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THE EVALUATION OF THE PHYSICAL
EDUCATION PROGRAM OF THE FIVE
NEGRO SENIOR HIGH SCHOOLS IN
THE CITY OF NEW ORLEANS

By

Harold Martin Millon

THE EVALUATION OF THE PHYSICAL EDUCATION
PROGRAM OF THE FIVE NEGRO SENIOR HIGH
SCHOOLS IN THE CITY OF NEW ORLEANS

A Paper

Presented to

Eastern Illinois State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education
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by

Harold Martin Millon

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I am profoundly grateful to the following persons whose aid, advice and factual information wafted me over a number of almost insurmountable difficulties:

The Athletic Directors of the five Negro Senior High Schools - - Messrs. Nick Connor, Herman Deterville, Clarence Hunt, Otis Hicks and Charles Perkins;

Mr. Jack Pizzano, Supervisor of Physical education, New Orleans Public Schools;

Dr. John W. Masley, Head, Department of Physical Education (Men), Eastern Illinois State College; Advisor.

CHAPTER I

INTRODUCTION

This study endeavored to indicate the various sectors showing strength and weaknesses of the Physical Education program embracing five Negro High Schools in the city of New Orleans.

In the Southern States which requires a dual system of schools for colored and white, numerous studies have been made to ascertain the type and standard of educational opportunities open to Negroes. In the field of Physical Education, as far as the writer has been able to ascertain, no study has been made on the high school level of any one particular city.

In keeping with the present emphasis on Physical Education by educators in general, an investigation of opportunities open to Negro children in the field seemed timely. Hence, this study was undertaken. In order to give the results greater validity for the New Orleans area, five Negro high schools were selected for this survey.

There were no personal interviews or observations made other than first hand observations of the areas provided for Physical Education. These observations were made on Saturday when there were no sport activities.

The lack of copious personal interviews and observations was due to the fact that such research would have had to take place during regular school days. This was not possible as the author's position as teacher in Physical Education and coach of all of the major sports demanded all of his time at the Walter L. Cohen High School.

The major areas included in this study are (1) Organization; (2) Nature of Offering; (3) Physical Facilities, and (4) Directions of learning.

This survey has been restricted to the Negro High Schools in the city of New Orleans and are not to be considered as typical Negro schools throughout the state of Louisiana.

Thus, the problem undertaken in this study is first to compare, in certain phases, the status found in the five high schools in the four phases stated above.

CHAPTER II

SURVEY OF RELATED LITERATURE

RELATED LITERATURE. In this chapter the related literature will be treated in the hope of establishing the need for facilities in the required physical education program. Many authors and authorities through the annals of history have recognized the importance of facilities to the educational or physical education program.

The felt need for the facilities is indeed not a unique problem to be found only in the modern era, nor is it a totally new approach in education. It can be established since the ending of the Dark Ages and the beginning of the Renaissance until the present time that educators have been interested in obtaining better facilities for the schools. John Amos Comenius, in his book,¹ The Great Didactic, written in 1628, devoted considerable space and thought to the subject of facilities and stated:

The school itself should be a pleasant place, and attractive to the eye both within and without. Within, the room should be bright and clean, its walls ornamented with pictures, portraits of celebrated men, geographical maps, historical plans, or other ornaments. Without, there should be an open place to walk and plan in, for this is absolutely necessary for children, as we shall see later, and there should also be a garden attached, into which the scholars may be allowed to go from time to time and where they may feast their eyes on trees, flowers and plants. If this be done, boys will, in all probability, go to school with as much pleasure as to fairs, where they always hope to see and hear something.¹

¹H. G. Good, A History of Western Education (New York: The MacMillan Company, 1953), p. 194.

Comenius was not making a statement that directly connected or related to physical education, but his statement does exemplify the early emphasis placed upon the need for, and the value of, facilities to assist the educational program in maintaining interest for the child.

Other quotations from authorities in the field of physical education will be used to substantiate the need for facilities to stimulate the educational process through education from both the aspect of the student and that of the teacher.

Williams wrote:

Newer concepts of education recognize the importance of child interest in the learning process. This concept gives first place to the dynamic influence of play because of its appeal to the inherent biological urge of youth, an appeal far superior to methods associated with manmade social inheritance.

Thus both academic education and physical education use play as a basic method of teaching as a means of accomplishing the objectives sought. The modern playground and classroom deserve the same attention with respect to construction, equipment, and use.²

Dr. Nash supports the need for facilities with another approach:

Social and economic conditions of the past several decades have restricted school plant construction during the period of program change. Physical Education facilities in many secondary schools situations, thus, have become inadequate, obsolete or non-existent. Administrators face the immediate problem of planning and constructing new secondary school facilities to meet the modern school educational program and trends in community utilization.³

²J. F. Williams and C. L. Brownell, The Administration of Health Education and Physical Education (Philadelphia: W. B. Saunders Co., 1951, p. 330.

³J. B. Nash, Francis J. Moench, and J. B. Saurborn, Physical Education: Organization and Administration (New York: A. S. Barnes and Co., 1951. p. 281.

Williams in establishing principles for physical education writes:

Principles and program should take into consideration facilities and staff. Although this relation is not the primary one—the nature and needs of children, and the social needs of society are of prime importance—nevertheless the practice of principles and the extension of rational programs are conditioned by facilities and by staff, and these two items bear a collateral responsibility. It is noteworthy that physical education in the past has proceeded under great handicaps in these respects. Meagerness of physical plant and numerical and professional limitation of staffs have always been serious problems.⁴

The value of play has been accepted by many writers as being a significant cog in the wheel of education. Play has often made contributions to the social and physical development of a child.

Englehardt states:

Play is recognized as an essential activity of education. In fact, the health and recreational program as now incorporated in the school curriculum demands extensive play area both within the building and outside.⁵

Englehardt also states:

The location of the building on the selected site is of first importance; it requires consideration of light, future extension, the play areas, and aesthetic appearance. The play areas must be laid out with proper thought given to the recreational activity to be served and the children who are to participate. In the development of the playground the whole physical education program unit must receive special attention and individual treatment.⁶

⁴J. F. Williams, The Principles of Physical Education (Philadelphia: W. B. Saunders Co., 1942), p. 281.

⁵N. L. and F. Englehardt, Planning School Building Programs (New York: Bureau of Publications, Teachers College, Columbia University, 1930), p. 135.

⁶Ibid, p. 220.

To some educators, administrators or even a few parents validity of a need must be established before the significance of the need is accepted as basic educational facts or truths. To this attitude Scott writes:

A facility is valid when it effectively serves the purpose for which it is primarily intended. For example, adequate facilities should be in accord with such factors as curricular needs, scientific facts, legal requirements, state and local building code, and official sports rules. The necessity of adhering to the official sports rules will in some instances determine the size and details of certain units and the standards for the selection of facilities related thereto.⁷

⁷H. A. Scott, Competitive Sports in Schools and Colleges (New York: Harper and Brothers, 1951), p. 500.

CHAPTER III

METHOD OF RESEARCH

In order to gain the needed information, the author used questionnaires made possible by the American Council on Education through the Cooperative study of Secondary School Standards. The Questionnaires used were from Section D-13, Physical Education for boys, 1950 edition of Evaluative Criteria, Groups I through IV. A copy is included in the Appendix. Groups V and VI were not found to be applicable to the study.

The purpose or reason for using this Questionnaire was to gain the needed information concerning the programs in Physical Education of the Negro Schools represented in this study. The contents of the Questionnaire used, have proved to be quite adequate and have furnished the needed information.

The chief weakness, if there is one, would be the reliability of the answers provided by the various athletic directors. It is possible that some of their answers could be slightly biased in relation to a situation as it actually exists. This cannot be considered as factual, unless personal observations are made that will show the answers given in some cases untrue. The one phase of the Physical Education Program which is important in this study is the number of gymnasias and physical facilities in the Negro schools of secondary classification.

The limited personal interviews and observations of the author all tend, by and large, to substantiate the facts as well as intimated by the Questionnaires.

By comparison, however, are the program objectives suggested by the

Louisiana Program of Physical Education Bulletin No. 774.

"Every pupil," wrote Jackson R. Sharmon⁸ "should have a daily program which is educative, protective, natural, variable, well-balanced and adapted to his needs, capabilities and interest. In order for this to be true, the length of class periods must be related to his age. He must be properly classified for the activities; taught by competent leaders, be surrounded with adequate facilities, equipment and supplies in and out doors; and be tested for improvement."

The above generally accepted standards constitutes the basis for the evaluation of the status of Physical Education program of the five Negro High Schools in the city of New Orleans.

The New Orleans School Directory for 1955-56 indicates the student enrollment of the schools used in this survey as follows:

Booker T. Washington	1601
Joseph S. Clark	1256
Walter L. Cohen	742
St. Augustine	573
Xavier Prep	371

Henceforth, in this paper, the five schools will be referred to as A, B, C, D and E with no indication as to proper names.

In reference to response made by athletic directors questions listed in the questionnaire, the following symbols will be used:

Provision or condition is made extensively:	##
Provision or condition is made to some extent:	#
Provision or condition is very limited:	X
Provision or condition is missing but needed:	M
Provision or condition is not desirable or does not apply:	N

⁸Jackson R. Sharmon, The Teaching of Physical Education (New York: Barnes and Co., 1937), pp. 28-31.

TABLE I
ORGANIZATION

	A	B	C	D	E
1. Physical Education activities are required in all grade levels of the Secondary School	##	##	##	##	##
2. Physical Education courses meet a sufficient number of periods per week. The number of periods per week is....	3	3	2	3	3
3. Physical Education Periods are of sufficient length. (The period length is....Minutes)	60	40	60	60	60
4. Sufficient time is provided in the period for showers and dressing. (The average time is....Minutes)	15	--	15	15	10
5. Consideration is given to the Physical Education needs of pupils in assigning them to Physical Education classes	M	N	M	##	#
6. Pupils with particular physical education problems or needs are encouraged to spend more or less time in the program according to their individual requirements.	X	M	##	N	N
7. Consideration is given to facilities and personnel available and the type of activities to be carried on in determining class sizes.	#	N	#	M	X
8. Corrective physical education activities are carried out under proper authorization and supervision.	#	M	M	M	M
9. The physical education program is financed through the regular budget and is not dependent upon gate receipts or similar means for support.	##	##	#	##	#

CHAPTER IV

ORGANIZATION

RESULTS OF THE QUESTIONNAIRE

The questionnaire showed that all five schools had made provisions ranging from "extensively" to schools "lacking" them, with one percent showing that provisions "did not apply." In Nature of Offering, the provisions ranged from "extensive" to "limited" and had a far smaller percentage of provisions "missing but needed". In Physical Facilities, all five schools fell within the same high range of "extensive provisions"; however, "very limited" facilities showed three schools in that class, and "provisions not applying" found four of the five schools in that class. In Direction of Learning, all five schools had made adequate provisions for instructional staffs and activities with equipment and materials a bit less adequate; Methods of Evaluation being quite "extensive", in no case was it "limited" and in only one case was it "non-applicable."

A. RESULTS AND DISCUSSION

The tabular form resultant of the questionnaire, based on Louisiana State Physical Education Requirements,⁹ indicated clearly that all five schools (A, B, C, D And E) required Physical Education in all grade levels of the Secondary School. This compliance indicates progressive state planning and local intent for execution.

Schools A, B, D, and E met a sufficient number of times per week, with

⁹Louisiana Program of Physical Education, Bulletin No. 774, 1953 (2) Sec., p. 56.

only School C below standard. The group's sufficiency is therefore 80 percent as regards the time-allotment element. School C's trailing the others by one session, further reduces the 20 percent deficiency.

Schools A, C, D, and E had Physical Education periods of sufficient length with only School B with shorter ones. The curtailed number of meetings per week logically brought about shorter periods of Physical Education activity. In addition, there was some question, by the administration of the extensive need of physical education as part of a curriculum.

Schools A, C and D provided sufficient shower and dressing time, with School E sub-standard, and School B devoid of any time-provision at all. Quite obviously, Physical Education students of Schools A, C and D were the best adjusted, while those of School E very poorly adjusted and those of School B the worst of the lot. Academic classes prior to and following physical education are probably the most difficult for all concerned.

Only School D gave consideration to Physical Education needs of pupils in assigning them to Physical Education classes, with School E providing such partially, while Schools A and C listed it as missing but needed. The schools, with one exception, have given scant attention to a major foundation factor of Physical Education.

In brief, the four schools' attention to this objective ranges from partial interest to a state of indecision.

As regards pupils with special physical education problems and needs only School C had adequate preparation therefor, with School A showing limited facilities in it; School B lacked, but needed it and Schools D and E indicated its non-application to them. Physical Education problems, then in four of the five schools range from the disregarded to helpless observation. These problems

quite obviously create additional problems in any school phase adjoining physical education unless checked.

Class size determined by consideration given to facilities, available personnel and activity selection made to some extent by Schools A and B, with School E having made provision to some extent, while School D lacked but needed it; to School B it was non-applicable.

Overcrowded conditions and understaffed classes always make for ineffective instruction and progress; activity selection is effective in proportion to class size; or, inattention, injury, misunderstanding, non-interest, absenteeism and the like, result.

Corrective physical education activities were carried out under proper authorization and supervision only in School A, and that to a limited extent; the remaining schools, B, C, D and E indicated it missing but needed. Clearly, adequate preparation was entirely lacking in all five schools. Limited corrective efforts are practically as useless when one considers the effort needed to be expended to begin to correct any defect in a thinking being of habit and conflicting impulses. This dismal picture indicates a generation or more of maladjusted students of physical education who not only lack correct training along those lines, but also the corrective training necessary.

The physical education program financed through the regular budget and not dependent upon gate receipts or similar means for support occurred in Schools A, B and D, while Schools C and E existed in this category to a limited extent. Two of the schools falling into the "limited extent" group are public and Parochial; in different parts of town, one has a large enrollment while the other is not so large, with following in sports equally diverse. The cause, therefore, must be sought elsewhere.

EVALUATION

In evaluating the five Negro High Schools in the city of New Orleans that this survey embraces, School C had the highest rating in relation to Physical Education Organization. Following School C was School D which was rated second best. School D and School A were third and fourth respectively. School B was fifth.

School C

Physical Education activities were provided for all boys to an extensive degree. The need or physical education problems of pupils were not included but were definitely needed. Some consideration was given to facilities and personnel available and the type of activity to be carried on in determining class sizes. Corrective physical education is another phase of physical education program that was missing.¹⁰ The physical education program was financed through regular budget and was not dependent upon gate receipts or similar means for support.¹¹

School E

Physical Education was provided for all boys to an extensive degree. School E, however, needed to take in consideration facilities, personnel and

¹⁰The evaluation made by the School C athletic director stated the program was functioning well although the activities that were provided were functioning well. They lack corrective Physical Education cohesion carried under proper authorization and supervision.

¹¹The athletic fees, paid by each child, aid both the budget and gate receipts in financing the Physical Education program.

type of activity in determining class size. There was a need for corrective Physical Education activities carried out under proper authorization and supervision. There was no provision for this phase of the program. All other activities were functioning well and the time allotment of the program, in relation to instructional needs, was good.

The platoon system existed at this school. This causes classes to be larger than the average in this section. The limited space aggravated further the situation.¹²

School D

At School D, the Physical Education activities embraced all of the boys in the school.¹³ Although corrective Physical Education is lacking, all other activities provided were excellent for those boys regularly taking Physical Education. Time allotment, in reference to instructional needs, was excellent largely due to small enrollment of boys, adequate number of instructors, in addition to a thorough program of instruction.

School D, similar to School C's situation, lacks adequate space for outdoor activities.

School A

Physical Education activities were provided for all boys to an extensive degree. Corrective physical education activities were carried out under proper

¹²Platooning exists only at this school of the five schools under consideration.

¹³However, the boys who are taking a course called, "Distributive Education," are exempt from taking Physical Education, but are given Physical Education credit.

authorization and supervision to some extent.¹⁴ The evaluation made by School A's athletic director stated that physical education activities, required by boys in all grade levels of the secondary school, were extensive. However, his evaluation, rated 2-B, indicated that they were limited which is a definite conflict.¹⁵

School B

Physical Education activities were provided for all boys to an extensive degree. The physical education courses met the prescribed number of times per week. However, the Physical Education period was only 40 minutes in length.¹⁶

In regard to sufficient time provided for the period for showers and dressing, the athletic director labels it "N" under the check list indicating it as not desirable, or not applying.¹⁷ The physical education director indicated that the physical education periods were of sufficient length and also indicated that length to be 40 minutes, which was substandard in the physical education program of the city of New Orleans and the state of Louisiana.¹⁸ The letter, "N", summarized the consideration given physical

¹⁴Incidentally, this is the only one of five schools under consideration with limited provision for a corrective Physical Education program.

¹⁵From personal observation and knowledge, I know this to be an error.

¹⁶It is the only high school under consideration with such a curtailed Physical Education period.

¹⁷In the opinion of the author, one of the first laws of health is not being observed.

¹⁸The evaluation made by the athletic director stated that the program was functioning well. He means, no doubt, that the activities provided were functioning well. In the opinion of the author, the period is of sufficient length, but for only the most limited type of instruction.

education needs of pupils in assigning them to physical education classes indicated that the athletic director was primarily interested in a mass production phase of the physical education program.

Corrective Physical Education was another phase of the physical education program that is missing.

RECOMMENDATION

It is Recommended:

1. That School B readjust its Physical Education program in order to obtain adequate time for showers and dressing in conformity with city and state regulations.
2. That School B, School A and School C meet the minimum requirements of consideration of pupils' needs in assigning them to Physical Education classes.
3. That School A and School B establish adequate facilities for encouragement of pupils with particular physical education problems or regards spending time relative to individual requirements.
4. That all the high schools integrate an adequate program giving consideration to personnel, facilities and types of activities to carry on in determining class size.
5. That Schools E and C readjust financing of their physical education program in order that it can be effectively implemented by means of regular budget.

TABLE II
NATURE OF OFFERING

	A*	B	C	D	E
1. Experiences provided that assist pupils' normal physical growth and development.	##	##	##	##	##
2. Experiences provide opportunity to develop variety of motor skills (body mechanics) valuable to growth and development.	##	##	##	##	##
3. Experiences provided that create interest and activity skills having practicable carry-over values into adult life.	##	#	##	##	##
4. Activities selected in terms of individual physical needs, interests and pupil ability.	#	N	#	##	##
5. Provisions made to help meet pupils' mental, emotional, social and physical needs.	#	##	#	#	#
6. A variety of indoor games, sports and athletic activities is provided.	X	#	M	##	##
7. A variety of outdoor games, sports and athletic activities is provided.	##	#	##	##	##
8. Sports activities provide opportunity for competition between groups in similar weight ranges.	M	##	#	##	#
9. Aquatic activities are provided.	M	M	M	M	M
10. Dance and rhythmic activity is provided.	#	M	M	#	##
11. Individual activities provided (apparatus work, archery, etc.)	X	X	M	#	#
12. Combative activities provided (wrestling, fencing, etc.)	M	M	M	M	M
13. Camping and outdoor activities provided.	N	N	M	M	M
14. Body-building and corrective activities provided for pupils after examination and recommendation by qualified specialists.	M	M	M	M	M

TABLE II (continued)

NATURE OF OFFERING		A*	B	C	D	E
15.	Activities provided for the physically handicapped in socially and emotionally atmosphere.	M	M	M	M	M
16.	Intramural experiences in a variety of sports are provided.	#	#	#	#	M
17.	Provisions made to apply, in intramural activities, skills learned in the instructional program.	M	#	##	#	M
18.	Interscholastic sports experiences provided for boys who can benefit thereby.	##	##	##	##	##
19.	Adjustments made in the program of participants in interscholastic competitions to insure a well-balanced physical education program.	X	#	#	##	#
20.	Rest and relaxation opportunities are provided to meet individual health needs.	M	N	#	##	##
21.	Opportunities are provided for pupils to participate in co-recreational activities (e.g., dancing, volleyball, badminton)	X	N	#	#	##

* School A did not submit an evaluation in this questionnaire. The evaluation appeared is based upon the author's observation and knowledge of the situation in School A.

II. NATURE OF OFFERING

A. RESULTS AND DISCUSSION

Experiences that assist the normal Physical Educational growth and development of pupils were provided for adequately in all five schools, A, B, C, D and E making for a well-rounded program and well-trained pupils.

Experience to provide opportunity to develop a variety of motor skills, (fundamentals or body mechanics) of value to growth and development was provided adequately by Schools A, B, C, D and E. Students of the five schools were well-drilled in coordination of mind and muscle.

Experience provided that create interest and provide skills having practical carry-over value into adult life were found in Schools A, C, D and E, while School B had the program to a limited extent. Mass training program is quite adequate as is the over-all and lasting interest created omitting the individual.

Activities, selected in terms of individual physical needs, interests and abilities of pupils, were provided for in only Schools D and E, while Schools A and C had this sort of program to a limited extent. School B had no application value for this sort of program. Activities of this kind call for larger teaching personnel with special training. Obviously, the schools showing this facility lacking or limited bespoke of small enrollments or small physical education faculty or both. If student interest and abilities are to be satisfied still more attention is required.

Mental, emotional, social and physical education needs of pupils were provided for in School B and provided for to a limited extent by Schools A, C, D and E. The five schools recognized the importance and value of the well-

trained student in a modern high school.

A variety of games, sports and athletic activities is provided for by Schools D and E, while School B had this facility to some extent and School C listed it as missing but needed. School A had it very limitedly. The implication of indoor facilities is obvious. Gymnasiums are very scarce among the five high schools under consideration limiting indoor activities drastically.

Sports activities providing for competition between groups in similar weight ranges were provided for by Schools B and D, while Schools C and E had it to some extent. School A indicated this factor as missing but needed. There again, adequate personnel and space, as well as, time allotment entered to restrict this phase of the program for three of the five schools under consideration.

Aquatic activities were lacking in all five schools due to the absence of swimming facilities.

Dance and rhythmic activities were provided for in School E, to a limited extent in Schools A and D, and missing but needed in Schools B and C. Since only direction and bare mechanical necessities are required, obviously the teaching personnel is the school's chief concern. Another factor to be considered is the presence of a boys high school in this number; also, two Parochial schools are present.

Individual activities such as apparatus work, archery, tumbling and golf were provided for by Schools D and E to some extent, while School C had it listed as missing but needed. Schools A and B listed it as only limited. Of the two having this facility to an extent, one school had a gymnasium, the other had not. Of the two having it to a very limited extent, each had no gymnasium, but utilized indoor space for said activities.

Combative activities such as wrestling and fencing were provided for by none of the five schools under consideration. The nature of these activities and the age of the pupils and responsibilities were, no doubt, stabilizing factors accounting for their absence.

Camping and other outdoor activities of the camping type were missing, but needed in Schools C, D and E and did not apply in the case of Schools A and B. Time consumption and curriculum support were, no doubt, factors in this situation. An integrated program including same was not readily drawn up adding to the non-feasibility.

Body-building and corrective activities were provided for pupils with particular needs after examination and recommendation by qualified specialists were listed as missing in all five schools. This program must be necessarily closely connected with a physical reconditioning program in an allied manner indicating a closer tie with medicine for which the school boards and schools were, no doubt, ill-prepared to do at the time.

Activities for the physically handicapped in socially and emotionally healthful atmosphere were provided by none of the five schools, but listed as being needed. The presence of such handicapped persons in the schools points up the need for such facilities. However, the problem and its solution lay in the school board and curriculum integration planning group. This small segment of students should not be neglected if the school is to function for the students.

Intramural experiences in variety of sports were provided by Schools A, B, C and D adequately, while School E lacked such facility. School E seemed to have concentrated most heavily in only a few major sports and to the detri-

ment of the lesser sports. Of course, pupil interest may have one mitigating force on the situation.

Applying skills learned in the instructional program to intramural activities was done by School C, while Schools B and D has such application only to some extent. Schools A and E lacked them, but envinced a need for them. Correlation of the instructional and competitive fields in the intramural sports and activities have been focused sharply, from this report, in only one school to any extent. The weak intramural program itself in two of the schools lacking this facility indicated the lack of such a program, lack of intramural integration and as a result, lack of coordination of the two factors.

Interscholastic sports experiences for boys who can benefit by these activities were provided by all of the schools mentioned. The sports were of the major types whose facets include, in one way or another, practically every student in the school. Both sexes were involved both directly and indirectly. Such enthusiastic participation indicated that the activity inclined very little toward the program, being almost self-sustaining on interest alone.

Adjustments were made in the program of participants in the interscholastic competitions to insure a well-balanced physical education program by School D, while Schools B, C, and E made adjustments to some extent. School A made provisions to a very limited degree. School D, alone, had made the balancing adjustments, partly because of its success in the field of major sports and partly because of the time, order and method engendered by that success. In addition, success in the first place came as a result of excellent methods of training, itself a series of well-placed and planned adjustments. The planning used in the major sports should be used in the over-all program.

Among Schools B, C and E, the major effort seems to be in implementing the major interscholastic sports part of the program leaving little, if any, time or effort in over-all planning for the over-all program. The major sports' chief deterrent is that they last throughout the year.

Rest and relaxation opportunities were provided to meet individual health needs suffered as a result of the accent on activity and inability to install effective means of embarking upon corrective as well as individualistic programs of games; personnel, facility and lack of board-planned medico-scholastic program designed for just such needs. Another reason: the games and activities themselves have divisions with rest periods provided in the rules which are, at best, poor substitutes for individuals thus participating.

Opportunities for pupils to participate in co-recreational activities (e.g., dancing, volleyball, badminton) were provided for by School E, while Schools C and D provided for it to some extent. School A made provisions to a very limited degree, whereas it did not apply at all to School B. The school program as well as the school group program suffered from imbalance. One school alone made provisions for these opportunities despite the major sports, limited facilities, etc. Noteworthy, this school had no gymnasium. However, it made up for this lack by the sex of the teaching personnel, not altogether a major factor, however. Again, the boys school showed a lack of such opportunities while School A, with space enough for other indoor activities, showed a surprising lack of activity in this regard. School C, with a gymnasium, made good use of these opportunities only at certain intervals and in concentrated form. School C, with less indoor facilities than School A, had more activity in this regard.

The five schools, despite the varied and vexing handicaps, moved

steadily toward integration of programs truly worthwhile and designed not only for mass student training in their programs, but to give more attention to their interests and problems.

EVALUATION

NATURE OF OFFERING

In evaluating the Nature of Offering, School E rated first, followed by Schools C, D, B.

School A failed to evaluate the Nature of Offering, and as a result the author drew evaluation conclusions from the check list based on personal observation. At School A, great improvement is needed in variety and content of experiences that are necessary to meet the needs of all of the boys. Experiences that provide for development of skills and abilities that are relative to the carry-over adult physical and recreational activities, could also be improved. In reference to individual physical education needs, there was a marked imbalance of activities.

School B.

The variety and content of experiences met the physical education needs of all boys and were adequate. By and large, the activities in which the pupil participated tended to develop skills and abilities that were valuable to adult carry-over activities of a physical and recreational nature. The program provided a fair balance of activities according to the individual physical education needs.

School D.

In order to meet the physical education needs of all the boys, the variety and content of experiences were very good and functioning well. The Experiences provided good training as regards development of skills and abilities that have practicable carry-over value to adult physical-recreational activities.

The program at School D was fair in reference to provision of a balance of activities according to individual physical education needs of the pupils.

School C.

The variety and content of experiences were adequate. The experiences provided were excellent in reference to development of skills and abilities that practically carry-over to adult physical-recreational activities. The program also provided for a good balance of activities according to the individual physical needs.

School E.

The variety and content of experiences that are necessary to meet physical education needs of all boys were adequate. The experiences provided were also excellent in reference to the development of skills and abilities that practically carry over to adult physical recreational activities. As to the individual physical needs, the balance of activities were fair and improvements were needed in this phase of the program.

NATURE OF OFFERING

RECOMMENDATION

1. That Schools A and C establish an effective physical education program encompassing regard for individual physical needs and activities.
2. That similar to School D, the remaining four high schools obtain gymnasias in order to provide adequate indoor athletic activity.
3. That all five high schools be provided adequate aquatic facilities as soon as possible.
4. That Schools C and B build an adequate program of dance and rhythmic

activities.

5. That all five high schools develop an effective physical education program based on individual activity.
6. That all five high schools institute an adequate program to include combative outdoor body building and corrective activities including those for the physically handicapped.
7. That Schools E and A integrate a program applying skills learned in the instructional activities to intramural activities.
8. That School A provide an adequate participative program of adjustment in interscholastic competition.
9. That Schools A and B provide an adequate program for corecreational activity opportunities.

TABLE III

PHYSICAL FACILITIES

	A	B	C	D	E
1. The physical facilities are designed for community as well as school use.	#	##	#	M	M
2. The outdoor play area provides adequate outdoor space for conducting a modern program of outdoor physical education activities.	##	#	#	M	M
3. The outdoor facilities are readily accessible.	##	##	#	#	##
4. The outdoor play area is suitable surfaced, graded, drained and enclosed.	X	#	M	##	##
5. The outdoor play area is free from obstructions and safety hazards.	#	#	M	#	M
6. The outdoor play area is laid out for a variety of activities.	M	#	M	M	##
7. A gymnasium is provided of sufficient area to accommodate existing class sizes.	M	M	M	##	M
8. The height from the floor to the nearest overhead obstruction is at least twenty feet.	M	M	M	##	M
9. Provision is made for seating facility in the gymnasium.	M	M	M	##	M
10. Lamps and window areas are covered with protective screens.	M	M	M	#	M
11. The gymnasium is marked for a variety of games.	M	M	M	M	M
12. The flooring is made of appropriate material and is satisfactorily finished.	M	M	M	#	M
13. Adequate lighting facilities are provided in the entire area.	M	M	M	##	M

TABLE III (continued)

PHYSICAL FACILITIES

	A	B	C	D	E
14. Adequate heating facilities are provided in the entire indoor area.	M	M	M	##	M
15. Adequate ventilation facilities are provided in the entire indoor area.	M	M	M	##	M
16. A swimming pool is provided.	M	M	M	M	M
17. Adequate provision is made for the sanitation of the pool.	M	M	M	M	M
18. Provision is made for proper entrance and exit facilities to all physical education area.	M	M	M	##	##
19. Safety measures throughout the indoor area are carefully planned and provided for.	M	M	M	##	M
20. Instructors' offices are provided.	M	M	##	M	M
21. Sanitary toilets and lavatory facilities are provided.	##	M	##	M	M
22. Sanitary drinking facilities are provided.	#	M	##	##	##
23. Sanitary wall-type or built-in cuspidors are provided.	M	M	##	M	##

THE FOLLOWING ADDITIONAL EQUIPMENT OR FACILITIES PROVIDED:

24. Apparatus for gymnasium activities (i.e., ropes, mats, parallel bars, horse).	#	M	M	##	M
25. Equipment for a variety of games.	#	M	M	##	M
26. Facilities for corrective work.	M	M	M	M	M

TABLE III (continued)

PHYSICAL FACILITIES

	A	B	C	D	E
27. Storage space of sufficient size and in proper location.	M	M	M	M	M
28. A bulletin board.	#	M	M	M	M
29. A blackboard.	#	M	M	M	M
30. First aid equipment and supplies.	##	##	##	##	M
31. A well-equipped locker room and shower area.	M	M	##	##	##

CHECK FACILITIES LISTED BELOW:

Lockers, with combination padlocks, in sufficient quantity to meet enrollment needs (a basket system may be a satisfactory substitute).

M X # ## ##

At least one shower head for every five pupils in the largest class section.

X ## ##

Hot and cold water with temperature controls.

#

Floors constructed to facilitate maintenance of sanitary conditions.

M ## ## ## #

Locker and shower facilities for visiting teams.

M M M M #

Soap and towels.

M M M M M

Benches in locker room aisles.

M # M M #

Mirrors.

M # ## # #

III. PHYSICAL FACILITIES

RESULTS AND DISCUSSION

Physical facilities were designed for community as well as school use by School B. This indicates a late model of construction. Schools A and C listed this facility as existing to an extent. Schools D and E listed this facility as missing but needed.

Outdoor play areas provided adequate outdoor space for conducting a modern program of outdoor physical education activities at School A. Schools B and C had this facility to some extent. Schools D and E listed this facility as missing but needed. Planning was lax or not done at all in the latter cases. Old buildings were indicated.

Outdoor facilities were readily accessible by Schools A, B, and E. New construction or ground improvement, or both, were indicated. Schools C and D indicated the facility existed to some extent there. Some ground improvement was indicated there.

The outdoor play area is suitably surfaced, graded, drained and enclosed at Schools D and E. Better physical education programs were indicated with comparable improvements. School B had this facility to some extent indicating a certain amount of improvement. School C had this facility listed as missing but needed, while School A listed this facility as very limited.

The outdoor area was free from obstructions and safety hazards at School E. Major improvements were indicated. Schools A, B and D had this facility to some extent, while School C had this facility missing but needed.

The outdoor play area was laid out for a variety of activities at School E, but to some extent at School B. Schools A, C and D listed this

facility as missing but needed. Requested improvements were, no doubt, forgotten in this instance, or were difficult to overcome.

A gymnasium was provided of sufficient area to ~~accommodate~~ existing class sizes by School D only. Schools A, B, C and E lacked this facility, but needed it. The subsequent indoor classes at this school was naturally superior in every respect.

The height from the floor to the nearest overhead obstruction was at least twenty feet at School D which had the only gymnasium. The other schools lacked this facility.

The gymnasium is not marked for a variety of games. No marking, except for basketball, was in evidence at School D's gymnasium.

The flooring was made of appropriate material and satisfactorily finished at School D. The material was not the best nor the worst.

Adequate heating facilities were provided in the entire floor area at School D's gymnasium.

A swimming pool was not provided in any one of the five high schools. The facility was missing but needed.

Adequate provision made for pool sanitation was lacking because of lack of pool facilities.

Proper entrance and exit facilities were provided to physical education areas of the gymnasium at School D. Fire and excitement danger thus were eliminated.

Safety measures throughout the indoor areas were carefully planned and provided for at School D's gymnasium. All factors were ready and accessible for maximum safety.

Instructors' offices were provided at School C which has no gymnasium. School D which has a gymnasium, had no offices provided indoors for its instructors; a detracting quality. The remaining schools, A, B, D and E, have no facilities for instructors.

Sanitary toilets and lavatory facilities were provided at Schools A and C. Schools B, D and E listed this facility as missing but needed. This lack is not only inconvenient, but a health hazard as well as deterrent to a good program in physical education.

Sanitary drinking facilities were provided at Schools C, D, and E, extensively. School A provided this facility to some extent. School B had this facility listed as lacking but needed. Major improvements are indicated here also.

Sanitary wall-type or built-in cuspidors were provided Schools C and E. Obviously, additions or improvements. Some of the older plants were given first attention in renovation and plant improvements. Schools A, B and D had this facility missing but needed. Renovation requests contained this facility.

THE FOLLOWING ADDITIONAL EQUIPMENT OR FACILITY PROVIDED:

Apparatus for gymnasium activities (i.e., ropes, mats, parallel bars, side horse) were provided by School D, but only to some extent at School A. Schools B, C and E had this facility missing but needed. School A is the only school without a gymnasium with provision to some extent in this direction.

Equipment for a variety of games was provided by School D in its gymnasium. Schools A, B, C and E listed this facility as missing but needed.

Facilities for corrective work were provided by none of the schools. However, all listed the facility as missing but needed. School D will, no doubt, obtain this facility because of the gymnasium. The other schools, however, seemed loath to obtain it without suitable space and place: namely, a gymnasium.

Storage space of sufficient size in proper location was provided by none of the schools. They listed this facility as missing but needed.

A blackboard was listed as provided to some extent by School A, but missing and needed by the remainder of the schools. Illustrations and notes, as well as records, often fill a great gap between directive and performance.

First Aid equipment and supplies were provided by Schools A, B, C and D. School E alone fell short in this most vital provision. It was missing but needed. Each day, School E faced a great hazard.

A well-equipped locker room and shower area were provided by Schools C, D and E. Schools A and B lacked this facility, but listed it as missing but needed. The following classes and school efforts suffered in this case. Bad health habits were engendered and discomfort accompanying this period after, is forever associated with physical education. The carry-over into adulthood of certain interest and participative inclinations were affected.

CHECK FACILITIES LISTED BELOW:

Lockers, with combination padlocks, in sufficient quantity to meet enrollment needs (a basket system may be satisfactory substitute) were provided by Schools D and E. Safety for possessions and security went hand in hand with these provisions. School C provided it to some extent. School A listed it as missing but needed, while School B listed it as provided only to a very limited extent. Safety, then, is lacking to some extent in training programs. Security of personals, or lack of it, also breeds disregard for the possessions of others.

At least one shower head for every five pupils, in the largest class section, was provided by Schools C and D. Schools A and E had this facility to some extent, while School B had it to a very limited extent. Overcrowding, waiting, pushing and contending, bad tempers, disgust and non-participation,

wholesale dropping out of competition or activity a few minutes before the period's end are all usually engendered by this lack of facility.

Hot and cold water with temperature controls were provided by Schools C and D. Comfort with the seasons encourages participation, cleanliness, and good health habits, as well as emotional and mental stability in adjusting the student to new activity and social intercourse in the athletic realm. Schools A and E had this facility only to some extent. It goes without saying, that the two latter schools had problems attendant to limited or non-existent facilities of this kind.

The lack of gymnasias and indoor facilities hurt the physical education program in New Orleans more than anything else. The accompanying facility, the swimming pool, adds to the abject lack of adequate physical facilities. The one gymnasium provided—in other way, did not reach even comfortable proportions—from floor markings and rest rooms to blackboards and other equipment—considered ordinary in other sections of the city and in other plants. One school had partial indoor space utilized as a pseudo-gymnasium and contained a side horse, parallel bars and a few minor pieces of equipment.

Floors constructed to facilitate maintenance of sanitary conditions were provided by Schools B, C and D. Obviously, cement and terrazo tiles were most prevalent, with wood and other materials listed as secondary. The main factor for maintenance of sanitary conditions lies in the maintenance crew and decorum of the students as well as the discipline enforced by the instructors. School E had, evidently, this facility to some extent. The material or either the service may be at fault. Sanitation here is a problem which needs must be solved, intelligently and without delay. School A

listed this facility as missing but needed.

Locker and shower facilities for visiting teams were provided only to some extent by School E. A school constructed some time ago, this facility was no doubt created from an unused room or converted space. A step forward, to say the least, without any great credit, however, to the construction board of the school system. Schools A, B, D and E had no such facility. The visiting teams received no consideration in this regard—a lamentable situation indeed! The other four schools listed this facility as needed. It is doubtful as to how much effort has been expended to obtain this facility though clearly a school board matter.

Soap and towels were not provided by any of the five schools involved in this study. The facility was needed, however, they aver. Although of a personal nature, joint efforts leading to funds, would solve this small, but essential problem. Certainly, health coordination and allied studies should attack this matter on the local level.

Benches in locker room aisles were provided to some extent by Schools B and E. The comfort, cleanliness, ordiliness and time saving certainly justified this facility. Schools A, C and D listed this facility as missing but needed. A chair or two, fought over even though stolen from class room, often suffice. It is not uncommon to find boxes, oil cans, or athletic equipment used as benches. Brief rest periods, by reclining, are impossible without benches.

Mirrors were provided by School C. Great concern for personal appearance is hereby indicated, not to mention the feminine touch even from the top administrative posts. An appearance-conscious student body is also indicated. The classes following the physical education period, then, are not periods of

wondering about personal appearance on the part of fidgeting students attempting to glance into compacts, window panes or placing of numerous questions to aisle partners as to appearance. Schools B, D and E had such facility only to a limited extent. School A had no such facility, but indicated that is was needed.

PHYSICAL FACILITIES

EVALUATION

In reference to physical facilities that were available for the physical education program, School C led the other schools represented. Following School C were Schools D, B, A and E. However, the five schools rated quite low in overall evaluation of physical facilities.

School D

The area provided for outdoor activities were limited and facilities for outdoor education activities were very good. However, the quantity of permanent physical equipment for physical education was only fair. The quality of permanent physical education equipment was adequate. The provision for health and sanitation for those participating in the program was very good.

School B

The areas provided for outdoor physical education activities were good. There were no provisions made for physical education activities; however, there are plans at present concerning the construction of another gymnasium. The quality and quantity of indoor equipment were poor, as were the provisions

for health and sanitation for the pupils who had to participate in the program.

School A

At School A, the area that was provided for outdoor physical education activities was very good, as were the facilities for physical education activities. The school lacked adequate provision for indoor physical education activities. The quantity and quality of permanent equipment for physical education activities, as regards health and sanitation for those participating in the program, were good.

School C

The area provided for outdoor physical education activities was adequate and so were the facilities for outdoor physical education activities. There was no space provided for indoor physical education activities. The quantity and quality of permanent equipment for physical education were rated as good. The provision for health and sanitation for those participating in the program was excellent.

School E

There was neither space nor facilities provided for indoor or outdoor physical education activities; therefore, permanent equipment for physical education activities is lacking. However, the provision for health and sanitation for those participating was limited.

PHYSICAL FACILITIES

RECOMMENDATION

1. That Schools D, E, B and C be provided with greater outdoor facilities

through adequate outdoor street closure or philanthropy.

2. That Schools B, A and C should obtain a suitably surfaced, graded, drained and enclosed play area.
3. That Schools C, A, E and B be provided with gymnasia and gymnasium equipment.
4. That the five high schools be provided with swimming facilities.
5. That School D's gymnasium be provided with lockers, shower area, hot and cold water and toilet facilities.

TABLE IV

III. DIRECTION OF LEARNING

A. INSTRUCTIONAL STAFF

All members of the staff have had training in:	A	B	C	D	E
1. Physical and biological sciences	##	##	##	##	##
2. Anatomy and physiology	##	##	##	##	##
3. Kinesiology	##	##	##	##	##
4. Physiology	##	##	##	##	##
5. Child growth and development, with emphasis upon adolescent characteristics	##	##	##	##	##
6. Physical education activities	##	##	##	##	##
7. Recreation activities	##	##	##	##	##
8. Methods of teaching physical education	##	##	##	##	##
9. Organization and administration of physical education	##	##	##	##	##
10. Tests and measurements of physical education	##	##	##	##	##
11. Methods of teaching health education	##	N	##	##	##
12. Methods of teaching safety instruction	##	##	##	##	##
13. Corrective physical instruction	##	#	##	#	M
14. First aid, including prevention and treatment of athletic injuries and sundry	##	##	##	##	##

TABLE IV

III. DIRECTION OF LEARNING

B. INSTRUCTIONAL ACTIVITIES

	A	B	C	D	E
1. Instruction of physical education for boys contributes to the school's objectives	##	##	##	##	##
2. Instruction is directed toward clearly formulated, comprehensive (or long-range objectives in physical education	##	##	##	##	##
3. Specific instructional activities contributes to the comprehensive objectives of the physical education program	#	##	##	##	#
4. There is evidence of careful planning of instructional activities	##	#	##	##	##
5. Pupils receive orientation in the various activities offered in the program	#	N	##	##	##
6. Pupils' needs, interests and experiences are considered in planning learning activities	X	N	##	##	##
7. Pupils are helped to choose activities appropriate for their needs and interests	X	N	##	#	#
8. Demonstration activities by staff members are conducted in such a way as to be readily understood by pupils	#	##	##	##	##
9. Instructional activities are planned in relation to recreational interests of pupils	##	N	##	##	##
10. Instructional activities are integrated with the health instruction program	X	#	##	##	##
11. Opportunities are provided for pupils to develop individual goals and objectives	##	N	#	##	##

TABLE IV

III. DIRECTION OF LEARNING

B. INSTRUCTIONAL ACTIVITIES (continued)

	A	B	C	D	E
12. Instructional activities are adapted to individual aptitudes and abilities of pupils	X	M	#	##	#
13. Consideration is given to the physical-emotional-social needs of pupils	X	X	#	##	##
14. Opportunities are provided for pupils to develop leadership abilities through such activities as directing game and exercise programs, coaching small groups and teams, and demonstrating skills and techniques to other pupils	##	N	##	##	##
15. Opportunities are provided for pupils to assist in planning, conducting, and evaluating activities.	X	N	#	#	#
16. Visual aids are used	##	N	#	#	#
17. Suitable instructional activities are conducted with regard for health and safety	#	#	##	##	##
18. Suitable clothing is required for participation	##	N	##	##	##
19. All pupils shower after vigorous activity	#	M	##	##	#
20. Routine class procedures are accomplished efficiently (e.g., taking attendance, rotating activities,)	##	N	##	##	##

TABLE IV

III. DIRECTION OF LEARNING

C. INSTRUCTIONAL EQUIPMENT AND MATERIALS

	A	B	C	D	E
1. Reference material are available that provide information concerning a variety of games, sports, and recreational activities	##	#	#	##	##
2. Reference materials that provide information concerning health are available	##	#	#	##	##
3. Reference materials that provide information concerning safety are available	##	#	#	#	#
4. Officials rule books for a variety of sports are provided	M	#	#	##	##
5. Reference materials are selected in terms of reading and interest levels of pupils	#	#	#	#	#
6. Attention is given to the recency of reading and reference materials	##	#	#	#	#
7. Equipment is provided for a variety of group games (e.g., baseball, touch football, volleyball, water games, soccer, hockey)	#	#	#	##	##
8. Equipment is provided for a variety of individual or small-group activities (e.g., tennis, badminton, archery, golf, pingpong, bowling)	#	M	M	#	#
9. Appropriate instructional films are available	M	N	#	#	#
10. Charts, diagrams and similar visual materials are available	#	N	#	#	#
11. Models and exhibit materials are available	M	N	M	M	M

TABLE IV

III. DIRECTION OF LEARNING

C. INSTRUCTIONAL EQUIPMENT AND MATERIALS (continued)

	A	B	C	D	E
12. A piano or a record player and records are available for rhythmic activities.	##	N	#	##	##
13. Equipment necessary for an adequate testing program is provided	#	N	#	#	#

TABLE IV

III. DIRECTION OF LEARNING

D. METHODS OF EVALUATION

	A	B	C	D	E
1. Evaluation, an integral part of teaching-learning activities	#	##	##	##	##
2. The results of medico-physical examinations are considered in planning individual pupil programs	#M	M	#	##	##
3. Evaluation is in terms of individual aptitudes and abilities	##	#	#	#	#
4. Pupils are assisted in evaluating and recording their own progress in the program	#	N	M	##	##
5. Records are kept of specific behavior characteristics and incidents relevant to the mental, emotional and social development of pupils	#	N	M	#	#
6. Height and weight are recorded and studied at least once a year	M	N	M	M	M
7. Testing techniques used to measure general physical ability, motor skills and abilities, strength and endurance	M	M	M	##	##
8. Standardized tests are used	M	N	M	#	#
9. Records are kept of evaluation results	M	N	M	#	#
10. Tests, developed by the local staff, are used in evaluation	##	N	N	##	##
11. Tests are used which measure knowledge and understanding in recreation and in areas of sports, health and body mechanics					
12. Teachers and pupils recognized that tests should be used to reveal strengths and to indicate areas for improvement in physical education activities	##	N	#	##	##

CHAPTER IV

III. DIRECTION OF LEARNING

A. INSTRUCTIONAL STAFF

RESULTS AND DISCUSSION

All members have had training in Physical and Biological Sciences, thus assuring the students of thorough training in physical and intellectual areas. Thus trained, the students have been well instructed in two areas which coincide with many varied subjects so connected.

All schools had instructors who had adequate training in Anatomy and Physiology, thus assuring adequate teaching in practical, as well as, theoretical understanding of the human body. Understanding proper coordination of the mind and muscle is paramount in this instance.

All instructors had fine instruction in Kinesiology. The correct working and operation of the muscles and the understanding of their function in relation to the rest of the body structure. The students understand from a practical view the theory taught in regular academic classes.

All schools had instructors well-trained in Physiology and in exercise. The coordination of the two is most important for understanding of the actual connection between the two.

All schools had instructors with training in child growth and development, with emphasis upon adolescent characteristics. Through this training, the development of adolescents, as well as, the recognition and control of their characteristics, has assured a well-balanced teaching battery in the system.

Physical education activities have been part of the training of all instructors of the schools concerned. All students of the city's schools had

uniform, as well as adequate, training in physical education activities in theory and practice.

Recreational activities have been part of the training of the instructors of the schools. This training has been a valuable adjunct to the students' training as one facet of adolescent characteristics control and the enjoyment of, and interest in, physical education activities emphasizing use of skills learned.

All school instructors have been trained in methods of teaching physical education. The physical education program of the city's schools achieves a uniformity only envisioned by schools and systems elsewhere.

All instructors had instruction in Organization and Administration of physical education planning and formulation of plans and integration of material and methods are the bone and sinew of the program so ably run by the instructors.

Tests and Measurements of physical education have also been part of the schools' instructors training. The levels, abilities, strengths and weaknesses, inclinations and differences have been ably cared for by the instructors of the five schools. School B¹ indicated that the foregoing did not apply in its case. This is extremely interesting considering the fact that the school is a boys school where prowess (physical), progress and competition flourish.

Methods of teaching health education were also part of the instructors' training. Adequate health knowledge, in terms of everyday living, have been

¹Principal's note: "The administration—provides extensive means—not only to the students, but others of the community, but outside of the curriculum."

skillfully taught on a mass basis to the students with great profit.

All instructors have had safety instruction teaching courses. The courses, incidentally, become strikingly relative to the health education program embodying the well-being and happiness of the student in relation to his well-considered surroundings.

All of the instructors of the schools, except those of School B, had adequate instruction in corrective physical education instruction. School B had instructors with only training in this phase to some extent. The principal has explained that the need for an adequate physical education system was extensive, but that he was hard put in attempting to aid the community, those outside of the community and his students with totally inadequate space. However, lack of space and inadequacy need not affect totally the corrective training of the instructors. A number of such students will suffer, as a result.

All of the instructors have had training in First Aid, including prevention and treatment of athletic injuries. This bespeaks again the adequate training received in Safety, health and related subjects.

A well-trained staff always indicates a well-processed program in physical education. By and large, the schools, their programs, and the city's organization carried out with intelligence, assurance and safety.

CHAPTER IV

III. DIRECTION OF LEARNING

B. INSTRUCTIONAL ACTIVITIES

RESULTS AND DISCUSSION

All five schools had instruction in physical education for boys thus contributing to the school's objectives of the best coordination between mental and physical processes. Mental processes with logical bearing invariably reach their zenith under such a program.

All schools had programs directed toward clearly formulated, comprehensive, or long-range, objectives in physical education. Area training in this sort of program is most beneficial in that it builds in the students' thinking and aims, as well as ambitions, the progressive idea toward goals and achievement of goals.

Schools B, C and D had specific instructional activities aimed at contributing to the comprehensive objectives of the physical education program, thus aiding students to evaluate, select and augment progressive ideas towards future goals so planned. However, only Schools A and E had made only partial preparation in this regard with compensation coming from those students who had other ambitions or personal plans or goals.

Evidence of careful planning of instructional activities was indicated by Schools A, C, D and E. Suffice it to say, that the schools indicated had thoroughness of results in that direct proportion. School B had prepared only to some extent indicating no doubt that the planning was for a boys school entirely and thus only half prepared for planning as regards program planning.

Pupils receiving orientation in the various activities offered in the

program was accomplished to an extensive degree by Schools C, D and E. Thoroughness and cooperation through understanding are here indicated. However, School A had made only partial preparation for such, whereas, School B had no direct or particular concern therein at this time.

Extensive preparation were made by Schools C, D and E in consideration of pupils' needs, interests, and experiences in planning learning activities. Personnel, adequate preparation for the physical education phase and time allotment, no doubt, played a major role in such consideration along with spatial factors. School A had such provision only to a limited extent. School B had no desire for or perhaps little concern with this facility.

Schools C, D and E has staff member demonstration conducted in such a way as to be readily understood by pupils. This is the most positive method of the visual and emulative phase as aided by imagery of self. Better the demonstrations, better the results. Only School A had this facility to some extent.

Instructional activities planned in relation to the recreational interests of pupils were planned extensively by Schools A, C, D and E. Personnel, their preparation and numbers, in addition to the allotment and space, all play a vital part. School B had no concern therewith, due to the lack of major factors stated above.

Schools C, D and E had instructional activities integrated with the health instruction program. The schools planned curricula emphasizing the fact that learning is directly related to physical health and so correlated the two subjects. Schools A and B had this integration to some extent. Their lack is time, personnel and space.

Schools A, D and E provided adequate preparation for providing pupils with opportunities to develop individual goals and objectives. School C had

this facility to some extent due to curriculum planning. School B found this facility non-applicable.

Only School D had prepared extensively to adapt instructional activities to individual aptitudes and abilities of pupils. The guidance sector of this school and its religious sector are very vigorous and active. The inclination and operation is innately geared to concern with the individual, not to mention the three hundred seventy-one student enrollment creating ideal class loads for effective implementation of such a program. Schools C and E had this facility to some extent, while School B had it missing but needed.

The physical-emotional-social needs of the pupils were provided for extensively by Schools D and E. Consideration is thus given to the needs for adjustment of things physical in relation to the emotions as affected by society and in social activity of all kinds. Schools A and B had preparation to some extent, meeting only partially the students' adjustive needs in this respect. School C had this facility to some extent.

Schools A, C, D and E provided extensively for opportunities among students to development of leadership abilities through small group and team coaching and skill demonstration. One of the main factors in the program is to develop this quality. School B provided this facility to some extent.

Provisions were made to some extent by Schools C, D and E for pupils to obtain opportunities in assisting in planning, conducting and evaluating activities. The author noted that no school provided extensively for this facility. School A provided to some extent, while School B indicated that the facility was non-applicable.

Visual aids were provided extensively by School D. School Board facilities were augmented by school funds. Schools A, C and E provided this

facility to some extent. Evidently, the School Board facilities were used. School B apparently had not made adjustment.

Schools B, C, D and E all provided instructional activities conducted with regard for health and safety. The two facilities embracing both categories are of paramount value to pupil acceptance and instructor effectiveness. School A had provided this facility to some extent.

Schools A, C, D and E had provided extensively for the requisition of suitable clothing for participation. Free bodily movement, emotional adjustment, a sense of activity, uniformity and effort by group identification as regards dress are major factors in dress requirement. School A had only partial provision therefor.

All pupils showered after vigorous activity in Schools C, D and E. Facility for showering and time in which to do it were quite adequate. However, in School A where this facility is indicated as being provided to some extent, shower facilities are quite adequate. In School B, showering facilities are indicated as missing but needed. In this instance, a new plant did not envision an athletic program which later developed.

Four of the five schools, A, C, D and E provided routine class procedures which were accomplished efficiently (taking attendance, rotating activities). Daily change from one phase to another in the same field smoothly is of paramount value. Quick adjustment when made routine is the best form of self-discipline and most effective. School B had not provided this facility and found it non-applicable.

The five schools, then, indicated in the Direction of Learning that they had provided adequately for most of the facilities in their instructional

program and had them correlated with allied and requisite subjects and fields. Only a negligent proportion had less than one percent of facilities for instruction missing but needed. All had some provisions to an extent.

CHAPTER IV

III. DIRECTION OF LEARNING

C. INSTRUCTIONAL EQUIPMENT AND MATERIALS

RESULTS AND DISCUSSION

Reference materials providing information concerning game, sport and recreation activity variety were provided by Schools A, D and E in order that new or better material may be had; or, that less material in certain phases of the activities be utilized in certain directions; or, that exchange of or subtraction for certain materials enhance the program or the classes in question. Schools B and C had this facility to an extent indicating either a limited program envisaged or a curtailed program existing but unwanted.

Reference materials providing information concerning health were available to Schools A, D and E, indicating that the same store was put by health as by game and sport variety in the program. Schools B and C, likewise, had this facility to a limited extent, indicating that the same conditions existed as in the variety phase.

Reference materials available concerning information as to safety were provided by School A indicating a very observant program in this instance. The school is one for boys and prone to disregard such in their enthusiasm. Schools B, C and D had this facility to some extent indicating only that this phase of the program was listed a bit below health and variety. Interest does not seem here to be lacking. No school had this facility extremely limited nor missing but needed.

Schools D and E provided official rule books for a variety of sports enabling strict adherence to the spirit, the letter and playing conditions

stipulated therein. Schools B and C had apparently laid small interest in rules by rote. One School, A, had this facility missing but needed. Obviously, greatest stress was laid on the games' spirit.

Reference materials were selected in terms of reading and interest levels of pupils by Schools A, B, C, D and E only to some extent. Participation was no doubt stressed whenever the interest levels and reading levels varied to such great extents. No School had this facility missing but needed, nor extremely limited.

Attention given to recency of reference and reading materials existed at School A to an extensive degree, but to Schools B, C, D and E only to an extent. New games and major changes were subordinated to games per se, as we know them.

Equipment was provided by Schools D and E for varied group games as baseball, touch football, volleyball, water games, soccer, hockey and so on. Schools A, B and C provided this facility to some extent. Some of the games had no popular appeal, or are played by foreigners, or in which no competition could be had. Hence, expense in comparison with practicality became an issue. Pupil interest, to say the least, was at a low ebb and brought about the natural reaction in the instructional echelon.

Equipment provided for individual games, as tennis, badminton, archery, golf, ping-pong, bowling, etc., indicated that Schools A, D and E provided this facility to some extent. Obviously, individual interest at all levels exceeded the group inclination. Direction lessens with the individual effort. However, two schools, B and C indicated a lack of this facility. The vast manpower at School B and at School C, indicated a lack of this facility without cause, as it were. The lack of such a facility is thus surprising. School C had few

boys, but many girls; still, it lacks this facility. Perhaps, a need for direction is indicated here, also.

Appropriate instructional film were available at Schools C, D and E to some extent. More thorough work can be done with film. Availability of requested or related material at the appropriate time was, no doubt, a mitigating factor. School A indicated this facility.

Charts, diagrams and similar visual materials were available at Schools A, B, C, D and E to some extent, while School B indicated that to the school, it did not apply. Available film, no doubt, affected the chart system although it need not have done so. Charts and the like, have a definite place among instructional equipment and materials.

Models and exhibit materials were available at none of the schools. Interestingly enough, Schools A, C, D and E listed them as missing, but needed, while School B listed them as not applying.

Piano or a record player and records were available for rhythmic activities at Schools A, D and E. School C had this facility to some extent, while School B indicated that it did not apply. Funds in School B seem to have played a major role in the listing of this facility.

Equipment necessary for an adequate testing program was provided to some extent by Schools A, C, D and E. School B again indicated that there was not application in regard to that school by that facility. Again funds, personnel and time played a major role in this school's activities, or lack of them.

CHAPTER IV

III. DIRECTION OF LEARNING

D. METHODS OF EVALUATION

RESULTS AND DISCUSSION

Evaluation as an integral part of the teaching-learning activities were provided by Schools B, C, D and E. Uniform preparation was indicated here. Even School B was able to evaluate its teaching-learning activities even though it lacked certain facilities for testing, rhythmic devices, film, charts and diagrams; the inclination to put great stress on theory. School A had this facility to some extent. Huge class loads could be a detracting factor in this case.

The results of medical and physical examinations were considered in planning individual pupil programs by Schools D and E. The two schools have the better individual sports activities and programs, as a result. Schools A and C represent schools of large and small enrollment of boys, respectively--- indicating strongly incomplete and diverse planning. The girls' participation did not materially affect the schools' status on this point.

Evaluation in terms of individual aptitudes and abilities was done extensively by School A. It seems clearly evident that this school did so little considering of medical and physical results in individual pupil program planning, had few facilities for so doing; whereas, it developed facilities for evaluating aptitudes and abilities very well. Reason: aptitudes stem from interest levels while medical results of physical examinations encompass more than mere activity and its interpretation. Schools B, C, D and E had this facility to some extent. Thus, individual care falls a bit below that of

group care in this regard.

Assistance to pupils in evaluating and recording their own progress in the program was provided by Schools D and E. School A had this facility to some extent, while School B had it applying not at all. School C indicated that it was missing but needed. In two out of five schools, then, did the students realize the proud moments of recording and the evaluation of their own progress. One school only had no place for such self interest in progress. Smug pride in progress could hardly be the motivating reason for its exclusion.

Records of specific behavior characteristics and incidents which are relevant to the mental, emotional and social development of pupils were kept to some extent only by Schools A, D and E. The schools, it seems, were loath to saddle the instructors with secretarial work of this nature. The instructors were not, it seems, overly anxious to assume such arduous duties in addition to their daily routine. School C listed it as missing but needed. School B listed it as not applying, or not being desirable. Personnel, then, in either case, seemed the major reason for such low interest shown therein.

Schools A, C, D and E did not record heights and weights, which were studied at least once a year, but listed such as needed. Only School B listed it as not applying. Again, personnel, additional time to do secretarial chores, seemed to be a major problem in this regard. The value of an overall picture of the program and individual progress is undeniable and even praised by the schools without such a facility.

Testing techniques used to measure skills and abilities, strength and endurance were provided by Schools D and E. Schools A, B and C had this facility missing but needed. The facility, then, was recognized for its value

and importance.

Standardized tests were used to some extent by Schools D and E. Standardized tests were not as popular with the schools as the general techniques of testing. Schools A and C indicated this facility missing but needed. School B listed this facility as without any practical application to its program. In general, the standardized tests seemed designed to cover general conditions and situations, but by-pass specific and problemic situations.

Records were kept of evaluation results by Schools D and E to some extent. Recording, in general, was difficult for the general physical education program due to personnel and time lack. Record for record's sake add to the difficulty of keeping record of evaluation, in addition to keeping the records of the evaluation results. The need indicated was for record only, surely not for program purposes. The need, then, was for paper listing of program part whether or not practical. One school listed this facility as not applying.

Tests used which measure knowledge and understanding in such areas as sports, health, recreation and body mechanics were provided by Schools A, D and E extensively. This encompasses the program of the schools, the body of the activity. Two thirds of the schools have maintained this facility well. School C listed it as not applying to its program.

Both teachers and pupils recognized that tests should be used to reveal strengths and to point out areas for improvement in Schools A, D and E extensively. Program coordination, in the few times that it occurs in this phase, has pointed up a major fact: that theory and practice from two different directions spell a successful program. School C had this to a limited extent and thus reaped limited success. School B indicated that this facility did not apply.

EVALUATION

DIRECTION OF LEARNING

This, the final phase of evaluation is divided into four areas, with each school rating, given in each area. The first area is the instructional staff and the ratings of the schools are School B, School D, School C and School A in that order. The second area is instructional activities and the rating for this area are: Schools C, D, E, B and A. The third area dealt with instructional equipment and materials and in this area School D rated first, followed by Schools D, A, C and B. The fourth area was the methods of evaluation and in this final, School E rated first, followed by School C, School D, School A and School B.

A. INSTRUCTIONAL STAFF

School B

The staff that was employed at School B was excellent in reference to preparation for teaching physical education, conducting a balanced intramural and interscholastic program and for conducting school-community recreational activities.

B. INSTRUCTIONAL ACTIVITY

The planning and preparation instructional activities as conducted were quite necessary and, as a result, were of top quality. The physical and medical examinations were lacking in this instance. For the most part, the instructional activities that are adapted to the need of the individual pupils are likewise missing. Activities conducted with regard to health and safety of the pupils were excellent, as were those activities that provided

desirable social and emotional developments. The methods of teaching at School B were excellent.

C. INSTRUCTIONAL EQUIPMENT AND MATERIALS

Reading and reference material were very good as was the quantity and quality of instructional equipment. Instructional aids such as film and charts were completely lacking and there was a definite need for such material. However, pupils received only fair instruction in the use of equipment and material.

D. METHODS OF EVALUATION

Evaluation procedure was only fair and was used by the instructors in analyzing how well they accomplished their work. Lacking were the evaluation procedures which tended to aid the pupils in understanding the nature of their progress, as well as to identify those students with unusual promise in the field of physical education.

A. INSTRUCTIONAL STAFF

School A

Members of the physical education staff at School A were rated very good in reference to ability and preparation to teach physical education. Their preparation for the handling of a balanced intramural and interscholastic program and also school and community recreational activities, will rate as good.

B. INSTRUCTIONAL ACTIVITIES

Planning and preparation for instructional activities were good and physical and medical examinations which were given were also rated as good. Instructional activities were only fairly well adapted to the needs of individual

pupils and health and safety in regard to activities in which the pupil participated. Desirable social and emotional development was very good in all activities that were provided for the pupils. Teaching methods at School A were very effective.

C. INSTRUCTIONAL EQUIPMENT AND MATERIALS

Reading and reference materials were very good and the same rating can be given to the quantity and quality of instructional equipment at School A. Instructional sides, such as film, charts, models, etc., could be improved and rated only fair. Pupils received good guidance in the use of equipment and materials.

D. METHODS OF EVALUATION

The methods of comprehension of evaluating procedures in physical education were good. Methods of evaluating and analyzing the effectiveness of instruction was good also. Evaluation procedure materially aided the pupils to understand the nature of progress as they should. Evaluating procedure, for the most part, very greatly identified pupils of unusual promise in the field of physical education.

A. INSTRUCTIONAL STAFF

School C

The staff at School C was capably prepared for teaching physical education, the conducting of a well-balanced intramural and interscholastic program and also for conducting school and community recreational activities.

B. INSTRUCTIONAL ACTIVITIES

In this particular category, School C rates excellent. The planning for instructional activities that are adapted to the needs of individual

pupils are all good. Activities were conducted with great regard to pupils' health and safety. Activities amply provided an opportunity for desirable social and emotional development and the methods of teaching were equal to or surpassed other schools in this survey.

C. INSTRUCTIONAL EQUIPMENT

Reading and reference materials were good, as were the quantity and quality of instructional equipment, as well as all instructional aids. The guidance program for pupils in the use of equipment and material was also very good.

D. METHODS OF EVALUATION

Evaluation procedures in physical education were excellent. Methods of evaluation in analyzing the effectiveness of teaching can be rated no better than good; however, the pupils were able to measure these individuals' progress. The situation assuredly, makes it possible to identify any pupil who might have unusual promise in the field of physical education.

A. INSTRUCTIONAL STAFF

School D

The preparation of the staff and interscholastic progress, conducting a balanced intramural and interscholastic program and for conducting school and community recreational activities was excellent. There was a definite need for an intramural athletic program director.

B. INSTRUCTIONAL ACTIVITIES

For the most part, the instructional activities at School D were very good. The planning and preparation for instructional activities, the adequacy

of planning and preparation for instructional activities, the inadequacy of the physical and medical examination and adapting instructional activities to the needs of the pupils were only fair. The program at School E, as regards pupil health and safety, were excellent.

These activities, as found at School E, provide extensive opportunity for desirable social and emotional development, as regards leadership, individual goals and objectives. The method of teaching was also excellent.

C. INSTRUCTIONAL EQUIPMENT AND MATERIALS

Reading and reference material at School E is quite adequate; similarly, the quality and quantity of instructional equipment and instructional aids, such as film, charts, and models. The adequate supply of reading reference materials, instructional equipment and instructional aids assured the pupil a very effective guidance program in the use of equipment and material.

D. METHODS OF EVALUATION

The evaluative procedures were excellent and the methods of evaluation in analyzing the effectiveness of teaching by the instructor were also excellent. The students, because of this excellent situation, had a definite understanding of their progress or lack of it. Also, as a result of this situation it was possible to identify those pupils with unusual promise in the field of physical education.

DIRECTION OF LEARNING

RECOMMENDATION

A. INSTRUCTIONAL STAFF

1. That School B's staff provide itself with training or experience interest

and measurements.

B. INSTRUCTIONAL ACTIVITIES

1. That School B and School A provide adequate provision for pupil orientation, individual needs, interest and experiences; aids in choosing activity, instructional activity planning, provision of opportunities for pupils to develop individual goals and adaptation of instructional activities to individual aptitudes; provision for pupil-assisted activity; use of visual aids; requirements of suitable clothing for participation; showering after vigorous activity accomplishment of routine class procedure.

C. INSTRUCTIONAL EQUIPMENT AND MATERIALS

1. That official rule books for various sports be provided at Schools A and D.
2. That Schools B and C be provided with equipment for various individual or small activities.
3. That Schools A and B be provided with appropriate instructional films.
4. That all five schools be provided with adequate supply of charts, diagrams and similar visual materials.
5. That School B integrate an effective program to include rhythmic activities using a piano or a record player; in addition, equipment necessary for adequate testing program be provided.

D. METHODS OF EVALUATION

RECOMMENDATION

1. That School B install adequate programs for assisting pupils to evaluate and record their own progress; also, the keeping of specific behavior characteristic record and incidents relevant to pupils' mental, emotional and social development.
2. That all five high schools provide height and weight records and studies.
3. That School A, School B, School C integrate an effective program of testing techniques used to measure general physical ability, motor skills and endurance.
4. That Schools C and B and A provide an adequate program for standardized testing.
5. That Schools C, A and B provide an effective method of evaluation of results.
6. That School B establish an effective program for use of tests developed by the local staff; tests measuring knowledge and understanding in areas of sports, health, recreational and body mechanics, or having both teacher and pupil recognize that they should be used to reveal strength and to point out areas for improvement.

CHAPTER V

CONCLUSION

From the data presented in the preceding chapters, the following conclusions were drawn. The Negro Senior High Schools of Orleans Parish do not compare favorably with the Louisiana Program of Physical Education Bulletin Number 774 in all respects, however, the over-all picture is not totally bad. Although the data collected presented a picture of the inadequacies of both indoor and outdoor facilities in the schools surveyed in this study, yet a great many good features abound also. In addition, the superb instructional corps counterbalanced the area of inadequacies.

All of the schools required physical education and provided physical education experiences for all boys aiding their normal growth and development making for a well-rounded program and well-trained pupils. Four out of five schools had a sufficient number of physical education classes per week, as well as periods of sufficient length. The general program was good, despite overcrowding.

Great consideration was given to facilities, personnel available and to types of activity as affecting all boys of all grade levels in the secondary schools. All of the schools provided the opportunity to develop a variety of motor skills of value to growth and development. Four out of five schools selected activities on the basis of individual needs; the fifth had the facility to a limited degree. Mental, emotional and socio-physical activities were provided by the schools. Interscholastic sports experiences were provided by all of the schools with intramurals, body-building and individual activities as golf, archery and tumbling provided by a little more than half of the schools.

The Instructional Staff was another bright spot in the physical education picture. All of the instructors had training in the physical and biological sciences, Child Growth and Development, Recreational Activities, Administration, Tests and Measurements, Health, Safety, First Aid and Prevention and Treatment of injuries.

Instructional materials were fairly adequate having been provided by better than fifty per cent. Reading and reference material were good. Guidance programs for pupils in the use of equipment and materials were good.

Planning and preparation for instructional activities were good, actually excellent, due to the high quality and caliber of the instructional staff. Instruction in safety, health and allied subjects was good.

It was found that all the schools studied were without gymnasia, except one. The one gymnasium produced most excellent results in every phase of physical education activated there. Also, it provided for the other schools a set of do's and don'ts against the time when they will have gymnasia of their own. Of the Schools, two had indoor space that would accommodate physical education activities after numerous modernizations had been made. The indoor space provided did not adequately serve the proposed need, because of the many obstructions, columns, tables, chairs, piano, lighting fixtures, bottle cases and low ceilings which were among the obstructions listed as being handicaps to the meagre and mediocre indoor physical education program and in many cases disrupting or altering the plans made by the physical education instructors.

The other two schools had no provisions made for indoor space. Consequently, on days when the weather was inclement not even a highly modified activity program could be employed indoors. Therefore, the physical education

class period was used to either teach the theoretical phase of the activity in progress or use the time as an additional study period. Practices of this kind are not usually acceptable ones for they do not assist in promoting a functional physical education program, nor do practices of this type serve the needs of the youth who must endure such a narrow program. However, the very thorough and excellent training of the instructional staff more than off-set the inclement weather bugbear and the like.

The outdoor facilities in the Negro Senior High Schools in Orleans Parish were found to be consistent, in an inadequate way in all of the schools judging by modern standards and, therefore, some outdoor activities in the physical education program were of a limited variety or sadly neglected. This condition presented a disheartening teaching situation for the physical education instructor and destroyed a certain amount of student interest. Again, the instructional staff's excellent preparation and training came to the fore. With these two factors in effect, it was doubtful whether or not the physical education program could contribute adequately to the important phases of educational growth that is expected of it. The program was more than adequate in progress when taken in proportion to facility; however, it does fall a bit short of the modern standards set forth in current bulletins.

Schools A and B, with large enrollments respectively, were the only schools with enough outdoor space to operate a small scale outdoor facilities for the physical education program. Although, these two schools were recently constructed, very little consideration was given to outdoor facilities in their designs. Consequently, the outdoor facilities, in terms of space, were not sufficient to serve adequately the student enrollment of these schools.

Schools D and E were obsolete types of high schools because they must

have been constructed with the theory of outdoor space being just large enough to care for the students during the recess periods or a place to eat lunch during the noon hour. The reason for this premise was that School D had usable outdoor space of only one hundred fifty feet by eighty feet for an enrollment of 875 students. School E had even less outdoor space with a size of only ten feet by one hundred feet to serve the school's enrollment of 500 students.

The administrative units were also found to be few. Schools D and E were the only ones designed to have included in their construction an office suite for the physical education department. All of the schools had space for the storing of physical education equipment either included in the construction plans or the physical education instructors had improvised space by using a small cloak and rest room, broom closet, or some similar space for this use. It is difficult, however, to understand the logic of having an administrative unit without something to administer or supervise. Janitorial supply rooms for the storing of equipment for the maintenance of gymnasium floors and general care of gymnasia were needed only to a small degree because there is only one such structure in the system of Negro High Schools in Orleans Parish. The general janitorial supply room, used by the whole school, is also used to care for the meager indoor facilities found in two of the schools.

The personal service units were found to be the most inadequate of all of the facilities. This deficiency, in all probability, was also due to the poor design and construction of fixtures to take care of the conveniences, comfort and protection of the students participating in the physical education program. Schools E and D again exemplified an attempt to provide the desired requirements for shower rooms for both boys and girls. In School E there

were twelve shower heads for the 800 boys in the school. School D had twelve shower heads for the 442 boys in the school. This area of facilities represents a greater extreme than any of the other areas between Schools E and D and Schools D and A. Schools B and C were found not only below standard in shower facilities but totally without them. In a situation such as this, it becomes impossible for a physical education instruction, regardless of genius, to establish a significant appreciation for the relationship of health and physical education among the students. The same difficulty would be encountered in health classes when the theory of keeping the body clean is not given an opportunity to be practiced in school.

The locker rooms were not sufficient to care for the student enrollments of the schools. School D was the only school to provide some accommodation in this area. A basket system was employed and there were only 150 baskets for 442 boys. Drying rooms were included as a part of the shower room.

With such limited facilities, physical education is rendered ineffective in some few phases; however, it is surprisingly effective in a great number of others. Of course, it establishes many problems for the physical education instructors in their efforts to develop plans for a practical program. Again, some problems were insurmountable; many were solved. Because of these limitations, the students in these schools were deprived, naturally, of many of the experiences that they should receive as a part of their educational growth in a democratic nation such as ours. Categorically, lack of facilities can have a negative effect on the formulation of new appreciations, ideas and ideals.

Just who is responsible for the present inadequate facilities found in the Negro High Schools of Orleans Parish was not the purpose of this study. However, if these schools were to have the essential facilities needed, a

concerted effort must be made by school personnel, citizens of Orleans Parish, and city administrators to get them. With these three factions working in harmony on sound, intellectual, and practical basis, there would be little doubt that some plausible means could be found to provide the Senior High Schools in Orleans Parish with totally adequate physical education facilities.

A practical suggestion would be to draw up a construction program on the basis of the true needs of the youth of Orleans Parish and pro-rate this construction over a period of years. It is also suggested that the outdoor facilities receive primary consideration. There are two reasons why outdoor facilities should receive first consideration: (1) for the minimum expenses involved and (2) because the weather is suitable during the school year for outdoor activities with a few exceptions that are limited to a day or so. Indoor facilities are not neglected in this study and should be included in the long range planning or developing better facilities for the schools in Orleans Parish. It is believed that once the space has been acquired, all other progress will be forthcoming.

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APPENDIX

D-13

PHYSICAL EDUCATION FOR BOYS

(Section D-13 of *Evaluative Criteria*, 1950 Edition)

OUTLINE OF CONTENTS

- I. Organization
- II. Nature of Offerings
- III. Physical Facilities
- IV. Direction of Learning
 - A. Instructional Staff
 - B. Instructional Activities
 - C. Instructional Equipment and Materials
 - D. Methods of Evaluation
- V. Outcomes
- VI. Special Characteristics of Physical Education for Boys

NAME OF SCHOOL..... DATE.....

Checklists checked by:

Evaluations made by:

.....
.....
.....

COOPERATIVE STUDY OF SECONDARY-SCHOOL STANDARDS

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Instructions

GENERAL

When the various features included in this section are being checked and evaluated, Section B, "Pupil Population and School Community," and Section C, "Educational Needs of Youth," should be kept in mind. The information revealed by these sections should be applied to every activity in the school. Persons making evaluations should ask: "How well do the practices in this school meet the needs of the pupil population and school community?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide an appropriate program and facilities to meet the needs of the pupils and community served by the school. The twofold nature of the work—evaluation and stimulation to improvement—should also be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

CHECKLISTS

The checklists consist of provisions, conditions, or characteristics found in good secondary schools. All of them may not be necessary, or even applicable, in every school. A school may therefore lack some of the items listed but have other compensating features. The checklists are intended to provide the factual bases for the evaluations.

The use of the checklists requires five symbols. (1) If the provision called for in a given item of a checklist is made extensively, mark the item in the parentheses preceding it with the symbol "√√" (double check); (2) if the provision is made to some extent, mark the item with the symbol "√"; (3) if the provision or condition is made to a very limited extent, mark the item with the symbol "X"; (4) if a provision is missing but is needed, mark the item with the symbol "M"; (5) if any provision or condition is missing and is not desirable or appropriate for the school, mark such item with the symbol "N." In brief, mark items:

- √√ provision or condition is made extensively
- √ provision or condition is made to some extent
- X provision or condition is very limited
- M provision or condition is missing but needed
- N provision or condition is not desirable or does not apply

Space is provided at the end of each checklist for writing in additional items. It is desirable that the provisions or practices of the school should be described as completely as possible.

EVALUATIONS

Evaluations represent the best judgment of those making the evaluations after all evidence (including results of observation of the school and discussions with the school staff, consideration of ratings on checklist items and data presented by the school, and experience of evaluators in other schools) has been considered. *Evaluations should be made first by members of the school staff.* These evaluations will be checked by members of the visiting committee at the time the school is visited. They are to be made by means of the rating scale as defined below.

5.—*Excellent*; the provisions or conditions are extensive and are functioning excellently.

4.—*Very good*;^{*}

- a. the provisions or conditions are extensive and are functioning well, or
- b. the provisions or conditions are moderately extensive but are functioning excellently.

3.—*Good*; the provisions or conditions are moderately extensive and are functioning well.

2.—*Fair*;^{*}

- a. the provisions or conditions are moderately extensive but are functioning poorly, or
- b. the provisions or conditions are limited in extent but are functioning well.

1.—*Poor*; the provisions or conditions are limited in extent and are functioning poorly.

M.—*Missing*; the provisions or conditions are missing and needed; if present, they would make a contribution to the educational needs of the youth in this community.

N.—*Does not apply*; the provisions or conditions are missing but do not apply or are not desirable for the youth of this school or community. (Reasons for the use of this symbol should be explained in each case under *Comments*.)

^{*} If, in making the self-evaluation, members of the school staff wish to indicate which of the alternatives given for evaluations "4" or "2" applies, they may use "4a" or "4b," "2a" or "2b."

Statement of Guiding Principles

The physical education program for boys consists of those courses and activities designed to help meet the physical and recreational needs of youth. The comprehensive goals of the program emphasize the mental, emotional, and social aspects of living as well as the physical developmental aspects necessary for a happy and productive life. Immediate goals of the program emphasize the development of agility, strength, skill, and endurance.

Both present and future physical and recreational needs of boys are partially or wholly met (1) through participation in physical activities that will lead to the development of strong, well-poised, organically sound bodies; (2) through participation in a variety of physical activities having carry-over value to adult life; and (3) through experiences designed to develop knowledge, understanding, habits, attitudes, and ideals necessary to maintain physical and mental health.

Available information concerning the abilities, interests, and physical-health status of the boys is used in planning a balanced program and in adapting the activities to the needs of individual pupils.

I. Organization

CHECKLIST

- | | |
|---|--|
| <p>() 1. Physical education activities are required of boys in all grade levels of the secondary school.</p> <p>() 2. Physical education courses meet a sufficient number of periods per week. (The number of periods per week is ____.)</p> <p>() 3. Physical education periods are of sufficient length. (The period length is ____ minutes.)</p> <p>() 4. Sufficient time is provided in the period for showers and dressing. (The average time provided is ____ minutes.)</p> <p>() 5. Consideration is given to the physical education needs of pupils in assigning them to physical education classes. (Discuss class assignment procedures under "Comments.")</p> | <p>() 6. Pupils with particular physical education problems or needs are encouraged to spend more or less time in the program according to their individual requirements.</p> <p>() 7. Consideration is given to facilities and personnel available and the type of activities to be carried on in determining class sizes.</p> <p>() 8. Corrective physical education activities are carried out under proper authorization and supervision.</p> <p>() 9. The physical education program is financed through the regular budget and is not dependent upon gate receipts or similar means for support.</p> <p>() 10.</p> <p>() 11.</p> |
|---|--|

EVALUATIONS

- () a. To what degree are physical education activities provided for all boys?
- () b. Do time allotments of the program meet instructional needs satisfactorily?

COMMENTS

II. Nature of Offerings

CHECKLIST

- | | |
|---|--|
| <p>() 1. Experiences are provided that assist the normal physical growth and development of pupils.</p> <p>() 2. Experiences provide opportunity to develop a variety of motor skills (fundamentals or body mechanics) of value to growth and development.</p> <p>() 3. Experiences are provided that create interest and provide skills in activities having practicable carry-over value to adult life (e.g., exercise programs for youth and adults; games and activities for various sized groups to play in the back yard, basement, and parlor; individual sports and activities).</p> <p>() 4. Activities are selected in terms of individual physical needs, interests, and abilities of pupils.</p> <p>() 5. Provisions are made to help meet the mental, emotional, and social needs of pupils as well as physical needs.</p> <p>() 6. A variety of indoor games, sports, and athletic activities is provided.</p> <p>() 7. A variety of outdoor games, sports, and athletic activities is provided.</p> <p>() 8. Sports activities provide opportunity for competition between groups in similar weight ranges.</p> <p>() 9. Aquatic activities are provided.</p> <p>() 10. Dance and rhythmic activities are provided.</p> <p>() 11. Individual activities such as apparatus work, archery, tumbling, and golf are provided.</p> | <p>() 12. Combative activities such as wrestling and fencing are provided.</p> <p>() 13. Camping and other outdoor activities of the camping type are provided.</p> <p>() 14. Body-building and corrective activities are provided for pupils with particular needs after examination and recommendation by qualified specialists.</p> <p>() 15. Activities provided for physically handicapped pupils are conducted in a socially and emotionally healthful atmosphere.</p> <p>() 16. Intramural experiences in a variety of sports are provided.</p> <p>() 17. Provision is made to apply, in intramural activities, skills learned in the instructional program.</p> <p>() 18. Interscholastic sports experiences are provided for boys who can benefit by these activities. (See Section E, "Pupil Activity Program.")</p> <p>() 19. Adjustments are made in the programs of participants in interscholastic competitions to insure a well-balanced physical education program.</p> <p>() 20. Rest and relaxation opportunities are provided to meet individual health needs.</p> <p>() 21. Opportunities are provided for pupils to participate in co-recreational activities (e.g., dancing, volleyball, badminton).</p> <p>() 22.</p> <p>() 23.</p> |
|---|--|

EVALUATIONS

- () a. *How adequate is the variety of experiences to meet the physical education needs of all boys?*
- () b. *How adequate is the content of experiences to meet the physical education needs of all boys?*
- () c. *How satisfactorily do experiences provide for the development of skills and abilities having practicable carry-over to adult physical-recreational activities?*
- () d. *How adequately does the program provide for a desirable balance of activities according to individual physical education needs?*

COMMENTS

III. Physical Facilities

CHECKLIST

- | | |
|---|---|
| <p><input type="checkbox"/> 1. The facilities are designed for community as well as school use.</p> <p><input type="checkbox"/> 2. The outdoor play area provides adequate space for conducting a modern program of outdoor physical education activities.</p> <p><input type="checkbox"/> 3. The outdoor facilities are readily accessible.</p> <p><input type="checkbox"/> 4. The outdoor play area is suitably surfaced, graded, drained, and enclosed.</p> <p><input type="checkbox"/> 5. The outdoor play area is free from obstructions and safety hazards.</p> <p><input type="checkbox"/> 6. The outdoor play area is laid out for a variety of activities.</p> <p><input type="checkbox"/> 7. A gymnasium is provided of sufficient area to accommodate existing class sizes.</p> <p><input type="checkbox"/> 8. The height from the floor to the nearest overhead obstruction is at least twenty feet.</p> <p><input type="checkbox"/> 9. Provision is made for seating facilities in the gymnasium.</p> <p><input type="checkbox"/> 10. Lamps and window areas are covered with protective screens.</p> <p><input type="checkbox"/> 11. The gymnasium floor is marked for a variety of games.</p> <p><input type="checkbox"/> 12. Flooring is made of appropriate materials and satisfactorily finished.</p> <p><input type="checkbox"/> 13. Adequate lighting facilities are provided in the entire indoor area.</p> <p><input type="checkbox"/> 14. Adequate heating facilities are provided in the entire indoor area.</p> <p><input type="checkbox"/> 15. Adequate ventilation facilities are provided in the entire indoor area.</p> <p><input type="checkbox"/> 16. A swimming pool is provided.</p> <p><input type="checkbox"/> 17. Adequate provision is made for the sanitation of the pool.</p> <p><input type="checkbox"/> 18. Provisions are made for proper entrance and exit facilities to all physical education areas.</p> <p><input type="checkbox"/> 19. Safety measures throughout the indoor area are carefully planned and provided for.</p> <p><input type="checkbox"/> 20. Instructors' offices are provided.</p> | <p><input type="checkbox"/> 21. Sanitary toilets and lavatory facilities are provided.</p> <p><input type="checkbox"/> 22. Sanitary drinking facilities are provided.</p> <p><input type="checkbox"/> 23. Sanitary wall-type or built-in cuspidors are provided.</p> <p>The following additional equipment or facilities are provided:</p> <p><input type="checkbox"/> 24. Apparatus for gymnasium activities (e.g., ropes, mats, parallel bars, horse).</p> <p><input type="checkbox"/> 25. Equipment for a variety of games.</p> <p><input type="checkbox"/> 26. Facilities and equipment for corrective work.</p> <p><input type="checkbox"/> 27. Storage spaces of sufficient size and in proper location.</p> <p><input type="checkbox"/> 28. A bulletin board.</p> <p><input type="checkbox"/> 29. A blackboard.</p> <p><input type="checkbox"/> 30. First-aid equipment and supplies.</p> <p><input type="checkbox"/> 31. A well-equipped locker room and shower area. (Check facilities listed below.)</p> <p>_____ Lockers, with combination padlocks, in sufficient quantity to meet enrollment needs (A basket system may be a satisfactory substitute.)</p> <p>_____ At least one shower head for every five pupils in the largest class section</p> <p>_____ Hot and cold water with temperature controls</p> <p>_____ Floors constructed to facilitate maintenance of sanitary conditions</p> <p>_____ Locker and shower facilities for visiting teams</p> <p>_____ Soap and towels</p> <p>_____ Benches in locker room aisles</p> <p>_____ Mirrors</p> <p><input type="checkbox"/> 32.</p> <p><input type="checkbox"/> 33.</p> |
|---|---|

EVALUATIONS

- ☐ a. How extensive is the area provided for outdoor physical education activities?
- ☐ b. How adequate are the facilities for outdoor physical education activities?
- ☐ c. How extensive is the space provided for indoor physical education activities?
- ☐ d. How adequate is the quantity of permanent equipment for physical education?
- ☐ e. How adequate is the quality of permanent equipment for physical education?
- ☐ f. How adequate are the provisions for health and sanitation for those participating in the program?

COMMENTS

IV. Direction of Learning

A. INSTRUCTIONAL STAFF

(For data on preparation of individual staff members, see Section J, "Data for Individual Staff Members.")

CHECKLIST

- All members of the staff have had training or experience in
- | | |
|--|--|
| <input type="checkbox"/> 1. Physical and biological sciences related to physical education. | <input type="checkbox"/> 9. Organization and administration of physical education. |
| <input type="checkbox"/> 2. Anatomy and physiology. | <input type="checkbox"/> 10. Tests and measurements in physical education. |
| <input type="checkbox"/> 3. Kinesiology. | <input type="checkbox"/> 11. Methods of teaching health education. |
| <input type="checkbox"/> 4. Physiology of exercise. | <input type="checkbox"/> 12. Methods of teaching safety education. |
| <input type="checkbox"/> 5. Child growth and development, with emphasis upon adolescent characteristics. | <input type="checkbox"/> 13. Corrective physical instruction. |
| <input type="checkbox"/> 6. Physical education activities. | <input type="checkbox"/> 14. First aid, including prevention and treatment of athletic injuries. |
| <input type="checkbox"/> 7. Recreational activities. | <input type="checkbox"/> 15. |
| <input type="checkbox"/> 8. Methods of teaching physical education. | <input type="checkbox"/> 16. |

EVALUATIONS

- ☐ a. How adequate is the preparation of the staff for teaching physical education?
- ☐ b. How adequate is the preparation of the staff to conduct a balanced intramural and interscholastic program?
- ☐ c. How adequate is the preparation of the staff to conduct school and community recreational activities?

COMMENTS

B. INSTRUCTIONAL ACTIVITIES

CHECKLIST

- | | |
|--|---|
| <input type="checkbox"/> 1. Instruction in physical education for boys contributes to the school's objectives. | <input type="checkbox"/> 12. Instructional activities are adapted to individual aptitudes and abilities of pupils. (Health and medical examination data are used.) |
| <input type="checkbox"/> 2. Instruction is directed toward clearly formulated, comprehensive (or long-range) objectives in physical education. | <input type="checkbox"/> 13. Consideration is given to the physical-emotional-social needs of pupils. |
| <input type="checkbox"/> 3. Specific instructional activities contribute to the comprehensive objectives of the physical education program. | <input type="checkbox"/> 14. Opportunities are provided for pupils to develop leadership abilities through such activities as directing game and exercise programs, coaching small groups and teams, and demonstrating skills and techniques to other pupils. |
| <input type="checkbox"/> 4. There is evidence of careful planning of instructional activities. | <input type="checkbox"/> 15. Opportunities are provided for pupils to assist in planning, conducting, and evaluating activities. |
| <input type="checkbox"/> 5. Pupils receive orientation in the various activities offered in the program. | <input type="checkbox"/> 16. Visual aids are used. |
| <input type="checkbox"/> 6. Pupils' needs, interests, and experiences are considered in planning learning activities. | <input type="checkbox"/> 17. All instructional activities are conducted with regard for health and safety. |
| <input type="checkbox"/> 7. Pupils are helped to choose activities appropriate for their needs and interests. | <input type="checkbox"/> 18. Suitable clothing is required for participation. |
| <input type="checkbox"/> 8. Demonstration activities by staff members are conducted in such a way as to be readily understood by pupils. | <input type="checkbox"/> 19. All pupils shower after vigorous activity. |
| <input type="checkbox"/> 9. Instructional activities are planned in relation to recreational interests of pupils. | <input type="checkbox"/> 20. Routine class procedures are accomplished efficiently (e.g., taking attendance, rotating activities). |
| <input type="checkbox"/> 10. Instructional activities are integrated with the health instruction program. | <input type="checkbox"/> 21. |
| <input type="checkbox"/> 11. Opportunities are provided for pupils to develop individual goals and objectives. | <input type="checkbox"/> 22. |

EVALUATIONS

- ☐ a. How adequate is the planning and preparation for instructional activities?
- ☐ b. How adequate are the physical and medical examinations?
- ☐ c. To what degree are instructional activities adapted to the needs of individual pupils?
- ☐ d. To what degree are activities conducted with regard for pupil health and safety?
- ☐ e. To what extent do the activities provide opportunity for desirable social and emotional development?
- ☐ f. How effective are the methods of teaching?

COMMENTS

C. INSTRUCTIONAL EQUIPMENT AND MATERIALS

CHECKLIST

- | | |
|--|--|
| <input type="checkbox"/> 1. Reference materials are available that provide information concerning a variety of games, sports, and recreational activities.
<input type="checkbox"/> 2. Reference materials that provide information concerning health are available.
<input type="checkbox"/> 3. Reference materials that provide information concerning safety are available.
<input type="checkbox"/> 4. Official rule books for a variety of sports are provided.
<input type="checkbox"/> 5. Reference materials are selected in terms of reading and interest levels of pupils.
<input type="checkbox"/> 6. Attention is given to the recency of reading and reference materials.
<input type="checkbox"/> 7. Equipment is provided for a variety of group games (e.g., baseball, touch football, volleyball, water games, soccer, hockey). | <input type="checkbox"/> 8. Equipment is provided for a variety of individual or small-group activities (e.g., tennis, badminton, archery, golf, ping-pong, bowling).
<input type="checkbox"/> 9. Appropriate instructional films are available.
<input type="checkbox"/> 10. Charts, diagrams, and similar visual materials are available.
<input type="checkbox"/> 11. Models and exhibit materials are available.
<input type="checkbox"/> 12. A piano or a record player and records are available for rhythmic activities.
<input type="checkbox"/> 13. Equipment necessary for an adequate testing program is provided.
<input type="checkbox"/> 14.
<input type="checkbox"/> 15. |
|--|--|

EVALUATIONS

- ☐ a. *How adequate are the reading and reference materials?*
☐ b. *How adequate is the quantity of instructional equipment?*
☐ c. *How adequate is the quality of instructional equipment?*
☐ d. *How adequate are the instructional aids (e.g., films, charts, models)?*
☐ e. *How effectively are pupils guided in the use of the equipment and materials?*

COMMENTS

D. METHODS OF EVALUATION

CHECKLIST

- | | |
|--|---|
| <input type="checkbox"/> 1. Evaluation is an integral part of the teaching-learning activities.
<input type="checkbox"/> 2. The results of medical and physical examinations are considered in planning individual pupil programs.
<input type="checkbox"/> 3. Evaluation is in terms of individual aptitudes and abilities.
<input type="checkbox"/> 4. Pupils are assisted in evaluating and recording their own progress in the program.
<input type="checkbox"/> 5. Records are kept of specific behavior characteristics and incidents which are relevant to the mental, emotional, and social development of pupils.
<input type="checkbox"/> 6. Height and weight are recorded and studied at least once a year. | <input type="checkbox"/> 7. Testing techniques are used to measure such physical aspects as general physical ability, motor skills and abilities, strength, and endurance.
<input type="checkbox"/> 8. Standardized tests are used.
<input type="checkbox"/> 9. Records are kept of evaluation results.
<input type="checkbox"/> 10. Tests which have been developed by the local staff are used in evaluation.
<input type="checkbox"/> 11. Tests are used which measure knowledge and understanding in such areas as sports, health, recreation, and body mechanics.
<input type="checkbox"/> 12. Both teachers and pupils recognize that tests should be used to reveal strengths and to point out areas for improvement.
<input type="checkbox"/> 13.
<input type="checkbox"/> 14. |
|--|---|

EVALUATIONS

- ☐ a. *How comprehensive are evaluation procedures in physical education?*
☐ b. *How well do teachers use methods of evaluation in analyzing the effectiveness of their teaching?*
☐ c. *How well do evaluation procedures help pupils understand the nature of their progress?*
☐ d. *To what extent do evaluation procedures identify pupils of unusual promise in the field of physical education?*

COMMENTS

V. Outcomes

(No checklist items are prepared for this division since they would be largely repetitions of the checklist items in preceding divisions.)

EVALUATIONS

- () a. *To what degree are boys developing knowledge and understanding concerning a variety of physical education activities?*
- () b. *To what extent are boys developing skills in body mechanics and physical education activities?*
- () c. *To what extent do boys carry over their physical education activities into after-school and leisure experiences?*
- () d. *To what degree are boys developing interests and skills having practicable carry-over value to adult life?*
- () e. *To what extent are boys developing habits of physical activity of value in daily living?*
- () f. *To what extent are boys developing desirable habits of cleanliness?*
- () g. *To what extent do boys exhibit desirable social and emotional behavior in the physical education activities?*
- () h. *To what extent are boys developing physically strong, healthy, well-coordinated bodies?*

VI. Special Characteristics of Physical Education for Boys

1. In what respects is physical education for boys most satisfactory and commendable?

- a.
- b.
- c.
- d.
- e.
- f.

2. In what respects is there greatest need for improving physical education for boys?

- a.
- b.
- c.
- d.
- e.
- f.