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PERSONAL PROBLEMS EXPERIENCED IN CONDUCTING THE  
JUNIOR HIGH PHYSICAL EDUCATION PROGRAM IN  
AUSTIN, MINNESOTA, AND SOME RECOMMENDED  
SOLUTIONS THAT COULD STRENGTHEN  
THE PROGRAM

BY

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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

August, 1962

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## CHAPTER I

### INTRODUCTION

Austin, Minnesota, in light of present day evaluating procedures has an adequate program of physical education for boys of Junior High age. However, many problems confront the staff as the population explosion is at a near peak in the schools of Austin. This paper will attempt to discuss these problems that are evident and perplexing and will also make suggestions as to possible solutions of the problems. In order to understand the Junior High School pupil, the author has made a study of this age group in order to give a true picture of the needs and interests of the Junior High child.

#### Need for the Study

In light of the present facilities, class size, and staff, a re-evaluation of the physical education program at Austin, Minnesota, is necessary. The new emphasis on physical fitness and the definite need for a broad program to meet the recreational needs of the student makes it imperative to re-evaluate the total program. Keeping in mind the increase in the student body, the teacher-pupil ratio, facilities, equipment, and the size of staff, this paper will attempt to present the existing problems and possible solutions which are in keeping with present day philosophy of education.<sup>1</sup>

#### Educational Philosophy

The educational philosophy of our schools should be consistent with our social philosophy and contribute to a democratic way of life.

1. Wholesome education is concerned with satisfying the interests and needs of the individual so as to provide opportunities for each student to develop himself to the limit of his capacities in skill, knowledge, and appreciations which contribute to personal satisfaction and civic usefulness, so that he may live completely and make his maximum contribution to society.
2. Education should provide activities which give each individual an opportunity for self-realization.
3. Education not only must develop the mental capacities of individuals, but also direct them in activities which constitute socially efficient conduct.
4. Education should attack problems cooperatively and derive answers to the problems through a scientific problem-solving method rather than resorting to action and emotion.<sup>2</sup>

#### Philosophy of Physical Education

Physical education is an integral part of a well-balanced educational program. Its contribution is made by means of and through the physical aspect of the individual. It is a definite, fundamental method and program of education through muscular and emotional experiences adapted to meet individual pupil needs in all grades. Physical education differs from other means of education, not in its aims, but in the specific objectives that it emphasizes, and the kind of activity that predominates the program. It is not just exercise or movement, but a way of developing poise and power of self-expression; nor is it a release for surplus energy, but is a method of using and directing this energy to develop

character and moral traits. It is not merely physical development but a medium of bringing about a fine adjustment of physical, social, mental and emotional reactions.

### Social Philosophy

1. Democracy is an ideal.
2. Democracy is a way of life in which all individuals, directly or indirectly, contribute in regard to their particular ability.
3. Democracy stresses individual worth, dignity, and integrity of individual persons.
4. Assumption of individual respect for common good is essential for the functioning of democracy.
5. American democracy's belief in social equality functions most effectively when it is actually practiced.
6. Freedom of choice afforded to individuals in a democracy should be paralleled by a full assumption of responsibilities for actions in the interest of the common good.
7. Freedom of choice of actions in a democratic society should be tolerable only when such actions are in the interest of the common good.
8. The worth of each individual should be respected. Each person should have the opportunity to develop qualities in respect to his capacities.
9. Mutual respect, tolerance, fair play, and cooperation are the basis for social relationships in a democratic society.
10. Performance of one's duties is the surest guarantee of his rights.<sup>3</sup>

### Objectives of Physical Education

1. To develop attitudes favorable to wholesome participation in the various activities included in the program in accordance with one's limitations.
2. To learn a wide variety of activities for wholesome use of leisure time.
3. To develop pride in fitness--capacity to work efficiently and to live fully.
4. To develop standards of conduct.
5. To experience the discipline of training and conditioning.
6. To understand one's psychosomatic status as it pertains to capacity for activity and its relative participation in physical education activities.
7. To develop pride in performance in keeping with one's capacities.
8. To avoid injury by correct performance of fundamental skills of daily life, such as lifting, pulling, carrying, pushing, catching, and throwing.
9. To improve posture according to individual needs, and to understand that participation in physical education activities is a phase of a total healthful living program related to postural improvement and maintenance.
10. To acquire an appreciation of the skillful and artistic performance of others.
11. To develop the ability to understand the literature pertaining to sports.

12. To obtain relief from stresses and strains through participation in enjoyable and meaningful activities.

13. To learn principles of first-aid applicable to participation in physical education activities.

14. To recognize and analyze the claims of fakers, quacks, and physical cultists regarding participation in physical activity.

15. To acquire wholesome viewpoints about the need for recreation services in sports, dance, camping, and aquatics as the right of everyone.<sup>4</sup>

## CHAPTER II

## THE JUNIOR HIGH SCHOOL STUDENT

The Turbulent Years

No longer treated as a child, but not yet ready for adult responsibilities and privileges, the Junior High student finds himself in a period of confusion, confronted with his most important learning tasks. Perhaps no age level presents as great but interesting challenges to its educators as that of the Junior High school child. Students in grade school can be treated as children, and those in the high school can be treated as adults, but in the Junior High school, there are no set norms or standards. Nowhere in the whole course of education is there such a great need for study and re-evaluation as that point when the child enters the portals of the Junior High school. This is the turbulent period of adolescence. Not only is it turbulent in its phases, but no set standards can be laid down for each child. Boys and girls are experiencing the many physical, emotional, and social changes of adolescence, and, at the same time, must enter a completely different environment. They have left the somewhat sheltered, homelike atmosphere so characteristic of the first six years in school and have merged into a "foreign" environment. In the Junior High school, the child meets many teachers, all strangers; each has a different method of discipline and of making assignments, and each demands results in his own characteristic manner.

The Junior High school physical education teacher must treat each child as an individual. This means studying his home and school backgrounds and his individual needs, so that harmonious living will take

place in the child's pursuit of excellence.

Without a doubt, of all the Junior High school teachers, the physical education teacher receives the greatest challenges, for hundreds of new students enter our classes. In the same class, we will find the extremes in stature, tall and short; there are those children who are pre-adolescents with childish ideas and actions, while others manifest mature attitudes and behaviorisms. Then, there are the extremes of the very shy children and the ultra-aggressive ones, whose personality characteristics are generally magnified in the play field and the gymnasium.

Some 25 percent of the new class probably had a rich background in physical activities, while another similar percentage may have had nothing more than an exposure to sports, and this often too far advanced for their abilities. Part of the other 50 percent have had recess periods of free play substituted for physical education instruction; part have been taught their physical activities by the classroom teacher, who, in many cases, was exceptionally good, but who often provided a program in body movement entirely too immature. Fortunately for the physical education teacher of the Junior High level, however, nearly all the students enjoy physical education.

If our physical education program is to be directed toward excellence, it must be rich in a variety of activities which meet the needs of the students. Pathetic is our physical education program when a child knows the seasons only by football, basketball, and softball. It is also a pathetic program when there is no progression of activities and no mastering of skills in grades five through twelve, but only repetition. Too many Junior High school teachers are either so sports

minded or so limited in their knowledge of the richness of bodily movement, they superimpose what should be a high school physical education program on the Junior High school.

The physical activity program should be meaningful to boys and girls. Are the students aware of their own physical status and potentials? Can and do they evaluate themselves in terms of strength, coordination, flexibility, and performance level? Through the use of tests and other measuring devices, the student should gain an intellectual understanding of his needs and, thus, be motivated to strive for the physical stamina necessary for modern living.

The health of the Junior High school student must concern us. There is a need in the Junior High school for health instruction as well as physical education. Adolescents have many problems to solve, many questions to ask, but they need an atmosphere of wholesomeness and sympathetic understanding. Too often, the health class is the foster child of the physical education teacher. We physical educators must strive continuously to promote in our school systems a daily period for health and physical education instruction.

While we are concerned about the physical health of the child, we must not overlook the great need for mental health. Our school population today includes many emotionally disturbed children and, sad to say, the percentage is on the increase. A rich physical education program can provide wholesome outlets for the release of emotional tensions and strains. The observant teacher will be quick to detect physical defects which so often negatively affect the child's emotional stability, and plan with the child some curative measures.



The Junior High age level is a period when students, by nature of their adolescence, have many adjustments to make which may alter their lives permanently, either negatively or positively. It behooves the physical education teacher to assist each child in his own pursuit of excellence. Excellent performance is a blend of talent and motive and of ability fused with zeal. Our program could be defeated if we blunt aspiration. We must open the students' eyes, stimulate their minds, and unlock their potentials.<sup>5</sup>

#### Characteristics of the Junior High School Boy Student

##### Physiological

1. Likelihood of carrying activity past the stage of healthful fatigue to one of harmful exhaustion.
2. Vulnerability of joints and the hazard of injury.
3. Lung capacity and heart size increases rapidly with onset of pubescence.
4. Pubescent period is characterized by rapid growth, with a sudden acceleration of height and weight.
5. Acceleration in growth does not occur at the same age for all students.
6. Increase in strength is not paralleled by increased endurance.

7. Tendency toward awkwardness during the sudden growth period.
8. Gait and posture are of particular concern, and the changing of the voice to a lower pitch frequently is accompanied by embarrassing moments of self-consciousness.
9. Bodily types tend to be significant in relation to skills, strength, and endurance.
10. Fundamental motor skills are often acquired by the end of the Junior High school period.

### Psychological

1. Relatively rapid intellectual development and capacity to solve complex problems is noted during the Junior High school period.
2. Gain an increased concept of right and wrong, and a rapid increase in the formation of ideals and attitudes of morality.
3. Emotions are strong but not well-controlled, and the student finds it difficult to understand the adult point of view.
4. Junior High school students are hero-worshippers, and susceptible to adult leadership and guidance if there is mutual understanding and respect.
5. Rapid development of the instinctive emotions, such as love, fear, jealousy, anger, and sympathy.

### Sociological

1. Strong desire for recognition by his peers, first of his own sex and then by the opposite sex.
2. Strong tendency toward group loyalty and conformity resulting in a great desire for belongingness, security, and joining up, as

well as expanding interest in self as a person.

3. Growing desire for vocational adequacy and adaptation to the obligations of citizenship.

4. Often noisy, boisterous, rough in play, and uncouth in manners during early adolescence in attempt to gain attraction, especially from the opposite sex.

5. Ganging tendency becomes considerably stronger and there is an interest in team games.

5. Desire to show off strength, skill, and courage, and glories in the approval of teammates.

#### Imperative Needs of Youth

1. All youth need to develop saleable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life.

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 citizens of a democratic society, and to be diligent and competent in the performance of the obligations as members of the community and citizens of the state and nation.

4. All youth need to understand the significance of the family for the individual and society, and the conditions conducive to successful family life.

5. All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the

consumer and the economic consequences of their acts.

6. All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man.

7. All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.

8. All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfaction to the individual with those that are socially useful.

9. All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work cooperatively with others.

10. All youth need to grow in their ability to think rationally, to express their thoughts clearly and to read and listen with understanding.<sup>6</sup>

#### Criteria for Selection of Activities

All of the activities of the program will not satisfy all of these criteria, but those which conform to the majority of them will be of the greatest value.

#### Physiological principles

1. The physical education curriculum should provide ample opportunity for a wide range of movements involving the large muscle groups.

2. The facts related to the growth and development of children should guide in curriculum constructions.

3. Provisions should be made in the program for the differences

in physical capacities and abilities which are found among students.

4. Insofar as practicable, outdoor activities should be selected in preference to indoor activities.

#### Psychological principles

1. The physical education program should consist predominately of natural play activities.

2. The activities should be selected in the light of the psychological age characteristics of the child, as well as the physiological.

3. The individual differences which exist among students should be considered in the selection of the activities.

4. Activities which are valuable in arousing and expressing the emotions should be chosen.

5. In the selection of the activities, some provision should be made for progression.

6. In the selection and placement of activities, sufficient time should be provided so that skills may be learned reasonably well.

#### Sociological principles

1. The curriculum should be rich in activities adaptable to use in leisure time.

2. Activities should be selected for their possible contribution to the contribution to youth training for citizenship in a democracy.

3. The curriculum should be suited to the ideals of the community.

4. Activities which are particularly rich in possibilities for individual character training are especially desirable.

5. Activities which reflect the present social order and anticipate future trends should be provided.

6. All students should be taught activities which can be used at home and in the immediate vicinity of the home.<sup>7</sup>

## CHAPTER III

## BRIEF DESCRIPTION OF THE SITUATION IN AUSTIN

In this paper, the author would like to present some of the problems that the teachers of Physical Education must contend with in the Central Junior High School located in Austin, Minnesota. We, in the Physical Education department, are working and striving at all times to solve these problems so that the end result will lead to a better Physical Education program for the Junior High students.

Austin, Minnesota, has two Junior High schools. Ellis Junior High school, which was built four years ago, is located on the east side of town, and Central Junior High school is located on the west side. Central Junior High school is located in and is a part of the Senior High school building. A contrast exists between the two Junior High schools in relationship to the differences of facilities for Physical Education.

Ellis Junior High, with an enrollment of 2200 students, has a modern up-to-date Physical Education department with the newest equipment and a spacious play area. A large gymnasium, with a center divider, serves as two teaching stations and the stage is also used as a teaching station. A large multi-purpose room is also used where the equipment is set up at all times which is a great help to the instructor. To the east of the building is located ten acres of play area. Part of the area is used for a track, with the other areas used for softball diamonds. The only weakness with the Ellis Junior High facilities is that they do not have a swimming pool.

Central Junior High has two gymnasiums. One is 50 feet by 100 feet

with no dividing wall, and this is used as one teaching station. There are hazards in this gymnasium which are very undesirable. Projecting pillars which are not padded are a definite hazard to certain types of program activities. The narrowness of the playing floor is also a hazard in that the walls are too close to playing areas. Also located in the building is a larger gymnasium measuring 120 feet by 60 feet with a canvas curtain used to separate the floor area, so two teaching stations can be set up. A 20 by 75 foot swimming pool is located in the building. However, this is not adequate, due to the large-size classes that are taught. Across the street located in the Vocational building is a utility room measuring 20 by 75 feet which is also used as a physical education teaching station. This gives a total of five teaching stations in the building which must be shared by both the Junior High and Senior High Physical Education classes.

With no play area around the school, we must take our Physical Education classes seven blocks to the athletic field for outside activities. This not only takes time but presents many problems. At the present time and well into the future, Central Junior High School is hard pressed to keep up with its increasingly heavy enrollments and to cope with facilities that are definitely over-crowded and lacking.

#### State Law Concerning Physical Education in Minnesota

There shall be established and provided in all the public schools of this State, physical and health education, training, and instruction of pupils of both sexes. Suitable modified courses shall be provided for students physically or mentally unable or unfit to take the courses



prescribed for normal pupils. Physical Education is required of all pupils enrolled in grades 7 through 10. Satisfactory completion of the physical education requirement is mandatory for all pupils. It is recommended that physical education be required in grades 11 and 12.<sup>8</sup>

#### Class Procedures in the Austin Junior High School

In any large school, the number of students in a class and facilities play a part in what can be and should be offered. The seventh grade boys meet for Physical Education twice a week on Tuesday and Thursday for one hour. The eighth grade boys meet three times a week on Monday, Wednesday, and Friday for one hour. In the ninth grade, the boys meet twice a week and in the tenth grade three periods a week. The girls follow this same schedule. There is no physical education beyond the tenth grade. The average size of a Central Junior High physical education class numbers from 32 to 48 boys. At the start of a class period, both the boys and the girls report to the small gymnasium, with the girls on one side and the boys on the other. After the roll has been taken, the boys go down into a narrow locker room to get their baskets and to change into their uniforms. Most of the space in this locker room is taken up by an enclosed room in which 500 baskets are kept to store personal physical education equipment. All the boys dress in red trunks and white shirts which have shoulder straps.

After dressing, the boys return to the gymnasium and sit down; the girls do the same. If the gymnasium happens to be the girls' station

for six weeks, the boys line up in two's and leave the gymnasium to go to another physical education station. Having both the girls and boys at the same starting point creates considerable noise and takes extra time. An example of this is if the boys are dressed first and the gymnasium is their station, we must wait before starting class because the girls are usually slower in getting changed and leaving for their teaching station.

To leave the small gymnasium and go to the vocational room requires walking through the halls of the school and by many classrooms. As a result, order must be maintained and the boys must be as quiet as possible. This isn't always the case and, as a result, the author has at times marched the boys for 20 minutes or more, up and down the halls insisting on silence. It takes about four minutes to go from the small gymnasium to the vocational room.

The vocational room as a teaching station for physical education classes is very poor, due to the low ceiling and being only 20 feet wide. Due to this condition, to play any type of ball game is impossible. It is the only station that has mats, but there is no place to store them and when not in use, the mats are rolled up and pushed against the wall. This station is used for wrestling and tumbling. The trampoline is used at this station, because we have mats to put around it as a safety device but with the low ceiling, one cannot bounce too high on the trampoline.

In the fall we like to get our physical education classes outside as much as possible. As we have seven blocks to go to the athletic field, we are faced with the time element. Seven minutes is allowed for the boys to change into their physical education clothes, and then it

takes ten minutes to get to the field. Going this distance with from 30 to 48 boys presents many problems. The class must cross a busy intersection which is a very dangerous hazard, but to date, no boy or girl has been hit by a car at this intersection.

To speed the class along, we have the students run a block, then walk a block. At each corner, traffic safety precautions are taken at all times. The boys are told that they are passing private homes where the owners take pride in their yards and trees, so they must stay on the sidewalk. However, there are cases now and then when a boy will break a tree or do some other damage for which he must pay. At the most, we get 20 to 25 minutes at the field to either play touch football, softball, or to take part in track events. This very short time in actual teaching situations makes our staff doubt the worth of the effort to go to the field.

### Facilities and Equipment

We have the following stations available for physical education classes:

#### Large gymnasium

A large curtain is pulled across the center of the court so this station can be used as two teaching stations. Only the ninth and tenth grade classes use these two stations. There is no storage space for equipment.

#### Vocational room

This station as stated previously is good for the carrying on

of a tumbling and wrestling program, but due to the low ceiling, it cannot be used for basketball or volleyball. There is no storage space for equipment of any kind. Because it is located some distance from the locker rooms, the class must go by many classrooms to get to this station. To hold the noise down while going through these halls is definitely a staff problem.

#### Small gymnasium

The small and large gymnasiums are two of the busiest areas during the school year. Because the A squad basketball team practices in the large gymnasium and the B squad in the small gymnasium, one cannot set up equipment, such as nets or other various types of apparatus for any length of time. At the end of each day, all the equipment must be put away. There are no storage rooms of any kind located at these stations. There are four brick pillars on each side of the gymnasium with sharp corners, and at various times, these have caused some serious accidents. This station is shared with the girls, and if the game of volleyball is being taught for boys for three hours during the day, and if the girls come to use the gymnasium for an hour or so and they are not covering the same unit, it means they will take down the nets or move the other equipment out of the way just for the hour. This indicates a definite need to co-ordinate the boys' and girls' program as to units to be taught and facilities and equipment to be used.

#### Outside facilities

As stated before, we have no fields around the school building but must go seven blocks to get to the outdoor fields. The big weakness is

the loss of time from actual teaching in getting to and from the field. There are also many dangerous hazards as were described previously.

### Locker rooms

The locker rooms are much too small for a class of from 35 to 48 students. The ventilation is poor and there are no outside windows. The showers are of the gang type with the boy regulating the hot and cold water. Because of the likes and dislikes of the various water temperatures of the individual student, a great deal of confusion results. It would be far better to have a master control valve which would enable the instructor to regulate the shower temperature. Each boy is furnished a clean towel daily. The school has its own laundry and over a thousand towels are washed daily. This brings up an important point in relationship to a boy's personal physical education uniform. We like to have the boys take their clothes home at least once a month, but some of the boys are very forgetful and do not get their clothes back on time. If the clothes were washed by the school laundry, many of the boys would not have to serve detention because of forgetting their physical education uniform. The author makes it a point to stay in the locker room while the boys are dressing for class or are taking their showers just to make sure there is no "horseplay". It is also necessary to make sure the student takes his own basket and does not get into another basket for equipment.<sup>9</sup>

### Swimming pool

The size of the pool is much too small for the enrollment. The depth goes from four feet to eight feet with one diving board. Compared to other physical education teaching stations, more accidents occur either

in the pool or around it. One must always be stressing safety, but it seems some of the boys must learn the hard way.

Due to the lack of storage space at any of the stations, Austin does not have one piece of apparatus equipment. In the author's opinion, this is a great set-back to a well-rounded physical education program. In the small gymnasium we teach and play volleyball and basketball. Here we also carry out our physical achievement tests. In the vocational room, we carry out our unit on wrestling and tumbling. In the swimming pool, we teach swimming and conduct a water safety program, along with having various kinds of races. In the fall at the athletic field, we play touch football and soccer. In the spring, we hold track events and have a unit in softball. In any large school, numbers and facilities play a part in what can be and should be offered.

### Staff

At the present time, there are two full-time girls' physical education teachers. One teaches in the Junior High and the other is in the Senior High. Each teacher is required to teach five hours a day. Two part-time women are hired to teach the overflow. Two full-time men teach the Senior High boys and the author directs the Junior High boys' program. The near future will demand additional teaching staff for the Junior High program.

### Finances

The staff is very fortunate in getting almost everything they feel is essential to the program. Lack of money is not a factor, but rather lack of space and the increase in enrollment seem to hold back



program progress. Our staff becomes very frustrated at times, due to the lack of space and the large number of students in a given class. However, they try not to let these two problems reduce teaching efficiency and strive to do the best job they can under the circumstances. As director of the Junior High program, the author constantly looks for ideas, and uses all his ingenuity to alleviate these problems.

#### Summary

The author sincerely feels that despite the lack of space and the large size of some classes most of the Junior High physical education students are enthusiastic and interested in the program. At times some of the students may feel that the confining conditions hold them down, due to large size of the class and the small area at a certain station. A great boost to the program would be the availability of a multi-purpose room. This would enable a greater variety of events to be added to the program, and it would also be an answer to the problem of the lack of space. The author also feels the pressure of time hurts our program. The author is referring to the time it takes to get from one station to another and, as a result, the actual teaching time is cut to a minimum. The students are always pleading to stay at a station longer than time permits in order that they may continue playing. Some boys may feel we are not offering enough of a variety in our program and, as a result, they may show their lack of interest by not doing their best. All classes are told that we have different likes and dislikes and throughout life, there will be many things that we will have to do although we dislike doing them. In view of this, each boy is urged to do his best in the activity that is being taught.

## CHAPTER IV

### A POSSIBLE SOLUTION

One would have to take into consideration many factors in order to come up with some positive improvements in our physical education program. For example, we, in the department, could improve upon our public relations with the administration and the community as a whole by presenting various types of demonstrations and programs. We should put more "voice" in our program and speak up for what we believe is our professional rights. A physical education class should not be a dumping ground for 40 plus students when the mathematics and science classes have a normal class load.

If our physical education program is to be directed toward a greater improvement, it must be richer in a variety of activities which will meet the needs of more students. As we do not have physical education beyond the tenth grade, I believe a strong intramural program should be introduced. Right along with this, some form of outdoor activity should be introduced into the program. These could be taught during the summer months. Since the end of World War II, times have changed rapidly. As each year passes, people are becoming more interested in camping and other outdoor events. As a result, the high school program in physical education has not kept up with the times.<sup>10</sup>

We have six hours of classes per day with school dismissed at 3:10 p.m. The seventh hour which is over at four o'clock is now used as a make-up or detention period. This seventh hour could be used to carry out the intramural program. Certain nights during the week, along with



Saturday morning, could be used for intramural competition. The teacher in charge should receive extra salary for working with this program. The seventh hour could also be used for another physical education class, which in turn would reduce the large size of a given class. A co-ordinated course of study with the girl's department would help in relationship to the units to be taught and the facilities and equipment to be used.

As a solution to the amount of time it takes to get a class to the athletic field in the fall and spring for outside physical activities, a double period could be introduced which would give the boys and the teacher more time for the teaching of physical education units. This double period would be in effect only during the fall and spring, and has been recommended by authorities in the physical education profession.<sup>11</sup>

At the teaching station where both the girls and boys meet after getting dressed in their physical education uniforms, the author believes teaching time could be gained if the girls would stay in the locker room until all were dressed, and then file out on their way to their teaching station.

The author sincerely believes the above solutions would be workable, but it would take united effort and cooperation between the administration, the physical education staff, the parents, and the students.

## CHAPTER V

### SUMMARY OF THE PROBLEMS AND SOLUTIONS

There are many communities in this country with the same problems that we have in relationship to the physical education program in Austin. Our three main problems are:

1. Lack of space both for activities and storage
2. Class size too large
3. Time factor getting to and from a teaching station

A solution for all three of these problems would be to build a multi-purpose gymnasium which would give the needed space and would reduce the class size, as it would mean the addition of two or more teaching stations. It would have a great interest effect on the students, as a greater variety of units could be taught in the physical education program. However, to build a new multi-purpose gymnasium at this time is not possible due to the high tax rate at present, and the "hold the line financially" thinking of the school board.

The author feels sure that we, in the department, could do a much better public relations job in bringing out and presenting our problems to the public. We could also work more closely with the administration in making our needs known. Instead of taking the attitude of "let things remain as they are" we, on the staff, should strive to improve our program so that the total results will make the administration and community recognize its worth to the total education of the children.

To make use of the seventh hour as an additional physical education period would help greatly in reducing class size and also aid in

solving the problem of limited space. An alternating schedule could be worked out where the girls could have the gymnasium the seventh hour one day, and the boys have it the next. To present more variety in the program, such sports as bowling and archery could be taught on Saturday mornings or on certain evenings during the week. The use of commercial bowling alleys would aid in reducing class size and release facilities for other activities. A co-ordinated program of activities could be taught to the boys and girls in order to save time in use of equipment.

A classroom could be used in the teaching of first aid, health, and rules of games. Films could also be shown covering the many aspects of the physical education program. The use of a classroom would also make available another teaching station which would help ease the crowded conditions.

In relationship to getting outside in the fall and spring, the author feels that during the months of September, October, April, and May, the double period should be adopted so the pressure of time would be eliminated, and a much better job could be done in teaching an activity. The use of a school bus to take the physical education classes to the athletic field would help in relationship to having more time to teach and also it would eliminate traffic hazards.

Austin High School, because of its large student body, should have a full-time director of Physical Education. It would be his job to co-ordinate the physical education program. He would report directly to the Superintendent and, as a result, more administrative support could be gained for the physical education department.

The author believes it can be said that in physical education

the best of situations and equipment do not always bring the best results. It takes more than environment and tools to make a product. The teacher's desire, his attitude, his persistence, his patience, and his enthusiasm all must be present or nothing important happens. Whatever takes place reflects his characteristics. He must give of himself; he must have something to give. That is part of the reason why, in the best-equipped gymnasium, sometimes less learning, less purposeful activity, and less education take place than in a makeshift classroom or basement gymnasium.

At the teaching station where both the girls and boys meet after getting dressed in their physical education uniforms, the author believes that teaching time could be gained if the girls would stay in the locker room until all were dressed and then file out on their way to their teaching station.

Despite the weakness in the Central Junior High physical education program, the author sincerely feels that we, on the staff, possess the right attitude, enthusiasm, and desire to present the best program possible in relationship to the problems that have been mentioned in this paper.

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## APPENDIX A

## Physical Education Class Schedule 1960-61

September 6 - September 30 (4 weeks)  
(Athletic Field warm days)

Mr. Cuff - Large gym  
Miss Priester - Vocational  
gym  
Mr. Lehrke - Swimming pool  
Miss Townsend - Small gym

October 3 - November 11 (6 weeks)

Mr. Cuff - Vocational gym  
Miss Priester - Large gym  
Mr. Lehrke - Small gym  
Miss Townsend - Swimming  
pool

November 14 - December 22 (6 weeks)

Mr. Cuff - Large gym  
Miss Priester - Swimming  
pool  
Mr. Lehrke - Vocational gym  
Miss Townsend - Small gym

January 9 - February 17

Mr. Cuff - Swimming pool  
Miss Priester - Large gym  
Mr. Lehrke - Small gym  
Miss Townsend - Vocational  
gym

February 20 - April 7 (6½ weeks)

Mr. Cuff - Large gym  
Miss Priester - Vocational  
gym  
Mr. Lehrke - Swimming pool  
Miss Townsend - Small gym

April 4 - June 2 (7 weeks)  
(Athletic Field warm days)

Mr. Cuff - Swimming pool  
Miss Priester - Large gym  
Mr. Lehrke - Vocational gym  
Miss Townsend - Small gym

Mr. Hastings will follow Mr. Cuff's schedule II hr.

Period II - Mrs. Hass will follow Miss Townsend's schedule.

Period III - Mrs. Hass will follow Miss Priester's schedule.

Period IV - Mr. Hastings will follow Mr. Lehrke's schedule.  
Mrs. Kezar will follow Miss Townsend's schedule.



## APPENDIX A (continued)

Period III - M W F and Period V - every day Mr. Hastings will be in  $\frac{1}{2}$  of New gym all year except on September 6 - September 30 - Mr. Lehrke will be in  $\frac{1}{2}$  New gym, and on April 4 - June 2 - Mr. Cuff will be in  $\frac{1}{2}$  New gym.