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A CURRICULUM FOR
BOYS' PHYSICAL EDUCATION
IN SMALL HIGH SCHOOLS

Tracy D. Lewis

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A CURRICULUM FOR
BOYS PHYSICAL EDUCATION
IN SMALL HIGH SCHOOLS

A Term Paper
Presented in Physical Education 530
To Eastern Illinois University

In Partial Fulfillment Of The
Requirements For the Degree
Master of Science in Education

by


Tracy D. Lewis

January, 1961

A CURRICULUM FOR
BOYS PHYSICAL EDUCATION
IN SMALL HIGH SCHOOLS

This paper has been approved as
partial fulfillment of the requirements
for the Degree Master of Science in
Education.

Approved:



Dr. Maynard O'Brien
Advisor
Class Instructor

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TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS.....	iii
INTRODUCTION.....	1
A PHILOSOPHY OF PHYSICAL EDUCATION.....	3
AIMS AND OBJECTIVES.....	6
FACILITIES AND EQUIPMENT.....	10
REGULATIONS AND PLANS OF INSTRUCTION.....	13
GRADING PLAN.....	18
THE CURRICULUM PROGRAM.....	23
SUMMARY.....	37
APPENDIX.....	39
BIBLIOGRAPHY.....	44

INTRODUCTION

This paper was written to set forth a philosophy of physical education, aims and objectives, facilities and equipment, regulations, plans of instruction, grades and ideas concerned with setting up a realistic physical education curriculum for boys in a small high school--that being one with an enrollment of less than three hundred. Such a school is not always, but frequently, a consolidated unit in a rural area. Because of its smallness, the number of faculty is small. In such a limited teacher situation, the school class schedule results in the physical education instructor teaching all physical education courses and possible other courses which will limit the time that could be spent with pupils on physical education problems.

Small schools, with some exceptions, are not blessed with an overabundance of facilities or equipment. The writer received experience in such a school as described above and bases many of his opinions and ideas on that experience. However, because he is not an authority and cannot say that his school was typical of all small high schools, he sent a questionnaire to eighteen high schools of less than three hundred enrollment. It was mostly concerned with facilities and equipment, but contained questions on other areas. Table I shows the results of that questionnaire.¹

Teenage boys in small school classes need the physical

¹Appendix Table I.

use of their muscles.² Just like boys in cities, they spend much of their leisure time in activities having a low degree of physical activity, i.e., watching television, and riding around in cars. Boys who must spend their extra time with farm chores and other job obligations, usually find little time for organized athletics. Some from one room elementary schools have never had formal instruction in physical education. The opportunity for competitive engagements are limited and because of the few recreational facilities in most rural towns, many of the boys engage in organized sports exclusively within the school. Therefore, it is up to the school and teacher to meet the needs of these boys through curriculum planning.

²Charles C. Cowell and Hilda M. Schwehn, Modern Principles and Methods in High School Physical Education (Boston: Allyn and Bacon, Inc., 1959), p. 14.

A PHILOSOPHY OF PHYSICAL EDUCATION

Regardless of the size of a high school, physical education should be recognized as an indispensable part of ones total education. This idea was formally stated in 1958 when a White House Conference on Education called by the President of the United States emphasized that it was the "whole child" development that should be stressed and the physical aspect is important to this whole.³

If the above idea is to be accepted, physical education must be recognized as being able to contribute to the objectives of general education, those being self-realization, economic efficiency, human relationship, and civic responsibility. Physical education does this by building character, promoting health knowledge and physical fitness, and guidance toward a good choice of leisure time activities and recreation.⁴

Robert Havighurst and Hilda Taba⁵ say that most people rank character as of primary importance in education. In physical education classes, day to day duties, experiences and thinking in different situations build responsibility,

³Charles A. Bucher and Evelyn M. Reade, Physical Education In The Modern Elementary School (New York: The Mac-Millan Company, 1958), p. 29.

⁴Charles E. Forsythe and Ray O. Duncan, Administration of Physical Education (New York: Prentice-Hall, Inc., 1951), p. 3.

⁵Robert Havighurst and Hilda Taba, Adolescent Character and Personality quoted in Charles E. Forsythe and R. O. Duncan, Administration of Physical Education (New York: Prentice Hall Inc., 1951), p. 4.

tolerance, good morale, and a respect for rules and decisions; emphasize the value of teamwork and the recognition of contribution by all.

Competitive sports can teach boys to condition themselves to win or lose graciously; take in stride and appreciate any hardships encountered toward the goal of winning. These qualities will stay with a boy and be used in later life, not always on an athletic field, but in situations where the feelings are similar. If he learns to control his feelings at the high school level, chances are he will be able to control them in later life.⁶

Health education is concerned with securing favorable behavior or conduct in all situations involving an individual's health.⁷ By learning how the body functions, boys can learn that the practice of healthful habits, cleanliness, the prevention of diseases and injuries through safety skills, and the knowledge of correct ways for body development to achieve and keep a high standard of physical fitness.

The importance of recreation to physical fitness in life is a reason for including it as a physical education contribution to general education. This is true because many of the physical education activities are basic to a recreation program and many of the school's facilities are used in such programs.⁷ Class activities can interest boys in sports and games which may carry over into hobbies and entertainment.

⁶Delbert Oberteuffer, School Health Education (New York: Harper and Bros., 1949), pp.111-112

⁷Forsythe and Duncan, op. cit. p. 53.

Physical education should relate itself to the needs and motives of the students.⁸ If the students lack a sufficient amount of physical activity, then helping them receive a full amount of participation is important. If they know only a few activities, then broadening their knowledge content is important.

The fact that the pleasure received from playing is a requirement to an individual's psychology cannot be omitted.⁹ Brace¹⁰ says that a spirit of play should be kept alive to develop an agreeable attitude toward keeping fit and it can be done without sacrificing discipline.

The instructor should not forget that physical education must involve and include instruction; it affects the emotional, mental, social and physical aspect of a student's personality.¹¹

⁸Cowell and Schwehn, op. cit., p. 57.

⁹Ibid., 43.

¹⁰David K. Brace, Health and Physical Education For Junior And Senior High Schools (New York: A. S. Barnes and Company, 1948), p. 9.

¹¹Forsythe and Duncan, op. cit., pp. 8-9.

AIMS AND OBJECTIVES

The ultimate aims and objectives of physical education are similar to the previously mentioned philosophy of physical education as related to the objectives of general education. For example, Staley's¹² list is 1. health, 2. leisure, 3. character. As its ultimate aim, physical education should strive through its activities to develop physically, mentally, emotionally and socially fit citizens.¹³ LaPorte¹⁴ says that this should be accomplished wholesomely and interestingly so that a boy can reach his maximum capacities, stressing mental capacities and the intelligent use of powers as a good citizen even under extreme emotional stress.

Enlarging on the ultimate aim, it might be said that educational values, social values, hygienic values and recreational values are aims of physical education.¹⁵ Under these four values, which affect each other regardless of which one is considered the prime, the general and specific objectives of physical education may be formulated.¹⁶

¹²Seward C. Staley, Sports Education (New York: A. S. Barnes and Company, 1939), p. 31.

¹³Bucher and Reade, op. cit., p. 29.

¹⁴William Ralph LaPorte, The Physical Education Curriculum (Los Angeles: Parker and Company, 1951), p. 38.

¹⁵Granville B. Johnson, The New Physical Education (Minneapolis: Burgess Publishing Co., 1952), p. 57.

¹⁶Granville B. Johnson, Loc. cit.

Before establishing any objectives, the age and needs of the individuals in the class have to be studied and considered.¹⁷ In high school these students are in the age group commonly known as adolescent, that is developing from childhood to adult status.¹⁸ They are in some degree of change, variable in different individuals, over the four year term that they are in high school. They seek motives for satisfying desires for attention, achievement, and excitement.¹⁹ Also they seek motives for satisfying desires for self-confidence, approval, security, and physical attractiveness.²⁰ Therefore according to age needs, most general or immediate objectives are adaptable to both large and small schools with some exceptions.

LaPorte²¹ has listed ten general objectives, nine of which fit the program of a small high school. The possible exception is the area of aquatics for which most small schools are not equipped. However, in this paper there is a unit which allows for classroom study of activities not participated in because of facilities and equipment, and that permits the objective to be included. These objectives are:

1. The development of fundamental skills in aquatic, gymnastic, rhythmic, and athletic activities for immediate educational purposes--physical, mental, and social.

¹⁷Hilda Clute Kozman, Rosalind Cassidy and Chester O. Jackson, Methods In Physical Education (Philadelphia: W. B. Saunders Company, 1947), p. 120.

¹⁸Cowell and Schwehn, op. cit., p. 22.

¹⁹Ibid., 33.

²⁰Forsythe and Duncan, op. cit., p. 114.

²¹LaPorte, op. cit., pp. 38-39.

2. The development of useful and desirable skills in activities suitable as avocational interests for use during leisure time.
3. The development of essential safety skills and the ability to handle the body skillfully in a variety of situations for the protection of self and others.
4. The development of a comprehensive knowledge of rules, techniques, and strategies in the above activities suitably adapted to various age levels.
5. The development of acceptable social standards, appreciations, and attitudes as the result of intensive participation in these activities in a good environment and under capable and inspired leaders.
6. The development of powers of observations, analysis, judgment, and decision through the medium of complex physical situations.
7. The development of the power of self-expression and reasonable self-confidence (physical and mental poise), by mastery of difficult physical-mental-social problems in supervised activities.
8. The development of leadership capacity by having each student, within the limits of his ability, assume actual responsibility for certain activities under careful supervision.
9. The elimination of remediable defects and the improvement of postural mechanics insofar as these can be influenced by muscular activities and health advice, based on adequate physical and health diagnosis.
10. The development of essential health habits, health knowledge, and health attitudes as the result of specific instruction in health principles and careful supervision of health situations.

Specific objectives also fit the age needs of students, and can be more applicable to local situations. They show exactly what is being accomplished in the lesson today or the unit this week; provide a criteria for evaluating success or failure; give students a clearer picture of what is being accomplished, and pin point activities that are not serving any needs.²²

The following are specific objectives based on the

²² Charles C. Cowell and Helen W. Hazelton, Curriculum Designs In Physical Education (New York: Prentice-Hall, Inc., 1955), pp. 62-63.

writer's experience, and the opinions of David Brace,²³ Lois Broady and Esther French,²⁴ Charles Cowell and Hilda Schwehn,²⁵ Charles Forsythe and Ray Duncan,²⁶ and Granville Johnson,²⁷ chosen because they apply to the activities in the curriculum of this paper.

1. To provide sports with varying degrees of difficulty.
2. To develop offensive and defensive strategy.
3. To understand team plays.
4. To develop behavior control.
5. To develop endurance.
6. To foster a competitive spirit.
7. To increase spectator appreciation.
8. To develop timing and balance.
9. To promote good sportsmanship.
10. To develop agility.
11. To develop individual coordination.
12. To develop muscles.
13. To learn value of good training rules.
14. To develop skills--running, jumping, throwing, speed, and wind capacity.
15. To learn respect for ability of an opponent.
16. To know safety skills.
17. To be able to evaluate ones own performance and others.
18. To accept bodily contact in competition.
19. To enjoy playing for play's sake.
20. To develop avocational and vocational abilities.
21. To develop leadership and followership.
22. To develop individual ability to make decisions.
23. To play a variety of team sports.
24. To obtain a knowledge of techniques, strategy, and rules.
25. To develop a general background of sports.
26. To develop good posture.
27. To promote corrective physical education.
28. To strengthen arms, shoulders, and back.
29. To attain a high level of physical fitness.
30. To learn first aid.
31. To develop group cooperation.
32. To develop group coordination.

²³Brace, op. cit., pp. 175, 187, 243-245, 254, 303, 311-312.

²⁴Lois Pedersen Broady and Esther French, Health And Physical Education In Small Schools (Lincoln: University of Nebraska Press, 1942), pp. 6-7.

²⁵Cowell and Schwehn, op. cit., p. 17.

²⁶Forsythe and Duncan, op. cit., pp. 23, 27-29.

²⁷Johnson, op. cit., p. 89.

FACILITIES AND EQUIPMENT

Facilities and equipment are essential to a physical education program, however, it does not mean that a school must have an overabundance of them to have a good program.²⁸ There are some which would be basic to any program and these should be met.

The two main areas which are basic are indoor (gymnasium) and outdoor facilities. If these are lacking, everything possible should be done to convince authorities of their need on the basis of physical education's role to total education. Everything should be done in any school's gym for having or improving on adequate ventilation, heating, lighting, and cleanliness, purely for sanitary reasons. Table I²⁹ shows that most of the questionnaire schools have showers, lockers, a private office for the instructor, blackboard and bulletin board space, and no towel service. As far as the actual playing area of the gym, they have the following:

1. Basketball floor-90' x 60' - (total area including roll away bleachers)
2. Baskets
3. Basketball floors that may be used simultaneously
4. Volleyball courts
5. Badminton courts³⁰

Outdoor playing fields are to be protected from hazards, have drainage, and be accessible to the locker room. The

²⁸Broadly and French, op. cit., p. 23.

²⁹Appendix Table I

³⁰Appendix, Loc. cit.

questionnaire schools were the weakest in outdoor facilities. Two added baseball diamonds and three archery to the list. The ones most frequently available in these schools are:

1. One-fourth mile track
2. Football field- (bleachers included may or may not be inside the track)
3. Soccer field
4. High jump pit
5. Broad jump pit
6. Pole vault pit
7. Softball field³¹

Most small schools should be able to afford basic equipment in sufficient quantities. Of the eighteen schools at least sixteen have all of the following equipment, with the exception of climbing and jumping ropes, and only nine have these. A medicine ball was added to the list by two schools and table tennis by one.

1. Basketballs
2. Volleyballs
3. Mats
4. Climbing ropes
5. Jumping ropes
6. Volleyball nets
7. Badminton nets
8. Badminton rackets and shuttle cocks³²

In addition to the outdoor equipment listed, which the majority of the schools questioned have, one has golf, two have baseball, and three have archery equipment.

1. Footballs
2. Soccerballs
3. Softballs
 - a. Bats
 - b. Bases
 - c. Catcher's mask

³¹Appendix, Loc. cit.

³²Appendix, Loc. cit.

4. Shot
5. Shot ring
6. Discus
7. Discus ring
8. Hurdles³³

The above is concerned with just sports, but there are other facilities and equipment for a program. They include space for teaching health, cots for those who cannot dress for class, desks, chairs, cabinets, score, record, and rule books, movies, charts, models, diagrams, first aid and repair kits, bulletin board space and materials, and blackboard area.

All apparatus and equipment should be under supervision of the instructor for greater safety, and should be regularly inspected and repaired. It should be well marked, stored correctly and inventoried regularly to prevent accidental and student planned losses.

Ingenuity on the part of the instructor in constructing some of the equipment and good budgeting can provide for some equipment.

³³ Appendix, Loc. Cit.

REGULATIONS AND PLANS OF INSTRUCTION

If the aims and objectives of a curriculum are to be carried out, certain regulations should be established so that a maximum of time is spent for instruction and not lost on routine, but used for important duties. If the boys in a class understand this, they should be more willing to accept any regulations.³⁴ The above is especially true in small schools where scheduling is limited and classes must be on a forty minute per day time as opposed to the preferred sixty minute period.³⁵ Of the schools in the inquiry, fifteen used a forty minute schedule and two used a sixty minute schedule. One had half of its periods forty minutes and half of its classes sixty minutes.³⁶ Forty minutes will be used as the period of this paper.

Regardless of what time is allotted, it should be the same as other subjects and should meet as many times as other academic classes.³⁷ Only one of the eighteen schools did not meet five times a week.³⁸ Classes in this paper will meet five times a week, with the theory in mind that physical education is a part of general education and should meet as such.

Physical education will be required, and credit on the basis of laboratory work will be given. This would be

³⁴Cowell and Schwehn, op. cit., pp. 96-97.

³⁵Broady and French, op. cit., p. 12.

³⁶Appendix Table I

³⁷Brace, op. cit., p. 7.

³⁸Appendix Table I

equivalent to one-fourth of a credit for each half year of satisfactory work. In a four year requirement, a student would earn two credits.³⁹

All students are required to enroll in physical education every semester they are in attendance. This includes those students who are excused from dressing for physical education because of medical excuses, physical handicaps, or any other reasons. These students are assigned to a modified program as a result of a health examination and the recommendation of the examining physician.⁴⁰ It may be that a student should have little or no physical activity for a particular day, week, or even semester. Students of this nature will lie on cots that are furnished by the school in a separate room from the regular class.

There are two important advantages of the foregoing plan for the atypical student. First, the student (especially the physical handicapped) has an opportunity to learn to adjust to his condition as a member of the regular group, which is a life situation.⁴¹ Also it would help eliminate the words excused from physical education, registering a beneficial alteration in the views of educators.⁴²

A medical slip from the doctor or an excuse from the principal or superintendent will be the only excuses accepted

³⁹Cowell and Schwehn, op. cit., p. 105.

⁴⁰Forsythe and Duncan, op. cit., pp. 169-170

⁴¹Forsythe and Duncan, Loc. cit.

⁴²Kozman, Cassidy and Jackson, op. cit., p. 453.

for a boy not dressing for a period. Without this slip, an unexcused absence is recorded for that day.

Classes meet outdoors, weather permitting, otherwise in the gymnasium. Each student shall be allowed five minutes after the bell to dress and get to the assigned point of assembly and ten minutes to return, shower, and dress. This leaves twenty-five minutes of actual period. When the class is meeting indoors, the students shall be given five minutes to dress after the final bell and seven to return from the gym, shower, and dress. Seven minutes may sound like a short time; however, the writer has found through experimenting and experience that this gives each boy sufficient time to shower and dress. It will also reduce tendencies to "horse around." The students will know that they do not have time to be doing anything but showering and dressing.

Methods of instruction will vary in accordance with the activity being used. Most phases of the plan will run in a similar pattern. Written and individual skill examinations to evaluate knowledge, mental and physical growth are to be given by the instructor at the end of most of the units or whenever he deems necessary.

For outside activities, the boys will line up at a specified area in single or double files according to the size of the class. At the beginning of the course, all the boys will have lined up alphabetically and been given a number. The first boy in line will be given the number one, the second boy number two and continuing in this matter until all the boys in the line have a number. In the event

there are two lines, the first boy's number in the second line will be the number that follows chronologically after the number given to the last boy in the first line. When the class lines up for role call, the boys simply call out their individual numbers in the correct order. Immediately following roll, the class will trot "double time" in line to the playing area where calisthenics will be done formally, with the whole class led by the instructor or a responsible student under the direct direction of the instructor. Johnson⁴³ says that the beginning of a period is a good time to establish class control, allow for maneuvering the class into position for activities; such activities as calisthenics give opportunities for delegating responsibilities to students. The instructor then will give a detailed explanation of the game or activity that is going to be used, if it is a new one. Otherwise, the class will take the prescribed amount of calisthenics for the particular activity of the day and then proceed immediately into the activity.

When fundamentals are being learned, they should follow the calisthenics and come before any actual play.⁴⁴ Certain fundamentals must be learned not only to be able to participate with a certain amount of grace and coordination, but also for the safety of the individual. The rules should always be learned in a competitive sport and the main fundamentals perfected to the individual's ability. The time

⁴³Johnson, op. cit., pp. 84, 89-90.

⁴⁴Broady and French, op. cit., p. 244.

alloted this can vary according to the general ability of the class as a whole. Members of the class can receive individual instruction during the time fundamentals are being taught and during actual activity participation.

When the activity part of the period is over, the students will line up once more and go back to the assembly area. Then they will break up and go to the locker room for showers, which should be strictly supervised. The same pattern of instruction is followed for inside activities, with the boys making their lines in the gym.

One of the more difficult jobs for the teacher is to make the classes interesting and enjoyable. This is important as it encourages desire for further participation. This cannot be done if the full period is used for formal instruction.⁴⁵ The boys tend to get bored and lose interest. As mentioned previously, boys in rural and small high schools may get the majority of their physical activity at school. Their need for a great amount of activity is more than having them perfect only a few skills. The more the boys are allowed to participate with groups in a free play atmosphere, the more interested and enthused they will be. Going along with this line of thought, the harder the boy will engage in the activity, the more he will receive in a physical way.

⁴⁵Broady and French, Loc. cit.

GRADING PLAN

Marks should be given for physical education. In Methods In Physical Education, Kozman, Cassidy and Jackson⁴⁶ do not condemn any system of marking, so long as the students share in the process, and understand why they received the marks.

All but one of the schools responding to the questionnaire give grades.⁴⁷ Although the teacher must use the school's marking system, the letter value, A-B-C-D-F has been adapted to the curriculum program in this paper.

Different authorities use varied ways of arriving at grades. Johnson⁴⁸ says that the use of failing or passing, or satisfactory or unsatisfactory is not complete enough. It tends to give the impression that physical education is not as important as other academic classes; a student needs to know where he stands with respect to the rest of the class. Cowell and Schwehn⁴⁹ suggest point systems, which can be converted into letter grades.

In this paper, a modified plan of Brace's⁵⁰ is used. It is

⁴⁶Kozman, Cassidy and Jackson, op. cit., p. 473.

⁴⁷Appendix Table I

⁴⁸Johnson, op. cit., pp. 87-88.

⁴⁹Cowell and Schwehn, op. cit., p. 108.

⁵⁰Brace, op. cit., p. 15.

a classification of grading areas having each area count of different importance to the total grade. Throughout the grading period marks will be given in these areas. When the teacher averages these marks, more consideration will be given to those marks in area according to their importance. Pupils will never be rated in items over which they have no control.⁵¹ The teacher will indicate on the grade slip any comments about the grade or other important factors, and allow for parent and pupil to see how the grade was determined. By this method, a teacher can give consideration to the intangible elements of the final grade.⁵²

Grades and Their Evaluation

- A-----excellent
- B-----good (better than average)
- C-----average
- D-----below average
- F-----failure

The following are the areas of measurement chosen, and the approximate percentage of importance they will be given in the final grade. The percentage adds to a total one hundred percent and is given only to show the relative importance of each area in comparison with the others.

1. Skills and improvement---35%
2. Character---25%

⁵¹Vaughn S. Blanchard, Curriculum Development in Physical Education (New York: A. S. Barnes and Company, 1942), p. 71.

⁵²Cowell and Hazelton, op. cit., p. 35.

3. Cleanliness and healthful habits---20%
4. Knowledge---15%
5. Attendance---5%

These areas and the grading method are similar to those set forth by LaPorte.⁵³

Skills and improvement

Skills are the actual performances in different activities. They are a tangible measurement of improvement. The instructor will not necessarily lower a grade if a student doesn't show a great amount of improvement. This will protect the student that has already achieved a high level of skill. By using this method, a person, who may be a good athlete possibly will not show much improvement in an activity, but everything else being equal, could get the same or better grade than the motorly poor student who has shown a great amount of improvement.

Character

Character was stated in the philosophy as an important part of education. Thus it has a large share in determining the grade. It includes the everyday cooperation of the student both with the instructor and the rest of the students; desire to participate, willingness to learn and volunteer, mental cleanliness, leadership and followership.

It is the nature of some to be leaders. They help class morale, take a lead in activities, are resourceful, and influence other students. The person that does exhibit leadership qualities will be given special consideration in any grade.

⁵³ LaPorte, op. cit., p. 51.

Still other boys are good followers; cause no disciplinary problems, never volunteer, but carry out duties they are given. These boys too will receive special consideration.

Cleanliness and healthful habits

This is one of the objectives of physical education. Its importance is high, but not as great as the preceding two. The student must come to class clean, not only in body, but uniform as well. He will be required to have all of his personal equipment washed at least once a week. Any other time the situation demands it, the student must have his equipment cleaned during the week. He must learn to do this on his own without prodding by the instructor. The student must not fail to take a shower after every class he participates, whether the participation is active or passive. Daily F's will be given anytime these regulations are not followed.

Knowledge

Knowing the subject matter is an aim of physical education. The knowing of game rules and strategy will not only help the boy appreciate the activity better, it is imperative the boy understand the basic rules for the safety aspect of the activity. This area is rated lower. Although written tests and performances are a tangible measurement of a boy's knowledge, they may not allow for an individual's natural ability in the final grade.

Attendance

This is the last in importance because it is compulsory, but it is included as an area. When a boy forgets to bring his uniform and cannot dress, or is disciplined from class,

it is an unexcused absence. These merit an F for that unexcused day.

The following is the way this system may be applied to specific cases. John has an exceptionally low I.Q. He is a consistent failure in his other classes. For some reason he responds to his physical education class with a good attitude, healthful habits, and shows improvement. Because he does not respond well in all areas because of his I.Q. he does not receive an A, but is justified in receiving at least a C.

Paul is well developed physically and mentally. Yet in class he is generally lazy in responsiveness, incentive to improve, and keeping his uniform clean. His knowledge of sports is excellent, but he could just as well receive a D or less.

THE CURRICULUM PROGRAM

The criteria for selecting the activities in the physical education program in this paper has been based on the philosophy, aims and objectives of physical education, the facilities of small high schools and principles set up by the Illinois Curriculum Program. These principles are:

1. The activities in the physical education curriculum should develop "physical fitness."
2. The curriculum content should be selected on the basis of pupil needs and interests.
3. The physical education curriculum should consist of a wide variety of activities.
4. The activities in the physical education curriculum should be primarily of the big-muscle type.
5. The physical education curriculum should contain activities which can be engaged in outdoors.
6. The curriculum should include activities which can be engaged in as recreational activities outside of school and are likely to be continued after leaving school.
7. A modified program should be provided for pupils whose needs cannot be met in the regular program.
8. All activities in the curriculum should meet approved social standards and be taught accordingly.
9. All activities in the curriculum should meet approved hygienic standards and be taught accordingly.
10. All activities in the curriculum should meet approved safety standards and be taught accordingly.
11. The curriculum in physical education should include activities leading to sports appreciation.⁵⁴

In the small school there are approximately seventy-five to one hundred and fifty boys in approximately four

⁵⁴"Suggestions for Improving the Curriculum in Physical Education for High School Boys," Illinois Curriculum Program Bulletin No. 19 (1954), pp. 13-24.

classes. Most of the time it is impossible to schedule or divide the classes by ability, age or grade. Where many of the subjects are not repeated during the daily schedule, the students and administrator have no choice of scheduling time.⁵⁵ Unless there are more than twenty in a class, they cannot be easily divided according to beginners and advanced. For example, in a class of twenty there may be twelve seniors, three juniors, two sophomores and three freshmen. The seniors are the only group with enough in number to play many of the team games used. Therefore, classes contain group mixtures, and as such, can have no program of beginning, intermediate, and advanced activities.

It is unfortunate that the program must be arranged in this manner. Having the classes grouped homogeneously would be a big step toward a more ideal physical education class. Under heterogeneous grouping the administration or instructor, under the direction of the administration must set up a physical education program that will best meet the needs of the students. When this is done, it will then be the responsibility of the instructor to use his prudent judgment in maintaining the safety of the students in his class.⁵⁶

The seven areas of content instruction from which the

⁵⁵Forsythe and Duncan, op. cit., p. 142.

⁵⁶Harry N. Rosenfield, Liability for School Accidents (New York and London: Harper and Bros., 1940), p. 59.

activities were chosen are: (1) games and sports, (2) rhythmic activities, (3) aquatics, (4) self-testing activities, (5) camping and outdoor activities, (6) social-recreational activities, (7) body building.⁵⁷ Using the previously listed facilities of many small high schools, the activities will be:

Team Games-----touch football
 soccer
 volleyball
 basketball
 baseball
 gym baseball
 hand soccer
 softball
 relays

Dual Games-----badminton

Individual Games-----archery
 track and field

Self-testing Activities-----tumbling and stunts
 pyramid building

Body Building Activities-----rope climbing
 rope jumping
 calisthenics
 corrective exercises

Health and Safety Education---body mechanics
 body maintainance
 safety procedures
 first aid

Miscellaneous-----classroom instruction on
 areas for which there are
 no facilities or equipment
 for activity participation.

Wrestling is not included because the writer feels that many teachers have not received enough training to teach it adequately. If the physical education teacher has had a

⁵⁷Cowell and Schwehn, op. cit., pp. 84-85.

course in wrestling before graduation, then it may be included. Forms of co-educational activities such as dancing are not included. Many situations prevent this. It may be that limited facilities cause the girls' program to be scheduled in the morning and the boys' in the afternoon. Or as in a school of the writer's experience, the predominant number of students were of a religious group which forbids dancing. Having this activity would mean sacrificing another which the majority could participate in.

All students, regardless of whether they are excused from activities for a period or have modified activities, will participate with the whole class in units of health education and miscellaneous activities.

Keeping in mind the individual limitations and restrictions prescribed by their physicians, students with a modified program will have corrective exercise with the whole class when they are doing calisthenics. Cowell and Schwehn⁵⁸ have suggested the other activities in which they may participate. Those which the facilities, and equipment of this paper allow for and which have already been planned as units for the rest of the class are:

1. Archery
2. Badminton
3. Basket shooting
4. Volleyball
5. Football passing for accuracy
6. Rope climbing
7. Rope spinning

⁵⁸Ibid., 196.

YEARLY SCHEDULE FOR APPROXIMATELY THIRTY-SIX WEEKS

TIME OF YEAR-----FALL

Units-----Orientation
 Miscellaneous Activities
 Health and Safety Activities
 Touch Football
 Soccer
 Volleyball
 Rope Climbing
 Rope Jumping
 Pyramid Building
 Stunts and Tumbling

Unit-----Orientation-----two days

Length of Period-----forty minutes

One Day-----completion of registration
 distribution of lockers and equipment
 familiarization with rules, regulations,
 and facilities

discussion of course content
 Specific Objective-----to facilitate routine
 daily duties

One Day-----body maintenance
 basic safety rules

Specific Objective-----to prevent injuries in
 the first participation

Unit-----Touch Football-----four weeks and three days

Length of Period-----forty minutes

One Week-----5 minutes-----dressing
 5 minutes-----calisthenics
 Specific Objective-----to loosen
 muscles for the purpose
 of preventing injuries

15 minutes-----rules and fundamentals,
 game strategy

Specific Objective-----to allow
 students to participate
 more successfully and
 safely

Three Weeks----10 minutes-----shower and dressing
 5 minutes-----dressing

5 minutes-----calisthenics
 Specific Objective-----same as
 above

20 minutes-----game situations

Specific Objective-----to develop
 and strengthen big muscles;
 to develop coordination,
 agility, group coordination,
 sportsmanship, and ability
 to make decisions.

10 minutes-----shower and dressing
 Final Day of the Three Weeks---evaluation
 Specific Objective-----test knowledge of game,
 determine progress,
 estimate success of project

Unit-----Soccer-----two weeks

Length of Period-----forty minutes

Four Days-----5 minutes-----dressing
 5 minutes-----calisthenics
 Specific Objective-----to loosen
 muscles and prevent injuries
 20 minutes-----fundamentals, rules,
 strategy
 Specific Objective-----to allow
 students to participate
 more successfully and
 safely.

10 minutes-----shower and dressing
 One Week-----5 minutes-----dressing
 5 minutes-----calisthenics
 Specific Objective-----same as
 above
 20 minutes-----game situations
 Specific Objective-----to increase
 wind capacity, balance,
 speed, ability, and
 endurance

10 minutes-----shower and dressing
 One Day-----Evaluation
 Specific Objective-----test knowledge of game,
 determine progress, es-
 timate success of project

Unit-----Miscellaneous-----two days

Length of Period-----forty minutes

40 minutes-----meet in classroom,
 study of activity not
 used for participation
 Specific Objective-----to increase
 general knowledge of sports

Unit-----Rope Climbing-----eight days

Rope jumping
 Pyramid building

Length of Period-----forty minutes

One Day-----5 minutes-----dressing
 28 minutes-----fundamentals
 Specific Objective-----to know
 correct methods of perfor-
 mance for safety

Six Days-----5 minutes-----dressing
 9 minutes-----rope climbing
 Specific Objective-----to build and
 strengthen arm, shoulder
 and back muscles

9 minutes-----rope jumping
 Specific Objective-----to develop
 footwork, balance, endur-
 ance, coordination and
 timing

9 minutes-----pyramid building
 Specific Objective-----to develop
 timing, coordination,
 agility, and group
 coordination

8 minutes-----shower and dressing
 One Day-----Evaluation of material covered since last
 test
 Specific Objective-----to determine progress

Unit-----Volleyball-----three weeks

Length of Period-----forty minutes

Three Days-----5 minutes-----dressing
 5 minutes-----calisthenics
 Specific Objective-----to loosen
 muscles and prevent injuries

23 minutes-----rules and fundamentals
 Specific Objective-----to allow
 students to participate
 more successfully and
 safely

7 minutes-----shower and dressing
 Two Weeks and--5 minutes-----dressing
 One Day 28 minutes-----game situation
 Specific Objective-----to develop
 teamwork, timing, agility,
 and coordination

7 minutes-----shower and dressing
 One Day-----Evaluation
 Specific Objective-----to test knowledge of
 game, determine progress,
 estimate success of
 project

Unit-----Stunts and Tumbling-----five weeks

Length of Period-----forty minutes

One Day-----5 minutes-----dressing
 5 minutes-----calisthenics
 Specific Objectivs-----to loosen
 muscles for the purpose
 of preventing injuries
 23 minutes-----fundamentals of execut-
 ing stunts
 Specific Objective-----to allow
 students to participate
 more successfully and
 safely

Eleven Days----7 minutes-----dressing and shower
 5 minutes-----dressing
 5 minutes-----calisthenics
 Specific Objective-----same as above
 23 minutes-----individual and dual
 stunts
 They include the
 following:
Individual Stunts
 a. forward roll
 b. backward roll
 c. series of 3 forward rolls
 d. series of 3 backward rolls
 e. head stand
 f. arm stand
 g. hand stand

Dual Stunts
 a. thigh stand
 b. knee stand
 c. shoulder mount
 d. double roll
 e. wheelbarrow

Specific Objective-----to develop
 agility, coordination,
 balance, and timing; also
 excellent for corrective
 physical education

One Day-----7 minutes-----shower and dressing
 same as above
 Eleven Days----same as above using the following:
Individual Stunts
 h. head turn
 i. arm flip
 j. arm head flip
 k. cart wheel
 l. back to feet flip
 m. squat head balance
 n. jump through

Dual Stunts
 f. monkey walk
 g. elephant walk
 h. horse walk

i. tandem walk
 j. centipede walk
 7 minutes-----shower and dressing
 One Day-----Evaluation
 Specific Objective-----test knowledge of methods,
 determine progress, esti-
 mate success of project

TIME OF YEAR-----WINTER

Units-----Miscellaneous
 Health Education
 Basketball Fundamentals
 Basketball
 Hand Soccer
 Gym Relays
 Badminton
 Gym Baseball

Unit-----Miscellaneous-----one day

Length of Period-----forty minutes

40 minutes-----meet in classroom
 study of activity not
 used for participation
 Specific Objective-----to increase
 general knowledge of sports

Unit-----Health Education-----two days

Length of Period-----forty minutes

40 minutes-----meet in classroom
 Specific Objective-----to increase
 knowledge of keeping fit

Unit-----Basketball Fundamentals-----one week

Length of Period-----forty minutes

5 minutes-----dressing
 28 minutes-----basketball fundamentals
 which include:
 a. free throws
 b. dribbling
 c. passing
 d. shooting
 e. rebounding
 f. game strategy

Specific Objective-----to develop
 coordination, timing, and
 a general "fan's" knowledge

of the game. Also for a more successful and safe participation.

7 minutes-----shower and dressing

Unit-----Basketball-----two weeks and two days

Length of Period-----forty minutes

5 minutes-----dressing

28 minutes-----game situations

Specific Objective-----to develop agility, group cooperation, individual speed and ability to make quick decisions

7 minutes-----shower and dressing

Unit-----Hand Soccer-----two weeks

Length of Period-----forty minutes

One Day-----5 minutes-----dressing

5 minutes-----calisthenics

Specific Objective-----to loosen muscles for the purpose of preventing injuries

23 minutes-----rules and fundamentals

Specific Objective-----to allow more successful and safe participation

7 minutes-----shower and dressing

One Week and---5 minutes-----dressing

three days 5 minutes-----calisthenics

Specific Objective-----same as above

23 minutes-----game situation

Specific Objective-----to help overcome immature behavior and temper as it is highly competitive

7 minutes-----shower and dressing

One Day-----Evaluation

Specific Objective-----to test knowledge, success of program, and progress

Unit-----Gym Relays-----one week

Badminton

Length of Period-----forty minutes

5 minutes-----dressing

28 minutes-----gym relays

Specific Objective-----a "fun" activity which helps create a better competitive spirit

and attitude toward physical activities.

Those not in gym relays at the same time have:

28 minutes-----badminton

Specific Objective-----to develop better coordination, agility, timing, and speed. Also teaches an excellent leisure time skill.

7 minutes-----shower and dressing

Unit-----Gym Baseball-----one week

Length of Period-----forty minutes

5 minutes-----dressing

28 minutes-----game situations

Specific Objective-----to develop timing, coordination, agility, and individual speed

7 minutes-----shower and dressing

TIME OF YEAR-----SPRING

Units-----Health Education
Miscellaneous
Track and Field
Softball
Archery
Final Week

Unit-----Health Education-----one week

Length of Period-----forty minutes

40 minutes-----classroom study

Specific Objective-----to help in appreciation of physical fitness

Last Day of Unit-----Evaluation

Specific Objective-----to test knowledge of content

Unit-----Miscellaneous-----one week

Length of Period-----forty minutes

40 minutes-----classroom study of activity not used for participation

Specific Objective-----to acquire
a general background of
sports

Unit-----Track and Field-----three weeks
Archery

Length of Period-----forty minutes

One Day-----5 minutes-----dressing

5 minutes-----calisthenics

Specific Objective-----to loosen
muscles for the purpose
of preventing injuries

20 minutes-----fundamentals of archery
and introduction to track
and field. Demonstrations
of correct methods of ex-
ecuting track and field
events are to be given
as each is taken up.

Specific Objective-----to allow for
a more successful and safe
participation.

10 minutes-----shower and dressing

Two Weeks and--5 minutes-----dressing

Three Days 5 minutes-----calisthenics

Specific Objective-----same as above

15 minutes-----track and field events
They will include the
following:

Track Events

- a. 50 yard dash
- b. 100 yard dash
- c. 220 yard dash
- d. 440 yard dash
- e. 180 yard low hurdles
- f. 100 yard high hurdles
- g. 440 yard high hurdles
- h. 880 yard run

Field Events

- a. high jump
- b. shot put
- c. discus throw
- d. broad jump

Specific Objective-----to develop
large muscles, agility,
coordination, timing,
individual speed in run-
ning events

15 minutes-----Those not participating
at the same time in track
and field will have archery

Specific Objective-----to develop
accuracy, balance and a
recreational activity

10 minutes-----shower and dressing

One Day-----Evaluation

Specific Objective-----to test knowledge of
rules, estimate progress,
determine success of
activity.

Unit-----Softball-----five weeks

Length of Period-----forty minutes

Four Days-----5 minutes-----dressing

5 minutes-----calisthenics

Specific Objective-----to loosen
muscles for preventing
injuries

20 minutes-----rules and fundamentals

Specific Objective-----to allow
for successful and safe
participation

10 minutes-----shower and dressing

Four Weeks-----5 minutes-----dressing

and One Day 25 minutes-----game situations

Specific Objective-----to develop
strength, endurance, speed,
and teamwork

10 minutes-----shower and dressing

Unit-----Final Week-----one week

Length of Period-----forty minutes

40 minutes-----classroom work and
completion of the year's
work. It will include
the following and the
number of days will de-
pend on the school's
schedule of final exam-
inations.

- a. review of all units
- b. return of equipment

and cleaning of
lockers

c. examination

d. discussion of year's
work and progress

Specific Objective-----to test
knowledges of course
content, to inventory
equipment, to estimate
success of activities

SUMMARY

A good physical education program can be established in a small school if the instructor adopts a definite philosophy and does his best to choose his activities to meet the objectives of physical education and the needs of the boys in his particular community.

Physical education is being accepted by educators as an important part of ones total education. Its contributions to a person in the areas of recreational and leisure time activities, health and physical fitness, and character and personality building are being regarded as highly valuable.

In establishing aims and objectives, those responsible for the physical education curriculum in a small high school will find many of the general objectives differing little from a large school. The specific objectives are more relative to the individual school situation, and serve as an evaluation guide for the activities chosen.

Limited facilities and equipment may prevent a small school from providing as extensive a program as a large school, but do not have to be a drawback to fulfilling the aims and objectives. By utilizing the existing facilities and equipment to its fullest, developing a good plan of instruction and grading system, and encouraging good spirit, the instructor can counter balance limited facilities and equipment and still have a successful program.

It appears to the writer, that while all of the topics of this paper must play a part in planning a small high school physical education curriculum, the aims and objectives and facilities and equipment are the main factors in controlling what the activities will be, while the rest determine the method of operation and success.

APPENDIX

TABLE I

The results and the questionnaire which was sent to the eighteen high schools of:

1. Toluca
2. El Paso
3. Flanagan
4. Henry
5. Sparland
6. Granville-Hopkins
7. Minonk-Dana-Rutland
8. Princeton
9. Tonica
10. Allendale
11. Roanoke-Benson
12. Toulon
13. Hennepin
14. Mid-County (Varna-Lacon)
15. Lostant
16. Gridley
17. Wenona
18. Lowpoint-Washburn

Check yes or no on the following questions.

Yes	No	
___	___	1. Is the enrollment of your school less than 300? Results---yes <u>18</u>
___	___	2. There is available classroom for health education classes. Results---yes <u>17</u> , no <u>1</u>
___	___	3. There are charts and other aids (books) for health classes. Results---yes <u>13</u> , no <u>5</u>
___	___	4. People medically exempt from physical activities have a study hall. Results---yes <u>18</u>
___	___	5. People medically exempt from physical activities come to class and rest on cots. Results---no <u>18</u>
___	___	6. All boys are required to take physical education. Results---yes <u>17</u> , no <u>1</u>
___	___	7. Classes meet forty minutes per day. Results---yes <u>15</u> , no <u>2</u> , part time <u>1</u>
___	___	8. Classes meet sixty minutes per day. Results---yes <u>2</u> , no <u>15</u> , part time <u>1</u>

TABLE I (continued)

___	___	9.	Classes meet five times per week. Results---yes <u>17</u> , no <u>1</u>
___	___	10.	Grades are given. Results---yes <u>17</u> , no <u>1</u>
___	___	11.	Grades are on an A---excellent, B---good, C---fair, D---poor, F---failure basis. Results---yes <u>13</u> , no <u>4</u> , gives no grades <u>1</u>
___	___	12.	Grades are given on a point basis. Results---yes <u>3</u> , no <u>14</u> , gives no grades <u>1</u>
___	___	13.	Grades are given on a satisfactory-unsatisfactory basis. Results---yes <u>1</u> , no <u>16</u> , gives no grades <u>1</u>
___	___	14.	There are different age groups mixed in physical education classes. Results---yes <u>14</u> , no <u>4</u>

Put a check by the following facilities and equipment that you have and write in any that you have which are not listed.

Outdoor Facilities Resulting Number of Checks

One-fourth mile track-----	8
(The next may or may not be inside the track.)	
Football field-----	6
Soccer field-----	7
High jump pit-----	15
Broad jump pit-----	15
Pole vault pit-----	15
Softball field-----	16
Facilities added by the results are:	
Baseball diamond-----	2
Archery field-----	3

Indoor Facilities

Basketball floor 90' x 60' (total area including bleachers)-----	17
Baskets-----	16
Basketball floors that may be used simultaneously -----	10

Volleyball courts-----	18
Badminton courts-----	16
Locker room-----	18
a. Showers-----	18
b. Lockers-----	17
c. Office for instructor-----	18
d. Towel service-----	3
Blackboard and bulletin board space-----	17

Outdoor Equipment

Footballs-----	17
Soccerballs-----	17
a. Bats-----	18
b. Bases-----	18
c. Catcher's Mask-----	18
Shot-----	17
Shot ring-----	11
Discus-----	17
Discus ring-----	11
Hurdles-----	16
Equipment added by the results are:	
Golf clubs and balls-----	1
Archery bows and arrows-----	3
Baseball bats and balls-----	2

Indoor Equipment

Basketballs-----	18
Volleyballs-----	18
Mats-----	17
Climbing ropes-----	9
Jumping ropes-----	9
Volleyball nets-----	18
Badminton nets-----	16
Badminton rackets and shuttle cocks-----	16
Equipment added by the results:	
Medicine ball-----	2
Table tennis - table, paddles, balls, and net -----	1

Equipment Other Than Sports Equipment

Desks, chairs, and cabinets-----	18
Books - score, record, rule, and health-----	13
Movies-----	13
Charts, models, and diagrams-----	13
Kits - first aid and repair-----	18

Yes No

- _____ _____ Is the enrollment of your school less than 300?
- _____ _____ There is available classroom for health education classes.
- _____ _____ There are charts and other aids (books) for health classes.
- _____ _____ People medically exempt from physical activities have a study hall.
- _____ _____ All boys are required to take physical education.
- _____ _____ Classes meet 40 minutes per day.
- _____ _____ Classes meet 60 minutes per day.
- _____ _____ Classes meet 5 times per week.
- _____ _____ Grades are given.
- _____ _____ Grades are given on a point bases transfered into a grade value.

Indoor Facilities

Basketball floor 90'x60' (total area including bleachers)
Baskets
Basketball floors that may be used simultaneously
Volleyball courts
Badminton courts
Locker room

- a. Showers
- b. Lockers
- c. Office for instructor
- d. Towel service

Blackboard and bulletin board space

Outdoor Equipment

Footballs
Soccerballs
Softballs

- a. Bats
- b. Bases
- c. Catcher's mask

Shot
Shot ring
Discus
Discus ring
Hurdles

Indoor Equipment

Basketballs
Volleyballs
Mats
Climbing ropes
Jumping ropes
Volleyball nets
Badminton nets
Badminton rackets and birdies

Equipment Other Than Sports Equipment

Desks, chairs, and cabinets
Books-score, record, rule, and health
Movies
Charts, models, and diagrams
Kits-first aid and repair

TABLE II

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