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A PROPOSED PHYSICAL EDUCATION PROGRAM FOR BOYS OF THE
SUTHERLAND COMMUNITY HIGH SCHOOL, SUTHERLAND, IOWA

by

VICTOR J. CHRISTENSON

B. A., Buena Vista College, 1949

Presented in partial fulfillment of the requirements for
the degree of Master of Education

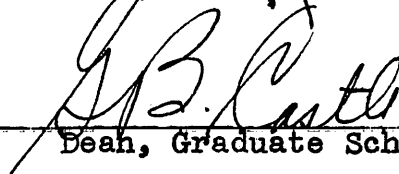
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1956

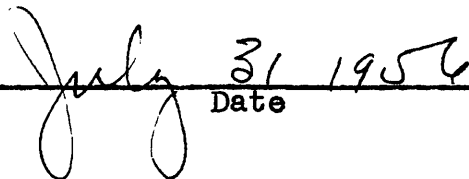
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CHAPTER I

INTRODUCTION

School authorities and teachers in health and physical education are frequently uncertain about many phases of the health and physical education curriculum. One of the main reasons for widespread uncertainty is the broad range of activities which may be included in the health and physical education curriculum and the close relationship of the available space, facilities, equipment and assistance to the inclusion and conduct of desirable activities in the program. Because of varying conditions in the schools, it is necessary to determine the curriculum somewhat on an individual school basis.¹

Setting of the problem. Sutherland is a rural town of approximately one thousand population located in O'Brien County in the Northwest corner of the state of Iowa. The Sutherland Community High School has an enrollment of ninety students. Forty per cent of the students live in the town of Sutherland; the rest of the students live on farms in the surrounding area.

Purpose of this study. The objective of this study is to suggest a satisfactory physical education program for all boys of the Sutherland Community High School. The study

¹Leslie W. Irwin, Curriculum in Health and Physical Education, (St. Louis: The C. V. Mosby Company, 1944), p. 5.

has importance in that it will seek to determine the adequacy of the present program from the standpoint of student needs and state law.

The school laws of the State of Iowa, published in cooperation with the State Board of Public Instruction, establishes the following requirements for physical education in the high schools of the state:

4263. Physical education. The teaching of physical education, exclusive of interscholastic athletics, including effective health supervision and health instruction, of both sexes, shall be required in every public elementary and secondary school of the state. Modified courses of instruction shall be provided for those pupils physically or mentally unable to take the courses provided for normal children. Said subject shall be taught in the manner prescribed by the state superintendent of public instruction.

4264. Length of course. The course of physical education shall occupy periods each week totaling not less than fifty minutes, exclusive of recesses, throughout each school term. The conduct and attainment of the pupils in such course shall be marked as in other subjects and it shall form part of the requirements for promotion or graduation of every pupil in attendance, but no pupil shall be required to take such instruction whose parents or guardian shall file written statement with the school principal or teacher that such course conflicts with his religious beliefs.²

Teacher certification in special subjects or in special service areas must be taken into consideration with regard to regulations which form the framework for a physical education program. Bulletin Number 31, Certification and Approval of School Personnel, outlines provision for a valid

²State of Iowa School Laws, Published by The State of Iowa, Des Moines, 1953, p. 210.

certificate in high schools in the State of Iowa. The teacher must have ten semester hours in the special subject concerned, unless the assignment in the special subject field occupies a major portion of the teacher's school day. If this is the case, the teacher must have a proportionate amount of preparation in excess of ten semester hours up to and including twenty semester hours for a full-time assignment.³

Present Program. Male students who are not participants in the seasonal sport of the athletic program are required to take part in physical education, one thirty-five minute period a week. All boys are required to take physical examinations before participating in the physical education program. Those pupils who are not physically capable of participating are exempt from the program. The time element and once a week meetings put definite limitations on the present program. The boys are divided into two groups and the current sport of the season is played. The state law prescribes the length of periods to be at least fifty minutes, and that grades of attainment and conduct shall be kept. These provisions are not complied with in the present program.

³Certification and Approval of School Personnel,
Bulletin No. 31, Des Moines, Department of Public Instruction,
State of Iowa, 1954, p. 24.

CHAPTER II

BACKGROUND FOR THOUGHT ON PHYSICAL EDUCATION

Lay persons frequently think of athletics and physical education as being synonymous in meaning. The term "physical education" is much broader and much more meaningful for day-to-day living than is indicated by the lay point of view. Most physical education personnel think of athletics as only one phase of a broad physical education program; namely, athletics is that division of the program which is concerned with interscholastic or intercollegiate sports competition. In turn, physical education is closely allied to the larger area of education, of which physical education is a vital part. A physical education program under qualified leadership aids in the enrichment of an individual's life.

Physical Education Defined

In order to better understand the concept of physical education, the definition of physical education by a few leaders in the field will be helpful.

Williams and Brownell in their book, The Administration of Health and Physical Education, point to the fact that:

Physical education implies selected physical activities, which are conducted with reference to the benefits that may be derived from participation in these activities.¹

¹Jesse F. Williams and Clifford L. Brownell, The Administration of Health and Physical Education, (Philadelphia: W. B. Saunders Company, 1946), p. 22.

In Curriculum Designs in Physical Education, Cowell and Hazelton state that:

Physical education, considered as a valuable and integral part of organized education, is the social process of change in the behavior of the human organism resulting from participation in "big-muscle" play and related activities.²

Jay B. Nash in his book, Physical Education: Interpretations and Objectives, notes that:

Physical education is one phase of the total education process and it utilizes activity drives that are inherent in each individual to develop a person organically, neuromuscularity, intellectually, and emotionally. These outcomes are realized whenever physical education activities are conducted in such places as the playground, gymnasium and swimming pool.³

Nixon and Cozens in their book, An Introduction to Physical Education, describe physical education as:

That phase of the total educational process which pertains to vigorous activities involving the muscular system and the learnings that result from participation in these activities.⁴

David K. Brace in Health and Physical Education for Junior and Senior High Schools says:

Physical education is that phase of the school program which is concerned largely with the development of physical fitness through the medium of big-muscle

²Charles C. Cowell and Helen W. Hazelton, Curriculum Designs in Physical Education, (New York: Prentice-Hall, Incorporated, 1955), p. VII.

³Jay B. Nash, Physical Education: Interpretations and Objectives, (New York: A. S. Barnes and Company, 1948), p. 52.

⁴Eugene W. Nixon and Frederick W. Cozens, An Introduction to Physical Education, (Philadelphia: W. B. Saunders Company, 1947), p. 6.

activities requiring strength, speed, agility, and endurance; with the acquisition of motor skills of interest to growing youth and of value in later life recreational activities; and with the development of socially desirable habits, knowledge, and attitudes which contribute to the aims of education.⁵

In summary, physical education is the development of big-muscle activity, and is considered an integral part of the social process of organized education.

Development of Thought Concerning Physical Education

Certain Greek philosophical leaders, to whom the world for the past two thousand years has turned for much of its educational thinking, believed that physical education had a place of importance in the total education of humanity.

Socrates stressed the general utility of physical education and the importance of health in achieving life purposes. He pointed out that even in thinking, where it seems the body is used very little, bad health can and does contribute to errors in judgment.⁶

Plato recognized physical education and music for both men and women as important phases of education.⁷

⁵David K. Brace, Health and Physical Education for Junior and Senior High Schools, (New York: A. S. Barnes and Company, 1948), p. 4.

⁶Deabold B. Van Dalen, Elmer D. Mitchell, Bruce L. Bennett, A World History of Physical Education, (New York: Prentice-Hall, Incorporated, 1953), p. 69.

⁷Ibid., pp. 69-70.

Aristotle held that the body and soul are closely interrelated and that mental faculties are affected by bodily movement and conditions of body health. He thought that one should engage in lighter exercises such as dancing, running, jumping, and throwing until fourteen or fifteen years of age. Heavier exercises could be engaged in later and they would not impair the body. Excessive or deficient exercise is similar to excessive or deficient food and drink; both result in harm to the body. Physical education should help one to live a virtuous life and not one of conquest.⁸

Xenophon, a contemporary of Plato, thought of physical education as important for the building up of a strong army. He felt that soundness of body and of mind were essential to success. However, Xenophon's thoughts were of war, and his thinking in regard to physical education was mainly in terms of the military.⁹

The Renaissance period also had its effect upon physical education. With more attention being placed on enjoyment of the present and the development of the body, asceticism lost its hold on the masses. During this period, the theory that body and soul were both necessary for the optimum functioning of one or the other became popular. The belief existed that learning could be promoted through good

⁸Ibid.

⁹Ibid.

physical health. One needed rest and recreation from study and work. The body needed to be developed for health and preparation for warfare.

During and following the Renaissance period, the writings of Martin Luther, John Locke, and Jean Rousseau indicated the change in the philosophy and thinking toward physical education.

Martin Luther (1483-1546), the leader of the Protestant Reformation, did not preach asceticism as a means of salvation. He saw in physical education a substitute for vice and evil pursuits during leisure hours such as gambling and drinking, a means of obtaining elasticity of the body, and a medium of promoting ones health.¹⁰

John Locke (1632-1704), famous English philosopher and a student of medicine, supported physical education in a work entitled, Some Thoughts Concerning Education. His objectives in regard to health could be summed up as (1) a means of meeting emergencies involving hardships and fatigue, and (2) a means of having a vigorous body at one's command.¹¹

Jean Jacques Rousseau (1712-1778), a French writer, in his book, Emile, pointed to what he considered to be an ideal education. In his education, physical education would contribute to the objectives of health and a vigorous

¹⁰Ibid., p. 162.

¹¹Ibid., pp. 193-194.

body. He stressed that the mind and body are an indivisible entity in man and that both are bound together.¹²

The changes in the social and physical activities of man brought on by the Industrial Revolution and advancement in science is evidenced in the work of Herbert Spencer. In 1858, Spencer, one of England's great educational scholars, conceived of education as "complete living" and suggested that education is something more than telling, that it is an activity phenomenon and should include:

1. Those activities which directly minister to self-preservation (Health-Safety).
2. Those activities which, by securing the necessities of life, indirectly minister to self-preservation (Vocation).
3. Those activities which have for their end the rearing and discipline of offspring (Family).
4. Those activities which are involved in the maintenance of proper social and political relations (Citizenship).
5. Those miscellaneous activities which make up the leisure part of life, devoted to the gratification of the tastes and feelings (Leisure Time).¹³

Physical Education as Related to the American Democratic Concepts of Education

The Commission on the Reorganization of Secondary Education undertook the major responsibility for defining objectives for the secondary school as a totality and for various subject fields taught in the secondary school. The commission defined the goal of education in a democracy in

¹²Ibid., p. 201.

¹³Cowell and Hazelton, op. cit., pp. 9-10.

the following terms:

The purpose of democracy is so to organize society that each member may develop his personality primarily through activities designed for the well-being of his fellow members and of society as a whole.

Consequently, education in a democracy, both within and without the school, should develop in each individual the knowledge, interests, ideals, habits, and powers whereby he will find his place and use that place to shape both himself and society toward ever nobler ends.¹⁴

In order to determine the main objectives that should guide education in a democracy, the commission emphasized the necessity of analyzing the activities of the individual. In 1917, on the basis of such an analysis, the commission proposed the following main objectives of secondary education:

1. Health.
2. Command of fundamental processes.
3. Worthy home-membership.
4. Vocation.
5. Citizenship.
6. Worthy use of leisure.
7. Ethical character.¹⁵

These main objectives are more popularly known as the "Seven Cardinal Principles of Education." Health, worthy home-membership, vocation, and worthy use of leisure are either wholly or partly related to physical education. Health needs cannot be neglected during the period of secondary education without serious danger to the individual and the race. The secondary school should therefore provide

¹⁴John G. Saylor and William M. Alexander, Curriculum Planning, (New York: Rinehart and Company, Incorporated, 1954), pp. 219-220.

¹⁵Cowell and Hazelton, op. cit., p. 59.

health instruction, organize an effective program of physical activities, and regard health needs in planning work and play.

In 1938, the Educational Policies Commission in the Purposes of Education in American Democracy said the aim of a broad and balanced education for all the children of all the people should include:

1. The objectives of Self-realization.
2. The objectives of Human Relationship.
3. The objectives of Economic Efficiency.
4. The objectives of Civic Responsibility.¹⁶

Among the sub-objectives of Self-realization were included: attainment of health knowledge, desirable health habits, sound public health, and wholesome recreation. The sub-objectives of human relationships included cooperation, or working and playing with others. Physical education attempts to meet the needs of these objectives.

The Educational Policies Commission in the spring of 1944, issued a statement on the post World War II goals of secondary education known as the "Ten Imperative Needs of Youth":

1. Salable skills
2. Health and physical fitness
3. Citizenship
4. Family life
5. Consumers problems
6. Science
7. Appreciation of beauty
8. Leisure time
9. Cooperation

¹⁶Saylor and Alexander, op. cit., pp. 106-108.

10. Thinking and communication¹⁷

The Educational Policies Commission, in an attempt to set up the ideal communities of Farmville and American City, conducted studies and made reports on such subjects as health and physical fitness among children and youth; family conditions in the city; recreational needs and opportunities; and schools as neighborhood centers. All youth need to develop and maintain good health and physical fitness and understand the methods of biological science and the influence of this science concerning their role in the world of nature and man.

Another approach to the needs of youth, Robert J. Havighurst in his book, Human Development and Education, stresses the developmental tasks of youth which he defines as follows:

The tasks the individual must learn - the developmental tasks of life - are those things that constitute healthy and satisfactory growth in our society. They are things a person must learn if he is to be judged and to judge himself.

To be a reasonably happy and successful person, a developmental task is a task which arises at or about a certain period in the life of an individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks.¹⁸

Havighurst lists ten developmental tasks of the

¹⁷Educational Policies Commission, Education for all American Youth, (Washington 6, D. C. National Education Association of the United States, 1944), pp. 225-226.

¹⁸Robert J. Havighurst, Human Development and Education, (New York: Longmans, Green and Company, 1953), p. 2.

adolescent group, the teenage youth ordinarily enrolled in grades 8-12. Eight of these following developmental tasks include a biological basis within the total structure of each task:

1. Achieving new and more mature relations with age mates of both sexes.
2. Achieving a masculine or feminine role.
3. Accepting ones physique and using the body effectively.
4. Achieving emotional independence of parents and other adults.
5. Achieving assurance of economic independence.
6. Selecting and preparing for an occupation.
7. Preparing for marriage and family life.
8. Developing intellectual skills and concepts necessary for civic competence.
9. Desiring and achieving socially responsible behavior.
10. Acquiring a set of values and an ethical system as a guide to behavior.¹⁹

For purpose of this study, the definition of physical education as stated by Bucher can be used as a guide. Bucher says:

Physical education, an integral part of the total educational process, is a field of endeavor which has as its aim the development of physically, mentally, emotionally, and socially fit citizens through the medium of physical activities which have been selected with a view to realizing these outcomes.²⁰

¹⁹Ibid., pp. 111-147.

²⁰Charles A. Bucher, Foundations of Physical Education, (St. Louis: The C. V. Mosby Company, 1952), p. 30.

CHAPTER III

THE NEED FOR PHYSICAL EDUCATION AT THE PRESENT TIME

Student needs. Developmental tasks have been defined as tasks which arise at or about a certain period in one's life. Success or failure in meeting or dealing with these tasks leads to the happiness or unhappiness of the individual. The question arises as to what are the needs of students with respect to physical education. Students want strength, grace, skill, and health for a purpose. They want to be accepted, be with their friends, overcome self-consciousness, be less clumsy and awkward, have clearer skin, and other considerations which influence their social adjustment.

According to the American Association of Health, Physical Education, and Recreation, children and youth need:

An opportunity to realize their potentialities of growth and development, this means: Adequate medical and dental care on the basis of individual needs as shown by examination; Adequate nutrition to insure well-nourished children; Participation in an enriched program of physical activity adapted to individual capacity, interests, and needs, and designed to develop organic power, strength, skill, agility, poise, and endurance as well as ability to participate with others in games and sports which promote alertness, cooperation, respect for individuals and groups, initiative and a feeling of personal worth; Participation in a recreational program designed to create interest in activities which develop talents that make for healthful living and broaden the child's horizon of the world in which he lives; A balance and rhythm in the child's daily life which is in keeping with his physical, mental, and emotional needs.¹

¹Ohio High School Standards, State of Ohio Department of Education, Columbus, Ohio, 1946, p. 46.

Normal boys and girls are interested in some form of physical activity. This interest, when expressed in wholesome gymnastic exercises and games, tends to make the body strong and to keep it well. To run, to jump, to kick, to swing, to throw, to catch, to yell--in general, to play--is natural to all children. Nature demands that children do such things, in order that they may pass safely through the motor active period of life. So strong is this desire for physical activity that children will play under the most discouraging conditions and in dangerous surroundings. Because nature desires all bodies to be strong and minds to be alert, the degree of proper physical activity provided during the childhood days determines largely the bodily and mental welfare of the grown individual.

During The Dark Ages in the history of the human race, the body was considered to be a hinderance to spiritual and mental attainment. As a result of these thoughts, the body was often exposed to intentional abuse. Such beliefs as asceticism still exist among certain religious sects. The majority of the people no longer torture the body with knives or make beds of jagged pieces of glass, but people frequently think it not worth while to set aside a part of each day for well directed physical activities. Man spends years in developing his mind, but little or no time is devoted to those activities which insure his future bodily comfort. Yet who does not prize good health as the most valuable of all his possessions?

Some will argue that we need lay no special emphasis upon physical training, because through past years men and women have reached mature age in good health.

The following excerpt illustrates a condition just prior to World War II, but during the war this evidence was repeated again and again, thus dramatizing knowledge already known but not acted upon.

At least twenty-two per cent of the pupils in high school suffer from malnutrition, tuberculosis, eye and teeth defects, or some other imperfection which could be remedied or actually corrected if care were available. Of the school children examined in six selected cities, sixty-five to ninety-five per cent had defects of some seriousness; thirty-three per cent had diseased tonsils; thirty-four per cent, defective vision; and fifty per cent, defective teeth. When the Life Extension Institute examined 100,000 young men, three out of four were found to be physically defective. Modern youth may have inherited health, but in many cases the estate has not been settled.²

Through preventive measures, the death rate, due to communicable diseases, has decreased; through the improvement of sanitary and hygienic conditions, the death rate, prior to maturity has also decreased. These improvements in hygienic and sanitary conditions, on the other hand, have not lowered the death rate of men over forty years of age. Men and women in the prime of life are dying of old age diseases because their vital organs are not strong.

²J. B. Edmonson, Joseph Roemer, Francis L. Bacon, The Administration of the Modern Secondary School, (New York: The Macmillan Company, 1955), p. 384.

Vitality, or organic power, is fundamental for physical and mental efficiency. The vital organs are best developed through the muscular activities that are common to all healthy children. The child runs and jumps, and a direct outcome of this big muscle activity is the strengthening of heart, veins, and arteries, and a fuller development of the respiratory system, a justly coordinated nervous system and the proper function of vital organs. If we take these activities away from the child and youth, rather, if we do not insist that the child and youth engage in vigorous muscular activities, the result will be, namely an adult race of men and women with weak vital organs who succumb easily to the attack of degenerative diseases.

If the majority of our young people were to reach maturity, mentally weak, the social and economic life of the nation would be in danger. This number of failures would be a disgrace to the educational system of America. Yet every day men are suffering from degenerative diseases that could possibly have been prevented, because when they were boys, the Three R's and other academic subjects were the only essentials of the educational system. Because previous educators failed to recognize the value of physical training in the educational system, there is today an increasing percentage of premature deaths.

The Presidents' Conference on Fitness of American Youth, in concluding its two day conference June 18--19, 1956,

at Annapolis, Maryland, was faced with these two major questions: (1) Is American youth in danger of going to pot physically; and (2) if so, what is to be done about it? Most of the conferees agreed that whatever needs to be done, should start on the community level.

Vice President Richard M. Nixon of the United States supplied the following statistics to the conferees:

Less than fifty per cent of our boys and girls in high school have physical education.

Ninety-one per cent of the nations one hundred fifty thousand elementary schools have no gymnasiums.

Only one thousand two hundred of our seventeen thousand communities have full-time recreation leadership.

Forty per cent of those persons entering the armed forces in World War II were unable to swim as far as fifty feet.

Ninety per cent of the nations elementary schools have less than the recommended five acres of land necessary for essential play areas.³

Vice President Nixon went on to say:

"We are not a nation of softies, but we could become one if proper attention is not given to the trend of our time - - - to make life easy and in so doing, to reduce the opportunity for normal health-giving exercise."⁴

The primary function of physical education in the public schools today is to assist in providing a medium for the normal growth and natural development of each pupil.

³Associated Press Dispatch, The Missoula [Montana] Daily Sentinel, June 19, 1956, p. 1.

⁴Ibid.

"The ultimate aim of Physical Education may well be to so develop and educate the individual through the medium of wholesome and interesting physical activities that he will realize his maximum capacities, both physically and mentally, and will learn to use his powers intelligently and co-operatively as a good citizen even under violent emotional stress."⁵

The physical education curriculum is constructed to serve two purposes. First, to set standards for a sound educational program of physical activity that can be made available to every child; and second, to make it possible for children to transfer from one school, or city, without excessive loss or embarrassment due to lack of uniformity of programs.

People living in this rapidly changing world, develop aims, materials, and techniques which are less static and more flexible. Modern physical education is more than calisthenics and recess. The school must try to bring the basic elements of curriculum into line with the needs of the individual and the needs of society. Evaluation is not based merely on mastery of subject matter, on skills and knowledge alone; but on total growth and development of boys and girls.⁶

While interested in "future" citizenship, schools try to make the most of present living. The schools are very

⁵William Ralph LaPorte, The Physical Education Curriculum, (Los Angeles: University of Southern California Press, 1942), p. 37.

⁶Cowell and Hazelton, op. cit., p. 14.

interested in the health of each child here and now. Taking turns and sharing, being a "good sport", faithfulness in adversity, working for the "good of the team", having a sense of humor, and so forth, became outcomes of teaching procedures from the nursery school through the remainder of formal education. Learning is not dictated, prescribed, and controlled by text and teacher. Learning is bound up with the total personality of the learner. Personality is generally influenced by the learner's values and purposes. These motivate learning, make it purposeful. Boys and girls want strength, grace, skill, and health for a reason. They want to be accepted, be with their friends, overcome self-consciousness, be less clumsy and awkward, have a clearer skin, and so forth. Learning is active. We now understand that it comes through experiences involving planning, self-discovery, self-direction, self-evaluation, exploration and thinking. We learn to be sociable, not solely by studying about life but through active participation in group and community living. The common motor experiences of children and youth at play socialize the individual. The most important factor in the development of personality is contact with other personalities. Play situations represent the "great common denominator", and the social "melting pot". No clear distinction now exists between curricular and extracurricular activities. All experiences affected by the school are considered part of the curriculum. Intramural games, dramatics, orchestra, and interscholastic

athletics are integral parts of the curriculum.

The essential characteristics of a good physical education program are very similar to any program of education since home economics education, science education, language arts education, and the like, draw their basic principles from the same sources as does physical education. The following fundamental characteristics might well be major concerns of a physical education curriculum:

1. A good physical education program is one which is conceived as an integral part of the total educational effort of a school.
2. A good physical education program is one that is well balanced in that it provides experiences that will stimulate growth and development of appropriate social and psychological outcomes as well as physical attributes and neuromuscular skills.
3. A good physical education program is one which contributes to the realization of democratic ideals in the daily life of pupils.
4. A good physical education program is based on the interests, needs, purposes, and capacities of the people it serves.
5. A good physical education program provides experiences which are related to basic areas of living and compatible with the maturity level of the pupils.
6. A good physical education program is an integral part of the community it serves.
7. A good physical education program is one which, through adequate facilities, time-allotment, equipment, and leadership, encourages and provides a wide range of desirable pupil activities.
8. A good physical education program is one that cooperates closely with the general health and guidance programs of the school.
9. A good physical education program is one that

fosters and encourages the professional growth and welfare of the teachers involved.⁷

The physical education program must or should include a wide range of activities; such as, team sports, stunts and self-testing activities, and individual and dual games, as wide as the school facilities and instructor qualification can provide.

The student of high school age has certain growth and play characteristics that affect the physical education program. The student at this age:

1. Approaches physical maturity. Has greater physical stamina; can do activities requiring strength and endurance, but long continued strain and exertion are dangerous.
2. Combination of team spirit plus adult prodding and individual ambition often drives student to participate beyond the point of safety.
3. Is co-operative and extremely loyal; interest in team play is dominant.
4. Desires to participate in adult activities, but often lacks sufficient judgment or experience to do so successfully.
5. Displays great interest in and desire for approval from the opposite sex.⁸

Objectives of Physical Education

A few general objectives of physical education and suggested methods of achieving these objectives in the

⁷Cowell and Hazelton, op. cit., p. 51-56.

⁸Chart, Maud L. Knapp, Montana State University, Missoula, Montana.

secondary school are listed below.

General Objectives of Physical Education

- I. NEURO-MUSCULAR SKILL. Large muscle activity should result in:
 1. Growth, development, and increased functioning of all organic systems.
 2. Increase of strength, endurance, speed, flexibility.
 3. Increased body control in a variety of situations.
 4. Ability to perform successfully a variety of skills.
 5. Learning skills which can be used for active recreation.

Suggested Methods of Achieving Neuro-Muscular Objectives in Senior High School

Emphasize skill, strength, speed, and endurance, but do not overdo.

Give frequent opportunity for use of skills in highly organized team games such as basketball, football.

Encourage student, in order to strengthen team, to specialize in a playing position.

Make certain that every student acquires skill and has a chance to play on a team.

Improve skill in single and dual games through participation in several and permit specialization in one or two for recreational co-educational participation.

Provide student with a rich and varied experience in the various forms of dance.

Include lifesaving and water safety.

- II. SOCIAL-EMOTIONAL. Large muscle activity should develop self-confidence and resulting satisfactions

which come through the ability to do an activity well.

1. The Individual learns: appreciations, attitudes, responsibilities, acceptable social conduct, ethical standards, self-expression, self-control, poise, relaxation, and enjoyment of vigorous activity.
2. The individual as a member of a Group learns: to be a leader and a follower; co-operation, group participation; to play with both sexes, and to play without race discrimination; to take turns; to share in time and use of equipment; to win or lose graciously; to sacrifice self-interest for the good of the group.

Suggested Methods of Achieving Social-Emotional Objectives in Senior High School

Provide practice in democratic living through group activity.

Require individual to assume responsibility for his own conduct according to social and ethical standards accepted by the society in which he lives.

Promote appreciation of group responsibility by leaders and followers.

Provide many opportunities for participation in co-educational activities.

III. HEALTH. Large muscle activity should result in:

1. Release from strain and nervous tension.
2. Elimination or improvement of remediable posture defects.
3. The ability to use good body mechanics.
4. Sufficient stamina to go beyond first feeling of fatigue.
5. The development of mental and physical poise, wholesome attitudes, and a zest for living.
6. Ability to adapt degree of participation to one's physical condition.

7. Organic power, the ability to maintain adaptive effort, in which one attempts to strengthen muscles, develop resistance to fatigue, and increase cardiovascular efficiency.

Suggested Methods of Achieving Health Objectives in Senior High School

Stress the importance of students assuming responsibilities for his health habits.

Stress importance of posture, habits, and behavior in development of a well-rounded personality.

Teach relationship between relaxation and activity.

IV. INTELLECTUAL. Large muscle activity should result in:

1. Knowledge of skills, rules, techniques, strategy.
2. Ability to analyze, make decisions, use good judgment.
3. Ability to use skills for self-expression.
4. Competence to use skills in new and original combinations.
5. The capacity to evaluate activities in terms of personal needs.
6. Appreciation of the place of physical activity in society today.
7. Ability to be an appreciative spectator.

Suggested Methods of Achieving Intellectual Objectives in Senior High School

Have student initiate and organize intramural, inter-school competition and sports days under supervision.

Stress the importance of students gaining knowledge of rules, skills, and techniques.

Encourage student to be creative and to be willing to

present original work to the group.⁹

The tables on the following pages represent a model program of physical education for boys, grades nine to twelve. This program was suggested by Frank Kurth, Supervisor of Physical Education, Hobart (Indiana) High School.¹⁰ The length of each class period is one hour.

The program is shown in two tables. Table I indicates the program for the first semester; Table II, the second semester.

⁹Ibid.

¹⁰Cowell and Hazelton, op. cit., p. 252.

TABLE I
First Semester
SEASONAL PROGRAM AND DAILY SCHEDULE
Grades 9-12 (Boys)

SEASON	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Fall Outdoor Program (6 weeks)	Conditioning Exercises Obstacle Course Touch Football	Warm-up Relays Obstacle Course Touch Football	Army Ball Speed Ball Box Hockey "choice"	Conditioning Exercises Obstacle Course Touch Football	Warm-up Relays Speed Ball Box Hockey or Horseshoes
Fall Indoor Program (6 weeks)	Line-Games Volleyball	Swimming	Warm-up Relays Circle Games Boxing Fundamentals	Swimming	Line-Games Volleyball
Early Winter Indoor Program (6 weeks)	Line-Warmup Drills with Basketball Passing Shooting Guarding	Selected Tumbling and Stunt Activities	Warm-up Basketball Fundamentals Shooting Games (BB)	Selected Tumbling Stunt Activities Pyramids	Selected Games Rough-House Games

TABLE II
Second Semester
SEASONAL PROGRAM AND DAILY SCHEDULE
Grades 9-12 (Boys)

SEASON	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Late Winter Indoor Program (6 weeks)	Advanced Basketball Drills One Goal Basketball	Basketball Games (Mat and Weight activities)	Mat Work Boxing Wrestling	Basketball Games (Mat and Rope activities)	Basketball Games (Mat and Weight activities)
Spring Indoor Program (6 weeks)	Individual tests Track Activities	Swimming	Rhythmics Tap dancing Rope skipping Shadow boxing	Swimming	Gym Meet
Spring Outdoor Program (6 weeks)	Softball Track Activities	Softball Track Activities	Softball Track	Softball Track	Softball Track

CHAPTER IV

EVALUATION OF PRESENT PROGRAM IN SUTHERLAND HIGH SCHOOL

The need for physical education has been discussed in Chapter III, and Tables I and II indicate activities of a model program. Chapter I outlines state laws pertaining to physical education in the school and teacher certification.

William Ralph LaPorte of the University of Southern California has compiled a score card for evaluation of Health and Physical Education Programs in Junior and Senior High Schools and Four-Year High Schools.¹

This score card was based on nine years of research by the Committee on Curriculum Research of the College Physical Education Association assisted by hundreds of representative physical education supervisors throughout the United States. The author states that:

This score card is intended as a measuring device for evaluation of the physical education program and the general health, recreation, and safety provisions of an entire school.

The rating standards are intended to represent a range from a fair--minimum program to a superior--ideal program: (100 -- fair--minimum; 200 -- good--average; 300 -- superior--ideal).²

Rating of the Sutherland Community High School using

¹William Ralph LaPorte, Physical Education Curriculum, Score Card No. II -- For Secondary Schools Los Angeles: The University of Southern California Press, 1942, pp. 71-85.

²Ibid., p. 71.

this score card was done as a part of this study.

The present program of physical education in the Sutherland Community High School scored low in this test, making a score of 103 points out of a possible three hundred points.

The organization and administration of class programs and activities are rated fair. There is a definite need for an establishment of a course of study. Class periods should be lengthened and the number of class meetings per week increased, according to the national standards expressed in the score card. In the area of health instruction, teacher class assignments, and testing for final grades in the activity classes, there is a need for revision.

The outdoor areas of the Sutherland Community High School are good. The area consists of two well-kept, lined and marked football fields, one regulation dirt topped baseball diamond, three additional grass covered softball diamonds, jumping pit filled with sand, high jump and pole vault standards, a grass covered one-fifth mile track around one of the football fields, two basketball courts, one a cement combination shuffleboard and tennis court, the other a gravel surfaced area, a banked area useable for an archery range, and a horseshoe pitching area. One football field and the baseball diamond are equipped with lights for night recreation. There is also a separate area for the elementary grades. Additional court areas for badminton and shuffleboard

would add to the effectiveness of the outdoor area. Maintenance of the outdoor area should be done by workers other than the instructors and students.

The gymnasium meets with the requirements as listed in LaPorte's test for Secondary Schools, having a good hardwood floor, smooth walls, adequate lighting and ventilation. There are no classrooms for health instruction, no rest rooms with cots, pillows, and blankets, for the sick or injured. Locker rooms, showers, and toilet facilities are not adequate; and a lack of personnel for equipment care contributed to the low score in this section of the test.

To alleviate the crowded conditions and lack of proper facilities in the present school plant, and to take care of future increase in enrollment, the Sutherland Community School District has passed a bond issue of \$350,000 for construction of a new and separate high school unit. This addition to the present facilities will provide rooms for health instruction, rest rooms equipped with cots, blankets, and pillows, roomy well ventilated locker and shower rooms, with adequate area for storage of equipment and office space. Additional space will be provided for court areas; such as, badminton, shuffleboard and volley ball. In addition to the areas mentioned, a new gymnasium auditorium is included in the new unit.

Medical examinations are required by everyone before he is allowed to participate in the program. There is no school physician or school nurse; however, the local doctor and school authorities work in close cooperation.

Secondary School Score Card
HEALTH AND PHYSICAL EDUCATION SCORE CARD

No. II

FOR JUNIOR AND SENIOR HIGH SCHOOLS AND
FOUR-YEAR HIGH SCHOOLS

NAME OF SCHOOL Sutherland Community ADDRESS Sutherland, Iowa
Jr., Sr., or 4-Yr. School 4-Yr. Principal V. J. Christenson
Rating for school year 1955-56 Rated by V. J. Christenson
Date July 11, 1956 Number of students enrolled: boys 42
girls 48

<u>Score Card Summary</u>		<u>Maximum Score</u>	<u>Actual Score</u>
I.	Program of Activities	30	3
II.	Outdoor Areas	30	20
III.	Indoor Areas	30	10
IV.	Locker and Shower Areas	30	10
V.	Swimming Pool	30	0
VI.	Supplies and Equipment	30	18
VII.	Medical Examinations and Health Service	30	13
VIII.	Modified-Individual (Corrective) Activities	30	3
IX.	Organization and Administration of Class Programs	30	13
X.	Administration of Intramural and Interschool Athletics	30	13
Total Possible Score		300	Total Actual <u>103</u>

Percentage Score (Actual \div 3) = 34.3%

I. Program of Activities

Possible Score--30

Actual Score-- 3

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

Score 0

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

Score 0

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

Score 0

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

Score 0

5. Detailed yearly program (course of study, including special objectives) for each grade level is on file in Principal's Office and activity schedules are posted on gym office bulletin boards. (Fair program--1; good--2; excellent--3)

Score 0

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

Score 0

7. Provision is made for adequate maintenance and

sanitation of school grounds, plant, and classrooms.
(Fair--1; good--2; excellent--3)

Score 2

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

Score 0

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

Score 1

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

Score 0

II. Outdoor Areas

Possible Score--30

Actual Score--20

1. Total available field and court playing space varies from two to ten or fifteen acres, according to size of school.
(Minimum of two acres, and one additional acre for each added unit of five hundred students (boys and girls)--1; minimum of two acres, and one additional acre for each additional unit of four hundred students--2; minimum of two acres, and one additional acre for each additional unit of three hundred students--3)

Score 3

2. Sufficient playing fields are marked off and equipped (for multiple use in field hockey, field ball, soccer, softball, speedball, touch football, et cetera) to accommodate all outside peak load classes (both boys

and girls).

(Fair facilities--1; good facilities--2; excellent facilities--3)

Score 3

3. Court areas (for separate or multiple use in archery, badminton, handball, horseshoes, paddle tennis, tennis, et cetera) are marked off and equipped to accommodate both boys' and girls' classes in all court activities offered.

(Fair facilities--1; good facilities--2; excellent facilities--3)

Score 1

4. Field and court areas are surfaced with materials that are nonabrasive, resilient, nonslippery, firm, and as nearly dustless as possible (hard packed dirt or clay, calcium chloride, good turf, et cetera); and have suitable slope for good drainage in rainy weather.

(Fair surface--1; sand--2; sawdust--3)

Score 2

5. Jumping pits and field apparatus are protected by sawdust, sand, or dirt kept soft.

(Dirt kept soft--1; sand--2; sawdust--3)

Score 2

6. Field, court, and diamond areas are kept clean and well marked; are without hazardous obstructions; and are laid out to provide maximum relief from sun glare.

(Fair condition--1; good--2; excellent--3)

Score 2

7. Maintenance work on fields and courts is done by workmen other than instructors or students.

(Partly by others--1; mostly--2; entirely--3)

Score 1

8. All play areas are fenced off from streets, with subdivision fences where necessary for safety and control.

(Partly fenced--1; all fenced from street--2; all

fenced, with subdivisions--3)

Score 3

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

Score 2

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

Score 1

III. Indoor Areas

Possible Score--30

Actual Score--10

1. One or more gymnasium areas sufficient for boys' and girls' inside class activities (according to size of school) (for common use for apparatus, boxing, corrective, fencing, gymnastics, rhythms, tumbling, and wrestling) are available and are appropriately equipped, and properly heated, lighted, and ventilated.
(Standards approximately met--1-2; fully met--3)
- Score 2
2. Gymnasium floors are of hardwood; lines are properly painted; walls are smooth and clear; painting is a light neutral color; radiators and drinking fountains are recessed; ceiling height is between eighteen and twenty-two feet.
(Standards approximately met--2; entirely met--3)
- Score 3
3. Additional classrooms, appropriately equipped for theory instruction and health education classes, are provided in the building or conveniently adjacent.
(One room--2; two or more rooms--3)
- Score 0
4. Special rooms for co-educational social activities are appropriately furnished.
(Classrooms or gymnasiums partly furnished--1; well

furnished separate rooms--3)

Score 1

5. A rest room for boys (equipped with cots, pads, blankets, and sheets), adequate to handle peak load use of building, is provided for use in injury or illness, or for rest periods. (One cot for 100 boys in peak load--1; 1 cot for 75 boys--2; one cot for 50 boys--3)

Score 0

6. A rest room for girls, with equipped cots adequate to handle peak load use of building, is provided for use in injury or illness, or for rest periods. (One cot in peak load for 50 girls--1; one cot for 30 girls--2; one cot for 20 girls--3)

Score 0

7. Rest rooms each for men and women faculty members are provided with appropriate dressing rooms and showers. (Satisfactory facilities for women only--2; for both men and women--3)

Score 1

8. An equipment office is provided in both boys' and girls' locker rooms, properly arranged for issuing towels, suits, and supplies for both indoor and outdoor use. (Satisfactory office for one only (boys or girls)--1-2; satisfactory for both--3)

Score 1

9. Properly equipped instructors' offices (separate for men and women), with suitable facilities for medical examinations, are available, in good locations for adequate supervision of student activities. (Well-equipped offices, but poorly located for supervision--1; well-equipped, with good supervision of one major activity area--2; well-equipped, with supervision of two or more major activity areas--3)

Score 1

10. The combined inside facilities (including classrooms, gymnasiums, and special rooms) are adequate

to handle all classes (boys and girls), inside,
during bad weather.
(Approximately--1-2; entirely--3)

Score 1

IV. Locker and Shower Areas

Possible Score--30

Actual Score--10

1. Locker rooms (sunny and well ventilated) provide free floor space, exclusive of lockers, adequate to care for peak load of use. (Peak load equals largest number of students dressing in any one class period.)
(Eight sq. ft. per pupil--1; ten sq. ft.--2; twelve sq. ft.--3)

Score 1

2. Individual locker facilities are provided for all students.
(Box lockers or narrow vertical lockers--1; combination box and dressing lockers--2; half length, standard size lockers, or self-service basket system, combined with full-length dressing lockers for peak load--3)

Score 1

3. Adequate lock protection is provided for lockers or baskets.
(Key locks--1; permanent combination locks--2; high-grade combination padlocks--3)

Score 0

4. Continuous supervision by either equipment clerks or instructors is provided for locker areas while in use by students.
(Fair supervision--1; good--2; excellent--3)

Score 1

5. Boys' dressing areas are of the open aisle type, with fixed benches in the aisles; girls' areas offer choice of closed booth or open aisle.
(Standards approximately met--2; fully met--3)

Score 1

6. Boys' shower rooms are of the "gang" type, with adequate drying room capacity; girls' areas offer choice of "gang" type or closed booth type.
(Standards approximately met--2; fully met--3)

Score 2

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

Score 1

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

Score 1

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

Score 1

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

Score 1

V. Swimming Pool

Possible Score--30

Actual Score-- 0

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

Score 0

2. Pool construction provides proper acoustics; suitable scum gutters, nonslip decks; white tile or other light finish on sides and bottom; underwater lighting if pool is used at night; bottom of pool clearly visible at times of operation.
(Standards approximately met--1-2; fully met--3)

Score 0

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

Score 0

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

Score 0

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

Score 0

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

Score 0

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

Score 0

8. Use of pool facilities is distributed equally between men and women students.

(Single pool, time divided--2; separate pools--3)

Score 0

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

Score 0

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

Score 0

Note: Schools without campus pools or adjacent facilities, if they conduct and stress swimming campaigns, may score up to maximum of 15 points for swimming pool, as follows: (annual "learn to swim" campaign, in cooperation with Red Cross or other agency, reaching successfully 25% of student body--5; campaign reaching 50% of student body--10; campaign reaching 75% of student body--15)

Score 0

VI. Supplies and Equipment

Possible Score--30

Actual Score--18

1. Adequate supply of balls (in good condition and similar equipment is available for class instruction in all team activities offered.
(One ball, or other item, for every ten members of average size class--1; one for every eight members--2; one for every six members--3)

Score 3

2. Class sets of supplies for individual or dual sports are provided for class instruction in all activities offered (archery, badminton, handball, golf, horseshoes, table tennis, squash, tennis, et cetera).
(Individual supplies for each member of average size class--2; for each member of peak load class--3)

Score 2

3. All class supplies are kept repaired and in good condition (balls clean and well inflated, bats taped) both for efficiency and safety.
(Fair condition--1; good--2; excellent--3)

Score 1

4. All students wear appropriate uniforms in activity classes.
(Uniform furnished by themselves--1; provided by school, and fee charged--2; provided by school, without charge--3)

Score 1

5. Towels and swimming suits or trunks (where needed) are made available.
(Furnished by student--1; by school with fee--2; by school without charge--3)

Score 2

6. Swimming suits and towels are laundered daily, and uniforms weekly.
(By student at home--1; by school, with fee--2; by school without charge--3)

Score 2

7. Adequate first aid supplies are available at all times in a first aid room, or in instructors' offices and equipment offices.
(Fair supplies--1; good--2; excellent--3)

Score 3

8. Adequate equipment clerks (other than instructors) are provided at all activity hours to handle equipment and supplies (including towel dispensing).
(Volunteer student help (not for phys. ed. credit)--1; paid student help--2; full-time equipment clerk--3)

Score 1

9. Piano and pianist, or phonograph, and other necessary musical accompaniment equipment are furnished for dancing classes.
(Fair equipment and service--1; good--2; excellent--3)

Score 0

10. Activity supplies are available for community recreation use outside of school hours.
(Score--3)

Score 3

VII. Medical Examinations and Health Service

Possible Score--30

Actual Score--13

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

Score 1

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

Score 0

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

Score 3

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

Score 3

5. A permanent, continuous, progressive health record

is maintained and passed on for each child and is used as a basis for advice and follow-up health service.

(Fair--1; good--2; excellent--3)

Score 0

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

Score 1

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

Score 3

8. Students returning after influenza or other serious illness are inspected by the school physician or nurse and assigned to a modified program until their condition justifies resumption of normal activity; students sent home in case of illness or accident are accompanied by an adult. (Standards approximately met--1-2; fully met--3)

Score 1

9. A health examination is made by the school physician of all teacher applicants; followed by a periodic examination every three years thereafter; and a careful inspection of all teachers returning to duty after illness of two weeks or more. (Standards approximately met--1-2; fully met--3)

Score 0

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

Score 1

VIII. Modified-Individual (Corrective) Activities

Possible Score--30

Actual Score-- 3

1. Adequate modified and individual activity classes, with limited enrollment, are provided for students incapacitated for normal participation or needing special postural or orthopedic correction (classes B and C).

(Maximum of 30 students per instructor--1; 25 students per instructor--2; 20 students per instructor--3)

Score 0

2. All modified and individual activity cases are properly classified and grouped within classes for effective instruction and guidance, according to their condition.

(Fair--1; good--2; excellent--3)

Score 0

3. Extreme types of restricted cases are assigned to periodic rest periods, in addition to the modified activity, with appropriate reductions in academic program, where needed.

(Fair--1; good--2; excellent--3)

Score 0

4. Adequate facilities are provided for suitable games for modified cases (table tennis, deck tennis, horseshoes, croquet, archery, shuffleboard, et cetera).

(Fair facilities--1; good--2; excellent--3)

Score 0

5. Adequate facilities for handling individual activity cases are available either within the school or in a central corrective center, accessible to several schools (or the equivalent).

(Fair facilities--1; good--2; excellent--3)

Score 0

6. All teachers assigned to handle individual activity (Corrective classes have had technical training in corrective and therapeutic work.

(Fair training--1; good--2; excellent--3)

Score 0

7. In individual activity instruction, emphasis is placed upon practicing the directed exercises at home, frequently, with the co-operation of parents; and upon maintaining good postural alignments at all times.
(Fair--1; good--2; excellent--3)

Score 0

8. All individual activity cases are encouraged to participate also in modified class activities for which they are fitted, and are returned to normal activity as soon as their condition permits.
(Fair--1; good--2; excellent--3)

Score 0

9. Wherever possible, interesting activities of the sports, gymnastic, aquatic, or rhythmical types are used in place of corrective drills, to secure postural and corrective results.
(Fair results--1; good--2; excellent--3)

Score 0

10. Normal students, who are temporarily incapacitated for strenuous activity because of accident, operation, or serious illness, are assigned to modified activity, under supervision (either in their regular period or in a special class), until school physician or nurse approves their return to regular class work.
(Score--3)

Score 3

IX. Organization and Administration of Class Programs

Possible Score--30

Actual Score--13

1. All persons coaching teams, or handling physical education classes, or community recreation activities under school supervision are properly certified to teach in the state and have had extensive training and/or experience in physical education.
(All certified and experienced--2; all with a major or minor--3)

Score 3

2. Teachers are active in professional organizations

such as the American Association for Health, Physical Education, and Recreation, attend professional meetings, subscribe to professional magazines, and maintain a good supply of late professional books in library.

(Fairly active--1; active--2; very active--3)

Score 3

3. Instructors stress co-ordinated teaching; combining with performance fundamentals, the necessary rules, team strategy, social and ethical standards, health and safety factors; and attempt to adapt program to outside recreational needs and interests.
(Fairly active--1; active--2; very active--3)

Score 0

4. Frequent opportunity is provided for coeducational activity, either in class instruction or in recreational participation.
(Mild encouragement--1; coeducational intramural sports--2; coeducational elective class instruction--3)

Score 0

5. Instructional classes for normal students are limited in size for effective instruction purposes.
(Maximum of 48 students per instructor--1; 42 students per instructor--2; 36 students per instructor--3)

Score 3

6. Teacher class assignments (including afterschool responsibilities such as team coaching and playground direction) are sufficiently limited for adequate instruction.
(Maximum load, seven clock hours per day--1; six clock hours per day--2; five clock hours per day--3)

Score 0

7. Testing for final grade in activity classes is distributed over (1) performance skills, (2) knowledge of rules and strategy, (3) social attitudes (citizenship), (4) posture and bearing (or equivalent), and possibly (5) health practices and (6) regularity of attendance.
(Fair tests--1; good--2; excellent--3)

Score 0

8. Students are not permitted to substitute clerical work, janitor work, towel dispensing, or piano playing, et cetera, in place of physical education class activity.
(Score--3)

Score 3

9. Healthful living (health education instruction) is offered in weekly instruction periods each year in addition to health factors stressed in other departments; classes meet in quiet, comfortable classrooms, not in locker rooms or on bleachers.
(One class period a week--2; two or more class periods a week on alternating terms--3)

Score 0

10. Assignment to activity classes is based on age, physical condition, skill development, need, and interest.
(Assigned at random according to free period--0; by grades--1; by medical diagnosis and grade--2; by medical diagnosis, degree of development and skill, need and interest--3)

Score 1

X. Administration of Intramural and Interschool Athletics

Possible Score--30

Actual Score--13

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

Score 0

2. Students are classified for competitive purposes on basis of three-point classification plan (or equivalent) in addition to medical examination, in order to reduce hazards and to minimize inequalities between opponents.
(Fair classification--1; good--2; excellent--3)

Score 1

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

Score 0

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

Score 0

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

Score 1

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

Score 0

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

Score 3

8. Students are eligible for interschool competition only between fourteenth and nineteenth birthdays; for not more than four years in any one sport; and for not more than one major sport in a given semester or term.
(Standards approximately met--2; fully met--3)

Score 2

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

Score 3

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

Score 3

In evaluation of the program in the Sutherland Community High School, the actual score of 103 out of a possible three hundred denotes a program that is rated as fair--minimum.

The rating standards are intended to represent a range from a fair--minimum program to a superior--ideal program: (100 -- fair--minimum; 200 -- good--average; 300 -- superior--ideal).³

The percentage score is found by dividing the actual score by three hundred, in this case, 34.3 per cent.

³Ibid., p. 71.

CHAPTER V

RECOMMENDATIONS FOR PROPOSED PHYSICAL EDUCATION PROGRAM AT SUTHERLAND

The proposed program of physical education of high school students requires that a careful determination of the physical fitness of the pupils taking part be made as a safeguard to them and the school authorities.

Individuals of high school age are passing through an important period of physical, physiological and emotional development and change. During this period of rapid growth when their bodily demands are increased, care should be taken to learn of their ability to take on an added load.

A complete medical examination of high school pupils is not only essential to determine those capable of exercise, but also affords an opportunity to detect existing or impending defects that may be remedied. A second objective of the whole program is finding any defects and getting them corrected.

The Proposed Program. Physical education experiences take place within a framework of the physical education program. The activities selected for these experiences are usually limited by administrative procedures, the existing plant, the number of teachers, the size of the classes, the time allotment, the specific equipment and facilities available, the climate and the school schedule. Within this structure, one also can make certain generalizations with

reference to activities which have been found suitable for youth of secondary school age. The preceding pages of this study have attempted to outline this framework of a physical education program. With this previous thinking or frame of reference in mind, the following pages are devoted to the proposed physical education program for boys in the Sutherland Community High School.

At the present time, there is an enrollment of ninety students, forty-two of whom are boys. Only those boys not out for athletics are required to take physical education. The boys participating in the physical education program will be separated into two groups; one the freshmen and sophomore group; the other, the junior and senior group. Authorities in the field of physical education; among them Cowell and Hazelton,¹ recommend the separation of grades 9-10 from grades 11-12 because of growth characteristics and difference in maturity of these age groups.

The freshmen and sophomore program is shown on Table III, page 53; Schedule A shows activities for the first year in this group; and Schedule B, the second year. Table IV, page 54, shows the junior and senior programs with Schedules A and B indicating first and second years respectively. This double program schedule will vary the activities for the

¹Charles C. Cowell and Helen W. Hazelton, Curriculum Designs in Physical Education, (New York: Prentice-Hall, Incorporated, 1955), p. 236, p. 258.

TABLE III
PROPOSED PROGRAM FOR
FRESHMEN AND SOPHOMORES (GRADES 9-10)

	Team Sports	Individual and Dual Activities	Stunts and Self- Testing Activities
<hr/>			
SCHEDULE A			
1st 12 Weeks	Touch Football (8 Weeks)	Wrestling (2 Weeks)	Stunts and Tumbling (2 Weeks)
2nd 12 Weeks	Basketball (10 Weeks)		Basic Skills (2 Weeks)
3rd 12 Weeks	Baseball (6 Weeks)	Conditioning (2 Weeks) Track Events (4 Weeks)	
<hr/>			
SCHEDULE B			
1st 12 Weeks	Soccer (8 Weeks)	Body Development (2 Weeks)	Weight Training (2 Weeks)
2nd 12 Weeks	Volleyball and Basketball (10 Weeks)		Basic Skills (2 Weeks)
3rd 12 Weeks		Health Instruction (2 Weeks) Field Events (4 Weeks)	Archery (3 Weeks) Obstacle Course (3 Weeks)
<hr/>			
Note: Schedules A and B represent alternate yearly programs.			

TABLE IV
PROPOSED PROGRAM FOR
JUNIOR AND SENIORS (GRADES 11-12)

	Team Sports	Individual and Dual Activities	Stunts and Self- Testing Activities
SCHEDULE A			
1st 12 Weeks	Touch Football Football Type Games (8 Weeks)	Combatives (2 Weeks)	Apparatus Stunts (2 Weeks)
2nd 12 Weeks	Basketball Type Games Basketball (10 Weeks)		Basic Skills (2 Weeks)
3rd 12 Weeks		Golf, Archery, Horseshoes (6 Weeks) Track and Field (4 Weeks)	Individual Stunts (2 Weeks)
SCHEDULE B			
1st 12 Weeks	Soccer (4 Weeks)	Golf or Archery (4 Weeks) Tumbling (2 Weeks)	Weight Training (2 Weeks)
2nd 12 Weeks	Volleyball and Basketball (10 Weeks)		Basic Skills (2 Weeks)
3rd 12 Weeks		Track and Field (4 Weeks) Golf, Archery, Horseshoes (6 Weeks)	Conditioning (2 Weeks)
Note: Schedules A and B represent alternate yearly programs.			

students. Thus, they will not be following the same program for four years, but will be receiving a different program every year.

The activities of the aforementioned schedules will consist of Team Sports, Individual and Dual Games, and Stunts and Self-testing Activities.

Health instruction will include body development and mechanics, posture, relaxation, and adaptive exercises. Every group varies in strength and skill. The weak and atypical boy and girl have problems which teachers must recognize so that these students may be helped to develop as normal as possible. The constant aim is to enable these boys and girls eventually to take part in as many of the joys and benefits of the total physical education program as possible. Activities that help to meet these aims are as follows: mechanics of carrying, sitting, lifting, jumping, and running, and the ability to relax, which is the absence of muscular tension.

Basic Skills, as listed under Stunt and Self-testing Activities, is to show what skills the student has learned in the various games and sports. For example, some of the basic skills in Touch Football are stance, blocking, and tagging.

Individual Stunts are activities that help students to understand that different muscles serve different purposes. Examples of such stunts would be forearm stand, push-ups, rope climb, and cartwheels.

Summary. The purpose of this study has been (1) to describe the present physical education program, (2) to evaluate this program, and (3) to suggest a satisfactory physical education program for boys of the Sutherland Community High School.

The proposed program, as outlined in Tables III and IV, pages 53 and 54, is in keeping with the needs of physical education as expressed in the related literature and is compatible with the school laws of the State of Iowa.

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