Physical education program for the boys in the junior high school in Butte, Montana

John G. Evans

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A PHYSICAL EDUCATION PROGRAM FOR THE BOYS IN THE
JUNIOR HIGH SCHOOL IN BUTTE, MONTANA

by

JOHN G. EVANS, JR.

B. A. MONTANA STATE UNIVERSITY, 1948

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

MONTANA STATE UNIVERSITY
1957

Approved by:

Chairman, Board of Examiners

Dean, Graduate School

Date
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CHAPTER I

THE PROBLEM AND PROCEDURE

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 activities requiring strength, speed, agility and endurance; with the acquisition of motor skills of interest to growing youth and of the development of socially desirable habits, knowledge, and attitudes which contribute to the aims of education.¹

THE PROBLEM

Statement of the Problem

This study attempts to bring forth for consideration a proposed program of physical education for boys in the Junior High School in Butte, Montana. Actually, an effort is being made to remedy the existing physical education program for boys in the seventh, eighth, and ninth grades in Butte schools. The proposed program will endeavor to meet the biological, psychological and sociological needs of the students in the new junior high school in Butte, Montana. Such a program will attempt to fulfill the minimum requirements suggested by the State Department of Public Instruction of the State of Montana, and to follow the

recommendations set forth by authorities in the field of physical education, adapting these suggestions to fit the facilities of the new junior high school.

**Importance of the Problem**

Physical education today is founded on scientific facts and principles; therefore, its program should be developed as the result of research based on these facts and principles.

The chief purpose of physical education is to develop strength, endurance, stamina, coordination, and agility in each child through a well rounded program of activities based on his physical condition, his size, and his maturity. As a result of World War II and the Korean War, the program of physical education in American schools has been re-evaluated and reorganized in the past two decades with one objective in mind, namely, to contribute more effectively to the development of physical fitness for the youth of our country.\(^2\) While the primary concern in the recent emphasis on physical education has been directed at preparation of senior high school youths for military service, attention, at present, is being given to the health and physical fitness of all high school boys and girls. Consequently, with

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the opening of a new junior high school in Butte, the reorganization of its program in physical education is receiving increased attention. Much of the program for senior high school youth applies equally well to junior high school students, although the work for the younger group should be less strenuous and carefully adapted to individual abilities and needs.

Examination of recent courses of study in physical education for the junior high school shows the following widely accepted areas of emphasis: (1) conditioning and gymnastics, (2) self-testing activities, (3) tumbling and apparatus, (4) team games, (5) combatives (for boys), (6) rhythms, (7) mass and group games, and (8) swimming.

From a biological point of view, physical education can contribute much to a life adjustment program by making the day-to-day learning of the student interesting and by creating an abiding interest in health and physical fitness that may be followed throughout life. Since physical education emphasizes the accepted routines of good physical and mental hygiene and also the development of good postural habits that contribute to poise and grace in walking, jumping, running, dancing, and various other activities likely to be participated in during adolescence, that program

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\(^3\)See BIBLIOGRAPHY, Courses of Study.
can help immeasurably in meeting the biological needs of the junior high school student.4

Stress must be placed on good health habits of diet, rest, exercise, and sleep at the time of prepubescence, and also upon the sense of personal responsibility for maintaining these routines. At pubescence, the child expresses a desire toward independence from the parent, so if good health habits have been formed in the time before pubescence, a good chance exists that these habits will be retained. One of the duties of the junior high school is to provide every opportunity to meet the pupil's health needs.

Teachers need to understand the relationship between physical education and mental growth. There is great need, not only for the physical education teacher to know the physical growth requirements of the child, but for all of the academic teachers to be informed as well. No other aspect of child development has been more neglected than physical growth. Often, the academic teacher thinks that a physical growth problem of the student is solely the concern of the physical education teacher, but the detection of symptoms of nervousness, fatigue, illness and emotional strain is a part of the academic teacher's duties and not alone the

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responsibility of the physical education teacher.\textsuperscript{5}

A definite correlation between physical development and behavior patterns is seen at the junior high school level. Education plays an important part in solving social problems, since the function of the school is to improve society.\textsuperscript{6} Physical education is a social experience and should be taught as such. Great strides can be made in achieving social progress and more satisfaction in living generally through a good physical education program. Such a program can develop leadership, promote a feeling of belonging to a group, stress fair play and sportmanship, and also provide a more tolerant attitude toward the social problems that the student will have to face in the future. Interests developed by a proper physical education program may play an important role in the vocation of some students while in others such interests may continue into later life purely in an avocational role.

The period of early adolescence is recognized as one of considerable emotional stress and strain.\textsuperscript{7} The rapid physical growth of the child, the coming of physiological maturity, the breaking away from family domination, and numerous other factors at this age lead to complex problems

\textsuperscript{5}Ibid., p. 72. \hspace{1cm} \textsuperscript{6}Ibid., p. 242.
\textsuperscript{7}Gruhn and Douglass, \textit{op. cit.}, p. 295.
of mental, emotional, and social adjustment. Instead of relieving these problems, some of the instructional practices of the school—marks, discipline, report cards, homework, and pressure for achievement—have actually intensified them for some children. A program of mental health guidance incorporated into the physical education program helps to relieve these problems of emotional adjustment.

Such a program of guidance must be concerned with two types of problems: (1) the prevention of serious pupil maladjustments, and (2) the relieving of cases of maladjustment once they arise. For the prevention of pupil maladjustment, planned activities of various kinds are carried on in the physical education classes. These activities are intended to accomplish results such as the following:

1. To help pupils appreciate the importance of mental and emotional stability.
2. To help pupils understand how they can exert more influence on themselves to make adjustments.
3. To inform pupils regarding the influence of sleep, recreation, exercise, and other personal habits on mental and emotional stability.
4. To develop desirable pupil attitudes toward marks for achievement, examinations, homework, discipline, and other school practices that frequently lead to mental and emotional problems.
5. To develop wholesome pupil attitudes toward and relationships with the opposite sex.
6. To develop wholesome pupil attitudes toward and relationships with other members of the family, the school, and other groups.
7. To inform pupils regarding problems of physical and physiological growth that are peculiar to the adolescent.
Such a program would be of great aid in meeting the psychological needs of junior high school students.

Present status of physical education in Butte junior high grades. The facilities for the physical education program as they now exist in Butte, Montana for the seventh, eighth, and ninth grades are very inadequate. There are fifteen public elementary schools in Butte with grades one through eight, and one high school which includes the ninth grade. With the opening of the new junior high school, the seventh, eighth, and ninth grade physical education needs will be met in the one school.

The seventh and eighth grades are supervised by one full time physical education supervisor and one half time physical education supervisor. These supervisors go from building to building once each week, supervising each class and planning with the teacher what is to be taught during the following week. Each week, the supervisor returns and evaluates the progress of the pupils. Every class is given the required three periods per week as recommended by the State Department of Public Instruction.

The weakness of this program lies in the inadequate playground facilities of most schools, and the indoor facilities which are gymnasiums converted from classrooms. As most of the physical education has to be taught within the
building because of weather, the accommodations are not suitable.

One school in Butte, the Whittier, has a gymnasium that is of regulation junior high school size, where proper physical education instruction can be given. It has a divided gymnasium where boys and girls can be grouped separately. This school also has locker and shower facilities which are desirable in a good physical education program.

The Webster-Garfield School is the only other school in Butte which has a gymnasium of comparatively good size. Although not of regulation size, a good program can be carried out there. This school has shower and locker facilities.

The remaining thirteen schools have gymnasiums which have been converted from classrooms. Some merely consist of two rooms connected together and others of one classroom only. These have neither the size nor the height needed for games, recommended by authorities, to give the pupils the full advantage which a good physical education program should provide.

The ninth grade is in the high school, where the size of the classes is too large to warrant the proper instruction to meet the needs of the students.
Recommendation of the State Department of Public Instruction. The following recommendations were made by the State Department of Public Instruction of the State of Montana.

A balanced program of physical education activities taught daily in grades one through six in a six year elementary school, and in grades one through eight in an eight year elementary school is required. The teacher shall assume the responsibility for the leadership of pupils in the physical education activities and the time allotted to the physical education class shall be considered an instructional period and shall be teacher directed.

All pupils shall be required to take physical education. Handicapped children may be used as "teacher's helpers" and thus need not be actively engaged in physical participation, although modified activities may be engaged in upon the advice of a physician. Under no condition should a pupil be allowed to remain in a classroom either because of his physical handicap or because of some disciplinary problem or in order to make up work not achieved in some other subject.

Classes shall be conducted exclusive of lunch and recess periods.

Physical education shall be scheduled as follows: Grades 1-2-3, one fifteen minute period daily. Grades 4-5, one twenty minute period daily. Grades 6-7-8, in graded school where qualified physical education instructors are not available, one 30 minute period per day. The foregoing are minimum standards and do not imply that more time may not be given.

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8State Department of Public Instruction, Circular Letter of Department of Public Instruction (Helena: State Department of Public Instruction, 1947).
METHOD OF PROCEDURE

The method used in writing this paper best adapted itself to the normative survey approach in that the information is based upon: (1) a discussion of the present course in physical education in the seventh, eighth, and ninth grades in the Butte schools, (2) a summary of the courses of study recently developed in Florida, Minnesota, Oregon, Washington, and Montana for the teaching of physical education in the junior high school, (3) the findings of the research studies made on physical education teaching which are based on scientific facts and principles, and (4) the description of a proposed physical education program for boys in the new junior high school in Butte, Montana.

ORGANIZATION OF THE PAPER

In order to make an earnest and careful examination of the changes in attitude toward the aims, objectives, methods, and procedures of teaching physical education in the junior high school, an authentic background knowledge of the field of physical education is necessary. Chapter II presents a brief historical background, reviews of various research studies, and opinions of writers in this field. In addition, a discussion of the aims and objectives of education in general and of physical education is included. The proposed
program of physical education for boys in the new junior high school in Butte, Montana and a description of the available facilities is presented in Chapter III. Chapter IV includes a summary of the study and recommendations for the proper understanding and appreciation of physical education on the junior high school level in the light of the present emphasis on the social and economic consequences involved.
CHAPTER II

REVIEW OF RELATED LITERATURE

In order to determine whether physical education really merits a place in our educational system today, one has only to recognize the great change in the attitude of the masses toward health and well-being.\(^1\) Interest in physical fitness was stimulated by the two recent wars when the leaders of our nation became alarmed at the vast number of youth who were declared physically unfit for military service. The United States Office of Education provided considerable encouragement with the publication of two Victory Corps manuals, *Physical Fitness Through Physical Education* and *Physical Fitness Through Health Education*.\(^2\) As a result of this interest in health and physical education, practically every state has been engaged in reorganizing its policies with respect to these subjects to provide increased time allotment for physical education and improved programs for physical fitness and health. State laws are being


revised and progressive school systems are initiating programs for supplementing minimum essentials in physical education and health.3

AIMS OF EDUCATION

In the past, hundreds of notable statements have been proclaimed of what individuals or groups of individuals have professed to believe were the aims of education. Most of these have been in terms of the individual—to think clearly, to speak forcefully, and to get along with others. In more recent years, the statements have been formulated in terms of the functioning of the individual in certain stated areas of activity in which all, or almost all, are certain to be called upon to function,4 thus serving the welfare both of the individual and society.

Almost a half-century ago, Spencer5 defined education as preparation for "complete living," which included activities of five principal categories in the following order of importance: (1) self-preservation, (2) rearing and discipline of offspring, (3) economic life, (4) social and

3Ibid., p. 180.


political relations, and (5) leisure.

Education is the acquisition of the art of the utilization of knowledge and the best education is to be found in gaining the utmost information from the simplest apparatus.\(^6\)

According to Inglis\(^7\) the three fundamental aims of education are: (1) the preparation of the individual as a prospective citizen and cooperating member of society—the Social-Civic Aim, (2) the preparation of the individual as a prospective worker and producer—the Economic-Vocational Aim, and (3) the preparation of the individual for those activities which, while primarily involving individual action, the utilization of leisure, and the development of personality, are of great importance to society—the Individualistic-Avocational Aim.

Douglass\(^8\) approached the problems of objectives somewhat differently by listing the general outcomes of teaching and discussing the type of method most productive of each desired outcome. The outcomes of instruction treated in this manner by Douglass are: (1) the acquisition and imparting of information, (2) the retention of information

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once acquired, and (3) the acquisition of habits, skills, ideals, and attitudes.

After careful study of printed addresses, articles in periodicals, and other written sources containing viewpoints on the purposes of junior high school education which yielded a total of twenty-one objectives, Koos summarized them as follows: (1) civic-social-moral responsibility, (2) recreational and aesthetic participation and appreciation, (3) occupational efficiency, and (4) physical efficiency.

In the fall of 1932, the National Education Association appointed a committee to select the desired social-economic goals for America. After careful study and consideration they selected the following ten: (1) hereditary strength, (2) physical security, (3) participation in an evolving culture, (4) an active, flexible personality, (5) suitable occupation, (6) economic security, (7) mental security, (8) equality of opportunity, (9) freedom, and (10) fair play.

Umstatta chose the following as desirable goals:

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\(^10\)National Education Association, "What Are Desirable Social-Economic Goals for America?" Journal of the National Education Association, XXIII (January, 1934), pp. 6-12.

(1) physical health, (2) mental health, (3) fundamentals of learning, (4) development of special interests and abilities, (5) vocational efficiency, (6) wholesome recreation, (7) a sense of values, (8) good citizenship, (9) social efficiency, (10) progressive social outlook.

HISTORICAL BACKGROUND OF PHYSICAL EDUCATION IN AMERICA

Although physical education originated in Greece and played an important role in history, no effort was made to secure a place for physical exercise in the daily programs of the schools in America until 1852. This earliest attempt was made by Superintendent Nathan Bishop in Boston, Massachusetts.12 By 1855, many school yards in St. Louis, Missouri had been equipped with play apparatus which was used during recess periods.13 In 1859, the Cincinnati, Ohio classroom teachers were requested to teach calisthenics for five minutes at the end of every recitation period in the elementary schools.14 Had the Civil War not occurred in the midst of this period, physical education might have become a part of the educational program much sooner.15 The 1880's

15Ibid., p. 227.
constitute one of the most outstanding decades in the history of physical education. During this time, a large number of city schools employed directors of physical education and placed the subject permanently on the daily school program.\textsuperscript{16} The State of Ohio passed a law in 1892 requiring that physical education be taught in all public schools in cities of first and second class school systems. This forward step was the forerunner of the general movement for state legislation for physical education.\textsuperscript{17} Not until 1900 did competitive sports reach the elementary schools. In 1903, the Public School Athletic League of New York City was formed. Its purpose was to encourage and manage athletic contests among grade schools and to direct the competitive sports in a way most beneficial to the pupils.\textsuperscript{18} Further impetus was given to physical education when the Playground Association of the Y. M. C. A. was organized in 177 cities in the United States in 1915. During the years 1915 to 1918, eight states had laws providing for the teaching of physical education in all schools.\textsuperscript{19} General interest in physical education, aroused by the Selective Service Act of 1917,

\textsuperscript{16}Ibid., p. 228.


\textsuperscript{18}Ibid., p. 50.

\textsuperscript{19}Ibid., p. 52.
greatly speeded the achievement of the present status of physical education in the schools. Great pressure was brought to bear upon state legislatures to make physical education a requirement in the public schools, and, as a result, from 1919 to 1925, twenty-two more states passed laws requiring that physical education be taught in their schools.20

One of the first published reports concerning physical education in the schools was Bancroft's investigation of the teaching of school gymnastics by the free hand method.21 Three years later, he published his findings on teaching school gymnastics using light apparatus.22 These reports were followed by a few monographs and essays in the educational journals prior to 1920. Since that time, literally hundreds of such commentaries have appeared in educational magazines and research bulletins as well as in dissertations for higher degrees.23 From this wealth of material only the


most pertinent could be selected for this study.

OBJECTIVES AND PURPOSES OF PHYSICAL EDUCATION

In studying the many articles on physical education published during the past thirty years, one finds a great many research reports based on problem-solving objectives. Some writers endeavored to cope with the specific elements of problem-solving behavior, while others concerned themselves with experimentation in methodology in regard to developing skills. Downing\textsuperscript{24} believes that in order to make the elements of problem-solving behavior a major goal of physical education proper, learning experiences and situations must be provided. The opinion of Kegman, Cassidy, and Jackson\textsuperscript{25} is that the activities in the physical education program offer one of the best opportunities in helping an individual make personal adjustments, group adjustments, and adjustments as a member of society.

Bucher\textsuperscript{26} found that in addition to play and exercise,


\textsuperscript{26}Charles A. Bucher, \textit{Administration of School Health and Physical Education Programs} (St. Louis: The C. V. Mosby Company, 1955), pp. 124-125.
social experiences are gained which enable the student to learn about human nature in the way of individual responsibility, the need for leadership, the need for experiencing success, and the feeling of belonging. Nash, Meench, and Saurborn feel that interpretive development is the most important phase of physical education. Interpretive development is the ability to make judgments in more and more complex problems. These problems are met in making skill coordinations, in determining the meaning of symbols and arriving at logical, scientific outcomes. In other words, interpretive development is the ability to solve problems, the ability to think. Turner reports that too much emphasis is often placed on posture exercises as compared with the every-day aspects of healthful living. Some controversy exists concerning the placing of athletics, which include intramurals and interscholastics, in the regular program of physical education. In their study, Gruhn and Douglass found that more than half the schools studied include them in the optional program but that the tendency is away from


interscholastic competition and toward a broad intramural program. Further, social and recreational activities, which for many years were included in the physical education classes of the junior high school, are receiving little attention today.

Urban\textsuperscript{30} reports that behavior changes accompany learning. Substantiating this, Subarsky\textsuperscript{31} found that a change in racial attitude is effected when the principles of human growth relations are stressed in the teaching of physical education.

After extensive research and investigation into state courses of study, Blanchard and Collins\textsuperscript{32} have listed the following as the general objectives of physical education in the junior high school:

1. To afford opportunity for developing neuro-muscular skills and organic power through big muscle activities.
2. To develop proper habits, attitudes, and ideals toward healthful living.
3. To stimulate interest and joy in skills, sports, and other activities which are meaningful now and may be carried over into adult life.


4. To afford many opportunities for exercising such desirable social traits as leadership, followership, and cooperation.

5. To create opportunities for exercising such character traits as fair play, honesty, courtesy, self-control, loyalty, truthfulness, and good sportsmanship.

6. To stimulate interest in growth in terms of the program offered.

7. To recognize and to provide, as far as possible, for individual differences, physically, psychologically, and socially.

Bucher names the following as the most important objectives of physical education in the junior high school:

(1) physical development, (2) motor development, (3) mental development, and (4) human relations development.

According to a recent bulletin issued by the Minnesota State Department of Education:

The purposes and objectives of a program in physical education must conform to the aims of education in our democratic society. In formulating goals for their own fields teachers may be guided by the fundamental principles and philosophies expressed in Curriculum Bulletin No. 1 which states: The task of education in our society is to provide the environment which will enable the pupil through experience to acquire not only knowledge and information but also the attitudes, ideals, understandings, appreciations, and skills necessary for participation in a democratic society.

The following are the objectives set forth by the

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Oregon State Course of Study for Physical Education:

1. To aid in the development of the student to his fullest potentialities in physical growth, neuromuscular development, emotional control, and social awareness.
2. To provide opportunities to acquire skill in a variety of activities.
3. To present opportunities for leadership and followership.
4. To give a sense of achievement and enjoyment through participation.35

The State of Washington lists their objectives as follows:

1. To establish good habits of healthful living.
2. To provide opportunities for physical growth and muscular development.
3. To afford as many opportunities as possible for exercising such desirable social traits as leadership, followership, and cooperation.
4. To encourage interest in skills, sports, and other activities which may be carried over into adulthood.
5. To provide for, as far as possible, for individual differences, physically, psychologically, and socially.36

CHAPTER III

PROPOSED PHYSICAL EDUCATION PROGRAM FOR THE JUNIOR HIGH SCHOOL IN BUTTE, MONTANA

The facilities of the new junior high school in Butte, Montana must be known before a physical education program can be set up. The program will be planned considering the physical plant and the number of pupils enrolled in each class.

INDOOR FACILITIES

The physical plant consists of one gymnasium which can be divided and two locker rooms—one for the boys and the other for the girls.

Gymnasium

The overall dimensions of the gymnasium are 101 feet by 107 feet. This does not include the dressing rooms. The basketball court is 84 feet by 50 feet.

Two basketball courts are on either side of the playing court and overlapping the playing court. These courts are 42 feet by 50 feet. The playing court is marked with black lines while the practice courts are marked with red lines.
The gymnasium is divided by a roll-away partition which divides the gymnasium length-wise. This partition is controlled by an electric meter which separates the boys' and girls' physical education classes and therefore doubles the number of classes that can be held.

Boys Locker Room

The boys' locker room area consists of administrative and service facilities. Administrative facilities consist of two offices, conference room, and a ticket booth. The service facilities consist of a shower room, drying room, dressing room, and a basket room.

Shower room. The shower room consists of four separate gang type shower stalls with eight shower heads to each stall. With a total of thirty-two shower heads, approximately sixteen square feet is allotted for each shower, which is in accordance with the standard requirement set forth by Voltmer.¹

Drying room. The drying room is adjacent to the shower room and is provided with hooks for towels and foot-baths for the prevention of athlete's foot. With the

addition of this room, the dressing room will always be dry and clean for the next class.

**Dressing room.** The dressing room adjoins the drying room and contains ninety-six double tiered steel lockers, which is ample for any peak load. The locker space consists of 277 square feet, or 6 square feet of locker space per student in a class of forty-five pupils.

**Basket room.** To conserve space and to save time changing into gym clothes, the program is planned for a combination of baskets and lockers. One basket is available for each pupil enrolled in physical education, or a total of 824 baskets. The baskets are to be arranged by classes to speed up distribution at the beginning of the period.

**Team room.** The necessity of a separate team room is important—one for visitors and one for the home team. This room can also be used as a classroom for physical education. It includes lockers placed along three walls of the room and benches which can be moved when chairs for instructional purposes are brought in. A blackboard for chalk-talks is on the fourth wall.

**Coaches' rooms.** Two offices are provided, one for the physical education director and the other for the
coaches of intramural and interscholastic sports. The office of the physical education director is located adjacent to the locker room with a door leading out into the gymnasium. The other office is adjoining the team room and is connected to a conference room. Each office has its own shower, lavatory, and toilet.

The location of the shower, dressing, drying, and basket rooms, and the coaches' and physical education director's office is excellent. There should be no confusion when the classes pass. The flow of traffic comes from the corridor leading directly from the school. The class then passes to the basket room where each pupil receives his basket containing clean towels and gym costume; next, the class moves through the office of the physical education director where attendance is checked—thus saving time on the floor. The class then goes to the dressing room and changes into gym clothes before going on to the floor. When the period is over, the pupils shower, change, and return the baskets to the basket room.

OUTDOOR FACILITIES

The outdoor facilities include a football field, two baseball fields, a 440 yard track, four basketball courts, and four tennis courts.
Football field. The football field is of turf with a bleacher with a seating capacity of 1,600. The playing field is lighted and is encircled by a 440 yard cinder track.

Basketball court. The four basketball courts are enclosed by a high wire fence and have an asphalt surface. Both basketball and volleyball can be played on these courts.

Baseball fields. The two baseball fields are suitable for both softball and hardball with portable back-stops which can convert them into football practice fields, playground areas, and space for band practice.

Tennis courts. The four tennis courts are similar to the basketball courts with asphalt surfacing and enclosed by a high wire fence.

ACTIVITIES PROGRAM

Four objectives of a good physical education program are suggested by Bucher, namely, physical development, motor development, mental development, and human relations development. With these in mind, and with consideration of the facilities and limitations of the new junior high school, Charles A. Bucher, Administration of School Health and Physical Education Programs (St. Louis: C. V. Mosby Company, 1955), pp. 124-125.
the following plan for the physical education program and
the scheduling of classes was developed.

The planning of the class program involved two definite factors: (1) the scheduling of students for classes,
and (2) a definite course of study for the physical education director to follow. The selection of activities and
the arrangement of the activities follow the recommendations
of the Florida State Department of Education.3

In scheduling classes for the year or in setting up
a new program, the physical education staff is to meet with
the principal at the time the entire school schedule is
being made. The principal and the physical education staff
determine the number of sections of physical education, the
number of students in each section, and who shall teach each
section.

The activities to be taught are decided after the
scheduling of the students for the physical education
classes. In selecting the activities, the following criteria will be considered: age, number of students, interests,
needs, and physical development of the students, the outdoor
and indoor facilities, the amount of available equipment,
the type of community, the climate, and the length and

3State Department of Education, Physical Education in
Secondary Schools, Bulletin 5 (Tallahassee, Florida: State
number of periods.

LaPorte, as quoted in Bucher,⁴ has compiled a list of physical education activities for the junior high school together with time allotments for a continuous program for grades seven through nine which meet the acceptable criteria.

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<thead>
<tr>
<th>Activities</th>
<th>Number of weeks</th>
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<tbody>
<tr>
<td>1. Aquatics</td>
<td></td>
</tr>
<tr>
<td>Swimming, diving, life-saving</td>
<td>18</td>
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<tr>
<td>2. Dancing</td>
<td></td>
</tr>
<tr>
<td>Field, square, tap, social</td>
<td>12</td>
</tr>
<tr>
<td>3. Team Sports</td>
<td></td>
</tr>
<tr>
<td>a. Court and diamond games</td>
<td></td>
</tr>
<tr>
<td>Volleyball, softball, basketball</td>
<td>18</td>
</tr>
<tr>
<td>b. Field sports</td>
<td></td>
</tr>
<tr>
<td>Soccer, speedball, touch football</td>
<td>18</td>
</tr>
<tr>
<td>4. Gymnastics</td>
<td></td>
</tr>
<tr>
<td>Tumbling, pyramids, apparatus, relays, stunts, body mechanics, posture exercises</td>
<td>12</td>
</tr>
<tr>
<td>5. Individual and Dual Sports</td>
<td></td>
</tr>
<tr>
<td>Tennis, badminton, handball, golf, archery</td>
<td>18</td>
</tr>
<tr>
<td>6. Additional sports from the following: Boating and canoeing, bowling, hiking, camping, horseshoes, fencing, fly and bait casting, paddle tennis, skating, table tennis, wrestling and boxing</td>
<td>12</td>
</tr>
</tbody>
</table>

---

The activities for the physical education program of the junior high school are selected from this list as far as the facilities will allow. There are two physical education instructors for each class. Approximately 775 boys are enrolled in the junior high school. Of this number, 275 are enrolled in each of the seventh and eighth grades, and 225 in the ninth grade. A total of thirty classes in physical education are offered each week. The seventh and eighth grade classes number about fifty-five pupils, while the ninth grade averages forty-five students.

In scheduling the activities for the two semesters, the weather must be taken into consideration when plans are made to use the outside facilities.

LIST OF ACTIVITIES OFFERED FOR THE TWO SEMESTERS

First Semester

Team sports
  Touch football 1st. six weeks
  Volleyball 2nd. six weeks
  Basketball 3rd. six weeks

Individual sports
  Golf 1st. six weeks
  Tennis 2nd. six weeks

Gymnastics
  Tumbling and stunts 3rd. six weeks

Additional sports
  Boxing 3rd. six weeks
Second Semester

Team sports
Basketball 1st. six weeks
Softball 3rd. six weeks
Track 3rd. six weeks

Dancing
Social 1st. six weeks
Square 1st. six weeks

Gymnastics
Apparatus 2nd. six weeks
Relays 2nd. six weeks
Body mechanics 2nd. six weeks

Additional sports
Table tennis 2nd. six weeks
Wrestling 2nd. six weeks
Horseshoes 2nd. six weeks
Archery 3rd. six weeks

SEASONAL PROGRAM FOR GRADES SEVEN, EIGHT, AND NINE

This program is designed for both playground and gymnasium activities because the weather in Butte is not dependable enough for a set course of study.

Physically handicapped students are not to be excused from physical education classes, but are to act as assistants to the physical education teacher performing such tasks as taking roll, caring for the equipment, and any other tasks which the teacher may deem necessary. The individual differences of all students will be cared for by offering a diversified program. This can be done when two teachers are available for each class and the classes are divided into sections.
First Semester

First Six Weeks

<table>
<thead>
<tr>
<th>Weeks</th>
<th>First period</th>
<th>Second period</th>
</tr>
</thead>
</table>
| 1     | Organization of the class  
Discussion of principles of physical education and the general program.  
 | Organization of the class | |
| 2     | Orientation in conditioning exercises  
Calisthenics  
Alignments  
Relay games | Orientation in conditioning exercises  
Calisthenics  
Alignments  
Relay games | |
| 3     | Introduction to touch football  
Rules and scoring  
Explanation of game  
Setting up of teams  
Golf  
Explanation of game | Touch football  
Golf  
Explanation of game | |
| 4     | Touch football  
Golf | Touch football  
Golf | |
| 5     | Touch football  
Golf | Touch football  
Golf | |
| 6     | Touch football evaluation  
Golf skill tests | Touch football evaluation  
Golf skill tests | |

The second period listing of activities is planned as an alternate schedule for the first period throughout the program.
Second Six Weeks

<table>
<thead>
<tr>
<th>Weeks</th>
<th>First period</th>
<th>Second period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Volleyball fundamentals&lt;br&gt; Rules and scoring&lt;br&gt; Explanation of game&lt;br&gt; Setting up of teams&lt;br&gt; Tennis&lt;br&gt; Explanation of game</td>
<td>Volleyball fundamentals&lt;br&gt; Tennis fundamentals</td>
</tr>
<tr>
<td>2</td>
<td>Volleyball fundamentals&lt;br&gt; Tennis fundamentals</td>
<td>Volleyball fundamentals&lt;br&gt; Tennis fundamentals</td>
</tr>
<tr>
<td>3</td>
<td>Volleyball games&lt;br&gt; 7th grade, Tennis fundamentals&lt;br&gt; 8th grade, Tennis fundamentals&lt;br&gt; 9th grade, Tennis games</td>
<td>Volleyball games&lt;br&gt; 7th grade, Tennis fundamentals&lt;br&gt; 8th grade, Tennis fundamentals&lt;br&gt; 9th grade, Tennis games</td>
</tr>
<tr>
<td>4</td>
<td>Volleyball games&lt;br&gt; 7th grade, Tennis fundamentals&lt;br&gt; 8th grade, Tennis fundamentals&lt;br&gt; 9th grade, Tennis games</td>
<td>Volleyball games&lt;br&gt; 7th grade, Tennis fundamentals&lt;br&gt; 8th grade, Tennis fundamentals&lt;br&gt; 9th grade, Tennis games</td>
</tr>
<tr>
<td>5</td>
<td>Volleyball games&lt;br&gt; Tennis games</td>
<td>Volleyball games&lt;br&gt; Tennis games</td>
</tr>
<tr>
<td>6</td>
<td>Volleyball tournament&lt;br&gt; Tennis skill tests</td>
<td>Volleyball tournament&lt;br&gt; Tennis skill tests</td>
</tr>
</tbody>
</table>

Tennis games will be played when the weather permits the activity. Otherwise, tennis fundamentals in the gymnasium will be substituted for the games.
### Third Six Weeks

<table>
<thead>
<tr>
<th>Weeks</th>
<th>First period</th>
<th>Second period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Basketball</td>
<td>Dancing--boys and girls</td>
</tr>
<tr>
<td></td>
<td>Explanation of game</td>
<td>Square dancing</td>
</tr>
<tr>
<td>2</td>
<td>Basketball</td>
<td>Dancing</td>
</tr>
<tr>
<td></td>
<td>7th grade, Lead up games</td>
<td>Square dancing</td>
</tr>
<tr>
<td></td>
<td>to basketball</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8th grade, Fundamentals and drills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9th grade, Fundamentals and drills</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Basketball</td>
<td>Dancing</td>
</tr>
<tr>
<td></td>
<td>7th grade, Lead up games</td>
<td>Square dancing</td>
</tr>
<tr>
<td></td>
<td>8th grade, Fundamentals and drills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9th grade, Fundamentals and drills</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Basketball</td>
<td>Dancing</td>
</tr>
<tr>
<td></td>
<td>7th grade, Lead up games</td>
<td>Social dancing</td>
</tr>
<tr>
<td></td>
<td>8th grade, Fundamentals and drills</td>
<td>Waltz</td>
</tr>
<tr>
<td></td>
<td>9th grade, Fundamentals and drills</td>
<td>Fox trot</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Two step</td>
</tr>
<tr>
<td>5</td>
<td>Basketball</td>
<td>Dancing</td>
</tr>
<tr>
<td></td>
<td>7th grade, Lead up games</td>
<td>Social dancing</td>
</tr>
<tr>
<td></td>
<td>8th grade, Fundamentals and drills</td>
<td>Waltz</td>
</tr>
<tr>
<td></td>
<td>9th grade, Setting up teams, games</td>
<td>Fox trot</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Two step</td>
</tr>
<tr>
<td>6</td>
<td>Basketball</td>
<td>Dancing</td>
</tr>
<tr>
<td></td>
<td>7th grade, Lead up games</td>
<td>Social dancing</td>
</tr>
<tr>
<td></td>
<td>8th grade, Fundamentals and drills</td>
<td>Waltz</td>
</tr>
<tr>
<td></td>
<td>9th grade, Games</td>
<td>Fox trot</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Two step</td>
</tr>
</tbody>
</table>

The second period of the third six weeks is the only time during the school year when boys and girls have physical education together.
Second Semester

First Six Weeks

<table>
<thead>
<tr>
<th>Weeks</th>
<th>First period</th>
<th>Second period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Basketball</td>
<td>Tumbling and stunts Boxing</td>
</tr>
<tr>
<td></td>
<td>7th grade, Fundamentals and drills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8th grade, Setting up of teams</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9th grade, Games</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Basketball</td>
<td>Tumbling and stunts Boxing</td>
</tr>
<tr>
<td></td>
<td>7th grade, Fundamentals and Drills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8th grade, Games</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9th grade, Games</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Basketball</td>
<td>Tumbling and stunts Boxing</td>
</tr>
<tr>
<td></td>
<td>7th grade, Fundamentals and drills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8th grade, Games</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9th grade, Games</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Basketball</td>
<td>Tumbling and stunts Boxing</td>
</tr>
<tr>
<td></td>
<td>7th grade, Setting up of teams and games</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8th grade, Games</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9th grade, Games</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Basketball</td>
<td>Tumbling and stunts Boxing</td>
</tr>
<tr>
<td></td>
<td>All grades, Games</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Basketball</td>
<td>Tests on tumbling Boxing</td>
</tr>
<tr>
<td></td>
<td>All grades, Test on fundamentals</td>
<td></td>
</tr>
</tbody>
</table>

In the first period, the whole class is to be together and have only the one sport, while in the second period, the class will be divided into two groups with a choice of either boxing or tumbling.
### Second Six Weeks

<table>
<thead>
<tr>
<th>Weeks</th>
<th>First period</th>
<th>Second period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gymnastics</td>
<td>Table tennis</td>
</tr>
<tr>
<td></td>
<td>Physical fitness program</td>
<td>Wrestling</td>
</tr>
<tr>
<td></td>
<td>Body mechanics</td>
<td>Horseshoes</td>
</tr>
<tr>
<td></td>
<td>Posture exercises</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Gymnastics</td>
<td>Table tennis</td>
</tr>
<tr>
<td></td>
<td>Physical fitness program</td>
<td>Wrestling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Horseshoes</td>
</tr>
<tr>
<td>3</td>
<td>Gymnastics</td>
<td>Table tennis</td>
</tr>
<tr>
<td></td>
<td>Physical fitness program</td>
<td>Wrestling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Horseshoes</td>
</tr>
<tr>
<td>4</td>
<td>Gymnastics</td>
<td>Table tennis</td>
</tr>
<tr>
<td></td>
<td>Physical fitness program</td>
<td>Wrestling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Horseshoes</td>
</tr>
<tr>
<td>5</td>
<td>Gymnastics</td>
<td>Table tennis</td>
</tr>
<tr>
<td></td>
<td>Physical fitness program</td>
<td>Wrestling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Horseshoes</td>
</tr>
<tr>
<td>6</td>
<td>Physical fitness tests</td>
<td>Table tennis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wrestling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Horseshoes</td>
</tr>
</tbody>
</table>

### Third Six Weeks

<table>
<thead>
<tr>
<th>Weeks</th>
<th>First period</th>
<th>Second period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Softball</td>
<td>Track</td>
</tr>
<tr>
<td></td>
<td>Rules and scoring</td>
<td>Fundamentals and drills</td>
</tr>
<tr>
<td></td>
<td>Explanation of game</td>
<td>Archery</td>
</tr>
<tr>
<td></td>
<td>Fundamentals and drills</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Softball</td>
<td>Track</td>
</tr>
<tr>
<td></td>
<td>Fundamentals and drills</td>
<td>Fundamentals and drills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Archery</td>
</tr>
<tr>
<td>3</td>
<td>Softball</td>
<td>Track</td>
</tr>
<tr>
<td></td>
<td>Fundamentals and drills</td>
<td>Fundamentals and drills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Archery</td>
</tr>
<tr>
<td>Weeks</td>
<td>First period</td>
<td>Second period</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>4</td>
<td>Softball</td>
<td>Track</td>
</tr>
<tr>
<td></td>
<td>Setting up of teams</td>
<td>Fundamentals and drills</td>
</tr>
<tr>
<td></td>
<td>Games</td>
<td>Archery</td>
</tr>
<tr>
<td>5</td>
<td>Softball</td>
<td>Track</td>
</tr>
<tr>
<td></td>
<td>Games</td>
<td>Fundamentals and drills</td>
</tr>
<tr>
<td>6</td>
<td>Softball</td>
<td>Track</td>
</tr>
<tr>
<td></td>
<td>Games</td>
<td>Fundamentals and drills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Archery</td>
</tr>
</tbody>
</table>

A typical period of physical education is fifty minutes in length. The following is an example of the use made of that time.

- **10 minutes**—Getting basket
  Changing clothes
  Roll call

- **5 minutes**—Warming up exercises
  calisthenics or marching drills

- **25 minutes**—The scheduled activity

- **10 minutes**—Taking shower
  Changing clothes
  Returning basket
CHAPTER IV

SUMMARY AND RECOMMENDATIONS

SUMMARY

The chief purpose of physical education is to develop strength, endurance, stamina, coordination, and agility in each child through a well-rounded program of activities based on his physical condition, his size, and his maturity. Since physical education emphasizes the accepted routines of good physical and mental hygiene and encourages the development of good postural habits that contribute to poise and grace in walking, jumping, running, dancing, and in various other activities likely to be engaged in during adolescence, the well-balanced physical education program helps to meet the biological needs of the junior high school student. Stress must be placed on good health habits since such habits, once formed in early adolescence, are most often retained throughout life. Physical education can also contribute much which may be followed throughout an individual's life by a program that makes the day-to-day learning of the student interesting and that creates an abiding interest in health and physical fitness. Physical education taught as a social experience should develop leadership and
followership, promote a feeling of belonging, stress fair play and sportsmanship, and provide a more tolerant attitude toward the social problems that will be faced by the student in the future.

Interests developed by a proper physical education program may play an important role in the lives of some students either vocationally or recreationally. The physical education teacher should be certain to indicate to the students the possibilities that the field may offer for a career and also to plan his teaching so that the avocational and recreational opportunities are stressed. Physical educational career possibilities can probably be provided for best through individual counseling. The teacher is in an excellent position to recognize those young people from his classes who, because of special aptitudes, may be well fitted to pursue further study in the field leading to a life work.

The philosophy of a physical education program should be based on the needs of the children and the community for whom the program is intended.

In a proper physical education program, growth and development take place through the following: physical development, motor development, mental development, and the development of human relations.
The present physical education program for the junior high school age youth in Butte, Montana is inadequate, for sufficient facilities are lacking. However, the construction of the new junior high school, with adequate gymnasium and playground areas, will alleviate this situation. Two full-time physical education instructors for boys are to be employed who will coordinate the program in cooperation with the principal and staff members in accordance with the recommendations of the Montana State Department of Public Instruction.

A physical education program which is designed to meet the needs of all the students encourages the development of good wholesome citizens, thereby curtailing juvenile delinquency and helping to prepare the pupil for future living in a competitive world.

RECOMMENDATIONS

In the preceding discussion, some of the more urgent needs for the improvement of the physical education in the junior high school have been mentioned. The following recommendations may be summarized as follows:

1. More periods per week for physical education, preferably one period daily.
2. A longer class period for physical education, preferably sixty minutes.
3. A reduction in class sizes, particularly in those schools where classes of forty to sixty pupils, and sometimes more, are the usual practice.
4. Adequate shower facilities, rest rooms, and offices.
5. Teachers adequately trained to direct the activities of a comprehensive program of physical education.
6. Gymnasium and playground facilities to meet the needs of students for after-school activities.
7. Special classes, equipment, and staff to meet the needs of pupils who should have special attention.
8. A broader program of sports to provide for every interested and physically able student.
9. More attention to problems of health and the development of desirable health habits and attitudes.
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B. PERIODICALS


C. PUBLICATIONS OF LEARNED SOCIETIES AND OTHER ORGANIZATIONS


D. COURSES OF STUDY


