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A PROGRAM OF REQUIRED PHYSICAL EDUCATION FOR
LAKE PRESTON HIGH SCHOOL

BY

DELBERT HERBERT GERLACH

A research report submitted
in partial fulfillment of the requirements for the
degree Master of Education, Department of
Physical Education, South Dakota
State College of Agriculture
and Mechanic Arts

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CHAPTER I

INTRODUCTION

The years children attend school are most important to the child from the standpoint of social, physical, mental, and emotional development. It is during this time that the individual's personality begins to take form; life long attitudes are being formed; knowledge and social values are being acquired. What direction the child's development will take depends a great deal upon the educational experiences, the guidance, and the leadership to which the child is exposed.

Play, which is child's work, is an educational medium that can do much for the total development of the child. Play offers the child opportunities for discovering and expressing himself, acquiring useful skills, developing a strong healthy body, learning how to get along socially, making decisions, and acquiring essentials that make for good citizenship.

Education should help an individual to do better those things he is going to do anyway. The child is going to play, and play carries its own drive; it is a drive that cannot be suppressed--it must be expressed. Play must be properly directed if it is to achieve desirable outcomes. Play through a physical education program can provide that direction.

Physical Education: An Integral Part of Education

Physical education is that part of education which proceeds by means of, or predominantly through, physical activity; it is not some separate, partially related field. Physical education when well taught can contribute as much to the goals of general education than any other school subject, not more to each goal than any other subject but more to all goals than any other school subject.

Many individuals do not comprehend the fact that physical education is not a program designed only for play purposes, but that it is a program which is an integral part of the educational experiences offered in the school. Physical education offers very definite and worthwhile contributions toward the accomplishment of the objectives accepted for general education. The Seven Cardinal Principles of Education and the Objectives of Education as set forth by the Education Policies Commission are worthwhile goals of education; and if a comparison is made with these goals and the major contributions of a balanced physical education program, there is a close correlation. It is the responsibility of the school to provide for the physical development of the child as well as for mental and social development. Therefore, it should be part of the education program at Lake Preston Public Schools.

CHAPTER II

NEED FOR THIS STUDY

The world is passing through troubled times. Through well-organized physical education programs individuals can be made more physically and mentally fit for the arduous duties they are being required to perform. Furthermore, the importance of democratic principles in day-to-day living can be more fully realized.

The Lake Preston Public High School does not have a physical education program at the present time. With such a program many objectives could be accomplished to better meet the needs of the student and assist them in achieving an all around, balanced education. Physical education plays a very important part in meeting the objectives of self-realization, human relationships, economic efficiency, and civic responsibility.

Research has recognized the need for physical education for our children. Schools are the only agency through which more than 40,000,000 children and youth can be reached directly to satisfy physical education needs. Research has estimated that eighty per cent of all physical activity skills acquired during a lifetime are learned by children between the ages of seven and seventeen years.¹ As a result a renewed emphasis has been placed on physical education, and much progress has been made to include and improve the instruction of physical education in our elementary and secondary schools. Most states have already adopted minimum school requirements of physical education for all boys

and girls, and South Dakota is taking steps in this direction. Some progress has already been made along these lines concerning the classification of schools in South Dakota as first-class or second-class schools.

State Requirements

To be classified as a first-class accredited school, the following minimum offerings in grades nine through twelve shall be provided according to the State Department of Public Instruction regulations:

English	4 units
Science	4 units
Mathematics	3 units
Social science	4 units
Fine arts	2 units
Practical arts	6 units
Foreign languages*	2 units
Driver education**	$\frac{1}{2}$ unit
Physical education** (At least two periods per week for two years.)	

Total 25½ units

*The foreign language requirement will not become effective until July 1, 1962.

**The granting of credit is optional.

To be classified as a second-class accredited school, the following minimum offerings in grade nine through twelve shall be provided:

English	4 units
Mathematics	2 units
Science	2 units
Social science	3 units
Fine arts	1 unit
Practical arts	4 units

Total 16 units 2

More recent encouragement for improved health and physical education instruction in South Dakota has come in the form of an endorsement by the South Dakota Association of School Administrators at the Eleventh Annual Conference held at Pierre, South Dakota, on August 16-18, 1961. At this conference the President of the United States Fitness Program was discussed and recommendations were made.

After a discussion of the program and of the recommendations, the South Dakota Association of School Administrators voted to endorse the program. In addition they urged all schools in South Dakota to take steps to initiate a program of health and physical education or to expand and improve the existing programs. The endorsement was as follows:

All schools are urged to provide a program of health and physical education. We realized that it will not be possible for all schools to have an elaborate physical education program, but all schools can provide the minimum program recommended by the President of the United States and his Council of Youth Fitness.

We urge school administrators and teachers to study the material prepared and then take steps to implement a program for their students.³

This endorsement was enthusiastically supported by the State Board of Education and the State Department of Public Instruction.

Student Needs

Every child needs sufficient muscular strength to maintain good posture at rest and in motion and to do with ease the tasks of each day. He attains this strength through vigorous physical activities. Strength coupled with a flexible body gives him ability to move quickly and effectively. He needs stamina and endurance that depend on well-developed heart and lungs to persist in work and play without undue fatigue. Strength, agility

and endurance come from play that is long and intense enough to tax the body beyond the ordinary.

A child's ability to use his body skillfully in work and play requires coordination of brain and muscles that comes only from purposeful practice. Skills learned in a variety of rhythmic activities, dances, games and stunts, will remain through life...⁴

Physical education programs must be based on the knowledge of child growth and development and be guided by the needs, the interests, and the abilities of each child. The students need a program of activities that will aid in organic development, neuromuscular skill development, grace in movement, challenging experiences, and activities in developing attitudes of pride in success and accomplishment. The program should also include activities that have carryover values for future use in recreation, leisure time activity, and maintenance of physical fitness.

CHAPTER III

REVIEW OF LITERATURE

Much has been written concerning the need of physical education programs, physical fitness, and the benefits derived from balanced physical education programs and physical fitness; but only a brief summary of some of the work done on problems closely related will be given.

Need for Physical Fitness

The President of the United States has expressed concern about the overall physical fitness of our nation. In an address to the nation he said:

The strength of our democracy is no greater than the collective well-being of our people. The vigor of our country is no stronger than the vitality and will of all our countrymen. The level of physical, mental, moral and spiritual fitness of every American citizen must be our constant concern.

The need for increased attention to the physical fitness of our youth is clearly established. Although today's young people are fundamentally healthier than the youth of any previous generation, the majority have not developed strong, agile bodies. The softening process of our civilization continues to carry on its persistent erosion.

It is of great importance, then, that we take immediate steps to ensure that every American child be given the opportunity to make and keep himself physically fit--fit to learn, fit to understand, to grow in grace and stature, to fully live.

In answering this challenge, we look to our schools and colleges as the decisive force in a renewed national effort to maintain health and physical fitness. But we must do more. We must expand and improve our health services, health education and physical education. We must increase our facilities and the time

devoted to physical activity. We must invigorate our curricula and give high priority to a crusade for excellence in health and fitness.

To members of school boards, school administrators, teachers and pupils themselves, I am directing this urgent call to strengthen all programs which contribute to the physical fitness of our youth. I strongly urge each school to adopt the three specific recommendations of my Council on Youth Fitness.

1. Identify the physically underdeveloped pupil and work with him to improve his physical capacity.
2. Provide a minimum of fifteen minutes of vigorous activity every day for all pupils.
3. Use valid fitness tests to determine pupils' physical abilities and evaluate their progress.

The adoption of these recommendations by our schools will ensure the beginning of a sound basic program of physical developmental activity.

In our total fitness efforts the schools, of course, will not stand alone. I urge that in all communities there be more coordination between the schools and the community, parents, educators, and civic-minded citizens in carrying forward a resourceful, vigorous program for physical fitness--a program that will stir the imagination of our youth, calling on their toughest abilities, enlisting their greatest enthusiasm--a program which will enable them to build the energy and strength that is their American heritage.⁵

Physical Fitness--Our Number One Defense Line

Physical education has one of the oldest, richest disciplinary traditions of any segment of the education field. Physical education activities reach the inner man as well as the outer man; these activities give physical education the power, which if properly carried out, to construct the very foundation of a nation.

A physically weak nation is a morally weak nation. This country as it enters the 1960's is in desperate need of physical, moral, and

mental vitality. The increased emphasis on mental vitality since Sputnik I has not been accompanied by an equal emphasis upon physical and moral vitality across broad segments of our population.

If this nation is to lead the world in the quest for peace, it will have to be a physically fit nation to command respect as a great nation and a great power.

The responsibility to teach a vital program of health and physical education is the responsibility of the schools. It should be a sequential program from kindergarten through grade twelve.⁶

Physicians Endorse the Need for Physical Activity

Dr. Dwight H. Murray, past president of the American Medical Association has said:

Evidence points to the need for vigorous activity in childhood and youth and we are coming to recognize the necessity for maintaining appropriate exercise through the middle years. This points up the importance of inculcating boys and girls an appreciation and desire for physical activity that will persist throughout life.⁷

Contributions of Physical Activity to Physical Health

In a review and appraisal of clinical observations and research studies concerned with the contributions of physical activity to health, Hein and Ryan reported that studies showed exercise contributed significantly to health.

The four areas considered in the appraisal were exercise and weight control; exercise and cardiovascular disease; exercise, aging,

and longevity; and exercise and the capacity to meet emergencies. The following conclusions appeared to be justified as a result of this analysis:

Regular exercise can play a significant role in the prevention of obesity and thereby indirectly influence the greater incidence of degenerative disease and shortened life span associated with this condition.

A high level of physical activity throughout life appears to be one of the factors that act to inhibit the vascular degeneration characteristic of coronary heart disease, the most common cause among cardiovascular disorders.

Regular exercise assists in preserving the physical characteristics of youth and delaying the onset of the stigmata of aging and probably exerts a favorable influence upon longevity.

Conditioning the body through regular exercise enables the individual to meet emergencies more effectively and so serves in turn, to preserve health and to avoid disability and perhaps even death.

Each of these benefits was valuable in itself; together they amounted to significant contributions to physical health.⁸

Contributions of Physical Activity to Social Development

Cowell reported that the socialization of pupils occurred when they learned the ways of the group, became active functionary members of it, accepted its rules, acted in accordance to its standards, and in turn became accepted by the group. The socialization was aided by all who assisted them in acquiring social experiences, social habits, and social relationships.

In physical education interests are in the development of social phases of personality, attitude, and values by means of games, sports,

and related activities.

From health education, physical education, and recreation's basic principles come many disciplines that can meet the demands for improving social education. The forces which interact on the playing field, in the gymnasium, and elsewhere provide for children a steady flow of motivation and feelings which gradually shape the personality.

The participants of a culture or of a group assimilate the existing values of the group. A democratic climate produces democratic values, and a sportsmanlike climate produces attitudes of sportsmanship. Young people need to be placed into groups where democratic or sportsmanlike climate exists, where a sense of belonging can be felt, where leadership and direction are in the proper channels, where opportunity for active participation is possible, and where opportunities exist for social exchanges and growth.

Much social interaction centers around physical skill. The child lacking motor skills is often barred or not accepted in social participation. Human personality cannot be developed apart from the social group; and since our children are destined to live in a highly organized social order, the physical activities of children and youth should be used progressively from kindergarten through high school to develop social learnings and a gradual intensification of social consciousness.⁹

Contributions of Physical Activity to Skill Learning

Mohr, in a study reviewing the values of contributions of physical activity to skill learning supported by published research, reported as follows:

Skill development has long been recognized as one of the most important objectives of physical education. Research shows that skill learning does take place in regular physical education programs. It has also indicated that distributed practice is superior to massed practice in motor learning. Individuals with higher levels of motor ability learn motor skills more easily and quickly. The practice of skills to the point of habit formation increases the probability of the future use of the skills. The development of the individual to proficient performances in physical activity is the logical direction for the physical education and recreation program to follow.¹⁰

Contributions of Physical Activity to Growth

Espenschade, reviewing research done in the area of contributions of physical activity to growth, reported that:

Physical size and physical abilities increase together, but exercise is certainly a limiting factor in increase in abilities. Physique appears to limit physical performance but in turn is influenced to some extent by the amount and type of exercise performed.

Physique and physical performances are interrelated at all ages. Desirable physical changes occur as a result of exercise. These changes are not necessarily permanent but are dependent upon continued activity. More lasting changes in structure almost certainly result from continued specialization.

Exercise of all sensory and neuromuscular functions is essential for so-called normal development.

Exercise supporting the vital role or function of exercise in optimum development is steadily accumulating.¹¹

Contributions of Physical Activity to Psychological Development

Those who speak out for supervised activity, play, or exercise have in mind some benefit that can be derived. The parent assumes that play and exercise is a part of child growth. The teacher assumes that play and exercise is a means of modifying behavior and improving the individual's capacity to live more fully. The medical profession sees play and exercise as some preventive and remedial goal. The parent, teacher, and medical profession consciously or unconsciously see more than a individual performing physical skill or having fun. All recognized that play and exercise have some effect on the behavior patterns of the individual.

Scott, in a review of material written on the effects of physical activity on the psychological development, noted that it was the process of the game that was important to the players. Success gave a player satisfaction which in some cases was only temporary but nevertheless beneficial. Some of the fruits of that success were prestige, a sense of superiority, and satisfaction of the fundamental need to be honored and praised for one's excellence.

It is the inherent elements which operate to mold the behavior of the individual and the group upon which the psychological outcomes are based. Physical education contributes to the molding of behavior in the individual and the group by changing attitudes, improving social efficiency, improving sensory perception and responses, developing a

sense of well-being, promoting relaxation, providing psychosomatic relief, and acquiring skill.¹²

Need for Physical Activity in an Era of Automation

The era of machines and automation in which this nation is living is releasing Americans from physical labor and giving them more leisure time. Predictions indicate that increased automation, more luxuries, and more efficient labor saving devices will give man still more free time.

The future of this country will be dependent partially upon how this leisure time will be spent. Physical and mental decay could result from inactivity. In ancient Rome, ill-spent leisure was a contributing cause to the fall of a great civilization.

Physical education can not in itself prevent the American civilization from taking this road of decadence, but it can be a contributing factor toward the better use of leisure time and the leading of a healthier and more vigorous life on the part of everyone.

Physical activity can partially fulfill the need of balanced living. An individual will obtain the greatest value and happiness from life as he learns to spend each day in the most desirable manner--providing time for work and study, eating a nutritious diet, obtaining proper sleep and rest, engaging in recreation, and doing some self-evaluation. One essential of balanced living will be to provide time for engaging in some form of physical activity. Activity will be needed to keep the body in proper condition, to provide release from the strain

of work and study, and to make the individual more vigorous and productive whether it be on the job, at home, or in service to the community.¹³

Physical Activity: A Preventive of Juvenile Delinquency

Physical activity through physical education and recreation programs can help alleviate the pressing problem of juvenile delinquency. It has been shown that some of the reasons youth turn to crime are for want of something to do, for want of excitement and adventure, for want of belonging to a gang, and for want of an outlet for their energy.

Physical education activities abound in action, interest, and excitement for youth. It has been shown that if facilities, leadership, and equipment are available for the pursuit of sports and other physical activities under proper guidance, average boys and girls choose this medium for spending their leisure time. Therefore, it is the responsibility of society to see that opportunities are available for the teaching of physical activity skills to youth.

When boys and girls have skill in an activity, they participate in that activity and they spend at least a portion of their time in this participation. Boys and girls, through physical skill in the many physical education activities, experience a feeling of belonging. Life becomes more meaningful through the experience of success and the pride of accomplishment in physical activities.¹⁴

Physical Activity: A Release of Tensions

The fast pace at which modern-day American is living is making it exceedingly difficult for man to adjust his nervous system. It has become difficult to refrain from engaging in a highly competitive race for higher salaries and better positions with neighbors and fellow workers. As a result man has found it difficult to free himself from hate, worry, and fear. Man has become a victim of his mode of life. He cannot stand the fast pace which is literally killing him.

Physical activities have contributed considerably in relieving the tensions which build up during the day. While participating in recreational activities, man forgets all about the worries and fears of business and the home; tensions are relieved through the interest and enthusiasm experienced in wholesome activity.

Play and exercise are not solely the possession of youth. Regardless of age or sex, play and exercise should be part of the routine throughout life. Play and exercise can supply many mental, physical, and social rewards which will contribute in great measure to a rich and full life.¹⁵

CHAPTER IV

PHYSICAL EDUCATION IN THE SCHOOL PROGRAM

The whole individual must be considered in education; his mental, social, and physical needs must be considered together. Physical education can contribute significantly to these considerations. Therefore, physical education should be a part of the school program.

General Objectives of Education

The objectives of education in the Lake Preston Public Schools are in keeping with the objectives as set forth by the Education Policies Commission.

1. The objectives of self-realization
2. The objectives of human relationships
3. The objectives of economic efficiency
4. The objectives of civic responsibility

Philosophy of Physical Education

Physical education is an integral part of the general education process. It is a vital part of education. The purpose of physical education is to assist each pupil to become a harmoniously integrated individual physically, mentally, emotionally, and socially through the medium of physical activities which have been selected with a view to realizing these outcomes.

Aim of Physical Education

Very definite ends or goals must be established in physical education. The ultimate aim of physical education is to develop and to educate the individual through the medium of wholesome and interesting physical activities so that the individual will realize his maximum capacities, physically and mentally, and will learn to use his powers intelligently and cooperatively as a good citizen even under violent emotional stress.

Objectives of Physical Education

In keeping with the objectives of education in the Lake Preston Public Schools, the following objectives of physical education have been selected:

1. The development of physical and organic vigor
2. The development of fundamental motor skills
3. The development of acceptable social standards, appreciations, attitudes, and efficiency
4. The development of emotional and mental stability and maturity

The Program in Terms of Student Growth,

Characteristics and Needs

Almost all students at the ninth and tenth grade level are in the adolescent growth period. During this growth period the student undergoes marked changes physically, socially, and psychologically. Not

all students experience pubescence at the same age. The pubescent student is likely to be taller and heavier than the prepubescent student even though the latter is as much as two years older. Boys grow rapidly during pubescence in height and weight; lung capacity and heart size increase. The boys become stronger, but this increase in strength is not necessarily accompanied by an increase in endurance. The sudden growth of the boy brought on by pubescence often has the effect of making him clumsy and awkward. This effect is more pronounced at the onset of pubescence than during the more rapid growth stages.

The physical changes are accompanied by profound psychological changes. There is a marked development of the basic emotions such as love, fear, jealousy, anger, and sympathy. The desire to belong to and be accepted by a group becomes considerably stronger. This willingness of the boy to belong and to be accepted makes him very susceptible to the influence of the group. The boys become increasingly interested in team games. The boy wants to show his strength, skill, and courage; and he glories in the approval of his teammates. Although the interests of the boy runs toward team games, they are still considerably interested in participating in individual athletic events and self-testing activities.

Girls experience the same adolescent growth spurt that boys do, but they begin their growth period one to two years earlier than the boys. Therefore, they usually are more physically mature than the boys are at the ninth and tenth grade level. They experience the marked

emotional development noted in boys. They also desire to belong to a group, but unfortunately it is about this time that many girls express this group interest in passive social activities rather than participating in vigorous team games. Competition between boys and girls in body-contact sports at this time is out of the question because the physical differences between them are greater than when they were younger. There are many fine opportunities, however, for social training which mixed games can offer. Mixed games of less vigorous sports should be used to bring the two sexes together. Girls like to participate in many of the activities in which the boys participate, but some of these games such as basketball, baseball, softball, track, speedball, soccer, and volleyball must be modified to be within the capacities of the girls.

These characteristics of the ninth and tenth grade student call for a program emphasizing team games of higher organization, progressive individual games, and varied self-testing exercises. Some of the students terminate their school careers at the end of the eighth, ninth, or tenth grade; consequently, provisions should be made in the program for their adult leisure recreational activities. The program should be exploratory in nature, offering a wide variety of activities so that the student may find the play interests in which he will desire to specialize later. The psychological changes that occur during the adolescent growth period of students provide vital opportunity for character education. Emphasis should be placed on the development of the acceptable social standards, appreciations, attitudes, and efficiency.¹⁶

Recommended Physical Education Activities

Activities that have been recommended for students in the ninth grade are rhythmic activities, team sports, individual and dual sports, self-testing exercises, and group games and relays.¹⁷

CHAPTER V

ORGANIZATION AND ADMINISTRATION OF THE PROGRAM

Organization of the physical education program must be carefully planned and sound policies that indicate method of approach must be established to have a smooth functioning physical education department.

Financing

The equipment and supplies for the physical education program should be provided by the school district. Adequate items of equipment and supplies should be provided to meet the needs of all the pupils and all the activities of the program. After the adequate amounts of equipment and supplies have been provided, expenditures per year for the purchase of additional equipment and the maintenance of present equipment should be approximately as follows:

Pupil enrollment of 100 or fewer \$200.00

Pupil enrollment of 100-250 \$2.00 per pupil

Pupil enrollment of 250-500 \$1.00 per pupil

These expenditure estimates are based upon thirty pupils per class. The estimates do not include the purchase of interscholastic athletic equipment.

Time Allotment

The South Dakota State Department of Public Instruction requires a minimum of two periods per week of directed physical education in all

first-class accredited high schools. Each period must be for a minimum of sixty minutes. The physical education period should exclude the noon hour and recess periods and should not include before or after school time.¹⁸

Scheduling

Careful scheduling will greatly lessen the handicap of limited facilities, equipment, and supplies. The more limited the facilities for physical education, the more necessary becomes planned scheduling. By cooperative planning, teachers and administrators can develop procedures for staggering physical education periods so that classes may use the facilities throughout the day.

A proposed schedule of physical education for the Lake Preston Public Schools that would fit into the existing class schedule might be as follows:¹⁹

Period one	9:00-10:00	Planning period
Period two	10:00-11:00	Planning period
Period three	11:00-12:00 (twice weekly)	Seventh grade
Period four	12:30- 1:00 (daily)	Fifth & Sixth grade
Period five	1:00- 2:00 (twice weekly).....	Eighth grade
Period six	2:00- 3:00 (twice weekly).....	Ninth grade
Period seven	3:00- 4:00 (twice weekly).....	Tenth grade

Facilities, Equipment, and Supplies

Gymnasiums, stages, lobbies, every wall and piece of ground should

be carefully considered in light of pupil activity needs. Physical facilities should be made available not only during regular instruction periods but also during recess periods, before and after school, and at lunch time.

During inclement weather when indoor areas are limited, special attention must be given to the needs of all students in arranging and improvising facilities and space. Classrooms should be utilized for discussion, visual aids, and testing of the activity.

Lake Preston has most of the facilities necessary for a balanced physical education program. One facility that would aid in a well-rounded program of physical education would be the construction of tennis courts. Present facilities that can be utilized for a physical education program at Lake Preston are shown in Figure I, a 104 feet by 74 feet gymnasium; Figure II, the school playground; and Figure III, the city park containing a swimming pool, two schuffleboard courts, six horseshoe pits, an asphalt basketball court, a football field, a softball-baseball field, a four hundred yard running track, concrete shot-put and discus platforms, a high-jump pit, a broad-jump pit, a pole-vault pit, and approximately 40,000 square feet of picnicing area that could be utilized as playground area.

Equipment and supplies for a well-rounded program are essential. The following is a minimum list of supplies and equipment which should be made available to initiate a balanced program of physical education:

- 6-footballs
- 6-volley balls
- 2-nets and standards for volley ball

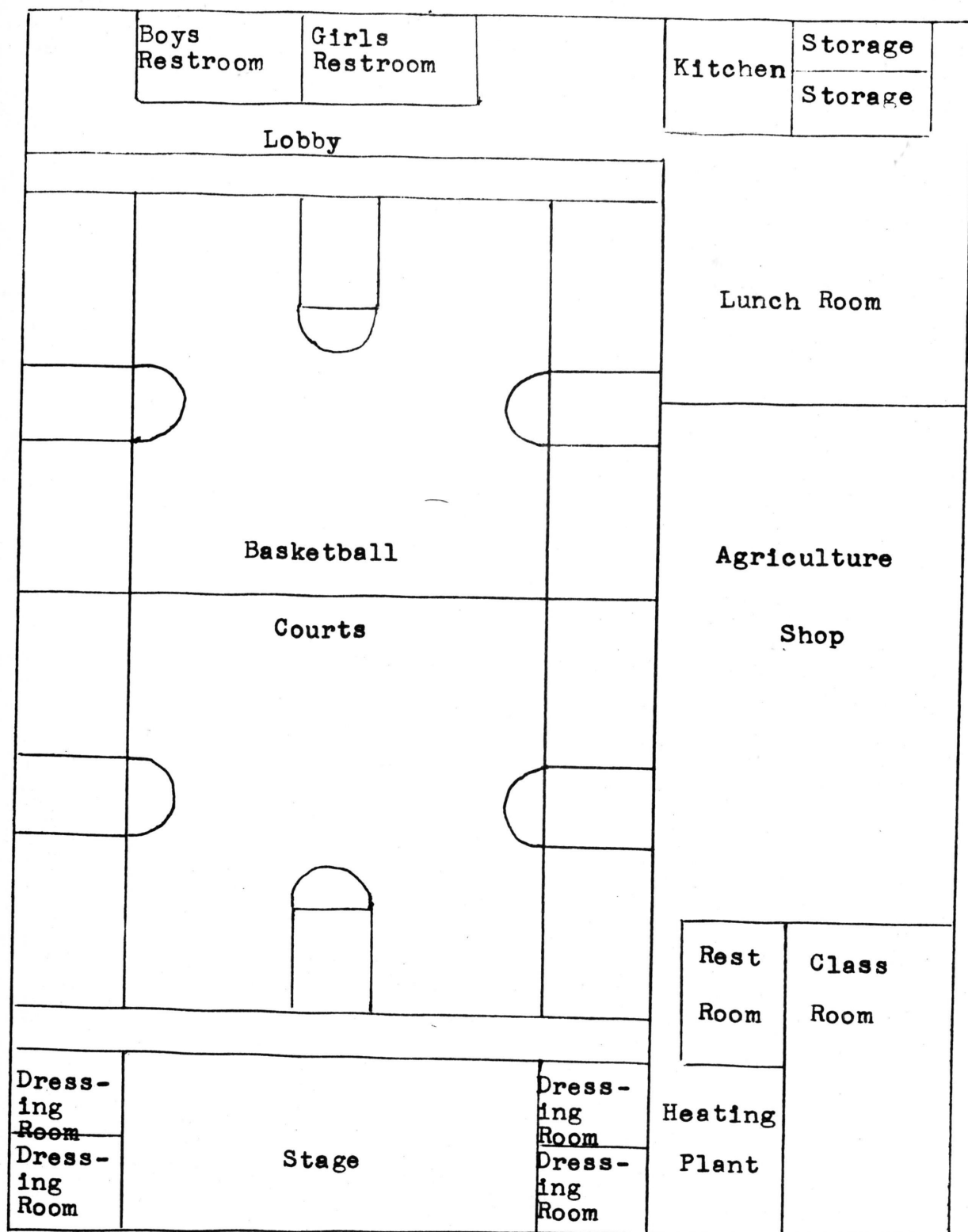


Figure I. Gymnasium

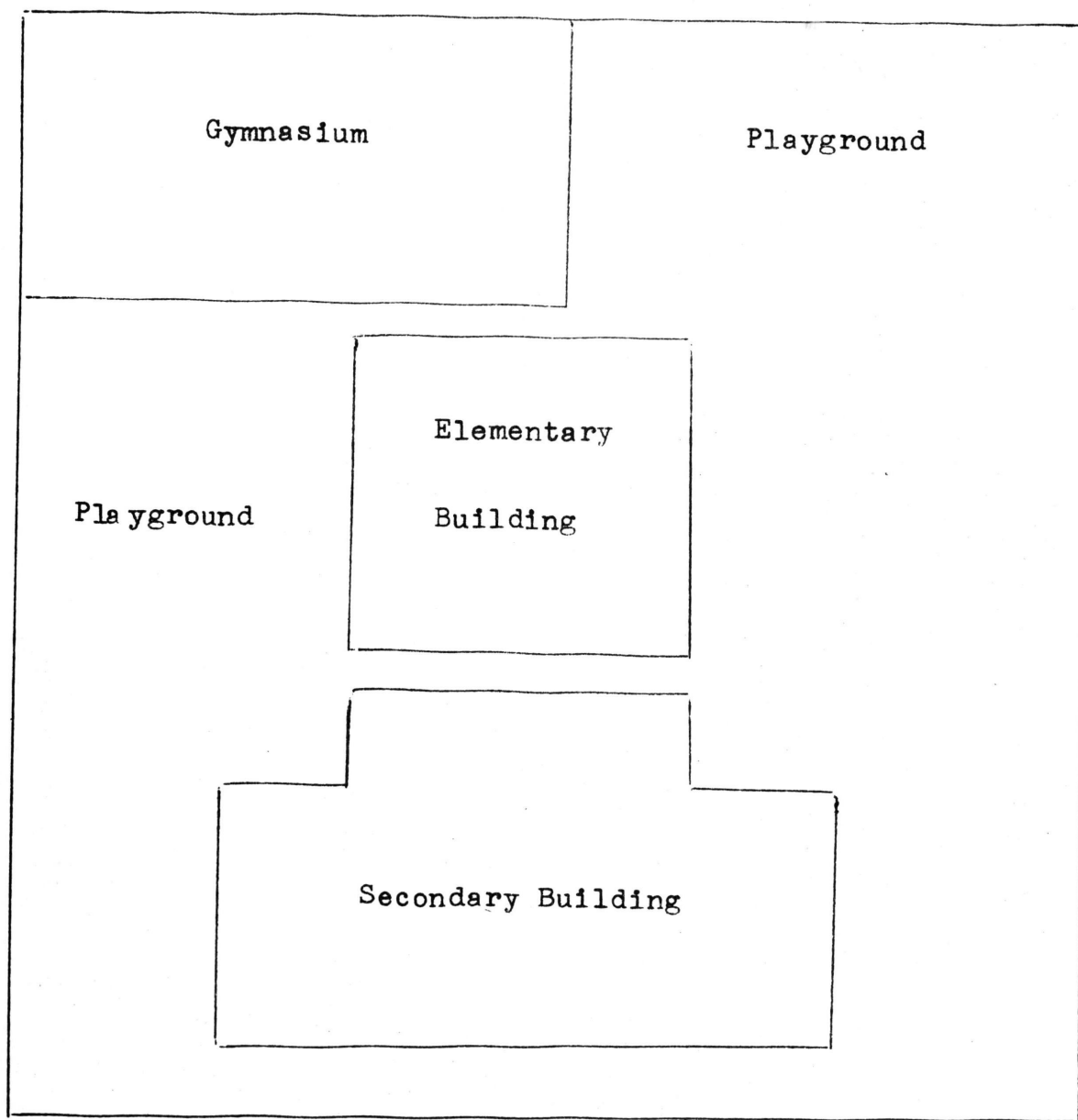


Figure II. School Playground

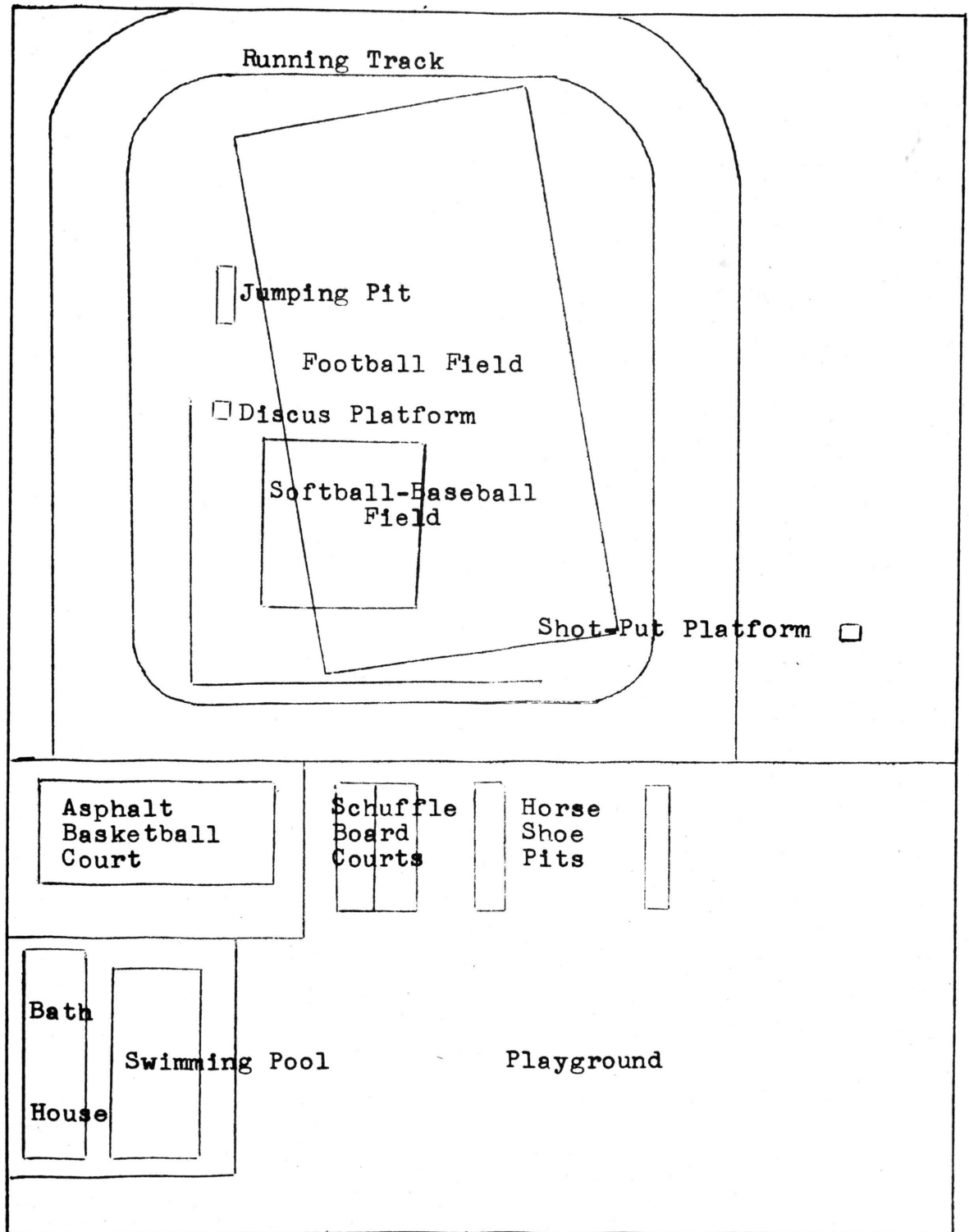


Figure III. City Park

- 6-soccer balls
- 15-softballs
- 12-softball bats
- 20-softball gloves
- 2-sets of catchers equipment
- 6-basketballs
- 6-eight inch or ten inch playground balls
- 2-sets of four markers for boundaries
- 1-line marker
- 8-Indian clubs
- 1-set of jump standards
- 6-gymnasium mats (10 feet by 5 feet)
- 4-sets of table tennis equipment and tables
- 4-sets of eleven pinnies or jerseys to distinguish teams
- 1-steel tape, 100 foot
- 30-individual jump ropes
- 2-fifteen foot jump ropes
- 1-ball inflator
- 2-stopwatches
- 6-whistles
- 1-trampoline
- 1-parallel bar
- 1-balancing beam
- 6-sets of bows, arrows, and targets
- 6-sets of horseshoes and stakes
- 30-badminton rackets
- 30-badminton birds
- 4-sets of badminton nets and standards
- 3-complete sets of golf clubs
- 30-tennis rackets and balls
- 4-sets of tennis nets and standards
- 2-sets of weights
- 2-sets of schuffleboard cues and discs
- Rhythms material: Electric record player; albums to conduct the folk and square dancing activities; drums and other necessary rhythmic devices for interpretive rhythms class
- Trunks and T-shirts for every student in the program
- Baskets: One for every student in the program
- Towels

Physical Education Staff

No school can be greater than its staff, nor can a program advance beyond the vision of those who administer it; the program must rely upon the staff to put it into efficient operation.²⁰

One full time boys' physical education instructor and one full time girls' physical education instructor are needed at the Lake Preston Schools.

The instructors should have an undergraduate major in physical education from an accredited college. Also, the physical education instructors should have background course work in elementary physical education as they would be working in both elementary and secondary physical education.

The teaching load of the physical education teachers should not exceed twenty-five hours per week. Class size depends on a number of factors--space and equipment available, type of activity, degree of classification of pupils for activity, scheduling, and grade level. Generally classes should not exceed thirty pupils to provide an excellent teaching situation.

General Regulations for Physical Education at Lake Preston

All students will complete the minimum state requirements of physical education at the Lake Preston Public Schools. The granting of credit for physical education will be according to administrative policy.

Classes of physical education for ninth and tenth graders will meet twice a week. The class will begin approximately five minutes past the regular scheduled time and close approximately ten minutes before the class period normally ends to allow for showers and dressing.

Excuses, either permanent or temporary, from physical education are to be issued by the principal or superintendent of the Lake Preston Public Schools by evidence of a note from the student's doctor. However, permanent excuses should be granted reluctantly because some physical education activity can be arranged for most everyone. School policy will be followed in case of unexcused absences.

No activity may be repeated unless the student has withdrawn from the activity or received a failure. No substitutions will be granted by participation in other extracurricular activities. Students participating in interscholastic athletics will be required to take the regular physical education classes.

All students will take showers after a class of physical activity. Personal and issued equipment will be taken home weekly and washed. Shower rooms, dressing rooms, and equipment rooms will be kept clean, sanitary, and neat at all times.

Grades in physical education will be awarded in accordance with the policies of the school and the physical education department. Emphasis will be placed on attitude, performance of activity, skill tests, and written tests.

Supply Room Service

Wire baskets for personal and issued equipment will be assigned by the staff. Baskets will be checked out at the beginning of class periods and checked in at the end of the class periods by student assistants.

The Lake Preston Public Schools will supply the trunks and T-shirts for the physical education classes. Clean towels will be furnished by the school each day for showers.

All equipment for physical activities must be checked out and checked in by the physical education instructors or by the student assistants. Equipment to be used in the activities must be checked to ascertain that it is safe for use before being issued. School equipment which is lost, destroyed, or damaged through acts of negligence by a student must be paid for in accordance with school policy.

Class Procedure

All class periods will begin with roll call. During the first class period physical examinations by a medical doctor should be given or arranged to determine if some of the students have physical deficiencies that would limit participation in a normal program of activities. If students do have such limitations, special activities should be planned for them. Dressing room lockers and baskets should be assigned and trunks and T-shirts issued. The students should be informed at that time what personal equipment they will be expected to bring for the class.

During the second class period the students should be orientated to the program. The values of physical education should be explained. Explanations should be made of class procedure, class policy, class attendance, grading, and the activities program of the year.

During the third and future class meetings, following roll call, each class should begin with a ten minute period of warm-up calisthenics. At the beginning of a particular activity the history, the rules, the safety procedures to be observed, and the objectives of the activity are to be given. After the introduction to the activity the class should begin with lead-up drills that will enable the student to compete reasonably well in the outlined activity. Progression measures should be followed at all times, and a certain number of self-testing exercises should be injected so the student can check his progress.

Safety Considerations

In organizing and administering the service program of physical education, considerations should be given to secure the safety of the child. Although the school has proved to be a safer place than the home, there is still much room for improvement. It has been estimated that one of every three accidents which occur in the school, happen in the gymnasium or on the playground. More of the accidents that result in injury to the student are likely to occur in the unorganized games during recess and the noon intermission than the regularly scheduled activities which are a part of the physical education class.²¹

The legal liability of the schools and staff in cases of accidents has been established by the courts. Therefore, it is the responsibility of the school and the staff to take all foreseeable steps necessary for the prevention of accidents.

Facilities should be considered first in planning for safety in the program of physical education. Are the gymnasium and playground areas which are to be used, free of obstacles, holes, glass, and other dangerous materials that might cause injury? Are gymnasiums and playgrounds of sufficient size for the activity? Are boundary lines clearly marked? Will activities which include fast motion interfere with other activities?

Equipment and supplies should be the second consideration. Are items of equipment and the supplies, which are to be used in the activities, safe and in good repair? Are proper protective devices such as head pieces for wrestling, masks for catchers, and gloves for softball available?

Proper supervision should be the third consideration. Will the activity be such that safety instructions can be easily understood by the students? Can the instructor readily observe all students in activity, or will they be scattered over wide areas? Can reliable spotters be made available for certain activities?

Class organization should be the fourth consideration. Classes should be organized according to student size, physical condition, and other factors which have a bearing on the safety and health of the child.

What is the action to be taken in case of an accident is the fifth consideration. Is the staff well informed to know what to do in case of an accident? Are emergency first aid items available if needed? Can the administration and parents be readily notified in case of an accident? Is a doctor readily available if needed?

The sixth consideration is the completion of the accident forms and filing them for future reference.

A complete follow-up of the accident is the seventh consideration. The situation that caused the accident should be analyzed and if possible corrected.

The eighth point is providing insurance to cover accidents. Such insurance should be provided by the school district. If this is not available students and the staff should obtain insurance through some reputable insurance company.

CHAPTER VI

PLANNING THE SERVICE PROGRAM

In the service or required program the emphasis is on instruction, and the objective is to provide each student with the minimum essentials of physical education. The program should embrace the needs of the society in which the program is to operate and the nature and needs of the children for whom the program is intended. The activities for the Lake Preston physical education program for ninth and tenth graders have been selected with a view to realizing these outcomes.

Classification of Activities

The physical education program for the ninth and tenth grade should be composed of a variety of activities. The activities selected are classified under five general headings as follows: (1) Group games and relays, (2) Lead-up and team games, (3) Self-testing exercises, (4) Individual and dual games, and (5) Rhythmic activities. A description of the types of activities follows.

Group Games and Relays

Group games and relays represent a vast heritage of vigorous play activities which are for the most part chasing and racing games played in many forms. Group games and relays are often classified as games of low organization because they have few rules and involve simple skills and techniques. Children learn them quickly and progress quickly from

the learning stage to the enjoyment stage. These loosely organized type games usually are without team element except in the relays. In the group games, as a rule, each player competes by himself against a player who is "It" or a group of players. These games allow for the development of those skills which are so important to the later team games such as dodging, pursuing, stopping suddenly, and changing of direction. The games also allow for democratic self-management because they are easily organized and managed. They range from the very active type game to those that are quite inactive.

Lead-up and Team Games

Lead-up and team games are ball games, ranging from the simplest to the more difficult. Certain skills, understandings, and attitudes are developed for successful participation and enjoyment of the more complicated games. In addition to the use of many of the same skills found in chasing and racing games, the skills of throwing, catching, striking, and kicking characterize these games. Skills required in handling a softball, soccerball, basketball, volleyball, and football are learned and enjoyed.

Self-testing Activities

Self-testing activities include a variety of activities such as stunts, tumbling, pyramids, combatives, apparatus, individual exercises, and skill testing. These afford the participant an opportunity to test his skill with others and to manipulate his body in many unusual positions, both stationary and locomotive. Self-testing activities develop

and test balance, skill, strength, and the flexibility of the body. They also include controlled contests in which one learns to push, to pull, to resist, and to balance himself in an attempt to overcome a rival. These activities give a legitimate outlet for the tussling and scuffling that give such delight to all growing children.

Individual and Dual Games

Individual and dual games include those games and activities which can be played by one, two, three, or four. Some are ends in themselves, but many prepare the player for complicated games of which these skills are a part. They are suitable to use under varied conditions--before school and during recess periods, to take care of the remaining students where games requiring a specific number of players are being used, or as a mild activity for a child whose health will not permit him to participate in the planned activities. After individual and dual games have been learned at school, most of these games may serve as part of the recreational program at home and in later life as well.

Rhythmic Activities

Rhythmic activities are those activities in which the child responds physically, mentally, and emotionally to music or rhythm. They consist of fundamental rhythms, rhythmic interpretations, dramatized rhythms, folk dances, and singing games.

Percentage Allotment of Time for Activities

In allotting time for the different activities in the physical education program, the question arises as to the proportionate amount of time to give each type of activity. The amount of time to devote to each type of activity necessarily must vary according to the activities included and the facilities, equipment, space, and time available. The percentage of time recommended in Table 1 is approximate and not arbitrary; therefore, the amount allotted must be subject to existing conditions within the school.²²

Table 1. Percentage Allotment of Time Suggested for Activities in Grades Nine and Ten

Types of activities	Suggested time
Group games and relays	15%
Lead-up and team games	35%
Individual and dual games	20%
Self-testing activities	15%
Rhythmic activities	15%

CHAPTER VII

A PROPOSED SERVICE PROGRAM

The activities outlined on the following pages are a proposed service program for ninth and tenth graders at the Lake Preston Public Schools. These activities have been selected with a view of fulfilling the needs of the Lake Preston Community and the needs of its students.

The proposed service program does not contain an outline of activities that would be necessary in case of inclement weather. Such a program of activities would need yet to be planned by the physical education staff when Lake Preston installs a program of high school physical education. Neither does the proposed service program contain an outline of activities for the physically handicapped students. Such a program would have to be specially planned to fill the needs of the particular handicapped student.

The service program is outlined for thirty-six weeks. Boys physical education classes would meet for one hour on each Monday and Wednesday. The boys' physical education instructor, with the assistance of the girls' physical education instructor, would direct the boys physical education classes. Girls' physical education classes would meet for one hour each Tuesday and Thursday. The girls' physical education instructor, with the assistance of the boys' instructor, would direct the girls' physical education program.

Service Program for Ninth Grade Boys and Girls

	Monday (boys)	Tuesday (girls)	Wednesday (boys)	Thursday (girls)
First Week	Physicals & Equipment Issue	Physicals & Equipment Issue	Orientation & AAHPER Test	Orientation & AAHPER Test
Second Week	AAHPER Test	AAHPER Test	Swimming	Swimming
Third Week	Swimming	Swimming	Swimming	Swimming
Fourth Week	Swimming	Swimming	Swimming	Swimming
Fifth Week	Speedball	Speedball	Speedball	Speedball
Sixth Week	Speedball	Speedball	Speedball	Speedball
Seventh Week	Speedball	Speedball	Flag Football	Archery
Eighth Week	Flag Football	Archery	Flag Football	Archery
Ninth Week	Flag Football	Archery	Flag Football	Archery

Service Program for Ninth Grade Boys and Girls

	Monday (boys)	Tuesday (girls)	Wednesday (boys)	Thursday (girls)
Tenth Week	Tag Games & Relays	Tag Games & Relays	Tag Games & Relays	Tag Games & Relays
Eleventh Week	Rhythms	Rhythms	Rhythms	Rhythms
Twelveth Week	Rhythms	Rhythms	Rhythms	Rhythms
Thirteenth Week	Tag Games & Relays	Tag Games & Relays	Tag Games & Relays	Tag Games & Relays
Fourteenth Week	Tumbling & Gymnastics	Tumbling & Gymnastics	Tumbling & Gymnastics	Tumbling & Gymnastics
Fifteenth Week	Tumbling & Gymnastics	Tumbling & Gymnastics	Tumbling & Gymnastics	Tumbling & Gymnastics
Sixteenth Week	Tumbling & Gymnastics	Tumbling & Gymnastics	Tumbling & Gymnastics	Tumbling & Gymnastics
Seventeenth Week	Rhythms	Rhythms	Rhythms	Rhythms
Eighteenth Week	Rhythms	Rhythms	Basketball	Basketball

Service Program for Ninth Grade Boys and Girls

	Monday (boys)	Tuesday (girls)	Wednesday (boys)	Thursday (girls)
Nineteenth Week	Basketball	Basketball	Basketball	Basketball
Twentieth Week	Basketball	Basketball	Basketball	Basketball
Twenty- first Week	Basketball	Basketball	Tag Games & Relays	Tag Games & Relays
Twenty- second Week	Tag Games & Relays	Tag Games & Relays	Rhythms	Rhythms
Twenty- third Week	Rhythms	Rhythms	Rhythms	Rhythms
Twenty- fourth Week	Volleyball	Volleyball	Volleyball	Volleyball
Twenty- fifth Week	Volleyball	Volleyball	Volleyball	Volleyball
Twenty- sixth Week	Volleyball	Volleyball	Volleyball	Volleyball
Twenty- seventh Week	Badminton	Badminton	Badminton	Badminton

Service Program for Ninth Grade Boys and Girls

	Monday (boys)	Tuesday (girls)	Wednesday (boys)	Thursday (girls)
Twenty- eighth Week	Badminton	Badminton	Badminton	Badminton
Twenty- ninth Week	Badminton	Badminton	Badminton	Badminton
Thirtieth Week	Tag Games & Relays	Tag Games & Relays	Tag Games & Relays	Tag Games & Relays
Thirty- first Week	Softball	Softball	Softball	Softball
Thirty- second Week	Softball	Softball	Softball	Softball
Thirty- third Week	Track & Field	Track & Field	Track & Field	Track & Field
Thirty- fourth Week	Track & Field	Track & Field	Track & Field	Track & Field
Thirty- fifth Week	Track & Field	Track & Field	Track & Field	Track & Field
Thirty- sixth Week	AAHPER Test	AAHPER Test	Check in equipment	Check in equipment

Service Program for Tenth Grade Boys and Girls

	Monday (boys)	Tuesday (girls)	Wednesday (boys)	Thursday (girls)
First Week	Physicals & Equipment Issue	Physicals & Equipment Issue	Orientation & AAHPER Test	Orientation & AAHPER Test
Second Week	AAHPER Test	AAHPER Test	Swimming	Swimming
Third Week	Swimming	Swimming	Water Basketball	Water Basketball
Fourth Week	Water Basketball	Water Basketball	Golf	Golf
Fifth Week	Golf	Golf	Golf	Golf
Sixth Week	Golf	Golf	Golf	Golf
Seventh Week	Golf	Golf	Soccer	Soccer
Eighth Week	Soccer	Soccer	Soccer	Soccer
Ninth Week	Soccer	Soccer	Soccer	Soccer

Service Program for Tenth Grade Boys and Girls

	Monday (boys)	Tuesday (girls)	Wednesday (boys)	Thursday (girls)
Tenth Week	Soccer	Soccer	Tag Games & Relays	Tag Games & Relays
Eleventh Week	Tag Games & Relays	Tag Games & Relays	Rhythms	Rhythms
Twelveth Week	Rhythms	Rhythms	Rhythms	Rhythms
Thirteenth Week	Rhythms	Rhythms	Tag Games & Relays	Tag Games & Relays
Fourteenth Week	Tag Games & Relays	Tag Games & Relays	Weight Lifting	Bowling
Fifteenth Week	Weight Lifting	Bowling	Weight Lifting	Bowling
Sixteenth Week	Weight Lifting	Bowling	Weight Lifting	Bowling
Seventeenth Week	Rhythms	Rhythms	Rhythms	Rhythms
Eighteenth Week	Tag Games & Relays	Tag Games & Relays	Tag Games & Relays	Tag Games & Relays

Service Program for Tenth Grade Boys and Girls

	Monday (boys)	Tuesday (girls)	Wednesday (boys)	Thursday (girls)
Nineteenth Week	Basketball	Basketball	Basketball	Basketball
Twentieth Week	Basketball	Basketball	Basketball	Basketball
Twenty- first Week	Basketball	Basketball	Basketball	Basketball
Twenty- second Week	Tag Games & Relays	Tag Games & Relays	Tag Games & Relays	Tag Games & Relays
Twenty- third Week	Rhythms	Rhythms	Rhythms	Rhythms
Twenty- fourth Week	Rhythms	Rhythms	Rhythms	Rhythms
Twenty- fifth Week	Volleyball	Volleyball	Volleyball	Volleyball
Twenty- sixth Week	Volleyball	Volleyball	Volleyball	Volleyball
Twenty- seventh Week	Volleyball	Volleyball	Volleyball	Volleyball

Service Program for Tenth Grade Boys and Girls

	Monday (boys)	Tuesday (girls)	Wednesday (boys)	Thursday (girls)
Twenty-eighth Week	Wrestling	Tumbling & Stunts	Wrestling	Tumbling & Stunts
Twenty-ninth Week	Wrestling	Tumbling & Stunts	Wrestling	Tumbling & Stunts
Thirtieth Week	Wrestling	Tumbling & Stunts	Wrestling	Tumbling & Stunts
Thirty-first Week	Tennis	Tennis	Tennis	Tennis
Thirty-second Week	Tennis	Tennis	Tennis	Tennis
Thirty-third Week	Tennis	Tennis	Tennis	Tennis
Thirty-fourth Week	Track & Field	Track & Field	Track & Field	Track & Field
Thirty-fifth Week	Track & Field	Track & Field	Track & Field	Track & Field
Thirty-sixth Week	AAHPER Test	AAHPER Test	Check in equipment	Check in equipment

CHAPTER VIII

EVALUATION

Evaluation is an essential part of educational programs. Evaluation aids the teaching staff determine what goals are being realized, what means are used to achieve goals, what progress is being made, and what effect the program is having on each child in the program.

Evaluation is a broad process, using many techniques and devices. It differs from measuring in that measuring determines the value of parts of the whole; evaluation aids in determining the effect of the part or parts in reference to the whole. Measuring may be used as an aid to better teaching and will yield quantitative data; evaluation will yield qualitative data.

Physical education should be evaluated to justify the program in the curriculum. It is difficult to ascertain accomplishments unless programs are evaluated. It may be believed that objectives, needs, desirable traits, habits, and attitudes are being met; but to ascertain these beliefs various means of evaluation should be used.

Specific reasons stated by Bucher and Reade for establishing proper evaluation procedures include the following:

1. Evaluation gives evidence as to whether physical education objectives are being met.
2. Evaluation helps parents, teachers, and pupils understand the worth of experiences provided in physical education programs.
3. Evaluation provides a governor or check to direct and modify the experiences given in the programs to meet the needs of the pupils. This might be useful in both organization and instruction.

4. Evaluation helps in the formulation of educational principles and policies for the school to apply to the programs.

5. Evaluation provides basic information regarding individual pupils for guidance purposes.

6. Evaluation may act as a means of motivation for students to reach desired goals. Each one should be encouraged to evaluate his individual progress rather than compare himself with others.

7. Evaluation should act as a means of motivation for teachers to find ways to assist children to meet desirable goals and needs.

8. Evaluation may justify needs for equipment, facilities, materials, and expenditure of monies for personnel and leadership in programs.

9. Evaluation should be a means of improving the total physical educational program so it contributes to greater child growth and development.

10. Evaluation may suggest preventive measures that should be taken in the interest of the pupils.

11. Evaluation can also be used as an aid in grouping pupils, predicting future performance, and determining where emphasis should be placed.²³

Specific Points to be Evaluated

Points to be evaluated include the teacher, the facilities, the equipment and apparatus, the actual program--both the planning and administration--and the effects the planned program has had on each individual and the group as a whole. Specific questions relating to each phase are listed below.

Evaluation of Program Planning

1. Are the activities planned to meet the needs, interests, and abilities of the group?

2. Are the activities diversified sufficiently to meet the needs, abilities, and interest of each individual child?

3. Are the activities planned according to the available facilities, equipment, apparatus, and space?

4. Are the objectives attainable?

5. Are the objectives too general, or are they specific?

6. Is the program integrated with other parts of the school program?

7. Does the program consider the indoor program for inclement weather?
8. Is the program planned with the help of the students?
9. Does the program include all types of recommended activities for the group?

Evaluation of Teaching

1. Is the teacher prepared to present and teach this program?
2. Is the teacher teaching and reaching each individual child? Are individual differences recognized?
3. Is there a correct teacher-pupil relationship? Pupil-pupil relationship? Pupil-teacher relationship?
4. Are the children learning and having fun?
5. Are they interested?
6. Are they meeting the objectives?
7. Do I, as a teacher, set a good example?
8. Am I efficient in my use of time, equipment, and facilities?
9. Am I aiding good group relationship?
10. Am I democratic in my teaching?
11. If the activity does not appear to be successful, do I blame the children or do I stop the activity and later make a self-analysis to find reasons?
12. Do I permit pupil choice?

Evaluation of Facilities and Equipment

1. Are all of the play areas being used to full advantage?
2. Is the area safe? Are there well-established safety rules for the use of equipment, apparatus, etc.?
3. Are the children having opportunities to use all apparatus?
4. Is the most being gotten from the available equipment?
5. Are all pieces of equipment and apparatus inspected regularly and in safe condition?

Evaluation of Program Results

1. Is each child better in some way because he has participated in this program?
2. Is he in better physical condition?
3. Is he better in neuromuscular skills?
4. Is he better in his democratic attitude toward his fellow playmates?

5. Is he a better sport?
6. Does he use good judgment?
7. Is he a good leader?
8. Is he a good follower?
9. Is he happy and enjoying the activities?
10. Is he always finding excuses to stay away from the physical education program?
11. Does he use any of the activities in his leisure time? Does he assume self-direction?
12. Is he replacing an egotistical or "I" attitude with a cooperative "we" one?
13. Does he have a sense of responsibility?
14. Has his overall physical skill development improved?
15. Has his overall social development improved?
16. Is he more emotionally stable?

General Evaluation

At the close of each lesson, the teacher should discuss the activities with the class. What did they like best? Why? Would they like to play the activities again? If so, why? If not, why? The teacher should evaluate each lesson. Why did it proceed well, or why did it not?²⁴

Techniques Used in Evaluation

Evaluation is broad and comprehensive. Evaluation of the program may be accomplished by various methods; it may be evaluated by the staff, by the students, or by the group as a whole. Both subjective and objective methods need be utilized to make it complete.

Objective Evaluation

The use of skill tests is one method of objective evaluation. The skill tests may be either standard skill tests or tests improvised by the staff or the group. Objective evaluation should also include tests on rules and knowledge of the game, strength, speed, and endurance. The AAHPER tests and the Kraus-Weber tests of physical fitness may also

be administered as part of the objective evaluation of the program.

Subjective Evaluation

The individual records, observations, sociograms, question and answer type records relating to social and psychological development, interests and attitudes, and individual goals desired by each child are part of the subjective evaluation. Staff and student observations of the program, facilities, and equipment are another part of the subjective evaluation of the physical education program.

Continuous evaluation will greatly assist in developing an improved program of physical education. Continuous evaluation is necessary to better meet the needs of the child in a changing world and society. As the child progresses through the program of physical education, individual evaluation records should be kept by the teachers and filed with the student's records. This will enable the child and his teachers to see how he has grown, what he needs, what his abilities are, what development has taken place, and what he has accomplished.²⁵

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