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A PROPOSED PHYSICAL EDUCATION PROGRAM
FOR HIGH SCHOOL BOYS AT KANSAS, ILLINOIS
(TITLE)

BY
Lloyd D. Eggers

PLAN B PAPER

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE MASTER OF SCIENCE IN EDUCATION
AND PREPARED IN COURSE

Women's Physical Education 512

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY,
CHARLESTON, ILLINOIS

July, 1964
YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

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IV.	GUIDES FOR BUILDING A PHYSICAL EDUCATION PROGRAM	
	Characteristics of High School Boys.....	28
	Needs of High School Boys.....	29
	Developmental Tasks of High School Boys.....	30
	General and Specific Objectives.....	31
	Criteria for the Selection of the Content.....	32
V.	THE PROPOSED PROGRAM FOR KANSAS HIGH SCHOOL	
	Four Year Program.....	34
	Suggested Equipment.....	35
	Regulations and Rules.....	38
VI.	SELLING THE PROGRAM	
	Introductory Statement.....	41
	Methods of Selling the Program.....	42
VII.	CONCLUSION.....	47
	APPENDIX.....	49
	Health Examination Report.....	50
	BIBLIOGRAPHY.....	51

CHAPTER I

INTRODUCTION

Purpose of the Paper

The purpose of writing the paper is to propose an adequate physical education curriculum for boys at Kansas High School, Kansas, Illinois and to achieve its fulfillment by the year 1968.

Statement of the Problem

The problem is to establish a curriculum which will be professionally adequate, feasible for Kansas, Illinois, and acceptable to all groups concerned.

Solution to the Problem

The solution to the problem is to sell the program to the community as a valuable part of the educational curriculum. This is to be accomplished by:

1. Establishing a sound philosophy and clear objectives of physical education which the general public can understand and accept.
2. Adding a variety of activities to the program so that the student will benefit by receiving additional instruction, thereby developing a better attitude toward physical education.
3. Gradually adding equipment until a supply is reached which is adequate in variety as well as amount.
4. Arranging for improvement of the existing facilities and the construction of additional

areas such as tennis courts.

5. Improving the methods of public relations throughout the school and community.

CHAPTER II

HISTORY OF THE PHYSICAL EDUCATION PROGRAM AT KANSAS HIGH SCHOOL, KANSAS, ILLINOIS

Background Information

During the Second World War, physical education at Kansas High School, Kansas, Illinois reflected the demands of a nation at war. Manpower, especially its physical and emotional fitness for such times, was described in popular magazines and voiced through such media as radio and television. Fitness became the keyword for men and women in all walks of life, and techniques for achieving it were promoted in business, industry, education, politics, and in many households throughout the country.

Physical education programs, in many instances, gave greater impetus to activities which stressed fitness per se. Kansas, Illinois was no exception. The program consisted mainly of military obstacle course exercises which prepared the students for war.

At the conclusion of the war, the board of education felt that the need for physical exercise ended. If it were not for the state law: section 27-6 of the

school code, commonly known as the physical education law, the writer feels that there would be little or no physical education at Kansas High School today. The physical education law, which has been in effect since May 1944, has been amended by the seventy-eighth General Assembly to read as follows:

Pupils enrolled in the public schools and state colleges and normal universities engaged in preparing teachers shall, as soon as practicable, be required to engage daily during the school day in courses of physical education and health instruction for such periods as are compatible with the optimum growth and development needs of individuals at various age levels.¹

Activities Included in the Physical Education Program

The male students at Kansas High School from 1960 to 1963 were offered only four activities in the physical education program. These were softball, basketball, volleyball, and track.

In 1963 to 1964, the variety of activities included in the program increased. Boys were given the opportunity to engage in softball, flag football, archery, wrestling, basketball, track and field. It is proposed that an even wider range of activities be included in the program as it evolves in the next four or five years.

¹Interpretation of the Physical Education and Health Education Law (Springfield, Illinois: A Report Prepared by the Office of the Superintendent of Public Instruction, 1962), p. 1.

Class Size

Because there is a total of approximately sixty boys each year, the class size is relatively small. Classes are not selective as to grade level, and include freshmen, sophomore, junior, and senior high school boys. The same activity is offered a senior boy as is offered an in-coming freshman.

Problems arise from the differences in skill level and are compounded by variations in the mental and physical maturity of the boys involved. As a direct result of these differences, there is a loss of interest in senior boys who cannot find adequate competition in younger and less skilled classmates. In turn, freshmen are reluctant to participate with much larger boys. This problem is due to the fact that boys are assigned to physical education classes with no regard for previous experience in sporting skills.

Each class has approximately twenty boys enrolled in it. Instructional periods are forty minutes in length. Each class meets one period a day, five days a week.

Facilities

In terms of facilities, Kansas High School has the potential for developing an adequate program. Although the facilities reflect little variety, there

is adequate space where instructional facilities could be added.

The indoor facilities include:

1. one gymnasium
2. a stage
3. two dressing rooms
4. six showers
5. thirty lockers
6. equipment room
7. instructor's office
8. drinking fountain
9. portable blackboard
10. bulletin board

As far as the actual playing area of the gym, the students have:

1. gym floor--94' x 55'
2. stage--60' x 24'
3. badminton courts marked off by adhesive tape
4. volleyball courts marked off by adhesive tape
5. four baskets and backboards

Outdoor facilities include a jumping pit and an area comprising three acres with turf as the surfacing material. This particular area serves as:

1. football field
2. softball field
3. baseball field
4. archery range
5. track and field course

This outdoor facility is easily accessible from the gymnasium.

Equipment

The writer estimates the equipment to be inadequate for all activities except basketball. The equipment owned by Kansas High School includes:

1. twenty-five basketballs
2. one volleyball
3. two volleyball nets
4. two tumbling mats
5. one softball
6. three bases and one home plate
7. six baseballs
8. ten bats
9. two complete sets of catcher's equipment
10. one shot put
11. one discus
12. one set of high jump standards
13. one pole vaulting pole
14. seven archery bows
15. forty-five archery arrows
16. three targets
17. four ping-pong rackets
18. six ping-pong balls
19. two tables
20. four badminton rackets
21. set of shuffleboard
22. first aid supplies

Philosophy

The philosophy of the board has exerted considerable influence on the physical education program at Kansas High School. The philosophy of the board toward physical education can best be illustrated by a brief resume' of a story told the writer by Mr. Eldred Walton, school superintendent.

During a business meeting, a board member reasoned that it does not make sense to hire buses and drivers to transport the students to school and hire extra teachers to exercise the kids. The conclusion is that the expense of transportation and physical education teachers could be alleviated if the students were permitted to walk to school.

Attitude: Board--Students--Parents

The attitude of the board toward physical education is reflected through its philosophy that physical education is a "frill or an ornament" which has been tacked onto the school program.

The attitude of the students has improved this past year. This is demonstrated by their increased desire to participate. Previously, the student's enthusiasm was exceedingly low as a result of the lack of variety in activities. By the end of a particular activity, the student had lost all interest. The fact that he was exposed to only four activities while in high school added to the lack of enthusiasm for physical education.

Basically, Kansas High School serves a rural community. As a consequence, parents feel that their children receive enough exercise performing the regular farm chores. The adults fail to realize that physical education is just as essential for the rural child as for the child in the city.

While it is generally believed by parents that the rural child lives in a more healthful environment, statistics according to Elsa Schneider² tend to indicate

²Elsa Schneider (ed.), Health, Physical Education and Recreation in Small Schools (Washington D. C.: The Department of Rural Education and The American Association for Health, Physical Education and Recreation, 1948), p. 44.

that the rural child is not healthier than the urban child.

The writer agrees with Schneider that farm work is good exercise but that it may not help the child develop coordination, flexibility, and agility. It does not have the social values that physical education has for developing cooperation, teamwork, a respect for the rights of self and others, and the ability to participate in group activity. Today, much of the hard work done in the farm community of Kansas is by machinery; thus, farm work does not involve the strenuous activity it once did. Therefore, the typical Kansas farm youngster does not receive sufficient exercise for all the muscles of his body, and the definite need for developing flexibility, coordination, social skills and other benefits of physical education is not met. In a contemporary society such as ours, it is essential that every individual be as efficient as he can, in order to meet successfully the situations of everyday living.³

³Ibid.

CHAPTER III

REVIEW OF LITERATURE

Before setting up a realistic, comprehensive program for Kansas High School, the writer reviewed literature on definitions, philosophies, and objectives of physical education as set forth by authorities in the field of physical education.

Definition of Physical Education

Charles A. Bucher in Foundations of Physical Education says:

Physical Education, an integral part of the total education process, is a field of endeavor which has as its aim the development of physically, mentally, emotionally, and socially fit citizens through the medium of physical activities which have been selected with a view to realizing these outcomes. In a larger sense, this definition of physical education means that the leadership in this field must develop a program of activities in which participants will realize results beneficial to their growth and development; that they will develop, through participation, such physical characteristics as endurance, strength and the ability to resist and recover from fatigue; that neuromuscular skill will become a part of their motor mechanism so that they may have proficiency in performing physical acts; that, socially, they will become educated to play an effective part in democratic group living, and that they will be better able to interpret new situations in a more meaningful and purposeful manner as a result of the physical

education experiences.⁴

Jay B. Nash states:

PHYSICAL EDUCATION must be defined in terms of certain objectives. It involves the total body: nerves, organs, muscles, the master brain, and the emotions. Physical education utilizes activities the primary outcome of which is organic and skill development. It is the training a man undergoes for the purpose of developing his body, with all its related processes, to function and to live to his fullest capacity.⁵

Jesse Williams, Clifford Lee Brownell, and Elmon Louis Vernier in The Administration of Health and Physical Education define physical education as the sum of man's physical activities, selected as to kind, and conducted as to outcomes.⁶

In the Abstract of the Definition, Philosophy, Legal Requirements and Procedures for Expediting Programs in Health, Physical Education, Driver Education and Safety, physical education is defined as a planned program of instruction for individual and group participation in big muscle activity designed

⁴Charles A. Bucher, Foundations of Physical Education (St. Louis: The C. V. Mosby Company, 1960), p. 40.

⁵Jay B. Nash, Physical Education: Its Interpretations and Objectives and Its Relationship to Health Education and Recreation (Iowa: Wm. C. Brown Co., 1963), p. 15.

⁶Jesse F. Williams, Clifford L. Brownell, and Elmon L. Vernier, The Administration of Health Education and Physical Education (Philadelphia: W. B. Saunders Co., 1958), p. 10.

to promote desirable physical development, motor skills, attitudes, and habits of conduct.⁷

Jesse F. Williams in The Principles of Physical Education defines physical education as an education through the physical.⁸

Philosophy of Physical Education

The Department of Physical Education, University of California states its philosophy as:

1. We believe in the worth of the individual and in his realization of ways and means to develop his enthusiasms and competencies and to express himself more fully in work and in play.
2. We believe it is our task to assist each student to understand and respect the body as an instrument of expression and to increase his skills in evaluating and maintaining his own fitness for living.
3. We believe that the individual should have fullest opportunities for the development and use of his resources for relaxation and recreation.
4. We believe that our relationships and methods should be consistent with the democratic philosophy and should result in more mature social behaviors and more adequate skills in human relations.
5. We believe that the quality of life may be

⁷Dr. O. N. Hunter, Maura Conlisk, Mark Peterman, A. Edward Johnson, Virgil Davis, and Eugene Leman, Abstract of the Definition, Philosophy, Legal Requirements and Procedures for Expediting Programs in Health, Physical Education, Driver Education and Safety (Springfield: Office of the Superintendent of Public Instruction), p. 1.

⁸Jesse F. Williams, The Principles of Physical Education (Philadelphia: W. B. Saunders Co., 1959), p. 2.

improved and enriched through a program of physical education directed toward these ends.⁹

Frederick Rogers' philosophy of physical education closely relates to the philosophy of general education. He said that physical education should guide students so that they will continually enjoy new experiences, and especially such experiences as will lead pupils, and all with whom they come into contact to engage in further activities--which will, in their turn, enrich intelligence, develop new appreciations, and lead to still wider and deeper living.¹⁰

Jackson Sharman states that physical education should help boys with their problems of living at the present time.¹¹

Miller Adams of the University of Tampa in a study of philosophical concepts held by twenty-two physical education leaders lists the following:

1. Education involves the whole organism.
2. Physical education is one phase of education.
3. Physical education activity is conducive to growth and development.

⁹Rosalind Cassidy, Curriculum Development in Physical Education (New York: Harper and Brothers Publishers, 1954), p. 40.

¹⁰Frederick Rand Rogers, Educational Objectives of Physical Activity (New York: A. S. Barnes and Co., 1931), p. 4.

¹¹Jackson R. Sharman, A Physical Education Workbook (New York: A. S. Barnes and Co., 1936), p. 9.

4. Physical education contributes to leisure-training.
5. Physical education provides for leadership training.
6. Physical education provides for self-expression.
7. Physical education provides for culture development.
8. Physical education provides for training emotions.
9. Physical education provides for personality-character development.
10. Physical education provides for organic development.
11. Physical education provides for neuromuscular development.
12. Physical education develops habits of health and safety.
13. Physical education provides for interpretive development.
14. Physical education contributes to democratic processes.
15. Physical education is based on sciences of biology, psychology, and sociology.
16. Physical education is based on human needs.¹²

General Objectives of Physical Education

Clark W. Hetherington recognizes four objectives.

The four objectives are:

ORGANIC. This is the development of power and endurance in the heart, lungs, heat-regulating mechanisms, and digestive and eliminating organs. These various organs gain power and stamina from use. The large muscles used in physical education activities exercise these organs particularly, with a resulting increase in organic development which is the basis of good health.

NEUROMUSCULAR. The development of skills and co-ordinations required in the mastery of life's varied activities can be directly attributed to physical education; also the development of strength in the skeletal muscles used in such co-ordinations. This development starts with the skills learned in the simple play and games

¹²Bucher, 122.

of childhood and increases gradually with the more complex co-ordinations of team and individual sports of later years.

INTERPRETIVE. This type of development strengthens the thinking, interpreting, and problem-solving processes of the individual. It starts with the exploratory play of infancy and childhood and continues through all physical education activities as well as others. It is developed particularly in team sports through learning the rules and signals and the special techniques for such skills as pitching a curve ball; punting a spiral; executing a particular football block; and diagnosing the opponents' offense or defense and quickly making important decisions.

EMOTIONAL. The development and maturing of impulses and emotions through activities which give them expression under natural controls is another benefit of physical education. Such controls as officials, rules, traditions, and the person's desire to stay in the game and play are inherent in team sports where fear, anger, joy, and other powerful emotions are experienced.¹³

The overall objectives of the secondary physical education program by Kozman, Cassidy, and Jackson stated in Methods in Physical Education are:

to understand and respect the body as an instrument for the expression of the self
 to grow in understandings and skills in maintaining fitness for living
 to develop socially acceptable and personally rewarding beliefs in and through relationships with others in physical education activities
 to acquire enthusiasms, skills, and rich resources for leisure-time activities.¹⁴

Jay B. Nash's objectives are similar to Clark

¹³Bucher, 115.

¹⁴Hilda Kozman, Rosalind Cassidy, and Chester O. Jackson, Methods in Physical Education (Philadelphia: W. B. Saunders and Co., 1952), p. 112.

Hetherington. He lists four objectives of physical education: namely, organic development, neuromuscular development, interpretive development, and emotional development. By organic development, Nash means the end results of the training process which achieves physical power for the individual. By neuromuscular development, Nash means "skill". By interpretive development, Nash implies the ability to think; and emotional development involves the problem of attitudes and feelings.¹⁵

Irwin believes there are five main objectives of physical education: physical objective, social objective, emotional objective, recreational objective, and intellectual objective.

Irwin's physical objective is concerned with a program of physical activity that develops health in youth through a development of the various organic systems of the body; the development of skill in physical education activities, which has implications for enjoyment of participation, emotional development, and the optimum development of the human organism.

Irwin's social objective emphasizes the importance of proper social development and the part physical education can play in attaining this objective.

His discussion of the emotional objective shows how the increased tempo of modern life can be alleviated through physical activity. Through participation in games, emotional expression can be brought under control.

Irwin's recreational objective aims at the wise use of the leisure time that is becoming characteristic of our machine age.

¹⁵Nash, 15-16.

His intellectual objective shows three ways in which physical education may help youth develop themselves in respect to intelligence. First, there is a body of scientific health knowledge which should be imparted to all youth. Second, in order that youth may participate successfully in various sports, they should become acquainted with the fundamental rules, and strategies in these games. Third, by helping the student to adjust to the school situation, physical education can help in providing a medium for efficient and effective intellectual development.¹⁶

In Health, Physical Education and Recreation in Small Schools, the principal objectives are: the protection and improvement of health, the development of motor skills and motor fitness, the development of desirable social attitudes and standards of conduct, and the development of an appreciation and love for a wide range of physical activities.¹⁷

The objectives of physical education as set forth in the School Code are as follows:

1. to develop organic vigor
2. to provide bodily and emotional poise
3. to provide neuromuscular training
4. to prevent or correct certain postural defects
5. to develop strength and endurance
6. to develop desirable moral and social qualities
7. to promote hygienic school and home life and
8. to secure scientific supervision.¹⁸

¹⁶Bucher, 117-118.

¹⁷Schneider, (ed.), 43.

¹⁸The School Code of Illinois, (Enacted by the Sixty-fourth General Assembly, Office of the Superintendent of Public Instruction, 1945), Article 27, Section 7, pp. 205-206.

Specific Objectives of Physical Education

In addition to the preceding general objectives, the writer investigated specific objectives of physical education. Galloway and Thomas said, "In addition to general objectives, the content of the program should be selected to provide for the realization of specific objectives in each of the following areas:

Organic Power:

1. strength
2. endurance
3. cardio-vascular efficiency

Neuromuscular Development:

1. skill, grace and efficiency of movement
2. skill and grace in posture
3. rhythm
4. improved reaction time
5. agility

Human Relations:

1. self-confidence
2. initiative and self-direction
3. sociability, co-operation
4. leadership and ability to organize
5. intelligent followership
6. group status

Intellectual Development:

1. creative game strategy and technique
2. knowledge and understanding of rules and etiquette
3. knowledge and understanding of anatomy, physiology--the values of physical education
4. critical analysis and experimentation
5. judgments in time and space

Emotional Development:

1. serious purposes
2. the acceptance of challenging and difficult tasks
3. cooperative ventures and successes
4. big-muscle activity--posture, relief from tension
5. new ideas
6. value judgments."¹⁹

Rogers states his specific objectives as follows:

Physical Objective:

1. organic development
2. vitality
3. posture
4. neuromuscular skills

Social Objective:

1. courage
2. initiative
3. self control
4. perseverance
5. honesty
6. justice
7. courtesy
8. co-operation
9. sympathy
10. loyalty

Intellectual Objective:

1. information
2. sympathy
3. understanding of
 - a. physical laws
 - b. human nature
 - c. rhythms and music²⁰

¹⁹June P. Galloway and Roger Thomas, A Guide to Curriculum Study (Raleigh, North Carolina: State Board of Education, 1960), pp. 17-18.

²⁰Rogers, 101.

The School Code of Illinois states the following specific objectives of physical education:

1. reasonably good posture
2. a reasonably high level of physical fitness
3. the ability to swim fifty yards
4. ability to play at least four team sports reasonably well (selected from the following list: football, basketball, volleyball, baseball, soccer, speedball, touch football, softball, slicker ball)
5. ability to perform at least four individual sports reasonably well (selected from the following list: archery, bowling, golf, tennis, hunting, fishing, swimming, track, field, cross-country, handball, badminton, table tennis, deck tennis, weight lifting, skating, horseback riding, fencing, apparatus, tumbling, shuffleboard, wrestling)
6. ability to dance reasonably well (this should include folk dancing, square dancing, and social dancing)
7. participation in one combative sport (selected from the following list: wrestling, individual contests, football)
8. knowledge of the rules and techniques of the activities in the curriculum
9. a disposition to participate in sports according to social, hygienic and safety standards
10. an appreciation of sports common to our culture²¹

Activities or Program Content

In investigating the activities which authorities propose, the writer found a variety of opinions as to:

1. types of activities to be taught
2. number of activities in each year
3. different methods of scheduling--yearly, seasonal, monthly, in units
4. what should be taught at each grade level

²¹Suggested Curriculum Outline in Physical Education for High School Boys and Girls (Issued by: Health, Physical Education and Safety Department, 1961), pp. 1-2.

The Office of the Superintendent of Public Instruction in Springfield, Illinois issued a bulletin, Suggested Curriculum Outline in Physical Education for High School Boys and Girls,²² which contains a suggested program of physical education activities. This program included activities for the freshmen year as:

1. posture exercises followed by a posture examination
2. combative activities
3. marching
4. touch football (fundamental skills)
5. basketball (fundamental skills)
6. apparatus stunts (elementary)
7. tumbling
8. square dancing
9. track and field

Activities offered the sophomore year included:

1. conditioning activities and posture exercises followed by physical condition test and posture examination
2. softball (fundamental skills)
3. touch football (team play)
4. basketball (team play)
5. tumbling (advanced)
6. wrestling (fundamental skills and rope skipping)
7. social dancing
8. track and field

Activities for the junior year were:

1. conditioning activities followed by a physical condition test
2. softball (team play)
3. soccer (fundamental skills)
4. apparatus stunts (advanced)
5. wrestling (advanced) and double tumbling
6. volleyball (fundamental skills) and (team play)

²²Ibid., 12.

7. group games and relays
8. archery, cork ball, horseshoes
9. hunting, fishing, and camping activities

The program for the senior year consisted of the following activities:

1. conditioning activities followed by a physical condition test
2. speedball (fundamental skills and team play)
3. flicker ball (fundamental skills and team play)
4. weight lifting and pyramid building
5. circus stunts
6. optional activities--baseball, badminton, cross-country, paddle tennis, shuffleboard

A curriculum study in 1960 by the state board of education, Raleigh, North Carolina suggests the following program:²³

Freshmen Year: Fall Activities

1. speedball
2. soccer
3. volleyball
4. social dance
5. tag football
6. physical fitness activities

Winter Activities

1. basketball
2. body mechanics
3. dance
4. conditioning exercise
5. stunts and tumbling
6. trampoline
7. wrestling

Spring Activities

1. recreational sports
2. archery

²³Galloway and Thomas, 24.

3. softball
4. track and field
5. physical fitness activities

Sophomore Year: Fall Activities

1. physical fitness activities
2. archery
3. hockey
4. social dance
5. recreational sports
6. volleyball

Winter Activities

1. basketball
2. dance
3. conditioning exercise
4. apparatus
5. stunts and tumbling
6. trampoline
7. wrestling

Spring Activities

1. softball
2. wicket
3. golf
4. tennis
5. physical fitness activities

Junior Year: Fall Activities

1. golf
2. hockey
3. social dance
4. bowling
5. physical fitness activities

Winter Activities

1. coaching-officiating (volleyball, basketball)
2. skating
3. conditioning exercises
4. apparatus and trampoline
5. recreational sports

Spring Activities

1. physical fitness activities

2. softball
3. coaching-officiating
4. archery
5. tennis
6. camping

Senior Year: Fall Activities

1. tennis
2. hockey
3. bowling
4. skating

Winter Activities

1. coaching-officiating (volleyball and basketball)
2. social dance
3. recreational sports
4. conditioning exercises
5. trampoline

Spring Activities

1. archery
2. golf
3. camping
4. physical fitness activities

The Dallas Independent School District, Dallas, Texas in its curriculum guide for physical education states that boys in grades eight through twelve should engage in the following activities:²⁴

Team Sports: (including lead-up games and self-testing activities)

1. touch football
2. basketball
3. softball

²⁴Physical Education, Health Instruction, and Driver Education and Training (Dallas, Texas: Curriculum Bulletin Series Dallas Independent School District, 1952), p. 17.

4. volleyball
5. soccer
6. speedball

Individual and Group Activities:

1. tennis
2. wrestling
3. badminton
4. conditioning exercises
5. tumbling and pyramid building
6. apparatus work--stall bars, horizontal bars, parallel bars, rings, and ropes

Rhythmics:

1. square dancing
2. social dancing

Aquatics:

1. strokes
2. water games
3. diving
4. water safety

Games of Low Organization:

1. simple ball games
2. lead-up games
3. relays

Special Activities

1. horseshoes
2. table tennis
3. quiet games
4. acting as roll-checkers, monitors, game officials

William R. LaPorte in his book, The Physical Education Curriculum, lists the following activities for senior high school boys:²⁵

²⁵William R. LaPorte, The Physical Education Curriculum (A National Program) (Los Angeles: University of Southern California Press, 1951), p. 31.

Aquatics:

1. swimming
2. diving
3. life saving

Dancing:

1. folk
2. square
3. social

Team Sports:

1. court and diamond games--volleyball, softball, and basketball
2. field sports--soccer, speedball, and touch football

Gymnastics:

1. tumbling
2. pyramids
3. apparatus
4. relays
5. stunts
6. body mechanics
7. posture

Individual and Dual Sports:

1. tennis
2. badminton
3. handball
4. golf
5. archery

These suggestions should prove helpful in revising the physical education curriculum at Kansas High School. The writer recognizes that he must take into consideration the environment and circumstances unique to the Kansas, Illinois community. His primary concern, however, is to establish a workable program that is

based on professional suggestions.

Related Studies

The writer reviewed studies on physical education programs for high school boys of small rural communities and found the number of studies limited. A paper by Tracy D. Lewis is typical of the studies which the writer reviewed in this area.

Mr. Lewis feels that a good program can be established in a small school. In order to do this, the teacher must adopt a definite philosophy, do his best to choose activities which meet the objectives of physical education as well as the needs of the boys in his particular community. He also feels that limited facilities and equipment may curtail the extensiveness of the program, but should not detract from the fulfillment of the aims and objectives of physical education.²⁶

²⁶Tracy D. Lewis, A Curriculum for Boys' Physical Education in Small High Schools (Charleston, Illinois: Eastern Illinois University, 1961), p. 37.

CHAPTER IV

GUIDES FOR BUILDING A PHYSICAL EDUCATION PROGRAM

Before proposing a program, consideration should be given to the various characteristics, needs and developmental tasks of boys in general. This information may then be related more specifically to boys of Kansas High School.

Characteristics of High School Boys

According to Cowell and Hazelton²⁷ in Curriculum Designs in Physical Education the characteristics of high school boys are:

Physical Characteristics:

1. great gain in muscular strength and endurance
2. almost fully developed physical characteristics
3. awkward stage outgrown
4. expenditure of energy exceeds what they possess
5. skin disorders common
6. sleep requirements about the same as for adults
7. improved coordination
8. development of adult sex characteristics

Mental Characteristics:

1. memory span much greater
2. more ability and desire to think for themselves

²⁷Charles C. Cowell and Helen Hazelton, Curriculum Designs in Physical Education (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1955), p. 44.

3. mental growth about mature
4. interest in ideals and importance of decisions in matters of education, vocation, sex, marriage, world affairs, and religion

Social and Emotional Characteristics:

1. awareness of and sensitivity to opposite sex
2. interest in choosing a vocation
3. desire for getting away from adult protection
4. great interest in social development
5. desire for excitement and adventure
6. more independent
7. desire to succeed
8. development of strong friendships
9. resentment for parents on restrictions relating to personal liberties
10. group opinion influential on individual action

Needs of High School Boys

The needs of Kansas High School boys are those of the "Ten Imperative Needs of Youth" listed by Cassidy in the book, Curriculum Development in Physical Education.²⁸

1. all youth need to develop salable skills
2. all youth need to develop and maintain good health and physical fitness
3. all youth need to understand the rights and duties of the citizen of a democratic society
4. all youth need to understand the significance of the family for the individual and society
5. all youth need to know how to purchase and use goods and services intelligently
6. all youth need to understand the influence of science on human life
7. all youth need to be able to use their leisure time well and to budget it wisely
8. all youth need an appreciation of literature, art, music, and nature
9. all youth need to develop respect for other persons

²⁸Cassidy, 73-74.

10. all youth need to grow in their ability to think rationally

Developmental Tasks of High School Boys

In order to set up a program to meet all the requirements of Kansas High School boys, the writer will also give attention to the developmental tasks as listed in Fostering Mental Health in Our School:²⁹

1. achieving an appropriate dependence-independence pattern
2. achieving an appropriate giving-receiving pattern of affection
3. relating to changing social groups
4. developing a conscience
5. learning one's psycho-socio-biological sex role
6. accepting and adjusting to a changing body
7. managing a changing body and learning new motor patterns
8. learning to understand and control the physical world
9. developing an appropriate symbol system and conceptual abilities
10. relating one's self to the cosmos

After consideration of the various characteristics, needs, and developmental tasks of boys in general, and relating them specifically to Kansas High School boys, a guiding philosophy and objectives for Kansas High School would be established.

Philosophy for Kansas High School

Physical education should be an indispensable

²⁹Association for Supervision and Curriculum Development, Fostering Mental Health in Our School (The National Education Association), pp. 77-128.

part of one's total education. If the objectives of general education are self-realization, economic efficiency, human relationships, and civic responsibility, then physical education as a part of general education, must contribute to these objectives. Physical education meets these objectives by providing situations where character can be built, by promoting health knowledge, by developing physical fitness, and by developing opportunities for the intelligent choice of leisure-time or recreational activities.³⁰

General and Specific Objectives

Organic Fitness:

1. strength
2. endurance
3. cardio-vascular efficiency

Development of Skills:

1. skill of grace and efficiency in movement
2. skill of rhythms
3. agility
4. improvement of reaction time

Intellectual Development:

1. knowledge and understanding of anatomy and physiology
2. knowledge and understanding of rules and etiquette
3. creative game strategy and technique
4. judgment in time and space
5. critical analysis and experimentation

³⁰Charles E. Forsythe and Ray O. Duncan, Administration of Physical Education (New York: Prentice-Hall, Inc., 1951), p. 3.

Proper Attitudes:

1. an appreciation for physical education
2. an understanding of the values of physical education
3. a desire to participate
4. a pride in being physically fit

Emotional Development:

1. control of fear, anger, joy, and other powerful emotions
2. expression of self with control
3. the acceptance of challenging and difficult tasks
4. value judgments

A review of the literature in connection with school programs of physical education reveals that there are many procedures and activities that might be included in the program. In order to decide satisfactorily what should be the program content, it is necessary that some guiding principles be accepted which can be used as standards or criteria in the selection of those activities.

Criteria for the Selection of the Content

1. The activities included in the program must occur frequently in the daily lives of most individuals.
2. The content of the program must be within range of experience, interest, ability, and capacity of the pupils so that they can achieve a reasonable degree of success.
3. The activities included in the program must be such that a maximum correlation with other subjects is possible.
4. The activities included in the program must be such that they can be graded and arranged in progression to fit the needs of the pupils.
5. The activities should provide desirable and wholesome contacts with other people.
6. The activities should lead to other worthwhile activities.

7. The content of the program must be such that it is not provided satisfactorily by other agencies outside the school.
8. The activities included in the program must be such as to occur frequently in the daily lives of most individuals as they live during adulthood.
9. The activities included in the program should be ones of the greatest relative value.
10. The number of activities included in the program must be relatively small so that a few valuable activities may be taught intensively rather than treating many activities superficially.³¹

In order for an activity to be included in the program, it is not necessary that it conform to all these criteria, but the activities which meet the requirements of the greater number of the standards should be selected for the content of the program.

³¹J. R. Sharman, Modern Principles of Physical Education (New York: A. S. Barnes and Company, 1937), pp. 10-11.

CHAPTER V

THE PROPOSED PROGRAM FOR KANSAS HIGH SCHOOL

The suggested four year physical education program for Kansas is based upon units, each activity being taught to all the students for a specified length of time. All students then progress to the next scheduled activity. The following activities are charted to show clearly the relationship of the amount of time each activity is taught, at what grade level the activity is taught, and the variety of activities included.

Chart 1

FOUR YEAR PROGRAM

First Semester

Class Year	Six Weeks	Six Weeks	Six Weeks
Freshmen	Softball (elementary)	Speedball (elementary)	Volleyball (elementary)
Sophomore	Flag Football (elementary)	Soccer (elementary)	Badminton (elementary)
Junior	Soccer (advanced)	Flag Football (advanced)	Basketball (advanced)
Senior	Baseball	Archery	Stunts--Tumbling Fitness Activities

Chart 2

Second Semester			
Class Year	Six Weeks	Six Weeks	Six Weeks
Freshmen	Basketball (elementary)	Weight Training Wrestling	Track and Field Tennis
Sophomore	Square Dance Stunts--Tumbling	Conditioning-- Activities Archery	Softball
Junior	Wrestling (advanced) Weight Training (advanced)	Recreational Games	Track and Field Tennis
Senior	Badminton (advanced)	Bowling	Golf

Suggested Equipment

The above four year program is a varied physical education program which can be executed without elaborate equipment. The equipment which would be necessary in order to conduct such a program includes:

Basketball:

1. five basketballs
2. one pair nets for baskets
3. backboards and metal goals

Soccer:

1. five soccer balls
2. one pair goal posts

Speedball:

same as soccer

Volleyball:

1. five volleyballs
2. two nets
3. three volleyball standards

Softball:

1. one dozen twelve inch leather covered softballs
2. six softball bats
3. one set of bases
4. home plate
5. one catcher's mask
6. one catcher's body protector
7. four fielder's gloves

Archery:

1. twelve bows
2. twelve dozen arrows
3. eighteen bow strings
4. three targets
5. twelve armguards
6. twelve shooting gloves or finger tabs

Badminton:

1. twelve rackets
2. twelve presses for rackets
3. three nets
4. six dozen birds

Track:

1. six batons for relay races
2. one pair jump standards
3. six starting blocks
4. two regulation size discus
5. three regulation size shots

Tennis:

1. twelve rackets
2. twelve presses for rackets
3. three nets
4. two dozen tennis balls

Table Tennis:

1. table
2. balls
3. paddles
4. nets and brackets

Deck Tennis:

1. tennis rubber ring
2. badminton net

Shuffleboard:

1. one set
2. masking tape

Stunts and Tumbling:

1. mats
2. mat hooks
3. wands--three feet long

Weight Training:

1. two sets of lifting weights
2. six pair of shoe weights
3. six pair of vest weights
4. two sets of hand weights

Wrestling:

1. four mats
2. head gear

Flag Football:

1. thirty flags
2. six footballs

Baseball:

use major sport equipment

Bowling:

1. four balls
2. forty pins

Golf:

1. six five irons
2. six nine irons
3. twelve number two woods
4. three dozen practice balls

Dance:

1. records
2. phonograph³²

Regulations and Rules

As a program is developed, a minimum of regulations and rules must be established. The following set of general regulations and rules are designed for use in the proposed program.

Requirement:

All pupils are required to enroll in and attain a satisfactory standard of achievement in physical education in order to receive two units of credit in physical education for high school graduation.

Health Examination:

A health examination shall be required of all pupils upon their entrance into the ninth grade and in each succeeding year. (See Appendix, page 50)

Uniform:

A standard uniform is required of all students.

³²Florence McAfee, Equipment Needed by a Physical Education Department (Charleston, Illinois: Eastern Illinois University, 1962), pp. 1-10.

The uniform will consist of T-shirt, supporter, heavy socks, shorts, and regulation gym shoes. The T-shirt and shorts may be purchased through the school.

Uniforms must be laundered at least once a week.

Towels:

Each student engaged in physical education will have to supply his own towel. The towel must be laundered each week by the student.

Lockers:

Each student will be provided with a locker. A combination lock must be placed on the locker by the student. The locker must be locked at all times.

Showers:

In accordance with hygienic standards, each student will be required to take a shower after every activity class.

Attendance:

Class attendance in physical education will be in accordance with the general school policy.

Excuses:

No student will be given a permanent excuse from physical education. In like manner, no substitution of sport participation for class instruction will be permitted for athletes. The only excuses which will be considered are those signed by the

County Health Service and by a medical physician who states the reason for non-participation.

Equipment:

The school will provide all needed physical education equipment.

Grading Plan:

Grades will be based on the following four major items, allowing about twenty-five per cent for each item:

1. performance skills
2. knowledge of rules, general performance and strategy
3. social attitudes including cooperativeness, sportsmanship, leadership, enthusiastic participation
4. posture and bearing.³³

³³LaPorte, 51.

CHAPTER VI

SELLING THE PROGRAM

Introductory Statement

The citizens of Kansas, as would be the case in other communities, are more apt to support a program about which they are informed. They are also more likely to promote or show an interest in a school subject whose goals and potential accomplishments are clearly defined. It becomes necessary, then, that the citizens of Kansas be given many opportunities to learn about the physical education program, so that support will come.

Groups needing this information include the following: the parents of school children; the school administrators; students; and remaining citizens of the community.

The latter will be included even though it may be presumed that such a group would include the young workers who have no children of school age, and the elderly taxpayers whose children have long graduated from high school. It is necessary to inform such a group so that the formation of strong opposition units

can be prevented. If properly informed, such groups can be counted on for school tax-support, even though they have no direct student contact with the schools.

The art of public relations between the school and the community has been developed extensively for the entire educational system.³⁴ Various methods of gaining public understanding have been proven successful in the field of physical education.

Methods of Selling the Program

NEWSPAPER STORIES:

The newspaper, The Journal, serves the Kansas community and welcomes any news which contains the names and activities of local people. Straight new-stories might be:

1. Accounts of tournament games, assembly programs, or simple announcements of items such as the dates for physical examinations.
2. Feature and human interest stories, such as a report of the results of the physical examinations.

SCHOOL PUBLICATIONS:

Newsheets:

Accounts of games and sports in such publications are more significant to the parents if they

³⁴Lois P. Broady and Esther French, Health and Physical Education in Small Schools (Lincoln, Nebr.: University of Nebraska Press, 1942), p. 23.

are written by the students themselves.

Handbooks:

Mimeographed booklets, containing the rules and regulations of the school, its traditions and customs, can interpret the school to new students. Attitudes of both pupils and parents toward the Kansas physical education program could be influenced by the use of such a handbook.

To some degree, this method of public relations was used this past year. All athletes who participated in a sport received a mimeographed handbook containing vital statistics for all sports and the next year's schedule of events. There was a positive response from students, parents, and interested members of the community; they enjoyed having the information for ready reference.

Annuals:

Presenting pictures of sports and games in an annual proves of interest to the community.

PROGRAM FOR SCHOOL AFFAIRS:

Printed or mimeographed programs for all school affairs are also good media for publicity. Physical education demonstrations, various phases of the class program, and activities engaged in throughout the year are good examples. The explanations which are

included in a program help patrons to see something in the activity beyond the vigorous action and the "show" presented.

LETTERS:

Letters to parents explaining each new step or change made in the physical education program are useful. Letters are suitable for a variety of purposes, for example: a) notifying parents of results of physical education, b) explaining requests for uniforms, or c) inviting parents to attend demonstrations or observe daily classwork.

ANNOUNCEMENTS AT P.T.A.:

Making announcements of interest to parents at P.T.A. meetings is beneficial in selling the physical education program.

BRIEF, INFORMAL DEMONSTRATIONS OF DIFFERENT PHASES OF PHYSICAL EDUCATION WORK BY SMALL STUDENT GROUPS:

Informal demonstrations at a Lion's club meeting (or some other type of men's service club) enhances the men's opinion of physical education.

PHYSICAL EDUCATION POSTERS:

Well-designed posters are excellent in selling the physical education program to the community. The posters can give pertinent information in an attractive manner which will bring immediate notice by students,

parents, and citizens of the community.

EXHIBITS MADE BY PUPILS:

People are interested in the tangible, since they can better understand that which can be touched, seen, or used. Exhibits, which would help in promoting understanding of the physical education program may be displayed at school, an "openhouse", or in downtown store windows.

PHYSICAL EDUCATION DEMONSTRATIONS:

If demonstrations are in good taste and properly organized, they can be one of the best means of interpreting the physical education program to the community. Demonstrations help the community: to see the values to be derived from physical education; to provide an opportunity for planning and executing plans on the part of pupils; and to motivate interest and participation on part of students.

BULLETIN BOARDS:

A bulletin board may be used as a visual aid to promote interest in the physical education program. Pupils can be encouraged to assume the responsibility for preparing materials for the bulletin board. Bulletin boards may be used to show good playing form and sequence of action. Pictures can be greatly enhanced by notations which direct the observer to the good

points in the performance. Also, humorous quotations, short verses, cartoons, and an occasional joke will help enliven the bulletin board.

THE TEACHER:

There are many ways to sell physical education, and all ways should be employed. However, the teacher, who should be eager to talk to groups of citizens about the physical education program, is one of the better techniques. The teacher can also sell the program to the students. They in turn, can become salesmen, selling the program to their community contacts. All selling of the program has to be initiated by the physical education teacher.³⁵

³⁵Broady, 259-271.

CHAPTER VII

CONCLUSION

The physical education program at Kansas High School, Kansas, Illinois is similar in many ways to the physical education program in most small farm communities. The size of the school limits the facilities, and the misconception by which farm work is made synonymous with physical education, limits the community support and interest in the physical education program. This concept must be changed to one which considers physical education an integral part of total education.

Limited facilities hinder a good physical education program, but a good program can be established if the teacher has a sound philosophy of physical education and selects activities that help him work toward sound goals and objectives of physical education.

Basically there are two things to be done if rural schools are to have good physical education programs. First, physical education must be sold to the entire community as a valuable part of a student's total education. Secondly, physical education teachers

should be hired to teach physical education.

Despite the factors limiting a boys' physical education program in a small rural community, an adequate program can be developed from a poor one. Changes and additions will not be accepted readily. By adding a little equipment to the program each year and by improving the public relations between the physical education staff and the community, a good program can be established with a minimum of resistance.

APPENDIX

KANSAS HIGH SCHOOL

Medical Examination Form

1. Student's Name _____
2. Address _____ Birthdate _____
3. Parent's Name _____

PAST MEDICAL HISTORY

4. Disease History--give approximate year
Chicken pox _____ Rheumatic Fever _____ Infantile paralysis _____
Diphtheria _____ Scarlet Fever _____
Measles _____ Tonsilitis _____ Whooping cough _____
Mumps _____ Incidence of colds _____ Others _____
Contact with tuberculosis _____
Any operations _____
5. Immunization and vaccination (give year only)
Diphtheria _____ Schick Test _____
Small pox _____ Dick Test _____
Scarlet fever _____ Whooping cough _____
Typhoid fever _____
6. Behavior Habits: Speech difficulties _____
Nail biting _____
Others: _____
7. Diet History--adequate _____

EXAMINATION RECORD

- | | | | |
|-------------------------|----------------|--------------------------|--------------|
| 1. Height _____ | Weight _____ | 9. Abdomen _____ | Hernia _____ |
| 2. Posture _____ | | 10. Orthopedic _____ | |
| 3. Skin _____ | | 11. Teeth _____ | |
| 4. Nose _____ | Adenoids _____ | 12. Eyes: Right _____ | Left _____ |
| 5. Throat _____ | Tonsils _____ | 13. Hearing: Right _____ | Left _____ |
| 6. Ears _____ | | 14. Attitude _____ | |
| 7. Thyroid _____ | | 15. Lymph Glands _____ | |
| 8. Heart _____ | Lungs _____ | 16. Nutrition _____ | |
| 9. Blood pressure _____ | | 17. Other findings _____ | |

General condition found to be: GOOD ___ FAIR ___ POOR ___

Recommendations for correction:

(Signed) _____
Medical Doctor
Date _____

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