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A PHYSICAL EDUCATION PROGRAM  
FOR BATAVIA, ILLINOIS HIGH SCHOOL

by

Robert Tipsword

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A PHYSICAL EDUCATION PROGRAM  
FOR BATAVIA, ILLINOIS HIGH SCHOOL

by

Robert Tipsword

Presented to

The Physical Education Department  
Eastern Illinois State College

In Partial Fulfillment

of the Requirements for the Degree  
Master of Science in Education

Approved

Dr. John W. Masley  
Advisor

Date: \_\_\_\_\_

7/22/55

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## CHAPTER I

### INTRODUCTION

Today physical education is an integral part of the whole education project, whereas, formerly "physical culture" was concerned almost exclusively with the physical aspects of life. This comparatively recent change from "physical culture" to physical education is of utmost importance to those engaged in the profession.<sup>1</sup>

Studies have shown that development of well-adjusted persons depended upon the cultivation of the physical and emotional elements through muscular activity. This knowledge has brought educators to a realization of the necessity of cultivating the physical welfare of the school child and showing the absurdity of any educational program that would neglect the physical foundations as the basis of all human accomplishments and happiness. This realization accounted for the universal acceptance of physical education as an important element in the modern school curriculum. No other activities of the school offered greater possibilities toward the development of the

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<sup>1</sup>E. W. Nixon and F. W. Cozens, An Introduction to Physical Education (Philadelphia and London: W. B. Saunders Company, 1952), pp. 11-12.

habits, attitudes, and ideals necessary to a better social order than a properly organized and conducted physical education program.<sup>2</sup>

A physical education program must be more than a means of health education and must include the whole play life of the child correlated with the physical education of the school. The needs of the boys and girls should be seen in relation to the needs of adults to have whole some opportunity for recreation.<sup>3</sup> Irwin said:

The role of physical education in making a better world seems to be twofold. One clearly is the responsibility of pointing out the fundamental character of the activities for child development; the other seems to be designed for leisure time and adult affairs in which activities started in its program will go on, will be continued because of their satisfactions and their services to man.<sup>4</sup>

The purpose of this paper was to set up a workable physical education program for Batavia, Illinois High School. In setting up this program the following points were considered: (1) facilities available; (2) amount of time allotted; (3) number of instructors; (4) number

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<sup>2</sup>Ibid., pp. 12-13.

<sup>3</sup>J. F. Williams, The Principles of Physical Education (Philadelphia and London: W. B. Saunders Company, 1949), p. 69.

<sup>4</sup>Leslie W. Irwin, The Curriculum in Health and Physical Education (St. Louis: The C. V. Mosby Company, 1944), pp. 39-40.

of students; and (5) needs of the students. Particular attention has been given to the specific needs of the Batavia students.

It was felt that the present physical education program at Batavia High School could be improved. With this idea in mind, the proposed program has been set up. This study was accomplished by screening magazine articles, books, and pamphlets getting from these sources many facts, ideas, and any information that might be pertinent and advantageous in setting up a well-founded physical education program for Batavia High School.

## CHAPTER II

### RELATED STUDIES

Many articles have been written about curriculum development and other curriculum phases of physical education. Some of these articles have been discussed in this chapter.

The following excerpts were taken from reports made by a conference of the American Association of Health, Physical Education, and Recreation, the United States Military Services, and an article by Lt. Byrnes which were all written when this country was in a state of war or near war. The objectives that were set up during war years were quite different from objectives set up in times of peace.

Following are the highlights of a conference of the American Association of Health, Physical Education, and Recreation. The purposes of this conference were:

- (1) to study needs created by the national and international situation;
- (2) to discuss existing programs of health education, physical education and recreation in order to identify undeveloped areas;
- (3) to make specific recommendations;
- and (4) to develop suggestions for state and local planning.

The conditions imposed upon the nation

by the emergency had created new or intensified needs, which if unmet, could have seriously handicapped the defense effort. Many of these needs could be met wholly, or in part, through the provision of adequate programs of health education, physical education, and recreation in cooperation with other community programs. Good programs in these three areas--health, physical education, and recreation would help people to achieve:

1. total fitness for the tasks to be performed;
2. courage and morale;
3. skills for protection and survival;
4. skills and interest for off the job time;
5. democratic beliefs and skills in human relationships; and
6. moral and spiritual values.<sup>5</sup>

Lt. Byrnes stated:

In general, military physical training has exerted the following influences on physical education: (1) it placed new emphasis on certain aims and objectives; (2) it decreased the amount of informality in physical education and established principles that are known to develop fitness; (3) it developed strong advocates of physical education; (4) it showed clearly that physical education is a more inclusive type of training than is physical training; and (5) it revealed the need of more emphasis on physical fitness.<sup>6</sup>

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<sup>5</sup>Conference of the American Association of Health, Physical Education, and Recreation, "A Physical Education Program for Today's Youth," Journal of Health and Physical Education, 22:5:9, May, 1951.

<sup>6</sup>Lt. Arthur F. Byrnes, "New Slant on Physical Education," Nations Schools, 37:31, February, 1946.

The following statements gave background for the report made by the United States Military Services:

1. The American Association of Health, Physical Education, and Recreation selected unofficial representatives from each branch of the service.

2. The association requested this group to submit suggestions regarding what the schools and colleges might do to improve their physical education programs.

3. The report included suggestions based upon tests, observations, and experiences of military personnel.<sup>7</sup>

In this report the military personnel had the following suggestions for high school physical education programs:

A. Assignments of students to physical activities should be based upon medical and other appropriate examinations and tests.

B. Emphasis should be placed upon running, endurance building, toughening, and hardening physical activities.

C. Emphasis should be placed upon physical conditioning and activities such as rope climbing, heavy apparatus work, etc.

D. Emphasis should be placed upon rugged, vigorous, and competitive games.<sup>8</sup>

In contrast to some of the above suggestions made by representatives of the United States Military Services, Irwin stated that administrators and physical educators who permit activities such as conditioning exercises,

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<sup>7</sup>Representatives of the United States Military Services, "Improving Physical Education in Schools and Colleges," Journal of Health and Physical Education, 15:371, September, 1944.

<sup>8</sup>Ibid.

marching, calisthenics, and other formal activities to become an appreciable part of the physical education program are materially detracting from the proper growth and development of the school child. There are places in the program where formal conditioning exercises can be used to an advantage. They may be helpful at times in training for interscholastic athletics. The incentive in this case is the sport and not the conditioning exercise.<sup>9</sup>

Irwin further stated that to develop children to their greatest possible capacity within the range of accepted educational objectives in health, growth, and physical development, there must be ample time devoted to physical education. If proper time is not allowed due to pressure of other activities then it becomes a case in which the growth and development of the school child may be hindered and retarded because of the pressure of an overfull total school curriculum. The same line of reasoning held true in the case of space, facilities, personnel, and equipment. If there is an insufficiency of any of these important elements, naturally, it is impossible to assure the unhindered growth and development of all of

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<sup>9</sup>Leslie W. Irwin, "New Directions in Physical Education," Journal of Health and Physical Education, 17:265-7, May, 1946.

the students within the school.<sup>10</sup>

Cotton and Wilson stated that an increased consciousness of the value of a healthy, vigorous nation during the war had given impetus to the health and physical education programs in our schools. This demand for a high degree of physical efficiency, especially among our youth, placed an unprecedented emphasis upon the physical fitness aspects of our program. In education for peace, physical education had a vital role in molding the whole child so that he might better function in a democratic society. Opportunities must be provided for the teaching of skills that would lead to enjoyment in sport, to wise use of leisure time, to safety techniques, and the instilling in youth the desire for a healthy, vigorous, and useful life. In this way, physical education could maintain and justify its position as an integral part of the education program.<sup>11</sup>

Jackson made a survey of nearly two thousand sophomores and seniors from nineteen schools in six states. In the survey, the students were asked the following

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<sup>10</sup>Ibid.

<sup>11</sup>Jane Cotton and Marjorie Wilson, "Postwar Planning in Physical Education," Journal of Health and Physical Education, 15:435-6, October, 1944.

questions:

1. What do you think are the goals or objectives of your class in physical education?
2. Do you feel these goals or objectives are being met? If not, why not?
3. What do you especially like about your class in physical education?
4. What do you especially dislike about your class in physical education?<sup>12</sup>

In answer to question number one, sportsmanship ranked first, co-operation, team play, and physical fitness followed in that order. The goals and objectives were reached in the opinion of most of the pupils. The answers to question number three were in the following order: (1) sports; (2) variety; (3) staff; and (4) fun. The answers to question number four ranked as follows: (1) classes too large; (2) inadequate facilities; and (3) too short periods.<sup>13</sup>

Jackson's evaluation was as follows:

Many of the students gave the impression that as long as they had a reasonable amount of activity or if they liked the instructor, the program was worthwhile regardless of progress toward other goals. It is possible that many students lack appreciation and understanding of a good program.<sup>14</sup>

Keen stated that the objectives of physical education

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<sup>12</sup>C. O. Jackson, "Are You Meeting the Needs?" Journal of Health and Physical Education, 23:6:37, June, 1952.

<sup>13</sup>Ibid.

<sup>14</sup>Ibid.

most frequently mentioned by our leaders were:

"(1) strength; (2) endurance; (3) health; (4) skill; (5) speed; (6) agility; (7) physical growth; (8) organic vigor; (9) bodily coordination; and (10) control."<sup>15</sup>

He also said that individual guidance was very important to the welfare of the pupil and that the program should include the following:

1. conditioning exercises--running, walking, obstacle course, jumping, grass drills, and rope climbing;
2. combat activities--wrestling, hand-to-hand fighting, judo, and unarmed self-defense;
3. aquatics--water safety, canoeing, and boating;
4. outing--hiking, camping, cycling, fishing, skating, and horseback riding; and
5. athletics and recreation--the fundamentals of basketball, soccer, touch football, softball, handball, tennis, badminton, table tennis, bowling, and volleyball.<sup>16</sup>

The following principles for a curriculum in physical education were set up by Jackson:

1. A written outline of the curriculum should be formulated and designed for use in each school.
2. Every pupil should have a health examination.
3. Every pupil should take part in some form of physical education activity daily.
4. The classes should be organized into homogeneous age groupings.
5. The program should include a wide variety of socially and hygienically approved activities suited to the needs and capacities of the pupils.

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<sup>15</sup>Paul V. Keen, "Physical Education Today," Athletic Journal, 31:14, February, 1951.

<sup>16</sup>Ibid.

6. Adequate facilities should be provided by the school administration.

7. The physical education class should be a period of instruction based on modern educational methods.

8. Pupils should acquire an appreciation of spectator sports and of sportsmanship, both as a participant and as a spectator.

9. An extra-curricular program should be planned so the pupils may participate in activities which challenge and benefit them.

10. Development of the qualities necessary for leadership should be considered as one of the objectives of the curriculum.

11. Appropriate activities carried on through co-educational participation should be an important part of the physical education program.

12. A record system of grading and evaluating the progress of the pupil should be formulated.

13. The physical education teacher should be professionally and socially qualified.

14. Teachers of physical education should acquaint administrators, parents, pupils, and the general public with the expected values and outcomes of a broad, well-planned program.

15. Health education should be separated from the physical education classes and taught as a subject itself.

16. The program in physical education should be organized, conducted, and supervised to eliminate as many safety hazards as possible.

17. Provisions should be made for disposition of any accident or illness, to protect the pupil and to make reasonably certain that no repercussions can reflect on either the administration or the school personnel.<sup>17</sup>

Kendig, an Illinois high school instructor, set up the following program:

Freshmen boys--This was primarily an orientation

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<sup>17</sup>C. O. Jackson, "Seventeen Principles for a Curriculum in Physical Education," Illinois Education, 37:132-3, December, 1948.

course to all of the physical activities most suited to the needs and interests of high school boys. It included the fundamentals of almost all of the sports included in the school's intramural and interscholastic athletic programs such as tumbling, apparatus work, and conditioning activities.

During the sophomore and junior years a boy was permitted to choose one of the three types of classes outlined below.

Physical Education 2 and 3A--This consisted of advanced gymnastics, advanced tumbling, and apparatus work. During the outdoor season these classes had outdoor sports and games plus conditioning activities.

Physical Education 2 and 3B--This consisted of strenuous sports and games including wrestling, boxing, speedball, touch football, volleyball, basketball, track and field.

Physical Education 2 and 3C--This was an advanced swimming course which included swimming strokes, life-saving, water safety, water polo, diving, and also one day a week in the gymnasium.

Senior boys--This included instruction and practice in tennis, golf, badminton, swimming, volleyball, soft-

ball, horseshoes, and conditioning activities.<sup>18</sup>

Harmon stated that physical education as an art required trained leadership. Interests in certain games and dislikes for others are not inherited by boys and girls. Their interests were based upon new experiences, new in the sense of creating new or improved skills, which would make them a counterpart of and responsible for the pleasure in the game. Recreation or wholesome play has been found to be a preventative of juvenile delinquency only so long as boys and girls have more fun playing innocent and wholesome games than they experienced in breaking laws. The better the teacher the more fun the boys and girls have in the gymnasium and the less they turn to mischief for thrills. Harmon also stressed that physical education was justified and physical education of the very best type was truly an educational program.<sup>19</sup>

The previous studies showed that some of the objectives of physical education largely depended upon the condition of the country. During the war there was a move

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<sup>18</sup>Robert Kendig, "A Physical Education Program for All Students," Journal of Health and Physical Education, 18:710-11, December, 1947.

<sup>19</sup>John M. Harmon, "The Responsibility of the Public School for Physical Education," Journal of Health and Physical Education, 16:388-9, September, 1945.

to increase the amount of physical conditioning, physical stamina, and body building. This was stressed because there was a need for manpower in the services of the United States. Studies that were made after World War II showed a trend toward development of skills, physical fitness, participation in games, and worthy use of leisure time. These studies also pointed out the necessity for well-trained and properly qualified leadership for the physical education program.

## CHAPTER III

### AIMS, OBJECTIVES, AND NEEDS OF THE PHYSICAL EDUCATION PROGRAM

In order to develop an adequate physical education curriculum, certain specific steps needed to be taken to determine the scope of activities which were included together with an integrated unit placement within the entire program. These steps were as follows:

1. Established the aims and objectives through careful survey of the literature which substantiated the aims selected by reference to previously accepted standards.

2. Established the needs of the students in Batavia High School through a study of the community and the environment from which these students came.

3. Surveyed existing areas and facilities to determine the feasibility of providing certain activities; reviewed the experiences and backgrounds of the physical education teachers to ascertain activities which they could lead; and studied the school schedule for the purpose of deriving a progressive schedule of activities consistent with the aims, objectives, needs, facilities, and instructors available.

4. Selected those activities which met the aims and

objectives of the program, which satisfied the needs of the students in Batavia High School, for which there were adequate areas and facilities together with trained leaders; and arranged these activities in an integrated program consistent with the schedule of the school.

To establish the aims and objectives of the physical education program, the relationship between physical education and education was examined. Blanchard and Collins stated:

Physical education has the same responsibilities and the same objectives as has education in general. Of all areas of education, physical education is significantly that area which deals constantly and continuously with the individual in his most dynamic learning, for he moves, sees, thinks, feels, at once in situations of social and democratic import.<sup>20</sup>

Williams said that an aim of physical education should be to provide skilled leadership and adequate facilities that would afford an individual or group to act in situations that were physically wholesome, mentally stimulating and satisfying, and socially sound.<sup>21</sup>

One set of objectives which were sometimes overlooked and which were of the utmost importance to the physical

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<sup>20</sup>V. S. Blanchard and L. B. Collins, A Modern Physical Education Program for Boys and Girls. (New York: A. S. Barnes and Company, 1940), p. V.

<sup>21</sup>Williams, op. cit., p. 69.

education program were the objectives of the boys themselves. Nixon and Cozens put forth the following normal and natural objectives of boys and girls:

1. to have fun;
2. to be with the group;
3. to learn more about the game and become more skillful;
4. to develop strength and endurance--boys;
5. to make the team;
6. to develop a better physique--to be better looking; and
7. to get away for a time from the confinement associated with study.<sup>22</sup>

The aims of physical education as stated by The State Department of Public Instruction were:

To develop ideals of efficiency as dependent upon organic vigor, bodily and mental poise, proper physical development and obedience to the rules of hygiene. To instruct pupils in physiology and the laws of health and conditions that promote physical and mental efficiency. To secure scientific supervision of the sanitation of school buildings and playgrounds and the equipment thereof. Modified courses of instruction shall be provided for those pupils physically or mentally unable to take the course provided for normal children.<sup>23</sup>

The immediate objectives of physical education as set forth by The State Department of Public Instruction included these considerations:

1. To develop skills and techniques in those play

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<sup>22</sup>Nixon and Cozens, op. cit., p. 73.

<sup>23</sup>John A. Weiland, Health and Physical Education Syllabus, Springfield: State of Illinois Circular #301, 1937, p. 23.

activities which satisfied the needs and interest of the individual and society. The development of skills and techniques was listed first because it was a most important function of the physical education program. By the development in skills and techniques was meant the learning of the fundamental movements involved in a given activity. Learning denoted habit establishment, which, in turn, was the result of drill. Therefore, persistent drill was the key to success in the mastery of skills. The by-products of skill were the attitudes of appreciation, satisfaction, and interest. Through these the learner was stimulated to participate in those activities which he enjoyed in school, out of school, and in adult life. Those skills and techniques should be selected which included values of utility, development, recreation, expression, and safety. The needs and interests varied according to age groups, sex, individual differences, and environment.

2. To "condition" the individual so he could participate in these skills and activities. This meant the development of strength and endurance to the degree necessary to carry on the various competitions and standards of achievement required by the course of study.

3. To develop desirable knowledges, attitudes, ideals, and appreciations in relation to those skills and

activities. Reference was made to the rules of the game, the history and present status of various activities, an understanding of the laws of health and its relation to activity, and a definite knowledge of ones physical capacity and relation to others. Appropriate, of course, referred to those that met with social approval.

4. To establish proper habits and lasting interests in these skills and activities. This took into consideration habits of form, participation, hygiene, dress, etc. These habits were largely a result of drill but were influenced by satisfaction and interest. It has been generally accepted that those skills and techniques which were mastered tended to become lasting interests and were established for life.<sup>24</sup>

The Health and Physical Education Syllabus of Illinois listed the ultimate objectives of physical education as follows:

1. Health, physical fitness.
2. Organized vitality, muscular efficiency, strength.
3. Grace and poise, beauty, sense of rhythm, relaxation.
4. Ethical character, sportsmanship.
5. Mental and emotional stability.
6. Correction or amelioration of physical defects, improved posture.
7. Recreation for the worthy use of leisure.

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<sup>24</sup>Ibid., pp. 24-25.

8. Wholesome personality.
9. Create an interest in the physical welfare of others.
10. Leadership, citizenship.<sup>25</sup>

After some of the objectives that had been discussed by experts in the field of physical education had been studied, the following goals were set up as the objectives of physical education in Batavia High School:

1. To develop physical fitness. Physical fitness for youths of high school age referred to the ability to execute with maximum efficiency and endurance basic physical activities such as running, jumping, climbing, throwing, lifting, and dodging. Physical fitness among the youth of our country has been found to be an essential need for national preparedness. This not only would provide a better defense but it might lead to the very survival of many who might otherwise succumb during combat situations.<sup>26</sup>

2. To develop skills in wholesome games and activities. The word skill in this paper meant the habit of doing a particular thing competently. The motor skills were defined as "the harmonious adjustment of muscles to

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<sup>25</sup>Ibid., 25.

<sup>26</sup>National Conference for the Mobilization of Health, Physical Education, and Recreation, "A Physical Education Program for Today's Youth," Journal of Health, Physical Education, and Recreation, 22:9-17, May, 1951.

Their action . . . (or) teamwork among muscle groups."<sup>27</sup> If this definition was accepted, the contribution which skill in the use of the body might make to fulness of living on the part of any individual could be seen. The person with skill was equipped to enjoy life to a greater degree than the unskilled. It was further stated that the person who had acquired skills through physical education and other activities could use his leisure time to greater advantage.<sup>28</sup>

3. To improve posture. Williams stated that attention should be given to the fundamental postures such as sitting, standing, and walking in teaching children. Physical education should also give attention to the proper correction of physical defects.<sup>29</sup>

4. To develop desirable attitudes in relation to skills and activities. Attitudes and interest in wholesome recreation are the concern and responsibility of

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<sup>27</sup>Elmer D. Mitchell and Bernard S. Mason, The Theory of Play, Revised Edition (New York: A. S. Barnes and Company, 1938), p. 237.

<sup>28</sup>American Association for Health, Physical Education and Recreation, Developing Democratic Human Relations Through Health Education, Physical Education and Recreation (Washington, D. C.: American Association for Health, Physical Education and Recreation, 1951), pp. 459-60.

<sup>29</sup>Williams, op. cit., pp. 140-1.

physical education. Physical education has an opportunity to contribute to training and conditioning routines and contribute to functional leisure time skills.<sup>30</sup> Williams has said that physical education should give opportunity for the expression of attitudes in several situations and the opportunity to manifest an attitude in several situations was helpful in learning.<sup>31</sup>

5. To develop character, cooperation, and sportsmanship. Participation in physical education activities affected what has been called personality and character by producing or modifying human responses. Desirable character resulted from experiences which were constructively wholesome.<sup>32</sup> Nixon and Cozens stated that there was general agreement among educators that the play program offered a most favorable opportunity in the whole school program for character training.<sup>33</sup> Cooperative efforts came into play in games and sports as well as club and

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<sup>30</sup>American Association for Health, Physical Education and Recreation, op. cit., p. 85.

<sup>31</sup>J. F. Williams, The Principles of Physical Education, Sixth Edition (Philadelphia: W. B. Saunders Company, 1954), p. 276.

<sup>32</sup>J. F. Williams, The Principles of Physical Education (Philadelphia and London: W. B. Saunders Company, 1949), p. 272.

<sup>33</sup>Nixon and Cozens, op. cit., p. 95.

social group activities. Games and sports were potentially fine media for students to learn to accept others who differ from themselves. It was essential that young people accept others for the sake of their own happiness and for the welfare and promotion of democracy.<sup>34</sup> The basic concept of education and religion has taught the child that he is his brother's keeper, that he should treat others as he wants to be treated. This concept has been the living spirit of a game whenever opponents treated each other with respect and recognized that each side had the same right to the satisfactions of a well-played, spirited game.<sup>35</sup> Williams has observed that competition in physical education programs should always reflect the highest standards of sportsmanship. He also stated that the proper competition in sport should be of the same type that is found in the business world. In both sport and business, excellence rather than privilege, performance rather than unfair advantage can be realities.<sup>36</sup>

6. To develop leadership. The productivity of the group depended upon the extent to which all the members

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<sup>34</sup>American Association for Health, Physical Education and Recreation, op. cit., p. 343.

<sup>35</sup>Ibid., p. 359.

<sup>36</sup>Williams, op. cit., p. 41.

assumed responsibility for leadership. The only sound way to provide leadership experience for all children was to help them attain competencies which would make them acceptable as leaders by the other children.<sup>37</sup>

7. To develop mental and emotional stability.

Physical education should contribute to mental health. The mentally well person was one who found a happy outlet for his impulses and emotions and whose thoughts and actions were free from abnormalities. Persons who were recreationally educated were generally healthy personalities. The mental health of people has been commonly judged by their behavior in leisure time.<sup>38</sup> Williams stated that physical education has been found useful in therapy of nervous disorders of lesser severity than insanity--not as an exercise but as a way of return to play, to simple movements and coordination, and to objective activity.<sup>39</sup>

8. To develop leisure time activities. Nixon and Cozens said that children of all ages have leisure time and it has been found important that they be engaged in worthy activities at such times. It was also important

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<sup>37</sup>American Association for Health, Physical Education and Recreation, op. cit., p. 190.

<sup>38</sup>Ibid., p. 96.

<sup>39</sup>Williams, op. cit., p. 138.

that children be taught activities which have appeal for the child so that they will carry over into his immediate life as leisure time activities.<sup>40</sup> The ultimate objective of physical education for leisure implied that all people should have the opportunity to develop resources within themselves for a satisfying leisure and to achieve full group membership in a democratic society.<sup>41</sup>

#### NEEDS FOR PHYSICAL EDUCATION

The basic needs of the pupils in Batavia High School were first considered when the physical education curriculum was developed. Before the needs were formulated, a definition of a need was considered as "the absence of something which if present would tend to give satisfaction."<sup>42</sup> A need was any requisite to the normal wholesome functioning of an individual in a given culture. Abilities, chances, opportunities, favorable conditions were necessary in order that needs be satisfied.<sup>43</sup>

The basic needs of education as listed by Cowell and

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<sup>40</sup>Nixon and Cozens, op. cit., p. 181.

<sup>41</sup>American Association for Health, Physical Education and Recreation, op. cit., p. 95.

<sup>42</sup>Ibid., p. 242.

<sup>43</sup>Ibid., pp. 242-45.

Hazelton were:

1. salable skills;
2. health and physical fitness;
3. citizenship;
4. family life;
5. consumer problems;
6. science;
7. appreciation of beauty;
8. leisure time;
9. cooperation; and
10. thinking and communication.<sup>44</sup>

The following needs seemed to be basic in the development of the physical education curriculum in Batavia High School.

Physical fitness--Sharman stated that if we were interested in helping young people to prepare themselves to carry more than their share of the world's work and responsibilities, we should be interested in providing opportunities for them to participate in vigorous big muscle activity during the period of growth and development.<sup>45</sup> It was found in a series of tests administered by MacLeay in work on his Ph. D. thesis that a large percentage of the freshmen who entered the University of Illinois were very low in physical abilities. For example, in a group of

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<sup>44</sup>Charles C. Cowell and Helen W. Hazelton, Curriculum Designs in Physical Education (New York: Prentice-Hall, Inc., 1955), p. 57.

<sup>45</sup>Jackson R. Sharman, Introduction to Physical Education (New York: A. S. Barnes and Company, 1934), p. 85.

approximately four hundred freshmen male students not including physical education majors, 24 per cent could not climb a twenty foot rope; 5 per cent could not do one push-up, 19 per cent could not do five push-ups, 38 per cent could not do ten push-ups; 15 per cent could not do one pull-up, 33 per cent could not do three pull-ups, 60 per cent could not do five pull-ups.<sup>46</sup> The results of a series of tests given by Weber showed that there was a significant relationship between physical fitness scores and grade point averages for a year. These findings indicated that good physical fitness tended to accompany, fairly well, achievement of academic success during the year for the subjects studied.<sup>47</sup> The previous studies tended to show that there was a need for physical fitness development in the high schools.

Development of skills--Skills were defined as the harmonious adjustment of muscles to their action, teamwork among muscle groups. The contribution of skill in

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<sup>46</sup>J. C. MacLeay, "Physical Performance Ability Records of University of Illinois College Freshmen," Report on thesis for Ph. D. degree. October, November, December, 1954.

<sup>47</sup>Robert John Weber, "Relationship of Physical Fitness and Success in College," American Association for Health, Physical Education and Recreation Research Quarterly, 24:471-4, December, 1953.

the use of the body added to fulness of living on the part of the individual. Properly organized and conducted physical education programs contribute not only to motor skills but also to social skills and skills for problem-solving.<sup>48</sup> No specific tests were available at the Batavia High School which showed the degree of development of skills. The athletic teams in Batavia High School ranked about at the mid-point when compared with other schools in the vicinity. Batavia High School was on an almost equal basis with nearby schools in enrollment, facilities, and amount of time spent on athletics which tended to show there was a need for the further development of skills in the school.

Active participation in games--Batavia High School did not have an intramural program. The only game participation was in the physical education class or on the athletic teams. All boys did not participate in athletics; therefore, there was a need for more active participation in games in the physical education program.

Citizenship and leadership--Cowell and Hazelton stated that a good physical education program was one which contributed to the realization of democratic ideals in the

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<sup>48</sup>American Association for Health, Physical Education and Recreation, op. cit., pp. 456-61.

daily life of pupils.<sup>49</sup> Cowell and Hazelton also said:

Citizenship is learned. The only effective training for citizenship in a democracy is practice for democratic living. Daily experiences in "taking turns" and sharing, being a "good sport," not "letting the other fellow down," faithfulness in adversity, working for the good of the team, obeying the "rules of the game"--these and a host of others are involved in being a decent law-abiding democratic citizen.<sup>50</sup>

The physical education program should contribute to democratic citizenship through aiding the individual in acceptance of self and in the acceptance of differences in self and others.<sup>51</sup>

Development of leisure time activities--Batavia, a community of approximately six thousand population did not have organizations, clubs, or groups to set up leisure time activities for high school pupils. The major burden of development of proper leisure time activities was left in the hands of the school. Therefore, there was a need to include in the physical education program, activities that the participants could use in leisure time.

The aims and objectives of the physical education program were selected after a careful survey of literature.

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<sup>49</sup>Cowell and Hazelton, op. cit., p. 52.

<sup>50</sup>Ibid.

<sup>51</sup>Rosalind Cassidy, "Contributions of Physical Education to Democratic Citizenship," Journal of Health, Physical Education, and Recreation, 31:218-19, April, 1950.

The needs of the students were established through a study of the community and the environment from which these students came and also from studies and surveys that have been made showing general needs of students in this country. These goals guided the formation of the physical education program for the Batavia, Illinois High School.

## CHAPTER IV

### FACILITIES, TIME ALLOTMENT, AND INSTRUCTORS FOR PHYSICAL EDUCATION IN BATAVIA HIGH SCHOOL

#### I. FACILITIES

The necessary facilities for an adequate physical education program fell into two classes, indoor and outdoor, and while it was quite generally recognized that outdoor activities were far more healthful under satisfactory weather conditions, the indoor equipment was almost as essential because the average school year contained many days unsuited to outdoor play.<sup>52</sup>

Nixon and Cozens set forth important objectives in relation to facilities: (1) to provide safe equipment and have it inspected regularly; (2) to provide facilities conducive to the type of activities appropriate to the physical power and endurance of the students; (3) to provide facilities specifically appropriate to the types of activities needed by the students; (4) to provide attractive facilities; and (5) to provide adequate facilities.<sup>53</sup>

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<sup>52</sup>William Leonard Hughes and Jesse Feiring Williams, "Sports, Their Organization and Administration," (New York: A. S. Barnes and Company, 1944), p. 348.

<sup>53</sup>Nixon and Cozens, op. cit., p. 98.

The available facilities have been considered in developing the physical education program for Batavia High School. The following indoor facilities were available at Batavia High School:

1. One large gymnasium, eighty-four feet by one hundred feet, which, when divided in the middle, formed two complete basketball courts forty feet by eighty feet. These courts were complete with roll-down baskets at each end, visible boundary lines, and proper marking on the free throw lanes and circles.

2. Four adapted volleyball courts had been set up in the gymnasium with proper nets, boundary lines, and standards. These courts measured 22' x 48', official courts measured 30' x 60'. These volleyball courts at Batavia High School were cut down due to the lack of space.

3. Apparatus and tumbling equipment included two sets of parallel bars, one side horse, a twenty foot climbing rope, four mats 15' x 5', and eight mats 8' x 5'.

4. Four doubles badminton courts had been set up in the balconies of the gymnasium. These each measured 18' x 40', official courts measured 20' x 44'.

5. Two tables for table tennis were also located on the balconies of the gymnasium. These tables measured 5' x

9'.

6. A separate room at one end of the balcony was used for wrestling. This room was 26' x 20' and contained a large wrestling mat twenty feet square.

The following outdoor facilities were available at Batavia High School:

1. Located at the side of the building was a steep hill with concrete steps. This was an ideal spot for archery targets. The area used for shooting was one hundred fifty feet by three hundred feet.

2. A bowling establishment with four bowling alleys was located within a block of the high school. Arrangements had been made with the owner to set aside a specific time for boys in physical education classes to use the alleys.

3. A pond was located one block from the high school where ice skating facilities were made available during the winter months for boys physical education classes. This pond was approximately one hundred fifty yards wide and three hundred yards in length.

4. The athletic field was approximately two hundred thirty yards long and one hundred ninety yards wide. A six-lane 440 yard cinder track with a 220 yard straight-away was located on one half of the athletic field. The

shot put ring was located near the track. The football field which measured one hundred twenty yards in length and one hundred sixty feet wide was situated inside the oval track. Between the football field and the track was located the high jump, broad jump, and pole vault pits. On the remaining half of the athletic field was located tennis courts, baseball and softball diamond, discus throw, and a field which was used for soccer, golf, and football. The tennis courts measured 78' x 36'. The baseball and softball diamond which measured two hundred twenty yards down the right field line and more than adequate space down the left field line, was located thirty yards north of the tennis courts and ten yards from the outer edge of the athletic field. On the north side of the baseball and softball diamond and overlapping in the left field area was a field which measured 360' x 160'. This field was used for soccer, football, and golf. The discus throw was located at the north west corner of this field. See page 35 for a diagram of the athletic field.

## II. TIME ALLOTMENT

Batavia High School had an enrollment of approximately two hundred boys who were required to take physical education one period a day five days a week. There were six

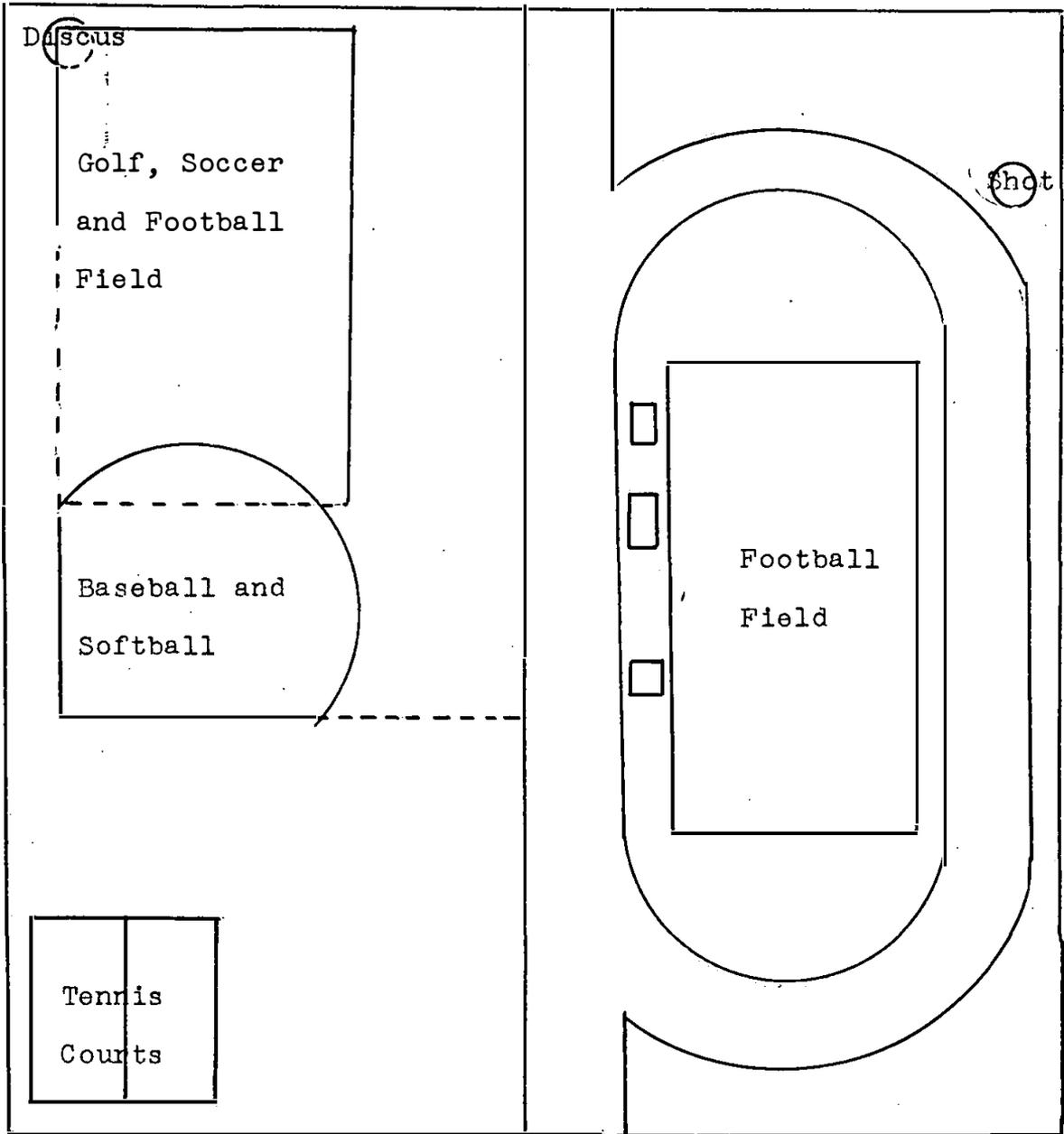


DIAGRAM OF ATHLETIC FIELD

one-hour class periods in the day with a physical education class scheduled for every period giving a total of six classes daily. The first period consisted of thirty three juniors, the second period consisted of thirty two seniors, and the third period was made up of thirty two juniors and seniors. The fourth period consisted of thirty five freshmen, the fifth period consisted of thirty five sophomores, and the sixth period was made up of thirty three freshmen and sophomores.

### III. INSTRUCTORS

There were two instructors for physical education. One instructor taught three physical education classes in the morning and had two academic classes in the afternoon. In undergraduate work at the University of Illinois he had majored in physical education and received a Masters' Degree in education from the University. He has had seven years of teaching experience. He was qualified through training and experience to teach touch football, soccer, basketball, volleyball, softball, gymnastics, tumbling drills and apparatus, badminton, tennis, golf, rhythmic activities, table tennis, wrestling, baseball, bowling, archery, horseshoes, ice skating, and track and field. He was also varsity basketball and baseball coach at Batavia

High School.

The second instructor taught two academic classes in the morning and had three physical education classes in the afternoon. This instructor had majored in physical education at Eastern Illinois State College in Charleston, Illinois and was completing work on his Masters' Degree at the same institution. He has had eight years of previous teaching experience. He was qualified through training and experience to teach touch football, soccer, basketball, volleyball, softball, tennis, golf, rhythmic activities, gymnastics, tumbling drills and apparatus, badminton, table tennis, baseball, and track and field.

## CHAPTER V

### THE PHYSICAL EDUCATION PROGRAM

The activities selected were those which most nearly met the aims and objectives of the program, which satisfied the needs of the students in Batavia High School, and for which there were adequate areas and facilities together with trained leaders. These activities were then arranged and integrated into the schedule of the school.

The aims and objectives of the physical education program as previously discussed were as follows:

1. To develop physical fitness.
2. To develop skills in wholesome games and activities.
3. To improve posture.
4. To develop desirable attitudes in relation to skills and activities.
5. To develop character, cooperation, and sportsmanship.
6. To develop leadership.
7. To develop mental and emotional stability.
8. To develop leisure time activities.

The needs of the students in Batavia High School as previously listed were:

1. Development of physical fitness.
2. Development of skills.
3. Active participation in games.
4. Development of citizenship and leadership.
5. Development of leisure time activities.

### I. SELECTION OF ACTIVITIES

To meet the need for the development of physical fitness, those activities rated high in physical value by LaPorte were selected. These activities and their ratings were as follows:<sup>54</sup>

Basketball	10
Wrestling	10
Soccer	9
Baseball and softball	8
Tumbling and apparatus	8
Touch football	8
Volleyball	8
Track and field	8
Tennis	8

Williams stated that a person could be taught all

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<sup>54</sup>William Ralph LaPorte, The Physical Education Curriculum, (Los Angeles: The University of Southern California Press, 1947), pp. 9-12.

sorts of skills but only the functional skills contributed to his education. Functional skills were either utilitarian or recreational. Functional skills such as walking, running, sitting, standing, lifting weights, and other neuro-muscular coordinations used in daily life were utilitarian. The recreational skills were the many coordinations that were used in games, sports, and athletics.<sup>55</sup> In all activities included in the physical education program, it was necessary to acquire some degree of skill.

To meet the need of development of citizenship and leadership, those activities rated high in social and psychological value by LaPorte were selected. These activities and their ratings were as follows:<sup>56</sup>

SOCIAL		PSYCHOLOGICAL	
Basketball	8	Basketball	8
Soccer	8	Soccer	8
Touch football	7	Baseball and softball	7
Volleyball	7	Tennis	7
Baseball and softball	7	Rhythmic activities	7
Golf	6	Touch football	6
		Volleyball	6

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<sup>55</sup>Williams, op. cit., p. 24.

<sup>56</sup>LaPorte, op. cit., pp. 9-12.

To meet the need of active participation in games, those activities rated high in social and recreational value by LaPorte were selected. These activities and their ratings were as follows:<sup>57</sup>

SOCIAL		RECREATION	
Basketball	8	Tennis	10
Soccer	8	Volleyball	8
Touch football	7	Horseshoes	8
Volleyball	7	Golf	8
Baseball and softball	7	Soccer	7
Tennis	6	Baseball and softball	7
Golf	6	Basketball	6

To meet the need of development of citizenship and leadership, those activities rated high in social and psychological value by LaPorte were selected. These activities and their ratings were as follows:<sup>58</sup>

SOCIAL		PSYCHOLOGICAL	
Basketball	8	Basketball	8
Soccer	8	Soccer	8
Touch football	7	Baseball and softball	7
Volleyball	7	Tennis	7

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<sup>57</sup>Ibid.

<sup>58</sup>Ibid.

SOCIAL		PSYCHOLOGICAL	
Baseball and softball	7	Rhythmic activities	7
Golf	6	Touch football	6
		Volleyball	6

To meet the need of development of leisure time activities, those activities rated high in recreational value by LaPorte were selected. These activities and their ratings were as follows:<sup>59</sup>

Tennis	10
Volleyball	8
Horseshoes	8
Golf	8
Baseball and softball	7
Archery	7

Bowling and ice skating were not evaluated by LaPorte but have been included in the program due to the interest in these activities in the community. Badminton and table tennis also were not evaluated by LaPorte but due to the nature of the activities, have been included in the program.

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<sup>59</sup>Ibid.

## II. PLACEMENT OF ACTIVITIES

Williams has stated that the theory regarding the use of big muscle activities was interpreted to mean that the older, larger, and central muscles should be developed before the accessory muscles were developed. To physical education, this theory meant that the use of large muscles of the body should be emphasized before the use of the small ones.<sup>60</sup>

In this paper, the following activities were considered as large muscle activities: (1) touch football; (2) soccer; (3) basketball; (4) volleyball; (5) softball; (6) baseball; (7) track and field; (8) tumbling and apparatus; and (9) wrestling. The following activities were considered as small muscle activities: (1) golf; (2) archery; (3) bowling; (4) badminton; (5) table tennis; (6) horseshoes; (7) tennis; and (8) ice skating. Some activities were considered as both large and small muscle activities. In the teaching of the fundamentals, large muscles have been developed after which the emphasis was placed on skill.

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<sup>60</sup>Williams, op. cit., p. 157.

### III. THE PROGRAM

The sequence of teaching of the activities in the following program was based upon the theory of large muscle development preceeding small muscle development. The time allotment indicated the percentage of time to be given each unit out of a total of 100 per cent. This percentage was taken in part from a report on curriculum development by LaPorte.<sup>61</sup>

#### A. Ninth Grade

The needs of ninth grade students appeared to be that of large muscle development, development of skills, and appreciation for the activities. The activities which seemed to most nearly meet these needs on the basis of LaPorte's evaluation and their classification in relation to large muscle activities were: (1) touch football; (2) soccer; (3) basketball; (4) volleyball; (5) softball; and (6) track and field. The teaching sequence and time allotment suggested for each activity were as follows:

#### First Six Weeks--Touch Football

<u>Steps</u>	<u>% of Time</u>
1. Stance and position	10
2. Ball handling	25

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<sup>61</sup>LaPorte, op. cit., pp. 17-24.

## Touch Football (cont.)

<u>Steps</u>	<u>% of Time</u>
3. Running with ball	18
4. Fundamental plays	20
5. Competition	27
Second Six Weeks--Soccer	
1. Kicking and passing	20
2. Dribbling and stopping	25
3. Goal kicking, volleying, and throw-in	20
4. Chesting and heading	10
5. Competition	25
Third Six Weeks--Basketball	
1. Ball handling	33
2. Shooting	29
3. Team defense and offense	20
4. Competition	18
Fourth Six Weeks--Volleyball	
1. Ball handling	44
2. Rotation	6
3. Recovering ball	8
4. Position play	10
5. Placing serves	10
6. Side arm service	7
7. Competition	15

## Fifth Six Weeks--Softball

<u>Steps</u>	<u>% of Time</u>
1. Throwing and fielding	24
2. Batting	24
3. Pitching and catching	17
4. Base running	8
5. Competition	27

## Sixth Six Weeks--Track and Field

1. Preliminary training	12
2. Warming up	7
3. Starting form	11
4. Sprinting form	11
5. Finish form	7
6. Standing and running broad jump	19
7. High jump	12
8. Shot put	11
9. Relay races	10

## B. Tenth Grade

The needs of tenth grade students appeared to be that of large muscle development, active participation in games, development of skills, and development of citizenship and leadership. The activities which seemed to most nearly meet these needs on the basis of LaPorte's evaluation and their classification in relation to large muscle activities

were: (1) touch football; (2) soccer; (3) basketball; (4) tumbling and apparatus; (5) softball; and (6) track and field. The teaching sequence and suggested time allotment for each activity were as follows:

First Six Weeks--Touch Football

<u>Steps</u>	<u>% of Time</u>
1. Review elementary fundamentals	11
2. Passing and receiving	22
3. Ball handling	17
4. Center pass	6
5. Body block	9
6. Line up formation	8
7. Competition	27

Second Six Weeks--Soccer

1. Review elementary fundamentals	20
2. Position play	11
3. Kicking, trapping, and tackling	23
4. Competition	46
5. Training	9

Third Six Weeks--Basketball

1. Review elementary fundamentals	20
2. Pivoting, passing, and receiving	28
3. Offensive and defensive play	23
4. Competition	29

## Fourth Six Weeks--Tumbling and Apparatus

## Tumbling

<u>Steps</u>	<u>% of Time</u>
1. Elementary mat work	27
2. Round off and cartwheel	10
3. Headstand	8
4. Hand stand and handspring	25
5. Pyramid mounts and dismounts	10
6. Two and three man pyramids	10
7. Large group pyramids	10

## Apparatus

1. Approach and mount	9
2. Dismount and retreat	9
3. Front, squat, straddle vaults	39
4. Flank, rear, thief vaults	43

## Fifth Six Weeks--Softball

1. Review elementary fundamentals	11
2. Infield and outfield play	21
3. Advanced pitching	10
4. Team offense and defense	27
5. Competition	31

## Sixth Six Weeks--Track and Field

1. Review elementary fundamentals	10
2. Middle distance	9

## Track and Field (cont.)

<u>Steps</u>	<u>% of Time</u>
3. Low and high hurdles	26
4. Distances	8
5. Pole vault	14
6. Shot put (12 pound)	11
7. Discus	12
8. Training and officiating	10

## C. Eleventh Grade

The needs of eleventh grade students appeared to be that of development of both large and small muscles, increased development of skills, citizenship and leadership, development of leisure time activities, and participation in games. The activities which seemed to most nearly meet these needs on the basis of LaPorte's evaluation and their classification in relation to large and small muscle activity were: (1) baseball; (2) soccer and rhythmic activities; (3) tumbling and apparatus; (4) wrestling; (5) golf; and (6) tennis. The teaching sequence and suggested time allotment for each activity were as follows:

## First Six Weeks--Baseball

<u>Steps</u>	<u>% of Time</u>
1. Review elementary fundamentals	11
2. Infield and outfield play	15

## Baseball (cont.)

<u>Steps</u>	<u>% of Time</u>
3. Pitching and catching	15
4. Team offense and defense	10
5. Competition	39

## Second Six Weeks--Soccer and Rhythmic Activities

## Soccer

1. Review elementary fundamentals	10
2. Offensive and defensive strategy	20
3. Competition	70

## Rhythmic Activities

1. Polka	15
2. Two-step	15
3. Schottische	20
4. Waltz	25
5. American Country Dance Steps	25

Soccer would be taught the first three weeks and rhythmic activities the last three weeks.

## Third Six Weeks--Tumbling and Apparatus

## Tumbling

1. Review elementary fundamentals	15
2. Somersaults	18
3. Handsprings	22
4. Companion stunts	22

## Tumbling (cont.)

<u>Steps</u>	<u>% of Time</u>
5. Twisters and combinations	23
Apparatus	
1. Review elementary fundamentals	10
2. Cut-offs	25
3. Circles	25
4. Balance stands	20
5. Combinations	20
Fourth Six Weeks--Wrestling	
1. Fundamental positions	11
2. Going behind and dropping opponent	8
3. Prevention of injuries	7
4. Training activities	9
5. Holds and combinations	11
6. Pinning positions	11
7. General offensive and defensive fundamentals	14
8. Competition	29
Fifth Six Weeks--Golf	
1. Grip	7
2. Stance	7
3. Back swing	10
4. Down swing	10

## Golf (cont.)

<u>Steps</u>	<u>% of Time</u>
5. Balance	8
6. Follow through	9
7. Tee shots	12
8. Fairway shots	11
9. Approach shots	13
10. Putting	13

## Sixth Six Weeks--Tennis

1. Grips and stances	20
2. Forehand and backhand drives	36
3. Plain and cut service	21
4. Footfaults	5
5. Volley and competition	24

## D. Twelfth Grade

The needs of twelfth grade students appeared to be that of development of fine muscle skills, development of leisure time activities, and leadership and citizenship. The activities which seemed to most nearly meet these needs on the basis of LaPorte's evaluation and classification in relation to small muscle activities were: (1) archery; (2) basketball; (3) volleyball; (4) ice skating; (5) badminton, table tennis, horseshoes; and (6) golf and tennis. The teaching sequence and suggested

time allotment were as follows:

First Six Weeks--Archery

<u>Steps</u>	<u>% of Time</u>
1. Nocking the bow and arrow	10
2. Stance	8
3. Safety precautions	10
4. Drawing bow, point of aim, loosing arrow	44
5. Shooting	28

Second Six Weeks--Basketball

1. Review elementary fundamentals	21
2. Defensive play	13
3. Offensive play and shooting	24
4. Competition	42

Third Six Weeks--Volleyball

1. Review elementary fundamentals	11
2. Ball handling	24
3. Passing, setting up, spiking, blocking	15
4. Competition	50

Fourth Six Weeks--Ice skating and Bowling

Ice skating

1. Safety practices	15
2. Starting strokes	25
3. Skating strokes	25

## Ice skating (cont.)

	<u>Steps</u>	<u>% of Time</u>
4.	Stopping	20
5.	Turning	15

## Bowling

1.	Scoring	5
2.	Selection of equipment	5
3.	Approach	19
4.	Delivery and follow through	24
5.	Competition	47

## Fifth Six Weeks--Badminton, Table Tennis, and Horse'shoes

## Badminton

1.	Grip, stance, service	18
2.	Volley	15
3.	Singles play	10
4.	Doubles play	10
5.	Competition	47

## Table Tennis

1.	Grip, stance	8
2.	Service	15
3.	Volley	15
4.	Singles play	5
5.	Doubles play	10
6.	Competition	47

## Horseshoes

<u>Steps</u>	<u>% of Time</u>
1. Stance	10
2. Grip	10
3. Delivery and follow through	20
4. Scoring	5
5. Team play	20
6. Tournament play	35

## Sixth Six Weeks--Golf and Tennis

## Golf

1. Review elementary fundamentals	10
2. Back and down swings	15
3. Balance and follow through	20
4. Tee shots	20
5. Fairway and approach shots	20
6. Putting	15

## Tennis

1. Review elementary fundamentals	10
2. Volley	15
3. Net play	10
4. Singles play	5
5. Doubles play	10
6. Competition	50

On the basis of the facilities available, time allot-

ment, and instructors, it was felt that the program that has been developed most adequately met the needs of the students in Batavia High School.

#### IV. SUMMARY

The physical education program for Batavia, Illinois High School was developed after the needs of the students were ascertained, the aims and objectives of the program were established, and a careful survey of the literature was completed. Existing facilities, time allotment, experience and training of the instructors were also considered in the development of this program. Activities were then selected which most adequately fulfilled the aims and objectives of the program and also satisfied the needs of the students. These activities were then developed in sequence with percentage of time allotted to each phase of the activity. On this basis, the following activities were selected for the ninth grade students: (1) touch football; (2) soccer; (3) basketball; (4) volleyball; (5) softball; and (6) track and field; the following activities were selected for the tenth grade students: (1) touch football; (2) soccer; (3) basketball; (4) tumbling and apparatus; (5) softball; and (6) track and field; these activities were selected for the eleventh grade students: (1) base-

ball; (2) soccer and rhythmic activities; (3) tumbling and apparatus; (4) wrestling; (5) golf; and (6) tennis; and the following were selected for the twelfth grade students: (1) archery; (2) basketball; (3) volleyball; (4) ice skating and bowling; (5) badminton, table tennis, horse-shoes; and (6) golf and tennis.

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