met = 1-3; Fully met = 4-5)
Score _____

IV. Scheduling, Time Allotment, Class Size

1. A daily instructional program of physical education is provided for each student.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
2. Time allocated for physical education is equivalent in length to that found in regular school patterns.
(Approximately met = 1-3; Fully met = 4-5)
Score _____

3. Students with handicaps or structural disorders are enrolled in physical education classes.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
4. Class size in physical education is consistent in size with those of other subject areas.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
5. Programs are planned to provide for coeducational activities.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
6. Sufficient time is allotted in the physical education teachers schedules for preparation and planning.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
7. Sufficient time is allotted between classes to enable the teacher to confer with students when necessary.
(Approximately met = 1-3; Fully met = 4-5)
Score _____

V. Equipment and Facilities

1. Sufficient indoor and outdoor facilities are available so that instructional, intramural, interscholastic, and recreational programs operate successfully.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
2. Ample equipment and supplies are available so that each student has the opportunity to actively participate throughout the entire class period.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
3. Daily maintenance of the gymnasium, locker room, and swimming pool, and regular maintenance of outdoor areas is provided.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
4. Equipment is periodically checked to ensure maximum safety.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
5. Men and women staff members consult in the planning of facilities.
(Approximately met = 1-3; Fully met = 4-5)
Score _____

6. Each student in school is provided with 125 square feet of instructional area.
(Approximately met = 1-3; Fully met = 4-5)

Score _____

VI. Health Protection and Insurance

1. Each student in school is required to obtain a periodic medical examination.
(Approximately met = 1-3; Fully met = 4-5)

Score _____

2. Adequate insurance coverage for students participating in the physical education program is required of the student or provided by the school.
(Approximately met = 1-3; Fully met = 4-5)

Score _____

3. Students change to appropriate clothing during physical education to obtain maximum freedom of movement and safety.
(Approximately met = 1-3; Fully met = 4-5)

Score _____

4. Shower facilities and supplies are provided by the school for students use after physical education class.
(Approximately met = 1-3; Fully met = 4-5)

Score _____

5. Written guidelines and policies for school emergencies are provided for each staff member.
(Approximately met = 1-3; Fully met = 4-5)

Score _____

VII. Evaluation

1. Evaluation is used as a method of interpreting the physical education program to students, parents, and administration.
(Approximately met = 1-3; Fully met = 4-5)

Score _____

2. Students participate in the evaluation of the physical education program.
(Approximately met = 1-3; Fully met = 4-5)

Score _____

3. Credit for each year of physical education is granted on a basis consistent with other subject areas.
(Approximately met = 1-3; Fully met = 4-5)

Score _____

4. Credit in physical education is included toward honor grades and class rank order.
(Approximately met = 1-3; Fully met = 4-5)

Score _____

INTRAMURAL AND INTERSCHOLASTIC SCORE SHEET

Form No. 111

Revolving Scale

Name of School _____
 Address _____ Phone _____
 Academic Year or Grades _____
 Grades Offered _____ Enrollment _____
 Faculty and Staff _____
 School Establishment _____
 Class Organization and Information _____

Score	Points	Weight	Score
I. Intramural Program	25		
II. Girls' Interscholastic Program	25		
III. Boys' Interscholastic Program	25		
Total Points	75		

APPENDIX J

Intramural and Interscholastic Score Sheet

1. A balanced program of intramural activities is encouraged below the ninth grade so that students of a championship nature of participation in these games.
 Approximately set = 1-2, Daily set = 1-2

2. Opportunity for participation in games, sports, and recreation is made available to all boys and girls through intramural activities at times other than during the physical education period.
 Approximately set = 1-2, Daily set = 1-2

3. Age, size, ability, strength, and maturity should be taken into consideration in the intramural program.
 Approximately set = 1-2, Daily set = 1-2

Developed from "Guidelines for Interscholastic Activities and the Girls," Division of Girls and Women's Sports, American Association of Health, Physical Education and Recreation (AAHPER).

Developed from "Standards in Athletics for Boys of Secondary Schools," Journal of the American Association for Health, Physical Education, and Recreation (September, 1971), p. 15-16.

INTRAMURAL AND INTERSCHOLASTIC SCORE SHEET
No. III
Secondary School

Name of School _____
Address _____ Phone _____
Academic Head of School _____
Grades Offered _____ Enrollment: Girls ____ Boys ____
Faculty and Staff _____
Schools Establishment _____
Plant Evaluation and Endowment _____

<u>Score Sheet</u>	<u>Maximum Score</u>	<u>School Score</u>
I. Intramural Program	50	
II. Girls' Interscholastic Program ¹	75	
III. Boys' Interscholastic Program ²	75	
Total Possible Score =	200	Score =

I. Intramural Program

1. A balanced program of intramural activity is encouraged below the ninth grade so that contests of a championship nature is unnecessary in these grades.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
2. Opportunity for participation in games, dance, and gymnastics is made available to all boys and girls through intramural activities at times other than during the physical education period.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
3. Age, size, ability, strength, and maturity determines competition in the intramural program.
(Approximately met = 1-3; Fully met 4-5)
Score _____

¹Developed from, "Guidelines for Interscholastic Athletic Programs for Girls," Division of Girls and Womens Sports - American Association of Health, Physical Education and Recreation (1951).

²Developed from, "Standards in Athletics for Boys in Secondary Schools," Journal of the American Association for Health, Physical Education, and Recreation (September, 1951), p. 17-21.

4. Students do not participate in vigorous activities without a medical examination showing student's fitness for activity.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
5. Students are given basic skills necessary for intramural participation prior to their engaging in the activity.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
6. Intramural activities are properly supervised and officiated for maximum safety.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
7. The intramural program takes priority over inter-school athletic competition in use of facilities, equipment, and supplies.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
8. Financing of the intramural program is derived from regular school funds, not the interscholastic athletic program.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
9. Members of a varsity team are ineligible to participate in intramural activities of that sport during the season.
(Approximately met = 1-3; Fully met = 4-5)
Score _____

II. Girls' Interscholastic Program

1. Responsibility for planning, organizing, coaching, and supervising the girls' interscholastic program is delegated to the women physical education teachers.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
2. The girls' sports program is entirely financed by the school's budget.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
3. Girls participate in only those sports that have published approved standards and rules.
(Approximately met = 1-3; Fully met = 4-5)
Score _____

4. Only those girls who are bona fide students of the school participate in the sports program.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
5. Competition in girls interscholastic sports takes place only between teams of comparable age and ability.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
6. Students do not participate in interscholastic competition without written permission of their parent or guardian.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
7. Students do not participate in interscholastic competition without a medical examination showing student's fitness for activity.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
8. The girls sports program is officiated by qualified women officials whenever possible.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
9. All coaches are certified teachers employed by the institution. Women physical educators are used to coach whenever possible.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
10. A physician is on call for all school athletic contests.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
11. Neither teams nor individuals in the girls interscholastic program participate in postseason games.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
12. Girls participate on only one interscholastic team during a season.
Approximately met = 1-3; Fully met = 4-5
Score _____
13. Students who are under temporary suspension or probation for disciplinary reasons are not permitted to participate in the interscholastic athletic program.
(Approximately met = 1-3; Fully met = 4-5)
Score _____

14. Competition for girls is limited to a geographical area which permits players to return at reasonable hours and on the same day as the event.

(Approximately met = 1-3; Fully met = 4-5)

Score _____

15. If awards are given, they are small, inexpensive tokens rather than expensive or elaborate awards.

(Approximately met = 1-3; Fully met = 4-5)

Score _____

III. Boys' Interscholastic Program

1. Only those boys who are bona fide students of the school participate in athletic competition.

(Approximately met = 1-3; Fully met = 4-5)

Score _____

2. Competition in the interscholastic program takes place only between teams of comparable age, size, ability, and strength.

(Approximately met = 1-3; Fully met = 4-5)

Score _____

3. Medical examinations are required of all boys who participate in the athletic program.

(Approximately met = 1-3; Fully met = 4-5)

Score _____

4. A physician is present at all contests involving vigorous activity where the injury hazard is pronounced.

(Approximately met = 1-3; Fully met = 4-5)

Score _____

5. Each interscholastic coach is competent in emergency first aid and sports conditioning.

(Approximately met = 1-3; Fully met = 4-5)

Score _____

6. A written policy regarding injury in athletics is made known to all coaches and parents and participants.

(Approximately met = 1-3; Fully met = 4-5)

Score _____

7. The interscholastic athletic program is officiated by qualified rated officials.

(Approximately met = 1-3; Fully met = 4-5)

Score _____

8. The ten cardinal athletic principles are known, accepted, and used by coaches to promote standards of behavior that represent the best in good citizenship.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
9. Boxing is not permitted as a competitive sport.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
10. Tackle football is not included in the athletic program unless the best obtainable protective equipment, coaching, and health supervision is available.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
11. The school observes and abides by established eligibility requirements which have been developed by state athletic associations.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
12. A minimum of two weeks of physical conditioning is provided for players before participation in pre-season games.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
13. The school does not participate in any interstate tournaments or meet in which three or more schools participate unless sanctioned by the state athletic association.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
14. The school does not participate in any interstate two-school contest involving a round trip exceeding 600 miles unless sanctioned by the state athletic association.
(Approximately met = 1-3; Fully met = 4-5)
Score _____
15. Students who are under temporary suspension or probation for disciplinary reasons are not permitted to participate in the interscholastic athletic program.
(Approximately met = 1-3; fully met = 4-5)
Score _____