EVALUATING THE OUTCOMES OF AN INTEGRATED PROGRAM OF PHYSICAL EDUCATION IN TERMS OF CASE HISTORIES

A Thesis Presented for the Degree of Master of Arts

BY

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Approved by:
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INTRODUCTION

The material contained in this report was obtained while working with elementary students of the Ohio University laboratory school. It is the result of only one year's effort, therefore it is in many ways superficial and incomplete. A continuous effort over a period of many years will be necessary before many of the outcomes will become evident. Progress in many of the areas has been detected already, and it is about these measurable qualities that this report is concerned.

When the present physical education program was being planned, there could be found no statement of a school philosophy or purpose. As this was deemed a necessary foundation for a well-planned program, an interpretation of the school philosophy was completed. This was approved by the administration and faculty of the school and thus became the directive force for the work. As it would be impossible to understand this sort of a physical education program except in the light of stated school purposes, the first section is devoted to that task. The program in its entirety is then presented to demonstrate how physical education activities were integrated into the total school picture. In order to guide and study the outcomes of the program, a special method was devised. This is described in chapter three.
Many educators will contest the usability of the procedures described except in the most ideal of situations. It must be admitted that many of the factors present in the University school situation will not be found in other places. Yet the general principles underlying the techniques described appear applicable under most any circumstances.
CHAPTER I

The Philosophy and Purpose of the School

The primary function of the educative process is to fit an individual for wholesome participation in the society. In America we have pledged ourselves to democracy; consequently, our educational procedure must afford a living democratic experience. Since it is difficult to obtain a commonly accepted conception of democracy, a short investigation of its meaning is warranted.

To many people the democratic process indicates only the right to vote for the lawmakers of the country along with freedom of speech, freedom of worship, and the right to engage in individual enterprise with a minimum of governmental influence. True, these are all inherent in a democratic society, yet there appears to be more significant qualifications.

Most important are the social inferences - the way we get along with others. Democracy isn't just an empty shell of rights and privileges, but rather it is a living association, a give and take of social intercourse. Bode explains that "man becomes human by associating with others; by identifying himself with the group."¹ In our society we deem it necessary that the intercourse within this group is on an equal plane.

1 Bode, Boyd H. - Notes from a series of lectures presented before the College of Education. O.S.U., 1946.
Each individual considers the other as a person whose worth and contribution is equal to his. Individuals are not required to tolerate hypocrisy, but rather to associate as cooperative members in a joint endeavor. Other educators insist that democracy is nothing more than a respect for one's fellow human beings. Rather than simply beliefs and attitudes, individuals must reflect in their behavior the relationship with others. Respect for others must be demonstrated in our daily living, not just recited in the classroom.

Throughout America's developmental period, man has been concerned with many things. He has attempted to eliminate disease so that a more pleasant and enduring existence could be lead. Scientists have condemned themselves to tortuous study in order that yellow fever, diphtheria, malaria and many other diseases might be prohibited from doing their damage. New methods of sanitation have been developed and efforts have been made to have them accepted. Medical services are becoming available to more and more people. Along with these developments have come the mass production of materials in an attempt to surround the individual with conveniences. Automobiles, bathrooms, radios have become so commonplace that without them individuals are unhappy. Machines to supply the labor of hundreds of men are not existent in every walk of life. Man is no longer required to toil through his day, but rather he is presented with many hours full of opportunity for self-expression. Developing with this movement have been new methods of communication which
now keeps abreast of events in all corners of the globe. Conversation with others many miles distant is commonplace as are radio reports from areas not very long ago thought inaccessible. Newspapers and books allow for an interchange of ideas that our ancestors would deem miraculous. In the words of Alexis Carrel:

Everybody is interested in things that increase wealth and comfort. But no one understands that the structural, functional, and mental quality of each individual has to be improved. The health of the intelligence and of the affective sense, moral discipline, and spiritual development are just as necessary as the health of the body and the prevention of infectious diseases.

No advantage is to be gained by increasing the number of mechanical inventions. It would perhaps be as well not to accord so much importance to the discoveries of physics, astronomy, and chemistry. In truth, pure science never directly brings us any harm. But when its fascinating beauty dominates our mind and enslaves our thoughts in the realm of inanimate matter, it becomes dangerous. Man must now turn his attention to himself, and to the cause of his moral and intellectual disability. What is the good of increasing the comfort, the luxury, the beauty, the size, and the complications of our civilization, if our weakness prevents us from guiding it to our best advantage? It is really not worth while to go on elaborating a way of living that is bringing about the demoralization and the disappearance of the noblest elements of the great races.

It would be far better to pay more attention to ourselves than to construct faster steamers, more comfortable automobiles, cheaper radios, or telescopes for examining the structure of remote nebulae. What real progress will be accomplished when aircraft take us to Europe or to China in a few hours? Is it necessary to increase production unceasingly, so that men may consume larger and larger quantities of useless things? There is not the shadow of a doubt that mechanical, physical, and chemical sciences are incapable of giving us intelligence, moral discipline, health, nervous equilibrium, security, and peace.

In physiology, hygiene, and medicine, as well as in the study of education and of political and social economy, scientists have been chiefly absorbed by organic, humoral, and intellectual aspects of man. They have not paid any great attention to his affective
and moral form, his inner life, his character, his esthetic and religious needs, the common substratum of organic and psychological activities, the intimate relations of the individual and of his mental and spiritual environment.  

All through this period the school was trying to keep abreast of times. The scientific discoveries were presented and discussed and health practices and prevention of disease was preached. Students were taught to admire the mass production techniques for their contribution to our personal welfare. Great financiers and industrialists were held up to young people who were setting their sights on "making a million." Youngsters were reared on the intricacies of the crystal set, the telephone and the mysteries of the newspaper office. All the while very little was done about the complex social developments.

The theories that man could become "free" as a result of freedom from disease, greater convenience in living and closer contact with the world around him, suffered a great shock with the event of the first world war. Greater production only served to afford more instruments for killing others and better methods of communication only gave opportunity to widen governments' spheres of influence. Following the war life resumed again its normal course until interrupted by the great depression. Now the mass production techniques were of no avail for there was no means of distributing the goods. People with no money could hardly avail

themselves of scientific methods to stave off disease and it was rather difficult to afford the services of the newsman or other communication facilities.

Before the effects of this catastrophe had been completely felt, another great war became imminent. Once again the great production, communication and educational facilities were put to test in order to destroy as many of the enemy as possible. The final culmination - the atomic bomb - impressed many people with the necessity of renewed and all-out effort to bring about a new meaning for democracy and its corresponding trends in education. A democratic society can no longer isolate itself from the rest of the world and continue to exist within its own boundaries - a self-sufficient, complacent and nationalistic endeavor. The fundamental concepts of life must be ferreted out, combined with some acceptable methods of social intercourse and a workable world society became the aim of our research. Democracy must become that means of living together in which "every authority entails a responsibility, every privilege a duty and every responsibility an accounting to the group which granted that privilege or authority." Individuals must seriously take the freedoms which our society presents to them and with those freedoms the responsibilities which are attached. A voice in the government, the right to expect respect as an individual, the ability to cooperate with others

for common concerns, all of these require that the individual make every possible effort to become worthy of his place in the scheme of things.

Throughout America's period of development, education by concerning itself with academic matters to the exclusion of social growth has utterly failed to guide us to a more wholesome life. The emphasis which most Americans put upon technical advancement, the conveniences which they require for existence, and their gullibility in matters reported to them through their modern communication systems, makes them quite intolerant of peoples unlike themselves.

The school has fostered a materialistic Americanism to such an extent that the democratic precepts of respect for the individuals, cooperative action, and the use of intelligence have been forced into the background. Yet upon these mankind must depend for his continued existence. The lengths to which scientific investigators have gone indicates a bitter end for the civilized world if some method of "getting along" isn't developed rather quickly. True democratic living supplies this need.

At the University Elementary School an attempt is made to supply democratic experiences by --

1. Developing in the individual an ability to see and solve problems. It is the opinion of many educators that education results when, and only when an individual meets
and solves a problem. This means that the mind is not a sponge awaiting the "stuffing" process so apparent in many school situations, but rather the mind appears as a function between the individual and his experience. The individual learns only when his action is blocked and he finds some means of removing the block to resume activity. It is as Bode says, "a process of remaking old habits and forming new ones,"4 or "of finding and testing meanings."5 It is not just an isolated method of logic, but rather a means of responding to our surrounding world. New responses add to the individual's fund of experience which will assist in the solution of future problems. The emphasis on personal problems indicates student activity, otherwise how could his action be blocked? Textbook or teacher made problems are not personal and these will rarely initiate personal interest.

The school, then, must become a place of ardent activity where students in their daily living will be confronted with many problems. The student will require a great deal of guidance in the interpretation of the problem and the application of his "fund of experience" to help arrive at the proper solution. Many children have lost their natural curiosity and inquisitiveness which serve them in this type situation and need help in re-applying themselves under these new conditions.


The desire on the part of many traditional teachers and parents to have students conform to their patterns has hampered the natural development which results from their curious, inquisitive manner. The school room must be a living, active situation where the teacher assumes the role of confidant and guide. She helps supply the setting which will provide a multitude of problems, then helps students see problems which they might ordinarily pass by and finally guides them in their application of experience to the problem. The classroom is no longer a noiseless, sedentary place, where facts and figures are at a premium and individual initiative unthought of. Rather, it is a place of intense activity through which individuals acquire their experience by a natural and meaningful process.

2. Developing in the individual an ability to live in a group.

Since the time of ancient man, individuals have become more and more dependent upon their fellow human beings. The events leading up to and including the last war proved very conclusively that not only are individuals and states interdependent, but that the nations of the world cannot get along unless there is a cooperative relationship between them. Science has put us so close to our neighbors within this world society that we must choose to live with them or all perish. Man is by nature a selfish, egotistical, brutal organism, but as he becomes more educated theoretically he becomes more social. To think of others and cooperate with them is to some extent
unnatural, but as our living becomes more complex it becomes more imperative that we do so. Man can no longer forge for himself without thought of the effect upon others, no more than he can expect others to go through life without considering him.

Thus, the burden for developing cooperative living becomes very great for the school. The importance of group living in our modern life warrants a great deal of training if our citizens are to become intelligent participants in a world society.

Students must learn to respect the opinions of all people and accept them in light of intelligent investigation. To have adults who are able to participate in cooperative planning and execution, we must start with children who are living in a school that sponsors a cooperative atmosphere. Many authorities suggest that in order to perpetuate a lasting peace among peoples of the world, we must develop a respect for others regardless of race, color or creed. This is just an application of Bode's democratic philosophy in which he maintains that "the test for a democratic experience lies in the extent to which goodwill, understanding and appreciation has been widened to include new spheres." 6 We must learn to respect others regardless of their limitations or inabilities and offer to our associates an equal chance to develop to their greatest capacity.

6 Bode, B. H., Notes from a series of lectures presented before the College of Education. O.S.U., 1946.
Democratic living places grave responsibility upon individuals for each must contribute to the best of his ability. Democratic society is not directed by higher authority, consequently a greater freedom ensues, and with it a greater responsibility. As individuals fail to assume and discharge their responsibilities, the power of authority grows and freedom is lost. Students need continuous training in cooperative living in order that they may meet successfully the challenge of democratic living and preserve for future generations the freedom which is ours at present.

3. Developing in the individual an ability to express himself.

Highly specialized communication is the only attribute which places man above his fellow creatures. Because man can pass on through symbols his total culture, he can heap progress upon progress and thereby advance from generation to generation. Animals can solve problems, some of them quite intricate, but they are not able to pass the solution of those problems on to the next generation. Having attained such a high degree of specialization demands of us a concentrated effort to guard jealously that attainment and to pass on to our progeny the fruits of our labors. Not only must an individual be encouraged to develop to his greatest capacity in the language arts, but he should also be encouraged to develop creative ability in all areas. The reading, writing and arithmetic skills need not be drilled into the student, but rather they should flow from the
situation as a felt need arising as the result of the desire to communicate fluently with others in the social situation.

Education at the University Elementary School is an attempt to supply the child with a living democratic atmosphere which will afford him opportunities for optimum growth and development. The "whole" child is considered to be in every situation, arriving with a "fund of experiences" which is to be used for further growth. He is continuously active meeting problems "head-on" and solving them in the manner which his experience will warrant. Many people would criticize severely the lack of traditional method, yet school authorities are satisfied that the attempts are in the right direction. The goals are more intricate than ordinary command of subject matter; they are woven into the behavior of the individual. True, he has at his command a great bulk of "cultural heritage," but he obtained it by an interesting, personal process. There would be no possible means of finding new meanings if there were no full and rich fund of experience to bring to life's situations.
CHAPTER II
The Physical Education Program

Organization of Program

The administrative arrangement for the physical education program at the Elementary School is anything but clear and precise. Any attempt to diagram it in simple and concrete terms results only in confusion. To those who are deeply concerned with the advisability of concise administrative procedure, this program would be naturally doomed to failure. The Supervising Critic of Physical Welfare at the Elementary School is a member of the Division of Physical Welfare at the University, having no direct responsibility in terms of the school. It is a department of the College of Education which is in no way connected with the Physical Welfare Division. The Director of Student Teaching in the Department of Education is also a part of the arrangement, for it is he who assigns and is responsible for the student teaching experience. Thus the Supervising Critic of Physical Welfare is administering a program within a school completely outside of his jurisdiction under the auspices of another department with students from the physical education division.

This muddle of conflicting responsibilities has only served to indicate that progress can be made if those in charge are wholeheartedly concerned with the development of individuals. Although there is overlapping of responsibilities, the Physical Welfare Supervisor has had complete cooperation
throughout the program. Physical education student teachers work directly with a grade group under the supervision of the classroom supervisor, yet there has seldom been any major conflicts. These classroom supervisors have come to realize that the physical education teachers could make definite contributions to their programs and have, as a rule, made every effort to help their experience become fruitful for both student teacher and elementary student.

Before the present program was instituted in the fall of 1946, the physical education instructors were interested only in their own area of instruction. Student teachers were assigned to playground groups which were entirely distinct from the group which lived and worked together throughout the other parts of the day. Fourth and fifth grade girls were separated from the boys and under the direction of a student teacher engaged in activities quite foreign to other aspects of their daily life. Other groups were formed in a similar way to engage in activities outside their daily educative requirements.

Classroom supervisors found the physical education period a very convenient time to "catch up" on other work, sending their group from their care at play time and accepting them back when the period was over. No attempt was made to correlate the endeavors that were being made in what appeared to be two separate areas of the child's daily existence. His activities in the room situation were of one kind with quite
different ones just outside the walls of the building in the physical education situation.

Only as physical educators can contribute to the aims of education in general can they become an integral force in shaping the lives of children to conform to our social desires. As J. F. Williams says, "the aspect of education in which the word physical denotes the means rather than the end, is conducted with reference to all the legitimate social aims of education in general." In a school situation where activity is at a premium and where the learning process is understood to be a result of that action guided with a purpose, physical education should become one of the most fruitful areas of the child's daily living. Physical education activities are of such intense interest to most individuals that opportunities for making them learning situations are infinite.

The program instituted in the fall of 1947 is an attempt to accept this challenge. Rather than a "special subject" outside the child's daily school experiences, the program is attempting to become an integral part of the child's living. A physical education syllabus was formed explaining the philosophy of the program and the efforts being made to help it become truly educational. This syllabus was placed in the hands of each classroom supervisor as well as the school administration and student teachers. Informal talks with classroom teachers, administrators and other school personnel

1 Williams, J. F., "Physical Education" in the School Review, April, 1928.
have helped define common goals and institute a working relationship with all concerned. In talks before other university groups the supervising critic has made every effort to indicate the contributions that a good physical education program can make.

The present plan of organization permits the grade group to function as a play group. Rather than instituting separate groups for the play period, it is felt that play can become more a part of the daily activities if the group continues to function as a unit. The daily program is not interrupted for an unrelated physical education period, but rather the group just changes the setting from the classroom to the playground where activity is continued with the same classmates and under as nearly as possible, the same conditions. Frequent conferences and discussions with classroom teacher, student teacher and physical welfare supervisor helps greatly to arrive at common goals in reference to discipline and expected behavior while the students are under the direct supervision of physical education personnel. This and other cooperative measures to be described later has concentrated the efforts of physical education personnel on the development of the individual.

Student teachers are assigned to the grade group, spending a semester working and studying with that group of individuals. These teachers not only direct the play of the group, but also they are held responsible for directing the individual behaviour into constructive channels while
engaged in play activities. One of their first assignments is to become intimately acquainted with each student so that they may better understand his behavior during their associations. Rather than meeting an unrelated group interested solely in play activities, the play teacher under these circumstances meets with a group of individuals whose actions under various conditions are well known to her. The student teacher must also spend a required amount of time in the classroom situation, studying the students in this atmosphere so that her physical education program will be more meaningful. This period also affords opportunity for classroom teacher and student to become well acquainted and a closer relationship established between the two programs.

One of the first steps undertaken to afford the student greater opportunity for growth through physical education was the development of a planning period during which time students could help choose the activities which are to be the basis for their program. This period has also offered opportunities to discuss the various aspects of physical education and their relationship to individual growth. Evidences of anti-social behavior on the playground are many times discussed during this meeting in the classroom. The values of fair play, honesty and cooperativeness are here talked about in an effort to make more real the lessons of the playground.
Grades four, five and six meet once a week for a period which usually doesn't exceed ten minutes. During this time a program for every day is selected and any problems concerning new games, techniques or skills are discussed with the help of any of the classroom material available. This schedule is posted in a conspicuous place for consultation whenever necessary. Classroom time is used at any other time that playground behavior indicates a need for it. The increased willingness of the students to participate in a program more of their own choosing and smoothness with which such a program can be administered after it has been carefully planned indicates very clearly that time spent in classroom discussion is not wasted.

This period has given another opportunity to bring physical education in closer contact with the other activities of daily school living. Students are presented with various problems, among them the selection of activities, facilities and equipment necessary, choosing playmates, counting-off, getting even sides, conduct in games, and many more. All of these are presented for the students' solution, which many times involves skills so seldomly used in a physical education group education program. Using number concepts to divide into play groups, interpreting diagrams, figuring distances, looking up material on new games, explaining game to group, writing schedule for the weekly record; all of these and many more
activities have become a usual procedure in the physical education program. The classroom teacher finds the physical education period not just a chance to get rid of her group, but rather an opportunity to observe her children under a new set of circumstances. It becomes an opportunity to have them use many of the concepts in another setting, and a chance to guide their reactions in activities of intense interest and activity. The planning procedure is very much a part of her daily routine and to have it used in this other area of learning helps make her program more consistent.

There are several shortcomings to an organizational procedure of this sort. Probably the most difficult handicap to overcome is the assignment procedure that is used with student teachers. Since all instruction is handled by them, they play a very important part in the success of the program. To become an integral part of the daily activities on an individual, physical education should be interwoven into the daily plan. The teacher should be a part of the entire day and not a person who comes in from the outside to administer this specific phase of the program. The teacher cannot know the student sufficiently unless she is a part of all the school activities. It is also disconcerting to have a separate planning period for physical education when we are expecting it to be just another natural activity in the daily school life. But when the student teacher is assigned only
three hours each week she naturally finds herself treated as an outsider who is just a part of the group for one specific phase of instruction. When the student teacher cannot be present for the daily planning session, she must institute the special session, as has been done, to accomplish what should be done in one comprehensive effort. It is very difficult for a student teacher to learn much about the entire child in just three hours a week; consequently, she must administer her program with insufficient knowledge of her class and with a superficial view of her place in the school organization.

With the background of education that most student teachers have, it is very difficult for them to fit themselves into this strange method of approach. Having been exposed to ten or twelve years of smooth functioning, dictated programs, the student teacher looks askance at this unusual procedure. Guiding the interests of students into a variety of activities and then using those activities as a basis for helping them grow in approved social spheres is quite new to many. The planning procedure is very difficult to manage for student teachers who have had little experience in discussing with a group. They also find it difficult to apply their specialized knowledge in game activities to the situation to the best advantage. Without supervision many schedules would be very lopsided with just two or three activities.
Students, too, find this a strange new procedure. Though they are accustomed to planning their daily work, physical education was never considered a part of that program. It was always planned for them by "specialists" who knew what children wanted and needed. Certain skills were necessary for first graders, certain others for second graders, and so on. Sportsmanship, fair play and personality development were often attributed to their participation, but seldom were they actually shown right from wrong or had a chance to discuss it. Many of them entertained the idea that physical education in such a school meant that they could do whatever they wanted, whenever they chose. This made the dictated, teacher-planned program more distasteful, for they had no voice in what was being done. They also have shown a very poor background for helping select their program, for their experience in games has not included a wide variety of activities. Not being accustomed to working with the physical education teacher in their daily program, they find it difficult to accept her as anything but an outsider and for quite some time their conduct in planning period suffers. Working and planning with an outsider is not an easy task for them to adjust to.

As has been mentioned, the classroom teacher has been closely cooperative, and their intentions have always been exceedingly good, though their lack of insight into the possibilities of physical education program has sometimes stood
in the way of greater accomplishments. In nearly all cases their daily life is quite overburdened and it is very difficult to convince them that they should give up the one chance for freedom from responsibility that has been theirs when the physical education teachers are in charge. Yet the success of such a physical education program deems it necessary that they are present to interpret the behavior of the students in light of the background which only they are able to obtain through their daily living with the group. If our student teachers were primarily teachers and secondarily physical education specialists, then we could have them working with the students daily, during which time they would engage in physical education activities as part of that well rounded program. As the situation is at present, student teachers accept their responsibilities as playground directors only and find it hard to view the student in terms of his daily school life. This, then, must necessarily fall upon the shoulders of the already overburdened classroom teacher and sometimes she finds the results overwhelming.

The Activities

It has been the desire of the physical education staff at the University School to supply the students with as wide a variety of activities as conditions and facilities will permit. Not because it is felt that by simply supplying a variety of activities, a well rounded development can be assured, but rather that learning situations should become
more numerous as the number of activities are increased. It
is doubtful whether variety alone can be a just criterion,
for under poor guidance many activities would be as harmful
as a few. And conversely, a few activities properly adminis-
tered could be of more value than a multitude of poorly
administered ones. Since good leadership is available, the
school staff is quite concerned with the prospect of supply-
ing as large a variety as possible.

When the present program was first instituted, the pre-
dominant activities appeared to be football in the fall,
basketball in the winter and softball in the spring and summer.
Throughout all seasons kickball was being played and it
appeared to be the only simple activity toward which all
groups would gravitate when not being helped with something.
There appeared to be a very decided lack of variety in the
students' background and this was evidenced at nearly every
planning session. Whenever there was a lack of suggestions
for the program, there was nearly always a tendency to insert
kickball. Many of the students appeared to possess a reper-
toire of just that one game, and though there is no particular
advantage in having a large choice of games for the sake of
knowing them, there is a definite advantage in the variety
of situations one will be exposed to while indulging in many
activities. Consequently, the early planning periods were to
a great extent spent in discussing new games that the group
could play. The variety of suggestions that were apparent
later in the program indicated that this effort was a success.

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The opportunity to have a voice in the selection of activities not only broadened the scope of the students' experiences, but it also served to acquaint them with the idea behind their physical education and made them much more cooperative in the administration of it. They began to understand that play period was not a time when each of them could have a piece of equipment to do with it as he wished, but rather that it was a time when everyone played together in the activities that the group had chosen. Having an opportunity to help make up the program increased their willingness to participate even though the activity was new and perhaps they were unskilled in its techniques. The cooperative atmosphere was real and student made.

Every effort was made to prohibit this planning theme from becoming cumbersome and routine. Student teachers, under the close supervision of the classroom teacher, were very careful to observe the rules of courtesy and good behavior so necessary in a discussion group. A student was allowed to take the floor any time he had anything to say, and this was often, for group discussion is a very normal method of intercourse at University School. Never, though, was he allowed to interrupt another pupil or numerous persons allowed to speak at once. Discussion is the method and never is it allowed to degenerate into argumentation or debates. These simple rules were difficult at first, for as was mentioned, students nor student teachers had ever attempted a method of
this sort before. As everyone became accustomed to it, 
great progress became evident.

Periodic schedules (weekly for higher grades, daily or 
twice a week for lower) were organized in this manner and 
posted for reference in the room. Another copy on a form 
especially made for this purpose was submitted to the super­ 
visor of physical education. Since copies of each grade's 
schedules were available in advance, the entire program 
could be seen in its total picture. Any coordination of 
effort, arrangement of equipment, or assignment of facilities 
could be made in advance, so that when the students arrived 
on the playground everything was set for the actual parti­ 
cipation. This is quite different from the confused, 
milling group that had no beforehand notion of what is to 
take place. In this way the planning period has actually 
increased the amount of participating time rather than 
decreased it.

The schedule of activities, shown on the following page, 
that were selected by the first grade for the week of March 
17-21 is an indication of the activities in the lower grades.
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>Brownies and Fairies</td>
<td>Crossing the Brook</td>
<td>Stop and Start</td>
<td>Back to Back Basketball (Contest involving throwing light ball at goal)</td>
<td>Jack be Nimble Free Play</td>
</tr>
<tr>
<td>Cowboys</td>
<td>Hound and Rabbit</td>
<td>Ring Call Ball</td>
<td></td>
<td></td>
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<table>
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This shows that nine different activities were used in this particular week, besides a part of a period of free play. Two of these, Crossing the Brook, and Back to Back, were the two new games taught by the student teacher for this week. She arranges with the students' consent, to have at least two new games for presentation each week. The period of free play is a weekly arrangement, too, for the students appear to enjoy this opportunity to form small groups for informal games or for individual enterprises such as rope jumping or swinging. The student teacher finds her services continuously requested for assistance in this little group or that the individual who wants some personal attention while attempting to solve the intricacies of a jumping rope.

An analysis of the activities for this group during the twenty-one physical education periods in March indicates a total of twenty-four activities used. Three days were set aside for free play, two hikes were taken and one trip made to the children's library on the campus. Of these, twenty-four activities, five were new to the class and were taught by the student teacher.

In the higher grades activities tend to assume a more highly organized form. Activities for the fourth grade during the week of March 17-21 appear in the following schedule:
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capture the Flag</td>
<td>Bears &amp; Cattle</td>
<td>Keep it to You</td>
<td>Prisoner's Fox</td>
<td>Basketball - boys</td>
</tr>
<tr>
<td>Bears In the Pit</td>
<td>Field Hockey</td>
<td></td>
<td></td>
<td>Rope Jumping and</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Paddle Tennis -</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>girls</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>St. Teacher</td>
<td>St. Teacher</td>
<td>St. Teacher</td>
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<tr>
<td>Wood</td>
<td>none</td>
<td>Wood</td>
<td>none</td>
<td>Wood</td>
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<tr>
<td>Observer</td>
<td>Observer</td>
<td>Observer</td>
<td>Observer</td>
<td>Observer</td>
</tr>
<tr>
<td>none</td>
<td>Agnone</td>
<td>none</td>
<td>Agnone</td>
<td>none</td>
</tr>
</tbody>
</table>
During this week the group engaged in eight different activities. One of these, field hockey, had not appeared in their program before. During the planning session the group had discussed its possibilities, set up some simple rules, and decided to try it. With the help of the room discussion the activity worked out very well and has appeared later in the group's schedule.

An analysis of the program for this grade during the period covering the twenty-one class periods in March shows a total of twenty-three activities used, with basketball appearing three times, baseball twice and kickball twice. These were the only repetitions. There is also indicated three new games which were taught during this period.

The supervisor's master schedule for the week of March 17-21, set forth on the following page, shows the activity that was in evidence on the playground. This schedule gives a general all-over view of what is happening each day and in each group. It serves to coordinate activities and arrange ahead of time anything that will be necessary for the smooth functioning of the program.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Club Snatch - girls Softball - boys</td>
<td>Prisoners Base</td>
<td>Dodge Ball</td>
<td></td>
<td>Basketball - Cross Tag boys. Rope Skipping - girls.</td>
</tr>
<tr>
<td>4</td>
<td>Capture the Flag Bears &amp; Cattle Bear in the Pit Circle Run</td>
<td>Keep It to You Bear in the Pit</td>
<td>Field Hockey (Hockey Equip.)</td>
<td>Prisoners Box</td>
<td>Basketball - boys. Rope jumping and Paddle Tennis - girls.</td>
</tr>
<tr>
<td>3</td>
<td>Cross Tag Ring Call Ball Jumping Rope Softball</td>
<td>Danish Dance of Greeting Kinderpolka</td>
<td>Newcombe Ball</td>
<td></td>
<td>Midnight Dog Catcher</td>
</tr>
<tr>
<td>2</td>
<td>Red Rover King Ball Stoop Tag Skip It</td>
<td>Gypsy Pen Guard</td>
<td>Chinese Tag Circle Stride Leaning Tower Bull</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Brownies and Fairies and Rabbits Cowboy</td>
<td>Crossing the Brook, Hounds and Rabbits</td>
<td>Step &amp; Start Ring Call Ball</td>
<td>Back to Back Jack Be Nimble Basketball Free Play (goal hi needed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Crows &amp; Crones Chinese Tag Volleyball - larger groups Two Deep - smaller group</td>
<td>Kickball - all</td>
<td></td>
<td>Two Deep Red Rover Softball - large group, Ball Handling Relays - small group</td>
<td></td>
</tr>
</tbody>
</table>
In addition to the opportunities for students to indulge in free play activities within the regular program, recreational periods have been instituted after school hours. During the regular school year, equipment facilities and leadership are available for after school play for those who desire it. There has been a decided tendency for those activities which are being used in the regular program to carry over to a great extent into the recreational experience of the students. The program is based as much as possible on the interests that the group has in games, rather than promoting sports on a competitive basis. The staff feels that the excessive competitive tendencies that are fostered by many intramural and inter-scholastic programs have no place in this situation. Consequently, every effort has been made to promote activities for their enjoyment and socializing effect. The activities predominating in the after school play period are:

<table>
<thead>
<tr>
<th><strong>Fall</strong></th>
<th><strong>Winter</strong></th>
<th><strong>Spring</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Touch Football</td>
<td>Basketball</td>
<td>Softball</td>
</tr>
<tr>
<td>Softball</td>
<td>Group Games</td>
<td>Field Hockey</td>
</tr>
<tr>
<td>Volleyball</td>
<td>Sledding</td>
<td>Group Games</td>
</tr>
<tr>
<td></td>
<td>Snow Games</td>
<td>Touch Football</td>
</tr>
<tr>
<td></td>
<td>Hikes</td>
<td>Hikes</td>
</tr>
</tbody>
</table>

Group games appear in nearly every period of the year as a result of the emphasis that is placed upon those activities in the regular program. Nearly every session finds a group engaging in some of the various activities that are being taught in the daily program.
Unlike many recreational programs, the need for outside influence such as class teams, high pressure competition and intensive advertising has not been apparent. Students realize that there is a variety of interesting and enjoyable activities awaiting them there, and that any classroom organization is just foreign to the needs of the activity.

Play with other schools has not been neglected, but rather given a new meaning. Surrounding schools are invited to play with specific groups, usually through invitation. The group in its planning session decides that they would like to have a corresponding grade from another school join them for an evening's play. They extend the invitation through the school channels, then make arrangements to show those invited an interesting evening. A varied program of activities are suggested, then students assigned to the various responsibilities so that the guests will have interesting activities always at hand. These evenings, though still in the experimental stage, have offered some very interesting and objective material for further study. In spite of a great deal of criticism at first, the idea has progressed steadily.

There is danger, too, in this sort of a program, that grade groups will isolate themselves to the exclusion of others. This has been attacked by having groups invite others for a game period. This helps break down the barriers of group consciousness and gives opportunity for students to see
that they can enjoy playing with older or younger persons if they make the effort necessary. These arrangements are made as often as practicable.
CHAPTER III
GUIDING THE OUTCOMES OF THE PROGRAM

The General Plan

In order that such a program of activities could best be applied to the school purposes, some means of guiding the progress of individuals appeared necessary. The formulation of a school philosophy and the application of a program of activities to that philosophy, does not necessarily guarantee satisfactory results. Consequently, it was felt that some specific methods should be devised which would determine the needs of the individuals, show how physical education activities would be applied to these needs, and finally evaluate the progress made.

In a conference of student teachers, classroom teachers and physical education supervisor, it was decided that the first step was to get some concrete material concerning each individual's needs in the light of the purposes to which physical education was being applied. The physical education teachers were asked to prepare a short paragraph on each individual which was a record of his behavior that was illustrative of his general reaction in play activities. To this report the physical education teacher was to add his conception of how play activities could be used to better the individual's behavior in light of school objectives. With
this material at hand, a meeting of the class was held to discuss with each individual his behavior in play and how it could be improved. After the child had discussed his own short-comings, the other children were asked to comment about him giving examples about how he acted in various situations and in what ways he could improve. If these remarks agreed with the report made by the student teacher (and they nearly always did) a short list of concrete objectives for that child was made for him to work on. If the discussion did not follow the remarks of the student teacher, further discussion was necessary in order to reach the goals for the individual.

It was surprising to note how objectively the students discussed their own and classmates problems and how closely these discussions followed the reports made by the physical education teachers. These problems were made a room assignment and each child was to help others try to improve in what had been outlined. In order to help each child remember what he was to be working on, a list of the individual objectives was placed on the bulletin board for reference at any time.

At the end of the week and each following week, a meeting was held to check the individuals on their progress. Each child discussed his objectives and gave specific examples of behavior to illustrate his progress. During these meetings other students commented on the progress being made by
individuals, which gave him not only his own conception of how he was doing, but also the evaluation of the group. The two final meetings of the group were given over to a summary of each individual's reaction to the program of the semester in an attempt to evaluate the periods' work. Here again each individual discussed his own situation as well as received comments from the group concerning his behavior.

In these conferences the spirit of cooperation existing between the physical education personnel and the classroom supervisors was very apparent. The classroom teacher was always eager to submit material which came to her through her more complete daily association with the members of the group. Many times her superior knowledge of the individual helped immensely to interpret and guide the behavior that was in evidence. With the classroom supervisor and the student teachers who were associated with her contributing, and oftentimes even guiding the action of the group, a more complete and comprehensive insight into the problem was gained. Thus, the behavior noted on the playground could be interpreted in the light of the child's entire school experience, rather than seen only in terms of the set-apart period of physical education.

For each of the students of the group, comments are recorded in four categories:

I. The Physical Education Teachers Report

This includes a summary of the physical education teacher's remarks about the individual
and also his suggestions as to how physical education activities can be used to better his behavior.*

II. The Objectives Determined by the Group

These are the few simple, understandable group constructed objectives which are to be the specific goals of each individual.

III. Evaluation of Progress by the Group

A summary of the comment made during the weekly discussions, with special emphasis on the comment in the final conferences when students were attempting to evaluate their own and classmates' progress.

IV. Evaluation of Progress by the Physical Education Teacher

A summary of the comments made by the physical education teacher concerning the individual's progress toward the goals set up for him.

Individual Case Records

Donna

I. The Physical Education Teacher's Report

Comment: Will not attempt to play a game unless she is sure she will be a success. Joins groups at play only after she is sure she can succeed in that activity. Many

* This section includes a summary of the comment by elementary student teacher and classroom supervisor.
times is afraid to assert herself as in a game of "Run, Statue" she saw some players running when they weren't supposed to, but she didn't make them pay attention and go back to the beginning as they should. She was "it" at the time and was responsible for their adherence to the rules.

Suggestions: Donna needs to be helped with skills required for success in a variety of games. Whenever she has a contribution to make we should help her have the opportunity to make it. She must be impressed with the idea that she is needed in the activities and that she should participate in as many games as the other boys and girls.

II. The Objectives Determined by the Group

A. Be willing to play in new games.

B. Learn the rules of new games.

III. Evaluation of Progress by the Group

Donna feels that she is improving in the skills necessary for playing various games. Other members of the group mentioned that she has entered every activity willingly and that she has made progress in the games. Her attitude toward learning has improved since she has discussed the problem with the group.

IV. Evaluation of Progress by Physical Education Teacher

Donna has learned to play softball a little and is doing fairly well in the fundamental skill of tennis. She is seen quite often in larger group games, although she needs
to be asked to join sometimes. Her attitude toward playing with others has improved immensely, though she is just beginning to understand what we are trying to do.

Robbin

I. The Physical Education Teacher's Report

Comment: Robbin has a tendency to stay on the fringe and not participate any more than necessary. He doesn't appear to have confidence in his ability and gives up rather easily. Expects play teacher to help in suggesting play and to give him extra attention in getting him started.

Suggestions: Robbin should be made captain in activities quite often. The play teacher should make special effort to see that he takes his turn such as at bat, kicking, shooting, and handling the ball. He should be given special work in learning to handle a ball.

II. The Objectives Determined by the Group

A. Pay better attention while playing.
B. Take his "outs" better.
C. Learn game skills better, such as catching, batting, and throwing.

III. Evaluation of Progress by the Group

The group noted that Robbin was taking greater interest in the activities presented and he appeared to be paying better attention as a result. He is progressing in
game skills, especially in pitching, catching, and batting softball. They feel that Robbin can be relied on to accept his "outs" and to do his part in the game more completely.

IV. Evaluation of Progress by Physical Education Teacher

Robbin has really worked at learning to bat, catch, and pitch softball; but he has been satisfied with too little improvement. There is still plenty of room for improvement in softball and kickball, but he wants to move on to new skills. He still gives up rather easily.

Buddy

I. Physical Education Teacher's Report

Comment: Buddy enters into activities very well, but always wants to dominate. Keeps away from activities often unless he can be captain. He is a good listener and will reason with play teacher. Has a tendency to make rules if other students are in question about play.

Suggestions: Buddy should be given a good understanding of the rules for activities and the reasons that they are necessary so that he will make less mistakes. He must be constantly reminded that other children are necessary for a game and that by helping them rather than making fun of them, he can help them all have a better time. When he can show a boy how to do something better, he should be encouraged to do it, but without getting bossy.
II. The Objectives Determined by the Group

A. Always give others their turns so that they can learn to do things better.

B. Gain a better control of his emotions.

C. Try to be more helpful to others less skilled than himself.

D. Learn the rules of the class activities and how to apply them to his behavior in games.

III. Evaluation of Progress by the Group

The group reported that Buddy had not lost his temper nearly as frequently and that he was helping others learn things that he could already do. He sometimes appeared to forget what he was supposed to be working toward and had to be reminded by some member of the group. Buddy feels that he has improved in some skills in which he had very little proficiency, such as jumping rope. He is studying the rules of games and is helping the group apply them rather than being so bossy.

IV. Evaluation of Progress by Physical Education Teacher

Buddy has appeared very sincere in his efforts to apply himself toward better behavior. He sometimes needed suggestions from the group and teacher to remind him of what he was working on. He would still like to pitch for a girl who can't do it so well, but he is becoming more willing to let her learn, even if it does slow things up a bit. He has
made a decided improvement in his ability to control his temper, for he has not been seen getting angry with others.

**Patty**

I. Physical Education Teacher's Report

Comment: Patty has indications of a slight attack of rheumatic fever in her medical history. She appears very quiet and easy to satisfy on the playground. When asked what she would like to play she often says that she doesn't care, consequently she depends on the play teacher to get her started. She appears to get a great deal of enjoyment out of play after she gets started. Things that she has learned she can do very well.

Suggestions: Patty should be helped to find a larger variety of activities which are within her ability under the circumstances. She should be encouraged to enter into more activities and helped to get a good judgment of how much she can do with no ill effects. She should be given many opportunities to help others with the activities in which she has gained a high degree of skill.

III. Evaluation of Progress by the Group

The class reported that Patty was engaging in group activities very regularly, and was apparently enjoying it very much. They agreed that she was a very welcome addition to their group, for they enjoyed having her play with them. A number reported that Patty had helped them in such activities as rope-jumping and paddle-tennis.
IV. Evaluation of Progress by Physical Education Teacher

Patty is joining the group much more, and apparently is enjoying group activities very much. She still requires attention in many instances to get her started into an activity, although her range has increased and she is relying on teacher assistance less and less. An intent effort has been made to help her judge for herself the activities and extent of participation which her physical capacities will stand.

**Nancy**

1. The Physical Education Teacher's Report

Comment: Nancy doesn't like to be noticed while playing. She doesn't listen very carefully when a game is being explained, consequently after the explanations she sometimes complains of not understanding. She often quits an activity if criticised.

Suggestions: Nancy needs to learn that making mistakes is not disgraceful, but that it is a part of learning and growing up. She must be given some help in primary skills of activities, so she can gain confidence in her ability to perform and not shy away from participation.

II. The Objectives Determined by the Group

A. Nancy must learn to take her turn regardless of circumstance.

B. She must learn to be more attentive when others are talking.
C. She must learn to accept criticism and to continue participation, even if she makes mistakes.

III. Evaluation of Progress by the Group

The group reported to Nancy that they felt she had made very little progress toward her objective. She still entered group activities reluctantly and frequently has made excuses to get out of embarrassing herself in some activity at which she performed poorly - for instance batting when her turn came. They also mentioned that she was very poor at sharing with others as they shared with her. On the horizontal bar, for instance, she would not relinquish her position for fear it would not be returned to her.

IV. Evaluation of Progress by Physical Education Teacher

Nancy has improved somewhat in the areas which were outlined for her, but she still has a great deal to accomplish. In spite of all the room discussions and the associations on the playground, she can't understand that she should share with others as they share with her. She still shows an inclination to want her own way about things, but she can be convinced more easily to do things for the good of the group than formerly. She has performed better in a small group or with one other person than with the entire class.
Kay

I. The Physical Education Teacher's Report

Comment: Kay doesn't appear to care to play in large group activities. She desires rather to participate with a selected group of girls. She appears to know a few activities well, but is of very little help in planning the program for the entire group.

Suggestions: Kay needs help in the primary skills of large group activities so that she could enlarge her range of associations to encompass the larger groups. She should be encouraged to play more active games of a greater variety.

II. The Objectives Determined by the Group

A. Learn to play with more children, not just a select few.

B. Learn to play new games and learn the rules of them.

III. Evaluation of Progress by the Group.

Kay says she has been playing softball and kickball with the group and has learned many new games, such as paddle-tennis, newcombe, and volleyball; and has improved her skill in rope-skipping. The class reported that she was more willing to play with them than formerly. One instance of refusal to let another person play with her group was mentioned and she admitted it, but gave no reason for her action.
IV. Evaluation of Progress by Physical Education Teacher

Kay has improved in the skills of softball and has been getting a great deal of enjoyment from it. Her play with larger groups was very good at first, but she later drifted back to playing with her select group and had to be reminded of her assignment.

Dixie

I. The Physical Education Teacher's Report

Comment: Dixie likes to play most any game and is a fairly good sport in her participation. She has a tendency to get angry at times, and not take time to reason before reacting. Quite often she takes the initiative in helping the play teacher with the group.

Suggestions: Have her participate in more group games and be a leader, giving her a chance to help others play well and improve their sportsmanship. Her great vitality could be used in more strenuous games than those in which the other girls are able to participate.

II. The Objectives Determined by the Group

A. Should apply rules to herself as well as to others.

B. Learn to admit her mistakes and be less hard on others when they make a mistake.

C. Gain better control of her emotions.
III. Evaluation of Progress by the Group

Dixie reported that she takes her "outs" better and that she hasn't lost control of her temper as much as formerly. The group agreed, adding that she had become more willing to take turns and share opportunities with others. She has been taking time to decide what would be the most fair for everyone, rather than thinking only of herself.

IV. Evaluation of Progress by Physical Education Teacher

Dixie has become quite willing to share her place with others and to see that everyone gets his turn. During the entire period of observation, Dixie appeared to be well aware of her needed improvements, and made an effort to do better on her own. She is definitely seeing the play activities from a broader aspect by trying to think of how her actions will affect others in the group.

James

I. The Physical Education Teacher's Report

Comment: James plays most games well and learns new ones rather quickly. He has a tendency to get angry with others who are not so highly skilled, rather than using his own ability to help them become better.

Suggestions: James should be given a great deal of opportunity to help others. He needs further help in planning the activities which he and the class enjoy most. Perhaps his knowledge could be used in explaining games and techniques to others.
II. The Objectives Determined by the Group
   A. James should help others better themselves rather than get angry at their inabilities.
   B. He should give his turn to others sometimes so that they could have further practice.

III. Evaluation of Progress by the Group
   James spent several periods with some of the poorer boys and girls to help them improve their game. Other class members report that he has given them his turn at bat so that they could have the practice. His attitude has been such that they felt that he wanted them to do it.

IV. Evaluation of Progress by Physical Education Teacher
   James has played games that for him are practically drill, in order that he might help other members of the class. He has remained in the field whole periods, giving others opportunities to practice pitching and batting. He does not become angry when others take up time to learn techniques.

Annabelle

I. The Physical Education Teacher's Report
   Comment: Annabelle is backward about suggesting games or getting started in activities, but after engaged she appears to enjoy most any activity. She has remarked several times that she enjoyed the games during play period, but never asks to play them again or suggest them to the
group. She dislikes her play time to be interrupted by explanations.

Suggestions: When it is necessary to make explanations to others, Annabelle should be encouraged to make them. Whenever possible she should be questioned about her play activities and encouraged to talk about them. She must be impressed with the necessity for explanations and helped to see objectively the uselessness of getting angry when discussion is needed on the playground.

II. The Objectives Determined by the Group
A. Annabelle should not get angry, but rather try to stop and think when mistakes are made.
B. She should try to be more helpful to others.

III. Evaluation of Progress by the Group.
A group of boys reported that Annabelle had spent a great deal of time explaining and helping them jump rope. She has helped Sue quite a few times. None of the group could report seeing her angry while engaging in play activities.

IV. Evaluation of Progress made by Physical Education Teacher
Annabelle has made an intent effort to learn some techniques of softball and to help others too. She has tried some new activities, and has found that she appreciates the assistance that others can give her.
Sue

I. The Physical Education Teacher's Report

Comment: Sue has a speech impediment which has hampered her in her group associations. She does not appear too interested in play activities and drifts off by herself to watch others. She is not a bad player in most games and often has good suggestions for the group, but she just does not stay with her chosen project.

Suggestions: Sue should be impressed with the necessity for sticking to a responsibility by showing her how others depend upon her when engaged in group play. The opportunity for choice in activities should not be taken away, but when she decides upon an activity she should remain with it. Her speech could be helped by having her concentrate on trying to be understood and having the remainder of the group try to understand her.

II. The Objectives Determined by the Group

A. Sue should take more time to talk clearly in order to be understood.

B. Stick with the activity even though others can't understand her sometimes. Note - the entire class decided that they should take more time in trying to understand Sue.

III. Evaluation of Progress by the Group

Most of the group felt that Sue had improved her
speech and could be more clearly understood, now that she was making greater effort. The better understanding has apparently made her less self-conscious, for she is entering more freely into activities.

IV. Evaluation of Progress by Physical Education Teacher

Sue appears to be trying to follow the class suggestions, but needs reminding occasionally about her speech. She is seen a great deal more often in group activities now and remains in them longer. She appears to be realizing that the group is trying to help her, for she is apparently more at ease than before.

Danny

I. The Physical Education Teacher's Report

Comment: Danny always wants to be the leader in every activity, though he hasn't a great degree of skill or the standards necessary for doing so. He dislikes listening to explanations and then afterwards wants the teacher to explain to him. Gets angry frequently when criticised or when questioned about infraction of rules.

Suggestions: Danny should not be allowed to participate unless he listens to what others have to say. He should be impressed with the fact that he is many times wrong and that other boys aren't cheating when they consider him "out". He must practice judging more carefully the decisions necessary in a game, such as "being put out", "tagging a runner", or "stepping out of bounds".
II. The Objectives Determined by the Group
A. Not to talk out of turn.
B. He should listen and think before he speaks.

III. Evaluation of Progress by the Group
Danny says that he is learning not to cheat; also not to get angry when someone beats him. The group reported that he is trying not to cheat, but still gets angry when he is the loser. Danny suspects others of cheating, but it was decided that sometimes he himself cheats. He gave examples of when he had listened to explanations.

IV. Evaluation of Progress by Physical Education Teacher
Danny realizes where his faults lie, and has made an effort to correct them. He listens more attentively, though sometimes his reactions are still impulsive and show little forethought on his part. He has definitely improved his control over himself.

Jerry

I. The Physical Education Teacher's Report
Comment: Jerry is good at most games and is well respected by the group. He has a tendency to be a poor loser, finding excuses for his team's misfortunes, even to the extent of accusing the others of cheating. His outstanding talent and the respect given him could be used very well to help others if properly guided.
Suggestions: Jerry should be impressed with the value of graceful losing and that he shouldn't attach so much importance to the victory or defeat. He could be used as a captain, leader, or umpire frequently in order to make use of his talents and the respect given him.

II. The Objectives Determined by the Group

A. To play games that would afford opportunities for slow people to learn more.
B. To give his turn to others instead of keeping it because of his skill.
C. To get a better understanding of winning and losing.

III. Evaluation of Progress by the Group

Jerry gave examples of how he had given his turn at bat to someone else in baseball. The group cited him for his endeavor to help many of them improve in the various games and skills.

IV. Evaluation of Progress by Physical Education Teacher

Jerry has been very unselfish in his play and has been ready to help others at all times. He has been giving credit to others for their efforts, despite how poorly they do; and did very well when asked to officiate or lead activities.
I. The Physical Education Teacher's Report

Comment: Byron is handicapped by paralysis which has hampered movements of both legs. He is unable to participate in many of the activities of normal children. He is accepted as part of the group by everyone and attempts to engage in those activities which are within his power. The school physician advised that there was no possibility of cure, but to try to get him to do all that he could.

Suggestions: Byron needs a great deal of attention in order to help him find things that he can do. When the other members of the group are engaging in activities beyond him, the teacher should help him find things to do himself. Also ways should be found for him to engage in normal group activity whenever possible.

II. The Objectives Determined by the Group

A. Find activities which he can do alone.

B. Find methods of getting into normal group activity. Note - the group felt that individuals should try to find things for Byron to do and help him get into their games as much as possible.

III. Evaluation of Progress by the Group

The group reported that they were finding ways of including Byron in normal activities quite often. In
such things as croquet, marbles, horseshoes, and kicking and batting a ball he was making progress. Individual members were finding things to do with him, although it was felt that two or three persons were neglecting their own play to be with him.

IV. Evaluation of Progress by Physical Education Teacher

Byron has made a great deal of progress, both with the group and alone. The discussions concerning his problem have been very effective in having the group recognize and plan to cope with his problem. He has done very well in many activities; with great success and apparent enjoyment in croquet, kicking and batting, and working on the apparatus.

Laura

I. The Physical Education Teacher's Report

Comments: Laura has a tendency to be quite stubborn and selfish. She is good in most activity skills, but associates with others in a very poor manner. When playing with others she can seldom participate except upon her own terms, and is quite proficient in finding excuses to cover her inadequacies.

Suggestions: Laura should be encouraged to look for the real reason before blaming other children for her inadequacies. She must be shown the faults and then given help in correcting them, rather than trying to cover them with blame on others.
II. The Objectives Determined by the Group
   A. Learn to be more patient with poorer players.
   B. Learn to take her "outs" and "turns".
   C. Learn to look for her own faults before blaming others.

III. Evaluation of Progress by the Group
   Laura gave examples of having helped others in various games and the group reported that she had been helping some of them. They feel that she is still too impatient at times, and that she blames them when she is at fault.

IV. Evaluation of Progress by Physical Education Teacher
   Laura has improved considerably. She has helped many of the members of the group, and has been getting along with people in group games much better. She still requires suggestions now and then concerning her refusal to accept herself as at fault.

Jim

I. The Physical Education Teacher's Report
   Comment: Jim plays a little "dirty" and is usually aware of it. He is very self-centered and wastes time because he can't think in terms of the whole group. He is very unwilling to play by any rules except those made by himself. He is many times the instigator of fights during play period.
Suggestions: Jim should be reminded every time that he wastes time by thinking only of himself. If just reminding doesn't help him, he should be asked to play alone until he can become more considerate and thoughtful in return for the enjoyment of playing with others. When he starts a fight he should be stopped until he has had time to think through the situation and then discuss the matter with all concerned.

II. The Objectives Determined by the Group

A. He must learn to be more thoughtful of others.

B. He should not waste other people's time by thinking only of himself.

C. He must learn to think through things better before he starts impulsively into action.

III. Evaluation of Progress by the Group

Jim could give no examples to the group, but he thinks he is improving. The group had little comment either, though there was a general feeling that he had improved somewhat.

IV. Evaluation of Progress by Physical Education Teacher

Jim appears to have a short memory, for he needs constant reminding about what he is trying to do. He still thinks very little outside of his own realm, and there appears very little basis for feeling that he is much improved.
Betsy

I. The Physical Education Teacher's Report

Comment: Betsy doesn't seem to care much for active games. Prefers rather a small group or individual activity. She plays well, and appears to learn new games quickly.

Suggestions: Betsy should be encouraged to engage in more team and large group games, so that she can widen the range of her associates and activities. She should be encouraged to carry over to the large group her ability to help others.

II. The Objectives Determined by the Group

A. Learn to correct people in a way that won't make her appear bossy or sassy.
B. Get into the larger group activities.

III. Evaluation of Progress by the Group

Members of the group reported that Betsy had been helping them on the apparatus and that her manner was much more polite. She explained to them in a very nice way that they are being unfair in not giving others a turn. They reported no change in her attitude toward playing with others than her select group.

IV. Evaluation of Progress by Physical Education Teacher

Betsy appears to be very fair, and tries always to do the thing that will make the other person feel right.
Sometimes the only way she could get some children to listen to her was to "boss" them; she is trying, though, to be nicer about it.

The Outcomes in Terms of School Purposes

The case record reports indicate very conclusively that effort was being made to apply physical education activities in a way that would warrant their being a part of such an educational program. Rather than instituting a program of activities entirely set apart from the other daily pursuits within the school atmosphere, these efforts were aimed directly at evident problems which were indicative of general social behavior. Since the school accepts the problems resulting from social intercourse as one of their primary objectives, the work of the physical educators was directly in line with the general educative endeavor.

As in the other school activities, problems were confronted in the three areas of development which are the concern of every democratic educator. To help students see and solve problems, frequent discussions in which everyone freely contributed was one of the major devices. The training resulting from frequent use of this device in other areas of school endeavor, served to make these discussions both critical and impartial. Students were never permitted to "argue", but rather were consistently directed in discussion techniques.
Such precepts as courtesy, sportsmanship, honesty, and cooperation were not used as unmeaningful terms, but rather became integral parts of such things as "taking turns", "learning and applying rules", "taking outs", and "playing with the group".

The control of emotions is a very difficult task for many individuals under game situations, and is many times not just overlooked, but even condoned. To this group, one who "lost his temper" was not only demonstrating lack of sufficient thought, but he was also reacting in a very selfish manner. When discussing persons of this type, the group impressed them with the great amount of time that they were using and the lack of enjoyment that they were affording others in the group. The physical education teacher or other members of the group were asked to stop the individual's participation when he got angry and ask him to think the situation through for a few minutes. A few situations of this sort, together with the discussions, resulted in much improvement, as is indicated in the group and physical education teacher's progress report.

Many students were asked to learn the rules of the game, for it was felt that they were having difficulty interpreting their's and others' actions because of lack of standards. They also needed to accept these rules impartially, for they should apply them to themselves and others in a like fashion.
Some of the individuals tended to shy away from responsibilities when it put them on unfamiliar ground. These persons were asked to take their turns in the activity even though it meant a bit of personal hardship. This, the group felt, was necessary because it is the only way one can become proficient in a skill, and also the success of a team game depends upon the contributions of each individual. Accepting criticism and admitting mistakes requires ability to see the situation in an objective and thoughtful fashion. Individuals must be able to see beyond their own personal realms in order that the criticism will have the desired effect. To admit a mistake graciously, one must be able to see the result of the error in terms of its effect on the group.

Physical education activities should be one of the most fruitful areas of the school process in helping individuals learn to live in a group. The constant interaction so common to game activities affords unlimited opportunity for guidance toward more cooperative living. In this group each individual was respected for his ability and was expected to contribute to his greatest extent. In the discussion periods this was most apparent, for any individual was given the floor if his comment indicated intelligent thought. If certain persons were reluctant to voice their suggestions, they were urged to do so.

Many children were asked to widen their scope of activities, under the impression that this would afford greater
opportunity for a wider range of associations. A number of
individuals had confined their efforts to a select group, so
they were asked to enter activities in which larger numbers
were participating. A few of the more boistrous and less
courteous persons were asked to make an effort to pay better
attention to others, and talk only when others do not have
the attention of the group. As this was felt to be one of
the primary prerequisites of the democratic procedure,
individuals were required to observe the rules of common
courtesy at all times. The courtesy of giving others their
turns is not too common among many groups, consequently some
students required a great deal of practice. The policy of
"take all you can get" has become so common in American life
that children find it hard to accept thoughtfulness of others
as a legitimate objective. The group was concerned with this,
and made every effort to see that every individual received
his proper share of participation. Being helpful to others
was especially requested of those who had apparent skill in
the many activities, and who could be of some service to
those less skillful. The old "Oh you dummy, you could have
cought that" gave away to "good try, we'll do better next
time". The whole atmosphere was changed to having fun
together.

Before this work was started, many students had the
feeling that physical education in a modern school should be
a period of time when a person could do whatever he cared to. This confused matters whenever a group game was started, for after a few minutes students were seen drifting off to other pursuits. To the group, this was not the way it should be, for with the planning coming from within, they felt that when an activity was decided upon it was the responsibility of everyone to abide by that decision. In accordance with this, students were required to participate in those activities which the group suggested, just as citizens are required to abide by the laws of the country. If one did not desire to participate in a particular activity, and had some legitimate reason, other activities were planned for him. After these plans were made, they were completely carried out.

For two of the students a special objective concerning their abilities was devised. Their physical handicaps required them to find ways to fit themselves into group or individual activities. They were not required to enter any special class, but rather, with the help of the group become as much a part of the normal situation as possible.

The ability to express oneself adequately requires continuous effort and guidance. Expression in physical activities is one of the oldest and most wholesome means, consequently it became an integral aspect of the physical education endeavor. Most members of the group recognized a
need for wider range of activities, and the corresponding
development of skill. It was indicated in a number of the
cases that the lack of sufficient ability carried with it
a multitude of other problems. Skills were not perfected
just for the sake of greater skill, but rather for the con-
tribution that they made to the individual's ability to
conduct himself well in all the group activities. Individ-
ual activities were kept at a minimum, for the group felt
that greater values accrued from activity with others.

The discussions afforded excellent opportunities for
expressing oneself before the group, and great progress ap-
peared evident in thinking and talking about physical
education activities. A poster was made for the room
showing the necessary components of a good rainy-day program.
There were children who had trouble criticising others with-
out appearing bossy or dictatorial. These people made a
special effort to have their speech and manner indicate the
helpfulness that they intended.
Chapter IV

CONCLUSIONS

The conditions under which this program was carried out are far from normal. The school administration was very much in favor of the efforts and everyone was exceedingly cooperative. The classroom teacher, upon whom a great burden of the extra work fell, was very sympathetic and willing to help in the interests of her students. There was also a larger representation of trained personnel than is normally encountered, consisting of two student teachers and one physical education supervisor. For a group of sixteen students this is a very large staff.

To the writer this is not too important, nor is it a deterring factor for those instructors having only themselves to handle thirty or forty students. The general principles are still applicable.

First we must accept education as a "social function, securing direction and development in the immature through their participation in the life of the group to which they belong."1 Second we must accept physical education as an

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integral part of the educative process with the feeling that through its program the contribution to the individual can become immense. And third we must make a special effort to see that the program is making its proper contribution, not by assuming social growth, but by actually measuring it. Just as the athletic coach surveys his recruits for their various abilities, so we should survey each student in our physical education class for his ability in seeing and solving problems, learning to live with the group, and learning to express himself.

The simple list of behavior antidotes which appear to be indicative of general behavior reactions could be prepared and analyzed for any number. These should give the basis necessary for the development of a program suited to the social needs of the group. The discussion method "is probably the most important single technique for determining needs and establishing objectives"2 and is a usable method in most circumstances. It requires only that the instructor free himself from the impression that physical education can take place only through physical activity on the playground or in the gymnasium.

Thus physical education will accept its responsibilities in the field of education. Rather than being concerned only

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2 LaSalle, Dorothy "Guidance of Children Through Physical Education" pg. 44, A.S. Barnes & Co., 1946
with the physical, it will become the most useful device for
developing the "whole" individual in a manner acceptable in
a democratic society. The selfish, egotistical champion
will no longer be the pride of physical education, for in
his place will be a thoughtful, cooperative American whose
actions will always reflect a "world-wide" understanding.
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