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### A Study of the Present Physical Education Facilities, Equipment and Curriculum for Seventh and Eighth Grade Girls at Freeman Davis School in Mobridge, South Dakota, and Recommendations for an Improved Program

Betty Ann Shay

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A STUDY OF THE PRESENT PHYSICAL EDUCATION FACILITIES,  
EQUIPMENT, AND CURRICULUM FOR SEVENTH AND EIGHTH  
GRADE GIRLS AT FREEMAN DAVIS SCHOOL IN  
MOBRIDGE, SOUTH DAKOTA, AND  
RECOMMENDATIONS FOR AN  
IMPROVED 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

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## CHAPTER I

### INTRODUCTION

Physical education in our schools is perhaps the least standardized of all of the various curricula. There are many factors which affect physical education which do not affect academic subjects. Although many educators throughout our nation desire a more standardized course of study, such variables as climate, folkways, typography, indoor and outdoor facilities, welfare of the community and school, and previous experience of the students make a certain amount of individual planning necessary for a large number of programs.

Mobridge, South Dakota, is a town of approximately 4400 residents located beside the Missouri River in the north central part of the state. The surrounding area is predominately agricultural and Mobridge serves as a shopping and business center for many residents of the locality. Since the completion of the Oahe Dam at Pierre, South Dakota, the gradual widening of the Missouri River north to Mobridge has created a vast waterway which may be used extensively for recreational purposes. There are many opportunities for swimming, water skiing, boating, fishing (both open water and ice fishing), ice skating, and hunting.

Mobridge is a progressive city and has shown its interest in the physical and social well-being of its citizens. Some of the facilities available to the area residents are swimming pools for

adults and children, tennis courts, a golf course, playground areas, a bowling alley, softball and baseball diamonds, and picnic areas. Encouragement to participate in sports comes from local sports and civic organizations in the form of financial and service assistance.

The area in which the city lies is flat and spacious. The yards of many homes supply ample space for badminton, volleyball, croquet, horsehoes, and other lawn games. There are numerous vacant lots large enough for softball. Skating ponds are available during the winter.

The facilities and opportunities mentioned provide desirable choices for wholesome recreation to be enjoyed by individuals, families, or other groups.

Physical education recognizes the importance of the individual and deals with him as an integrated being. Physical, mental, social, emotional, and spiritual values to be maintained during school hours and during out of school life form the basis of a good program.

It is necessary to deal with health, physical education, recreation, and safety as a unit because of the close relationship of the basic fundamentals in each field. Although these areas may be organized separately the physical education teacher is responsible for coordinating them in everyday classes and for making practical application of good habits.

It should be remembered that the suggested program contained in this report was designed to serve only as a guide toward a program

which will more adequately meet the needs of the students. The author has tried to propose a program which will be practical for immediate use; however, much flexibility has been allowed. After the program has been successfully established there will be a need for a wider variety of activities as well as for greater progression from one grade to the next. Some suggestions have been offered for continuous improvement of the program.

## THE PROBLEM

### Statement of the Problem

This report is a study of the physical education facilities, equipment, and curriculum for seventh and eighth grade girls in the Freeman Davis School at Mobridge, South Dakota. It includes a recommended program designed to meet the needs of these students.

### Need for the Study

Physical education is an integral and vital part of education. Education can be thought of as the "total learning process" or "preparation for life." In the life of the junior high school girl this encompasses her total environment and all the experiences which influence her daily living. Changes in our society have placed great social and emotional pressures on the adolescent. Automation has lessened the need for young people to share work responsibilities in the home. Increased length of life has extended the working years of the average person and has decreased employment opportunities for youth. Junior high school students today are faced with a great amount of leisure time coupled with a desire for excitement and adventure. Broken homes, family problems, and adult tensions are reflected in the actions of young people. Complaints about delinquencies of girls are increasing as rapidly as the complaints about boys. Physical educators are challenged to develop skills, knowledge, and character qualities of youth which will contribute to worthy use of leisure time.

A great amount of physical exertion is not necessary for survival in our country. The youth of our nation have been accused of being physically unfit. National attention has been focused on physical and total fitness of American youth.

Adolescents are highly sensitive and are struggling to become adults. As they grow up they develop standards for social behavior.

A well planned and well conducted physical education program can provide effective learning situations and guidance which will contribute greatly to acceptable solutions of the problems confronting junior high school girls.

In light of these factors, it is necessary to evaluate any existing program of physical education periodically to re-examine the aims and objectives and to make certain that the needs, interests, and abilities of the individual students are actually used as the basis for a sound curriculum.

The principal of the Freeman Davis School is aware of the importance of physical education in the school curriculum and expressed a desire to improve the existing program. He requested that general recommendations be made for this improvement. He further asked that special attention be given and recommendations made to make the co-educational classes more effective. He also asked for recommendations which could serve as a guide for the purchase of additional equipment and supplies.

### Definition of Terms

For purposes of this study the author has used the following definitions:

Education. Education is the sum total of all learning experiences or the total learning process.

Physical education. The definition formulated for use in this study was patterned after that of Charles A. Bucher (1). Physical education is an integral part of the total educational process, and has as its aim the development of physically, mentally, emotionally, socially, and spiritually fit citizens through the medium of physical activities which have been selected with a view to realizing these outcomes.

Physical fitness. The term physical fitness refers to the fitness to perform some particular task requiring muscular effort.

Total fitness. The term total fitness implies physical, mental, emotional, social, and spiritual well-being.

Co-educational activities. The term co-educational activities refers to activities in which boys and girls participate together.

Service program. The term service program refers to the required physical education class program within the school.

Intramural program. The term intramural program refers to the program of physical education activities within the school which is offered to all students on a voluntary basis.

Skills drill. The term skills drill refers to a pattern or formation designed primarily to give practice in some specific skill.

Lead up game. The term lead up game refers to a simple or modified game which requires the use of skills needed for a more complex or regulation game.



## CHAPTER II

### REVIEW OF LITERATURE

The term "physical education" is often used indiscriminately with neither qualification nor definition by the user. It implies many things to different people and indeed it is difficult for any person to include within its limitations all of the many aspects of the field. It is an important part of total education and should not be viewed as a period of regimented physical training or a time of disorganized play. A thoughtful examination of the definition and purposes of physical education should dispel such misconceptions.

The concept given on page 6 of this study will be used as an explanatory guide for further discussion of physical education. That definition is as follows: Physical education is an integral part of the total educational process, and has as its aim the development of physically, mentally, emotionally, socially, and spiritually fit citizens through the medium of physical activities which have been selected with a view to realizing these outcomes (2).

"The aim of physical education is primarily to make a contribution to the individual's optimal growth and development physiologically; and secondarily to contribute to such psychological development as is possible through participation in appropriate vigorous total-body activities according to social and hygienic standards (3)."

Much attention has been directed to the physical fitness of the American people. In our modern society people can survive without a great amount of physical exertion, consequently the opportunities for normal health-giving exercise have been decreased. In December, 1953, an article appeared in a professional magazine written by Hans Kraus, M.D., and Ruth P. Hirschland (now Bonnie Prudden). The article presented startling evidence of physical deficiencies in American children when compared to European children (4). President Eisenhower became interested in the study and held discussions with sports champions and heard a personal presentation of the findings of Kraus and Hirschland. He then scheduled a National Youth Fitness Conference. There is still dissension as to whether the test results of Kraus and Hirschland were based on an adequate measure of physical fitness, but the study focused national attention on the degree of fitness of American youth.

At the President's Conference on Fitness of American Youth which was held at the U. S. Naval Academy in Annapolis in June, 1955, Vice President Nixon stressed these facts:

1. Less than 50 percent of our boys and girls in high school have physical education.
2. Ninety-one percent of the nation's 150,000 elementary schools have no gymnasium.
3. Only 1,200 of our 17,000 communities in the United States have full-time recreational leadership.
4. Forty percent of those persons entering the Armed Forces in World War II were unable to swim as far as 50 feet.

5. Drownings between the ages of 5-44 are second only to motor vehicles in accidental deaths.
6. Less than five percent of our youth have had the opportunity to enjoy the experience of camping and outdoor living.
7. Ninety percent of the nation's elementary schools have less than the recommended five acres of land necessary for essential play areas (5).

Those present at the conference discussed "fitness" in terms of total fitness with regard to physical, mental, social, and spiritual well-being.

Numerous studies have been made and many articles written about various aspects of fitness. With such emphasis on fitness, new concern was directed to the physical education programs in the schools.

In 1961, President Kennedy further encouraged school boards, school administrators, teachers, and pupils themselves to strengthen all programs which would contribute to physical fitness.

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 insure 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 strengthen the physical fitness of youth. Many of our schools have long been making strenuous efforts to assist our young people attain and 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 will 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 (6).

There have been so many definitions of physical fitness devised that some confusion exists and each author must qualify his statements about physical fitness by offering his own definition. To

clarify the subject somewhat, Karpovitch has written some limitations for the term:

In spite of numerous shades of meaning in definitions of physical fitness, all definitions agree that it denotes adaptability or suitability to some specified muscular stress. Since normal suitability to a stress pre-supposes normal physiological functions, the term physical fitness has been used to mean physiological normalcy of the body and, by implication, to indicate the state of health.

We will define physical fitness as a fitness to perform some specified task requiring muscular effort. It is evident that, since muscular effort may be evaluated in terms of strength, speed and endurance, there may be various aspects of fitness (7).

Movement is necessary for good organic functioning and development. Without muscle development the growth of other systems is impaired. Once man had to run, climb, throw, strike, stretch, and develop strength out of necessity. Lack of required activity can cause man to become sluggish (8).

Nash emphasizes the undesirable effects of too little activity:

Spectator entertainment offers an easy method of escape, which can be rationalized by the individual as good for him. Much has been heard about fatigue, the tired heart, and that men need relaxation. It would almost seem that with conditions as they are pictured that the easiest road would be to succumb. By constantly repeating the doses of passive entertainment in his leisure time, a man becomes an addict. He actually experiences acute discomfort when these forms of activity are denied him. Witness those on vacation or in isolated places deprived of the radio, television, and motion pictures. Life becomes really a burden; therefore, seemingly the only outlet to the monotony is through manufactured pleasures, sold at mass production prices (9).

An example of too much inactivity that may be seen frequently is the loss of tone in the abdominal wall. When a person, young or

old, does not use his abdominal muscles they lose their tone and shape. Whether or not the person gains weight the abdomen sags and the weight of the viscera pushes on the wall. As a result there is a dislocation of the vital organs and their capacity to function properly is decreased. Thus, we see that inactivity is not conducive to good health. Metabolism (the building up and tearing down of tissues) goes on best in a state of activity. Active cells grow and function better than inactive ones. Circulation is improved when the muscles are active. Men in offices, women in the homes, children in school, all react more efficiently if the body is in a healthy state physically. Much as we hate to think in terms of war, we must remember that during such times our nation depends on manpower. This is another reason for our citizens to maintain good physical fitness. Whereas, man once had to be active for survival, he must now choose to be active. There is considerable evidence to show that the healthy personality is one who not only plays but who takes his play seriously (10).

Physical skill, strength, and endurance comprise desirable goals for the student of physical education. "Physical fitness," or excellent physical condition, provides the individual with the ability to perform a variety of actions. It does not, however, guarantee that the individual is "totally fit." To achieve this distinction one must be physically, mentally, emotionally, socially, and spiritually fit.

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Physical education is concerned primarily with the qualitative aspects of human behavior. It rejects mere strength and motor skills as primary ends and uses them as means only. It is principally concerned with the totality of personal development, with all of man in relation to his ability to organize and control his society (11).

Thus, it may be noted that physical educators are interested in knowing how students use the skills and strength which they develop.

As Cassidy has said:

Through the new findings in physiology, psychiatry, and sociology we have come to see that the total organism is involved in the physical education experience, that movement is basic to personality development, and that we have responsibilities for a rich and full expressive program that ranges through dance and sports to the cognitive aspects of the whole movement area and the importance of movement experiences for the individual (12).

Many mental and emotional needs are met through the acquisition of skills, strength, and knowledge of wholesome recreational activities. Physical education, if it is to be most generous in its contribution to humanity should offer a learning situation in which the student not only satisfies immediate needs for expression but also learns ways in which to continue to find expression. Physical educators expect students to gain a knowledge and interest for activities in which they may participate during the school years and also in later life.

Irwin states that the general function of physical education in the public schools is to assist in providing a medium for the normal growth and natural development of each pupil. The basic aims are the

same as those of education in general....(13). He believes that physical education can and should emphasize physical, social, emotional and recreational development. There should also be opportunities for intellectual development. Any phase of education should have consideration for what the effect on the life of the pupil will be (14).

Education for democratic living recognizes the worth of the individual. In 1946, the Educational Policies Commission set forth four groups of objectives in discussing the purpose of education in a democracy. They are the: objectives of self-realization, objectives of human relationship, objectives of economic efficiency, and objectives of civic responsibility (15).

Bucher and Reade summarize the implications of these four objectives of general education. They state:

The objectives of self-realization deal with such important items as the desire for learning; the ability to speak, read, and write effectively; an acquisition of knowledge and habits concerned with healthful living; and the ability to use leisure time in a wholesome and satisfying manner.

The objectives of human relationship are concerned with such things as an appreciation of the home, friendships, courtesy, the value of human welfare, and the ability to work harmoniously with one's fellow men.

The objectives of economic efficiency pertain to producer and consumer education. On the one hand, they stress such things as the importance of good workmanship, selecting one's vocation carefully, and occupational adjustment, appreciation, and efficiency; on the other hand, they stress such factors as consumer judgment, buying, and protection.



The objectives of civic responsibility involve the citizen's responsibility to his fellow men, to his country, and to the world; his responsibility for developing a tolerant, scientific, critical, sympathetic, and cooperative attitude within himself; and his responsibility for developing an unswerving loyalty to the democratic way of life (16).

Most educators agree that an adequate program of physical education based on the needs, interests, and abilities of the students contributes to all four of the objectives of education in a democracy.

The objectives of self-realization are met as good physical condition is developed and the student gains satisfaction from learning and practicing basic skills. The student learns to appreciate individual abilities and can enjoy competitive play even though he does not always win. He not only learns the skills and gains a knowledge of activities which may be played during leisure time but also enjoys better living through increased self-confidence, sense of humor, poise, emotional control, courtesy, and general sportsmanship.

Physical education can develop and teach responsibilities for one's actions when he is alone or in a group. Other contributions to the objectives of human relationship include training for leadership, followership, and the ability to share. Interest in sports leads to cooperation between individuals and groups. Shared interests often result in new friendships. A student can learn consideration for others, loyalty to himself as well as others, and can develop the ability to compete against others creditably.

The objective of economic efficiency can be realized as each student learns to make the best use of leisure time, and develops

efficient methods of moving, playing, and thinking. Efficient methods for using space, players, and equipment can be learned, as well as responsibility for proper care and use of equipment. Individuals can learn many activities which require little or inexpensive equipment.

Civic responsibility is learned as each student develops a high regard for public property, and a respect for justice, fairness, and equality. Standards are developed for choosing leaders. A person learns that he must be responsible for his actions and words, as an individual or as the member of a team.

Although the objectives of physical education are compatible with those of general education they are often stated differently or more specifically in terms of physical education. Expressions may vary, but physical educators are in general agreement of the purposes of physical education.

A major objective of physical education is the development of physically fit individuals. A high degree of physical capacity includes the development of skills and abilities as well as organic development, strength, vigor, vitality, and neuro-muscular coordination. There is a need for healthy growth of the human organism as well as for body conditioning. During the years when the body is maturing the two processes usually accompany each other.

The development of mental fitness is another objective. The physical education program strives to help individuals develop knowledge of health and safety and knowledge of the fundamentals, rules,

and strategy of sports. Attempts are made to develop social and emotional well-being which will enable the students to adjust to the total school situation, thereby creating a more effective learning situation.

Another objective of physical education is to develop individuals with a high degree of emotional fitness. Participation in most physical education activities provides relaxation and relief from tension. Teachers in all fields can contribute to the emotional development of students but physical educators usually have unlimited opportunities to do so. Many situations arise in sports in which emotional pressure is great and careful guidance is imperative to help individuals learn and practice emotional control under this strain.

The development of social fitness is another goal of physical education. To meet this objective physical educators strive to have each child achieve a high degree of social adjustment to school life and everyday living. Through the informal types of activities in classes students learn to understand themselves and each other. Knowledge gained in physical education contributes to pleasurable and worthy use of leisure time.

Ethical values and a high degree of appreciation of his own abilities and those of others are desirable goals for each student. Physical education should contribute to the objective of spiritual fitness by developing appreciation of the beauties of nature, grace,

rhythm, dexterity, speed, courage, rapture, sounds, and friendships. Physical education should include good moral examples which will contribute to qualities of good citizenship.

The author considers the development of physical, mental, emotional, social, and spiritual fitness very sound and very challenging objectives.

### The Adjustments of Adolescents

Nearly every student undergoes marked physical, psychological, and social changes during his junior high school years. These differences in growth and personality can be observed from the beginning to the end of a school year. Lowry has given special attention to the frustrations which can cause tensions and confusion in the junior high school child. She states:

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 (17).

The junior high school teacher is confronted with many different types of individuals who need patience and understanding. Not only are changes within a particular individual great enough to challenge the skill of a teacher but changes occur to different individuals at different times. One boy or girl may begin a period of

rapid growth with its accompanying problems several months before another child. Girls tend to begin periods of rapid growth and maturity about a year and a half ahead of boys.

The emotional and social problems which accompany these physical changes bring about a need for careful and intelligent direction. Voltmer and Esslinger point out that the psychological changes make the junior high school a particularly fertile field for character education (18).

Adolescents are extremely sensitive about differences from peers, and to the remarks of their peers and of adults whom they hold in esteem. Frequently they are unpredictable and variable in moods. These youth seem to struggle to break home ties in order to gain adult privileges, yet they do not want adult responsibilities. In one instance, they may wish to be treated as mature persons but in another instance they may want to be protected as children (19).

The junior high school students have many adjustments to make which may alter their lives permanently. If a teacher is to offer the most rewarding instruction and guidance to the adolescent, it is imperative that he have a broad understanding of the physical, mental, emotional and social characteristics and needs of this age group.

The American Association for Health, Physical Education, and Recreation studied findings of many authors and conducted research in an attempt to learn more about the junior high school student. Some

of the conclusions which pertain to characteristics and needs of the young adolescent girl are summarized in the following statements.

### Physical characteristics

Girls are usually relatively taller, heavier and more mature than boys in the age period from 11 to 14 years. The reproductive organs mature rapidly and secondary sex characteristics appear. The fusion of the hip bones begins when girls are approximately 12 years of age. The pelvis, in relation to the width of the shoulders, is wider in girls than in boys. Late maturing girls tend to have broad shoulders. The spurt of growth of the feet tends to occur six months prior to the spurt in growth of stature. There is poor calcification of bones from the ages of 10 to 13.

Sudden and unexpected increases in body size may cause poor hand to eye coordination and other muscular coordination. As a result, the child may become clumsy and find it difficult to perform even the most simple activities with ease.

General strength is increased but leg strength seems to be greater than strength of the back, arms and hands. Girls tire more easily than boys even though there is an increase in size and strength of muscles.

Physical needs of the adolescent are:

1. A balanced and adequate diet for the demands of growth and activity.
2. A safe school, home, and community environment.

3. Sufficient sleep and rest; for some as much as ten hours daily.
4. Regular dental and health examinations and correction of remediable defects.
5. Sufficient daily big-muscle activity for normal development; for many as much as six hours.
6. Experience in an all-around program of health education, physical education, and recreation with enough instruction and experience in skills to be able to participate in a number of socially desirable activities.
7. Participation in selected games and other activities suited to their strength and appropriate for their developmental needs with adequate guidance.

#### Emotional characteristics

Girls tend to have increased desire to improve personal appearance. Girls are often conscious of their height and in social dancing both boys and girls prefer a partnership in which the boy is at least as tall as the girl.

Toward the latter part of the junior high school level girls tend to lose interest in active games and the display of athletic prowess but they are willing to work on special skills.

Girls may become so self-conscious about acne or malocclusion that adjustment to the group is hindered. They seem willing to cooperate to correct such defects.

Qualities of friendliness, prettiness, tidiness, graciousness and modesty are admired and may determine acceptance by the group. Hero worship and crushes may develop.

Early maturing girls may become worried about sexual maturation characteristics and may resort to vulgar sex language and vulgar drawings in the restrooms as outlets of sex anxiety.

Emotions are easily aroused and adolescent girls may be swayed by impulsive group decisions. There are desires for excitement and adventure. They are interested in money making but the lack of work opportunities sometimes means they have nothing special to do after school. Increasing money needs and desire for group prestige in addition to lack of wholesome leisure time activities may bring about juvenile delinquency.

Emotional needs of the adolescent are:

1. Emotional security with a sense of being loved and wanted, of having companionship, reasonable freedom from economic worries, and a sharing of everyday problems.
2. Learn how to find release from emotional tension in ways that are personally and socially acceptable.
3. Learn how to face emotional problems with a reasonable degree of success and self-control.
4. Experiences which will develop desirable attitudes of spectatorship and sportsmanship.
5. Achievement of success with recognition.

#### Mental characteristics

Abstract reasoning develops and some youth reach their word and verbal capacity at this level. Other mental abilities can usually be encouraged. Irregular mental performance may occur because of rapid growth, glandular imbalance, and possibly poor nutrition. Girls tend



to receive higher marks in English and courses requiring reading and neatly written papers.

There is greater appreciation of individual differences and this can cause both pleasure and anxiety.

Mental needs of the adolescent are:

1. Learn how to study.
2. Apply knowledge to practical situations, and to apply reasoning and judgment.
3. Gain knowledge of limitations of one's own capacities.
4. Gain knowledge on where to get information on various matters.

### Social characteristics

Aggressive good fellowship is evident during the early adolescent period and group interests are strong. Later, permanent friendships begin to develop with a few selected individuals. Girls like to conform to the peer group in dress, appearance, and activities.

There is a tendency toward self-consciousness and although there is a strong interest in the opposite sex, girls and boys may seemingly ignore each other at social functions. Each sex has difficulty in conversing easily with the opposite sex.

Girls are the aggressors in organizing group activities. They tend to appear older than they are and may become interested in older boys who are at least as tall as they are. Senior high school boys become interested in mature junior high school girls.

Among many girls the acceptance of responsibility is poor.

This may be due to fear of failure.

Social needs of the adolescent are:

1. Participation in many types of group contacts such as co-recreational dances and games, religious groups, and youth clubs.
2. Practice in social skills such as conversation and courtesies while accompanying others, eating, and participating in various social activities with others.
3. A set of social values which is acceptable to society (20).

The characteristics and needs of the junior high school girl can be mentioned briefly as follows. The girls are often awkward due to rapid and uneven growth and they need to develop poise and coordination. Although girls mature more rapidly than boys, boys are much stronger. For this reason most activities involving vigorous muscle activity should be sex-divided. The growth of the heart and lungs lags behind growth in the rest of the body. There is increased strength but limited endurance; therefore, students need to learn good health practices and should be allowed frequent rest periods.

There is a distinct loyalty to groups and sometimes hero worship and crushes. Adolescents tend to want to be free of adult restriction. Girls need to develop good qualities of leadership and followership.

Emotions are not yet under control and there is evidence of moodiness and daydreaming; therefore, girls need outlets for these emotions and situations in which they can learn to control emotions.

Both girls and boys are interested in the opposite sex but are hesitant to show this because they lack and need social poise.

Generally speaking, the adolescent age group enjoys good health and is building up a resistance to disease.

Lowry recommends six criteria for a physical education program which can help the adolescent take positive steps toward maturity. She says that the teacher of physical education should study the home and school background of each child so that he can treat him as an individual. Types and backgrounds of individuals vary tremendously. Fortunately for the physical education teacher, nearly all junior high school students love activity.

Because the physical education teacher enjoys more informal relationships with his pupils than most teachers, he should set a good example in behavior. It is essential that physical educators understand how profoundly the tone of their lives affects the quality of work of those in their classes.

The physical education program should encompass a wide variety of activities and a progression of skills development from one level to the next.

The physical activity program should be meaningful to the boys and girls in order that they can evaluate themselves in terms of strength, coordination, flexibility, and performance.

The intellectual capacities of the student should be recognized and challenged. Students can gain a deeper appreciation and understanding of games, sports, and folk dances if they study the origin of

these and the customs of other people. Students should be required to create dances, work out pyramids, or plan different relays and strategic plays in games and sports. It should be shown that physical education classes require brains and not just brawn and muscle.

A final concern is for health. As well as contributing to physical health, the physical education program should make contributions to mental and emotional health. It behooves the physical education teacher to assist each child in his own pursuit of excellence (21).

### Policies and Practices

The policies and practices followed in a program of physical education are of utmost importance in determining the success of the program.

Some general policies which affect physical education are established by the administrator, and should be adhered to by the instructor. In some instances the instructor may wish to recommend policy changes.

Many phases of class management require policies set up by the instructor in charge of the class.

### Staff

Irwin states that the success of the curriculum in physical education, other conditions being equal, is almost wholly dependent upon the individual staff members (22).

There are four qualifications which Voltmer and Esslinger believe are the chief considerations in selecting a physical education teacher. According to their bearing upon one's success as a teacher they are ranked in this order: personality, training, experience, and health. They state that an instructor should have a pleasing personality and a good moral character. He should be well trained in his field. Experience usually makes a person a better teacher and good health contributes to his effectiveness (23).

Williams, Brownell, and Vernier emphasize preparation of teachers. They state that it should approximate standards required for teachers of academic subjects, and a full time physical education teacher should have a major in the field. The teacher should have an understanding of public health and have skill in a wide range of neuromuscular activities. He should have a broad understanding of the purposes of general education and know in what ways physical education contributes toward these goals. They believe that, other things being equal, professional preparation is reflected in improved student progress (24).

The South Dakota State Course of Study recommends that full time teachers of physical education in the junior high school level have a major in physical education. The Course of Study considers a full time teacher as one who devotes a minimum of 50% of his time to the physical education program (25).

The teacher of physical education should have a genuine liking for children and be interested in their welfare. In order to continually improve his effectiveness as an instructor, he should take steps to insure professional growth.

The physical education director should encourage professional growth among the staff members. Williams, Brownell, and Vernier recommend several media through which this can be achieved. They include supervisory visits, intervisitation, summer school, reading new books and professional magazines, special workshops, and active membership in professional organizations (26).

In addition to the general qualifications for a physical education teacher, a teacher of junior high school girls' physical education should be a woman. During the time that adolescent girls are undergoing rapid growth and physical development a certain amount of candid discussion and advice about health problems is desirable. Williams and Brownell state that men teachers tend to employ boys' standards of performance and to pursue mens' practices. Men fail to realize the physical limitations of girls and cannot frankly and helpfully discuss health problems with them (27).

Most leading physical education authorities agree that physical education classes on the secondary level should be instructed by women teachers.

The South Dakota State Course of Study states that in junior high school and above, girls' physical education should be taught by women instructors. Exceptions may be made in corecreational activities (28).

### Program planning

Evans and Can state that no teaching is any better than the carefulness of the planning which has preceded the teaching (29).

Plans may be organized in a number of ways. Some types of plans are yearly, seasonal, monthly, unit, weekly, and daily planning. Plans are valuable as a guide to course content and may also be helpful as a guide for evaluation.

Although each teacher will not utilize every one of a variety of plans, some system of planning is essential to instruction based on the needs, interests, and abilities of the students.

LaPorte states that the school administrator or supervisor who insists upon some systematic program, schedule, and lesson plans may expect superior results, provided his teachers are well-trained, enthusiastic and original in their handling of materials and children (30).

### Medical examinations

In many schools physical education is required of all students. In some schools a medical examination is not a prerequisite for participation in the regular class program. When this is the case it then appears that the welfare of the student is not sincerely considered.

Irwin points out the value of a medical examination as a method of determining the health status of the individual. He explains that the greatest emphasis is placed on the detection of defects and that it is impossible to adjust the program of an individual to the best

advantage for health unless a good background of health information concerning the student is available. Ideally, the medical examination should be given annually. This is expensive and time consuming so many schools do not meet this standard. However, examinations for students entering the first, third, fifth, seventh and ninth grades should be provided by the school and given by a qualified physician. For medical examinations to be valuable they must be followed by treatment and, when possible, correction of any existing defects. If none of the information given is studied and no effort is made to give individual attention to specified defects, then the medical examination is not justified (31).

LaPorte is also emphatic about the need for medical examinations in the school. He states that they should be required and provided for every student at least once in each school year. If this is entirely impossible then he believes they should be provided upon entrance to primary, elementary, junior and senior high school. He strongly emphasizes that no student should be permitted to participate in strenuous activities, either in class or on athletic squads under the supervision of the school, without such prior health examination. Both the hazards to the child and the legal liability to the school justify such examination even though the cost may be considerable. The examination should include at least heart, lungs, vision, hearing, teeth, nose and throat, nutrition, skin, feet, spinal deviation, general posture, height and weight (32).



The South Dakota State Course of Study of Physical Education for the Secondary Schools recommends that medical examinations should be required of all students before active participation (33).

The author read material from many sources regarding required medical examinations for students before active participation in physical education. Although some authors believe that examinations should include more thorough investigation of the individual than the examination suggested by LaPorte, all were in agreement that the medical examination is an essential guide for a sound program of physical education designed to meet the needs of each individual.

#### Credit and grades

Voltmer and Esslinger in their discussion of the need for established policies in the physical education department state that the physical education director should be just to his students. They believe that since physical education is an educational subject the same academic rewards as are offered in other departments should be offered for the same excellence of achievement. They also maintain that there will be more incentive to achieve if rewards are commensurate with achievement. They suggest that ultimately a better teaching situation will evolve and that better qualified personnel will become interested. Then, as instructors and students improve, the program will become more meaningful to the taxpayers who will be more willing to support it. Thus, they feel that the department will be in a position to offer better service (34).

Irwin presents an idea of what may happen when credits and grades are abandoned in physical education, but continued in other school subjects. He points out that experience has shown that parents and students soon come to feel that physical education is relatively unimportant. He believes that a comprehensive report of student standing should be used in physical education because of the many factors requiring evaluation. If the single mark system is used within a particular school, then physical education should be evaluated similarly until the grading practices are changed throughout the entire system. He summarizes his thinking by saying that practically all recommendations regarding the issuance of credits, marks and grades in physical education suggest that they be given equal recognition with other school subjects (35).

Current thinking is summarized by The American Association for Health, Physical Education, and Recreation:

1. Specific goals and objectives should be established with students.
2. Marks should relate to the attainment of these goals and objectives.
3. Students should be informed of how marks will be determined.
4. Marks should be based upon several factors rather than a single item alone.
5. Evaluation techniques should be valid, reliable, objective, and standardized whenever possible.
6. The place of improvement should be determined in advance.

7. Personalities should be removed as a factor in the final mark.
8. The mark should not only inform but it should also suggest ways of improvement (36).

### Class size

Voltmer and Esslinger believe that class size depends upon several factors, but there are certain general conclusions even with modifying factors. Generally, a class of from 30 to 40 pupils is not too large to provide a good teaching situation if it is conducted under favorable conditions. They list certain specific activities which lend themselves well to use by large groups (37).

Irwin states that group or mass type activities can be conducted more successfully with a large number of students than can highly organized sports, such as individual or dual sports. Some secondary schools devote much time to formal and mass type activities because it is difficult to conduct individual and team sports with large classes. Class size is related closely to space and facilities. It is desirable to include less formal activities, therefore, class size should be considered with regard to space and facilities available (38).

Williams, Brownell, and Vernier emphasize the fact that scheduled classes of physical education are instruction periods wherein attention is focused on individual differences in the development of skills and knowledge. Because of this reason limited class enrollment is essential. They believe that the class size should be approximately that of academic classes. Although they recognize that more students

may be accommodated through the use of formal methods, such as regimentation for calisthenics, they also point out that in such organization freedom of expression is curtailed (39).

Such pertinent factors as the size and type of facilities, equipment available, teacher and student abilities, and the outcomes desired should be considered when class size is determined.

Most physical educators agree that certain group or mass type activities may be handled in classes with large enrollments. However, if individual differences and freedom of expression are to be given due consideration, then class size should be comparable to that of regular academic subjects.

#### Time allotment

The time allotted to the physical education classes is of major importance because the program cannot operate effectively without sufficient time.

Irwin believes that the time allotted to physical education may affect the curriculum more than any other single factor. He says that if there is too little time allowed, activity selection becomes very difficult and it is impossible to include certain important activities (40).

The South Dakota State Course of Study for Physical Education in the Secondary School recommends the following standard: "Grades seven through nine should have a minimum of 180 minutes of physical education per week in not less than three class periods (41)."

Voltmer and Esslinger stress that no program of activities can operate successfully unless sufficient time is allotted to it. They also discuss time allotment from the standpoint of program planning and point out that every program should be systematically organized from year to year. A variety of activities is desirable and the bulk of the allotted time should not be concentrated on a few basic activities. Even the best activities become less effective after several years exposure to them. Complicated activities require more time than some of the simpler ones, but a progression of teaching should be carried on so that the first appearance of the activity calls for instruction in fundamental skills, and later appearances call for instruction in more complicated skills and strategy (42).

Bucher believes that the time allotment usually considered adequate is a daily physical education period for each student, and that this should represent the minimum requirement. On the secondary level a full sixty minute period is essential, because time is needed for dressing and showering. If class periods are very short, it might be feasible to have a double class period every other day rather than one short period each day; however, the importance of daily periods should be recognized and achieved whenever possible. Although a daily period of 60 minutes is a recent recommendation, it is a goal toward which all physical educators should work (43).

Most leading physical educators maintain that the minimum time allotment for physical education class instruction and activity should be equal to the time allotted to the school's other regular academic subjects.

### Clothing

An important aspect involved in gym class activities, which is often overlooked, is the nature of the clothing to be worn during these activities. In his discussion of physical education clothing to meet emotional needs, Weiner stresses the fact that adolescents are very sensitive to differences in clothing. During adolescence there is a strong desire for group acceptance and belongingness. To foster feelings of security, clothing should be worn which does not emphasize each person's personality, good or bad, because the greatest number of individuals gains security by being a member of a group, and not by being different or stressing individuality. For these reasons clothing should be uniform in style and color, and it should be loose and action fitting (44).

Bucher points out several reasons for the use of special costumes in physical education classes above the elementary level. He believes that costumes do not have to be elaborate. Simple washable shorts and blouses, or one-piece suits may be worn, and suitable shoes should be worn. Reasons given by Bucher are as follows:

1. It makes for better appearance if an individual is dressed in a costume which fits the activity in which he is engaging.

2. It provides for more comfort and allows for freedom of movement.
3. It is more economical, in that it saves on street clothes. If purchased in lots by the school there can be a considerable saving to the student. Those students who cannot afford uniforms should have them provided free of charge.
4. If all have the same uniform, it aids morale and promotes equality.
5. It is also safer, without dangling sleeves or wide skirts to cause accidents (45).

Manufacturers of gymwear have advanced thinking about uniform sportswear for physical education classes. Some of the theories of the Moore Company are expressed here. Classes clothed uniformly respond better as a group and discipline is less of a problem. With uniform apparel as a basis for comparison, periodic laundering can be better enforced. Lack of clothing distractions eliminates dress competition and decreases inferior feelings; consequently, morale is heightened and there is more enthusiasm. Gym suits meet the needs of all sports, for ease and efficiency of movement. The reputation of a school operating on a modern, up-to-date basis is maintained through the use of uniform gym wear. Attractive uniforms provide a better appearance of the class as a whole (46).

Williams, Brownell, and Vernier agree that uniform gym costumes are desirable and recommend the one piece cotton suit. They state that free textbooks and supplies are provided by many school boards and that many have extended this principle to the purchase of gymnasium costumes. They believe that such equipment should be provided at public expense

as this facilitates laundering. They suggest some ways to solve the problem of clean uniforms and towels and state that disregarding the plan of bringing towels from home, which seldom proves satisfactory, smaller school districts probably will decide to contract with a local commercial laundry to furnish clean towels at a stipulated cost. Uniforms could be laundered by a commercial laundry at a nominal cost to the school or student (47).

Sneakers or tennis shoes should be worn for most physical education activities. These protect the student from slipping on the floor, and are also essential to preserve the good condition of the floor. Anklets should be worn to absorb perspiration and to help prevent blisters.

Most leading physical educators agree that some type of appropriate uniform is desirable for physical education classes. Because of the sensitiveness of junior high school girls, uniform appearance is particularly valuable at this age level. The school should make arrangements for providing and laundering uniforms whenever possible. Whatever the case, the instructor should establish policies for neatness and cleanliness and strive to have these policies met.

The instructor should set a good example for the students by wearing clean, neat, and appropriate clothing and shoes during the physical education classes.



### Showers

Health education and physical education are closely associated in the shower room. Opportunities arise for informal and constructive advice about good health practices.

Williams and Brownell state that properly constructed and wisely administered shower rooms provide one of the best laboratories for inculcating certain health practices of personal cleanliness, while youth enjoys the cleansing and invigorating properties of the bath. They further state that the shower bath after exercise constitutes an integral part of the physical education period (48).

For many junior high school girls the taking of showers during the physical education class is a new experience. Good attitudes should be developed for carry-over into high school and home life.

Leading authorities agree that showers should be required of girls after participation in physical education classes.

### Equipment

It is impossible to develop efficiency in learning and practice with insufficient equipment. In some classes there is a deplorable waste of student time in waiting for the opportunity to use a ball or some other item of equipment.

The South Dakota State Course of Study states as follows:

Equipment and supplies should be adequate to provide for the number of pupils involved and the activities taught. No activity should be omitted because of lack of supplies. Enough individual items should be available so that the class may be

organized into small groups for instruction and so that each individual will have an opportunity to perform individual skills as many times as possible.

After the minimum standards for equipment and supplies have been attained, it is recommended that the expenditure per year for the purchase and maintenance of these items be approximately as follows:

#### JUNIOR AND SENIOR HIGH SCHOOLS

Pupil enrollment of 100 or fewer	\$100.00
Pupil enrollment of 100-250	1.00 per pupil
Pupil enrollment of 250-500	.75 per pupil
Pupil enrollment of over 500	.50 per pupil

The above estimates are based upon approximately thirty pupils per class. Adjustments should be made for different size classes. The expenditures as listed do not include the purchase of equipment for interscholastic athletics (49).

Bucher states that equipment needed in a school system will vary according to certain influencing factors. The most important factor is the type of program desired and the activities to be included. Other determinants are facilities, play space, storage, money available, length of the playing seasons, and the age, sex, and number of students. Wise selection of equipment requires a knowledge of many types and makes of products. The person selecting supplies and equipment should know how each item is going to be used. Usually the athletic director or school administrator is best qualified for the job of purchasing; however, the staff member who is going to use the materials understands the functional use of the merchandise and should have a good deal to say about specific items chosen (50).

Proper care and storage of physical education materials is congruous to wise purchase. Voltmer and Esslinger state that a good

equipment room is the first essential in the proper care of equipment. They believe that a carelessly kept room can take a greater toll on the life of athletic equipment than many hours of hard service on the playing field, because the equipment spends most of its life in the equipment room (51).

Bucher says that space should be properly organized for storage, with ease of location and protection from fire and theft. Temperature, humidity, and ventilation are also important considerations. Proper shelves, bins, and other accessories should be available. All items should be checked and repaired, replaced, or serviced as necessary. Repairing of items should be done only when the cost is justified. Supplies should be replaced as used. These materials are justifiable because they are vital to school health and safety, to good playing conditions, and to values derived from the program.

### Indoor facilities

Williams, Brownell, and Vernier state that providing adequate indoor facilities represents a tremendous problem for the administrator and his staff (52).

Poor or insufficient planning before the construction of physical education facilities usually presents problems which are difficult and costly to solve. Many physical education facilities are inadequate in one way or another. Since the construction of new facilities is often an impossible, impractical, or delayed solution, the physical educator must strive to make the existing facilities most serviceable.

The numerous differences among the thousands of gymnasiums throughout the country demand that each situation be studied with regard to its own circumstances, and the possible solutions to any problems.

Great expense would be incurred in the correction of some of the errors in construction. However, there is one common error which can often be remedied with a small expense. That is the failure to mark the floor for a variety of court games. Lines should be painted on the floor to designate areas for as many activities as possible and still avoid confusion as to the boundary lines for any particular activity.

In addition to instructional areas, the physical education program requires facilities for dressing, showering, and storage of clothing and equipment. The equipment storeroom has been discussed in the section dealing with equipment.

Bucher maintains that facilities for storage of clothes, showering, and dressing are essential to good health and for a well organized program. He expresses the view of many physical educators by stating that the reason such facilities are often not fully utilized is that poor planning makes them inadequate and uncomfortable. An average of 14 square feet per individual at peak load, exclusive of the space utilized by the lockers, is required to provide proper space. There should be a combination of the gang and cubicle type showers for girls. He states that some recommendations call for one shower head for every three girls at peak load. He further states

that locker rooms should provide storage and dressing type lockers, stationary benches to sit upon, mirrors, and drinking fountains (53).

Voltmer and Esslinger also recognize the importance of facilities for dressing, showering, and storage of clothes. In regard to storage of clothing they state the following:

Lockers and baskets vary greatly in the matter of sizes, materials used in construction, and methods of handling. The wire type allows clothes to dry much better than the metal louvre type, but they are easier to break into and admit more dust and water. Larger, full-length lockers are more convenient and adequate than the small 12 x 12 x 36 inch type but also more expensive. The problem, then, is to provide that combination of lockers and baskets that meets most adequately the needs of the various groups concerned, while not entailing too great expense (54).

Locker rooms should provide a clean and healthful atmosphere which contributes to a good learning situation. They should not be unpleasant places that the students want to get out of as soon as possible.

### Outdoor facilities

Even though a physical education system is staffed with qualified personnel and has a sufficient amount of equipment for a well-rounded program, a high degree of skills and abilities cannot be achieved by each student unless there are proper areas for participation in a variety of activities. Junior high school girls need a wide variety of activities in individual, dual, and team sports; therefore, necessary facilities should be provided for use during the regular physical education classes as well as for leisure time use.

Bucher states that the size of the playground area should be determined on the basis of activities offered in the program and the number of individuals who will be using the facilities at peak load. There have been recommendations that the junior high school area consist of from ten to twenty-five or more acres (55).

In many instances facilities are planned for use by the school and by the community.

There are many types of surfacing for play areas, but no one type can provide all of the qualities desirable for every situation. Williams, Brownell, and Vernier recommend that in general terms a playground surface should be porous enough to permit rapid drainage, compact enough to withstand hard use, free from dust in dry weather, and free from mud in wet weather (56).

Although play areas should be used cooperatively by as many grade levels as possible, care should be taken that the safety of children is always considered. Physical education activities of junior high school children should not be in progress in a play area in which other children are engaged in free play. The outdoor areas should be free from broken glass or other hazardous objects.

Play areas should be located far enough away from academic classrooms so that students and teachers inside the building are not disturbed by the noise and activity of physical education classes.

### Co-physical education classes

Co-physical activities are sometimes referred to as coeducational or corecreational activities. They are selected activities conducted for mixed groups of boys and girls for instructional purposes. This type of instruction has received emphasis recently because of the social values to be gained from it.

LaPorte recommends that at least one period per week be devoted to coeducational class instruction in appropriate activities (57). It should be remembered that this recommendation was based on the standard of 300 minutes of physical education class time each week. Other factors which have significant bearing on the co-physical program are the skills and knowledge background of students, interest in the activity, and the space and equipment available.

The South Dakota State Course of Study includes some sound recommendations for the co-physical program. It is stated that co-physical activities may provide boys and girls with opportunities to gain a better understanding of each other as well as to have a greater respect for the opposite sex. The skills and attitudes which they develop should prove valuable in recreational activities in high school and later life. It is also pointed out that the instructor must use discretion and exercise care in selecting activities. It is emphatically stated that under no circumstances should a mixed group be required to participate in an activity when better results might be obtained by separate classes for boys and girls. Only activities

which are appropos for inter-participation between boys and girls because of strength, interest, and skill should be permitted in co-physical education classes (58).

Most educators agree that because of the unique values obtainable through co-physical classes, a percentage of the total physical education class time should be allotted to them.

### Intramural activities

The American Association for Health, Physical Education, and Recreation stresses the facts that American youth today have an abundance of leisure time, and they have a desire for excitement and adventure (59). Physical educators realize the importance of providing adolescents with the abilities to make worthwhile use of their leisure time.

Basic fundamentals and knowledge of many activities may be learned in the physical education service classes. However, because of the size of the classes, limited time allotment, and the need to include a great number of activities, each student does not have the chance to develop good skills in each activity. Interests of the students vary. Intramural activities could offer the opportunity for specialization in those areas which students prefer.

Voltmer and Exdinger express the purpose of intramural activities as supplemental to the activities in physical education classes in order that the objectives of physical education may be more completely realized (60).



The intramural program in many schools has grown to include a wide variety of activities such as dancing, officiating groups, and many individual recreational activities. These activities are conducted after school hours, and are available to all students.

## CHAPTER III

A BRIEF DESCRIPTION OF THE SITUATION AT  
FREEMAN DAVIS SCHOOL

Unless otherwise designated, the material in this chapter pertains to the girls' physical education program at the Freeman Davis School during the 1962-63 school year. The author gained a great deal of pertinent information by questioning and conversing with members of the physical education staff and the school principal. The author also investigated and observed several phases of the program.

The girls' physical education program was conducted by two men teachers, both of whom had a major in physical education. The physical education director had his office at the high school.

Medical examinations were not provided by the school and were not required of the students before participation, although each girl was expected to participate in the physical education classes.

Classes for the 1963-64 school year will be divided into two seventh grade groups of approximately 32 and 21 students, and two eighth grade groups of approximately 36 and 16 students.

Students had three forty minute periods, or 120 minutes of physical education each week. Forty minutes, or one third of this time, was devoted to coeducational activities.

There were two small shower rooms and each contained one gang shower. Lockers or baskets were not provided for the girls. The

girls seldom took showers; there was no supervision of the girls during the time they were dressing and careless habits were apparent in the dressing rooms.

The two men teachers used different methods of grading. One used a system of satisfactory and unsatisfactory marks and one issued letter grades.

Regulations in regard to a required type of clothing to be worn during the physical education classes were not enforced. The author observed that some girls wore the same blouses during activity classes that they wore during their regular academic classes. Some of the girls did not wear tennis shoes and some did not wear socks. The girls wore shorts, slacks, or jeans, some of which restricted ease and efficiency of movement.

There were no written plans of any type for the seventh and eighth grade girls' service program; however, the author was told that basic activities were included in the program. Lesson plans were not required.

The gymnasium was 82 feet long and 50 feet wide. Markings for a 74 foot by 42 foot basketball court were painted on the floor. There were two baskets, one at each end of the court.

The storage room for equipment and supplies was slightly less than 9 feet by 14 feet. There were insufficient accessories for proper storage of the equipment and supplies. In addition to its use for storage of equipment and supplies, the storeroom was used as a dressing and locker room by some of the men teachers.

There was no inventory of equipment and supplies. The author, with the assistance of an eighth grade girl, inventoried what equipment and supplies there were. The equipment and supplies were used by the boys' and girls' classes on alternating days, with the exception of Friday, at which time co-physical education classes were conducted. The materials available were insufficient for any of the classes because the small amount of equipment, with the exception of basketballs, prevented class division into small groups for skills, drills, or individual instruction. A list of the equipment inventoried is included in Chapter IV.

The outdoor facilities for class time use by the seventh and eighth grade girls were extremely limited. The school building was in a "T" shape and the play space, which was at the rear of the building, was divided into two small play areas by the base of the "T". Consequently, the playing areas were in close proximity to some of the classrooms. The surface of the play area was dirt and gravel and had no markings for any sports. The same play areas were utilized by children in all grades of the school. One of the play areas was interrupted by swings and other apparatus available for young elementary children. Small children were sometimes on the play area while team sports or other physical education activities were in progress.

Limited play area made necessary frequent trips into the adjoining streets to recover the ball used in various sports. The streets were used for some activities such as track.

Extensive facilities which could be used by the school are located approximately four blocks from the school. These include some large playing fields with grass cover, a baseball diamond, and tennis courts. The limited time allotment of forty minutes for each class period restricts the use of these facilities.

The co-physical education classes met every Friday and some of the activities included were volleyball, rhythms, softball, and recreational games.

There was no program of intramural activities for girls.

## CHAPTER IV

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to examine the existing practices, policies, facilities, equipment, and curriculum for the seventh and eighth grade girls at the Freeman Davis School in Mobridge, South Dakota. In light of existing conditions, the author made recommendations which, if followed, could strengthen the program. These recommendations include changes in practices and policies, addition of some practices and policies, recommendations for purchasing equipment, and a recommended service program.

The recommendations included are of a practical nature. They are based upon reasonable standards, not only idealistic ones. A few of the recommendations call for the expenditure of money to improve the efficiency and effectiveness of the program. The expenditure of some money is to be expected in any progressive school system. Most of the recommendations could be met without any additional cost to the school. The author firmly believed that the adoption of the recommendations made in this chapter could be responsible for an immediate and marked improvement in the girls' physical education program at the Freeman Davis School.

A program of physical education designed to promote total fitness for each individual must be based on the needs, interests, and abilities of the students.

The junior high school girls at Mobridge need daily big muscle activity for normal physical development. They need activities which provide for the development of skills in order to gain coordination.

The program at the Freeman Davis School should include team games which serve as an especially good media for learning qualities of leadership and followership and which help develop emotional control.

Recognition should be made of the fact that junior high school girls have increasing strength but limited endurance. This is true because the heart and lungs remain relatively small during the rapid growth rate of adolescent girls. Therefore, the seventh and eighth grade girls at the Freeman Davis School should be allowed frequent brief rest periods or periods of less strenuous activity.

Because of the many social values to be gained from co-physical activities, classes of carefully selected co-physical activities should be included in the service program at the Freeman Davis School.

The junior high school girls need to learn good patterns of posture and body dynamics, therefore, instructions and activities should be included to develop these patterns.

In Mobridge and the surrounding area there are countless opportunities for wholesome recreation. Many of the junior high school girls do not take advantage of these opportunities, because they lack the skills and knowledge necessary to create interest. A broad and varied program of activities with good carry-over values should be emphasized at the Freeman Davis School, in order that the girls may

gain fundamental skills and knowledge of many activities. This will provide them with a basis from which to choose activities of particular interest to them, and which they may wish to pursue during leisure hours with their friends and families.

The girls at the Freeman Davis School should enjoy physical education.

The author has set up a sample plan which could be used as a guide for the seventh and eighth grade girls service program at the Freeman Davis School. It was based on the needs, interests, and abilities of the girls. The plan should be considered as a flexible guide, inasmuch as regular evaluation and planning are essential to maximum efficiency. Activities and methods of teaching may vary from one year to the next as the needs, interests, and abilities of the students change.

It may be noted that some of the same activities are suggested for both the seventh and eighth grades. When this is the case, the instructor must plan for progression. It is inexcusable to repeat the same procedures year after year. Each year's work should be based on the progress made by the students. Emphasis should be placed on the development of fundamental skills and knowledge through the use of skills drills, discussions, and simple lead up games, and the development of higher skills and knowledge through further instructions and more advanced lead up and modified games.



Some activities were included for only a short period of time during the two year program. When sufficient equipment and space is available and proper emphasis is placed on developing fundamental skills through individual attention and skills drills, some activities need be included only once in the service program. In order to have a large variety, short periods of time must be allotted to some activities.

Activities were included to offer big muscle activity, development of skills, competition, co-physical education, individual activities, team sports, rhythmic, and other activities with good carry-over values for leisure time.

The author recommends that a period of warm up activities be given before regular class participation. The nature of the class activities for the day will help determine the necessary amount of warm ups. Calisthenics, activities to develop good posture, rope skipping, or some types of rhythmical activities could be used for warming up.

A.A.H.P.E.R. tests were included as a method of determining the physical fitness of the girls as compared to national averages. The tests were established by the American Association of Health, Physical Education, and Recreation. There is some controversy as to how important the tests are with regard to measures of physical fitness; however, they do serve to stimulate the interest of the girls toward physical fitness and can be used as a means of comparing individual efforts, from the period of fall until spring. The tests for girls

include modified pull-ups, sit-ups, shuttle run, standing broad jump, 50 yard dash, softball throw for distance, and the 600 yard run-walk.

Coeducational activities should be handled jointly by the man and woman instructors. The separate programs should be closely enough coordinated that both boys and girls have developed fundamental skills in volleyball and rhythms before participating in coeducational classes.

The recreational games and relays unit included badminton, table tennis or aerial darts, shuffleboard, horse shoes, croquet, and any other suitable activities. The relays should be of a recreational nature.

A unit on outdoor education could be valuable for the Mobridge area. The author recommends instruction and activities for water safety, gun safety, and bait and fly casting as a suitable three period unit. A recommended procedure for this unit would be to invite outside authorities to assist and instruct the classes. Each co-physical class could be divided into three sections and the sections could be instructed in one of the three activities each Friday. It would not be necessary to have the same people in charge of each three classes of a particular activity. There is much information available about each of the activities and local Wildlife Club members and local merchants might easily be persuaded to help with this unit. It is recommended that plugs be used in place of bait or flies for casting, and that the game of Skish be used. This is a land game based on the rules of casting and using targets. Many other activities could be used for outdoor education.

In all activities the instructor should exercise care that ample time is devoted to the development of simple skills before progression to a more difficult group of skills. With few exceptions, the instructor should not sacrifice skills for speed in any activity.

In order that the recommended service program may be carried out, additional equipment is needed. There are several sources from which the instructor can locate materials to be used in physical education classes. In some instances arrangements might be made to use some of the equipment from the high school. This may require advanced planning. Many times relatives and friends of the students have equipment such as tennis rackets or golf clubs which they are willing to loan to students. The best policy is for the department to purchase as much of its own equipment as possible.

Money should be spent each year for the purchase of materials for the physical education department at the Freeman Davis School. A conservative recommendation is that \$1.00 per pupil be spent each year after the minimum amount of equipment has been attained. Because the equipment at Freeman Davis is utilized by both boys and girls, an estimate of \$200.00 per year is reasonable. Until minimum standards are attained, it would be desirable for the school to spend more than this amount. It should be remembered that there was an apparent lack of purchasing during previous years. The amount of \$200.00 per year is a fair standard, based on recommendations for South Dakota schools

## A Recommended Program for Seventh Grade Girls, Freeman Davis School

Wk.	Mon. ( 40 minutes )	Wed. ( 40 minutes )	Fri. ( 40 minutes )
1.	Orientation	A.A.H.P. E.R. ( pre-test )	A.A.H.P.E.R. ( pre-test )
2.	A.A.H.P.E.R. ( pre-test )	A.A.H.P.E.R. ( pre-test )	A.A.H.P.E.R. ( pre-test )
3.	Modified Soccer Unit	Modified Soccer Unit	Modified Soccer Unit
4.	Modified Soccer Unit	Modified Soccer Unit	Modified Soccer Unit
5.	Modified Soccer Unit	Modified Soccer Unit	Modified Soccer Unit
6.	Modified Soccer Unit	Modified Soccer Unit	Discussion on Health Problems
7.	Rope Skipping	Rope Skipping	* Bowling
8.	Volleyball Unit	Volleyball Unit	* Bowling
9.	Volleyball Unit	Volleyball Unit	* Volleyball Unit
10.	Volleyball Unit	Volleyball Unit	* Volleyball Unit
11.	Volleyball Unit	Volleyball Unit	* Volleyball Unit
12.	Volleyball Unit	Volleyball Unit	* Volleyball Unit
13.	Stunts and Tumbling Unit	Stunts and Tumbling Unit	* Recreational Games and Relays Unit
14.	Stunts and Tumbling Unit	Stunts and Tumbling Unit	* Recreational Games and Relays Unit
15.	Stunts and Tumbling Unit	Stunts and Tumbling Unit	* Recreational Games and Relays Unit
16.	Stunts and Tumbling Unit	Stunts and Tumbling Unit	* Recreational Games and Relays Unit
17.	Stunts and Tumbling Unit	Stunts and Tumbling Unit	* Recreational Games and Relays Unit
18.	Stunts and Tumbling Unit	Stunts and Tumbling Unit	* Recreational Games and Relays Unit

\* Starred activities are co-educational



## A Recommended Program for Seventh Grade Girls, Freeman Davis School

Wk.	Mon. ( 40 minutes )	Wed. ( 40 minutes )	Fri. ( 40 minutes )
19.	Rhythms Unit	Rhythms Unit	* Rhythms Unit
20.	Rhythms Unit	Rhythms Unit	* Rhythms Unit
21.	Rhythms Unit	Rhythms Unit	* Rhythms Unit
22.	Rhythms Unit	Rhythms Unit	* Rhythms Unit
23.	Rhythms Unit	Rhythms Unit	* Rhythms Unit
24.	Rhythms Unit	Rhythms Unit	* Rhythms Unit
25.	Basketball Unit	Basketball Unit	* Recreational Games and Relays Unit
26.	Basketball Unit	Basketball Unit	* Recreational Games and Relays Unit
27.	Basketball Unit	Basketball Unit	* Recreational Games and Relays Unit
28.	Basketball Unit	Basketball Unit	* Outdoor Education Unit
29.	Basketball Unit	Basketball Unit	* Outdoor Education Unit
30.	Introduction to Tennis	Introduction to Tennis	* Outdoor Education Unit
31.	Introduction to Tennis	Introduction to Tennis	Introduction to Tennis
32.	Softball Unit	Softball Unit	Softball Unit
33.	Softball Unit	Softball Unit	Softball Unit
34.	Softball Unit	Softball Unit	Softball Unit
35.	A.A.H.P.E.R. ( re-test )	A.A.H.P.E.R. ( re-test )	A.A.H.P.E.R. ( re-test )
36.	A.A.H.P.E.R. ( re-test )	A.A.H.P.E.R. ( re-test )	A.A.H.P.E.R. ( re-test )

\* Starred activities are co-educational

## A Recommended Program for Eighth Grade Girls, Freeman Davis School

Wk.	Mon. ( 40 minutes )	Wed. ( 40 minutes )	Fri. ( 40 minutes )
1.	Orientation	A.A.H.P.E.R. ( pre-test )	A.A.H.P.E.R. ( pre-test )
2.	A.A.H.P.E.R. ( pre-test )	A.A.H.P.E.R. ( pre-test )	A.A.H.P.E.R. ( pre-test )
3.	Modified Speedball Unit	Modified Speedball Unit	Modified Speedball Unit
4.	Modified Speedball Unit	Modified Speedball Unit	Modified Speedball Unit
5.	Modified Speedball Unit	Modified Speedball Unit	Modified Speedball Unit
6.	Modified Speedball Unit	Modified Speedball Unit	Modified Speedball Unit
7.	Discussion and activities for Pertinent Health Problems ( two periods )		* Bowling
8.	Volleyball Unit	Volleyball Unit	* Bowling
9.	Volleyball Unit	Volleyball Unit	* Volleyball Unit
10.	Volleyball Unit	Volleyball Unit	* Volleyball Unit
11.	Volleyball Unit	Volleyball Unit	* Volleyball Unit
12.	Volleyball Unit	Volleyball Unit	* Volleyball Unit
13.	Stunts and Tumbling Unit	Stunts and Tumbling Unit	* Recreational Games and Relays Unit
14.	Stunts and Tumbling Unit	Stunts and Tumbling Unit	* Recreational Games and Relays Unit
15.	Stunts and Tumbling Unit	Stunts and Tumbling Unit	* Recreational Games and Relays Unit
16.	Stunts and Tumbling Unit	Stunts and Tumbling Unit	* Recreational Games and Relays Unit
17.	Stunts and Tumbling Unit	Stunts and Tumbling Unit	* Recreational Games and Relays Unit
18.	Stunts and Tumbling Unit	Stunts and Tumbling Unit	* Recreational Games and Relays Unit

\* Starred activities are co-educational



## A Recommended Program for Eighth Grade Girls, Freeman Davis School

Wk.	Mon. ( 40 minutes )	Wed. ( 40 minutes )	Fri. ( 40 minutes )
19.	Rhythms Unit	Rhythms Unit	* Rhythms Unit
20.	Rhythms Unit	Rhythms Unit	* Rhythms Unit
21.	Rhythms Unit	Rhythms Unit	* Rhythms Unit
22.	Rhythms Unit	Rhythms Unit	* Rhythms Unit
23.	Rhythms Unit	Rhythms Unit	* Rhythms Unit
24.	Basketball Unit	Basketball Unit	* Rhythms Unit
25.	Basketball Unit	Basketball Unit	* Recreational Games and Relays Unit
26.	Basketball Unit	Basketball Unit	* Recreational Games and Relays Unit
27.	Basketball Unit	Basketball Unit	* Recreational Games and Relays Unit
28.	Basketball Unit	Basketball Unit	* Outdoor Education Unit
29.	Basketball Unit	Basketball Unit	* Outdoor Education Unit
30.	Introduction to Golf	Introduction to Golf	* Outdoor Education Unit
31.	Introduction to Golf	Introduction to Golf	Introduction to Golf
32.	Track and Field Unit	Track and Field Unit	Track and Field Unit
33.	Track and Field Unit	Track and Field Unit	Track and Field Unit
34.	Track and Field Unit	Track and Field Unit	Track and Field Unit
35.	A.A.H.P.E.R. ( re-test )	A.A.H.P.E.R. ( re-test )	A.A.H.P.E.R. ( re-test )
36.	A.A.H.P.E.R. ( re-test )	A.A.H.P.E.R. ( re-test )	A.A.H.P.E.R. ( re-test )

\* Starred activities are co-educational

such as Freeman Davis. In Table 1, the author compared the materials on hand with minimum amounts desirable, and suggested amounts to be purchased for 1963-64. The minimums were determined on the basis of 36 students in the largest class and the division of that class into workable groups. In many instances, greater division would be even more desirable.

A complete inventory of all the items that were in the department is included in column two. The minimum amount of equipment desirable for effective teaching is listed in column three; column four lists recommended amounts of equipment to be purchased for the 1963-64 school year. It may be noted that some of the desired minimums listed in column three were not met in the recommendations of column four. This was due to the fact that the equipment is expensive and all needs cannot be met in one year. It was the author's desire to make highly practical recommendations which could be put into effect at once. More of the minimums should be met for the 1964-65 school year, and additional equipment should be purchased in future years.

Recommendations were not made for the purchase of records to be used in the rhythmic classes because of the great variety of possible selections, and the author's lack of knowledge of student background in rhythmic work. Some records and a record player were available at the music department for use in physical education classes. The instructors should investigate the music materials and request needed items.



Table 1. Comparison of equipment on hand, minimum desired,  
and recommendations for purchasing  
equipment for 1963-64

Equipment	On hand	Desired minimum	To purchase
Soccer ball	1	6	5
Volleyball	1	6	5
Volleyball net	3	2	-
Net standards	3	3	-
Basketball	14	6	-
Rubber ball	1	1	-
Softball	3	18	15
Bats (assorted)	9	6	-
First baseman's mitt	1	1	-
Catcher's mitt	1	1	-
Bases (4 need repairs)	6	4	-
Jumping ropes (#8 or #9 sash cord may be used)	0	36	36
Badminton rackets	8	8	-
Nets	2	2	-
Birdies	2	6	4
Plastic bat	1	1	-
Plastic ball	1	1	-
Chinning bar	1	1	-
Discus	2	2	-
Eight lb. shot	1	1	-
Batons	4	4	-
Paddle tennis paddles	1	-	-
Ball pump	1	1	-
Ball carrying bags	2	-	-
Tumbling mats	4	6	1
Safety belt	1	1	-
Table tennis table	1	1	-
Paddles	4	4	-
Balls	0	6	6
Shuffleboard cues	4	4	-
Disks	8	8	-
Quoits	4	4	-
Stop clocks	2	2	-
Plastic whistles	2	2	-
Golf club sets	0	9	1
Golf balls (plastic)	0	36	36
Plastic bowling pin sets	0	2	1
Tennis rackets	0	18	6
Tennis balls	0	36	12

Specific recommendations were not included for the purchase of recreational games equipment, because of the many possible selections, and because of the possibility of using equipment from the high school. It will be necessary for the instructors to make arrangements to use some of the materials from the high school, if possible, or materials brought from home for recreational games, tennis, and golf.

An excellent and unique directory of sporting goods dealers and price ranges of sports and other physical education equipment is given on pages 117-141 of the following book:

Bucher, Charles A. Administration of School Health and Physical Education Programs. The C. V. Mosby Company, St. Louis. 1963.

It was the opinion of the author that the welfare of each junior high school girl was not considered in the respect that each was required to participate in the regular physical education program although no medical examination was required before participation. If it is entirely impossible for the school to provide medical examinations annually, they should be provided or required at least at the seventh grade level. One possible method of arranging the examinations would be to invite all the local doctors to help administer them and arrange a time schedule, or work with several students at once, depending upon the number of doctors lending assistance. The activities of each student should be determined in part by the findings of the medical examinations.

One of the strongest recommendations which the author wished to make was that there be an increase in the time allotment for the physical education program at the Freeman Davis School. An ultimate goal would be one 60 minute period of physical education daily. A full hour class period is essential on the secondary level because of the time needed for dressing and showering. At the Freeman Davis School, a 60 minute period is doubly important because it would allow ample time for the girls to walk to the nearby city outdoor facilities. Several aspects of the program could be vastly improved if the girls were able to meet at the city facilities. The areas there provide sufficient space for a variety of activities and unmarked areas could be marked for field games. The surfacing there is more desirable than the dirt and gravel surface at the school playground and the well-being of younger children on the playground would be better safeguarded by the absence of the physical education classes. Students would not have to utilize the streets as part of the play area. Interdepartmental relations would probably improve with the removal of the physical education classes from just outside the classrooms. The author felt that a tremendous improvement in the total program could result if the time allotment were increased from three 40 minute periods per week to three 60 minute periods per week.

The author strongly recommends that some type of uniform gym costume be required of all the girls at the Freeman Davis School. The school should investigate the possibility of buying cotton suits and

either renting or selling them to the students. If that practice seems impractical, a simple standard such as black shorts and white blouses should be established. Uniformity and appropriateness of dress helps create a better class situation. Girls should be required to wear tennis shoes and socks for most activities. The instructors should set a good example by wearing neat, clean, and appropriate outfits for physical education classes. Well-fitting, neat, and appropriate clothing for physical education is especially desirable at the Freeman Davis School, because of the inclusion of co-physical activities.

The installation of lockers or baskets in the shower rooms at the Freeman Davis School seemed impossible because of the limited space. The girls should take showers, but they should not be expected to store a wet towel with their other clothing or school supplies. The author recommends that the most practical solution would be to have the school arrange for the laundering of the towels. At the end of each class period the towels could be dropped into a container and a commercial laundry could collect them. It would not be unsatisfactory to ask the girls to store their gym clothing in their regular school lockers. There should be supervision of the girls during the time they are showering and dressing. Attitudes of cleanliness and neatness should be instilled in the girls and the shower rooms should be kept neat.

The school administrators cannot possibly be aware of every need of the physical education teacher. It should be the duty of the

physical education instructors to keep an accurate inventory of all equipment and supplies, and to inform the director or administrator as to the equipment desired and the purposes for which it will be used.

Evaluation of the various activities in the program and their effect on the students should be made frequently. Some activities may need to be dropped and others added. Evaluation of student attitudes should be made to determine their development of total fitness.

#### Specific recommendations for Freeman Davis School

1. A woman teacher with a major in physical education should be hired to teach the seventh and eighth grade girls' program.
2. Every girl should be required to participate in physical education, but the school should require medical examinations before participation. These will determine the extent to which each child should participate.
3. The time allotment for physical education should be increased to at least three 60 minute periods weekly.
4. Girls should be required to take showers and supervision should be provided for the locker rooms.
5. The school should assume responsibility for laundering towels, so that the damp towels do not hang with clothing and other school supplies.
6. A departmental policy with regard to grades should be established and followed by each instructor.
7. A policy should be established to require some type of uniform and appropriate clothing to be worn during the physical education classes.
8. A yearly service program plan should be formulated, as well as more specific detailed unit, weekly or daily plans, depending upon the teaching abilities of the instructors.

9. Classes should be organized into small groups for individual instruction and skills drills whenever possible and advisable.
10. The gymnasium floor should be painted with markings for volleyball, badminton, and shuffleboard.
11. Classes should not be engaged in vigorous team sports on the playground when small children are very near.
12. Arrangements should be made for the physical education classes to use some of the city facilities.
13. Expenditures should immediately be made for the purchase of equipment and supplies.
14. The separate boys' and girls' programs should be closely coordinated so that both boys and girls have similar enough background skills in rhythms, volleyball, and certain recreational games to enable them to enjoy co-physical activities.
15. The girls' physical education program should be broad and varied, and include many activities suitable for leisure time use.
16. An intramural program should be introduced for the girls.
17. Regular evaluation should be made to determine the success or failure of the various phases of the program and the program as a whole, in order that improvements may be made.
18. A financial allowance for physical education equipment should be made every year and the amount and variety of equipment should be wisely increased.

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