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葛思德編

# 群眾比賽之運動會

山東 民國十三年  
濟南 齊魯大學  
每冊定價大洋三角郵費在內

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## 羣衆比賽之運動會

### 一、引言

是沒有疑問的，我們很樂意使全體學員加入運動遊戲與競賽；免得我們專心教練幾個強健的班隊，便疏忽了急需體育的學員。中國學生身體發育不足的特多，羣衆比賽是格外需要的。並且這種比賽，於體育專隊，有很大的助力，因為牠能鼓勵學生盡力練習，也能顯示素日不知的人才。

這種制度，不過是一種極重要及廣大事業的起始。這是作者經驗的一點成績，也是在這種運動上成功者的建議。記分表是根據全國中學的成績。因為這是一種新的事業，並且多數的佈告不符這宗旨，所以表上不免有錯誤而需更正。作者熱誠歡迎更正，及變更與增益的建議。

### 二、概論

此處所論的運動會，是要包括一校的全體學生的，或是任何青年團體的總人數的；但體格不健全的少數人，可以免去激烈的運動。列表是特別爲初級或高級中學

羣衆比賽之運動會

預備的，但在此年齡界限上下的亦可應用。爲適應人數多或少的學校起見，修整是可以辦到的。一個運動會可以短促且簡單，亦可展長且複雜，都是依人心意而定。在諸情形之下，總謀是很相似的。賽員分爲相等，或幾乎相等的隊數，每學員望能加入自己隊中所有的諸項。每賽員須有各項的成績，最後所有的成績都按百分數記勝負。所記的勝負碼數，就是個人與各隊的比賽根據。

### 三、組織的細目

(一)預備的工作。在舉行一個賽會以先，最要是得教練員或領袖的扶助，更要增高學生的興趣。每學校或團體須照所需者，盡力作此預備。

(二)隊的處理。甲隊的大小。最好的處置，是叫每隊有相等的人數，這樣便簡便了平均的核計。尋常因爲賽員數目非雙數，一二隊就稍大或稍小了。在十六與二十四數目中間的雙數，便是一隊標準的大小。

乙、隊集賽員的方法。如若可能，隊的組成必有體重的根據。作這件事，當先將賽員依體重列表，（如欲適應在年歲或本領上過重或過輕的情形，他們可移動到表中最合宜的地方。）再自表的一頭着手，按姓名隊集爲如意的大小諸隊。將每隊列

入包括其隊員之體重界限內（視列表）。若是願意，隊可依學級或他團體組成之，但如是則不同身量之學生便聚爲一團，且各學員，必須依體重分組。

丙、總隊的分法。各隊分妥以後，每隊當分爲二分隊。所有隊內之分隊，須有相同之名稱，如是可聯諸隊之分隊爲二大總隊。以顏色名之如「藍總隊」與「紅總隊」就能很容易分別出各分隊來，因爲學生有自己總隊的色號。每分隊當有一隊長，其職務在於運動時管理隊內一切，並照所能對參觀者，或在作事敏捷上，負些責任。

(三)運動項的選擇。再一步就來了每隊加入運動項數的選擇。運動項的數目，當視運動會之時間，可用的器具，與可得的助理員爲轉移。在學生多的學校裏，每學員加入十二或再多項數的運動會，會舉行得很好。然自少數運動項着手，而自經驗中得一最成功的程序更佳。運動項數須包含所有之三種動作——跑、跳、及擲——並應變易之，好應用於賽員們的身量與能力。最好是每隊的項數相同。在這種運動會中，如一英里或二英里之競賽，就太激烈了，太費力氣了。

### 四、運動會的進行

(一)舉行的方法。運動會可在特別日期，或一天的一段時間內舉行，如放假日，

或星期六午後等，亦可用尋常練習時間，多用幾天。第二個辦法是平常更可採用的，如此，運動會便成了校中尋常的練習，賽員不至過勞，且有較多之興趣與團體精神。

(二) 最初的預備。運動會以先當爲每隊預備雙份成績單，以示其體重之範圍，及賽員之姓名與所入之項數。照所能作的，衆職員與助理員等當依其職務，分別選出，分別指示。運動會的程序，必使相關者明晰而無疑。如運動會延長多日時，最好是起初有一個總佈告，後日再將每日之秩序每日貼出。

(三) 須有的職員。職員之數目雖不同，以下所列是必須有的：甲、糾察員一人，總理會務一切而使諸事順適。乙、記數員一人，助理員一人，記錄會中成績表，核記分數而宣示其結果。丙、徑賽諸項，需有發令員一人，比賽幹事員一人，記時員數人，裁判員數人，丁、田項諸項，每項需裁判員一人，並有助理員等量記成績，更留心用品之適宜。同一人員，自可担任數職。一個合宜負責的人能處理各項，其他職員與助理員等可以學生充之，尤宜使因身體有故而不能入會之學生充之。

(四) 同時舉行的項數。爲增高興趣與速竣運動會起見，同時照所能作的多舉行項，而使常在進行是必需的。可得之職員與助理員之數目，與如錶及帶尺等用品

的多寡是有限制力的要素。多數學校，至少能同時舉行三四項，有的能有六或再多的項數同時進行。通常需使一隊從事一項，其他賽員當遠離運動場，或從事當日之他項運動。如諸隊不能完全同日競賽時，諸隊當依次決勝。

雖則每項運動所用之時間大有懸殊，然有二十四學員之一隊，當於自二十分至三十五分鐘內完竣一項。有分組預賽之競賽及較遲之田賽項目時，速速照所能作的竣事，一隊在一點鐘之時間內至少須完畢兩項，在順利情形之下能完畢三項。

### 五、成績的登錄

欲使每賽員可依所入的每項得着速而準確的記分，精密的計畫是必須的。在體育發達，成績優美，競賽熱烈的學校裏，尤當專心致力，以得最高的準確度。在初辦體育的學校裏，成績不很好，競賽亦不甚熱烈，相近的度數就可以了。

以下我們要有速錄成績的建議，而無準確甚劣之弊。有些建議是用品不足時的將就法子，其他都可普通應用。

(一) 短跑與高低欄。計時間的惟一妙法，自然是使在一組預賽者，各個皆有一立止錶，爲之記時。如只有一立止錶可用時，有好多的計畫會有滿意的結果。有一個

計畫是這樣：每隊分爲四位或五位一組的組數預賽。記準在當中跑完之一的時間——如第三名——以後按照其他賽員依次跑完的距離計算其時間，惟第一名不在此例。時間長短，能按五分之一秒所跑的距離略定，善跑者能跑六尺，最小之學生能跑四尺。當預賽各組賽完時，使各組的優勝者決賽（有時或有複賽），計時法相同。

(二) 長跑。尋常是一隊的賽員同時跑，有時或分兩組。記時員當賽員跑完時使其錶繼續前走，惟每有跑完者，彼當報知其時間。助理員將時間即刻記下，隨後使每時間與每賽員相連合。有時賽員當跑完時，能各宣告其名次，但須有足用之終點裁判員，庶免口角之弊。如無立止錶時，尋常錶也可用得。

(三) 接力。此項比賽，隊員皆須加入，而使每分隊作一隊。表上所列之時間，乃每跑者之平均數，以人數分總時間而得。

(四) 跳高與撐竿跳高。高度應在跳高架上清晰標出。橫竿下彎所扣除的度數當先察出，以免隨後每高度須重量，然有時仔細量計勝者之高度更好。橫竿當先置於全體賽員能輕容跳過高度上，再漸漸速升。使賽員依接連相賽，愈速愈妙。在賽員失敗之先，予以三次試跳之機會。

(五) 跳遠與跳跑（或作三級跳遠）。如無可用以量總遠之長帶尺時，五尺長之距離可自起線畫於跳坑之一或兩旁，那樣，當每次跳完時，一助理員可在跳者着土的地方，伸一竹竿直過跳坑，另一助理員可用一五尺帶尺量其長度。每賽員須有三次試跳，每次跳完後跳坑當速速平坦賽員依次接序亦當從速。

(六) 擲鐵球，擲鐵餅，及擲槍。如能辦到時，用五十或百尺之帶尺，雖則量度如必須時，能自圈內或止足線上向外標出，後再用短帶尺，在情形順適時，爲節省擲回用品所用之時間起見，可使全隊均分，每半隊在運動場之一邊，使其來往還擲。如能時，每賽員當有三次試擲，但如一項進行甚遲而有延長全會之患時，試擲可減爲二次。

#### 六、登記成績與核計分數

(一) 登記成績與張貼結果。每隊之成績單當帶入場內，以備登記成績。爲便於攜帶起見，其單當裝置於適宜之帶夾板上。每日比賽完畢後，記分員及其助理員當將成績登記各隊之單上，將數目列入R號之行內。記分的百分數當自表中察知，而列入S號之行內。

將成績單張貼於明顯的地方，再應符現時之情況，則學生之興味大加，更當用鉛

筆(因易更改)號出每個人分隊及隊之名次,以示已賽諸項之總分。隨時宣告各隊之勝負,勝利賽員之姓名,與勝利總隊之名稱,亦甚有可取之處。

(二)表之用法。最好是二人合作,一人讀成績,並登記分數,一人在表中查視百分數。爲一隊記分時,尋得其相當之表,將每項依次記分。如有賽員之成績不符表中之成績時,則最相近之成績爲其分數,而較準確之百分數,能在察視中計得。設一個有一百三十五磅多重的學生跑二百呎用三十五秒又五分之四,其核算如下:在表中我們看見三十五秒又五分之二的成績,是百分之四十四分,三十七秒的成績是百分之四十分。所以百分之四分的差異,就是五分之八秒成績的差異,或說五分之二秒的成績就是百分之一分。因爲三十五秒又五分之四的成績,還差五分之二秒的成績便得了百分之四十四分,他的正確的分數就是百分之四十三分了。一個學生未曾跑完一項,或在田賽一項至少沒有一次試爲的成功,他在那項的分數是零。以下每項後括弧數目字的講明: (一)指示時間是秒數與五分之幾的秒數。(二)指示時間是分數及秒數。(三)指明距離是呎數與時數。(四)指明距離是吋數與糧數。

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**MASS COMPETITION**  
Applied To  
**TRACK AND FIELD ATHLETICS**

Including Scoring Tables  
*(Bilingual - English and Chinese)*

**B. A. GARSIDE**

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**MASS COMPETITION**

Applied To

**TRACK AND FIELD ATHLETICS**

**B. A. GARSIDE**

**SHANTUNG CHRISTIAN UNIVERSITY**

**TSINAN, SHANTUNG, CHINA**

**1924**

**Price: Thirty Cents, Postpaid**

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# MASS COMPETITION

Applied to

## Track and Field Athletics

### I. Introduction

There is no question of the great desirability of getting all students to participate in athletic games and contests, rather than concentrating all our attention on the developing of a few highly drilled teams, and neglecting the students most in need of exercise. Especially in China, where many of our students are so sadly lacking in physical development, mass participation is particularly desirable. This type of competition may, moreover, be made of invaluable assistance in developing school teams, for it encourages each student to develop his abilities to the utmost, and reveals much undiscovered talent.

The system as herein given is but a beginning in an extremely important and extensive field. It is partly the outcome of the author's experience, and partly due to suggestions of others who have been successful in this type of athletics. The scoring tables are in general based on the present All-China Middle School records. Since this is a very new field, with adequate information lacking in many phases of the subject, it is to be expected that the tables will contain many errors and will need numerous revisions. The author most cordially invites corrections, and suggestions for changes and improvements.

### II. General Description

The track and field meet herein described is designed to include all the students of a school, or all members of any group of boys and young men, excepting only the few who may, because of some physical defect, be barred from vigorous exercise. The tables are prepared especially for use in Junior and Senior Middle Schools, but may often be found satisfactory somewhat above and below these age levels. Adjustments may be made to suit the needs of either small or large schools, and a meet may be as brief and simple, or as prolonged and elaborate, as is desired. The general plan in all cases is much the same. Competitors are separated into equal (or approximately equal)

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divisions, and each boy is expected to participate in all events assigned his division. A record is made of every competitor's performance in every event, and all records are then scored on a percentage basis. These scores form the basis for the competition between individuals, teams, and divisions.

### III. Details of Organization

1. *Preliminary Work.* Before undertaking a meet, it is very important to obtain the support of the teaching staff (or group leaders) and to stimulate the interest of the students. Each school or group must do this work as best suits its needs.

2. *Arrangement of Divisions.* a. *The Size of the Divisions.* The ideal arrangement is to have an equal number of competitors in each division, as this simplifies the computing of averages. Usually one or two divisions will, because of an uneven number of competitors, be slightly larger or smaller. Some even number between sixteen and twenty-four, will be found the most satisfactory standard size for a division.

b. *Methods of Grouping Competitors.* Wherever possible, the divisions should be formed on a basis of weight. To do this, first list all competitors in order of their weight. (If it is desired to make some adjustment in the case of boys greatly over-weight or under-weight for their age and ability, they may be moved up or down the list to the place they will best fit in). Then, beginning at one end of the list, take the names in order and group them in divisions of the desired size. Put each division in the weight group (see tables) which includes most of its members.

If desired, divisions may be made by classes or other groups, but this will throw together boys of different sizes, and will make it necessary to classify by weight each boy separately.

c. *Separation into Groups.* When the divisions are formed, each should be separated into two equal squads. These squads should be given the same names throughout all the divisions, thus linking them together into two large inter-divisional groups. Naming them by colors, as "the Blue Group" and "the Red Group", will make it possible to easily distinguish squads by having each boy wear a bit of his group color. Each squad should have a captain, to be in charge of his squad while on the field and, as far as possible, responsible for attendance and promptness.

3. *Selection of Events.* The next step is the selection of the events in which each division will participate. The number of events given a division will depend on the time allotted for the meet, the equipment available, and the assistance obtainable. Successful meets have been conducted in fairly large schools where each student participated in twelve or more events. It is often better, however, to begin with a much smaller number, and find by experience just how extensive a program will give the greatest success. Events should include all three types of activity—running, jumping, and throwing—and should vary to suit the size and strength of the competitors. It is best to give each division the same number of events. Such races as the mile and two-mile runs are often too strenuous for a meet of this type.

### IV. Conducting The Meet.

1. *Methods of Conducting the Meet.* The meet may be conducted either by using one or more special days, or parts of days, such as holidays or Saturday afternoons; or by using regular exercise periods for as many days as may be necessary. The second plan is usually preferable, for it makes the meet a part of the regular exercise of the school, does not overtax the competitors, and creates greater interest and team spirit.

2. *Preliminary Preparations.* Before the meet there should be prepared in duplicate for each division a record sheet showing the weight-classification of the division, the names of the competitors, and the events they are to enter. As far as possible, all officials and their assistants should be selected and instructed in their duties. The program of the meet should be agreed upon and made clear to all concerned. Where the meet is to continue for a number of days, it is better to give general explanations at first, and then from time to time to post the daily programs.

3. *Officials Needed.* While the number of officials will vary, the following are those generally required:— a. A Field Marshal, in general charge of the meet and responsible for keeping everything going smoothly and efficiently. b. A Scorekeeper, and an assistant; to keep the records of the meet, compute scores, and post results. c. For the track events; a starter, a clerk of the course, and timers and judges as needed. d. For the field events; a judge for each event, with assistants to measure and record results, and to care for equipment where necessary. The same persons may, of course, serve in a

number of the above capacities. One competent and responsible person should be in charge of each event; the others may often be students, especially those kept out of the meet by physical defects.

4. *Events Handled Simultaneously.* To maintain interest and hasten the meet, it is necessary to keep as many events as possible always in progress. The number of available officials and helpers, and the amount of such equipment as watches and measuring tapes, will be the main limiting factors. Most schools can conduct at least three or four events simultaneously, and in many places six or more can be kept going. Usually there should be only one division on the field for each event being given, and the other competitors should be kept on the side-lines or given other games for the day. Where not all divisions can compete on the same day, the different teams should be taken in order.

Although the time for completing one event will vary widely, a group of 24 boys should usually finish in from 20 to 35 minutes. In races with several heats, and in the slower field events, the competition should be hastened as much as practicable. A division should finish two or three events in a one-hour period.

#### V. Obtaining The Records.

Careful planning is necessary, in order that each competitor may rapidly and accurately be scored on each event he enters. The degree of accuracy sought will vary with local conditions. In schools with well developed athletics, excellent records, and keen competition, every effort should be made to obtain the highest degree of accuracy. In schools just beginning this work, where records are not likely to be so good or competition so keen, more approximate figures may suffice.

Below we offer suggestions for gaining speed in obtaining records, without too much loss of accuracy. Some suggestions are make-shifts to be used only when equipment is very limited, others are more general in their application.

1. *The Dashes and the Hurdles.* The only way to get thoroughly reliable timing is of course to have a stop-watch for each boy running in a heat. Where only one watch is available, however, a number of schemes have been tried with fairly satisfactory results. One plan is this:—Have the boys of a division run in heats of four or five boys. Catch accurately the time of one runner who finishes near the center—say in third place—then estimate the time of the other

runners, except the winner, by observing the interval between them as they finish. The value of this interval in time can be roughly judged by remembering that the distance covered in  $1/5$  sec. varies from about 6 ft. among the best sprinters, down to 4 ft. among the smallest boys. When the preliminary heats are finished, have the winners run in a final heat (or two heats if necessary), obtaining the time in this same way.

2. *The Longer Races.* In these it is usually sufficient to have all boys in a division run at one time, or sometimes in two heats. The timer allows his watch to continue going as the runners finish, simply calling out each one's time as he crosses the line. The assistant jots down these times as given him, and later connects each time with the proper competitor. Often the runners themselves can be relied upon to give the order in which they finish, but there should be enough judges of the finish to avoid any disputes. Where no stop-watch is available, an ordinary watch may be made to serve.

3. *The Relay.* In this race all men in the division should be entered, each of the two squads running as a team. The time shown in the table is the average for each runner.

4. *The High Jump and the Pole Vault.* The heights should be plainly indicated on the standards. The deduction from these heights because of sag in the bar should be found once and then used at each new height without re-measuring; though sometime it is better to measure exactly the height of the winning jump. The bar should first be placed as high as all competitors can easily clear, and should be raised fairly rapidly. Have the boys follow each other as quickly as possible. Allow three trials at any height before the jumper is disqualified.

5. *The Broad Jump, and the Hop, Step, and Jump.* If there is available no tape long enough for the whole jump, the distance from the take-off may be indicated at five-foot intervals on one or both sides of the jumping pit, then as each jump is made one assistant can lay a straight bamboo square across the pit at the point that the jumper broke dirt, and another assistant can get the exact measurement with a five-foot tape. Each boy should be allowed three trials. See that the pit is leveled quickly, and that the boys follow each other rapidly.

6. *The Shot Put, Discus Throw, and Javelin Throw.* Use a 50 ft. or 100 ft. tape if at all possible, though measurements can be made, if necessary, by marking off at appropriate intervals the distances from the putting circle or the throwing line, and then using a shorter tape. Where

conditions permit, time spent in returning the implements may be saved by having one half of the division at each end of the field, so that they may throw back and forth. If possible, each competitor should be allowed three trials, but where an event moves so slowly as to delay the rest of the meet, the trials may be reduced to two each.

#### VI. Recording Results and Computing Scores.

1. *Keeping Records and Posting Results.* One copy of each division's record sheet should be taken to the field to take down the records as made. For convenience in handling, these sheets should be mounted on appropriate clip-boards. At the end of each day's competition, the score-keeper and his assistant should transfer the records to the duplicate copy of the division's sheet, writing the figures in the columns marked "R". Percentage scores should then be obtained from the tables and written in the columns marked "S".

It will add greatly to the interest of the students if these sheets are posted in a conspicuous place and are always kept up-to-date, and if there is indicated (with a pencil, for ease in changing) the score to date of each individual, squad, and division. It is also valuable to announce from time to time the ranking of the divisions, the names of the leading competitors, and the name of the leading group.

2. *The Use of the Tables.* The tables can be used best by having two persons working together, one calling off records and writing scores, while the other looks up percentages in the tables. In scoring a division, turn to the proper table and go successively through each event to be scored. If it happens that the record of a competitor falls between two figures given in the table, the one nearest the actual record may be taken as the score, or a more accurate percentage may be found mentally by inspection. For example, if a boy of more than 135 lbs. runs 200 meters in 35:4, the calculation would be this: From the table we see that 35:2 = 44%, and 37:0 = 40%. Thus, a difference of 4% = 8/5 sec., or 1% = 2/5 sec. And since 35:4 is 2/5 sec. below 44%, its exact score is 43%. A boy not finishing a race or not making at least one successful trial in a field event, is given a score of zero in that event.

Following is a key to the numbers in parentheses after each event: (1) Time is shown in seconds and fifth-seconds. (2) Time is shown in minutes and seconds. (3) Distance is shown in feet and inches. (4) Distance is shown in meters and centimeters.

2

4

7

4

0

2

7

1044

SCORING TABLE, TRACK AND FIELD EVENTS,

Weight:—135 lbs. and Over

體育記分表第一頁

English Measure	100%	96%	92%	88%	84%	80%	76%	72%	68%	64%	60%	56%	52%	48%	44%	40%	36%
100 yd. Dash (1)	10.4	11.0	11.1	11.2	11.3	11.4	12.0	12.1	12.2	12.3	12.4	13.1	13.3	14.0	14.3	15.2	16.1
220 yd. Dash (1)	24.4	25.0	25.2	25.4	26.1	26.4	27.2	28.1	29.0	30.0	31.0	32.0	33.1	34.3	36.1	38.0	40.0
440 yd. Dash (1,2)	56.0	56.3	57.1	58.0	59.0	1:00	1:01	1:02	1:04	1:06	1:08	1:10	1:12	1:15	1:18	1:22	1:26
Half Mile Race (2)	2:15 <sup>3</sup> / <sub>5</sub>	2:16	2:17	2:19	2:21	2:23	2:25	2:28	2:31	2:34	2:38	2:43	2:48	2:53	2:59	3:06	3:13
One Mile Race (2)	5:04 <sup>2</sup> / <sub>5</sub>	5:07	5:11	5:15	5:20	5:26	5:32	5:38	5:45	5:53	6:02	6:13	6:25	6:38	6:51	7:05	7:20
Two Mile Race (2)	11:29	11:35	11:42	11:51	12:01	12:12	12:24	12:36	12:49	13:05	13:24	13:45	14:08	14:32	14:58	15:25	15:52
120 yd. High Hurd. (1)	17:2	17:3	17:4	18:0	18:2	18:4	19:1	19:3	20:1	20:4	21:2	22:1	23:0	23:4	24:3	25:3	26:3
220 yd. Low Hurd. (1)	27:4	28:0	28:2	28:4	29:2	30:0	30:4	31:3	32:3	33:3	34:3	35:4	37:1	38:3	40:2	42:2	44:3
440 yd. Relay (1,2)	60:4	61:2	1:02	1:03	1:04	1:05	1:06	1:07	1:08	1:10	1:12	1:14	1:16	1:18	1:21	1:24	1:28
High Jump (3)	5.7	5.6	5.5	5.4	5.3	5.2	5.1	5.0	4.11	4.9 <sup>1</sup> / <sub>2</sub>	4.8	4.6 <sup>1</sup> / <sub>2</sub>	4.5	4.3 <sup>1</sup> / <sub>2</sub>	4.2	4.0	3.10
Pole Vault (3)	10.0 <sup>1</sup> / <sub>2</sub>	9.10	9.7 <sup>1</sup> / <sub>2</sub>	9.5	9.2	8.11	8.8	8.5	8.2	7.11	7.8	7.4	7.0	6.8	6.4	6.0	5.8
Broad Jump (3)	19.4	19.1	18.10	18.7	18.3	17.11	17.7	17.3	16.10	16.5	16.0	15.7	15.2	14.8	14.2	13.8	13.1
Hop, Step, & Jump (3)	39.0	38.7	38.1	37.7	37.1	36.6	35.11	35.4	34.8	34.0	33.3	32.5	31.6	30.7	29.7	28.7	27.7
Shot Put (12 lbs.) (3)	40.4 <sup>1</sup> / <sub>2</sub>	39.6	38.8	37.10	36.11	36.0	35.0	34.0	32.11	31.10	30.9	29.8	28.6	27.3	26.0	24.8	23.4
Discus Throw (3)	100.11	98.10	96.8	94.5	92.0	89.5	86.9	84.0	81.2	78.3	75.4	72.4	69.3	66.1	62.10	59.7	56.3
Javelin Throw (3)	132.1 <sup>1</sup> / <sub>2</sub>	129.3	126.4	123.4	120.3	117.1	113.9	110.3	106.6	102.6	98.3	94.0	89.8	85.4	81.0	76.7	72.0
Metric Measure	100%	96%	92%	88%	84%	80%	76%	72%	68%	64%	60%	56%	52%	48%	44%	40%	36%
100 m. Dash (1)	11.4	12.0	12.1	12.2	12.3	12.4	13.0	13.1	13.2	13.3	14.0	14.2	14.4	15.2	16.0	16.4	17.4
200 m. Dash (1)	24.3	24.4	25.1	25.3	26.0	26.3	27.1	27.4	28.3	29.3	30.3	31.3	32.4	34.0	35.2	37.0	38.4
400 m. Dash (1,2)	55.3	56.0	56.3	57.2	58.1	59.0	1:00	1:01	1:03	1:05	1:07	1:09	1:11	1:14	1:17	1:21	1:25
800 m. Race (2)	2:15	2:16	2:17	2:18	2:20	2:22	2:24	2:27	2:30	2:34	2:38	2:42	2:47	2:52	2:58	3:04	3:11
1500 m. Race (2)	4:38	4:40	4:43	4:47	4:52	4:58	5:04	5:10	5:17	5:24	5:32	5:41	5:51	6:02	6:14	6:27	6:41
3000 m. Race (2)	10:33	10:38	10:45	10:53	11:02	11:13	11:25	11:38	11:52	12:06	12:21	12:40	13:00	13:23	13:47	14:12	14:38
110 m. High Hurd. (1)	17:2	17:3	17:4	18:0	18:2	18:4	19:1	19:3	20:1	20:4	21:2	22:1	23:0	23:4	24:3	25:3	26:3
200 m. Low Hurd. (1)	27:3	27:4	28:1	28:3	29:1	29:4	30:3	31:2	32:1	33:1	34:1	35:2	36:4	38:1	40:0	42:0	44:1
400 m. Relay (1,2)	60:2	1:01	1:02	1:03	1:04	1:05	1:06	1:07	1:08	1:09	1:11	1:13	1:15	1:17	1:20	1:23	1:27
High Jump (4)	1.70	1.68	1.66	1.64	1.61	1.58	1.55	1.52	1.49	1.46	1.43	1.40	1.36	1.32	1.28	1.23	1.18
Pole Vault (4)	3.06	3.00	2.94	2.87	2.80	2.72	2.64	2.56	2.48	2.40	2.32	2.24	2.15	2.06	1.97	1.87	1.77
Broad Jump (4)	5.89	5.82	5.74	5.66	5.57	5.47	5.36	5.25	5.14	5.03	4.91	4.76	4.61	4.46	4.31	4.15	3.99
Hop, Step, & Jump (4)	11.89	11.76	11.62	11.45	11.28	11.09	10.90	10.70	10.49	10.28	10.07	9.85	9.61	9.34	9.05	8.74	8.41
Shot Put (12 lbs.) (4)	12.31	12.07	11.82	11.55	11.25	10.94	10.62	10.30	9.97	9.63	9.28	8.92	8.54	8.14	7.73	7.31	6.89
Discus Throw (4)	30.76	30.10	29.42	28.72	27.98	27.20	26.40	25.59	24.75	23.90	23.00	22.05	21.07	20.07	19.06	18.04	17.01
Javelin Throw (4)	40.27	39.39	38.50	37.60	36.65	35.65	34.60	33.50	32.35	31.15	29.90	28.60	27.28	25.95	24.60	23.25	21.90

SCORING TABLE, TRACK AND FIELD EVENTS, Part I.

ver

體育記分表第一頁

體重一百三十五磅有餘

76%	72%	68%	64%	60%	56%	52%	48%	44%	40%	36%	32%	28%	24%	20%	16%	12%	8%	4%	0%
12:0	12:1	12:2	12:3	12:4	13:1	13:3	14:0	14:3	15:2	16:1	17:0	18:0	19:1	20:2	21:4	23:2	25:2	28:3	35:0 (1)
27:2	28:1	29:0	30:0	31:0	32:0	33:1	34:3	36:1	38:0	40:0	42:0	44:1	46:4	49:3	53:0	57:2	61:0	67:0	80:0 (1)
1:01	1:02	1:04	1:06	1:08	1:10	1:12	1:15	1:18	1:22	1:26	1:30	1:34	1:39	1:45	1:51	1:59	2:08	2:20	2:45 (1,2)
2:25	2:28	2:31	2:34	2:38	2:43	2:48	2:53	2:59	3:06	3:13	3:21	3:30	3:40	3:52	4:05	4:20	4:38	4:59	5:50 (2)
5:32	5:38	5:45	5:53	6:02	6:13	6:25	6:38	6:51	7:05	7:20	7:36	7:55	8:15	8:39	9:05	9:35	10:10	10:52	12:00 (2)
12:24	12:36	12:49	13:05	13:24	13:45	14:08	14:32	14:58	15:25	15:52	16:25	17:05	17:42	18:30	19:15	20:12	21:22	22:50	25:00 (2)
19:1	19:3	20:1	20:4	21:2	22:1	23:0	23:4	24:3	25:3	26:3	27:4	29:0	30:2	32:0	33:4	35:4	38:1	41:0	45:0 (1)
30:4	31:3	32:3	33:3	34:3	35:4	37:1	38:3	40:2	42:2	44:3	47:1	49:4	52:4	56:0	59:3	63:4	69:0	76:0	90:0 (1)
1:06	1:07	1:08	1:10	1:12	1:14	1:16	1:18	1:21	1:24	1:28	1:32	1:36	1:40	1:45	1:50	1:58	2:08	2:20	2:45 (1,2)
5:1	5:0	4:11	4:9½	4:8	4:6½	4:5	4:3½	4:2	4:0	3:10	3:8	3:6	3:4	3:2	3:0	2:9	2:6	2:3	2:0 (3)
8:8	8:5	8:2	7:11	7:8	7:4	7:0	6:8	6:4	6:0	5:8	5:4	5:0	4:8	4:4	4:0	3:7	3:2	2:9	2:4 (3)
17:7	17:3	16:10	16:5	16:0	15:7	15:2	14:8	14:2	13:8	13:1	12:5	11:8	10:11	10:2	9:4	8:6	7:8	6:10	6:0 (3)
35:11	35:4	34:8	34:0	33:3	32:5	31:6	30:7	29:7	28:7	27:7	26:6	25:5	24:4	23:2	21:10	20:4	18:8	17:0	15:0 (3)
35:0	34:0	32:11	31:10	30:9	29:8	28:6	27:3	26:0	24:8	23:4	22:0	20:6	19:0	17:5	15:10	14:3	12:7	10:10	9:0 (3)
86:9	84:0	81:2	78:3	75:4	72:4	69:3	66:1	62:10	59:7	56:3	52:10	49:5	46:0	42:7	39:1	35:0	30:9	25:9	20:0 (3)
113:9	110:3	106:6	102:6	98:3	94:0	89:8	85:4	81:0	76:7	72:0	67:2	62:2	57:1	52:0	47:10	42:8	37:0	31:0	24:0 (3)
76%	72%	68%	64%	60%	56%	52%	48%	44%	40%	36%	32%	28%	24%	20%	16%	12%	8%	4%	0%
13:0	13:1	13:2	13:3	14:0	14:2	14:4	15:2	16:0	16:4	17:4	18:4	20:0	21:1	22:2	23:4	25:4	28:0	31:2	38:0 (1)
27:1	27:4	28:3	29:3	30:3	31:3	32:4	34:0	35:2	37:0	38:4	40:4	43:0	45:1	47:4	50:4	54:3	59:0	65:0	79:0 (1)
1:00	1:01	1:03	1:05	1:07	1:09	1:11	1:14	1:17	1:21	1:25	1:29	1:33	1:38	1:44	1:50	1:57	2:06	2:16	2:43 (1,2)
2:24	2:27	2:30	2:34	2:38	2:42	2:47	2:52	2:58	3:04	3:11	3:19	3:28	3:38	3:50	4:02	4:17	4:35	4:56	5:45 (2)
5:04	5:10	5:17	5:24	5:32	5:41	5:51	6:02	6:14	6:27	6:41	6:55	7:12	7:30	7:53	8:15	8:42	9:12	9:53	10:50 (2)
11:25	11:38	11:52	12:06	12:21	12:40	13:00	13:23	13:47	14:12	14:38	15:05	15:45	16:20	17:00	17:45	18:40	19:45	21:00	23:00 (2)
19:1	19:3	20:1	20:4	21:2	22:1	23:0	23:4	24:3	25:3	26:3	27:4	29:0	30:2	32:0	33:4	35:4	38:1	41:0	45:0 (1)
30:3	31:2	32:1	33:1	34:1	35:2	36:4	38:1	40:0	42:0	44:1	46:4	49:1	52:1	55:2	59:0	63:0	68:0	75:0	89:0 (1)
1:06	1:07	1:08	1:09	1:11	1:13	1:15	1:17	1:20	1:23	1:27	1:31	1:35	1:40	1:46	1:53	2:01	2:10	2:21	2:43 (1,2)
1:55	1:52	1:49	1:46	1:43	1:40	1:36	1:32	1:28	1:23	1:18	1:13	1:08	1:03	0:97	0:91	0:84	0:77	0:69	0:61 (4)
2:64	2:56	2:48	2:40	2:32	2:24	2:15	2:06	1:97	1:87	1:77	1:67	1:56	1:45	1:34	1:23	1:12	1:00	0:86	0:71 (4)
5:36	5:25	5:14	5:03	4:91	4:76	4:61	4:46	4:31	4:15	3:99	3:82	3:62	3:42	3:18	2:93	2:68	2:41	2:13	1:83 (4)
10:90	10:70	10:49	10:28	10:07	9:85	9:61	9:34	9:05	8:74	8:41	8:07	7:72	7:35	6:98	6:60	6:20	5:72	5:20	4:57 (4)
10:62	10:30	9:97	9:63	9:28	8:92	8:54	8:14	7:73	7:31	6:89	6:47	6:05	5:53	5:10	4:67	4:23	3:75	3:25	2:74 (4)
26:40	25:59	24:75	23:90	23:00	22:05	21:07	20:07	19:06	18:04	17:01	15:97	14:92	13:86	12:79	11:70	10:55	9:15	7:70	6:10 (4)
34:60	33:50	32:35	31:15	29:90	28:60	27:28	25:95	24:60	23:25	21:90	20:53	19:13	17:72	16:30	14:74	13:10	11:25	9:35	7:32 (4)

以碼為準個而量計

- 百碼
- 二百二十碼
- 四百四十碼
- 半英里
- 一英里
- 二英里
- 一百二十碼高欄
- 二百二十碼低欄
- 四百四十碼接力
- 跳高
- 撐杆跳高
- 跳遠
- 三級跳遠
- 鐵球
- 鐵餅
- 標槍

以呎為準個而量計

- 一百呎
- 二百呎
- 四百呎
- 八百呎
- 一千五百呎
- 三千呎
- 一百一十呎高欄
- 二百呎低欄
- 四百呎接力
- 跳高
- 撐杆跳高
- 跳遠
- 三級跳遠
- 鐵球
- 鐵餅
- 標槍

SCORING TABLE, TRACK AND FIELD EVENTS, Part II.

Weight:—121 to 135 lbs.

體育記分表第二頁

體重一百

English Measure	100%	96%	92%	88%	84%	80%	76%	72%	68%	64%	60%	56%	52%	48%	44%	40%	36%	32%	28%	24%
100 yd. Dash	(1) 11:1	11:2	11:3	11:4	12:0	12:1	12:2	12:3	12:4	13:0	13:2	13:4	14:1	14:4	15:2	16:1	17:0	18:0	19:0	20:1
220 yd. Dash	(1) 26:1	26:2	26:4	27:1	27:3	28:1	28:4	29:3	30:2	31:2	32:2	33:3	34:4	36:1	37:4	39:3	41:3	43:4	46:1	48:4
440 yd. Dash	(2) 1:00	1:01	1:02	1:03	1:04	1:05	1:06	1:07	1:09	1:11	1:13	1:15	1:17	1:20	1:23	1:27	1:31	1:35	1:39	1:44
Half Mile Race	(2) 2:23	2:24	2:25	2:27	2:29	2:31	2:33	2:36	2:39	2:42	2:46	2:51	2:56	3:01	3:07	3:14	3:22	3:30	3:39	3:49
One Mile Race	(2) 5:19	5:22	5:26	5:30	5:35	5:41	5:47	5:53	6:00	6:08	6:17	6:28	6:40	6:53	7:06	7:20	7:35	7:51	8:10	8:30
Two Mile Race	(2) 12:00	12:06	12:13	12:21	12:30	12:40	12:52	13:05	13:19	13:35	13:54	14:15	14:38	15:02	15:28	15:55	16:22	16:55	17:35	18:12
120 yd. High Hurd.	(1) 18:1	18:2	18:3	18:4	19:1	19:3	20:0	20:2	21:0	21:3	22:1	23:0	23:4	24:3	25:3	26:3	27:3	28:4	30:0	31:2
220 yd. Low Hurd.	(1) 29:3	29:4	30:1	30:3	31:1	31:4	32:3	33:2	34:2	35:2	36:2	37:3	39:0	40:2	42:1	44:1	46:2	49:0	51:4	54:4
440 yd. Relay	(2) 1:04	1:05	1:06	1:07	1:08	1:09	1:10	1:11	1:12	1:14	1:16	1:18	1:20	1:22	1:25	1:28	1:32	1:36	1:41	1:46
High Jump	(3) 5-3	5-2	5-1	5-0	4-11	4-10	4-9	4-8	4-7	4-6	4-4½	4-3	4-1½	4-0	3-10½	3-9	3-7½	3-6	3-4	3-2
Pole Vault	(3) 9-7	9-5	9-3	9-1	8-11	8-9	8-6	8-3	8-0	7-9	7-6	7-2	6-10	6-6	6-2	5-10	5-6	5-2	4-10	4-6
Broad Jump	(3) 18-9	18-6	18-3	18-0	17-9	17-6	17-2	16-10	16-6	16-1	15-8	15-3	14-10	14-5	13-11	13-5	12-11	12-3	11-6	10-9
Hop, Step, & Jump	(3) 38-0	37-7	37-2	36-9	36-3	35-8	35-1	34-6	33-11	33-4	32-8	31-10	30-11	30-0	29-1	28-2	27-2	26-1	25-0	23-11
Shot Put (12 lbs)	(3) 38-0	37-3	36-6	35-8	34-10	34-0	33-2	32-4	31-5	30-6	29-6	28-6	27-5	26-4	25-2	23-11	22-7	21-3	19-10	18-4
Discus Throw	(3) 95-0	93-0	91-0	88-10	86-7	84-2	81-8	79-1	76-4	73-7	70-9	67-11	65-0	62-0	58-11	55-9	52-7	49-4	46-1	42-10
Javelin Throw	(3) 122-0	119-7	117-0	114-3	111-5	108-7	105-8	102-8	99-6	96-0	92-2	88-3	84-3	80-2	76-1	72-0	67-9	63-5	58-10	54-2
Metric Measure	100%	96%	92%	88%	84%	80%	76%	72%	68%	64%	60%	56%	52%	48%	44%	40%	36%	32%	28%	24%
100 m. Dash	(1) 12:2	12:3	12:4	13:0	13:1	13:2	13:3	13:4	14:0	14:2	14:4	15:1	15:4	16:2	17:0	17:4	18:4	19:4	21:0	22:1
200 m. Dash	(1) 26:0	26:1	26:3	27:1	27:4	28:2	29:0	29:4	30:3	31:3	32:3	33:3	34:4	36:0	37:2	39:0	40:4	42:4	45:0	47:1
400 m. Dash	(1,2) 59:3	60:2	61:1	1:02	1:03	1:04	1:05	1:06	1:08	1:10	1:12	1:14	1:16	1:19	1:22	1:26	1:30	1:34	1:38	1:43
800 m. Race	(2) 2:22	2:23	2:24	2:25	2:27	2:29	2:31	2:34	2:37	2:40	2:44	2:49	2:54	2:59	3:04	3:10	3:17	3:25	3:34	3:44
1500 m. Race	(2) 4:53	4:55	4:58	5:01	5:05	5:10	5:16	5:22	5:29	5:36	5:43	5:52	6:02	6:13	6:25	6:38	6:51	7:05	7:22	7:40
3000 m. Race	(2) 11:00	11:05	11:11	11:18	11:27	11:37	11:49	12:01	12:14	12:28	12:43	13:00	13:20	13:43	14:07	14:32	14:58	15:25	16:05	16:40
110 m. High Hurd.	(1) 18:1	18:2	18:3	18:4	19:1	19:3	20:0	20:2	21:0	21:3	22:1	23:0	23:4	24:3	25:3	26:3	27:3	28:4	30:0	31:2
200 m. Low Hurd.	(1) 29:2	29:3	30:0	30:2	30:4	31:2	32:0	32:4	33:3	34:3	35:3	36:4	37:1	39:2	41:1	43:1	45:2	48:0	50:4	53:4
400 m. Relay	(2) 1:03	1:04	1:05	1:06	1:07	1:08	1:09	1:10	1:11	1:13	1:15	1:17	1:19	1:21	1:24	1:27	1:31	1:35	1:39	1:44
High Jump	(4) 1-60	1-58	1-56	1-54	1-52	1-50	1-47	1-44	1-41	1-38	1-35	1-32	1-29	1-25	1-21	1-17	1-12	1-07	1-02	0-97
Pole Vault	(4) 2-92	2-86	2-80	2-73	2-66	2-59	2-52	2-45	2-37	2-29	2-21	2-13	2-05	1-97	1-89	1-80	1-71	1-61	1-51	1-40
Broad Jump	(4) 5-71	5-63	5-55	5-47	5-39	5-30	5-21	5-11	5-01	4-90	4-78	4-65	4-52	4-39	4-25	4-09	3-92	3-72	3-51	3-28
Hop, Step, & Jump	(4) 11-58	11-46	11-33	11-19	11-04	10-88	10-71	10-53	10-35	10-16	9-95	9-71	9-43	9-15	8-86	8-57	8-27	7-94	7-61	7-28
Shot Put	(4) 11-58	11-36	11-13	10-88	10-63	10-37	10-11	9-85	9-57	9-29	8-99	8-68	8-35	8-02	7-66	7-28	6-88	6-47	6-04	5-58
Discus Throw	(4) 28-96	28-35	27-74	27-08	26-40	25-67	24-89	24-11	23-28	22-43	21-57	20-71	19-83	18-91	17-97	17-01	16-07	15-08	14-08	13-08
Javelin Throw	(4) 37-18	36-43	35-65	34-82	33-96	33-10	32-20	31-29	30-32	29-26	28-09	26-89	25-68	24-44	23-19	21-92	20-60	19-30	17-93	16-51

SCORING TABLE, TRACK AND FIELD EVENTS, Part II.

體育記分表第二頁

體重一百二十一磅至一百三十五磅

76%	72%	68%	64%	60%	56%	52%	48%	44%	40%	36%	32%	28%	24%	20%	16%	12%	8%	4%	0%			
12:2	12:3	12:4	13:0	13:2	13:4	14:1	14:4	15:2	16:1	17:0	18:0	19:0	20:1	21:2	22:3	24:1	26:1	29:3	36:0	(1)	以碼為準個而量計	
28:4	29:3	30:2	31:2	32:2	33:3	34:4	36:1	37:4	39:3	41:3	43:4	46:1	48:4	51:3	55:0	59:2	63:0	69:0	82:0	(1)	百碼	
1:06	1:07	1:09	1:11	1:13	1:15	1:17	1:20	1:23	1:27	1:31	1:35	1:39	1:44	1:50	1:56	2:04	2:13	2:25	2:50	(2)	二百二十碼	
2:33	2:36	2:39	2:42	2:46	2:51	2:56	3:01	3:07	3:14	3:22	3:30	3:39	3:49	4:01	4:14	4:29	4:47	5:09	6:00	(2)	四百四十碼	
5:47	5:53	6:00	6:08	6:17	6:28	6:40	6:53	7:06	7:20	7:35	7:51	8:10	8:30	8:54	9:20	9:50	10:25	11:07	12:15	(2)	半英里	
12:52	13:05	13:19	13:35	13:54	14:15	14:38	15:02	15:28	15:55	16:22	16:55	17:35	18:12	19:00	19:45	20:32	21:52	23:20	25:30	(2)	一英里	
20:0	20:2	21:0	21:3	22:1	23:0	23:4	24:3	25:3	26:3	27:3	28:4	30:0	31:2	33:0	34:4	36:4	39:1	42:0	46:0	(1)	二英里	
32:3	33:2	34:2	35:2	36:2	37:3	39:0	40:2	42:1	44:1	46:2	49:0	51:4	54:4	58:0	61:3	65:4	71:0	78:0	92:0	(1)	一百二十碼高欄	
1:10	1:11	1:12	1:14	1:16	1:18	1:20	1:22	1:25	1:28	1:32	1:36	1:41	1:46	1:51	1:57	2:03	2:13	2:25	2:50	(2)	二百二十碼低欄	
4:9	4:8	4:7	4:6	4:4½	4:3	4:1½	4:0	3:10½	3:9	3:7½	3:6	3:4	3:2	3:0	2:10	2:8	2:5	2:2	1:11	(3)	四百四十碼接力	
8:6	8:3	8:0	7:9	7:6	7:2	6:10	6:6	6:2	5:10	5:6	5:2	4:10	4:6	4:2	3:10	3:6	3:1	2:8	2:3	(3)	跳高	
17:2	16:10	16:6	16:1	15:8	15:3	14:10	14:5	13:11	13:5	12:11	12:3	11:6	10:9	10:0	9:2	8:4	7:6	6:8	5:10	(3)	撐杆跳高	
35:1	34:6	33:11	33:4	32:8	31:10	30:11	30:0	29:1	28:2	27:2	26:1	25:0	23:11	22:9	21:6	20:0	18:4	16:8	14:8	(3)	跳遠	
33:2	32:4	31:5	30:6	29:6	28:6	27:5	26:4	25:2	23:11	22:7	21:3	19:10	18:4	16:10	15:4	13:9	12:1	10:5	8:9	(3)	三級跳遠	
81:8	79:1	76:4	73:7	70:9	67:11	65:0	62:0	58:11	55:9	52:7	49:4	46:1	42:10	39:7	36:3	32:5	28:0	23:7	19:0	(3)	鐵球	
105:8	102:8	99:6	96:0	92:2	88:3	84:3	80:2	76:1	72:0	67:9	63:5	58:10	54:2	49:4	44:4	39:2	34:0	28:6	22:9	(3)	鐵餅	
																						以呎為準個而量計
76%	72%	68%	64%	60%	56%	52%	48%	44%	40%	36%	32%	28%	24%	20%	16%	12%	8%	4%	0%			
13:3	13:4	14:0	14:2	14:4	15:1	15:4	16:2	17:0	17:4	18:4	19:4	21:0	22:1	23:2	24:4	26:4	29:0	32:2	39:0	(1)	一百呎	
29:0	29:4	30:3	31:3	32:3	33:3	34:4	36:0	37:2	39:0	40:4	42:4	45:0	47:1	49:4	52:4	56:3	61:0	67:0	81:0	(1)	二百呎	
1:05	1:06	1:08	1:10	1:12	1:14	1:16	1:19	1:22	1:26	1:30	1:34	1:38	1:43	1:48	1:54	2:02	2:11	2:23	2:48	(2)	四百呎	
2:31	2:34	2:37	2:40	2:44	2:49	2:54	2:59	3:04	3:10	3:17	3:25	3:34	3:44	3:56	4:09	4:24	4:42	5:04	5:55	(2)	八百呎	
5:16	5:22	5:29	5:36	5:43	5:52	6:02	6:13	6:25	6:38	6:51	7:05	7:22	7:40	8:02	8:25	8:52	9:22	10:03	11:00	(2)	一千五百呎	
11:49	12:01	12:14	12:28	12:43	13:00	13:20	13:43	14:07	14:32	14:58	15:25	16:05	16:40	17:20	18:05	19:00	20:05	21:20	23:20	(2)	三千呎	
20:0	20:2	21:0	21:3	22:1	23:0	23:4	24:3	25:3	26:3	27:3	28:4	30:0	31:2	33:0	34:4	36:4	39:1	42:0	46:0	(1)	一百一十呎高欄	
32:0	32:4	33:3	34:3	35:3	36:4	37:1	39:2	41:1	43:1	45:2	48:0	50:4	53:4	57:0	60:3	64:4	70:0	77:0	91:0	(1)	二百呎低欄	
1:09	1:10	1:11	1:13	1:15	1:17	1:19	1:21	1:24	1:27	1:31	1:35	1:39	1:44	1:49	1:55	2:01	2:11	2:23	2:48	(2)	四百呎接力	
1:47	1:44	1:41	1:38	1:35	1:32	1:29	1:25	1:21	1:17	1:12	1:07	1:02	0:97	0:92	0:86	0:80	0:73	0:66	0:58	(4)	跳高	
2:52	2:45	2:37	2:29	2:21	2:13	2:05	1:97	1:89	1:80	1:71	1:61	1:51	1:40	1:29	1:18	1:07	0:95	0:83	0:69	(4)	撐杆跳高	
5:21	5:11	5:01	4:90	4:78	4:65	4:52	4:39	4:25	4:09	3:92	3:72	3:51	3:28	3:04	2:79	2:54	2:29	2:04	1:78	(4)	跳遠	
10:71	10:53	10:35	10:16	9:95	9:71	9:43	9:15	8:86	8:57	8:27	7:94	7:61	7:28	6:94	6:54	6:10	5:59	5:05	4:47	(4)	三級跳遠	
10:11	9:85	9:57	9:29	8:99	8:68	8:35	8:02	7:66	7:28	6:88	6:47	6:04	5:58	5:12	4:64	4:16	3:67	3:17	2:67	(4)	鐵球	
24:89	24:11	23:28	22:43	21:57	20:71	19:83	18:91	17:97	17:01	16:07	15:08	14:08	13:08	12:07	11:05	9:88	8:53	7:19	5:79	(4)	鐵餅	
32:20	31:29	30:32	29:26	28:09	26:89	25:68	24:44	23:19	21:92	20:60	19:30	17:93	16:51	15:04	13:51	11:94	10:36	8:68	6:92	(4)	標槍	

SCORING TABLE, TRACK AND FIELD EVENTS,

體育記分表 第三頁

Weight:—106-120 lbs.

English Measure	100%	96%	92%	88%	84%	80%	76%	72%	68%	64%	60%	56%	52%	48%	44%	40%
75 yd. Dash (1)	9:1	—	9:2	—	9:3	—	9:4	10:0	10:1	10:2	10:3	10:4	11:0	11:2	11:4	12:1
100 yd. Dash (1)	12:0	12:1	12:2	12:3	12:4	13:0	13:1	13:2	13:3	13:4	14:0	14:2	14:4	15:2	16:0	16:4
220 yd. Dash (1)	28:0	28:1	28:3	29:0	29:2	30:0	30:3	31:1	32:0	33:0	34:0	35:0	36:1	37:2	39:0	30:4
440 yd. Race (2)	1:04	1:05	1:06	1:07	1:08	1:09	1:10	1:11	1:12	1:14	1:16	1:18	1:20	1:23	1:26	1:30
Half Mile Race (2)	2:30	2:31	2:33	2:35	2:37	2:39	2:42	2:45	2:48	2:51	2:55	3:00	3:05	3:11	3:17	3:24
One Mile Race (2)	5:34	5:37	5:41	5:45	5:50	5:56	6:02	6:08	6:15	6:23	6:32	6:43	6:55	7:08	7:21	7:35
120 yd. High Hurd. (1)	19:0	19:1	19:2	19:4	20:1	20:3	21:0	21:3	22:1	22:4	23:3	24:2	25:1	26:1	27:1	28:1
220 yd. Low Hurd. (1)	31:3	31:4	32:1	32:3	33:1	33:4	34:3	35:2	36:2	37:2	38:2	39:3	41:0	42:2	44:1	46:1
220 yd. Relay (1)	30:0	30:1	30:2	30:4	31:1	31:3	32:1	32:4	33:2	34:1	35:0	36:0	37:1	38:2	39:4	41:2
High Jump (3)	4-11	4-10½	4-10	4-9½	4-9	4-8	4-7	4-6	4-5	4-4	4-3	4-1½	4-0	3-10½	3-9	3-7
Pole Vault (3)	9-0	8-11	8-9	8-7	8-5	8-3	8-1	7-11	7-8	7-5	7-2	6-11	6-8	6-5	6-2	5-10
Broad Jump (3)	18-0	17-9	17-6	17-3	17-0	16-9	16-5	16-1	15-9	15-5	15-1	14-9	14-4	13-11	13-6	13-0
Hop, Step, & Jump (3)	36-6	36-1	35-8	35-3	34-10	34-4	33-10	33-3	32-8	32-0	31-4	30-7	29-10	29-0	28-1	27-2
Shot Put (12 lbs.) (3)	35-6	34-11	34-4	33-9	33-2	32-6	31-10	31-1	30-4	29-6	28-8	27-9	26-10	25-10	24-9	23-8
Discus Throw (3)	86-0	84-2	82-3	80-3	78-2	76-0	73-9	71-5	69-0	66-6	63-11	61-3	58-6	55-8	52-9	49-9
Javelin Throw (3)	110-0	107-10	105-7	103-3	100-10	98-4	95-9	93-1	90-4	87-6	84-7	81-7	78-5	75-1	71-8	68-1
Metric Measure	100%	96%	92%	88%	84%	80%	76%	72%	68%	64%	60%	56%	52%	48%	44%	40%
75 m. Dash (1)	10:0	—	10:1	—	10:2	10:3	10:4	11:0	11:1	11:2	11:3	12:0	12:2	12:4	13:1	13:4
100 m. Dash (1)	13:0	13:1	13:2	13:3	13:4	14:0	14:1	14:3	15:0	15:2	15:4	16:0	16:3	17:1	17:4	18:3
200 m. Dash (1)	27:4	28:0	28:1	28:3	29:0	29:2	30:0	30:3	31:2	32:1	33:1	34:1	35:2	36:3	38:0	39:3
400 m. Race (2)	1:03	1:04	1:05	1:06	1:07	1:08	1:09	1:10	1:11	1:13	1:15	1:17	1:19	1:22	1:25	1:28
800 m. Race (2)	2:29	2:30	2:32	2:34	2:36	2:38	2:40	2:43	2:46	2:49	2:53	2:58	3:03	3:09	3:15	3:21
1500 m. Race (2)	5:05	5:07	5:10	5:13	5:16	5:20	5:24	5:29	5:34	5:40	5:47	5:55	6:04	6:14	6:25	6:36
110 m. High Hurd. (1)	19:0	19:1	19:2	19:4	20:1	20:3	21:0	21:3	22:1	22:4	23:3	24:2	25:1	26:1	27:1	28:1
200 m. Low Hurd. (1)	31:2	31:3	32:0	32:2	32:4	33:2	34:0	34:4	35:3	36:3	37:4	39:0	40:2	41:4	43:2	45:1
200 m. Relay (1)	29:4	30:0	30:1	30:2	30:4	31:1	31:4	32:2	33:0	33:4	34:3	35:3	36:3	37:4	39:0	40:2
High Jump (4)	1.50	1.49	1.48	1.46	1.44	1.42	1.39	1.36	1.33	1.30	1.27	1.24	1.21	1.17	1.13	1.09
Pole Vault (4)	2.74	2.72	2.67	2.62	2.57	2.52	2.47	2.42	2.35	2.27	2.19	2.11	2.03	1.95	1.87	1.77
Broad Jump (4)	5.49	5.42	5.35	5.27	5.19	5.10	5.00	4.90	4.80	4.70	4.60	4.50	4.38	4.25	4.11	3.96
Hop, Step, & Jump (4)	11.13	11.01	10.89	10.76	10.62	10.47	10.31	10.16	9.97	9.76	9.55	9.32	9.09	8.84	8.56	8.28
Shot Put (12 lbs.) (4)	10.82	10.65	10.47	10.29	10.11	9.91	9.70	9.47	9.24	8.99	8.74	8.46	8.18	7.88	7.55	7.21
Discus Throw (4)	26.21	25.65	25.07	24.46	23.82	23.16	22.48	21.77	21.04	20.28	19.50	18.68	17.84	16.97	16.08	15.17
Javelin Throw (4)	33.53	32.86	32.16	31.41	30.73	29.97	29.21	28.37	27.53	26.67	25.78	24.87	23.90	22.88	21.84	20.75

SCORING TABLE, TRACK AND FIELD EVENTS,

Part III.

體育記分表第三頁

體重一百零六磅至一百二十磅

76%	72%	68%	64%	60%	56%	52%	48%	44%	40%	36%	32%	28%	24%	20%	16%	12%	8%	4%	0%		
9:4	10:0	10:1	10:2	10:3	10:4	11:0	11:2	11:4	12:1	12:4	13:2	14:0	15:0	16:1	17:3	19:2	21:3	24:0	27:0	(1)	以碼為準個而量計
13:1	13:2	13:3	13:4	14:0	14:2	14:4	15:2	16:0	16:4	17:3	18:3	19:4	21:0	22:1	23:3	25:1	27:0	30:3	37:0	(1)	七十五碼
30:3	31:1	32:0	33:0	34:0	35:0	36:1	37:2	39:0	30:4	42:3	44:4	47:2	50:0	53:0	56:2	61:0	66:0	74:0	84:0	(1)	一百碼
1:10	1:11	1:12	1:14	1:16	1:18	1:20	1:23	1:26	1:30	1:34	1:38	1:43	1:48	1:54	2:00	2:09	2:19	2:31	2:55	(2)	二百二十碼
2:42	2:45	2:48	2:51	2:55	3:00	3:05	3:11	3:17	3:24	3:32	3:40	3:49	3:59	4:11	4:24	4:39	4:57	5:19	6:10	(2)	四百四十碼
6:02	6:08	6:15	6:23	6:32	6:43	6:55	7:08	7:21	7:35	7:50	8:06	8:25	8:45	9:09	9:35	10:05	10:40	11:22	12:30	(2)	半英里
21:0	21:3	22:1	22:4	23:3	24:2	25:1	26:1	27:1	28:1	29:2	30:3	32:0	33:2	35:0	36:4	38:4	41:1	44:0	48:0	(1)	一英里
34:3	35:2	36:2	37:2	38:2	39:3	41:0	42:2	44:1	46:1	48:2	51:0	53:4	56:4	60:0	63:3	67:4	73:0	80:0	94:0	(1)	一百二十碼高欄
32:1	32:4	33:2	34:1	35:0	36:0	37:1	38:2	39:4	41:2	43:1	45:2	47:4	50:1	53:0	56:2	61:0	66:0	74:0	84:0	(1)	二百二十碼低欄
4:7	4:6	4:5	4:4	4:3	4:1½	4:0	3:10½	3:9	3:7	3:5	3:3	3:1	2:11	2:9	2:7	2:5	2:3	2:1	1:10	(3)	二百二十碼接力
8:1	7:11	7:8	7:5	7:2	6:11	6:8	6:5	6:2	5:10	5:6	5:2	4:10	4:6	4:2	3:10	3:5	3:0	2:7	2:2	(3)	跳高
16:5	16:1	15:9	15:5	15:1	14:9	14:4	13:11	13:6	13:0	12:6	11:11	11:4	10:7	9:10	9:0	8:2	7:4	6:6	5:8	(3)	撐杆跳高
33:10	33:3	32:8	32:0	31:4	30:7	29:10	29:0	28:1	27:2	26:3	25:4	24:5	23:5	22:4	21:2	19:8	18:0	16:4	14:4	(3)	跳遠
31:10	31:1	30:4	29:6	28:8	27:9	26:10	25:10	24:9	23:8	22:7	21:5	20:3	19:0	17:9	16:5	14:10	13:0	10:10	8:6	(3)	三級跳遠
73:9	71:5	69:0	66:6	63:11	61:3	58:6	55:8	52:9	49:9	46:9	43:8	40:7	37:6	34:5	31:3	28:1	24:10	21:6	18:0	(3)	鐵球
95:9	93:1	90:4	87:6	84:7	81:7	78:5	75:1	71:8	68:1	64:4	60:6	56:6	52:4	48:0	43:3	38:3	32:10	27:0	20:6	(3)	鐵餅
76%	72%	68%	64%	60%	56%	52%	48%	44%	40%	36%	32%	28%	24%	20%	16%	12%	8%	4%	0%		以呎為準個而量計
10:4	11:0	11:1	11:2	11:3	12:0	12:2	12:4	13:1	13:4	14:2	15:0	15:4	16:4	18:0	19:2	21:2	23:3	25:1	29:0	(1)	七十五呎
14:1	14:3	15:0	15:2	15:4	16:0	16:3	17:1	17:4	18:3	19:3	20:3	21:4	23:0	24:2	26:0	27:4	29:3	33:2	40:0	(1)	一百呎
30:0	30:3	31:2	32:1	33:1	34:1	35:2	36:3	38:0	39:3	41:3	43:4	46:2	49:0	52:0	55:2	60:0	65:0	73:0	83:0	(1)	二百呎
1:09	1:10	1:11	1:13	1:15	1:17	1:19	1:22	1:25	1:28	1:32	1:36	1:41	1:46	1:52	1:58	2:07	2:17	2:29	2:53	(2)	四百呎
2:40	2:43	2:46	2:49	2:53	2:58	3:03	3:09	3:15	3:21	3:28	3:36	3:45	3:55	4:06	4:19	4:34	4:52	5:14	6:05	(2)	八百呎
5:24	5:29	5:34	5:40	5:47	5:55	6:04	6:14	6:25	6:36	6:48	7:02	7:18	7:36	7:56	8:19	8:45	9:20	10:02	11:10	(2)	一千五百呎
21:0	21:3	22:1	22:4	23:3	24:2	25:1	26:1	27:1	28:1	29:2	30:3	32:0	33:2	35:0	36:4	38:4	41:4	44:0	48:0	(1)	一百一十呎高欄
34:0	34:4	35:3	36:3	37:4	39:0	40:2	41:4	43:2	45:1	47:2	50:0	52:4	55:4	59:0	62:3	66:4	72:0	79:0	93:0	(1)	二百呎低欄
31:4	32:2	33:0	33:4	34:3	35:3	36:3	37:4	39:0	40:2	42:0	44:0	46:2	49:0	52:0	55:2	60:0	65:0	73:0	83:0	(1)	二百呎接力
1:39	1:36	1:33	1:30	1:27	1:24	1:21	1:17	1:13	1:09	1:04	0:99	0:94	0:89	0:84	0:79	0:74	0:69	0:64	0:56	(4)	跳高
2:47	2:42	2:35	2:27	2:19	2:11	2:03	1:95	1:87	1:77	1:67	1:57	1:47	1:37	1:27	1:17	1:05	0:92	0:79	0:66	(4)	撐杆跳高
5:00	4:90	4:80	4:70	4:60	4:50	4:38	4:25	4:11	3:96	3:81	3:63	3:45	3:23	3:00	2:75	2:50	2:24	1:98	1:72	(4)	跳遠
10:31	10:16	9:97	9:76	9:55	9:32	9:09	8:84	8:56	8:28	8:00	7:72	7:44	7:14	6:81	6:46	6:09	5:49	4:98	4:37	(4)	三級跳遠
9:70	9:47	9:24	8:99	8:74	8:46	8:18	7:88	7:55	7:21	6:88	6:52	6:17	5:79	5:41	5:00	4:52	3:96	3:30	2:69	(4)	鐵球
22:48	21:77	21:04	20:28	19:50	18:68	17:84	16:97	16:08	15:17	14:25	13:31	12:37	11:43	10:49	9:52	8:55	7:56	6:55	5:49	(4)	鐵餅
29:21	28:37	27:53	26:67	25:78	24:87	23:90	22:88	21:84	20:75	19:61	18:44	17:22	15:95	14:63	13:18	11:66	10:01	8:23	6:25	(4)	標槍

SCORING TABLE, TRACK AND FIELD EVENTS, Part IV

Weight:—91—105 lbs.

體育記分表第四頁

English Measure	100%	96%	92%	88%	84%	80%	76%	72%	68%	64%	60%	56%	52%	48%	44%	40%	36%	32%	28%	24%
75 yd. Dash (1)	9:3	—	9:4	—	10:0	—	10:1	10:2	10:3	10:4	11:0	11:1	11:3	12:0	12:2	13:0	13:3	14:1	14:4	15:3
100 yd. Dash (1)	12:3	12:4	13:0	13:1	13:2	13:3	13:4	14:0	14:1	14:2	14:3	15:0	15:2	16:0	16:3	17:1	18:0	18:4	19:4	21:0
220 yd. Dash (1)	29:4	30:1	30:3	31:0	31:2	32:0	32:3	33:1	34:0	34:4	35:4	37:0	38:2	40:0	41:3	43:2	45:1	47:1	49:3	52:1
440 yd. Race (2)	1:08	1:09	1:10	1:11	1:12	1:13	1:14	1:15	1:16	1:18	1:20	1:22	1:25	1:28	1:31	1:35	1:39	1:43	1:48	1:53
Half Mile Race (2)	2:36	2:38	2:40	2:42	2:45	2:48	2:51	2:55	2:59	3:04	3:09	3:15	3:21	3:27	3:34	3:42	3:50	3:59	4:09	4:20
One Mile Race (2)	5:45	5:49	5:53	5:57	6:02	6:07	6:13	6:20	6:28	6:36	6:45	6:55	7:06	7:18	7:31	7:45	8:00	8:17	8:36	8:57
220 yd. Low Hurd. (1)	33:3	34:0	34:2	35:0	35:3	36:1	37:0	37:4	38:4	40:0	41:1	42:3	44:1	46:0	48:0	50:1	52:2	54:4	57:2	60:0
220 yd. Relay (1)	31:0	31:2	31:4	32:1	32:3	33:0	33:3	34:1	35:0	35:4	36:3	37:3	38:4	40:1	41:4	43:3	45:2	47:2	49:3	52:1
High Jump (3)	4-9	4-8½	4-8	4-7	4-6	4-5	4-4	4-3	4-2	4-1	4-0	3-10½	3-9	3-7½	3-6	3-4½	3-3	3-1	2-11	2-9
Pole Vault (3)	8-6	8-5	8-3	8-1	7-11	7-9	7-7	7-5	7-2	6-11	6-8	6-5	6-2	5-11	5-8	5-5	5-2	4-10	4-6	4-2
Broad Jump (3)	17-2	16-11	16-8	16-5	16-1	15-9	15-5	15-1	14-9	14-4	13-11	13-6	13-1	12-7	12-1	11-7	11-1	10-7	10-1	9-7
Hop, Step, & Jump (3)	34-0	33-7	33-2	32-8	32-2	31-8	31-1	30-6	29-10	29-2	28-6	27-10	27-1	26-4	25-6	24-8	23-9	22-10	21-10	20-10
Shot Put (12 lbs) (3)	32-6	31-11	31-3	30-7	29-10	29-1	28-3	27-5	26-7	25-9	24-10	23-11	23-0	22-1	21-1	20-1	19-1	18-1	17-0	15-11
Discus Throw (3)	77-0	75-4	73-7	71-10	70-0	68-2	66-4	64-5	62-5	60-4	58-2	55-11	53-7	51-2	48-9	46-3	43-9	41-3	38-8	36-0
Javelin Throw (3)	98-0	95-9	93-6	91-2	88-9	86-3	83-9	81-2	78-6	75-9	72-11	70-0	67-0	63-11	60-9	57-6	54-2	50-9	47-4	43-10
Metric Measure	100%	96%	92%	88%	84%	80%	76%	72%	68%	64%	60%	56%	52%	48%	44%	40%	36%	32%	28%	24%
75 m. Dash (1)	10:2	—	10:3	10:4	11:0	11:1	11:2	11:3	11:4	12:0	12:1	12:3	13:0	13:2	14:0	14:3	15:1	15:4	16:3	17:2
100 m. Dash (1)	13:4	14:0	14:1	14:2	14:3	14:4	15:0	15:2	15:4	16:1	16:3	17:0	17:2	18:0	18:3	19:2	20:1	21:1	22:2	23:4
200 m. Dash (1)	29:3	29:4	30:1	30:3	31:0	31:3	32:1	33:0	33:4	34:3	35:3	36:3	37:4	39:1	40:4	42:3	44:2	46:2	48:0	51:2
400 m. Race (2)	1:07	1:08	1:09	1:10	1:11	1:12	1:13	1:14	1:15	1:16	1:18	1:20	1:23	1:26	1:29	1:33	1:37	1:41	1:46	1:51
800 m. Race (2)	2:35	2:37	2:39	2:41	2:43	2:46	2:49	2:53	2:57	3:02	3:07	3:12	3:18	3:24	3:31	3:39	3:47	3:56	4:06	4:16
1500 m. Race (2)	5:15	5:17	5:20	5:23	5:26	5:30	5:34	5:39	5:44	5:50	5:57	6:05	6:14	6:24	6:35	6:46	6:58	7:12	7:28	7:46
200 m. Low Hurd. (1)	33:2	33:4	34:1	34:3	35:1	35:4	36:3	37:2	38:2	39:2	40:3	42:0	43:3	45:2	47:2	49:3	51:4	54:0	56:2	59:0
200 m. Relay (1)	30:4	31:1	31:3	32:0	32:2	32:4	33:1	33:4	34:2	35:1	36:0	37:0	38:1	39:3	41:1	42:4	44:3	46:3	48:4	51:2
High Jump (4)	1-45	1-44	1-42	1-40	1-38	1-36	1-33	1-30	1-27	1-24	1-21	1-18	1-14	1-10	1-06	1-02	0-98	0-94	0-89	0-84
Pole Vault (4)	2-59	2-56	2-52	2-47	2-42	2-37	2-32	2-25	2-18	2-11	2-04	1-97	1-89	1-81	1-73	1-65	1-57	1-47	1-37	1-27
Broad Jump (4)	5-23	5-16	5-08	5-00	4-90	4-80	4-70	4-60	4-50	4-38	4-25	4-12	3-99	3-84	3-69	3-54	3-39	3-23	3-07	2-91
Hop, Step, & Jump (4)	10-36	10-24	10-11	9-96	9-81	9-65	9-48	9-30	9-10	8-90	8-70	8-49	8-26	8-03	7-78	7-52	7-24	6-96	6-66	6-35
Shot Put (12 lbs.) (4)	9-91	9-73	9-53	9-32	9-09	8-86	8-61	8-36	8-10	7-84	7-57	7-29	7-01	6-73	6-43	6-13	5-82	5-57	5-18	4-85
Discus Throw (4)	23-47	22-96	22-43	21-90	21-34	20-78	20-22	19-64	19-03	18-41	17-74	17-05	16-34	15-60	14-86	14-10	13-34	12-58	11-79	10-97
Javelin Throw (4)	29-87	29-18	28-49	27-78	27-05	26-29	25-52	24-73	23-92	23-08	22-22	21-34	20-43	19-49	18-52	17-53	16-52	15-47	14-42	13-36

SCORING TABLE, TRACK AND FIELD EVENTS, Part IV

體育記分表第四頁

體重九十一磅至一百零五磅

	76%	72%	68%	64%	60%	56%	52%	48%	44%	40%	36%	32%	28%	24%	20%	16%	12%	8%	4%	0%		
	10:1	10:2	10:3	10:4	11:0	11:1	11:3	12:0	12:2	13:0	13:3	14:1	14:4	15:3	16:3	17:4	19:0	20:2	22:3	28:0	(1)	以碼為準個而量計
	13:4	14:0	14:1	14:2	14:3	15:0	15:2	16:0	16:3	17:1	18:0	18:4	19:4	21:0	22:2	23:4	25:3	27:2	30:3	38:0	(1)	七十五碼
	32:3	33:1	34:0	34:4	35:4	37:0	38:2	40:0	41:3	43:2	45:1	47:1	49:3	52:1	55:1	58:3	62:4	67:1	73:2	86:0	(1)	一百碼
3	1:14	1:15	1:16	1:18	1:20	1:22	1:25	1:28	1:31	1:35	1:39	1:43	1:48	1:53	1:59	2:05	2:13	2:22	2:33	3:00	(2)	二百二十碼
8	2:51	2:55	2:59	3:04	3:09	3:15	3:21	3:27	3:34	3:42	3:50	3:59	4:09	4:20	4:32	4:45	5:01	5:21	5:44	6:20	(2)	四百四十碼
7	6:13	6:20	6:28	6:36	6:45	6:55	7:06	7:18	7:31	7:45	8:00	8:17	8:36	8:57	9:21	9:46	10:16	10:51	11:36	12:45	(2)	半英里
	37:0	37:4	38:4	40:0	41:1	42:3	44:1	46:0	48:0	50:1	52:2	54:4	57:2	60:0	63:0	66:4	71:0	76:0	83:0	96:0	(1)	一英里
	33:3	34:1	35:0	35:4	36:3	37:3	38:4	40:1	41:4	43:3	45:2	47:2	49:3	52:1	55:0	58:3	62:4	67:1	73:2	86:0	(1)	二百二十碼低欄
	4.4	4.3	4.2	4.1	4.0	3.10½	3.9	3.7½	3.6	3.4½	3.3	3.1	2.11	2.9	2.7	2.5	2.3	2.1	1.11	1.9	(3)	二百二十碼接力
	7.7	7.5	7.2	6.11	6.8	6.5	6.2	5.11	5.8	5.5	5.2	4.10	4.6	4.2	3.10	3.6	3.2	2.10	2.6	2.1	(3)	跳高
	15.5	15.1	14.9	14.4	13.11	13.6	13.1	12.7	12.1	11.7	11.1	10.7	10.1	9.7	9.0	8.5	7.10	7.2	6.5	5.6	(3)	撐杆跳高
	31.1	30.6	29.10	29.2	28.6	27.10	27.1	26.4	25.6	24.8	23.9	22.10	21.10	20.10	19.10	18.9	17.8	16.6	15.4	14.0	(3)	跳遠
	28.3	27.5	26.7	25.9	24.10	23.11	23.0	22.1	21.1	20.1	19.1	18.1	17.0	15.11	14.9	13.7	12.4	11.1	9.9	8.3	(3)	三級跳遠
	66.4	64.5	62.5	60.4	58.2	55.11	53.7	51.2	48.9	46.3	43.9	41.3	38.8	36.0	33.3	30.4	27.5	24.4	21.0	17.0	(3)	鐵球
	83.9	81.2	78.6	75.9	72.11	70.0	67.0	63.11	60.9	57.6	54.2	50.9	47.4	43.10	40.4	36.7	32.9	28.6	23.6	18.3	(3)	鐵餅
																						標槍
	76%	72%	68%	64%	60%	56%	52%	48%	44%	40%	36%	32%	28%	24%	20%	16%	12%	8%	4%	0%		以呎為準個而量計
	11:2	11:3	11:4	12:0	12:1	12:3	13:0	13:2	14:0	14:3	15:1	15:4	16:3	17:2	18:2	19:3	20:4	22:1	24:3	30:0	(1)	七十五呎
	15:0	15:2	15:4	16:1	16:3	17:0	17:2	18:0	18:3	19:2	20:1	21:1	22:2	23:4	25:1	26:4	28:4	31:0	34:2	42:0	(1)	一百呎
	32:1	33:0	33:4	34:3	35:3	36:3	37:4	39:1	40:4	42:3	44:2	46:2	48:0	51:2	54:1	57:4	62:0	66:2	72:3	85:0	(1)	二百呎
2	1:13	1:14	1:15	1:16	1:18	1:20	1:23	1:26	1:29	1:33	1:37	1:41	1:46	1:51	1:57	2:03	2:11	2:20	2:31	2:58	(2)	四百呎
6	2:49	2:53	2:57	3:02	3:07	3:12	3:18	3:24	3:31	3:39	3:47	3:56	4:06	4:16	4:28	4:41	4:57	5:17	5:40	6:15	(2)	八百呎
0	5:34	5:39	5:44	5:50	5:57	6:05	6:14	6:24	6:35	6:46	6:58	7:12	7:28	7:46	8:06	8:29	8:55	9:20	10:12	11:20	(2)	一千五百呎
	36:3	37:2	38:2	39:2	40:3	42:0	43:3	45:2	47:2	49:3	51:4	54:0	56:2	59:0	62:0	65:4	70:0	75:0	82:0	95:0	(1)	二百呎低欄
	33:1	33:4	34:2	35:1	36:0	37:0	38:1	39:3	41:1	42:4	44:3	46:3	48:4	51:2	54:0	57:3	61:4	66:1	72:2	85:0	(1)	二百呎接力
6	1.33	1.30	1.27	1.24	1.21	1.18	1.14	1.10	1.06	1.02	0.98	0.94	0.89	0.84	0.79	0.74	0.69	0.64	0.59	0.53	(4)	跳高
7	2.32	2.25	2.18	2.11	2.04	1.97	1.89	1.81	1.73	1.65	1.57	1.47	1.37	1.27	1.17	1.07	0.97	0.86	0.75	0.64	(4)	撐杆跳高
0	4.70	4.60	4.50	4.38	4.25	4.12	3.99	3.84	3.69	3.54	3.39	3.23	3.07	2.91	2.74	2.57	2.39	2.19	1.96	1.68	(4)	跳遠
5	9.48	9.30	9.10	8.90	8.70	8.49	8.26	8.03	7.78	7.52	7.24	6.96	6.66	6.35	6.04	5.71	5.38	5.03	4.67	4.27	(4)	三級跳遠
6	8.61	8.36	8.10	7.84	7.57	7.29	7.01	6.73	6.43	6.13	5.82	5.57	5.18	4.85	4.50	4.14	3.76	3.38	2.97	2.51	(4)	鐵球
8	20.22	19.64	19.03	18.41	17.74	17.05	16.34	15.60	14.86	14.10	13.34	12.58	11.79	10.97	10.13	9.24	8.35	7.41	6.40	5.18	(4)	鐵餅
9	25.52	24.73	23.92	23.08	22.22	21.34	20.43	19.49	18.52	17.53	16.52	15.47	14.42	13.36	12.29	11.15	9.98	8.69	7.17	5.56	(4)	標槍

SCORING TABLE, TRACK AND FIELD EVENTS.

Weight:—76-90 lbs.

體育記分表第五頁

English Measure	100%	96%	92%	88%	84%	80%	76%	72%	68%	64%	60%	56%	52%	48%	44%	40%
50 yd. Dash (1)	6:4	—	7:0	—	7:1	—	7:2	—	7:3	—	7:4	8:0	8:1	8:2	8:3	9:0
75 yd. Dash (1)	10:0	—	10:1	—	10:2	10:3	10:4	11:0	11:1	11:2	11:3	11:4	12:1	12:3	13:0	13:3
100 yd. Dash (1)	13:0	13:1	13:2	13:3	13:4	14:0	14:1	14:2	14:3	15:0	15:2	15:4	16:1	16:4	17:2	18:0
220 yd. Dash (1)	31:0	31:2	31:4	32:1	32:3	33:1	33:4	34:2	35:1	36:0	37:0	38:1	39:3	41:1	43:0	44:4
440 yd. Race (2)	1:11	1:12	1:13	1:14	1:15	1:16	1:17	1:18	1:20	1:22	1:24	1:26	1:29	1:32	1:35	1:39
Half Mile Race (2)	2:40	2:42	2:44	2:47	2:50	2:53	2:56	3:00	3:05	3:10	3:16	3:22	3:28	3:34	3:41	3:49
220 yd. Low Hurd. (1)	35:1	35:3	36:1	36:4	37:2	38:0	38:4	39:3	40:3	41:4	43:1	44:3	46:1	48:0	50:0	52:1
220 yd. Relay (1)	32:4	33:1	33:3	34:0	34:2	35:0	35:3	36:1	37:0	37:4	38:3	39:3	40:4	42:1	43:4	45:3
High Jump (3)	4-7	4-6½	4-6	4-5	4-4	4-3	4-2	4-1	4-0	3-11	3-10	3-8½	3-7	3-5½	3-4	3-2½
Pole Vault (3)	8-3	8-2	8-0	7-10	7-8	7-6	7-4	7-2	7-0	6-9	6-6	6-3	6-0	5-9	5-6	5-3
Broad Jump (3)	16-6	16-3	16-0	15-9	15-6	15-2	14-10	14-6	14-2	13-10	13-6	13-1	12-8	12-3	11-9	11-3
Hop, Step, & Jump (3)	32-6	32-1	31-8	31-3	30-9	30-3	29-9	29-2	28-7	27-11	27-3	26-7	25-11	25-2	24-5	23-7
Shot Put (12 lbs.) (3)	29-0	28-6	28-0	27-5	26-10	26-2	25-6	24-9	24-0	23-3	22-6	21-9	21-0	20-2	19-4	18-5
Discus Throw (3)	68-0	66-7	65-1	63-7	62-0	60-5	58-10	57-2	55-6	53-9	52-0	50-3	48-6	46-8	44-9	42-9
Javelin Throw (3)	86-0	84-3	82-5	80-7	78-8	76-8	74-7	72-5	70-3	67-11	65-7	63-2	60-8	58-1	55-5	52-7
Metric Measure	100%	96%	92%	88%	84%	80%	76%	72%	68%	64%	60%	56%	52%	48%	44%	40%
50 m. Dash (1)	7:2	—	7:3	—	7:4	8:0	8:1	8:2	8:3	8:4	9:0	9:1	9:2	9:3	10:0	10:2
75 m. Dash (1)	10:4	11:0	11:1	11:2	11:3	11:4	12:0	12:1	12:2	12:4	13:1	13:3	14:0	14:2	15:0	15:3
100 m. Dash (1)	14:1	14:2	14:3	14:4	15:0	15:1	15:2	15:4	16:1	16:3	17:1	17:4	18:2	19:0	19:3	20:2
200 m. Dash (1)	30:4	31:1	31:3	32:0	32:2	32:4	33:2	34:0	34:4	35:3	36:3	37:4	39:0	40:2	42:0	43:4
400 m. Race (2)	1:10	1:11	1:12	1:13	1:14	1:15	1:16	1:17	1:19	1:21	1:23	1:25	1:28	1:31	1:34	1:38
800 m. Race (2)	2:39	2:41	2:43	2:45	2:48	2:51	2:54	2:58	3:03	3:08	3:14	3:20	3:26	3:32	3:39	3:46
200 m. Low Hurd. (1)	35:0	35:2	36:0	36:3	37:1	37:4	38:2	39:1	40:1	41:2	42:3	44:0	45:3	47:2	49:2	51:3
200 m. Relay (1)	32:3	33:0	33:2	33:4	34:1	34:3	35:0	35:3	36:1	36:4	37:3	38:2	39:2	40:3	42:0	43:4
High Jump (4)	1.40	1.39	1.37	1.35	1.33	1.31	1.28	1.25	1.22	1.19	1.16	1.13	1.10	1.06	1.02	0.98
Pole Vault (4)	2.51	2.48	2.43	2.38	2.33	2.28	2.23	2.18	2.13	2.06	1.99	1.92	1.84	1.76	1.68	1.60
Broad Jump (4)	5.02	4.95	4.88	4.80	4.72	4.62	4.52	4.42	4.32	4.22	4.12	3.99	3.86	3.73	3.58	3.43
Hop, Step, & Jump (4)	9.91	9.79	9.66	9.53	9.38	9.22	9.06	8.89	8.71	8.51	8.31	8.11	7.90	7.68	7.45	7.20
Shot Put (12 lbs.) (4)	8.84	8.69	8.53	8.36	8.18	7.98	7.77	7.55	7.32	7.09	6.86	6.63	6.40	6.15	5.89	5.61
Discus Throw (4)	20.73	20.30	19.85	19.39	18.90	18.41	17.92	17.42	16.91	16.38	15.85	15.32	14.78	14.22	13.64	13.03
Javelin Throw (4)	26.21	25.68	25.12	24.56	23.98	23.37	22.73	22.07	21.41	20.70	19.99	19.26	18.50	17.71	16.90	16.04

SCORING TABLE, TRACK AND FIELD EVENTS, Part V.

體育記分表第五頁

體重七十六磅至九十磅

76%	72%	68%	64%	60%	56%	52%	48%	44%	40%	36%	32%	28%	24%	20%	16%	12%	8%	4%	0%	
7:2	—	7:3	—	7:4	8:0	8:1	8:2	8:3	9:0	9:2	9:4	10:1	10:4	11:2	12:1	13:0	14:0	16:0	19:0	(1) 五十碼
10:4	11:0	11:1	11:2	11:3	11:4	12:1	12:3	13:0	13:3	14:1	14:4	15:3	16:3	17:3	18:4	20:0	21:2	24:0	29:0	(1) 七十五碼
14:1	14:2	14:3	15:0	15:2	15:4	16:1	16:4	17:2	18:0	18:4	19:4	20:4	22:0	23:2	24:4	26:3	28:2	31:3	39:0	(1) 一百碼
33:4	34:2	35:1	36:0	37:0	38:1	39:3	41:1	43:0	44:4	46:4	49:0	51:2	54:0	56:4	60:2	64:3	69:0	75:2	88:0	(1) 二百二十碼
1:17	1:18	1:20	1:22	1:24	1:26	1:29	1:32	1:35	1:39	1:43	1:47	1:52	1:57	2:03	2:09	2:17	2:26	2:38	3:05	(2) 四百四十碼
2:56	3:00	3:05	3:10	3:16	3:22	3:28	3:34	3:41	3:49	3:58	4:07	4:17	4:28	4:41	4:54	5:10	5:30	5:54	6:30	(2) 半英里
38:4	39:3	40:3	41:4	43:1	44:3	46:1	48:0	50:0	52:1	54:2	56:4	59:2	62:0	65:0	68:4	73:0	78:0	85:0	98:0	(1) 二百二十碼低欄
35:3	36:1	37:0	37:4	38:3	39:3	40:4	42:1	43:4	45:3	47:2	49:2	51:3	54:1	57:0	60:3	64:4	69:1	73:2	88:0	(1) 二百二十碼接力
4:2	4:1	4:0	3:11	3:10	3:8½	3:7	3:5½	3:4	3:2½	3:1	2:11½	2:10	2:8	2:6	2:4	2:2	2:0	1:10	1:8	(3) 跳高
7:4	7:2	7:0	6:9	6:6	6:3	6:0	5:9	5:6	5:3	5:0	4:9	4:5	4:1	3:9	3:5	3:1	2:9	2:5	2:0	(3) 撐杆跳高
14:10	14:6	14:2	13:10	13:6	13:1	12:8	12:3	11:9	11:3	10:9	10:3	9:9	9:3	8:8	8:1	7:6	6:10	6:1	5:4	(3) 跳遠
29:9	29:2	28:7	27:11	27:3	26:7	25:11	25:2	24:5	23:7	22:9	21:10	20:11	20:0	19:0	18:0	16:11	15:10	14:9	13:8	(3) 三級跳遠
25:6	24:9	24:0	23:3	22:6	21:9	21:0	20:2	19:4	18:5	17:6	16:7	15:7	14:7	13:6	12:5	11:4	10:3	9:2	8:0	(3) 鐵球
58:10	57:2	55:6	53:9	52:0	50:3	48:6	46:8	44:9	42:9	40:8	38:6	36:3	33:11	31:5	28:9	26:0	23:0	19:8	16:0	(3) 鐵餅
74:7	72:5	70:3	67:11	65:7	63:2	60:8	58:1	55:5	52:7	49:8	46:8	43:8	40:8	37:7	34:5	31:0	27:4	22:4	17:0	(3) 標槍
76%	72%	68%	64%	60%	56%	52%	48%	44%	40%	36%	32%	28%	24%	20%	16%	12%	8%	4%	0%	
8:1	8:2	8:3	8:4	9:0	9:1	9:2	9:3	10:0	10:2	10:4	11:1	11:4	12:2	13:0	13:4	14:4	16:0	18:0	21:0	(1) 五十呎
12:0	12:1	12:2	12:4	13:1	13:3	14:0	14:2	15:0	15:3	16:1	17:0	17:4	18:4	19:4	21:0	22:2	24:0	27:0	32:0	(1) 七十五呎
15:2	15:4	16:1	16:3	17:1	17:4	18:2	19:0	19:3	20:2	21:1	22:1	23:2	24:3	26:0	27:3	29:3	31:4	35:1	43:0	(1) 一百呎
33:2	34:0	34:4	35:3	36:3	37:4	39:0	40:2	42:0	43:4	45:4	48:0	50:2	53:0	55:4	59:2	63:3	68:0	74:2	87:0	(1) 二百呎
1:16	1:17	1:19	1:21	1:23	1:25	1:28	1:31	1:34	1:38	1:42	1:46	1:51	1:56	2:02	2:08	2:16	2:25	2:37	3:03	(2) 四百呎
2:54	2:58	3:03	3:08	3:14	3:20	3:26	3:32	3:39	3:46	3:54	4:03	4:13	4:25	4:37	4:50	5:05	5:25	5:49	6:25	(2) 八百呎
38:2	39:1	40:1	41:2	42:3	44:0	45:3	47:2	49:2	51:3	53:4	56:0	58:2	61:0	64:0	67:4	72:0	77:0	84:0	97:0	(1) 二百呎低欄
35:0	35:3	36:1	36:4	37:3	38:2	39:2	40:3	42:0	43:4	45:4	48:0	50:2	53:0	55:4	59:2	63:3	68:0	74:2	87:0	(1) 二百呎接力
1:28	1:25	1:22	1:19	1:16	1:13	1:10	1:06	1:02	0:98	0:94	0:90	0:86	0:81	0:76	0:71	0:66	0:61	0:56	0:51	(4) 跳高
2:23	2:18	2:13	2:06	1:99	1:92	1:84	1:76	1:68	1:60	1:52	1:44	1:34	1:24	1:14	1:04	0:94	0:84	0:74	0:61	(4) 撐杆跳高
4:52	4:42	4:32	4:22	4:12	3:99	3:86	3:73	3:58	3:43	3:28	3:13	2:98	2:82	2:65	2:47	2:29	2:09	1:86	1:63	(4) 跳遠
9:06	8:89	8:71	8:51	8:31	8:11	7:90	7:68	7:45	7:20	6:94	6:66	6:38	6:10	5:80	5:49	5:16	4:83	4:50	4:17	(4) 三級跳遠
7:77	7:55	7:32	7:09	6:86	6:63	6:40	6:15	5:89	5:61	5:33	5:05	4:75	4:44	4:11	3:78	3:45	3:12	2:79	2:24	(4) 鐵球
17:92	17:42	16:91	16:38	15:85	15:32	14:78	14:22	13:64	13:03	12:40	11:72	11:05	10:34	9:58	8:76	7:92	7:00	5:99	4:88	(4) 鐵餅
22:73	22:07	21:41	20:70	19:99	19:26	18:50	17:71	16:90	16:04	15:14	14:23	13:31	12:39	11:45	10:49	9:45	8:33	6:81	5:18	(4) 標槍

以碼為準個而量計  
 五十碼  
 七十五碼  
 一百碼  
 二百二十碼  
 四百四十碼  
 半英里  
 二百二十碼低欄  
 二百二十碼接力  
 跳高  
 撐杆跳高  
 跳遠  
 三級跳遠  
 鐵球  
 鐵餅  
 標槍

以呎為準個而量計  
 五十呎  
 七十五呎  
 一百呎  
 二百呎  
 四百呎  
 八百呎  
 二百呎低欄  
 二百呎接力  
 跳高  
 撐杆跳高  
 跳遠  
 三級跳遠  
 鐵球  
 鐵餅  
 標槍

SCORING TABLE, TRACK AND FIELD EVENTS, Part VI

Weight:—60—75 lbs.

體育記分表第六頁

English Measure	100%	96%	92%	88%	84%	80%	76%	72%	68%	64%	60%	56%	52%	48%	44%	40%	36%	32%	28%	24%
50 yd. Dash (1)	7:0	—	7:1	—	7:2	—	7:3	—	7:4	8:0	8:1	8:2	8:3	8:4	9:1	9:3	10:0	10:2	10:4	11:2
75 yd. Dash (1)	10:1	—	10:2	10:3	10:4	11:0	11:1	11:2	11:3	11:4	12:0	12:2	12:4	13:1	13:3	14:1	14:4	15:3	16:2	17:2
100 yd. Dash (1)	13:2	13:3	13:4	14:0	14:1	14:2	14:3	14:4	15:1	15:3	16:0	16:2	16:4	17:2	18:0	18:4	19:3	20:3	21:3	22:4
220 yd. Dash (1)	32:0	32:2	32:4	33:1	33:4	34:2	35:0	35:3	36:2	37:2	38:2	39:3	41:0	42:3	44:2	46:2	48:2	50:3	53:0	55:3
440 yd. Race (2)	1:14	1:15	1:16	1:17	1:18	1:19	1:20	1:21	1:23	1:25	1:27	1:29	1:32	1:35	1:38	1:42	1:46	1:51	1:56	2:01
Half Mile Race (2)	2:44	2:46	2:48	2:51	2:54	2:57	3:01	3:05	3:10	3:16	3:22	3:28	3:34	3:41	3:48	3:56	4:05	4:15	4:25	4:36
220 yd. Low Hurd. (1)	36:1	36:3	37:1	37:4	38:2	39:1	40:0	41:0	42:0	43:1	44:3	46:1	47:4	49:3	51:3	53:4	56:1	58:3	61:1	63:4
110 yd. Relay (1)	16:0	16:1	16:2	16:3	16:4	17:0	17:2	17:4	18:1	18:3	19:1	19:4	20:2	21:0	21:3	22:2	23:1	24:1	25:2	26:3
High Jump (3)	4.5	4.4½	4.4	4.3	4.2	4.1	4.0	3.11	3.10	3.9	3.8	3.7	3.5½	3.4	3.2½	3.1	2.11½	2.10	2.8½	2.7
Pole Vault (3)	8.0	7.11	7.10	7.8	7.6	7.4	7.2	7.0	6.10	6.7	6.4	6.1	5.10	5.7	5.4	5.1	4.10	4.7	4.4	4.0
Broad Jump (3)	15.9	15.6	15.3	15.0	14.9	14.6	14.2	13.10	13.6	13.2	12.10	12.6	12.1	11.8	11.3	10.10	10.4	9.10	9.4	8.10
Hop, Step, & Jump (3)	30.6	30.1	29.9	29.3	28.10	28.5	28.0	27.6	27.0	26.5	25.10	25.2	24.6	23.10	23.1	22.4	21.7	20.10	20.0	19.2
Shot Put (12 lbs.) (3)	26.0	25.7	25.2	24.9	24.3	23.9	23.2	22.7	21.11	21.3	20.7	19.11	19.3	18.6	17.9	17.0	16.2	15.4	14.6	13.7
Discus Throw (3)	57.0	56.0	54.11	53.10	52.8	51.6	50.4	49.2	47.11	46.8	45.5	44.1	42.9	41.4	39.11	38.5	36.10	35.2	33.5	31.7
Javelin Throw (3)	74.0	72.8	71.3	69.9	68.3	66.8	65.1	63.5	61.9	60.0	58.3	56.6	54.8	52.9	50.9	48.7	46.3	43.10	41.4	38.9
Metric Measure	100%	96%	92%	88%	84%	80%	76%	72%	68%	64%	60%	56%	52%	48%	44%	40%	36%	32%	28%	24%
50 m. Dash (1)	7:3	—	7:4	—	8:0	8:1	8:2	8:3	8:4	9:0	9:1	9:2	9:4	10:1	10:3	11:0	11:2	11:4	12:2	13:0
75 m. Dash (1)	11:0	11:1	11:2	11:3	11:4	12:0	12:1	12:2	12:4	13:1	13:3	14:0	14:2	14:4	15:2	16:0	16:4	17:3	18:3	19:4
100 m. Dash (1)	14:3	14:4	15:0	15:1	15:2	15:3	16:0	16:2	16:4	17:2	18:0	18:3	19:1	19:4	20:2	21:1	22:1	23:1	24:2	25:4
200 m. Dash (1)	31:4	32:1	32:3	33:0	33:2	34:0	34:3	35:1	36:0	36:4	37:4	39:0	40:2	41:4	43:3	45:3	47:3	49:4	52:0	54:3
400 m. Race (2)	1:13	1:14	1:15	1:16	1:17	1:18	1:19	1:20	1:22	1:24	1:26	1:28	1:31	1:34	1:37	1:41	1:45	1:49	1:54	1:59
800 m. Race (2)	2:43	2:45	2:47	2:49	2:52	2:55	2:58	3:02	3:07	3:13	3:19	3:25	3:31	3:37	3:44	3:52	4:01	4:11	4:21	4:32
200 m. Low Hurd. (1)	36:0	36:2	36:4	37:2	38:0	38:4	39:3	40:3	41:3	42:4	44:1	45:3	47:1	48:4	50:4	53:0	55:2	57:4	60:2	63:0
100 m. Relay (1)	16:0	16:1	16:2	16:3	16:4	17:0	17:2	17:4	18:1	18:3	19:1	19:4	20:2	21:0	21:3	22:1	23:0	24:0	25:0	26:1
High Jump (4)	1.35	1.34	1.32	1.30	1.28	1.26	1.24	1.21	1.18	1.15	1.12	1.09	1.06	1.03	0.99	0.95	0.91	0.87	0.83	0.79
Pole Vault (4)	2.44	2.42	2.39	2.34	2.29	2.24	2.19	2.14	2.08	2.01	1.94	1.87	1.80	1.72	1.64	1.56	1.48	1.40	1.32	1.22
Broad Jump (4)	4.80	4.73	4.65	4.57	4.49	4.41	4.31	4.21	4.11	4.01	3.91	3.81	3.69	3.56	3.43	3.30	3.15	3.00	2.85	2.69
Hop, Step, & Jump (4)	9.30	9.18	9.05	8.92	8.79	8.66	8.53	8.38	8.23	8.05	7.87	7.67	7.47	7.26	7.04	6.81	6.58	6.35	6.10	5.84
Shot Put (12 lbs.) (4)	7.92	7.80	7.68	7.55	7.40	7.25	7.08	6.90	6.70	6.49	6.28	6.07	5.86	5.64	5.41	5.18	4.93	4.67	4.41	4.14
Discus Throw (4)	17.37	17.07	16.74	16.41	16.06	15.70	15.34	14.98	14.60	14.22	13.84	13.44	13.03	12.60	12.17	11.71	11.23	10.72	10.19	9.61
Javelin Throw (4)	22.56	22.15	21.73	21.27	20.81	20.33	19.85	19.34	18.83	18.29	17.75	17.21	16.66	16.08	15.47	14.81	14.10	13.36	12.60	11.81

SCORING TABLE, TRACK AND FIELD EVENTS, Part VI

體育記分表第六頁

76%	72%	68%	64%	60%	56%	52%	48%	44%	40%	36%	32%	28%	24%
7:3	—	7:4	8:0	8:1	8:2	8:3	8:4	9:1	9:3	10:0	10:2	10:4	11:2
11:1	11:2	11:3	11:4	12:0	12:2	12:4	13:1	13:3	14:1	14:4	15:3	16:2	17:2
14:3	14:4	15:1	15:3	16:0	16:2	16:4	17:2	18:0	18:4	19:3	20:3	21:3	22:4
35:0	35:3	36:2	37:2	38:2	39:3	41:0	42:3	44:2	46:2	48:2	50:3	53:0	55:3
1:20	1:21	1:23	1:25	1:27	1:29	1:32	1:35	1:38	1:42	1:46	1:51	1:56	2:01
3:01	3:05	3:10	3:16	3:22	3:28	3:34	3:41	3:48	3:56	4:05	4:15	4:25	4:36
40:0	41:0	42:0	43:1	44:3	46:1	47:4	49:3	51:3	53:4	56:1	58:3	61:1	63:4
17:2	17:4	18:1	18:3	19:1	19:4	20:2	21:0	21:3	22:2	23:1	24:1	25:2	26:3
4:0	3:11	3:10	3:9	3:8	3:7	3:5½	3:4	3:2½	3:1	2:11½	2:10	2:8½	2:7
7:2	7:0	6:10	6:7	6:4	6:1	5:10	5:7	5:4	5:1	4:10	4:7	4:4	4:0
14:2	13:10	13:6	13:2	12:10	12:6	12:1	11:8	11:3	10:10	10:4	9:10	9:4	8:10
28:0	27:6	27:0	26:5	25:10	25:2	24:6	23:10	23:1	22:4	21:7	20:10	20:0	19:2
23:2	22:7	21:11	21:3	20:7	19:11	19:3	18:6	17:9	17:0	16:2	15:4	14:6	13:7
50:4	49:2	47:11	46:8	45:5	44:1	42:9	41:4	39:11	38:5	36:10	35:2	33:5	31:7
65:1	63:5	61:9	60:0	58:3	56:6	54:8	52:9	50:9	48:7	46:3	43:10	41:4	38:9

體重六十磅至七十五磅

20%	16%	12%	8%	4%	0%
12:0	12:4	13:4	15:0	17:0	20:0 (1)
18:2	19:3	21:0	22:2	25:0	30:0 (1)
24:1	25:3	27:2	29:2	32:3	40:0 (1)
58:3	62:1	66:2	70:4	77:2	90:0 (1)
2:07	2:13	2:21	2:30	2:43	3:10 (2)
4:49	5:03	5:19	5:39	6:04	6:40 (2)
66:4	70:3	75:0	80:0	87:0	100:0 (1)
28:0	29:3	31:3	33:4	37:1	45:0 (1)
2:5	2:3	2:1	1:11	1:9	1:7 (3)
3:8	3:4	3:0	2:8	2:4	1:11 (3)
8:4	7:10	7:3	6:8	5:11	5:2 (3)
18:3	17:4	16:5	15:6	14:5	13:4 (3)
12:8	11:9	10:10	9:10	8:10	7:9 (3)
29:6	27:3	24:9	21:10	18:7	15:0 (3)
36:1	33:3	30:0	26:4	21:4	16:0 (3)

以碼為準個而量計

- 五十碼
- 七十五碼
- 一百碼
- 二百二十碼
- 四百四十碼
- 半英里
- 二百二十碼低欄
- 一百一十碼接力
- 跳高
- 撐杆跳高
- 跳遠
- 三級跳遠
- 鐵球
- 鐵餅
- 標槍

76%	72%	68%	64%	60%	56%	52%	48%	44%	40%	36%	32%	28%	24%
8:2	8:3	8:4	9:0	9:1	9:2	9:4	10:1	10:3	11:0	11:2	11:4	12:2	13:0
12:1	12:2	12:4	13:1	13:3	14:0	14:2	14:4	15:2	16:0	16:4	17:3	18:3	19:4
16:0	16:2	16:4	17:2	18:0	18:3	19:1	19:4	20:2	21:1	22:1	23:1	24:2	25:4
34:3	35:1	36:0	36:4	37:4	39:0	40:2	41:4	43:3	45:3	47:3	49:4	52:0	54:3
1:19	1:20	1:22	1:24	1:26	1:28	1:31	1:34	1:37	1:41	1:45	1:49	1:54	1:59
2:58	3:02	3:07	3:13	3:19	3:25	3:31	3:37	3:44	3:52	4:01	4:11	4:21	4:32
39:3	40:3	41:3	42:4	44:1	45:3	47:1	48:4	50:4	53:0	55:2	57:4	60:2	63:0
17:2	17:4	18:1	18:3	19:1	19:4	20:2	21:0	21:3	22:1	23:0	24:0	25:0	26:1
1:24	1:21	1:18	1:15	1:12	1:09	1:06	1:03	0:99	0:95	0:91	0:87	0:83	0:79
2:19	2:14	2:08	2:01	1:94	1:87	1:80	1:72	1:64	1:56	1:48	1:40	1:32	1:22
4:31	4:21	4:11	4:01	3:91	3:81	3:69	3:56	3:43	3:30	3:15	3:00	2:85	2:69
8:53	8:38	8:23	8:05	7:87	7:67	7:47	7:26	7:04	6:81	6:58	6:35	6:10	5:84
7:08	6:90	6:70	6:49	6:28	6:07	5:86	5:64	5:41	5:18	4:93	4:67	4:41	4:14
15:34	14:98	14:60	14:22	13:84	13:44	13:03	12:60	12:17	11:71	11:23	10:72	10:19	9:63
19:85	19:34	18:83	18:29	17:75	17:21	16:66	16:08	15:47	14:81	14:10	13:36	12:60	11:81

以呎為準個而量計

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- 七十五呎
- 一百呎
- 二百呎
- 四百呎
- 八百呎
- 二百呎低欄
- 一百呎接力
- 跳高
- 撐杆跳高
- 跳遠
- 三級跳遠
- 鐵球
- 鐵餅
- 標槍

TRANSFER

REPORT OF THE UNIVERSITY HEALTH OFFICER FOR THE YEAR  
July 1st. 1925-June 30th 1926.

For the first time, in the history of Cheeloo, a large number of students has been enrolled in the University at the beginning of the present academic year. Happily the work of the University Health Office also has a land-mark in the care of the students' health. One feels that the work seems very promising for the future development.

PHYSICAL EXAMINATION. The old physical examination record form was carefully revised in the Summer of 1925. A thorough physical and medical examination was given to 126 new students. There were no new students rejected on health conditions, but the examination showed that among the new students 25 have Ascaris infection, 21 have defective vision 21 have contracted Trachoma, 17 have enlarged tonsils, 3 heart disease, 3 suspected lung disease, and 3 others have parasitic infections. All the Trachoma cases have been compulsorily treated in the hospital, and students with other diseases have been duly advised to receive specific treatment, All of the students with defective vision have been urged to have their eyes refracted.

Only 21 out of the 126 new students can be considered normal, others were suffering from one or more diseases or one or more defects as the case may be, such as Dermatitis, Eyorrhoea, Ringworm, Scabies, Eczema, Acne, Enlarged glands, Deafness, Defective septum, Tumor, Conjunctivitis, etc.

For the first time, the whole student body has been examined before registration in September 1925, in order to detect any serious disease that would make the student unable to finish his studies in the school. Only lungs, heart and eyes for trachoma have been examined. It was found to be an excellent routine for the future.

STUDENTS WEIGHT RECORD. The whole student body has been regularly weighed once every two months. It is found valuable in detecting diseases that students do not pay attention to but important for their health.

Three students suffering from Insomnia were discovered only because they lost weight. There 31 students with a reduced weight record throughout the year. In almost every case some thing was wrong, i.e. either acute disease of short duration or some chronic from of ailment. Moreover, even if there is no actual disease, that can be easily diagnosed at the time, it leads the health officer to keep a watch on the student's health. This may be well illustrated in the case of a girl student who had a reduced weight record for three successive times and subsequently developed Kala Azar.

The most interesting point regarding weighting the students is this, that as soon as a student finds that his weight is reduced, whether much or little, he comes in a wants to have an examination of his lungs or any part of his body that he does not feel quite normal.

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In this way great interest has been aroused with the consequence that more students have come for advice about their health this year than before, without being asked to come.

HEALTH OF STUDENTS. Throughout the year only one student left the school on account of bad health---Consumption. Three have had Haemoptysis but no positive diagnosis was made whether it was Tuberculosis or otherwise. As to how many students were sick during the year no reliable record is available. It seems that a better arrangement regarding this point is needed.

TRACHOMA. One of the best features of the work done during the year is the compulsory treatment of Trachoma. The routine physical examination for the whole student body, both new and old, showed a total number of 71 students who contracted trachoma. Arrangements were made with the eye department of the Medical School for treatment. In September 1925 students with trachoma attended the clinic according to the table given below:

Students who attended the clinic 3 times a week	6
" " " " " twice " "	30
" " " " " once " "	17
" " go to the clinic to get eye drops	18
<u>Total</u>	<u>71</u>

At the end of the spring semester 1926 the table changed as follows:

Students who attended the clinic 3 times a week	1
" " " " " twice " "	15
" " " " " once " "	7
" with trachoma completely cured	4
" to the clinic only for eye drops	38
<u>Trachoma cases left school</u>	<u>6</u>
<u>Total</u>	<u>71</u>

According to Dr. Pa the students who go to the clinic to get eye drops simply means that they should come once a while to see if the disease has relapsed. Therefore it will be seen that Trachoma has been greatly reduced in number and in severity among the cases still under treatment. Practically more than half of all the cases are cured.

VACCINATION ETC. Smallpox vaccination was offered to students and staff & family free this Spring for those who needed it. Only 36 received it.

Owing to the shortage of stock of anti-typhoid vaccine the inoculations were given to the community later than usual. Though a large number signed for treatment only 10 received it.

SANITATION. Only one or two complaints came into this office during the year. No material changed have been made along this line, within the University Campus. 12 dry wells were put in for the Follansbee Village, one in each court yard, so that much of the waste water disappeared from the open drains.

An incinerator was erected, with funds provided by the Institute, between the wall and the athletic field. It is hoped that the rubbish removed from the campus, as well as from the suburbs may be burnt there, so as to allow to no person to dump any rubbish in the vicinity of the campus, especially by the main entrance.

INSTRUCTION IN HYGIENE. A course of lectures on Preventive Medicine is given to the fourth year students of the Medical School in accordance with the medical curriculum. Owing to the condition of unrest during the year only one visit was made to the Model Prison and the Match Factory, for the purpose of demonstration.

A course of lectures of Personal Hygiene was given to the Arts students in accordance with the Arts curriculum. It is hoped it will be of the value to those who study Education.

Another course of lectures on Hygiene was given to the nurses. This consists of personal hygiene and infectious diseases, nursing and health work for nurses.

TRANSLATION. A very slow and difficult piece of work is being taken up---the translation of Hiss and Zineser's Bacteriology. The book in English has about 1150 pages. So far 750 pages have been translated. It is hoped that within the next academic year the Chinese translation of the book may be out for circulation.

OUTSIDE ACTIVITIES. An important part of the health work is to make the principles of health known to people outside the University sphere. Calls and interviews have been paid to the local influential members of the community. There are as yet no signs that any thing can be done for the city. Unstable conditions have much to do with this.

However, things within our own control have been done to a certain extent. A course of lectures on school hygiene was given to a group of teachers connected with the East Suburb Church last Autumn. Help has been tendered to the First Girls Normal School and Y.M.C.A. Boys School for smallpox vaccination. A course of lectures on Urban Sanitation is to be given to the local Red Cross Squad.

It is hoped that during the coming years some organisation may be formed to promote public health work in the city. At present

1926

publicity work can only be carried on to a certain extent, such as child health exhibitions, popular lectures etc.

To conclude, more co-operation is needed to improve the present program of this office. It is of great importance that reports should be made accurately and more care is needed in the matters of students' sickness. The medical staff have faithfully helped in all the physical examinations. No doubt the accomplishment is largely due to their service. The Administrative Officers ~~to~~ have done their best in enforcing the rules relating to the attendances at trachoma clinics and other matters that need the intimation of the Deans.

Respectfully submitted,

HAN CHUNG HSIN

University Health Officer.

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UNIVERSITY  
JUL 17 1926

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intimation of the Deans.

Respectfully submitted,

HAN CHUNG HEIM

University Health Officer.

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*Duplicate to JSP*

CHEELOO UNIVERSITY, TSINAN.

SPECIAL COURSES

REPORT FOR THE ACADEMIC YEAR BEGINNING SEPTEMBER 1940.

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The available members of the Arts, Science, and Medical teaching staffs together with the staffs of the Hospital, Rural Institute, and Agricultural Sanitation Investigation, were found sufficient to continue the Special Courses opened in 1939 and also to open a further two Courses, Pharmacy and Rural Service.

The Special Courses are now, therefore, seven in number:-

1. Nursing (four years)
2. Hospital Laboratory Technique (two years)
3. Hospital Technicians Special Class
4. Pharmacy (two years)
5. Medical Social Case Work (three years)
6. Soil Science and Agricultural Sanitation (three years)
7. Rural Service (three years)

In the Rural Service Course is included, as one of its divisions, the Home Economics Course opened in 1939.

Special Course Plans (as prepared in spring 1940)

These are given in the attached Announcement circulated among the schools of North China in April 1940. The Announcement indicates the type of training offered in each Course and the nature of the future work for which each Course should equip its students.

The Six Courses mentioned in the Announcement have now become seven. The reasons for this change will appear later in this Report.

During the first half of 1940 the University had an opportunity of sending various members of staff to give vocational guidance talks in Cheeloo Middle School, Tsinan. In addition, Dr. Winfield and others were able, while in Peking and Tientsin, to meet graduating classes of some senior middle schools and explain in more detail the nature of each of the Special Courses. This valuable work was undoubtedly partly responsible for the great increase in the number of candidates for admission as compared with the previous year.

Candidates for Admission, Summer 1940

In the two Entrance Examinations, July and August, 1940 there were 305 candidates sitting for entrance to one or other of the Special Courses. This contrasts very favourably with the corresponding figure of 79 in 1939.

In addition to the promotion work mentioned above, a further probable reason for the increase was the growing confidence among North China schools that the University in Tsinan would be able to carry out its announced programme.

The distribution of the 305 candidates among the various Special Courses is shown in the following table:-

1940

Candidates for Admission, 1940

	July	August	Total
Nursing	26	13	39
Lab. Technique	97	24	121
Pharmacy	70	16	86
Soc. Case Work	7	3	10
Soil & Agri San	17	3	20
Rural Service	19	10	29
	<u>236</u>	<u>69</u>	<u>305</u>

Candidates Accepted, 1940

Of the above 305 candidates 100 were accepted for admission, though 17 of these were accepted for Courses other than their first choice. For instance in some Courses the competition for a limited number of places was exceptionally keen, and candidates, whose standards in the examinations were good but not good enough to gain a place, were offered a place in another Course. Again, some candidates whose examination grades in mathematics, for example, were below requirement were offered places in Courses in which whose curricula mathematics does not occupy a prominent position, e.g. Nursing, Rural Service.

Hospital Laboratory Technique & Technicians Special Class

In 1938 and 1939 it was evident that there existed among the middle school students of North China a widespread hope that Cheeloo would be able to offer a course, with an essentially Pre-Medical curriculum, for those interested in later receiving a medical training.

In the spring term 1940 it was announced to our student body that the second year of such a course would be offered in 1940-41 as the Hospital Laboratory Technique Special Class Second Year. The first year of the Laboratory Technique Course had already provided the first year curriculum desired.

Students of adequate scholastic standing were invited to apply for admission to the Special Class. All of such standing in the Laboratory Technique Course applied forthwith, and a few others in the Nursing Course first year.

It was manifest that the regular Hospital Laboratory Technique Course, which had proved itself a valuable contribution to the hospitals of China, was in danger of being killed by the Special Class. There were, in fact, no students to enter its second year in September 1940.

The University therefore decided that beginning September 1940 students should be admitted to the Laboratory Technique Course and to the Special Class separately in the first year.

The great majority of those applying for Laboratory Technique in the summer of 1940 wished to enter the Special Class.

It was also realised during the summer of 1940 that a Laboratory Technique Course of TWO instead of three years would meet the needs of hospitals and students at the present time quite adequately. Hence the Course's curriculum was revised on this basis.

1940 (3)

Students entering the Special Class were given to understand that the University's Medical staff expected to be able to provide the courses of the third and following years' curricula on the Medical Campus.

Medical Social Case Work Course

Owing to the temporary shortage of necessary teaching staff and lack of sufficient numbers of candidates with adequate scholastic standing (two factors not unrelated), it was decided finally to admit no new students to this Course in September 1940.

Soil Science and Agricultural Sanitation Course

The question of faculty economy does not arise in relation to this Course which has at present very few students. The Course is something new in the local educational field and large numbers of candidates were not expected. The existing staff of the Agricultural Sanitation Investigation is able to provide all necessary teaching ~~rather~~ peculiar to this Course in addition to offering courses required by other Special Courses.

Student Enrolment. Autumn 1940

The following table indicates the number of accepted candidates who actually entered the Special Courses last September, together with the numbers of old students still in the University.

The entering class for Laboratory Technique was limited to 8 as a maximum, for The Technicians Special Class to 22, and for Pharmacy to 16. It is to be regretted that 5 candidates who had gained places in the Special Class failed to enter though they had paid their deposit.

The total number of Second Year students, 27, is considerably lower than the First Year enrolment of 1939. This is almost entirely due to the emphasis on adequate scholastic standards set by the Promotion Committees of the Special Courses. It was found necessary to disqualify 9 students from further study on account of poor work.

	<u>Enrolment. September 1940</u>										Total
	1st. Yr.		2nd. Yr.		3rd. Yr.		4th. Yr.		Totals		
	M	W	M	W	M	W	M	W	M	W	
Nursing		23		10		14		5		52	52
Lab. Technique	3	4							3	4	7
Tech. Special	12	5	7	4					19	9	28
Pharmacy	12	4							12	4	16
Soc. Case Work	-	-	1	3					1	3	4
Soil & Agri San	1		2						3	-	3
Rural Service	9	5							9	5	14
	<u>37</u>	<u>41</u>	<u>10</u>	<u>17</u>	<u>-</u>	<u>14</u>	<u>-</u>	<u>5</u>	<u>47</u>	<u>77</u>	<u>124</u>
Totals	78		27		14		5		124		
Part-time	4	1							4	1	5
									Grand Total		<u>129</u>

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### Christian Character of Student Enrolment, 1940

It would seem appropriate to give the figures indicating (as far as statistics are able) the Christian character of the student enrolment, immediately following the general Enrolment Statistics. The fine atmosphere prevailing on our campuses this year must surely be not unconnected with the high proportion of Christians among the students.

The following figures (for September 1940) have since been considerably modified, for, on November 10, 1940, fifteen students made a public confession of their faith in Jesus Christ and were baptised in Kumler Chapel.

	Enrolment	Church Members	Prof. Xtns. not Ch. memb.
Nursing	52	31	8
Lab. Technique	7	4	1
Tech. Special Class	28	15	9
Pharmacy	16	9	2
Social Case Work	4	3	1
Soil & Agri San	3	2	1
Rural Service	14	8	2
Part-Time	5	5	1
		77	25
Total	129	100 (77.5%)	

### Special Courses. Organisation

Each of the Special Courses is under the direction of a Chairman appointed by the Associated President. These Chairmen together with the Director of Studies and Registrar (at present one person) constitute the Special Courses Curriculum Committee which, under the Executive Council, is the directing body for present planning and future development of the Courses. Each Course is represented on the Executive Council of the University reconstituted for Tsinan in the spring 1940.

### The Present Academic Year

The insistence on good standards of work in 1939-40 and the careful selection of candidates for admission this year have combined to give the Special Courses a group of steady, well-behaved and hard working students whom the staff finds it a pleasure to teach.

Much credit for the excellent atmosphere prevailing in the dormitories and the University generally must also be given to the Deans of Men and Women Students, Miss K.M. Greaves and Dr. D.L. Yang.

The interchange of courses between the Arts and Science Campus and the Medical Campus have been an interesting new feature of university life and have formed one more spoke in the wheel of unity of the institution. Pharmacy and Laboratory Technique Freshmen have had their class work fairly evenly divided between the two campuses, while Soil and Social Case Work students have had some of their teaching on the Medical Campus.

A word of tribute should be paid to the Chairmen of the various Courses for the supervision given to their student groups through the year. The Chairmen have been kept informed of students' progress in class-work month by month and have given regular guidance to individual students.

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New Departures in the Curricula

A number of ~~new~~ subjects appearing in the curricula for the first time are an indication of the educational experimentation and the development of courses of training related to specific needs of a rural society which are among the chief characteristics of the Special Courses.

A full year course in Personal Hygiene, taught in two sections, men and women, to all freshmen, is proving very successful. Following a first term of instruction under one doctor for each section, the classes are to have the benefit of special lectures on particular aspects of the subject, including mental hygiene, from a number of medical and other staff in the second term.

Other courses, noticed for the first time in the curricula, are those on Public Health, Agriculture, Soil Science, General Survey of Mathematics and Astronomy, History of Rural Peoples, ~~and~~ and The Christian Home.

As the later years of the Rural Service and other Courses are reached, these new departures will, of course, be increased many fold.

Extra-Curricula Activities

Before concluding this Report with the mention of certain considerations regarding particular Courses, space must be given to ~~some~~ refer to the wholesome development of University life outside the class-rooms.

In the Entrance Regulations and Outline of Courses (Bulletin No. 102) issued in the spring 1940, it was announced that women students would be required to spend an average of thirty minutes daily in supervised training in projects related to cooperative living, such as gardening, cooking, and household tasks. During the autumn term women students made their choice between gardening, supervised by the Rural Institute, and cooking. All reports go to show that this training has been both beneficial to and appreciated by the women students. The men students have now asked for the opportunity to do gardening and facilities are being arranged for this in the spring term.

Too many organised activities outside the class-room having been found to subtract overmuch from students' time for individual study, the Deans of Men and Women Students together with the Director of Studies have been asked to exercise some guidance and control in this direction.

Physical Education has this year not been a required course for second and third year students. All men students have, however, been required to turn out before breakfast for morning exercises, and all students know that they are expected to join every day in exercise or games after class hours. The student body's response has been good. Under the Physical Education Director a successful series of competitions in football, basket-ball and volley-ball were ~~carried~~ played off in the autumn term.

In conclusion

Whereas some of the Special Courses were the offspring in part of a necessary restriction of the University's programme in Tsinan, it is felt that they have their own intrinsic values

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and that these values will increase as their development proceeds.

The Nursing Course's additional half-year, giving a full year for freshmen on the Arts and Science Campus, is already proving its worth in the greater maturity and balance of the students entering the Hospital for the remainder of their training.

The Hospital Laboratory Technique Course in its revised two-year curriculum has been compelled to omit some of the fundamental courses, eg. General Chemistry, General Physics, originally included in the three-year plan. The work of the present year suggests that the two-year period will afford sufficient time for a very useful course of training.

The standard of work in the Technicians Special Class, for pre-medical instruction, compares not unfavourably with that of pre-1937 classes. It is hoped that the University's Medical staff will be able to carry out its programme of teaching for the third and following years of this Class, though it is realised that such a programme will impose a considerable strain on teachers who already have heavy work to carry in the Hospital.

The Pharmacy Course proved, by the number of applicants for admission last summer, to be one of the most attractive offered by the University. Competition for admission was particularly keen and the standard of admitted candidates high. Restricted laboratory space limited the entering class to a maximum of 16. It is feared that shortage of staff will make it impossible to admit a new class in the autumn of 1941. That deficiency should however be filled a year later and make annual acceptance of new students possible.

The Courses in Medical Social Case Work and in Soil Science and Agricultural Sanitation are of indubitable value though unfamiliar perhaps to the middle school student looking to college studies as preparation for a career. The development of the Rural Service Course will help to bring together some of the teaching staff needed for Social Case Work, and will provide a larger setting in which the Soil Science and Agricultural Sanitation Course will find its proper place.

Of the Rural Service Course itself it should be remarked that the launching of this new Course did not imply that the University considered an adequate staff was already here. Rather it indicated the type of new members of teaching staff which should be engaged to meet the needs of the Course as it developed. The Course promises to offer a training which should attract good students of college grade and to awaken in them a spirit of service and a stimulus to go out and tackle the many problems of China's rural communities.

Respectfully submitted

E.L. PHILLIPS.

February 22, 1941

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F. L. PHILLIPS

February 22, 1941

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**CHEELoo UNIVERSITY**  
**TSINAN**

**SPECIAL COURSES 1940**

The following paragraphs summarise the six Special Courses offered by Cheeloo University. A general entrance requirement for all Courses is graduation from a recognised senior middle school.

The Chinese language is the main medium of instruction in each Course. The use of English textbooks and reference books is in some cases necessary, however, and English is therefore a required subject in the Entrance Examination and in the curriculum.

**NURSING (four years)**

In 1939 the University School of Nursing took advantage of the newly organised group of Special Courses to give its students the benefit of a full year of pre-nursing studies. This results in the Nursing Course being six months longer than hitherto.

Women of nineteen years of age or over, who hold senior middle school certificates, are eligible as candidates for admission.

The first, or pre-nursing year gives students a background of the fundamental sciences so that they may more fully understand the scientific side of nursing. Those who themselves have been nursing students or instructors are very conscious of this lack in the education formerly given to nurses. The allocation of a full year to pre-nursing studies also gives opportunity for the students to reach greater mental and physical maturity before entering upon the arduous training in hospital.

The last three years of the Nursing Course are devoted to practical work in the University Hospital, with a programme of instruction as detailed in the curriculum. No fees are payable in these years.

The best nurses are not necessarily those who are most brilliant either on the academic or the practical side of life. A good nurse needs to have all-round talents combined with a sound character and a healthy body. It is on these lines that the Admissions Committee makes its selection from applicants.

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Those who successfully complete the Course receive the Cheeloo Nursing Diploma, and may sit for the National Nursing Certificate. With the better foundation which the longer Course provides, the graduates should be able to take greater responsibility in the wards and in the administrative work of hospitals. The experience of the Nursing School reveals that this is the present need of the Chinese nursing profession.

In order to help defray the expenses of students with less ample means, the University Hospital offers a number of bursaries for promising students in the second half of the pre-nursing year.

#### **HOSPITAL LABORATORY TECHNIQUE (three years)**

This Course is designed to give a thorough grounding in the basic technical procedures used in the laboratory diagnosis of disease. Sufficient theoretical knowledge is taught to enable the student to understand the methods employed and to interpret the results.

The Course is an extension of the original one-year course offered up to the end of 1936. In the revised course, now extending over three years, a more adequate training in the fundamental sciences is given in the first year to enable the student to pass more readily to the second year of applied science and technology. The final year consists of technical practice in all the routine laboratory procedures, together with a strictly limited amount of advanced study. No tuition fees are payable in this year.

Graduates of the Course will receive the Cheeloo Diploma. They should be able to fill a real need for well-qualified and skilful technical assistants in hospitals, besides becoming technicians whose knowledge of fundamentals is such that they can easily keep abreast of the yearly advance in laboratory diagnosis.

#### **PHARMACY (two years)**

After a lapse of three years the Pharmacy Course re-opens in September 1940. The Course as designed to train students in the principles and practice of Pharmacy so as to equip them to take charge of hospital dispensaries, to enter business firms, or engage in other pharmaceutical work.

The Cheeloo Diploma in Pharmacy is awarded to students on graduation.

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#### **MEDICAL SOCIAL CASE WORK (three years)**

Until the opening of this Course in 1939, Social Case Work, now recognised as a profession, had no schools in North China training recruits for its ranks. The University Hospital had hitherto given a year of supervised practice to college graduates before recognising them as regular social case workers.

The first two years of the present Course are devoted to studies providing a general foundation in theory, with a small amount of practice. The final year is given very largely to supervised practical work in connection with the University Hospital's Social Service Department. No tuition fees are payable in this year.

Students successfully completing the Course are awarded the Cheeloo Diploma in Medical Social Case Work. They will be qualified to become junior workers in an organised Hospital Social Service Department or to take a position as case worker in a smaller hospital where there is no organised department.

#### **SOIL SCIENCE AND AGRICULTURAL SANITATION (three years)**

Two of the basic needs of China are improved agriculture and environmental sanitation. The curriculum of this Course gives three years of practical training with a sound scientific foundation in methods of solving the problem of environmental sanitation and in advancing agriculture through the improved use of fertilisers. In the final year considerable time is given to laboratory work in soil analysis.

On graduation from this Course students will receive the Cheeloo Diploma in Soil Science and Agricultural Sanitation. They should be capable of serving as competent soil analysts or of doing for China what the sanitary engineer does in other countries.

#### **RURAL SERVICE (three years)**

On the control of the disintegrating forces created by poverty, ignorance, disease, and the like among the rural population and on the rebuilding of rural society hangs the future of the area which this University seeks particularly to serve. The serious situation is growing steadily worse among a large proportion of the population. This Course has been planned to train leaders to help meet the needs of the hour.

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Students entering this Course should, along with scholastic ability, possess qualities of leadership and a real desire to serve. The Course is primarily practical throughout. It will provide students with natural sciences enabling them to interpret nature to country folk, human sciences for the understanding of human behaviour and society, and a study of the problems of rural service and practice in their solution. The project method will be used extensively throughout the Course and particularly in the third year.

On the completion of the first year of general foundation studies, students will be required to choose which of the Course Divisions they wish to enter. These Divisions are Extension, Mass Education, Livelihood, Cooperatives, Health, and Home Economics. All except the last have a common curriculum in the second year, but different emphases in the third year programme.

Students successfully completing the Course will be awarded the Cheeloo Rural Service Diploma. They should be prepared to give leadership in Church rural service programmes, such as might be initiated in a rural parish or similar organisation, or in any other public or private organisations promoting such programmes.

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STUDENT EVANGELISM IN SZECHWAN

By S. Lautenschlager

Cheeloo University, Chengtu, China

Spring 1940

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Lautenschlager*

Recently we spent five weeks with a team in student evangelism in seven Christian middle schools in Szechwan. The team consisted of three Chinese and myself; two college professors, the secretary of the Szechwan Christian Education Association and a religious education specialist, and was sponsored by the China Christian Education Association. The response was amazing. In two cities meetings were held in the local church as well as in the schools. Four of the schools in which meetings were held were connected with the American Methodist Mission, two with the Canadian Mission and one with the Friends Mission. Two of the schools were boys schools, three girls schools and two were co-educational.

In one local church there were twenty-four decisions to become Christians, including ten young women who are in a group of social workers sent out by Madame Chiang to the country villages. This group is led by a Ginling College graduate who is an earnest Christian. She invited our whole team to meet the group and to tell them why we are Christians. Ten out of the fifteen in this service group made decisions later in our meetings to follow Jesus. In the other church there were forty-five decisions, including bankers, students, government officials and military officers. Three of these also belonged to another of Madame Chiang's service groups. In all our meetings in the schools and churches, Professor Hoh of Ginling College made a special appeal for Christian service in the rural field, while Dr. Shao and Mr. Pao, the other two members of our team, met with the Christian groups and faculties of the schools, and gave special messages on the Christian contribution to China, especially during these war years.

The most astonishing response was in the schools. In all the schools I spoke on "The War in Europe and its significance for China", "The World's Needs and Hopes", "The Meaning of Life", and finally on "Christ and His Cross".

In one girls' school one hundred and twenty decided to be better Christians and to live more unselfishly, one hundred and thirteen decided to be baptized and to join the Church, and another hundred to follow Jesus, but due to family difficulties not to join the Church at present. In another school ninety-eight made decisions to be baptized and two hundred and twelve to study Christianity. Altogether in the five weeks over five hundred joined study groups preparing for baptism, six hundred more to become Christians and nearly a thousand more to study the faith and work of Christianity.

In several schools, where no organized Christian groups existed, Christian fellowships were organized. In one school when the Christian group met with our team for two hours

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to ask questions, more than sixty non-Christians came and listened with equal eagerness to the discussion. In this school there were over three hundred decisions for baptism and to study Christianity, and the students themselves petitioned the principal to lessen the English teaching of the pastor in the school so that he could teach Bible classes and help prepare the students for baptism.

The whole student body of eight hundred students in this school, led by the school band, singing songs and shouting slogans, escorted us to the river, a distance of over an English mile, where we got a boat to go to our next place. In another school, the student body went with us to the auto station, doing us the usual Chinese honours, - shooting off great strings of fire-crackers. In this school the senior class of forty students met with us one whole evening to ask questions about national, social and religious problems, and then sent a delegation begging us to stay another day to answer their remaining questions. Due to lack of time we could not do so, but we gave them two more hours the next morning.

In another school we met all the classes one by one to answer questions. Besides questions on national and social matters all groups asked why we should be Christians, how we can be true Christians, as well as questions concerning preparation for Church work as Christian social service, education, medical work and pastoral work. Several of the finest seniors decided to go to the theological college next fall.

Not only Christian but non-Christian schools welcome the gospel. In a non-Christian school, 600 students, 10 miles out of the city, in a village temple, gave us a great welcome. Three or four of the faculty are earnest Christians and they wish to get Christian groups started. We could only spend half a day in this school. Another non-Christian school with eight hundred students urged us to spend several days with them but we found it impossible to go even for one meeting.

After returning to Chengtu, I met the head of a large government school which is in a new and growing city near Chungking. He said, "Why didn't you come to our school? We have nearly eight hundred students and an income of \$120,000 a year. Our school is a government school, using government funds, but the leadership is Christian and we intend to put on a full Christian program. We want you to come and hold meetings for us. If you ever come to Chungking again, let us know and we will send a special boat to bring you to our school."

All doors are open. The response to evangelism in the schools is unprecedented. In many schools students are living in huge mat sheds, with straw roofs and floors, with generous openings instead of windows, wicks hanging out of saucers full of vegetable oil furnish light for night study, but the spirit of the students is splendid. Some are giving up their studies to serve the refugees and the wounded. In one school of only one hundred and fifty girls, over \$800 was raised in one morning for the "Friends of the Wounded" Society, during our two

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days stay in the school. The challenge of the Gospel is quickening the conscience and strengthening the will of thousands of students to meet the challenge of the national crisis, which is dominating the life and thought of all classes today.

One finds earnest Christian leadership in the highest government circles. This leadership urges the Church openly and vigorously to preach the gospel everywhere. A new Christian Fellowship of college graduates and government leaders has been recently organized in Chungking with the help of the national Committee on Church and Alumni, and a strong evangelistic band, which has as its slogan "China for Christ", is being organized. Educational and government circles, which traditionally have been either indifferent or opposed to Christianity, are now not only the most open to the gospel message, but the most active in Christian leadership and Christian evangelism. Everywhere the response to Christian evangelism has itself become the greatest challenge to the Christian church.

Besides evangelistic messages and Bible classes the students, who are coming to study Christianity in what is almost a mass movement, need to be given instruction in Church history, not perhaps, ordinary Church history, but rather the history of Christian social thought and work. An honest history of Christian heroism, the Church's failures and accomplishments, its great social contributions in the past and present, would effectively abolish the few remaining prejudices and misunderstandings. For three years I have taught such a course for university students. During the last term there were fifty-three students in this class. Many students have witnessed to the value of this course by saying, "We have always had great reverence for Jesus, but since studying this phase of church history we are also proud to join the church, and belong to that great movement which is carrying on the work of Jesus and which is trying to realize the Kingdom of God on earth."

The story of Jesus himself and the record of all he has begun to do through his disciples and his church convinces the thinking, seeking minds and hearts of thousands of students in China today that Jesus is the true way to the worth-while life, as well as freedom and justice and peace. Our biggest job in times of war or peace is to preach this gospel. The amazing response is at once the proof of the distressed world's need and the proof of the gospel's power to meet that need.

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