

A STUDY OF THE STATUS OF  
HEALTH AND PHYSICAL EDUCATION  
OF SCHOOLS IN THE NORTHWEST KANSAS LEAGUE

by 1264

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## INTRODUCTION

### Purpose

The purpose of this study is to establish the status and point out the needs of each secondary school in the fields of health and physical education in the Northwest Kansas League.

This information may prove to be of value to the instructors in the field of health and physical education, regardless of the locality. This study should be of special interest to instructors and administrators of schools of western Kansas, because the schools in this study are typical of the schools in western Kansas. It may also serve as a guide to future teachers and administrators concerning accepted methods of providing a first-rate program of health and physical education for secondary schools.

By taking each school's health and physical education program apart and studying it bit by bit, inadequacies in certain areas will show up. As a result of this the schools of the Northwest Kansas League could improve their programs.

This survey may center attention upon the characteristics of a good program and provide a basis for each school to compare its own program objectively with those of other schools.

This study was not intended as a critical analysis of any particular school. Its purpose is to objectively analyse and define weaknesses in the health and physical education program, which may be used as a basis for improvement.

### Method of Study

As a beginning, a search was made of the Northwest Kansas League schools to find material pertaining to the status of health and physical education facilities of the schools. The investigation proved that no statistics or materials on the subject were available.

Instructors in the field of health and physical education at Kansas State University were interviewed. A health and physical education score card was suggested that would provide a comprehensive evaluation of the high school physical education program. This score card, developed by a Committee on Curriculum Research of the College Physical Education Association and compiled by a committee of physical education specialists with William Ralph LaPorte, Professor of Physical Education and Education at the University of Southern California,<sup>1</sup> was used to collect the necessary data.

The score card was made out and sent to the principal of each school in the Northwest Kansas League. The forms were sent to the principals because of the administrative tendencies of the questions. The physical education instructors were consulted on each occasion.

Getting the score cards completed and returned became a problem, because 100% results were needed to make this study possible

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<sup>1</sup>William Ralph LaPorte, The Physical Education Curriculum (sixth edition; Los Angeles: College Book Store, 1955), pp. 66-86.



and relevant. After a few weeks spent contacting the schools by mail, telephone and personal interviews, the desired 100% return was attained.

The score card included ten pages, ten parts, and one hundred items for the principal of each school to answer. It also contained a number system for answering each question, ranging from zero to three. The complete score card is included by section in the summary of each listed heading.

#### Review of Literature

The LaPorte score card has been used in evaluating physical education programs in other areas. One such rating was conducted by Ernest Lane Brown in his Master's report "A Study of the Status of Health and Physical Education in Riley County, Kansas."

In this study, Brown discovered that larger schools registered higher degrees of physical education effectiveness than smaller schools; that the newer schools ranked higher than the old ones in all equipment; that the excellence and successful administration of programs are not dependent upon the cash invested in the programs; and that some schools with less equipment have more vital programs than the expensively equipped ones.<sup>1</sup>

The LaPorte score card was used once again by Ramona Casselle

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<sup>1</sup>Ernest Lane Brown, "A Study of the Status of Health and Physical Education in Riley County, Kansas" (Unpublished Master's report, Kansas State University, Manhattan, 1959), p. 45.

Buford in her Master's report "An Evaluation of the Girls' Physical Education Program at Lincoln Junior High School." The information disclosed in this study was usable for planning improvement in the physical education curriculum at the evaluated school. The greatest weaknesses in the program at Lincoln Junior High School in Kansas City, Missouri, were in the areas of the modified-individual (corrective) activities and in the administration of intramural and interschool athletics.<sup>1</sup>

In a four-year period, from 1950-1954, a national survey was conducted by Dr. Karl Bookwalter, based on the score card set up by LaPorte. He concluded from this survey:

We are less than 30% effective in the total program nationally; the southern states, on the average, are inferior to the northern states; demonstration, practice schools and public schools rank in that order; remedial work and swimming are the two lowest areas of the program; the activity program is the next lowest; organization and athletic areas are the highest two areas of the program; Negro schools tend to be inferior to the white school programs; teachers are less effective than administrators in meeting standards; state athletic associations, regional associations and state departments rank in that order as to eliciting effectiveness; sound athletic programs are associated with good total programs; accreditation, school size and town size are associated with improved programs in that order.<sup>2</sup>

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<sup>1</sup>Ramona Casselle Buford, "An Evaluation of the Girls' Physical Education Program at Lincoln Junior High School" (Unpublished Master's report, Kansas State University, Manhattan, 1965), p. 41.

<sup>2</sup>Karl Bookwalter, "National Survey of Health and Physical Education in High Schools 1950-1954" (Bloomington, Indiana: Bureau of Service and Research, School of Health, Physical Education and Recreation, 1955), p. 6.

The findings which were revealed in the survey of Northwest Kansas League Schools were found to coincide with those of the National Survey, except in areas where no criteria was available, such as conditions in Negro schools.

These score cards were designed as measuring devices for the evaluation of the physical education program and health, recreation and safety provisions of an entire school. The score card was intended to show the status present in each school's program and facilities in the fields of: outdoor areas, indoor areas, locker and shower area, swimming facilities, supplies and equipment, medical examinations and health service, modified-individual (corrective) activities, organization and administration of class programs, and administration of intramural and interschool athletics.

## RESULTS AND SUMMARY OF RESULTS

## The Enrollments of the Schools in the Northwest Kansas League

TABLE 1  
SCHOOLS AND ENROLLMENTS

Schools	Enrollments
Atwood High School	292
Colby High School	326
Goodland High School	514
Hoxie High School	274
Norton High School	280
Oakley High School	226
Oberlin High School	277
St. Francis High School	<u>240</u>
TOTAL	2429

The lowest enrollment was 226 students in the Oakley High School, and the highest enrollment was 514 students in the Goodland High School. This provided a range of 288 students. The mean enrollment for the schools was 309 students.

There was a total of 2429 students enrolled in the schools studied. The score card results did show some relationship to the size of the school and the rating that was returned. The larger schools had the better scores, while the smaller schools had the poorer scores. This was in agreement with the results discovered

by Brown<sup>1</sup> in his survey.

Listed below are the items as taken from LaPorte<sup>2</sup>, which were used in the program of activities rated in this study. The possible score for each part was thirty.

#### I. Program of Activities

1. Content of core and elective programs is distributed over gymnastics, rhythms, aquatics, individual sports (including defense activities) and team sports. (Not less than 6% of time to each of the five types = 1; not less than 9% = 2; not less than 12% = 3.)

Score\_\_\_\_\_

2. Program calls for systematic class instruction in activity fundamentals on the "block" or "unit of work" basis (continuous daily instruction in an activity for from three to six weeks.) (Definite, but unsystematic instruction = 1; systematic instruction in other than block program = 2; systematic block instruction = 3.)

Score\_\_\_\_\_

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

Score\_\_\_\_\_

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

Score\_\_\_\_\_

5. Detailed yearly program (course of study, including special objectives) for each grade level is on file

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<sup>1</sup>Brown, loc. cit.

<sup>2</sup>LaPorte, loc. cit.

in principal's office and activity schedules are posted on gymnasium office bulletin boards. (Fair program = 1; good program = 2; excellent = 3.)

Score\_\_\_\_\_

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

Score\_\_\_\_\_

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

Score\_\_\_\_\_

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

Score\_\_\_\_\_

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

Score\_\_\_\_\_

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

Score\_\_\_\_\_

Norton High School had the highest total score of 23. The next highest score of 19, was recorded by St. Francis High School. The lowest total score was 14, recorded by Atwood High School.

The individual items that had the highest ratings were items 2, 3, and 7. Item 3 was highest, with an average of 2.7, and items

TABLE 2  
HIGH SCHOOL PROGRAM OF ACTIVITIES

School	Answers to items 1 - 10										Total
	1	2	3	4	5	6	7	8	9	10	
Atwood	2	2	3	0	1	1	1	2	2	0	14
Colby	2	2	3	1	2	3	3	2	2	1	21
Goodland	0	2	3	1	2	2	2	2	1	0	15
Hoxie	2	3	3	0	1	2	2	1	1	3	18
Norton	2	3	3	0	2	2	3	3	3	2	23
Oakley	2	1	3	1	2	1	2	2	2	2	18
Oberlin	2	3	3	1	2	3	3	2	1	1	21
St. Francis	1	2	1	2	2	3	2	2	2	2	19
Mean	1.6	2.3	2.7	0.6	1.8	2.1	2.3	2	1.8	1.3	18.6

2 and 7 had the same average of 2.3. Item 3 was concerned with daily participation in physical education and health education class instruction. Item 2 was concerned with systematic class instruction in activity fundamentals on the "block" or "unit of work" basis. Item 7 rated the provisions made for adequate maintenance and sanitation of school grounds, plants and classrooms.

The mean score for the 10 items in the program of activities was 18.6. Colby, Norton, and Oberlin high schools rated higher than the mean score. The mean score for each item in this section was 1.9.

## II. Outdoor Areas

Possible score = 30

1. Total available unobstructed field and court playing space for school and community use varies from four to fifteen or more acres, according to size of school. (Minimum of four acres—an area equal to one small soccer field, seven tennis courts, and one hard baseball field, and one additional acre for each

added unit of five hundred students (boys and girls) = 1; minimum of six acres, and one additional acre for each additional unit of four hundred students = 2; minimum of eight acres, and one additional acre for each additional unit of three hundred students = 3.)

Score\_\_\_\_\_

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

Score\_\_\_\_\_

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

Score\_\_\_\_\_

4. Field and court areas are surfaced with materials that are resilient, non-slippery, firm and as nearly dustless as possible, and have suitable slope for good drainage in rainy weather. At least 20% of area should be paved for multiple court game use, with blacktop (bitumals or asphaltic concrete.) (Hard-packed clay or decomposed granite, plus 20% blacktop = 1; Calcium chloride, plus 20% blacktop = 2; good turf, plus some dirt area, plus 20% blacktop = 3.)

Score\_\_\_\_\_

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

Score\_\_\_\_\_

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

Score\_\_\_\_\_

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

Score\_\_\_\_\_



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

Score \_\_\_\_\_

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

Score \_\_\_\_\_

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

Score \_\_\_\_\_

TABLE 3

HIGH SCHOOL OUTDOOR AREAS

School	Answers to items 1 - 10										Totals
	1	2	3	4	5	6	7	8	9	10	
Atwood	1	0	0	0	3	0	1	1	0	1	7
Colby	1	2	3	1	2	1	3	3	2	1	19
Goodland	1	0	0	0	1	0	1	0	0	0	3
Hoxie	1	1	1	1	2	1	1	1	1	2	12
Norton	1	2	1	1	1	1	3	2	2	0	14
Oakley	1	2	2	1	2	2	1	1	2	1	15
Oberlin	2	3	2	3	2	3	2	3	3	1	24
St. Francis	2	2	1	1	2	2	3	1	1	1	16
Mean	1.3	1.5	1.3	1	1.9	1.3	1.9	1.5	1.4	0.9	13.7

In this section on outdoor areas, Oberlin High School had the highest rating of 24. The lowest score was recorded by Goodland High School with 3.

The individual item that had the lowest average rating was item 10, which was concerned with lighted areas for community recreation programs.

The items with the highest ratings were 5 and 7. Item 5 was concerned with protected jumping pits and field apparatus, and item 7 rated work done on fields and courts by workmen other than instructors or students.

The mean score for the ten items was 13.7. Colby, Norton, Oakley, Oberlin and St. Francis high schools all rated higher than the mean score. Only Atwood, Goodland and Hoxie high schools rated lower than the mean score. The mean score for each item in this area was 1.4.

### III. Indoor Areas

Possible score = 30

1. One or more gymnasium areas sufficient for boys' and girls' inside class activities (according to size of school) (for common use for apparatus, boxing, corrective, fencing, gymnastics, rhythms, tumbling, and wrestling) are available and are appropriately equipped, and properly heated, lighted, and ventilated. (Standards approximately met = 1 or 2; entirely met = 3.)  
Score \_\_\_\_\_
2. Gymnasium floors are of hardwood; lines are properly painted; walls are smooth and clear; painting is a light neutral color; radiators and drinking fountains are recessed; ceiling height is between eighteen and twenty-two feet. (Standards approximately met = 2; entirely met = 3.)  
Score \_\_\_\_\_
3. Additional classrooms, appropriately equipped for theory instruction and health education classes, are provided in the building or conveniently adjacent. (One room = 2; two or more rooms = 3.)  
Score \_\_\_\_\_

4. Special rooms for co-educational social activities are appropriately furnished. (Classrooms or gymnasiums partly furnished = 1; well-furnished = 2; well-furnished separate rooms = 3.)  
Score\_\_\_\_\_
5. A rest room for boys (equipped with cots, pads, blankets, and sheets) adequate to handle peak load use of building, is provided for use in injury or illness, or for rest periods. (One cot for 100 boys in peak load = 1; one cot for 75 boys = 2; one cot for 50 boys = 3.)  
Score\_\_\_\_\_
6. A rest room for girls, with equipped cots adequate to handle peak load use of building, is provided for use in injury or illness, or for rest periods. (One cot in peak load for 50 girls = 1; one cot for 30 girls = 2; one cot for 20 girls = 3.)  
Score\_\_\_\_\_
7. Rest rooms each for men and women faculty members are provided with appropriate dressing rooms and showers. (Satisfactory facilities for women only = 2; for both men and women = 3.)  
Score\_\_\_\_\_
8. An equipment office is provided in both boys' and girls' locker rooms properly arranged for issuing towels, suits, and supplies for both indoor and outdoor use. (Satisfactory office for only boys or girls = 1 or 2; satisfactory for both = 3.)  
Score\_\_\_\_\_
9. Properly equipped instructors' offices (separate for men and women) with suitable facilities for medical examinations, are available, in good locations for adequate supervision of student activities. (Well-equipped offices, but poorly located for supervision = 1; well-equipped = 2; well-equipped with supervision of two or more major activity areas = 3.)  
Score\_\_\_\_\_
10. The combined inside facilities (including classrooms, gymnasiums, and special rooms) are adequate to handle all classes (boys and girls) inside, during bad weather. (Approximately = 1 or 2; entirely = 3.)  
Score\_\_\_\_\_

TABLE 4

## HIGH SCHOOL INDOOR AREAS

School	Answers to items 1 - 10										Totals
	1	2	3	4	5	6	7	8	9	10	
Atwood	2	3	2	2	1	1	1	1	1	2	16
Colby	3	3	3	2	3	3	3	3	2	3	28
Goodland	3	3	2	2	1	1	3	3	2	3	23
Hoxie	3	3	2	3	1	1	3	2	1	3	22
Norton	3	3	3	2	1	1	1	3	2	2	21
Oakley	2	2	2	2	1	1	1	3	2	1	17
Oberlin	3	3	2	3	1	1	3	3	2	3	24
St. Francis	2	3	3	2	2	2	2	2	2	2	22
Mean	2.5	2.9	2.4	2.2	1.4	1.4	2.1	2.5	1.8	2.5	21.6

The highest score in this section was 28, registered by Colby High School. The next highest ranking school was Oberlin, with 24. The school with the lowest rating was Atwood High School which recorded a score of 16.

The items that received the lowest mean score were items 5 and 6, both of which had a mean score of 1.4. These items were concerned with provisions for use in case of injury or illness located in girls' and boys' rest rooms.

The item that had the highest rating was item 2, which dealt with types of gymnasium floors and other materials that made up a well-equipped gymnasium.

Colby High School rated excellent in all areas except those covered in items 4 and 9. These were areas lacking in co-educational facilities and properly equipped instructors' offices.

The mean score for the ten items listed under indoor areas was 21.6. Colby, Goodland, Hoxie, Oberlin, and St. Francis high schools all rated above the mean. The mean for each separate item in this section was 2.2.

#### IV. Locker and Shower Areas

Possible score = 30

1. Locker rooms (sunny and well-ventilated) provide free floor space, exclusive of lockers, adequate to care for peak load of use. (Peak load equals largest number of students dressing in any one class period.) (Eight square feet per pupil = 1; ten square feet = 2; twelve square feet = 3.)  
Score\_\_\_\_\_
2. Individual locker facilities are provided for all students. (Box lockers or narrow vertical lockers = 1; combination box and dressing lockers = 2; half length, standard size lockers, or self-service basket system, combined with full-length dressing lockers for peak load = 3.)  
Score\_\_\_\_\_
3. Adequate lock protection is provided for lockers or baskets. (Key locks = 1; permanent combination locks = 2; high-grade combination padlocks = 3.)  
Score\_\_\_\_\_
4. Continuous supervision by either equipment clerks or instructors is provided for locker rooms while in use by students. (Fair supervision = 1; good = 2; excellent = 3.)  
Score\_\_\_\_\_
5. Boys' dressing areas are of the open aisle type, with fixed benches in the aisles; girls' areas offer choice of "gang" type or closed booth type. (Standards approximately met = 2; fully met = 3.)  
Score\_\_\_\_\_
6. Boys' shower rooms are of the "gang" type, with adequate drying room capacity; girls' areas offer choice of "gang" type or closed booth type. (Standards approximately met = 2; fully met = 3.)  
Score\_\_\_\_\_

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

Score \_\_\_\_\_

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

Score \_\_\_\_\_

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

Score \_\_\_\_\_

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

Score \_\_\_\_\_

The highest score was again compiled by Colby High School with a score of 25. The lowest score was recorded by Atwood High School, with 16.

The item that had the lowest average rating was item 7. It was concerned with adequate shower facilities. The item that had the highest average rating was item 3. This was concerning adequate lock protection provided for baskets and lockers.

The mean score for all ten items was 20. Colby, Goodland, Hoxie, Oberlin, and St. Francis high schools all reached or surpassed

TABLE 5  
HIGH SCHOOL LOCKER AND SHOWER AREAS

School	Answers to items 1 - 10										Totals
	1	2	3	4	5	6	7	8	9	10	
Atwood	1	1	2	2	2	2	1	2	1	2	16
Colby	3	3	3	2	3	3	2	2	2	2	25
Goodland	2	3	2	3	2	2	1	2	2	3	22
Hoxie	1	3	3	1	2	2	3	2	1	2	20
Norton	3	2	2	2	1	1	1	1	1	3	17
Oakley	1	1	3	2	2	2	2	2	2	1	18
Oberlin	2	2	1	2	3	3	2	2	2	2	21
St. Francis	1	2	3	2	2	2	1	2	3	3	21
Mean	1.8	2.1	2.4	2	2.1	2.1	1.6	1.9	1.8	2.3	20

the mean. The mean score for each item in this area was 2.

#### V. Swimming Pool

Possible score = 30

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

Score \_\_\_\_\_

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

Score \_\_\_\_\_

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

Score \_\_\_\_\_

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

Score\_\_\_\_\_

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

Score\_\_\_\_\_

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

Score\_\_\_\_\_

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

Score\_\_\_\_\_

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

Score\_\_\_\_\_

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

Score\_\_\_\_\_

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

Score\_\_\_\_\_

In this area none of the schools were equipped with any swimming facilities on the campus. None of the schools had any campaign or "learn to swim" program sponsored by the schools.

Many of the communities had summer swimming programs sponsored by the Red Cross, but the schools had very little to do with this



TABLE 6  
HIGH SCHOOL SWIMMING POOL

School	Answers to items 1 - 10										Totals
	1	2	3	4	5	6	7	8	9	10	
Atwood	0	0	0	0	0	0	0	0	0	0	0
Colby	0	0	0	0	0	0	0	0	0	0	0
Goodland	0	0	0	0	0	0	0	0	0	0	0
Hoxie	0	0	0	0	0	0	0	0	0	0	0
Norton	0	0	0	0	0	0	0	0	0	0	0
Oakley	0	0	0	0	0	0	0	0	0	0	0
Oberlin	0	0	0	0	0	0	0	0	0	0	0
St. Francis	0	0	0	0	0	0	0	0	0	0	0
Mean	0	0	0	0	0	0	0	0	0	0	0

activity. Usually this program was for children of elementary school age.

VI. Supplies and Equipment  
Possible score = 30

1. Adequate supply of balls, in good condition, and similar equipment is available for class instruction in all team activities offered. (One ball, or other item, for every ten members of the average size class = 1; one for every eight members = 2; one for every six members = 3.)  
Score \_\_\_\_\_
2. Class sets of supplies for individual or dual sports are provided for class instruction in all activities offered (archery, badminton, handball, golf, horse-shoes, table tennis, squash, tennis, etc.) (Individual supplies for each member of average size class = 2; for each member of peak load class = 3.)  
Score \_\_\_\_\_
3. All class supplies are kept repaired in good condition (balls clean and well-inflated, bats taped) both for efficiency and safety. (Fair condition = 1; good = 2; excellent = 3.)  
Score \_\_\_\_\_

4. All students wear appropriate uniforms in activity classes. (Uniforms furnished by themselves = 1; provided by school and fee charged = 2; provided by school without charge = 3.)  
Score\_\_\_\_\_
5. Towels and swimming suits or trunks (where needed) are made available. (Furnished by student = 1; by school with fee = 2; by school without fee = 3.)  
Score\_\_\_\_\_
6. Swimming suits and towels are laundered daily, and uniforms weekly. (By student at home = 1; by school with fee = 2; by school without fee = 3.)  
Score\_\_\_\_\_
7. Adequate first aid supplies are available at all times in a first aid room, or in instructor's offices and equipment offices. (Fair supplies = 1; good = 2; excellent = 3.)  
Score\_\_\_\_\_
8. Adequate equipment clerks (other than instructors) are provided at all hours to handle equipment and supplies (including towel dispensing.) (Volunteer student help, not for physical education credit = 1; paid student help = 2; full-time equipment clerk = 3.)  
Score\_\_\_\_\_
9. Piano and pianist, or phonograph, and other necessary musical accompaniment are furnished for dancing lessons. (Fair equipment and service = 1; good = 2; excellent = 3.)  
Score\_\_\_\_\_
10. Activity supplies are available for community recreation use outside of school hours. (Score = 3.)  
Score\_\_\_\_\_

The highest score recorded on this section of supplies and equipment was 25, shown by Norton High School. The next highest score of 22 was shown by St. Francis High School. The school again showing the lowest average rating was Atwood, with a score of 16.

TABLE 7  
HIGH SCHOOL SUPPLIES AND EQUIPMENT

School	Answers to items 1 - 10										Totals
	1	2	3	4	5	6	7	8	9	10	
Atwood	1	2	2	1	2	1	3	1	1	2	16
Colby	2	2	2	3	2	2	2	1	1	2	19
Goodland	1	2	2	1	2	2	2	1	2	2	17
Hoxie	3	2	2	2	2	2	2	1	2	3	21
Norton	3	3	3	3	1	2	3	3	2	2	25
Oakley	2	2	2	3	3	2	2	1	2	1	20
Oberlin	3	2	2	1	2	2	3	1	2	3	21
St. Francis	3	2	3	1	3	1	3	1	3	2	22
Mean	2.3	2.1	2.3	1.9	2.1	1.8	2.5	1.3	1.9	2.1	20.1

The one item that had the lowest rating was item 8, which checked for adequate equipment clerks. Item 7 had the highest rating of the ten in this section. It was concerned with adequate first aid equipment.

The mean score of all the questions in this section was 20.1. Hoxie, Norton, Oberlin, and St. Francis high schools all had ratings above the mean score. The mean score for each item in this section was 2.1.

VII. Medical Examinations and Health Service  
Possible score = 30

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

Score \_\_\_\_\_

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

Score \_\_\_\_\_

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

Score \_\_\_\_\_

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

Score \_\_\_\_\_

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

Score \_\_\_\_\_

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

Score \_\_\_\_\_

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

Score \_\_\_\_\_

8. Students returning after influenza or other serious illness are inspected by the school physician or nurse and are assigned to a modified program until

their condition justifies resumption of normal activity; students sent home in case of illness or accident are accompanied by an adult. (Standards approximately met = 1 or 2; fully met = 3.)

Score\_\_\_\_\_

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

Score\_\_\_\_\_

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

Score\_\_\_\_\_

TABLE 8

HIGH SCHOOL MEDICAL EXAMINATIONS AND HEALTH SERVICE

School	Answers to items 1 - 10										Totals
	1	2	3	4	5	6	7	8	9	10	
Atwood	2	2	3	3	2	1	3	2	2	3	23
Colby	2	2	0	3	2	1	3	2	3	3	21
Goodland	2	1	0	2	0	1	3	1	3	2	15
Hoxie	2	0	3	3	2	1	3	2	3	2	21
Norton	2	3	3	3	3	3	2	1	3	3	26
Oakley	2	0	2	3	2	2	3	0	2	3	19
Oberlin	2	0	2	3	1	1	0	1	2	3	15
St. Francis	2	2	2	3	2	2	2	1	2	2	20
Mean	2	1.3	1.9	2.9	1.9	1.5	1.9	1.3	2.5	2.6	20

Norton High School had the highest total score on all the items in this section, with a total of 26. Atwood was next with 23. All the other schools scored well in this section also. The lowest

scores were recorded by Goodland and Oberlin high schools. They seemed to fall short in areas of school nurses and keeping records on students.

The items that had the lowest average rating were items 2 and 8. These two areas were concerned with areas of trained nurse service and students being inspected by the school physician or nurse after being away from school because of illness.

The item that had the highest rating was item 10. The non-medical teachers or school officers were not permitted to diagnose or treat health disorders, but did cooperate with physicians.

The mean score for all the items was 20. Atwood, Colby, Hoxie, Norton, and St. Francis high schools were all above the mean score. The mean score for each item was 2.

#### VIII. Modified-Individual (Corrective) Activities

Possible score = 30

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

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

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

excellent = 3.)

Score\_\_\_\_\_

4. Adequate facilities are provided for suitable games for modified cases (table tennis, deck tennis, horseshoes, croquet, archery, shuffleboard, etc.) (Fair facilities = 1; good = 2; excellent = 3.)  
Score\_\_\_\_\_
5. Adequate facilities for handling individual activity cases are available either within the school or in a central corrective center, accessible to several schools (or the equivalent.) (Fair facilities = 1; good = 2; excellent = 3.)  
Score\_\_\_\_\_
6. All teachers assigned to handle individual activity (corrective) classes have had technical training in corrective and therapeutic work. (Fair training = 1; good = 2; excellent = 3.)  
Score\_\_\_\_\_
7. In individual activity instruction, emphasis is placed upon practicing the directed exercises at home, frequently, with the cooperation of the parents; and upon maintained good posture at all times. (Fair = 1; good = 2; excellent = 3.)  
Score\_\_\_\_\_
8. All individual activity cases are encouraged to participate also in modified class activities for which they are fitted, and are returned to normal activity as soon as their condition permits. (Fair = 1; good = 2; excellent = 3.)  
Score\_\_\_\_\_
9. Wherever possible, interesting activities of the sports, gymnastics, aquatic, or rhythmical types are used in place of corrective drills, to secure postural and corrective results. (Fair results = 1; good = 2; excellent = 3.)  
Score\_\_\_\_\_
10. Normal students, who are temporarily incapacitated for strenuous activity because of accident, operation, or serious illness, are assigned to modified activity, under supervision, (either in their regular period or in a special class) until school physician or nurse approves their return to

regular class work. (Score = 3.)

Score \_\_\_\_\_

TABLE 9

MODIFIED-INDIVIDUAL (CORRECTIVE) ACTIVITIES

School	Answers to items 1 - 10										Total
	1	2	3	4	5	6	7	8	9	10	
Atwood	0	0	0	0	0	2	0	2	0	0	4
Colby	0	0	0	0	0	0	0	2	0	2	4
Goodland	0	0	0	0	0	0	0	0	0	2	2
Hoxie	0	0	0	0	0	0	0	2	0	3	5
Norton	0	3	3	0	3	3	0	0	0	2	14
Oakley	0	1	0	0	0	1	0	0	0	1	3
Oberlin	1	0	0	3	0	2	2	3	2	3	16
St. Francis	0	0	2	0	0	0	0	0	0	2	4
Mean	0.2	0.5	0.6	0.4	0.4	1.0	0.3	1.1	0.3	1.9	6.5

All the schools had some allowance for corrective activity.

Two schools were considerably higher than the others. They were Oberlin, with a score of 16 and Norton, with a score of 14. The lowest scores were recorded by Goodland and Oakley high schools.

The one item showing the lowest mean score was the first item in this group, having to do with providing for adequate modified and individual activity classes. The one item showing the highest mean score was item 10. This item had to do with providing a program for normal students, who are temporarily incapacitated due to accident, operation or illness. The mean of all the items totalled together for each school was 6.5. Only Oberlin and Norton high schools were above the mean.



IX. Organization and Administration of Class Programs  
Possible score = 30

1. All persons coaching teams, or handling physical education classes, or community recreation activities under school supervision are properly certified to teach in the state and have had extensive training and/or experience in physical education. (All certified and experienced = 2; all with a major or a minor = 3.)  
Score\_\_\_\_\_
2. Teachers are active in professional organizations such as the American Association for Health, Physical Education, and Recreation, attend professional meetings, and maintain a good supply of late professional books in the library. (Fairly active = 1; active = 2; very active = 3.)  
Score\_\_\_\_\_
3. Instructors stress co-ordinated teaching; combining with performance fundamentals, the necessary rules, team strategy, social and ethical standards, health and safety factors; and attempt to adapt program to outside recreational needs and interests. (Fair = 1; good = 2; excellent = 3.)  
Score\_\_\_\_\_
4. Frequent opportunity is provided for coeducational activity, either in class instruction or in recreational participation. (Mild encouragement = 1; co-educational intramural sports = 2; coeducational elective class instruction = 3.)  
Score\_\_\_\_\_
5. Instructional classes for normal students are limited in size for effective instruction purposes. (Maximum of 45 students per instructor = 1; 40 students per instructor = 2; 35 students per instructor = 3.)  
Score\_\_\_\_\_
6. Teacher class assignments (including after school responsibilities such as team coaching and playground direction, unless these involve additional salary) are sufficiently limited for adequate instruction. (Maximum load six hours per day = 2; five hours per day = 3.)  
Score\_\_\_\_\_

7. Testing for final grade in activity classes is distributed over (1) performance skills, (2) knowledge of rules and strategy (3) social attitudes (citizenship) (4) posture and body mechanics (or equivalent). (Fair tests = 1; good = 2; excellent = 3.)  
Score\_\_\_\_\_
8. Students are not permitted to substitute clerical work, janitor work, towel dispensing, or piano playing, etc., in place of physical education class activity. (Score = 3.)  
Score\_\_\_\_\_
9. Healthful living (health education instruction) is offered in concentrated instruction periods, in appropriate departments, in addition to coordinated health counseling in other departments. Classes meet in quiet, comfortable classrooms, not in locker rooms or on bleachers. (Equivalent of at least two hours per week for one semester in each level = 1; equivalent of five hours per week for one semester in each level = 2; equivalent of five hours per week for two semesters in each level = 3.) (If substituted for an activity class = 0.)  
Score\_\_\_\_\_
10. Assignment to activity classes is based on age, physical condition, skill development, need, and interest. (Assigned at random according to free period = 0; by grades = 1; by medical diagnosis and grade = 2; by medical diagnosis, degree of development and skill, need and interest = 3.)  
Score\_\_\_\_\_

Colby High School had the high total score with 26. Hoxie and St. Francis high schools were next with totals of 23 each. The lowest scores were recorded by Goodland and Oakley high schools.

The one item that had the lowest average rating was item 10. None of the schools assigned students to classes according to medical diagnosis, degree of development and skill, need and interest. Most were assigned by grade, or by medical diagnosis and grade.

TABLE 10

## HIGH SCHOOL ORGANIZATION AND ADMINISTRATION OF CLASS PROGRAMS

School	Answers to items 1 - 10										Totals
	1	2	3	4	5	6	7	8	9	10	
Atwood	3	2	2	2	2	2	2	2	2	1	20
Colby	3	3	3	3	3	2	2	3	2	2	26
Goodland	3	2	2	3	1	0	2	3	2	1	19
Hoxie	3	3	2	2	3	3	3	2	1	1	23
Norton	3	2	2	2	2	2	2	2	2	2	21
Oakley	2	2	2	2	2	2	1	2	2	2	19
Oberlin	3	3	3	1	3	2	2	3	0	1	21
St. Francis	3	2	2	2	3	2	2	3	2	2	23
Mean	2.9	2.4	2.4	2.3	2.4	1.9	2.0	2.6	1.8	1.5	22.0

The item that had the highest rating was item 1. With the exception of one school, all teachers and coaches were certified and experienced in physical education.

The mean score for all the items together was 22. Colby, Hoxie, and St. Francis high schools all scored above the mean score. The mean for each item in this area was 2.

X. Administration of Intramural and Interschool Activities  
Possible score = 30

- Both intramural and interschool sports programs (for boys and girls) are budgeted and financed from school funds; and ticket selling for contests is discouraged or prohibited. (Partly financed, and sale discouraged = 1; fully financed, and sale to students prohibited = 2; fully financed and public admitted free to contests = 3.)

Score \_\_\_\_\_

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

opponents. (Fair classification = 1; good classification = 2; excellent = 3.)

Score\_\_\_\_\_

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

Score\_\_\_\_\_

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

Score\_\_\_\_\_

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

Score\_\_\_\_\_

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

Score\_\_\_\_\_

7. Interschool competition for boys is restricted largely to local leagues; without overnight travel; no state (or larger) championships; no post-season games; not over seven games in football season; not over sixteen games in basketball season; other sports with appropriate limits; and with from two to three weeks of preliminary practice preceding first contest. (Standards approximately met = 2; fully met = 3.)

Score\_\_\_\_\_

8. Students are eligible for interschool competition only between fourteenth and nineteenth birthdays; for not more than four years in any one sport; and for not

more than one major sport in a given semester or term.  
(Standards approximately met = 2; fully met = 3.)

Score \_\_\_\_\_

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

Score \_\_\_\_\_

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

Score \_\_\_\_\_

TABLE 11

ADMINISTRATION OF INTRAMURAL AND INTERSCHOOL ATHLETICS

School	Answers to items 1 - 10										Totals
	1	2	3	4	5	6	7	8	9	10	
Atwood	0	2	3	0	1	1	2	2	3	2	16
Colby	0	2	3	1	1	1	3	3	3	2	19
Goodland	0	2	3	1	2	1	3	3	3	2	20
Hoxie	0	1	2	2	2	2	2	2	3	3	19
Norton	0	2	2	2	2	2	2	2	2	2	18
Oakley	0	1	2	2	2	1	2	2	3	3	18
Oberlin	0	1	3	2	3	1	2	2	3	3	20
St. Francis	0	2	2	2	2	3	2	2	2	2	19
Mean	0	1.6	2.5	1.5	1.9	1.5	2.3	2.3	2.8	2.4	18.6

Goodland High School and Oberlin High School had the highest scores in this section, each with a total of 20. Next high scores were made by Colby, Hoxie, and St. Francis high schools, all of which recorded a total score of 19. The lowest score was made by Atwood

High School with 16.

The one item with the lowest rating was item 1, which was scored zero by every school in the league. Every school in the Northwest Kansas League finances and budgets its sports program to some extent from the sale of admission tickets.

The item that had the highest rating was item 9, dealing with athletic policies being determined by school administrators and physical education instructors or by regularly constituted school athletic leagues.

The mean score for all ten items was 18.6. Colby, Goodland, Hoxie, Oberlin, and St. Francis, all had total scores over the mean score for all eight schools.

The mean score for each item in this section was 1.9.

This composite quickly shows the areas in which the schools need improvement. Swimming and modified activities are in need of attention. Outdoor facilities also fall into the "poor" bracket. All the other seven areas covered in the survey are on or above the "fair" line.

The total possible score for the ten areas as listed in the score card used was 300. The mean score for the eight high schools of the Northwest Kansas League was 160.1. The mean percentage was 50.7%, in other words, the schools in the Northwest Kansas League scored a total of 50.7% of the possible score of 300, which would be the score of a school which reached perfection in their health and physical education program.

TABLE 12  
THE COMPOSITE TESTING FOR THE HIGH SCHOOLS  
IN THE NORTHWEST KANSAS LEAGUE

I	II	III	IV	V	VI	VII	VIII	IX	X	Score
Pro-gram	Out-door areas	In-door areas	Lock-ers	Swim-ming pool	Sup-plies	Med-ical Exams	Modi-fied Act.	Org. and Adm.	Ath-let-ics	
										30
E X C E L L E N T										25
		*	*		*	*		*		20
F A I R										15
*									*	10
P O O R										5
	*									0
V E R Y P O O R										5
							*			0
										0

TABLE 13  
THE TOTAL SCORE OF THE HIGH SCHOOLS

School	Total Actual Score	Total Possible Score	Percentage Score
Atwood	132	300	44
Colby	182	300	60.6
Goodland	136	300	45.3
Hoxie	157	300	52.3
Norton	179	300	59.7
Oakley	147	300	49
Oberlin	183	300	61
St. Francis	166	300	53.3
Mean	160.1	300	50.7

Colby High School had the highest actual score and percentage. Colby was one of the largest schools in the league, with a student enrollment of 326, and had a modern, efficient building. Norton High School ranked second in score and percentage. They also, according to ranking in the ten areas, had one of the better programs represented by schools in this league. Atwood High School had the lowest rating. This was mainly due to the lack of facilities for a physical education program. Goodland High School was second lowest in score. This was surprising, because of their size and their new facilities.

Table 14 shows that the schools in the Northwest Kansas League ranked above the national mean in all but one area, that being the swimming facilities, the section in which the NWKL score was 0. The greatest difference was found to be in the section pertaining to indoor physical education and health facilities. The national mean was 9.65, the NWKL score was 21.6, making a difference of 11.95 points.



TABLE 14

A COMPARISON BETWEEN THE RESULTS OF BOOKWALTER'S NATIONAL  
SURVEY AND THE NORTHWEST KANSAS LEAGUE SCHOOLS

Possible score for each area = 30

Area	Natl Mean	NWKL Score	Above Natl Mean	Below Natl Mean
Program of Activities	8.62	18.6	9.98	. . .
Outdoor Areas	10.58	13.7	3.12	. . .
Indoor Areas	9.65	21.6	11.95	. . .
Locker and Shower Areas	10.58	20	9.42	. . .
Swimming Pool	1.73	0	. . .	1.73
Supplies and Equipment	11.36	20.1	8.74	. . .
Medical Examinations and Health Service	10.62	20	9.38	. . .
Modified Individual (Cor- rective) Activities	1.21	6.5	5.29	. . .
Organization and Adminis- tration of Class Programs	13.08	22	8.92	. . .
Administration of Intramural and Interschool Athletics	12.64	18.6	5.96	. . .

## SUMMARY AND CONCLUSIONS

This report surveyed the Physical Education and Health Education status of all eight schools in the Northwest Kansas League through the use of the LaPorte scorecard. The school enrollments ranged from a low of 226 students at Oakley High School to a high of 514 students in the Goodland High School.

The total possible score for all ten areas was 300 points. It was discovered that the mean score for all eight schools was 160.1. This means that when all the schools were grouped together and rated as one unit, they scored just above the 50% mark (50.7%) toward the desired point of perfection or 100%, which would have been 300 points.

The following are the percentage scores of the eight schools used in the survey, taken individually, as they rated on the LaPorte score card: Atwood - 44%, Colby - 60.6%, Goodland - 45.3%, Hoxie - 52.3%, Norton - 59.7%, Oakley - 49%, Oberlin - 61%, St. Francis - 53.3%.

It was shown that when taking the eight schools as one unit, improvement was needed in the area of providing opportunity for participation in intramural sports to all students, the schools needed to create more interest in encouraging the faculty members to engage in recreational activity and improve their health status, and the schools needed to provide diversified physical education activities, including gymnastics, rhythms, aquatics, individual

sports and team sports. The Northwest Kansas schools were found to be quite satisfactory in the area of requiring their students to participate daily in physical or health education class instruction.

It was shown that the Northwest Kansas Schools needed improvement in most areas of outdoor facilities, but those items needing most revision were the surface materials used in field and court areas, and the lighting of play areas for night use in community recreation programs. The areas that needed the least attention were those of protecting jumping pits and field apparatus by means of sawdust or soft dirt, and arranging for maintenance work on fields and courts to be done by persons other than instructors or students.

Indication was that Northwest Kansas League schools proved to be adequate in most areas of indoor facilities. However, some attention could have been given in providing well-equipped rest rooms for both boys and girls, big enough to handle peak load use of the building. The Northwest Kansas League schools excelled in the matter of materials and arrangements of their gymnasiums.

Northwest Kansas Schools were found to be satisfactory in most aspects of locker and shower room areas. They required attention only in the provision of enough floor space and shower heads to handle a peak load of students. The area rating highest was that of providing adequate lock protection for lockers and baskets.

None of the Northwest Kansas League schools had any provisions for swimming programs.

The survey revealed that Northwest Kansas League schools were well supplied with physical education equipment, and the only area that needed attention was that of providing adequate equipment clerks other than instructors, to be available at all times for handling equipment and supplies.

Areas in which the schools needed the most improvement were those concerning provision of trained school nurses for both school and home visitation purposes, and requiring inspection by the school physician or nurse of those students returning to school after influenza or other serious illness.

The survey showed a need for improvement in all areas of modified-individual (corrective) activities. Those that required the most attention were shown to be provision of modified activity classes for students incapacitated for normal class participation, emphasis upon practicing directed exercises at home, in individual activity instruction classes, and, wherever possible, replacing corrective drills to secure postural and corrective results, with interesting activities of the sports, gymnastics, aquatic, or rhythmical types.

The Northwest Kansas League schools rated highly in the organization and administration of class programs. The only area that needed any degree of improvement was in assignment of activity classes on the basis of age, physical condition, skill development, need and interest.

There was found to be a great need for improvement in

financing and budgeting for both intramural and interschool sports programs. All schools in the Northwest Kansas League financed these through sale of tickets for admission. Attention was also needed in staging well-organized sports days under trained and experienced leadership, with emphasis on carry-over types of sports, and in provision of carefully supervised noon hour activities where time was available.

The area rating the highest mean score on this score card was section III, which was concerned with indoor physical education areas. The lowest ratings were scored in Section V. This was the area concerning swimming programs. The schools left swimming mainly to the summer recreation programs provided outside the schools.

Results are shown of a comparison of Northwest Kansas League scores with those scores obtained by Bookwalter in his national survey. The NWKL mean scores were found to be higher than the National mean scores in all areas except that of swimming facilities, for which the Northwest Kansas League schools had no provisions or facilities. The difference in this area was only a matter of 1.73 points. The greatest difference in the scores was found to be in the area of indoor physical education facilities. The Northwest Kansas League score was 21.6, as compared with a national mean score of 9.65, making a difference of 11.95 points.

The following conclusions were made concerning the status of health and physical education in the schools of the Northwest Kansas League.

With the exception of Goodland High School, the higher-ranking schools in most areas tended to be the larger ones.

The high schools with the newest buildings and most modern physical education facilities rated higher, again with the exception of Goodland High School.

In the schools where administrators and communities show knowledge and understanding in the value of a good physical education program, the programs tended to be much more successful, however, as in the case of Goodland High School, those schools with all the newest and best equipment do not necessarily have the best programs.

## RECOMMENDATIONS

The following recommendations are justified by the results of this study;

There is a need for work to be done toward establishing closer cooperation between medical officers, physical education instructors, and school administrators in planning the curriculum for each school. Supervision should be established at both the state and county levels by experts in the field of physical education.

The schools should develop means of building interest in school-affiliated swimming programs. Much improvement is needed in the area of providing physical education programs for the disabled students.

The health and physical education programs in high schools need to be developed on their own merit, rather than as part of the schools' athletic programs.

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A STUDY OF THE STATUS OF  
HEALTH AND PHYSICAL EDUCATION  
OF SCHOOLS IN THE NORTHWEST KANSAS LEAGUE

by

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AN ABSTRACT OF A MASTER'S REPORT

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This study was intended, not as a critical analysis of any particular school, but rather as an analysis of the status and needs of the Northwest Kansas League schools, insofar as health and physical education facilities and programs are concerned.

It is hoped that the information contained in this report might be of value to instructors and administrators concerned with improvement in these areas, by pointing out the deficiencies in various fields. By centering attention on the characteristics of a good program, material might be produced which could be used as a basis for objective comparison.

A survey containing ten questions in each of ten different physical education areas was sent to the principal of each school in the Northwest Kansas League along with a stamped, self-addressed envelope, as a method of collecting the information essential to this report. After further contact by telephone, mail and personal visits, a 100% return was attained.

The questionnaire used in conducting the survey contained ten questions designed to establish the status of each school in the following areas: outdoor areas, indoor areas, locker and shower areas, swimming facilities, supplies and equipment, medical examinations and health service, modified-individual (corrective) activities, organization and administration of class programs, and administration of intramural and interschool athletics.

The results of the survey were as follows:

When the schools were rated as one unit, the Northwest Kansas

League schools scored 50.7% or 160.1 points out of a possible 300. Taken individually and compared among themselves, the schools ranked in the following order: Oberlin, Colby, Norton, St. Francis, Hoxie, Oakley, Goodland, and Atwood.

Most improvement was found to be needed in the area of swimming facilities, as none of the schools had any facilities or arrangements for this activity. There was also need for improvement in establishing closer cooperation between medical officers, physical education instructors and administrators in planning the curriculum for each school. Supervision should be established at both state and county levels by experts in the field of Physical Education. The schools were found to be lacking in the area concerning physical education activities for the incapacitated and temporarily disabled students.

The area which was found to be most nearly adequate among all schools surveyed was that of the organization and administration of class programs. The other areas in which the schools proved to have fairly adequate programs and facilities were those of indoor areas, locker and shower areas, supplies and equipment and medical examinations and health service.