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## A Critical Survey of The Physical Education Program in Selected Kansas Secondary Schools By Means of The La Porte Score Card

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A CRITICAL SURVEY OF THE PHYSICAL EDUCATION PROGRAM  
IN SELECTED KANSAS SECONDARY SCHOOLS  
BY MEANS OF THE LA PORTE SCORE CARD

being

A masters report presented to the  
Graduate Faculty of the  
Fort Hays Kansas State College in  
partial fulfillment of the requirements  
for the Degree of Master of Science

by

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Date

5/11/57

Approved

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## TABLE OF CONTENTS

|  |    |
|--|----|
| Statement of Problem . . . . .               | 1  |
| Delimitation of Problem. . . . .             | 1  |
| Collection of Data. . . . .                  | 2  |
| Procedure for Selection of Schools . . . . . | 3  |
| Procedure of Analysis . . . . .              | 4  |
| Division Graph. . . . .                      | 5  |
| Profile Chart . . . . .                      | 6  |
| Summary . . . . .                            | 7  |
| Procedures . . . . .                         | 7  |
| Presentation of the Findings . . . . .       | 7  |
| Recommendations . . . . .                    | 9  |
| Bibliography . . . . .                       | 15 |

A CRITICAL SURVEY OF THE PHYSICAL EDUCATION PROGRAM  
IN SELECTED KANSAS SECONDARY SCHOOLS  
BY MEANS OF THE LAPORTE SCORE CARD

Statement of Problem

The problem of this study is to determine how the Kansas Secondary School programs of physical education rate by comparison with the standards outlined in the LaPorte Score Card.<sup>1</sup>

Two sub-problems are posed in the solution of this problem: First, the application of the selected score card in selected Kansas secondary schools; second, the analysis and interpretation of data obtained from the applied score card.

Delimitation of Problem

This study is limited to the public secondary schools of Kansas approved by the State Department of Public Instruction which were selected by the Chairman of Health, Physical Education and Recreation at Fort Hays Kansas State College and the writer. Only the health and physical education program is considered. Seventy-three high schools were visited, and the LaPorte Score Card No. II was applied in each school. This group of high schools represents only a sample of the state's secondary school population.

<sup>1</sup>Wm. Ralph LaPorte. Health and Physical Education Score Card. Los Angeles: Parker and Company, 1951.

Over 11,000 students were enrolled in the schools visited and surveyed with approximately half of the enrollment being boys.

Visitations, observations and an interview supplemented the score card in each case in the study. It is felt that a sufficient school sample is included in the overall school population of the state to insure a representative sample. The interview was limited by the use of the score card in each case.

#### Collection of Data

The data used in this survey study were obtained through direct contact with administrators, physical education instructors, and coaches. The personal interview was used along with observation making most of the data objective in nature.

The procedure that was used in each interview was as follows: A copy of the score card was placed in the hands of the interviewee (administrator or his designated representative), while one copy was retained by the interviewer. The items in each area were then gone over with the interviewer explaining any item necessitating interpretation. The interviewer did all the evaluating and writing that was necessary, giving the interviewee more time to think out his answers. Everything

that could be objectively scored (such as course of study, class schedules, number of shower heads, etc.) was thus observed and evaluated. All of the school people, contacted in the survey of this report were a most cooperative group. In each case the interviewer was conducted personally on his tour of evaluation, through indoor, outdoor, and services areas, and the showing of supplies and equipment. It is the belief of the author that the answers that had to be given objectively by the school people were honest and as accurate as could be given.

The schools that were studied in this report were assigned to the author of this paper and five other Fort Hays State graduate students by Dr. Don Adee, Chairman of the Division of Health, Physical Education and Recreation, Fort Hays Kansas State College. Enrollment of the schools was considered by assigning various geographic areas to the six interviewers.

The author personally conducted the survey and interviewed school people in 15 of the 73 schools. The data on the other schools were furnished by the interviewer and Dr. Adee who personally reviewed each score card.

#### Procedure for Selection of Schools

The first sub-problem was the selection of the secondary

schools to be used in this survey and the application of the score cards in each case. Of the secondary schools visited, the following breakdown was made:

|                       |                 |    |         |     |
|-----------------------|-----------------|----|---------|-----|
| Class AA <sup>2</sup> | over 475 pupils | 4  | schools | 4%  |
| Class A               | over 150-475    | 26 | schools | 36% |
| Class B               | over 61 -150    | 23 | schools | 31% |
| Class BB              | over 1 -61      | 20 | schools | 29% |

### Procedure of Analysis

The possible total score on the LaPorte Score Card Number II is 300 points. The score card is composed of 10 divisions, each of which has an equal weight of 30 points. It is possible to convert the total raw score into percentage score by dividing by 3.

The average score of each class of schools visited is portrayed graphically in Figure 1. The figure shows the average points scored in each division according to school classification.

<sup>2</sup>Classed according to enrollment by the KHSAA for competition in interscholastic athletics.



Program of Activities

Outdoor Areas

Swimming Pool

Indoor Areas

Apparel & Equipment

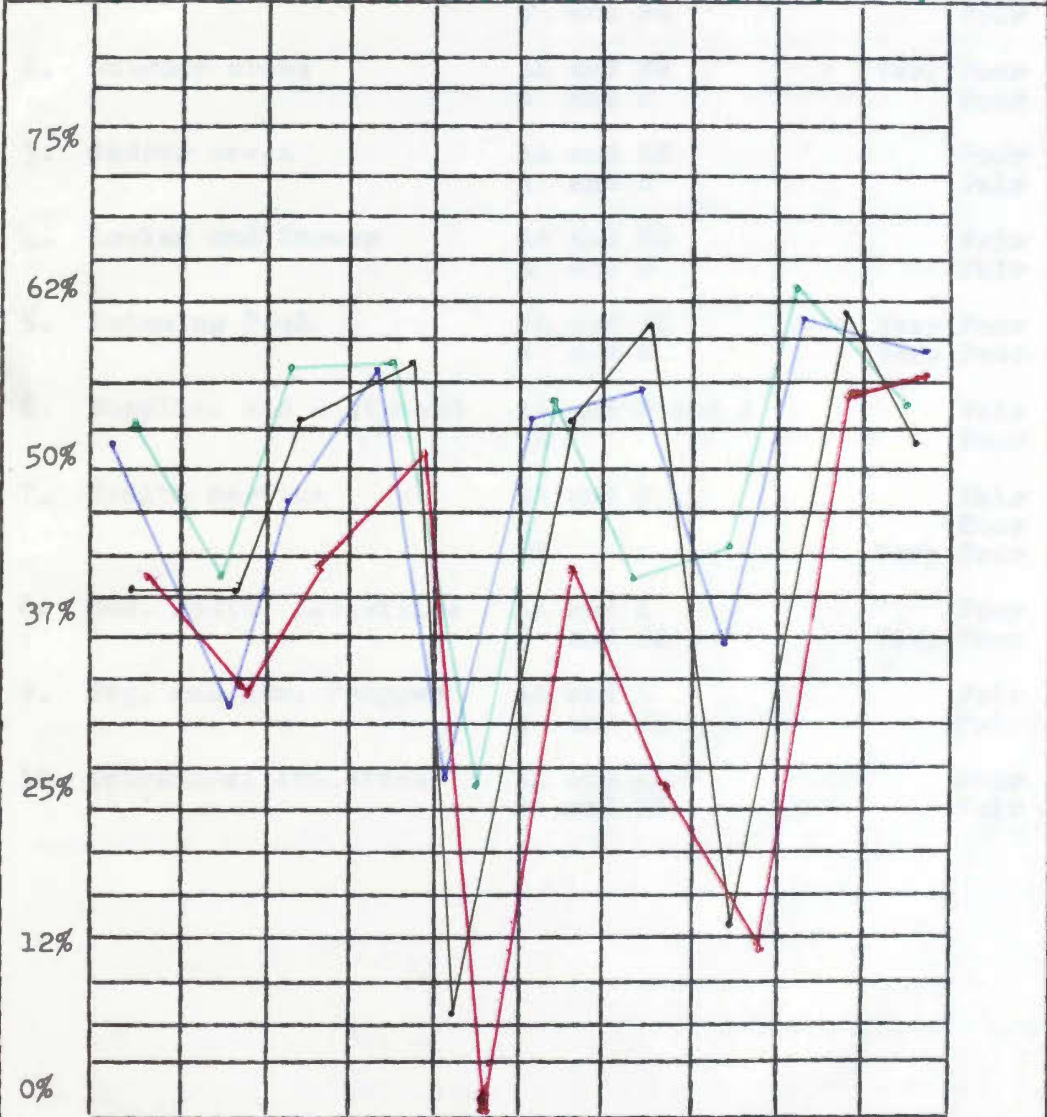
Factor & Hours

Health Services

Med. & Phys. Club

Orig. & Adm. Program

Intramural Athletics



CLASS AA ——— CLASS B ———

CLASS A ——— CLASS BB ———

PROFILE CHART<sup>3</sup>

6

| <u>AREA</u>                 | <u>CLASS</u>         | <u>RANK</u>               |
|-----------------------------|----------------------|---------------------------|
| 1. Program Activities       | AA and A<br>B and BB | Fair<br>Poor              |
| 2. Outdoor areas            | AA and BB<br>A and B | Very Poor<br>Poor         |
| 3. Indoor areas             | AA and BB<br>A and B | Poor<br>Fair              |
| 4. Locker and Shower        | AA and BB<br>A and B | Fair<br>Fair              |
| 5. Swimming Pool            | AA and BB<br>A and B | Very Poor<br>Very Poor    |
| 6. Supplies and Equipment   | AA and B and A<br>BB | Fair<br>Poor              |
| 7. Health Service           | AA and B<br>A<br>BB  | Fair<br>Poor<br>Very Poor |
| 8. Mod. Individ. Activities | AA and A<br>B and BB | Poor<br>Very Poor         |
| 9. Org. and Adm. Program    | AA and A<br>B and BB | Fair<br>Fair              |
| 10. Intramural Athletics    | AA and A<br>B and BB | Fair<br>Fair              |

<sup>3</sup> Any school ranking below 33.3 per cent is classified as very poor. Any school below 50 per cent and above 33.3 per cent is classified as poor. Any school ranking below 66.3 per cent and above 50 per cent is classified as fair.

## SUMMARY

7

It is the purpose of this study to determine the content and extent of the program of physical education in selected West Central Kansas Secondary Schools by means of the LaPorte Score Card Number II. The problem is limited to public secondary schools approved by the Division of Health, Physical Education and Recreation, of Fort Hays Kansas State College.

A study of this type was agreed upon by Dr. Don Adee, Chairman of the Division of Health, Physical Education and Recreation, Fort Hays Kansas State College, and the author early in 1956.

### PROCEDURES:

After a survey and study by the author and five other graduate students of seventy-three secondary schools in the area, the author of this paper combined the findings into one report thereby making one summary of the entire geographical region and the schools selected.

### PRESENTATION OF THE FINDINGS:

The total scores made by the seventy-three schools are considered (1) individually, and (2) by class of school.

The seventy-three schools of West Central Kansas scored from 0 to 70% of the possible score. It would appear that these schools are on the average only thirty-seven per cent effective in meeting the 100 per cent standards held to be desirable by the 150 creators of the score card.

Generally speaking the larger schools have a much better physical education program than do the small schools. The respective average of the different size schools in percentage of points scored out of the possible one hundred points are: Class BB-33.3, Class B-52, Class A-54.3, Class AA-55. However, the top schools were only little more than fifty per cent effective.

The score card division scoring the highest average number of points was the division of Organization and Administration of Class Programs. This division averaged 61.1% per school visited. The division of the score card scoring the fewest points was the Swimming pool program. Only three types of schools were able to score in this division averaging 13.2 per cent.

Individual items ranged from 13.2 to 61.1 average per cent value. The highest average scoring item was Organization and Administration of Class Programs, Item 9, which applies to the maximum number of students per instructor. The lowest average scoring item was that of the Swimming pool, Item 5,

the respective percentage average of the remaining eight items are: Program of Activities, 47.9; Outdoor Areas, 36.8; Indoor Areas, 50.5; Locker and Shower, 55.5; Supplies and Equipment, 49.5; Health Services, 43.9; Modified Individual Activities, 28.2; and Intramural Athletics, 55.3.

### RECOMMENDATIONS

It is deemed advisable to make recommendations in different areas in relation to this survey. Therefore, the recommendations which follow will be made in relation to (1) the LaPorte Score Card II, and (2) the Program of Physical Education in the selected West Central Kansas secondary schools as determined by this survey.

(1) Recommendations which refer to the LaPorte Score Card Number II. These recommendations deal primarily with the statement of the items and methods of scoring particular items. The author would recommend that Item I, Program of Activities, be restated so that a program including the four types of schools could be scored more accurately. The author feels that the score card was designed primarily for the larger school. It would appear impossible for schools below Class A in enrollment to be scored satisfactorily by the LaPorte Score Card.

Boxing and fencing are not recommended by the Kansas Physical Education Manual due to the dangers involved to the student.

Some addition should be made to the score card to standardize the method of evaluating schools using city swimming pools in addition to the Red Cross swimming program.

Since it is not feasible for most smaller schools to hire a physician, the author believes that a family physician should supersede the school physician throughout the area; therefore Items 7 and 8 in Medical Examinations and Health Service should state "family physician" or "school physician" since most schools do not have a school physician.

A class can be too small as well as too large for maximum instructional purposes. Therefore, it is suggested scoring two points when the class size is less than 22 and one point when less than 12 are enrolled.

(2) Recommendations for schools in the area surveyed.

The program found by this study was predominantly composed of team sports in the smaller schools. Very little emphasis was being placed upon individual and dual sports by physical education instructors.

The practice of holding state tournaments or games among high school teams to determine champions, or for any other purpose ordinarily, does more harm than good when measured in terms of educational values. The practice is most prevalent in the case of basketball. Elimination tournaments are especially harmful, because a great number of games are played in a short period of time. The Educational Policies Commission in their publication, School Athletics,<sup>4</sup> recommends that all such games and tournaments be abolished.

Better emergency care, rooms, and equipment should be established in most schools. Medical examinations should be a definite requirement before a student is allowed to compete in a vigorous activity.

The schools visited in this survey are in dire need of an improved physical education program. Many schools do not have a physical education program, as such, but merely give the required credit if the student will participate in sports. Of course, if the student does not wish to participate in athletics, there is usually something he can do to suffice. It is a small wonder that the value of the physical education in such schools is often questioned academically.

<sup>4</sup>Educational Policies Commission. School Athletics Problems and Policies. Washington, D.C.: NEA of the U.S. and the American Association of School Administrators, 1954.

Only one-third of the schools visited hired women teachers for girls. Naturally this is not an advantageous situation. An adolescent is a complicated, shy mechanism that needs the proper guidance and counseling that can come only from the entrustment of one of the same sex. The profession needs more women physical education teachers and better qualified men teachers. It is rather interesting to note that the schools scoring the lowest, employed instructors with the least hours of physical education credit. The colleges should see that men and women entering the program as a profession are qualified to carry out such a program. The teacher who is not qualified or certified, should be eliminated from a Physical Education assignment. State Certification should strengthen the Physical Education program.

Even some of the higher scoring schools gave medical exams only to those competing in varsity athletics. Surely if better health is to be one of our objectives, we should at least know where to start with an individual.

Those schools having access to their city swimming pool could easily broaden the scope of their curriculum by using the pool during the warm days at the beginning and at the end of the school year.

The modified Corrective program presents a rather



serious problem to a small school in which a handicapped student is enrolled. The insufficient training of the instructors and the inadequate facilities of the small schools are not suitable for handling these cases. Until these are attainable the author would advise individual enrollment in a larger school system that is equipped to handle special cases.

In many of our Kansas high schools we have well qualified, industrious physical education instructors, but they are working under adverse conditions because their administrators believe that physical education is merely a "new fangled play period for which students are legally entitled to credit". Until we can educate misinformed administrators to the value of our program and then justify this program, we will be unable to advance professionally. A properly qualified leader as a state director would be able to help those needing information. Creating such a position would be a step towards solving this problem.

The author feels that a definite emphasis on an improved curriculum should be made if physical education is to make a contribution to the health and education of the students. The program as found in most of the schools surveyed was predominantly composed of team sports. In a

few instances emphasis was being placed upon individual and dual sports by the physical education instructors. Better emergency care, locker rooms, showers, and equipment should be established in most of the schools. Medical examinations should be more stern; therefore the author of this paper would recommend that one good examination be made by a competent physican at the beginning of each school year. My observation has been that the type of examination given now is much too hurried and incompetent.

Although a number of the instructors in physical education had a minor or major in physical education, very few belonged to a professional physical education organization. If the program of physical education is to survive, it certainly is time for the physical educators of this area of Kansas to become strong professio ally and thereby keep up with improvements in physical education and its many areas of instruction.

The author found that certain items could be improved immediately; however, it will require a much longer length of time to bring about other improvements to the desired level in physical education. A long range program would depend on availability of funds, qualified instructors, and certain necessary required facilities to bring about the desired improvements in the Physical Education Program for Secondary Schools in Kansas.

## BIBLIOGRAPHY

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