CONSTRUCTION AND REVISION OF THE GIRLS' PHYSICAL EDUCATION PROGRAM AT FREMONT ROSS HIGH SCHOOL FREMONT, OHIO

A Thesis Presented for the Degree of Master of Arts
by Lillian A.C. Burke, B.S.

OHIO STATE UNIVERSITY
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INTRODUCTION

Purpose

It shall be the intention of this study to construct a curriculum for the girls' physical education department of Ross High School, Fremont, Ohio. The curriculum shall be constructed in line with certain basic criteria, the substance of which shall be discussed in the chapters which follow.

Significance

There have been marked strides in physical education in the last two decades. The era in which the classroom instructor conducted exercises for children who stood in the narrow aisles of rows of stationary desks and performed arm-swinging gyrations or raced in "eraser" relays has been shunted into the background. Physical education has gradually accrued activities until, at the present time, it includes a wide variety of games and sports, both indoor and outdoor. To cite a few of the activities which have been added to the program in recent years we might mention hockey, badminton, archery, and swimming.

With the evolution of general educational principles from the emphasis of rather formalized education to that of
comparatively informal procedures, it has been obligatory that physical education, as a part of general education, coincide in its aims and objectives. This evolutionary progress is noted by Kilpatrick who states:

"That the really modern school is different is clearly true. The first impression to the older mind is not always pleasing. On every hand there is less group precision, more individual movement, less straight line marching. Probably there are movable chairs, not desks, and these not in straight rows. Here are a group of children earnestly talking something over together, there another group conferring with the teacher. Still another group are leaving for the library, they tell you. When we were young, libraries had small if any part in lower schools. In many schools they seem now to be a center for certain kinds of study. Such differences as these are clearly to be seen." 1

Lee upholds the position of physical education as an integral sector of general education when she states that:

"Physical education is a branch of education founded on the science of sociology, psychology, physiology, and anatomy. It has a noble and ancient heritage from the days of Plato and Aristotle. As such it has a very definite place in the educational world." 2

Whereas the change in the scope and direction of

physical education is cited by Sharman:

"The teaching of physical education, which formerly was considered a matter of teaching a few competitive sports or gymnastic exercises, has come to involve a broad range of human interests and activities. The program has come to include recreational games, dancing, outings, parties, water sports, and many similar activities that help to develop leisure time interests and promote sound physical development."  

Throughout life, it becomes imperative to make many adjustments in our way of living. The influx of a large proportion of people to the cities, concomitant with the increased speed of living, highly systematized and mechanized industry and commercial pleasures has resulted in numerous alterations of our philosophy of life, as well as our sense of values.

It has been necessary for education, as a conveyor of knowledge, habits, and attitudes, to keep pace with these everchanging ideals and mores. As a part of education, physical education has had to cope with these various innovations, re-adjusting its program accordingly.

Specifically, an attempt has been made in this study to devise a curriculum which would best suit the needs and interests of the girls of Ross High School, a six-year high school. It has further been the ambition

of the author to outline the processes involved in curriculum construction in such a manner that might prove feasible to someone else who might be confronted with the exigency of evaluating or revising a program in his own particular school.

In revising or reorganizing any program of physical education it is first essential to evaluate the existing program to determine whether or not there is an apparent need for revision. Therefore a survey of the existing program was made. The results of this survey will be reported in a later chapter.

Related Studies

Several theses pertaining to various studies of physical education in the state of Ohio were consulted as "source material". In 1938 Allen M. Phail submitted a thesis entitled "An Analysis of Physical Education Programs in the County High Schools of Ohio". This treatise outlined the legislative changes and general administrative procedures in physical education in Ohio in the last ten years. A perusal of laws and principals' and superintendents' reports marked the bulk of the discussion. Mr. Phail's pertinent conclusion stated that there was evidence of universal advance in the field of physical education in Ohio.

Lucille Stoll, in 1938, wrote a thesis concerning
"The Status of Physical Education for Girls in Ohio Secondary Schools". In this paper she summarized the physical education activities which were offered in the regular curriculum, as well as extracurricular activities, of schools throughout the state. She also listed the results of questionnaires regarding teacher qualifications, physical examinations, the status of competition, and a frequency distribution of activities taught.

"A Program of Physical Education Evolved From a Study of the Community" was drawn up as a thesis by John J. Kerekes in 1939. This described the evolution of the physical education program for Loudonville, Ohio. A compilation of the results of questionnaires sent to three hundred adults, the survey of surrounding territory, and an evaluation of the present program of physical education in the high school served as a basis upon which to build the new program.

In Columbus a survey of the health and physical education programs was made for the Board of Education. T.C. Holy served as director, with G.L. Walker as assistant director. The Survey Staff and Co-operative Committees worked in collaboration with these two men, sent out inquiry blanks to physical education teachers throughout Ohio, tabulated results, which included the number of
physical education teachers, material concerning the content of physical examinations, the extent of nurse inspections, etc. The survey in Columbus examined the physical education programs, the facilities, special classes and opportunities for health education, mental and health problems, health and safety instruction, and absences and their causes. Consequent recommendations were drawn up for the Board of Education.

Specifically, the following recommendations were listed among others:

1. That the Columbus Board of Education and its staff solve more satisfactorily the following problems of physical education in relation to the general program of junior and senior high schools---size of classes, pupils' schedules, teachers' class load, length of periods, equitable use of facilities, adjustment of pupils' programs, and integration between physical education and other subjects.

2. That modified individual activity classes with limited enrollment be provided for pupils in high schools restricted temporarily or permanently from participation in the regular class program.

3. That service-class programs of high schools place more emphasis on individual and dual sports and other activities which lay a foundation for leisure-time interests, now and in the future.
4. That intramurals be carried on after school rather than during the class period or lunch hour.

The bulk of this survey was published in the Ohio State Bureau of Educational Research Monographs, No. 25, which was edited by Josephine H. MacIntoch, Ph.D. under the title of "A Study of Health and Physical Education in Columbus Public Schools".

Swinging over to another section of the country, material pertinent to the state of Alabama was found published in a thesis by Jackson R. Sharman. In revising a physical education program it seems advisable to compare one's ideas and standards with those in other areas. The purpose of Sharman's thesis, entitled "Physical Education Facilities for the Public Accredited High Schools of Alabama" was to determine what facilities in the way of gymnasiums, shower rooms, locker rooms, special exercise rooms, storage rooms, paved courts, and play fields are necessary to carry out satisfactorily the program of physical education in the accredited public high schools of Alabama. Sharman's method of procedure included the sending of questionnaires regarding weather conditions for four weeks, to be filled out by physical education teachers in Birmingham and Jefferson County. Forty complete reports were returned. Of these forty reports the
following summary remarks were made:

1. During an hour in which rainfall amounts to a "trace" or more, it is unsatisfactory to conduct physical education classes outdoors.

2. When the temperature is less than 40 degrees F., it is unsatisfactory to conduct physical education classes out of doors.

3. Wind velocity, unless accompanied by cold or rain, does not seem to be an important factor affecting outdoor activities in physical education classes.

If these conclusions are applicable in Alabama, it is quite possible that they may be usable in other parts of the country, particularly since they are of a rather general nature.

In order to get further assistance before attempting the curriculum revision at Ross High School, a thesis regarding survey methods and techniques was consulted. This study entitled "Methods and Techniques Used in Surveying Health and Physical Education in City Schools ---An Analysis and Evaluation" was written by Elwood Craig Davis. After a discussion of the historical development of health and physical education methods and techniques used in city schools, Davis stressed the need for establishing accepted standards in physical education regarding teacher load, size of classes, etc. Samples of rating sheets and questionnaires which might be sent to teachers were shown in the
report. Questions for use in interviewing physical education teachers were also listed. Moreover, points to note while observing a class lesson were cited. Finally, much valuable information on the cost of physical education, particularly of swimming, was culled from an analysis of the numerous reports.

Another source of valuable information was found in the book, *New Directions in Physical Education for the Adolescent Girl*, by Rosalind Cassidy. In this book Miss Cassidy indicated methods of interpreting and meeting the needs of adolescent girls. She also pointed out factors to consider in arriving at one's own philosophy of education.

All of these preceding books and articles proved invaluable as "source material". The final step before starting the actual task of curriculum revision consisted of setting up a group of hypothetical statements. The following statements were listed:

1. That the educational philosophy of the school is compatible with the National Education Association.

2. That the physical education philosophy is compatible with the National Education Association.

3. That the physical education aims and objectives are compatible with those of the National Education
4. That the content of the physical education curriculum is constructed in terms of pupil needs.

5. That the content of the physical education curriculum is constructed in terms of pupil interests.

6. That the content of the physical education curriculum meets the general standards for health and physical education which are listed in "Ohio High School Standards, Ohio Department of Education".

An attempt will be made to show wherein the curriculum has supported these hypothetical statements in its revision. A further discussion of this will be found in succeeding chapters.
Chapter II

PROCEDURE

Before attempting to outline the procedure used in setting up the six-year curriculum in physical education it might be well to restate here the problem. In the introduction several needs for revision of the curriculum were listed. These include these facts:

1. Activities were almost purely recreational, rather than instructional.
2. No outdoor activities were included in the program.
3. No requirement of physical education was made for seniors although they could elect it.

Criteria

Whenever any changes are made in the curriculum they should be based on definite needs. These needs should be well established in terms of certain accepted standards. In some areas of education these standards are referred to as criteria. Whether they are called standards or criteria seems to depend upon the men who have devoted their time and effort to this important phase of educational research. The writer has chosen the criteria advanced by Williams
and Brownell: 1

"Step I Determination of Philosophy.
Step II Interpretation of the Philosophy Selected.
Step III Determination of Objectives.
Step IV Allocation of Objectives According to Grade Placement.
Step V Determination of Content and Activities.
Step VI Allocation of Content and Activities According to Grade Placement.
Step VII Association of Specific Objective with Specific Content and Activities.
Step VIII Preparation of Preliminary Course of Study Units.
Step IX Experimental Use of Preliminary Course of Study Units.
Step X Revision of Course of Study Units.
Step XI Editing and Printing the Course of Study Units.
Step XII Revision of the Course of Study."

These criteria will be discussed in the succeeding chapter in the light of the information gathered at Ross High School.

Before discussing the actual survey it might be well to consider briefly the definition and scope of a survey. According to the Winston dictionary a survey is a "general or comprehensive view of the chief features in anything". This might include an inspection, examination, and review of pertinent facts; a valuation or appraise-ment. In a survey of a curriculum these might be summed up as "background material". Davis predicates the need for this type of study by stating that "Changing conceptions of social life are challenging contemporary leaders to help solve the problems of their time by purposeful analytical thinking and study". Before listing the methods and techniques for making a survey Davis states further that "In the field of education the present interest in curriculum content is confronted with the problem of how the most satisfactory type of curriculum is to be determined".

Constructing a survey necessitates the completion of several prerequisites:

1. Sources of survey data ---- facilities, equipment, supplies, human sources, documentary sources, inspection of the functioning of various processes, i.e. administrative, etc.

2. Winston Universal Reference Library
3. Davis, Elwood Craig, "Methods and Techniques Used In Surveying Health and Physical Education in City Schools", No. 515 p. 1
2. Methods of collecting survey data --- study of clinics, study of the purposes of the physical education department, questionnaires, charts of health and physical education for comparative purposes, observation of class lessons.

3. Methods of interpreting survey data --- by comparing with previously accepted criteria or standards.

4. Methods of reporting survey data --- by outlining and discussing the facts derived from an analytical study of source material.

After 'clearing the deck' of most of the Davis' "prerequisites" the writer assumes that the bulk of the material obtained as a result of the survey should be compared with these accepted criteria, and all alterations should be made in terms of these measuring sticks.

Several factors have been suggested by educators who have had experience in making surveys, but these have been presented mostly by men in the general educational field. The writer has not read of any leader in physical education, other than Davis, setting up certain tenets as guide posts in making a survey; therefore, since his were too extensive, the author faced with this new task selected the following factors for the purpose of making a Survey of the Physical Education Curriculum at Ross High School:

1. Student interest and needs.

2. Kind of activities offered.
3. Space and facilities.
4. Time Allotment.
5. Nature of the Community.
7. Caliber of leadership.

From a psychological standpoint the interest factor in education is important as an incentive to learning. It is generally accepted that people usually learn more quickly and often more thoroughly when they are interested in a particular activity. However, to base the entire curriculum on student interest would seem inadequate. Individuals naturally vary in regard to temperament, physical ability, and intelligence. These factors represent needs that necessitate development and oftentimes adjustment. In physical education these needs demand proper consideration. With this information the physical educator, with his mature judgment and experience, should be capable, in many instances, of determining the content of a well-rounded program.

Any physical education program, whether superior or inferior, comprises several types of activities. The kind of activities offered therefore is important in surveying a program before revising the curriculum.

To a certain extent the content of a physical education program is influenced by the space and facilities
offered. Not that this factor should preclude any attempt to expand the program. Instead, it should stimulate the ingenuity of the instructor to obtain the maximum advantages from the available facilities and perhaps to increase the amount of space, as well as the number of facilities.

In like manner the time allotment for classes is a measuring device for the amount of activity that can be included in a class period. However, this again should not be too limiting a factor, for with proper planning a great deal of activity can be included in a single lesson.

The nature of a community, its financial status, cultural background, social development and religious beliefs determine in part the type of program that can be set up in physical education. For example, some communities place a definite ban on any form of dancing. Moreover, some communities are financially unable to provide elaborate facilities for physical education. Both of these factors should be determined in a survey.

As a part of the regular school program the curriculum in physical education should coincide with the general school policies, procedures, and philosophy. Any diametrically opposed philosophy would only result in
friction, probably between the physical education instructor and the rest of the school. The philosophy in the physical education department should augment that of the school as a whole. Therefore this element should also be included in the factors of a survey.

The caliber of leadership is important in any physical education program. Regardless of the variety of activities offered or the wealth of facilities provided, without efficient leadership the program cannot be "put across". Whether a program be instructional or recreational some type of leadership is essential. The caliber of this leadership is often the determining agent in building a superior or inferior program. An excellent leader can overcome many handicaps of space, facilities and time, but a poor leader, given optimum surroundings, does not usually organize a satisfactory program.

The data gathered in the survey of Ross High School, in accordance with the above mentioned factors and evaluated in terms of the Williams and Brownell criteria, will be presented in Chapter III.
Chapter III

SURVEY

In the preceding chapter it was indicated that a survey might well serve as "background material" in revising a curriculum. Moreover, the nature and scope of a survey were discussed. Sources of survey data, factors and criteria, were enumerated. Having categorized the findings of the survey according to the aforementioned factors and criteria, it seemed feasible to present them before proposing any form of curriculum revision. Although in making the survey several points were discussed, other than those directly pertinent to those factors and criteria which were set up in the chapter on Procedure, only that material which seemed essential for the presentation of this thesis was included.

In order to recall the above mentioned factors better, the list is here reiterated:

1. Student interest.
2. Kind of activities offered.
3. Space and facilities.
4. Time allotment.
5. Nature of the community.
7. Caliber of leadership.

The material which will be discussed in this chapter will be placed under those factor headings.

Student Interest

Student interest reached a high point in the year 1940-41 when it was learned in a class discussion that physical education classes might be revised with the students' likes and dislikes taken into consideration.

When they were given an opportunity to note the activities in which they preferred to engage, the students suggested a rather lengthy and varied list. The following activities are those which were mentioned by at least ten students. The order given here is not necessarily according to the degree of preference:

1. Soccer
2. Hockey
3. Square dancing
4. Folk dancing
5. Track
6. Bowling
7. Skiing
8. Ice skating
9. Horseback riding
10. Golf
11. Archery
12. Tennis
13. Rollerskating
14. Canoeing

Instruction in the activities already listed in the regular program, i.e. basketball, swimming, badminton, table tennis, volleyball, and baseball. A more complete description of this point will be found under the heading of Activities Offered.

These suggestions of the students were all evaluated by the instructor, and many of them were incorporated into the revised program.

Activities Offered

The regular, or required, program of physical education included the following activities:

1. Basketball
2. Swimming
3. Badminton
4. Table tennis
5. Volleyball
6. Baseball

However, with the exception of swimming, which was taught
to the girls by the boys' swimming coach, the activities included in the program were almost purely recreational in nature, rather than instructional. No systematized form of instruction was inherent in the program.

The intramural program consisted of basketball and baseball. It was conducted with class teams as the organized units. These teams were chosen by the instructor. The basketball tournaments, round robin type, were held during the basketball season in the winter, while the baseball tournaments, also round robin, were played off in the spring.

From the foregoing list of activities which were included in the regular physical education program it might be inferred that the program content was somewhat limited. 

**Space and Facilities**

The reader will probably agree that every program of physical education is limited in its scope by virtue of its available space and facilities. Some teachers are limited; other teachers do not make the maximum use of their available space and equipment. These points will be discussed more fully in Chapter IV dealing with Evaluation.

In order to make a complete survey, an inventory of available space and facilities was made. The results of
that inventory are listed below.

I. Facilities available in girls' gymnasium:
   A. Girls' gymnasium (large enough for a full-sized basketball court with about thirty feet extra at one end).
   B. Bleachers (running along one full length of the gymnasium - seating capacity, 450 people).
   C. A piano (quite battered, but usable).
   D. Equipment for the following activities:
      1. Dodgeball - two dodgeballs.
      2. Basketball - eight basketballs.
      3. Relays - twenty-six dumbbells and thirty-eight Indian clubs.
      5. Badminton - three nets, three dozen shuttlecocks, nine rackets.
      6. Table tennis - (material antiquated) four old style sand paper covered paddles, three tables, including two warped and one in fairly good condition, one dozen balls, one net.
      7. Paddle tennis - four paddles.
      8. Track - one stop watch, one metal marking tape, twelve hurdles, two jumping standards with iron bases.
9. Darts - one dart board, sixteen darts.
10. Shuffleboard - English type diagram painted on gymnasium floor, six cues, eighteen discs.
11. Tumbling - six mats, in good condition.
12. Deck tennis - two rings, one of which was in very poor condition.
13. Archery - one bow, one dozen arrows.
14. Volleyball - two nets, one of which was in poor condition, no volleyballs.

E. Four storage rooms - three of these were off the gymnasium, one was off the girls' locker room.

F. Two locker rooms - with nine hundred eighty-six lockers; (individual metal type), ten double showers with adjoining dressing compartments, toilet facilities, two large mirrors.

G. Two physical education instructors' offices (for girls' instructors) one near locker room, the other at natatorium.

H. Content of instructor's office near locker
room:

1. Large office type wooden desk and desk chair.
2. Waste basket (metal).
3. Steel army type folding cot - three sheets, two blankets, one pillow and case.
4. Lavatory and dressing room adjoining office.
4. One set of bathroom scales.

II Facilities available at natatorium:

A. Content of instructor's office at natatorium:
   1. Small wooden desk (very poor condition).
   2. Desk chair.
   3. Shelves for storage of swimming suits (three shelves with compartment divisions).
   5. One dozen popular records, only a few of which seemed suitable for use in rhythmic swimming.

B. Locker room - with seventy-two half size metal lockers, three narrow wooden benches (eight feet long), one large mirror, one group shower with four shower heads, one toilet and
lavatory.

0. Natatorium:

1. Size - 75 ft. long; 28 ft. wide.
2. Shape and depth - rectangular, spoon-shaped -- 3 ft. deep at shallow end; 8½ ft. at deepest part, sloping upward to 6 ft. at far end.
4. Collapsible bleachers, which were removed at the close of the boys' competitive swimming season; seating capacity - 200 people.
5. One turnboard.
6. Four starting blocks.
7. Four sets of flipper fins.
8. Eighteen flutter boards.
9. Ring buoy.
10. Announcer's stand for use during swimming meets.
11. One meter diving board
12. Rubber diving weight.
13. Assorted sizes of rubber balls for practicing arm strokes, and for recreational games, i.e. water polo, etc.
III Outdoor facilities which were being utilized for class work:

A. Occasionally in the spring a class was permitted to play baseball at a city park about four blocks from school. However, this space was too small for a regulation size baseball diamond. Moreover, many trees in the area prevented the utilization of more space. Therefore, if the program were to expand in accordance with the needs and interests as outlined compositely by the students and the instructors, further development of an outdoor play area seemed essential.

IV Source of funds:

A. All money for purchases was obtained from the Board of Education.

B. In most instances equipment was obtained by requisition from the Board of Education.

From the survey of space and facilities it might be concluded that the physical equipment and surroundings were quite adequate. In some instances, several pieces of equipment had never been used. A few purchases of
equipment, however, did seem necessary. These will be discussed in Chapter IV. Having noted the space and facilities available it seemed practicable to take inventory of the time allotment in the existing program.

Time Allotment

All periods during the school day, including those allotted to physical education, were fifty minutes long. Seventh and eighth graders were required to take one swimming and one gymnasium period a week, making a total of 100 minutes of activity. Ninth and tenth graders had the choice of electing either two gymnasium or two swimming periods per week. Juniors and seniors could elect gymnasium or swimming if they chose, but there was no requirement in this regard. The total amount of time allotment for students was as follows:

1. 7th and 8th graders - 50 mins. of swimming; 50 mins. of gymnasium.
2. 9th and 10th graders - 100 mins. of physical education.
3. 11th and 12th graders - no requirement.

Allotment of time available for use of pool and girls' gymnasium:

1. Since the girls had a gymnasium of their own,
there was no need for alternation with boys' classes. The girls' gymnasium was available throughout the entire day as well as after school.

2. The pool, on the other hand, was shared with the boys. Half a day each was assigned to both the boys and the girls. After school the pool was to be used entirely by boys from 3:30-6:30, and from 7-8 on Monday and Wednesday evenings.

From the above survey of time allotment it would seem that with the exception of the juniors and seniors the standards as set up by the Ohio law regarding time allotment in physical education were carried out.

The state law*(Section 7721 of the Ohio School Laws), requires that,

"All pupils in the elementary and secondary schools of the state shall receive as part of their instruction such physical education as may be prescribed or approved by the Director of Education, and the physical education provided shall occupy not less than one hundred minutes per school week." 1

As far as the time allotment for the use of the pool was concerned there seemed to be a decided disproportion between the time allotted to the girls and that which was allotted to the boys.


* State law at that time; 1940.
Having surveyed the facilities immediately surrounding the school environment, it was next decided to observe the nature of the surrounding community.

Nature of the Community

I Size:

A. The city of Fremont, Ohio, with an approximate population of 15,000, is the seat of Sandusky County. It is supported by its natural resources and by its industries. Other cities in Ohio which are comparable to Fremont in population include:

1. Ashland 12,453
2. Bellaire 13,799
3. Cambridge 15,044
4. Campbell 13,785
5. Euclid 17,866
6. Fostoria 13,453
7. Painesville 12,235
8. Parma 16,365
9. Piqua 16,049
10. Salem 12,301
11. Wooster 11,543

II Livelihood:

A. The industrial life of Fremont stems from many factories making small commodities, the most prominent of which is
cutlery. Other products include automotive equipment, dry-cell batteries, electric motors, and hunting and trapping supplies.

B. The occupation of farming includes the marketing of sugar beets, tomatoes, and cabbage, along with dairy products.

C. The economic and social life is quite well balanced. Neither great wealth nor extreme poverty seems to predominate. However, there are a large number of upper middle class residents. The average yearly income of Fremonters as a whole is $1,556.

III History and Religion:

A. A spirit of pride and joy in its tradition and history is ingrained deeply in the personality of the typical Fremontner, and well-founded it is, considering the continuous growth and expansion of the city, both economically and socially. Among its numerous clubs Fremont includes social, professional, fraternal societies,
and cultural organizations.

B. The importance of religion in the life of the city is evidenced by its twenty churches, of which seventeen are Protestant, and three are Catholic. The mingling of various sects in common places of worship and resultant kinship comes from long community interest, which has given the city an important tradition of religious tolerance. The spirit of tolerance seems to have carried over in relation to the community's attitude toward the schools. Their cooperation and desire to stand back of the school is noteworthy and may be illustrated most concretely by the improvement of the school and by the consistent passage of the school levy.

IV Schools and Recreational Opportunities:

A. At the present time the Fremont public school system consists of six elementary schools and one six-year high school. In addition to these there are three parochial elementary schools and one parochial high school. The three dominant racial groups,
Irish, German, and Polish intermingle freely, both in and out of school.

B. The recreational opportunities for Fremont consist of the following:

1. Fremont Golf course.
2. Two moving picture theatres, one with first run pictures, the other with second run pictures.
3. A roller skating rink.
4. Two establishments with bowling alleys, one with sixteen lanes, the other with twenty-four lanes.
5. Riding stables.
6. An outdoor ice skating rink.

V Size of Classes:

A. Gymnasium

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B. Swimming

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C. Total number of girls in school - 646.
Those girls enrolled in beginning or advanced swimming classes were not included in the number listed for regular physical education classes.

School Philosophy

Having made a general survey of the physical background of both the school and the community, it seemed advisable to consider the general philosophy of the school, in order to get a well-rounded picture of the dominating factors which might influence the revision of the physical education program.

The general philosophy of Ross High School is probably best summarized by H. R. Church, in his "Manual of Administration and Supervision". This manual was published in 1936, while Mr. Church was superintendent of the Fremont Public Schools. The following discussion is
to be found in his manual:

"The philosophy of progressive educa-
tion definitely puts the child in the
center of the educative process. The
school is built around the life of the
child. Phrases such as "a way of living",
"a point of view", "a set of values",
"purposeful activity", "meaningful ex-
periences", "meeting situations creative-
ly", characterize a type of education
which all of us must absorb if we are to
really teach. Subject matter must be
developed in relation to real life
situations and not as abstractions from
the textbook. School must become life
itself — dynamic, interesting, pur-
poseful and meaningful.

"We cannot conceive of education unless
we include in it the idea of growth.
The discovery and development of a la-
tent ability, and the encouragement of
confidence and creative activity in
the life of a pupil will never be lost
sight of by the alert teacher. Any-
thing which has to do with dulling the
ambitions, or creating an inferiority
complex in the mind of a pupil has no
place in a progressive school which is
attempting to vitalize the experiences
of youth.

"The teacher that loses sight of the
pupil in the light of his subject is
most likely to fail in the Fremont
schools. The development of the per-
sonality of the student should dominate
the class. To do this, the teacher must
first win the confidence of the pupil
and then lead him to a higher level than
that on which he was received.

"The philosophy of the teachers of the
Fremont schools should not be mastery
alone, although that is most important
to success in the life of the pupil, especially the one who is preparing for college, but also the fostering of favorable attitudes, ideals, and emotions. For many it will not be preparation for college, but preparation for life. To teach pupils how to live and how to live more abundantly in whatever strata of society they may find themselves, becomes our objective. Let us direct our efforts to that end."

2

Further illustration of the general philosophy of the school was obtained from the mimeographed material available at Fremont High School. From this material the writer selected the following items as being the ones to which the school administrators alluded as the "Objectives Realized":

1. Idea that the curriculum is revised when the school-environment as well as the course of study has been reshaped.
2. Idea that curriculum revision is a continuous process.
3. Idea that educational theory and practice should be thoroughly in harmony with the social philosophy of democracy.
4. Scope defined by some procedure based upon analysis of the educational needs of a democracy. (Education aimed at improving the general welfare in terms of all types of well-being for all individuals and groups, etc.)
5. Primary focus on the present and the emerging future.
"Learning" regarded as that inclusive development necessary for adequately meeting and controlling life situations; the learning experience provided for by the school are in the nature of real enterprises which call for the exercise of maximal self-direction, assumption of responsibility,

2. H.H. Church, "Manual of Administration and Supervision" Fremont Board of Education
creative thinking, planning, and exercise of choice in terms of life values.
6. Belief that the truly cultured person is one who is intelligently and adequately "at home" in all of the actual life situations in which he finds himself; all of the broad fields of the curriculum are thus vitally concerned with culture as thus defined.
7. Idea that the basic content of the curriculum should be changed as social changes occur.
8. Willingness to deal with controversial questions in an attempt to develop problem-consciousness, the ability to deal tolerantly with the opposing points of view, and the ability to formulate an independent judgment.
9. Freedom for students to suggest, plan, and carry forward learning experiences which they deem desirable, under the guidance and supervision of the teacher.
10. Freedom for pupils to question, to investigate, to discuss, to debate, to think, to come to own conclusions.
11. Inclusion of desirable and/or necessary attitudes, generalizations, and appreciations, and an adequate understanding of the important institutions and problems of life in "minimal essentials".
12. Idea that guidance and instruction are inseparable parts of the teaching process; guidance an integral of teaching.
13. Correlated or cooperative teaching.
14. Learning facts through attempts to think and to act intelligently in real situations now.
15. Major emphasis is on meeting problems and conducting enterprises calling for present efforts.
16. Recognition of the necessity for self-activity on the part of the pupil; "interesting and meaningful things for students to do to find out or to establish a mode of life".
17. Recognition of the learning experiences afforded by excursions, experimentation, surveys, investigations, round table discussions,
interviews, pictures, moving pictures, etc.

18. Idea that the four walls of the classroom must be "stretched" to include numerous and varied experiences in or with factories, farms, slums, picket lines, libraries, community planning groups, welfare agencies, recreation centers, shops, newspapers, stores, pressure groups, legislative bodies, etc.; to know life, the pupil must experience it.

19. Building for an understanding of human relations and values, and a sense of responsibility for holding one's activities to the level sanctioned by understanding.

20. Appraisals cooperatively made by pupil and teacher in terms of the realization of valid objectives formulated or accepted by the former.

21. Motivation through interest in socially significant activities and content geared to the level of the student's abilities and interests; refusal of the school to produce "emotional cripples" who have been taught to regard themselves as failures.

22. Freedom for the student to do his own planning within broadly defined limits under sympathetic guidance, without dictation.

23. So-called tool skills regarded as function of more complete, more meaningful, and more enjoyable living here and now; taught through use in meaningful situations; using in order to learn.

24. Recognition of all of the major social functions.

25. Primary emphasis upon cooperation and other social tendencies.

26. Freedom for teachers; teachers supplied with the raw materials of instruction to employ when and as they think best within broadly defined limits.

27. Barriers between subjects lowered or obliterated as the life needs of students make it desirable to do so."

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3. Ibid
Calibre of Leadership

The health and gymnasium teacher had a minor in physical education and a major in English. She had been a basketball star in high school and college. This proved to be a weighty factor in her obtaining the position as instructor.

On the other hand, the swimming and gymnasium instructor had a major in physical education and had practically completed the requirements for her master's degree.

Having surveyed the background of the existing physical education program and having set up certain criteria to be used in revising the program, it seemed expedient to progress to the actual task of reorganization. This process will be discussed at length in the succeeding chapter.
Chapter IV

EVALUATION OF DATA

In no other area of the school program do individuals mingle on a more intimate and informal plane. In the gymnasium or swimming pool, or on the playing field, formalized and routinized classroom procedure, often necessary in academic courses, is absent. Since the general atmosphere of a physical education class is usually free and social, it affords ample opportunity for gaining an appreciation of that "give-and-take" method of living which we often term the "democratic way of life". In this particular program of physical education the entire curriculum represents a process of experimentation. The elective program, especially, is a totally new venture. If it seems feasible, it will remain; otherwise, it will be dropped and another idea supplanted. The only way any program can succeed is by the following procedure:

1. Survey the situation - determine needs, interests, and facilities.
2. Formulate a set of ideas, purposes and
principles, and build a program thereon.

3. Check to see wherein experiment falls short or perhaps where needs or interests of group have changed.

4. Change or adjust program to fit present demands.

The program of physical education probably contributes most to its development of independent interests by encouraging participation in individual sports which may be carried on after the individual has been graduated from school. Knowledge of skills and rules of games is essential to the improvement of an individual's ability. Therefore intellectual interest is fostered by instruction in games and other physical activities. The esthetic interest of an individual is developed in physical education primarily through the dance program. This cultural form of activity, particularly in the modern, or interpretative forms of dance, assists in inculcating this interest. The class regulations in regard to personal cleanliness in the matter of uniforms and showers also collaborate to develop an esthetic interest.
An exhibition of a practical attitude or interest might be illustrated by an individual having to allot his time to his various school activities, including the amount of time which he can devote to the participation in athletic competition or other forms of physical activity.

Thus far we have set as standards certain criteria to be used as guide posts in revising the program. These criteria were listed in Chapter II on Procedure. For clarification they are repeated here:

"Step I  Determination of Philosophy.
Step II  Interpretation of the philosophy Selected.
Step III Determination of Objectives.
Step IV  Allocation of Objectives According to Grade Placement.
Step V   Determination of Content and Activities.
Step VI  Allocation of Content and Activities According to Grade Placement.
Step VII Association of Specific Objective With Specific Content and Activities.
Step VIII Preparation of Preliminary Course of Study Units.
Step IX Revision of Course of Study Units.
Step X   Editing and Printing the Course of Study."

We also surveyed the background of the existing physical education program in Chapter III on Survey. Therefore it now seems feasible to evaluate the data contained in the two preceding chapters.

Let us consider first the "Determination of Philosophy". Since physical education is, or should be, an integral part of the general school program, it might be concluded that the philosophy of the physical education program should embody those principles contained in the general school philosophy. In Ross High School the general philosophy coincided in many respects with that of progressive education. The child was placed in the center of the educative process. This factor might be illustrated by citing several examples wherein student leadership was predominant, i.e. student council, homeroom presidents, assembly chairmen and student managers.

The philosophy also emphasized that subject matter must be developed in relation to real life situations and not as abstractions from the textbook. That this feature was actually existent is evidenced by the numerous field trips and excursions taken in various subject areas in relation to particular problems.

Another point inherent in the general philosophy stated that the idea of growth should be paramount; that an attempt should be made to discover and develop latent ability; that confidence and creative ability should be encouraged; and that mastery alone is insufficient unless accompanied by favorable attitudes, ideals, and
emotions. Even though these principles were inculcated in the regular curriculum, the encouragement of wide participation in extra-curricular activities tended to increase the possibilities for advancing the growth factor.

In regard to physical education in particular, the general school philosophy was incorporated in the program. Student interest in specific sports was given definite weight in determining the activities program. The notation of the activities listed as preferred by the students was made in Chapter II. The use of student managers, captains, and squad leaders also serves to show that the student was placed in the center of the educative process.

Definite effort was exerted to identify the program with real life situations by including not only those activities of immediate importance, but also those of transitory value. As pertinent examples of this it might be noted that soccer, basketball, baseball, track, and hockey contributed primarily to the current development and pleasure of the individual, whereas such activities as square dancing, folk dancing, ice skating, tennis, and archery were considered valuable as future assets as well as present.
As far as the discovery and development of latent ability was concerned the policy of "drawing out" the shy, timid individual and the "leveling off" or the guiding into the proper channels of aggression and initiative those individuals who appeared to be superior was employed. Along with the mastery of skills definite emphasis was placed on sportsmanship, fair play, and cooperation.

Since it seems difficult to state in laconic terms one's philosophy without adding some explanatory comments, the above discussion also included the "Interpretation of the Philosophy Selected".

In Chapter III numerous points were quoted from H.H. Church's "Manual of Administration and Supervision" as "Objectives Realized". Because much of the material is repetitive or synonymous, it was decided to list a few of the obviously concise and outstanding ones. First, there was the idea that the curriculum should be revised when the school environment as well as the course of study was reshaped. In actuality the course of study had not been revised for eight years.

There should be primary focus on the present and the emerging future. This was discussed in "Interpretation
of the Philosophy" by listing those activities which were primarily important for the present and those which possessed more enduring value. Further elaboration of this point is illustrated by the following objectives:

1. Opportunities for allowing freedom for students to question, to investigate, to discuss, to think, and to come to their own conclusions were provided by allocating officiating responsibilities and by encouraging questioning and discussion on game techniques, skills, or rules.

2. Guidance and instruction are inseparable parts of the teaching process. The avoidance of total "free play" periods was practised. Organized instruction was given during each class period. Guidance came under the surveillance not only of instruction for regular class activities but also the promotion of general character and attitude development.

3. In order to build an understanding of human relations and values, and a sense of responsibility for holding one's activities to the level sanctioned by understanding the student's self-analysis of his own capacities and limitations and the fullest participation accordingly is encouraged.

4. Freedom for the student to do his own planning
within broadly defined limits under sympathetic guidance, without dictation, is definitely planned. Students organized their own teams in sports. This included the assignment of positions and the planning of team tactics. An even broader scope of student planning was offered in any instance of an exhibition or special program. The student responsibility was dominant, with the instructor providing the incentive and occasional guidance.

5. Ample freedom exists for teachers; teachers are supplied with the raw materials of instruction to employ when and as they think best within broadly defined limits. This objective was realized by the fact that the Board of Education and the administration were usually very sympathetic with most innovations suggested by individual teachers. Teachers were allowed practically "free rein" in their respective departments to instigate new plans and initiate revision of antiquated procedures.

Equipment was quite easily obtainable, if a definite need could be demonstrated.

It would be practically impossible to "Allocate Objectives According to Grade Placement". It might be stated rather generally that all of the objectives listed were applicable to all grades. However, as the student advanced in school, it might be inferred that he would
gradually acquire a more mature attitude and therefore would be more able to undertake an increasing amount of responsibility as well as being better able to absorb the advantages associated with a greater measure of freedom.

In the "Determination of Content and Activities", it was stated in Chapter III that the students were given an opportunity to note the activities in which they preferred to engage. A rather varied and lengthy list was offered. These suggestions along with others on the part of the instructor were used in setting up the program. However, bowling, horseback-riding, golf, and roller skating were omitted from the regular program, but were listed in the elective program. A further description of the elective program will be found under the curriculum outline. Bowling, horseback riding, and golf were not sanctioned by the Board of Education as a regular class activity because of the additional expense that would be involved on the part of the students. Since outside facilities would have to be used, it was thought inadvisable to charge students fees over and above their regular school expenses.

Roller skating came in the category of recreational
activities, with no particular instruction necessary except for highly skilled skaters who wanted to learn additional skills. Therefore it was deemed unsatisfactory for regular class use.

In regard to equipment, since an almost adequate supply of equipment was available, some of which had never been used, it was not necessary to purchase a great amount of material. However, the following new equipment was purchased:

1. For the physical education department:
   a. Soccer balls.
   b. A regulation table tennis table.
   c. Table tennis paddles and nets.
   d. Badminton nets.
   e. Volleyballs.
   f. Material to construct permanent archery targets.

2. For the swimming department:
   a. A combination radio-victrola.
   b. Large supply of records - for form swimming. Later records to be used for folk and square dancing were purchased for use in the gymnasium.
   c. Colored, fitted suits to be used by all
girls and women who used the pool.

d. Fish poles (bamboo) for use in guarding.

e. Novelty equipment for splash parties - this included such items as corks, pie tins, candles, matches, and rope.

The selection of a site for an outdoor play area necessitated a great amount of survey work. Since the area around the school was entirely built up, no site close at hand was found. However, nine-tenths of a mile from school, along a road that was not highly traveled, was an open area of several acres. This area was bounded on one side by the Sandusky River, on another by the city filtration plant, on another by the highway, and on the other by several houses, which were quite a distance away. The ground, on the whole, was quite smooth, although it abounded with high weeds.

Permission to use the area was granted by the city recreation director. It was decided to lay out a soccer field first, because of the fact that soccer was to be introduced into the curriculum before hockey, since the fundamental skills were considered to be more elementary. Moreover, it was not quite as essential to have as smooth a field for soccer as for hockey.
The measurements for the field were marked out by the instructors after school. During regular class periods the various classes were allotted sections, in which they were to weed. The group which finished its section first was allowed ten minutes of free play down by the river. On the whole the group received the task enthusiastically and enjoyed the novelty of the work. After about a week of concentrated weeding the field was about three-fourths cleared. The city recreation director noted the industriousness with which the project was carried on and offered to have his men finish the job of weeding and leveling off the field. About ten days elapsed from the time the work was started until the field was being used for class work. At first goal posts consisted of two chairs placed at each end of the field. Later, arrangements were made with the woodworking department to make and install regulation goal posts. When these were knocked down a week later by some schoolboys, who drove into the field and splintered the posts with a car, the superintendent offered the services of his plumber, who installed metal goal posts in cement bases.

The field was used by all classes until about the middle of November, when the weather became too
inclement for outdoor play. Upper classmen played soccer; the lower classmen used one section for their games of lower organization.

The following spring an outdoor swimming pool was built by the city recreation department. This was available to everyone for a nominal fee.

The next spring, 1942, two large baseball diamonds, six tennis courts, and four outdoor fireplaces along the river were added to the area. These were all W.P.A. projects under the direction of the city recreation department.

The problem of transportation to this area was solved by allowing students to ride their bicycles. Others, who drove cars, transported the rest of the group. Since the class periods were between fifty and fifty-five minutes, and five minutes were allowed for traveling each way, as well as ten minutes for showers and dressing, approximately thrity-five minutes remained for class work. An attempt was made to use school buses for transportation, but permission was refused by the Board of Education on the grounds that it might set a precedent, and that the other school groups would have to be accommodated in like manner. However, further effort will be made later to gain this permission.
Money, an important factor in securing new equipment, was obtained from the following sources:

1. Requisition from the Board of Education.
2. Boosters' Club - a pep club organized to promote school spirit and to back school activities (the physical education instructor was adviser for this organization -- this probably accounts for several gifts to the physical education department)
3. Swimming pageants and exhibitions - put on by the girls' Swimming Club and classes. Although money-making was not the primary aim of these activities, a small profit usually accrued to the swimming account.
4. Faculty-Varsity games - these were challenges to the Varsity on the part of the faculty. The varsity was an honorary team picked as the result of intramurals in each sport. The faculty dressed up in novelty outfits, such as the "Bloomer Girls". The spirit of fun predominated, although competition was keen. A small admission charge, usually five cents, was made for the student body.

As was indicated in Chapter III the activities
offered at the time the survey was made included:

1. Basketball
2. Swimming
3. Badminton
4. Table tennis
5. Volleyball
6. Baseball

The program which was set up as a result of the survey includes the "Determination of Objectives", the "Determination of Content and Activities", the "Allocation of Content and Activities According to Grade Placement", and the "Preparation of Preliminary Course of Study Units".
COURSE OF STUDY
IN
HEALTH AND PHYSICAL EDUCATION
FOR
GRADES 7-12
ROSS HIGH SCHOOL

I Objectives:

A. Physical education.

1. "To promote organic vigor through motor activities.

2. To teach recreative skills so as to contribute to education in the worthy use of leisure.

3. To assist the individual in making a harmonious adjustment to the social world, to teach those significant lessons of the playfield conducive to getting along better with his fellow-man; in a word, to educate in socialization." 2

4. To develop poise.

5. To develop motor coordination and rhythm.

6. To develop a feeling of sportsmanship and fair play.

7. To teach respect for the rights of others.

8. To develop a sense of responsibility.

9. To develop qualities of neatness, i.e. care of uniform and equipment.

10. To teach an appreciation as well as a knowledge of a wide variety of games.

11. To practice principles of courtesy and etiquette in regard to instructors as well as to classmates.

12. To teach activities with not only current value but with "carry-over" value, i.e.; activities in which the individual may participate after she graduates (This objective might be realized specifically through individual, rather than group activities).

13. To have fun in physical education.

14. To learn both team and individual sports.

15. To develop the power to think and to make decisions.

B. Health Education.

1. "To teach health practices that endure.

2. To influence the conduct of an individual
in matters of personal and community health so as to produce the greatest personal happiness and compatibility within the social group.

3. To promote better health for future generations by conserving and improving the health of the present generation.

4. To teach health as a means of better living." 3

5. To inculcate a sense of responsibility in the individual for the improvement and preservation of both his own and the community's health.

6. To promote a questioning attitude and a demand for scientific proof in purchasing drugs, choosing physicians, or other medical agents, and hospitals, thereby reducing the power of existent frauds and quackery.

7. To develop a feeling of pride in attaining the maximum physical and mental

3. Ibid.
well-being.

8. To emphasize the need for prevention, rather than cure, of disease.

C. Health Service and Supervision.

1. "To protect and improve the health of the pupil by physical examinations, follow-up program and incidental instruction.

2. To supervise general sanitary and health conditions of the school building and grounds." 4

D. Corrective or Restricted Program.

Restricted Program.

1. "To inculcate a feeling of confidence in the physically handicapped individual.

2. To teach students skills in recreational activities which may be carried over into later life.

3. To help the individual to compensate for his defect or handicap." 5

   a. A program of rest or limited activity will be adapted to fit the needs of the individual.

4. To encourage a satisfactory mental

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4. Ibid.
5. Ibid.
attitude toward the individual's handicap by realizing the extent of the handicap and develop skills to the best of her ability.

Corrective program.

1. "To inform students about their defects, causes, nature, and prognosis.

2. To improve, if possible, the specific defect of the student." 6

3. To provide information for the student so that she might continue treatment at home or after class.

E. Swimming.

1. To realize all of those objectives listed under physical education.

2. To develop skill in aquatics.

3. To acquire a knowledge of life saving, for the preservation of self and of others.

4. To have fun and to feel at home in the water.

5. To teach a knowledge of safety skills.

6. To inculcate a feeling of respect for

6. Ibid.
aquatics, its hazards and advantages.

7. To swim for form, speed, and relaxation according to the individual's ability.

8. To teach all girls in school how to swim one length of pool before graduation.

9. To foster an appreciation in a wide variety of water sports, besides swimming.

10. To be able to know one's limitations in regard to ability and endurance.

II Requirements:

A. Physical education shall be required of all students in all grades, seventh through twelfth. This requirement shall be met by participation in physical education classes, including gymnasium work, swimming, and health classes, for a minimum of two full class periods, or one hundred minutes a week.

B. Swimming shall be required in the seventh and eighth grades, unless excused by a physician. One period of swimming, and one of other physical education shall be required for these grades.

C. Every student, unless excused by a physician,
shall be required to demonstrate an ability to swim, before she graduates. This requirement includes swimming one length of the pool—seventy-five feet—employing any one or a combination of strokes. This rule shall be applicable to the incoming seventh grade class of 1941. Those who do not complete this requirement shall be required to take swimming sometime before or during the senior year, or until this requirement is met. All others may elect either beginning or advanced swimming after the eighth grade.

D. In the ninth grade hygiene shall be required for two periods a week throughout the school year. This course shall supplement the regular physical education class. In the eleventh grade hygiene shall be required twice a week for the entire year. This shall be required in addition to the regular physical education program.

E. No permanent doctor's excuses shall be accepted. All students shall participate in some phase of the physical education program, i.e. regular, restricted or corrective. This classification shall be determined by a physical examination
by a physician.

F. A physical examination shall be given to all students at the beginning of the seventh, ninth, and twelfth grades. All new students shall be examined at the time of their entrance. This examination is given by a physician and a nurse, with the assistance of the physical education instructor. The examination checks on the following:

1. Posture
2. Height and weight
3. Eyes
4. Ears
5. Heart and lungs
6. Skin
7. Disease and operation history
8. Thyroid and cervical glands
9. Teeth
10. Oral hygiene
11. Nervous stability

The follow-up procedure is made by the nurse.

G. Those seniors who have demonstrated superior ability in physical education, i.e. an average of B as apparent from previous activities, may elect their activities. These shall include
such activities as golf, bowling, horseback riding, or others which are outlined in the curriculum, or which meet the approval of the instructor.

H. One-fourth unit of credit shall be given each year from the ninth grade through the twelfth. One full unit of physical and health education shall be credited toward the sixteen units required for graduation.

III Curriculum:

Physical Education

The entire seventh grade program is divided into a series of units of varying length.

ATTENDANCE: Attendance is taken by squad leaders appointed by the instructor. Squad leaders are changed every six weeks. The following symbols are used in taking attendance on squad cards:

- ✔ correct uniform
- ✗ incorrect uniform
- A absent
- E temporarily excused
- T tardy

✗ did not take shower at end of period and was not excused by instructor
Those who are temporarily excused from physical education are not required to dress for class. After their specific excuse is recorded in the instructor's roll book, they become either assistants or spectators.

UNIFORMS: Everyone taking regular physical education work is required to wear a regulation style gymnasium suit. A choice of a wide variety of colors is permitted. For outdoor activity in cold weather slacks, ski pants and sweaters, or jackets may be worn over the suits.

GRADING: Regular physical education.

In order to get a passing grade in physical education, those who are enrolled twice a week must actively participate twenty-five times during the semester; those who are enrolled once a week must actively participate twelve times during the semester.

In the event of an extended excuse signed by a physician, as in convalescence after an illness, an injury, etc., the instructor's discretion determines the number of participating periods necessary for a passing grade.

Grades are issued once a semester. Those who are enrolled in either the restricted or the corrective program receive no letter grades, only credit. These comprise a composite of the following:

1. Regularity

2. Skill (includes improvement as well as innate capacity)
3. **Attitude** both toward classmates and instructor
4. Appearance - neatness
5. Leadership ability
6. Knowledge of games, rules, etc.

**SHOWERs**: Soap showers are required after every active participation in a physical education class unless excused by the instructor.

**ACTIVITIES**: *7th Grade*

**Fall**

1. Dodge Ball
2. Bombardment
3. Soccer Goal Ball
4. Progressive Dodge Ball
5. Shuttle relays - running (based primarily on locomotion)
6. Object passing relays (variations)

**Winter**

1. Folk dancing
   a. Crested Hen
   b. Farm Dance
   c. Tantoli
   d. Seven Jumps
   e. Tretur
   f. Bleking
2. Clog and tap dancing
a. Newsboy Clog
b. The Trio
c. Plantation
d. Captain Jinx
e. Dixie

3. Bounce Volleyball
4. Corner Ball
5. Nine Court Basketball
6. Newcomb
7. Tether ball
8. Giant Volleyball
9. Social dancing
   a. Teach fundamental waltz and fox trot steps,
   b. Coeducational classes at intervals throughout the term.

10. Winter sports
    a. Fox and Geese
    b. Other low organization games

11. Self-testing activities
    a. Running, throwing, jumping, balancing, strength, agility

12. Relays
    a. Shuttle relays - running (based primarily on locomotion)
    b. Object passing relays (variations)
Spring
1. Hit pin Baseball
2. Long Ball
3. Tap Baseball
4. Playground Ball
5. Track
   a. Short dashes and practices of starts.
6. Relays
   a. Shuttle relays - running (based primarily on locomotion)
   b. Object passing relays (variations)

8th Grade

Fall
1. Dodge Ball
2. Progressive Dodge Ball
3. Soccer Goal Ball
4. Relays
   a. Based primarily on locomotion - running, hopping (variations) - shuttle relays, circle and single file
   b. Object passing relays
5. Soccer Kick Ball

Winter
1. Folk Dancing
a. Csardas
b. Irish Jig
c. Norwegian Mountain March
d. Reap the Flax
e. Tarantella
f. Highland Fling
g. Arkansas Travellers

2. Clog and tap dancing
   a. Yankee Doodle
   b. Reuben Taps
   c. Liza Jane
   d. Billy Magee

3. Country Dances
   a. Morris Dance
   b. Laudnum Bunches
   c. Sicilian Circle
   d. Plain Quadrille

4. Athletic Dances
   a. Ox Dansen
   b. Dance of the Hottentots
   c. Barn Dance

5. Games of low organization
   a. Bounce Volleyball
   b. Captain Ball
   c. Corner Ball
d. Newcomb

e. Three Court Basketball

6. Relays
   a. Based primarily on locomotion -
      hopping (variations) shuttle relays,
      circle and single file
   b. Object passing relays
   c. Kicking and passing relays, i.e. soccer
      ball, basketball, etc.

7. Giant Volleyball

8. Tumbling
   a. Forward roll
   b. Backward roll
   c. Dive and roll
   d. Head stand
   e. Pyramid building II-III-IV-V and VI
      girl poses

9. Self-testing activities
   a. Running, throwing, jumping, balancing,
      strength, and agility

10. Winter sports
    a. Games of low organization
    b. Ice skating

**Spring**

1. Games
a. Hit Pin Baseball
b. Long Ball
c. Tap Baseball

2. Relays
   a. Based primarily on locomotion—running, jumping, hopping (variations), shuttle relays, circle and single file
   b. Object passing relays
   c. Kicking and passing relays i.e. soccer ball, baseball, etc.

3. Playground Baseball

4. Track
   a. Short dashes
   b. Broad jump

5. Soccer Baseball

9th Grade

Fall

1. Modified soccer
   a. Practice of game as a whole
   b. Technique drills for running, jumping, stopping after a run, changing direction, kicking, dribbling, putting ball in position, punting, and passing.

Winter

1. Country dancing
a. Virginia Reel
b. Sellengers' Round
c. Rufty-Tufty
d. Little Log Cabin
e. Darling Nelly Gray

2. Athletic dancing
   a. Tumblers' Dance
   b. Athletic Dance
   c. Dancing Clowns

3. Volleyball
   a. Fundamentals of serving, returning, and scoring
   b. Rotation of positions
   c. Advanced skills, such as "spiking"

4. Paddle Tennis

5. Social dancing
   a. Review of fundamentals for students who have been in the seventh grade - progress to more advanced steps.
   b. Others who come in from neighboring grade schools will be taught fundamental steps.

6. Self-testing activities
   a. Running, throwing, jumping, balancing,
strength, agility and stunt skills

7. Basketball
8. Winter Sports
   a. Ice skating
   b. Skiing
9. Tumbling
   a. Hand stand
   b. Head stand - with three point balance approach
   c. Squat balance on knees
   d. Push-ups
   e. Tip-up
   f. Pyramid building II-III-IV-V and VI girl poses

Spring

1. Baseball - softball
   a. Practice of game as a complete unit
   b. analysis of technique of pitching, throwing, batting, fielding, and catching.
   c. Development of advanced skills and plays.

2. Track
   a. Short dashes up to 100 yds.
   b. High jump
   c. Broad jump

3. Tennis
   a. Games skills - serving, returning,
placement of shots, rules, scoring

b. Game practice in singles and doubles

c. Strokes - backhand, forehand, chop and lob

10th Grade

Fall

1. Soccer

a. Advanced skills - heading, shouldering, trapping, blocking

2. Hockey

a. Practice of game as a whole

b. Stick work - dribbling, passing, shooting, tackling, lunge

c. Defense tactics

d. Attack tactics

Winter

1. Country dancing

a. Virginia Reel

b. Devil's Dream

c. Boston Fancy

d. Grapevine Twist

e. Wagon Wheel

f. Ocean Wave

g. Alabama Country Dances
h. Cumberland Reel
i. Kreely Kranky

2. Stunts
   a. Deep knee bend
   b. Jump turn
   c. Push-ups
   d. Cross-sit-down
   e. Rocking chair
   f. Other stunts which are brought in and presented to class by students

3. Deck tennis

4. Basketball
   a. Two court - zone and player defense

5. Winter sports
   a. Ice skating
   b. Skiing

6. Self-testing activities
   a. Skill tests in pitching, accuracy, foul shooting, individual stunts
   b. Brace Motor Ability Tests

7. Badminton
   a. Game as a whole unit
   b. Analysis of game skills, i.e. serving, returning, shot placement, etc.
Spring

1. Tennis
2. Track
   a. 50 and 100 yd. dash
   b. High jump
   c. Baseball throw
   d. Basketball throw
3. Baseball

11th Grade

Fall

1. Hockey
2. Speedball
   a. Game as a unit
   b. Practice drills in kicking, passing, punting, throwing, trapping, etc.

Winter

1. Country dancing
   a. Portland Fancy Calls
   b. North Carolina Square Dance
   c. Haste to the Wedding Music
   d. Open tunnel
   e. Black Snake Twist
   f. Do-si-do
2. Deck tennis
3. Volleyball
4. Basketball
5. Winter Sports
   a. Ice skating
   b. Skiing
6. Table tennis
7. Badminton
8. Self-testing activities
   a. Skill tests for strength, accuracy, and agility

Spring
1. Archery
2. Tennis
3. Baseball

12th Grade

Fall
1. Hockey
2. Speedball

Winter
1. Square and folk dancing
   a. Georgia Rang Tang
   b. Roll the Barrel
   c. Cowboy Loop
   d. Lady Walpole's Reel
   e. Circassian Circle Calls
   f. Mississippi Circle Dances
g. Other folk dances from other countries

2. Volleyball
3. Deck tennis
4. Table tennis
5. Badminton
6. Basketball
7. Winter Sports
   a. Ice skating
   b. Skiing
8. Self-testing activities
   a. Skill tests for accuracy, agility, and strength

**Spring**

1. Tennis
2. Baseball - soft

**Elective Program**

A. Those who are eligible to participate in the elective program may enroll in either the regular or the elective group or one semester of each type of program.

B. Elective Activities

1. Swimming (this is also open to any underclassmen who want to substitute this for gymnasiu)
2. Archery
3. Riding
4. Golf
5. Canoeing
6. Bowling
7. Rollerskating
8. Ice skating, skiing, and hiking
9. Bicycling
10. Fencing

C. Those enrolled in the elective group may register for any activity, with the exception of swimming, for a period of six weeks. Swimming must be elected for an entire semester.

D. Students who participate in elective activities outside of school must check in weekly at the physical education office in order to receive credit.

Physical Education - Restricted

A. This program is adapted to the individual needs or restrictions as specified by a physician.

B. Activities

1. Games of low organization that do not require strenuous exertion.

2. Such games are:
   a. Bean Bag Toss
b. Darts

c. Croquet

d. Clock Golf

e. Tether Ball

f. Archery

g. Shuffleboard

h. Table tennis

i. Horseshoe pitching

j. Hiking

C. Those who would not benefit from any type of physical activity will rest or assist in classes, as in scoring, etc. This decision was made at the suggestion of the physician.

D. This class was carried on simultaneously with the regular physical education class and was under the direct supervision of the instructor. The activities were participated in at one end of the gymnasium.

Corrective

Individuals enrolled in this program will participate in activities or exercises advised by a physician as a therapeutic agent for a specific defect. Home participation in the specific activity will be encouraged.

Swimming

7th Grade

A. Activities
1. Acclimation to the water
   a. Running across pool
   b. Blowing bubbles
   c. Ducking
   d. Working with partners
2. Face float
3. Flutter kick
4. Breathing and arm stroke
5. Modified crawl
6. Back float
7. Turnover
8. Elementary back stroke
9. Surface dive in shallow water
10. Swimming under water
11. Sculling
12. Back crawl
13. Diving - sitting, kneeling, squatting, and standing
14. Bobbing
15. Swimming to music - strokes
16. Formations - simple
17. Side stroke

(All strokes are analyzed point by point - then combined as a whole)
18. Water games
   a. Pigeon
   b. Underwater tag
   c. Water baseball
   d. Pom-Pom Pullaway

B. Each period begins with a warm-up period, followed by a review before presenting new material. The period is ended with a game. An attempt is made to collaborate game with current class work, i.e., Under and Over relay at time of practice of surface dive in class.

8th Grade
A. This program is an enlargement and further development of the 7th grade program, as well as instruction in the following:

1. Safety measures
   a. Release of cramp
   b. Artificial respiration
   c. Elementary forms of rescue
   d. Knowledge of safety procedures in handling small water craft

2. Diving
   a. Sitting
   b. Kneeling
   c. Squatting
   d. Standing
   e. Plain front off board
3. American Red Cross Beginners' Test
   a. Test is administered according to Red Cross manuals. Upon completion of the test, certificates will be issued by the American Red Cross.

   Beginning Swimming
   A. This course has the same general outline as 8th. grade swimming. However, since the class meets twice a week rather than once, the work is more concentrated and detailed.
   B. The American Red Cross Intermediate Test will be given after class instruction and preparation.

   Advanced Swimming
   A. Strokes and skills
      1. Front crawl
      2. Back crawl
      3. Breast stroke
      4. Side stroke
      5. Side overarm
      6. Elementary back stroke
      7. Diving
         a. Plain front
         b. Back
         c. Front flip
         d. Swan
e. Jack knife
f. Front twist
g. Surface dive - straight, tuck
   and jack knife from breast stroke
   and front crawl approach

8. Stunts
   a. Overhead sculling
   b. Walking on water
   c. Grab stroke
d. Spin swimming
e. Log rolling
f. Back dolphin
g. Hand stand
h. Seal dive

9. Safety precautions - rest strokes - release of
   cramp - rescuing, etc.

10. American Red Cross Swimmers Test (the pro-
   cedure is outlined in the Red Cross Instructor's
   Manual - at the completion of the test the Red
   Cross issues certificates).

11. Form swimming and formations - allow students
    to make up their own formations

12. Racing Turns and starts
   a. Front crawl
   b. Back crawl
c. Breast stroke

13. Treading
14. Speed swimming
15. American Red Cross Junior and Senior Life Saving. The instructional material for these tests is also included in the Instructor's Manual. At the successful completion of either the Junior or the Senior Life Saving tests, certificates are issued by the Red Cross.

16. Endurance swimming
   a. 10 laps every swimming period - using any stroke or combination of strokes
   b. 1 mile of any stroke or combination of strokes - at the end of a nine week's period
   c. 1/2 mile of any stroke or combination of strokes - at the end of the semester

ATTENDANCE: Attendance is taken by the instructor by means of squad cards. Specific excuses are taken by the instructor at the beginning of the period. Those who take swimming get credit for their swim at the end of
the period when they check in their suits.

SUITS: Swimming suits are furnished by the school. Students furnish their own caps, towels, and clogs or bathing slippers.

GRADING: Grades are given once a semester. In order to get a passing grade, those who are enrolled in classes which meet twice a week must have credit for twenty swims during the semester. Those who are enrolled in classes which meet once a week must have credit for ten swims. In the event of an extended excuse signed by a physician, as in convalescence after an illness, an injury, etc., the instructor's discretion determines the number of participating periods necessary for a passing grade. The grade is a composite of the following:

1. Attendance
2. Skill (this includes improvement as well as innate ability)
3. Attitude

SHOWERS: Soap showers are required before getting a swimming suit.

FOOT EXAMINATION: Examination of feet is given at various intervals throughout the year. Any cases of athlete's foot are excluded from class until the case is completely cured. The same procedure is used for other physical education classes.
JUNIOR INSTRUCTORS: This group is comprised of students whose work in this area is purely voluntary. No credit is received. The Junior Instructors are assigned by the instructor to assist with specific classes. Only those who demonstrate superior ability both in swimming and in teaching technique are considered eligible. The following duties are allocated to the Junior Instructors:

1. Work with beginners in swimming
2. Work with those who are slow to acquire new swimming skills
3. Demonstrate swimming skills in the water
4. Duties pertaining to the mechanism of class routine, i.e. sort suits, set out suits for classes, lock doors, turn on lights, check off suits at end of period
5. Guard

Occasionally the Junior Instructors are permitted to take charge of a portion of a class period under the supervision of the instructor. At the end of the period the student has a conference with the instructor, who evaluates the student's teaching. Frequent meetings of all of the Junior Instructors are held to discuss general procedures and approaches used in teaching specific swimming skills.

COMPETITION The only type of competition is that in the form of playdays or telegraphic meets. However, no definite schedule of competition is in order. If
individuals wish to compete in outside meets. It is strictly on their own initiative. However, announcement is made about meets in nearby cities for any who are interested in competing. In other areas of physical education competition takes the form of playdays and intramurals between classes. The Girls' Athletic Association assists with the organization and administration of this program. Intramurals are held in the following activities:

1. Soccer
2. Volleyball
3. Basketball
4. Baseball
5. Hockey
6. Deck tennis
7. Speedball
8. Swimming

**PLAY AREAS:**

Indoor facilities:
1. Girls' gymnasium
2. Swimming pool

Outdoor Facilities:
1. Soccer and hockey field (is also used for speedball)
2. Tennis courts (eight)
3. Baseball diamonds (two)
4. Skating pond (owned by municipal recreation department)
5. Hills for skiing (not far from school)

Having followed through the various steps necessary in setting up a physical education program, after having previously established certain criteria as guide posts, the final point arises as to how well the program met the needs for which it was constructed. This might include deletion of certain material, and the addition of other more pertinent material. The curriculum presented was followed for a year.

A. Physical Education;

**Seventh grade** - The games that were listed for this group for fall quarter seemed quite satisfactory. There was enough activity and variety so that interest did not wane. The skills of the games seemed well within their range of ability.

The winter quarter activity program included too many dances. Even though tether ball and giant volleyball had to be omitted because of lack of equipment, the dance program left no time for repetition of dances; there was just enough time to allow for a brief practice to get the general idea of the steps involved. Since part of the fun
in dancing occurs in doing familiar dances, this pleasure had to be sacrificed for the time being.

With the exception of playground ball, which seemed too difficult for quite a few in the group, the program of activities worked out quite well. Like the fall set-up, there was a sufficient number of games to hold the interest of the class, and most of the games seemed well within the ability range. Throughout the entire year there seemed to be a great deal of enthusiasm. This might be accounted for, in part, by the fact that this was the first opportunity that the group had to participate in a regular physical education class, having just completed elementary school.

Eighth grade - Like the seventh grade group, this program seemed quite well adapted to both the needs and interests of the class.

Again, in the winter quarter the program was over-loaded with too great a number of folk and country dances. The tumbling might be started in the seventh grade. The seventh graders requested it, and it should be within the range of their ability. Tumbling in the eighth grade then could be a continuation of the previous year with the addition of new stunts.
The activities of spring quarter seemed satisfactory. However, I am wondering if it might not be advisable, from a medical standpoint to omit broad jumping from the track events, and limit running to short dashes. The girls in this grade are at all stages of physical development, some quite immature, while others are considerably matured. Whether or not broad jumping would exert a strain on the abdominal organs seems to be a matter for conjecture, but it would not warrant too much experimentation at the hazard of any individual's health.

**Ninth and Tenth Grades** - When the curriculum was set up, it was planned with the supposition that ninth and tenth graders would be in separate classes. However, this was practically impossible, considering the other required classes that had to be scheduled for this same group. At any rate, it was much better than the "run-o'-the-mill" heterogeneous grouping as in the past. Soccer was introduced, but since this was the first year that they had attempted it, there was no noticeable progress in learning advanced skills. Nevertheless, most of the group knew the fundamentals by the end of the season.

Because of the weather, it was not possible to get much opportunity for ice skating and skiing. The few times the weather was cold and the ice frozen, the class
enjoyed ice skating. Some of the beginners managed to stand up on their skates and take a few faltering strokes. There was no good skiing weather. The number of dances for this group, too, should be reduced.

The tennis courts were not ready in time to allow the class to practice on them. Instruction was given, though, in the gymnasium, and fundamentals, rules, and court etiquette were explained briefly. Backboard practice served as a substitute for the outdoor courts.

Eleventh and Twelfth Grades - This group was unable to play hockey this year. No equipment was ordered, when it was realized that the field would not be smooth enough. Since they had never learned to play soccer, they seemed very pleased to have an opportunity to learn something about the game. Their speedball, too, had to be postponed for a later time, after they had learned the fundamentals of soccer.

The winter program of activities for this group was of adequate length, without being cumbersome or loaded with superfluous activities. Badminton was particularly popular.

Tennis, as with the other group, had to be practiced indoors, because the courts were not available. Archery
was also received enthusiastically.

**Modified Physical Education** - The number in this class was reduced remarkably at the beginning of the year when it was explained to the classes that some form of physical education would be required of everyone, including those presenting doctor's excuses. Those doctors who had been practically forced into granting excuses because of the family of the patients, were relieved of their ordeals. Those who were really defective or ailing in some way enjoyed their program of shuffleboard, darts, etc. very much. This group also included those who required rest during class, who reported that they appreciated the extra rest and felt much more capable of continuing with their day's work.

**Corrective Physical Education** - Our plans for this part of the program did not materialize this year. It was thought to be inadvisable to promote any program of that sort except under the authority of an orthopedic physician. Shortly before the school began, our physician died, and we were unable to get anyone to replace him, except at an exorbitant fee. We still hope to be able to secure the services of an orthopedic physician next year.

**HEALTH** - The science teacher was assigned to teach health. Therefore it was possible to check only indirectly on the subject content of the course. It is
hoped it may be arranged so that the physical education teacher will again be teaching in this area.

**Elective Physical Education** - This was the part of the curriculum about which it was thought that the most unfavorable reverberations would echo. However, it proved to be very successful. The girls were quite conscientious about checking in their attendance, and, on checking with several outside sources, it was found that they were very trustworthy about actually getting in their scheduled activities. This elective program was tried only the last semester, since there had been a change in instructors from the previous year. It was decided to base the qualifications on this year's grades. However, those Juniors who maintained a "B" average in physical education throughout the entire year will be eligible to elect physical education activities for the whole senior year.

**Swimming** - The swimming program for next year seems to need few changes. The response and progress on the part of all classes was quite remarkable. However, with the "2" groups (or lowest I.Q. classes), an experiment was tried in the second semester whereby the greater part of the instruction was given to individuals rather than to groups. This procedure seemed to result in much greater progress for the group as a whole, even though much time was concentrated
on only one individual at a time.

Since synchronized swimming tends to be gaining a foothold in the foreground of swimming activities, more emphasis will be placed on this phase of the program next year.

The curriculum in physical education which has just been presented, was put into effect at Ross High School for one year. The list of recommendations for revision as suggested in the preceding paragraphs were incorporated in a re-edited and revised program. However, it is impossible to determine the success of that program. The instructor left the following year to take another position in physical education.
Chapter V

SUMMARY AND CONCLUSIONS

At the beginning of this thesis it was stated that the purpose of this treatise consisted in outlining the processes involved in curriculum construction in such a manner that might prove feasible to someone else who might be confronted with the exigency of evaluating or revising a program in his own particular school.

As a specific illustration, the construction and revision of the physical education program at Fremont Ross High School was cited.

The need for re-adjusting the physical education program was demonstrated by citing that it had been necessary for education, as a conveyor of knowledge, habits and attitudes, to keep pace with the everchanging ideals and mores in our way of living. As a part of education, physical education has had to cope with these various innovations. Specifically concerning the physical education program at Fremont Ross High School, since no
revision of the curriculum had been initiated for eight years, it seemed advisable to incorporate several modifications and new ideas into the existing program. Furthermore, the following facts were derived from a cursory observation of the curriculum:

1. Activities were almost purely recreational, rather than instructional.
2. No outdoor activities were included in the program.
3. There was no requirement of physical education for seniors, although they could elect it.

Several theses, as well as a study of the survey of the health and physical education in Columbus, were consulted as "source material".

Certain criteria in terms of those set up by Williams and Brownell were used as a comparative basis for the bulk of the material obtained as a result of the survey of the existent program. The criteria follow:

"Step I Determination of Philosophy.
Step II Interpretation of the Philosophy

Selected.

1. Williams, Jesse F. and Brownell, Clifford E. The Administration of Health and Physical Education p.329
"Step III Determination of Objectives.
Step IV Allocation of Objectives According
to Grade Placement.
Step V Determination of Content and Activities.
Step VI Allocation of Content and Activities
According to Grade Placement.
Step VII Association of Specific Objective
with Specific Content and Activities.
Step VIII Preparation of Preliminary Course
of Study Units.
Step IX Experimental Use of Preliminary
Course of Study Units.
Step X Revision of Course of Study Units.
Step XI Editing and Printing the Course of
Study Units.
Step XII Revision of the Course of Study"

Having selected the standards, or criteria, upon
which to build the curriculum, the following factors
comprised those in the survey, which served as background
material in constructing the program:

1. Student interest and needs.
2. Kind of activities offered.
3. Space and facilities.
4. Time allotment.
5. Nature of the community.
7. Caliber of leadership.

Each of the preceding factors was discussed at length. Several pertinent conclusions evolved from the survey. These follow:

1. Student interest showed preference for a wide variety of activities, many of which were individual sports.

2. The activities offered were rather limited in scope and of almost purely a recreational nature.

3. Space and facilities were adequate, but apparently had not been used to any great extent.

4. The time allotment was sufficient for classes and the general use of the gymnasium. However, there was a disproportionate amount of time allocated in the use of the pool, particularly in regard to extra-curricular activities.

5. The economic and social life of the
community, with a population of 15,000, was quite well balanced. Neither great wealth nor extreme poverty predominated. The recreational opportunities afforded by the community were quite adequate, except that there was no outdoor swimming pool.

6. The school philosophy coincided in many respects with that of progressive education. The child was placed in the center of the educative process, and the development of his personality was paramount. Emphasis of the importance of fostering favorable attitudes, ideals, and emotions rather than the mastery of skills alone was noted.

7. In regard to the caliber of leadership, the educational backgrounds of the two physical education instructors was noted. One had a minor in physical education and a major in English, while the other had a major in physical education and had practically completed the requirements for her master's degree.
The survey and evaluation of data was followed by a presentation of the course of study in physical education for grades 7-12. This included objectives, requirements, activities according to grade placements, and general procedure. Conclusions, inferred after the execution of the course of study for a year were then listed according to grade placement.

On the whole, it might be concluded that the revised curriculum was successful. However, since no program can continue successfully in a static state, effort was made to incorporate revisory procedures and suggestions in the curriculum for succeeding years.
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