ORGANIZATION OF A PHYSICAL EDUCATION PROGRAM
FOR THE MONTANA JUNIOR HIGH SCHOOLS

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by
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CHAPTER I

INTRODUCTION

On July 11, 1955, the Montana State Board of Public Instruction\(^1\) adopted the Standards for Accreditation of Junior High Schools. There are presently eleven accredited junior high schools in the state with two more in the planning stages. It is with this current trend in mind that the writer did the research for this study.

Problem

The transfer from the conventional seventh and eighth grade program to a separate three year junior high school has brought about the need for reorganization of the different subject areas. In the junior high school organization there is usually the opportunity for a broader program of activities; there is a greater likelihood of having specialized teachers in physical education; the facilities and equipment are likely to be better; and it is usually easier to conduct a desirable after-school recreation program.

It was the purpose of this study to organize a desirable physical education program for the Montana junior high schools and to present activities suited to this organization.

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\(^1\) Montana State Board of Education, Standards for Accrediting and Supervision of Junior and Senior High Schools in Montana, Helena, Montana, (1955-1956), Issued by the State Department of Public Instruction.
Need For This Study

The latest course of study for Montana junior high school physical education, the writer was able to locate, was dated "1946" which shows a definite need for research in modern thinking on physical education. With the standards for accreditation having been adopted July 11, 1955, Montana has made a definite step forward in its program of meeting the needs of the whole child. The State Board of Education's attitude toward the part of physical education is clearly given in this statement on requirements.

A program of physical education, health, hygiene, and recreation will be offered the full three years of junior high school. It will be offered a minimum of thirty minutes per day or one hundred fifty minutes per week.2

There is a need for the physical education field to organize a program which will be best suited to this greater offering of physical education in the total school program. This appreciation of physical education and need for reorganization is not limited to Montana, as shown by Irwin:

There is an ever-growing tendency for schools to provide the essentials for the development of proper fitness in youth of school age. The challenge to physical education is to capitalize on the opportunity in establishing the type of program that unquestionably will produce superior results.3

2 Ibid., p. 13.
There is a greater problem in the organization and conduct of a satisfactory physical education program in the seventh and eighth grades of the traditional elementary school than in the larger junior high school. Some of the problems that Montana has made an attempt to improve are probably the same as those presented by Irwin:

1. Facilities and equipment are often lacking or limited.
2. The classroom teacher may be the only person to assume responsibility for the entire program.
3. On the average there are fewer pupils to form the bases of units for competition in the activities.  

The present study was originated with the purpose of organizing a program of physical education which would best meet the needs of the pupil in the Montana junior high school. The procedure of organization will be presented in chapter two. Chapter three contains the different areas of the program.

4 Ibid., p. 207.
CHAPTER II

ORGANIZING THE PROGRAM

It is the writer's plan to organize a desirable program along the lines of criteria which noted authorities in the field of physical education have set up. Characteristics of a desirable physical education program will be enumerated in this chapter and applied to the Montana junior high school.

In organizing a physical education program for the junior high school, there are numerous areas which must be considered. The important areas to be considered are (1) the aims and objectives, (2) the pupil needs, (3) the selection of activities, and (4) the supervision of the program. They are not necessarily in order of importance, however, all are important.

Aims and Objectives

In organizing a program of physical education, the first concern is what is the aim of the program. The aim is the purpose of the program; it corresponds with the philosophy involved in the program's organization. After the aim of the program is established objectives which achieve the aim are drawn up.

As defined in this study, aims refer to more distant or remote ends while objectives are more concrete and definite, and therefore, more readily attainable. As the aim
may be broken down into objectives of the program, the objectives may be broken down still further into objectives which are more detailed and immediate.

It was with these definitions of aims and objectives in mind that the writer proposes this junior high school physical education program. The aims and objectives of the program are from numerous authorities, however, it is felt that they should apply to the Montana junior high school physical education program. Basically all junior high school students have the same general needs and characteristics; the aim and the objectives were set-up to satisfy these needs and characteristics.

The selection of aims and objectives of physical education is the first vital consideration of the physical education instructor. His aims of physical education will correspond very closely to his philosophy of physical education.

Kozman5 writes that since the beginning of this century the outstanding development in physical education has been the swing from "formal" or gymnastic programs to sports, games, and dances, or "natural" activities. This change in subject matter indicates changes in the philosophy and the aims and objectives of those teaching physical education.

The recent trend has been more and more to see education

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and physical education as a part-whole relationship. The aim of physical education for fullest development of the individual in meeting the demands of living, as written by Kozman, illustrates this trend.

Physical education, as one part of education, aims to aid the individual to attain his fullest development in meeting the demands of living in a democracy and in an independent world. It achieves this through the selection and guidance of experience appropriate to the field directed toward the total fitness of the individual.\(^6\)

Some broad major objectives of physical education are as Williams lists them:

1. The practice must provide physiological results, scientifically determined, indicative of wholesome, functional activity of organic systems, and sufficient for the needs of the growing organism.
2. The practice must have meaning and significance for the individual and should provide a carry-over interest.
3. The practice must provide opportunity for the individual to satisfy those socially desirable urges and impulses of nature through engagement in motor activities appropriate to age, sex, condition, and stage of development.
4. The practice must offer opportunity to the individual under wise leadership to meet educative situations as one of a social group.\(^7\)

It may be noted that Williams' objectives of physical education are similar, in providing for the needs and interests of the individual in our society, to a list from

\(^6\) Ibid., p. 106.

Davis and Lawther.

1. Developing organic power, stimulating bodily growth and development, and developing certain physiological resistances, through participation in beneficial types of physical education activities.

2. Providing opportunities for the establishment and continuance of those habits of healthful living related to participation in physical education activities.

3. Developing safety, recreational, and utility-in-life skills and controls, useful or pleasurable now or in out-of-school life, through participation in selected physical education activities.

4. Developing desirable attitudes as a participant in physical education activities, and toward physical education.

5. Developing desirable social traits that are related, directly or indirectly, to participation in physical education activities.

6. Providing opportunities for the individual to satisfy his desires for selfhood through individualized teaching and suitable organization of the program of physical education activities.

The aim and the broad major objectives previously listed are in general agreement in meeting the individuals' needs towards successful living in society. Just as the aim may be broken down into major objectives, it is felt that these broader objectives should be broken down progressively into more detailed and immediate objectives.

The following three groups of objectives for physical and emotional development, as presented by Voltmer, are recommended for Montana junior high schools on the basis of

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worthiness of general pursuit:

A. Those most worthy of general pursuit:
      a. Development of psycho-motor skills.
      b. Development of proper coordination of special senses with body movement.
      c. Development of natural, racial activities.
      d. Development of general bodily control.
      e. Development of skills common to America generally, and to one's own locality particularly.
   2. Cultural Aim.
      a. Preparation for leisure time.
      b. Improvement of morals through improving body.
   3. Mental Hygiene Aim.
      a. Eliminating or diminishing worry, through developing appropriate interests in physical activity.
      b. Increasing general neural vigor.
   4. Desirable Habits Aim.
      a. Establishment of a schedule of daily activities that fit one's own being.
      b. Acquiring the habit of spending a portion of one's leisure time in enjoyable physical activity.

B. Those less worthy of general pursuit:
   1. Purely Physical Aim.
      a. To assist in the development of endurance sufficient to meet the needs of the stress of life and a little bit more.
      b. To assist in developing strength enough to do normal life tasks without undue strain.
   2. Personality Aim.
      a. Attainment of sportsmanship.
      b. Attainment of leadership.
      c. Attainment of positive active qualities.
      d. Attainment of positive mental qualities.
      e. Attainment of self-control.
      f. Attainment of social cooperation.
      g. Attainment of qualities of efficiency.
      h. Attainment of sociability.
3. Prestige Aim.
   a. Promotion of school spirit.

   a. Attainment of knowledge of proper health procedure, as related to physical exercise.

5. Desirable Habits Aim.
   a. Acquiring the habit of cleanliness.

C. Those worthy of only occasional pursuit:

1. Purely Physical Aim.
   a. To assist in providing for normal growth and development.
   b. To assist in developing and maintaining sound and proper functioning.

2. Prestige Aim.
   a. Presenting interesting performances or shows.
   b. Advertising school or institution.

3. Applied Knowledge Aim.
   a. Attainment of knowledge of rules.
   b. Attainment of knowledge of techniques and methods.
   c. Attainment of knowledge of first aid.

In conclusion, it may be stated that a physical education program must have aims and objectives to be purposeful, stable, and free from aimless wandering. The aims and objectives of this program have been set up for the benefit of the pupil. Of next consideration are the needs of the pupil and the characteristics which determine these needs.

Pupil Needs

The physical education program must be organized and administered in terms of the needs of pupils in the school.

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and the resources available for meeting those needs. The following quotations give a good description of the typical student in the junior high school:

From birth on, the organism never ceases to have basic urges and desires demanding fulfillment in and through the socializing process. The human being has needs which have mental-emotional-spiritual-social aspects. From birth on, these needs have their origins in the process of interaction. In different environments different needs arise. Each individual develops needs unique to him. The form of expression needs take, the intensity with which different ones are felt, vary in each individual with differences in environment, heredity, and experience.10

Adolescents are growing into something other than they were as children. They are increasingly aware of new urges and desires and interests, but the most convincing evidence that a new self is developing are the body changes taking place. The physical changes often seem to them inexplicable, unordered, and strange. The changes make sex a reality to be faced and accepted. The approach of adulthood, of being masculine or feminine person, fills them with pride and alarm in varying degrees.11

Nixon and Cozens list the following prominent characteristics of the junior high school student which warrant consideration in program planning.

1. Rapid growth.
2. Awkwardness.
3. Susceptibility to fatigue.
4. Powers of abstract reasoning developing.
5. Increasing power of attention.
6. Moodiness and day-dreaming quite common.
7. Emotions strong and not well under control.
8. Age of loyalty—of clubs, gangs, teams, etc.

10 Hilda Clute Kozman and others, op. cit., p. 35.
11 Ibid., p. 36.
9. Strong desire to belong.
10. Developing sense of honor.
11. Marked difference in maturity of boys and girls.
12. Girls more mature than boys.
14. Mutual sex attraction.
15. Lack of understanding of adult points of view.
16. Desire for excitement and adventure.
17. Hero worship and susceptibility to adult leadership.
18. Impatient with parental restraint.
19. Narrowing of interest to a few games rather than many.
20. Strong interest of girls in folk and dramatic dancing.¹²

These adolescent characteristics and implied needs call for a program emphasizing team games of higher organization, especially for boys, with modifications and stress on fundamentals at the lower levels of this period. If facilities are available, stress should be placed on aquatics for both sexes. Rhythms and dancing, with emphasis on fundamentals, occupy a special place in the program for girls, although they have not been particularly successful for boys.

The junior high school program must allow for the students' interest in social relationships and their serious consideration for group loyalty, belongingness, and status in the group. A manifestation of hero worship is found along with a willingness to follow leadership.

There must be consideration for "carry-over" activities

which may be used profitably for recreation and leisure-time activities in later life. Narrow specialization in activities as golf, tennis, or swimming should be avoided; however, these skills should be cultivated along with participation in a broader program. Emphasis should be placed on all-around development of ability rather than upon specialization, as on track and field events. Intense programs of inter-school competition do not belong in this period. Skills should be cultivated in such games as baseball, basketball, and, for boys, football.

Interschool football should be limited to ninth grade students. Football will be discussed later in this study. Over emphasis upon more strenuous games like football and basketball is dangerous because of the susceptibility to injury due to lack of endurance and because of awkwardness as associated with rapid growth of bones and muscles.13

Another hazard of this period is the emotional stress engendered by such competition. High standards of honor and sportsmanship are particularly desirable in connection with all competition. Ample consideration must be given to the selection of activities which will meet the needs of the junior high school student.

13 Anna Espenschade, "Physiological Maturity as a Factor in the Qualification of Boys for Physical Activity", Research Quarterly, May 15, 1944, pp. 113-117.
Selection of Activities

In selecting activities to meet the needs of a specific individual or group, there must be taken into account all the factors involving the pupil or pupils and the school situation. The pupils' skill level, interests, physical condition, and sex, as well as, the school facilities, were listed by Nixon as highly important.

1. The interest and characteristics of children at various stages of development.
2. The level in fundamental skills in the group under consideration.
3. The physical condition of the individuals being considered. Physical examination by physician before taking part in a program.
4. Sex must be taken into account.
5. Values desired.
6. The "teacher load".
7. The time allotment.
8. Hygienic considerations.
9. Size of play space available.
10. Equipment available.
11. Geographical and climatic conditions.

Lack of facilities and climatic conditions are major factors in Montana. The physical education program will have to adjust accordingly to the school's gymnasium, playground area, equipment, teacher load, and other factors. Due to Montana's weather conditions, activities should be carried on out-of-doors whenever possible. The early fall and late spring will usually be the only time that the physical education class will be permitted to participate in outside activities. Cold weather will necessitate gymnasium activities.

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14 Nixon and Cozens, op. cit., pp. 94-96.
the majority of the year, therefore, whenever weather permits, the students should have the benefits of fresh air and sunshine. Another factor in selection of the activities is the recommendation of the State Board of Education\textsuperscript{15} that boys and girls must have equal quantity and quality of instruction.

Selection of activities must meet the standards and regulations of the Montana State Board of Education in regard to the required program, time allotment, teacher qualifications, and interschool athletic policies. This proposed program, although not intended as an "ideal" program, should meet all of the state requirements.

One other aspect in program planning, which should not be overlooked, is the students should enjoy themselves and have fun. The physical education instructor, who supervises and instructs the activities, will have the greatest influence on the program regardless of facilities or other physical aspects. The best facilities will not make a desirable program without a trained and enthusiastic instructor who understands children and enjoys working with them. The physical education program must also have administrative support and supervision. The immediate director of the program should be a physical education teacher.

Program Supervision

As the Educational Policies Commission\(^\text{16}\) recommends, "the director of the junior high school physical education program should be professionally trained in health and physical education." The enrollment of the school and the supply of trained instructors will determine the adequacy of a good staff.

In the larger Montana junior high schools, it is recommended that there be two qualified physical education instructors, one full time instructor for girls and one full time for boys, for each three hundred students enrolled or on that proportionate basis. In the smaller schools with limited staffs, facilities, and equipment, teachers of other subjects who have a teaching minor in physical education, must assume the responsibility for the physical activities. It is to be hoped that there will be provision for supervision of these instructors by a professionally trained instructor of physical education.

The Montana State Board of Education\(^\text{17}\) requires that the first class district junior high school must employ "a


\(^{17}\) Standards and Recommendations for Instruction in Health, Physical Education, and Recreation in the Accredited Junior High Schools of Montana, op. cit., p. 2.
teacher who has at least forty-five quarter hours of college physical education (over the six required credits) and a four year elementary or secondary certificate." The second and third class districts require a "teacher who has at least thirty quarter credits of college physical education (over the six required credits) plus the four year elementary or secondary certificate." As mentioned previously, the size of the school will largely determine the professional adequacy of the staff.

Instructors may improve the teacher-pupil learning situation, as suggested by Irwin and Humphrey, by participation in workshops, school system in-service courses, clinics, independent study, or by professional literature.

In any situation it is the responsibility of the instructor to control the conditions under which learning takes place. The teacher's preparation, experience, drive and enthusiasm, and presentation will effect the results of the physical education program.

The entire program should be supervised by the school principal. The board of education and the superintendent of schools must support the physical education program if it is to be a desirable and successful program. It is essential that there be cooperation between the school and the local

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health agencies. A desirable physical education program requires leadership and direction with the cooperative efforts of the school, home, and community.

The actual program of activities will be determined by the administration and physical education teacher. Chapter three contains the organizational offerings for this program.
CHAPTER III

THE PROGRAM

The previous chapter contained areas to be considered in program organization; this chapter deals with the different areas of the program. This program follows Oberteuffer's foundation principles of curriculum planning for physical education. These principles consider the individual's age, sex, physical condition, and interests, and also, the community's needs and facilities.

1. The curriculum should be planned to allow for progression in learning, with a minimum of repetition of activities.
2. The curriculum should be arranged so that students have consecutive time to learn.
3. Curriculum planners should never lose sight of the individual who is ultimate consumer and beneficiary of their handiwork.
4. In conceiving and executing the curriculum, allowance should be made for cooperative planning between students and teachers.
5. The curriculum should consist of activities in which values are inherent, which are intrinsically interesting, and with which the student can develop an identity.
6. The curriculum should be constructed in relation to community needs and facilities and with some consideration given to the interests which may engendered by national backgrounds or racial characteristics.
7. The curriculum should provide activities which are susceptible to informal rather than formal teaching methods.
8. Curriculum materials should be selected in relation to the age, sex, and physical condition of the students.
9. The curriculum should make ample provision for the inclusion of those learnings associated with motor activity.
10. Integration as an educational process and concept has a bearing on physical education,
both in its internal structure and as it relates to other curriculum elements.  

In setting up the activities of the program, the first consideration should be the mechanical aspects: time allotment, class size, climatic conditions, marks, and credits.

Mechanical Aspects of the Program

These aspects will, of course, vary from one junior high school to the next, however, there are certain recommendations on marking and time allotment which physical education programs should comply with.

**Time allotment.** The time requirement of one hundred fifty minutes a week, as set by the State Board of education, is a minimum. One hour daily is recommended for physical education classes; this agrees with the statement from Irwin: "Pupils in each grade of the junior high school should have a one-hour class period daily for physical education in addition to after-school intramurals and other periods." However, the time allotment, for this program, will be based on a percentage of total time so that it will conform to any school situation.

**Class size.** Recommendations on the desirable size of a class vary greatly; Irwin and Humphrey found, "Scientific

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evidence with respect to the ideal size for physical education classes is practically nonexistent at the present time. Expert opinion generally places the best class size between thirty and forty-five pupils."21 The Montana junior high school class will seldom be larger than the suggested class size. It will, however, be affected by the type of activity presented, the space and amount of equipment available, and the ability and training of the teacher.

Climatic conditions. The physical education program should stress outdoor activities. Montana, being in a northern climate, cannot conduct an extensive outdoor physical education program. Thus, it is essential that activities be held out-of-doors whenever weather permits. This location does allow for a greater offering of winter sports.

Marks and credits. Marks, for example A through F, and credits for graduation should be given for physical education in the same manner as the academic subjects of the school. By marking in this manner, students look upon physical education as a regular part of the curriculum.

This method of marking is not ideal, however, it should be used as long as the academic subjects use this method of marking.

The program of activities must allow for (1) health education, (2) safety education, (3) correctives, (4) co-

21 Irwin and Humphrey, op. cit., p. 225.
education activities, (5) recreational and intramural activities, and (6) interscholastic activities. It is important that these phases of physical education be regarded as parts of a comprehensive program and administered under one division. This unified administration makes for efficient operation and insures that a balanced program results.

Health Education

Health on the junior high school level is generally taught as an integrated part of science. It is also taught and should be practiced in physical education. Due to the limitations of this study health education will not be included as thoroughly as the subject should be.

Health education is centered around pupil interests and is aimed at producing concrete results in the form of good health attitudes and practiced as integral parts of pupil's daily living. Suggested approaches should be combined with basic content as a means of presenting the instructor with a number of interest arousing ideas and activities planned to stimulate activity and create in the students desire to adopt the principles involved as a part of their daily living. That teachers need experience, training, and a sound understanding of adolescent boys and girls is clearly brought out by Streit,22 "The content of health

teaching has its roots in science, but its methods are based on a deep understanding of people." These consist of:

1. Understanding the body
2. Nutrition
3. Personal hygiene
4. First aid and safety
5. Choice and use of health services and products
6. Community health resources
7. Health problems
8. Recreation, body mechanics
9. Personal, social relations

The home is first of all responsible for the health of boys and girls. However, it must be recognized that only the combined cooperation and efforts of home and school with full use of community resources can assure each child of a measure of health and fitness that is needed to meet the demands of efficient living in the modern world.

Just as health education is an integral part of the physical education program, so is the topic to follow--safety.

Safety Education

Every teacher should carry on a safety program. The activity area, equipment, supplies, and activities should be free from hazards, and the children should be taught to think about the safety of themselves and others. "Safety consciousness", on the part of the physical education instructor and the students, is a desirable attitude.

Prevention of accidents is the most important part of

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the safety program, but when accidents do occur, the teacher
should be about to assume the right kind of leadership and
know how far to go in rendering first aid and when to call
for medical authorities. Safety should have "carry-over"
value for after school living.

Neilson and Van Hagen made the following suggestions
in regard to accident hazards, safe play techniques, proper
use of apparatus, etc., which should help the teacher to
carry on an effective program in safety education.

1. *Do not teach safety as a separate subject.
It is a phase of every activity carried on
everyday; it is a continuous process.
2. *Teach safety by the incidental method,
that is, teach safety before and after
an incident or accident occurs.
3. *Teach pupils to be sensitive to situations
that involve the possibility of accidents,
such as the hazard of the batter throwing
a bat in softball.
4. *Eliminate or recommend the elimination of
hazards that may cause accidents.
5. *Choose play techniques that are safe.
6. *Encourage children but do not force them
to participate beyond their feeling of
safety.
7. *Try to prevent pupils from being reckless
beyond the point of safety.
8. *Discourage children from making dares on
play apparatus.
9. *Teach children the proper use of apparatus
and equipment.24

The teaching of safety should be arranged in such a
way as to bring out the relationship of safety to society as

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24 N. P. Neilson and Winifred Van Hagen, Physical
Education for Elementary Schools, New York, A. S. Barnes and
Co., 1954, p. 77.
a whole. That is, instead of placing the greater emphasis on a type of safety education directed toward a knowledge of specific safety situations and the formation of proper habits and desirable attitudes in those situations, the emphasis should be placed on an appreciation of safety in its relation to life in general. Safety is a continuous process for both pupils and teacher.

The next area to be considered, correctives, deals with fewer of the total enrollment than safety, however, it is an essential part of any comprehensive, desirable physical education program.

Corrective Program

The current education philosophy of providing an education which meets the needs of all the students has brought about corrective programs for the physically handicapped. Edmonson writes of the trend in schools to provide correctives: "Until a few years ago the programs of the schools were developed with the idea that their health work should be primarily educational and preventive, rather than curative." This curative work requires both diagnostic methods and remedial measures. Persons who are trained to make initial diagnostic tests of pupils must help with the

first part of the program. Certain cases should have the individual attention of a private physician. The school should carry out some of the remedial measures, while others will require the cooperative efforts of the various services of the school, home, and community.

Correctives are required in the Montana junior high schools. A modified and restricted program must be provided for students with any physical handicap or disability.26

Neilson and Van Hagen made the following suggestions about the cooperation necessary between the school program, private and public health authorities, and the parents, which should aid the teacher in a corrective program.

1. Be sure the child has a thorough health examination to diagnose the condition.
2. Work out an adequate follow-up system for individual cases.
3. Cooperate with the parents of children needing corrective work.
4. Make certain that structural conditions are handled by a private physician or clinician.
5. Leave medical treatment to the discretion of the family or clinic physician.
6. In regard to foci of infection, make provision for eradication by having school physician and nurses report findings to the parents, to be transmitted to the family physician.
7. Keep a positive attitude and avoid the suggestion of invalidism. It is a great mistake to make a hypochondriac of any child or adult as a hypochondriac is a

burden to himself and to society.\textsuperscript{27}

Suggestion number seven on attitudes, cannot be over emphasized. Irwin, in writing about the possible social harm of corrective programs, says:

Experiments with corrective classes in schools over a period of years indicate that it is difficult to show objectively that good results are attained. It is not difficult to show that both social and emotional harm may result from placing students in corrective classes.\textsuperscript{28}

Students, who need corrective classes, should attend regular physical education classes, and the activities should be adjusted and adapted to the capacity of the individual. This will provide for the social and emotional development of the junior high school student, and the corrective results will be just as good as special classes.

In summary, it may be stated that corrective cases require cooperation between the teacher, home, and community. Pupils with physical handicaps need social and emotional development the same as the normal child. The teacher must keep a positive attitude toward the pupils in need of correctives. Another adjustment necessary of the junior high pupils is the boy-girl relationship. This relationship should be developed in coeducation activities in the physical education program.

\textsuperscript{27} Neilson and Van Hagen, \textit{op. cit.}, p. 79.

\textsuperscript{28} Irwin, \textit{op. cit.}, p. 334.
Coeducational Activities

Social adjustment is an important part of education; physical education has great opportunities to contribute to this adjustment. Since boys and girls must work and play together in later life, as well as, during the adolescent period, it is essential that the opportunity for such training should be given them in physical education activities.

The writer suggests that the teacher, in the Montana junior high school physical education program, organize the coeducational activities in accordance with a set of principles by Nixon and Cozens for coeducational activities. These principles deal with the organization of coeducation activities, necessary costumes, selection of activities, and desired recreational values of coeducation.

1. The program of coeducation activities should be only one phase of the entire program. In enthusiasm over the desirability of coeducational activities, it is possible to overly emphasize them and neglect certain other integral phases of a well-rounded program.

2. Participation in coeducational activities should be voluntary, not compulsory. It is often necessary for the teacher to use his or her powers of guidance in attempting to secure participation by all, since compulsion may produce conditioned responses and thus eliminate the possibility of desired results.

3. Activities must be adapted equally well to both sexes. This principle, naturally, will eliminate games involving contact. It will also provide for an appreciation of abilities of both sexes. It implies, too, a modification of rules in certain games to give equal opportunity for mixed teams.

4. Importance must be attached to the selection
of activities that can be readily organized and played in out-of-school hours; otherwise, one of the purposes of coeducational activities is lost. Provision must be made for the organization of these activities under competent leadership during leisure time of students.

5. Costumes must be appropriate to the activity. What may be appropriate for classes of one sex will not necessarily fit the situation for coeducational activities.

6. The teaching of coeducational activities is a cooperative undertaking. In other words, it is important that the men teachers do their part.

7. The assistance of student leaders will prove helpful in organization. Secure the help of school leaders, and the program will move along rapidly. The training of student leaders will also insure leadership in recreational activities during out-of-school hours. 29

Teaching boys and girls separately the various skills of an activity is brought out in the statement by Kozman.

Teachers who have experience in building coeducational units say that it is often a good plan to teach the skills required for performing an activity to the boys and girls separately, bringing the two groups together after some degree of skill has been attained. 30

These teachers felt that embarrassment retards learning in many cases. This will depend upon the degree to which the two groups have experienced coeducational activities.

Boys should not play against girls in competitive games; mixed teams produce more desirable social adjustments. At the junior high school level, girls will tend to be larger

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30 Milda Clute Kozman and other, op. cit., p. 467.
and heavier than boys of like age, and many of the girls will be as skilled in activities as boys. Separation of the two groups emphasizes the antagonisms between the sexes at this age. Activities should divert the boys and girls toward loyalty; mixed teams will help accomplish this.

Suggestions for coeducational activities are:

1. Team sports—volleyball, modified softball and basketball, kickball, and hit pin baseball.

2. Individual sports—tennis, handball, paddle tennis, paddle handball, table tennis, deck tennis, shuffleboard, archery, riflery, swimming, horseshoes, golf driving and putting, bowling, and dart games.

3. Other activities—horseback riding, hiking, roller skating, winter sports, boating and sailing, bicycling, social and folk dancing.

The activities listed above are not at all inclusive, however, they do illustrate that coeducation need not be limited due to lack of desirable activities. It is realized that the average Montana junior high school will not have all of the necessary facilities or the time for all of the suggested activities, but it should be emphasized that the program should utilize materials available for the best possible program.

Due to physiological differences in boys and girls, the coeducational program should stress agility and skill rather than strength and endurance in its activities. Social adjustment is the desired goal of the program. Coeducation should also provide for carry-over value for later recreational use.
The coeducational activities are not a separate program; they are an integral part of the total physical education program. There should be coordination between coeducational activities and the recreational and intramural activities.

Recreational and Intramural Activities

It is the opinion of the writer that the core of the junior high school physical education program should be developed around recreational and intramural activities. A program of this type will take care of the immediate needs of the pupils and will, also, be of benefit during out-of-school hours and in later life.

This program should allow the students to explore the many possibilities for future specialization. A variety of offerings will broaden the appeal of intramurals so that all students may be part of the intramural program. It is often said that boys want to play only football, basketball, and softball. This may be because they have never had suitable opportunities to take part in other activities.

The physical education period should provide for instruction for recreational and intramural activities. The recreation and intramural periods should have competent leadership. This leadership can either be teachers or trained student leaders. By allowing for student leadership, the experiences will have value for recreation during noon-hours
and after school time.

In allotting time for different activities in the physical education program, the question usually arises as to the correct amount of time to be given to a certain activity. Time allotment depends upon such factors as pupils' needs, previous experience, facilities, etc. The allotting of time for activities, in general, is an arbitrary matter for the reason that there is no way possible to consider all of the different school situations in one program.

The suggested time allotment for activities for boys is as follows: apparatus, five per cent; games and relays, five per cent; formal activities, five per cent; higher organized sports, twenty per cent; recreational sports, twenty per cent; rhythms and dancing, five per cent; tumbling and stunts, ten per cent; winter sports, ten per cent; and coeducational activities, twenty per cent. These figures have not included aquatics; if facilities are available, they should be a definite part of the junior high school physical education program.

The approximate time allotment for the different activities for girls is: apparatus, five per cent; games and relays, five per cent; higher organized sports, fifteen per cent; recreational sports, fifteen per cent; rhythms and dancing, twenty per cent; tumbling and stunts, ten per cent; winter sports, ten per cent; and coeducational activities, twenty per cent. Again, these figures did not include
aquatics which, facilities permitting, should be included. The time allotment suggested by the writer is approximately the same as the suggested times by Irwin\textsuperscript{31} in his book, "The Curriculum in Health and Physical Education."

The activities, for the physical education program which should contribute to "carry-over" value for recreational and intramural activities, will be considered in the order as follows: (1) apparatus, (2) games and relays, (3) formal activities, (4) higher organized sports, (5) recreational sports, (6) rhythms and dancing, (7) tumbling and stunts, (8) winter sports, and (9) aquatics. Coeducational activities were considered previously in a separate unit.

**Apparatus.** The apparatus work for use at the junior high school level should not be as Irwin says, "confused with the original heavy apparatus activities of the old German system offered in many schools in America."\textsuperscript{32} The apparatus activities should be an outgrowth of those offered in elementary grades. Pieces of equipment for the program are overhead ladders, climbing ropes, stall bars, vaulting booms, horizontal bars, and flying rings. They should be used in an informal way to help accomplish physical development. Tests should be given at intervals to stimulate desire to improve and to show pupil progress.

\textsuperscript{31} Irwin, op. cit., pp. 146-149.

\textsuperscript{32} Ibid., p. 130.
Games and relays. Games and relays should be of decreasing emphasis on the junior high school level. Sports type and lead-up games are of more interest to this age level. However, in the smaller Montana junior high school, games and relays should play an important part of the total program due to the fact that the teacher with little experience in physical education can handle this type of activities without additional professional training.

Relays may be used as a lead-up or fundamental activities for sports. Fundamental skills such as running, jumping, throwing, pivoting, and hopping may be developed by relays and games. Students enjoy an occasional return to favorite games and relays of earlier school days.

Another advantage of these activities is that they can usually be played in smaller space than higher organized sports and also, with less equipment. Games and relays are designed for active play for strengthening and coordinating large muscles, and to provide opportunity for cooperation, competition, and leadership.

Formal activities. Marching, calisthenics, and apparatus work are usually known as formal activities. Formal activities should be used in a limited way. Marching is good for organizational purposes and in controlling discipline. Calisthenics, setting-up exercises, and conditioning exercises are useful.

Formalized apparatus work is usually only enjoyable
and profitable for a small number. Experience with formal activities in American public schools, according to Irwin, "shows that they are inferior to the free, rugged sports activities in accomplishing the objectives of physical education in a democracy."33

**Higher organized sports.** The physical education program should emphasize higher organized sports. Emphasis should be placed on a wide variety of sports such as football, basketball, softball, baseball, soccer, flag football, wrestling, volleyball, track and field events, speedball, and tennis. In most cases these sports should be on a modified basis for both boys and girls. Girls should not participate in bodily contact sports.

Lead-up games or activities are beneficial for learning the different skills involved in higher organized sports. The instructor should remember that at the junior high school level students should be concerned with learning the ability to perform individual skills, to understand rules and procedures, to conform to group plan, to cooperate with others, to develop leadership and the ability to follow, and to learn good sportsmanship. Under no circumstance should the physical education class be devoted to direct training of athletic teams.

It is essential that the instructor modify certain of

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33 Ibid., p. 143.
the higher organized sports. For example, football cannot
be successfully played at the intramural level, however,
lead-up activities can be of value to the students in phys¬
ical education. Boxing should not be included in any of the
junior high school program. This is in agreement with the
policy of the Montana High School Association^ which does
not approve of boxing.

Recreational sports. Recreational sports are not de¬
pendent on team organization. They are classified as such
largely because they are more readily participated in for
out-of-school use and because they do not depend upon large
numbers of participants.

Some of the main recreational sports for the junior
high school level are as follows: badminton, bowling, box
hockey, clock golf, darts, deck tennis, handball, horseshoes,
paddle tennis, shuffleboard, table tennis, tether-ball, and
archery. The recreational sports are difficult to conduct
in schools due to large numbers in physical education classes.
However, it is essential that students have the opportunity
to explore these different sports both for their present and
future recreational value.

Rhythms and dancing. Rhythms and dancing should be
emphasized largely for girls. Irwin^ wrote that authorities

34 Montana High School Association, "Official Hand¬
35 Irwin, op. cit., p. 143.
In the field of physical education have indicated for years the desirability of a broad program of dancing for both boys and girls, however, attempts to conduct extensive dancing programs for boys have never been particularly successful. Social dancing should be stressed for both boys and girls because of its later social value. Folk dancing is also important because of its possible use in recreational activities. Modern dancing is not recommended for the junior high school. The amount of dancing offered will best be determined by the professional training of the teacher in the junior high school.

**Tumbling and stunts.** Tumbling and stunts are desirable for both boys and girls, however, they are not acceptable activities for coeducation classes. Boys' stunts are usually more difficult than girls', although many of them are the same. Selection of stunts will depend upon the skill, ability, and experience of the pupils. Stunts should be taught in sequences according to the difficulty of the stunt.

Tumbling clubs are popular with students, and other than mats, little equipment is needed. The desire to belong to clubs is strong among junior high school students. Loyalty is another characteristic of this age group. A club offers opportunity for those who are particularly interested in tumbling and stunts to improve their knowledge and skills in various activities which are suitable for this group.

Leavitt makes this suggestion on supervision of
tumbling clubs, "Responsibility for managing activities should devolve upon a variety of students rather than upon a restricted few." This will provide for equal leadership benefit for all the pupils.

Tumbling clubs may give exhibitions or demonstrations during intermissions of other events or at school assemblies. Play days also give members a chance to perform.

Winter sports. Since Montana's climatic conditions are quite favorable, winter sports should have a definite place in the junior high school physical education program. The outdoor life in winter, if students are properly dressed, is more beneficial than being indoors. Winter sports have a "carry-over" value and are valuable as out-of-school recreation activities. Instruction on winter sports should be provided in the regular physical education class.

Any playground may be used for such snow games as Fox and Geese, Obstacle Races, or Snowball Target Throwing. Ice skating may be taught if a rink is available. Winter sports offer many activities which are excellent for coeducation.

Aquatics. The program of swimming will depend upon the availability of facilities in the junior high school or the accessibility to other swimming facilities. Aquatics are very desirable at this age level.

The swimming program will depend upon the experience and background of the students. If the primary grades have had an active swimming program, then the junior high school program can be on a more advanced level, otherwise, beginning swimming should be offered in the seventh grade and to others who cannot swim.

Simple elements of swimming should be taught first such as ducking, breathing and exhaling, floating, arm and leg kicking leading toward learning a particular stroke. As swimmers become more advanced, additional strokes may be taught. Water safety should be taught and practiced; students need the knowledge and ability to give artificial respiration. The swimming activities of the junior high school physical education program should have "carry-over" value.

In summarizing recreational and intramural activities, it may be stated that this is the most important area of the physical education program. The formulation of these activities for junior high school presents many variations: time allotment, size of classes, facilities, background and interests of pupils, and the training of teachers. The necessary changes, adjustments and additions from the proposed program must be made to fit the local Montana school situation.

The junior high school physical education program should be built around recreational and intramural activities with the most emphasis on the more highly organized team sports and activities in which large numbers can participate.
during a class period. The program should allow for explo-
ration of as many activities as the equipment and facilities
of the school permit.

In Montana, due to scarcity of population and because
of the slow development of intramurals, interscholastics
have played an important part in the total school program.
The part interscholastics plays in the proposed physical
education program will be considered next.

Interscholastic Activities

The usual recommendation on athletic competition is
that boys and girls of the junior high school age should not
participate in interscholastic athletics. This conforms to
the recommendation of the American Association for Health,
Physical Education, and Recreation37 which is, "...that there
shall be no interschool athletic competition below the tenth
grade."

In regard to girls' competition, Condon38 wrote,
"...the State Department has every intention of enforcing

37 American Association for Health, Physical Educa-
tion, and Recreation, Report of Committee on Interscholastic
Athletic Standards for Boys, 1939, p. 11, from Elmer D. Mit-
chell, Intramural Sports, New York, A. S. Barnes and Co.,
1939, p. 66.

38 In a letter to all high school superintendents,
principals, and school board members, Mary C. Condon, Montana
State Superintendent of Public Instruction, Helena, Montana,
dated May 4, 1949.
the provision of removing accrediting rating from any school which promotes, sponsors, or in any way advocates interscholastic competitive girls' basketball."

The policy of the Montana State Board of Education on interscholastic competition for all grade schools is clearly shown in the following requirements.

"Interscholastic" shall mean athletic competition between school districts, and does not include intra-district or intramural activities.

1. No interscholastic athletic competition in basketball, or football of any kind, below seventh grade. No tackle football below ninth grade. No boy who has attained age 16 may compete in grade school interscholastic athletics.

2. Limit of 6 games per season is recommended, but number of games played in any case shall not exceed 10. No more than one game per week, no night games except on Friday or Saturday. No tournaments.

3. Qualified professional supervision is required for all team sports.

4. The National Federation of High School Association's regulation on six-minute quarters shall be observed.

5. Minimum scholastic standing of the team members shall be the same as for high school, i.e., passing in at least 3/4 of the subjects for which the student is enrolled. Local schools may set higher standards if they wish. It is assumed that a child who is a good school citizen, and is working up to his capacity in the academic program would be passing in his grade school subjects. It is felt that the motivation of participating in the athletic program, plus the understanding influence of a good physical education teacher, would assist in developing in the student a desire to do his best in the other phases of the school program. A grade school child who is doing the best he can should not be failed.

6. No overnight trips are authorized. A sixty-mile radius is recommended as reasonable.
7. Thorough physical examination by a qualified physician is required for all participants at the beginning of each season, and is recommended also for each participating child at the end of each season. The same forms are used for high school athletics should be used.

8. Any interscholastic program, particularly for grade school children, should provide for the widest participation of all who wish to play, with emphasis on sportsmanship and the development of good health habits of cleanliness and proper diet, rather than on winning.

9. The State Board re-emphasizes that any interscholastic athletic program does not and cannot replace the required physical education program for all children enrolled in the elementary schools.

Further recommendations:
1. Where feasible, no admission charge should be made for grade school games.
2. Each school is urged to keep publicity on grade school games to a minimum, and to avoid exploitation of the team, individual members, or the coach.

King wrote that these grade school recommendations also cover junior high school football and basketball.

The writer does not plan to enumerate on the controversy of interscholastic athletics in the American school, however, the following quotation, which justifies competition, from Foster and Vannier is appropriate.

Actually, competition in itself is not undesirable, it is only what one does when


competing that may be negative, in how one feels when winning or losing. In reality, children compete for family status the day they are born. A group of boys playing marbles are competing against each other, as are a group of girls playing jacks for fun.41

In some cases the values of competition are abused by the individual, while in others, it is out-of-school pressure. Yeager writes thus on school athletics in relation to the community.

In many communities the public conception of the worth of the educational system is in the success of its athletic teams. Yet rarely is there a complete understanding on the part of the public of the place and function of the total health program, which includes athletics; nor is there an adequate conception of the purposes of physical education in character building, recreation, and other values which are present.

School athletics offer the largest single medium of mass public attendance. Unfortunately, "to win the game" is the public criterion of success, which by implication is applied by many to the whole school system. Community pressure to maintain a winning team felt by the coach, and administrator alike, often causes the "tail to wag the dog".42

A desirable interscholastic program can aid in character building of participants. Some of its values are: cooperation, sportsmanship, strategic judgement, precision, development of physical perfection, modesty, fair play, and clean living. School athletics should be on the educational

41 Mildred Foster and Mary Helen Vannier, Teaching Physical Education in Elementary Schools, Philadelphia and London, W. B. Saunders Co., 1954, p. 335.

level and not the entertainment level. 43

The following activities are suggested for boys in interscholastic athletics: basketball, wrestling, track and field events, and football. It is recommended that interscholastic football, on the junior high school level, follow the plan as suggested by White, 44 that (1) the squad be composed of students of the eighth and ninth grades, and (2) for interschool competition the team be restricted to ninth graders. This set-up is in compliance with the standards of competition by the State Board of Education.

Klaas 45 writes that because of physiological reasons, interscholastic athletics are not recommended for girls. This recommendation is in agreement with numerous organizations and authorities in the field of medicine, education, and physical education. 46 Therefore, this program will be concerned only with boys in its interscholastic athletic program.

All of proposed activities should comply with the

43 Ibid., p. 177.
46 Ibid., p. 1.
recommendations of the Montana State Board of Education concerning interscholastic competition for grades. The interscholastic athletics should be part of the total physical education program, and no part of the physical education class period should be given over to direct training of athletic squads.

Dalley has written that it is definitely possible for Montana junior high schools, that are accredited by the State Board of Education, to enroll for membership in the Athletic Accident Benefit Plan of the Montana High School Association. It is recommended by the writer that the junior high schools provide this protection and coverage to members of the athletic teams.

The Revised Athletic Accident Benefit Plan For 1955-1956 as adopted by the Montana High School Association reads, "Protection will be effective for competition--interclass, intramural, and interscholastic--and for directed practice in approved sports and activities." All of the sports recommended by the writer are approved by the Montana High School Association. It might be a good idea for all Montana junior high schools to investigate this accident benefit plan.

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47 Letter in direct response to R. Rex Dalley, Executive Secretary, Montana High School Association, Helena, Montana, dated April 26, 1956.

48 "Official Handbook", op. cit., p. 79.

49 Ibid., p. 79.
In concluding this controversial topic of interscholastics, it should be remembered that interscholastic basketball, track and field, wrestling, and football are all part of the total physical education program. They should be educational and not solely for entertainment. The regulations of the State Board of Education should be observed. Maximum supervision and safety should be provided for the interscholastic athletics. The program should strive to retain the desirable portions of the competitive urge among boys and eliminate those things that are of questionable value.
CHAPTER IV

SUMMARY

The adoption of the junior high school set-up has given the physical education field an opportunity to improve its offerings in Montana schools.

The proposed program for physical education in the Montana junior high schools was organized with aims and objectives which were designed to meet the needs and interests of the pupils. Recommendations and requirements were presented for the supervision and leadership of the program.

Items considered in the curriculum planning were class size, time allotment, climatic conditions, and grades and credits for physical education. It was the intent to present a desirable program which would best apply to the Montana situation. Health and safety education programs were written of which would meet the immediate and future needs of the students.

The proposed program should meet the needs of all the students including children needing correctives providing curative work with diagnostic methods and remedial measures.

Physical education can make a definite contribution to the social adjustment needs of the junior high school age level through a coeducational program.

The center of the physical education activities is the recreational and intramural activities. This type of program
provides for the immediate needs of students and will be of value in later life when sports such as basketball and football can no longer be participated in. It allows for exploration of abilities and interests in the many recreational activities.

The final phase of the program was interscholastic activities which are undoubtedly the most controversial part of physical education. It is the opinion of many authorities that interscholastic athletics have no place in the junior high school program, however, until Montana schools provide daily physical education classes and more extensive intramural programs, the interscholastic program will continue in a place of major emphasis.

It is to be remembered that all activities, e.g. co-education, safety, and interscholastics, are all parts of the total physical education program which is in itself a part of the school's total education program.
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