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PROBLEMS IN THE PHYSICAL EDUCATION
PROGRAM IN THE JUNIOR HIGH SCHOOLS
OF HOPKINS COUNTY, KENTUCKY

A Research Paper
Presented to
the Graduate Council of
Austin Peay State University

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in Education

by
Robert Lewis Rogers

August 1969

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To the Graduate Council:

I am submitting herewith a Research Paper written by Robert Lewis Rogers entitled "Problems in the Physical Education Program in the Junior High Schools of Hopkins County, Kentucky." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts in Education, with a major in Health and Physical Education.


Major Professor

Accepted for the Council:

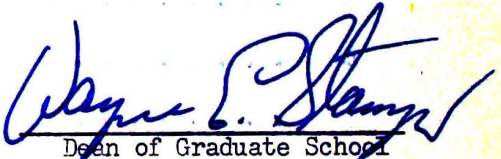

Dean of Graduate School

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CHAPTER I

DEFINITION OF THE PROBLEM

I. INTRODUCTION

Over forty percent of today's young men and women are physically unfit.¹ Our nation has changed from being one of "sweat and blood" work to one of automation and mechanization. These modern methods of industry are definitely assets to our society and industrial endeavors, but they are conducive to the rapid deterioration of the physical well-being of our young people.

Many young people today are aware of their poor physical condition but are unwilling to do anything about it because of the amount of time and work involved. Their parents seem to be indifferent, as do their government, teachers, pastors, and friends. In most cases when educators try to establish a rigorous campaign for physical fitness, parents look upon it as a waste of time. These people obviously do not care anything about the physical fitness of their children. They also do not seem to understand that there is more to being healthy than having a nose that is not "running".²

All boys and girls can benefit from a physical education program

¹President's Council on Youth Physical Fitness, Youth Physical Fitness, (Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.) July 1961, p. 5.

²Ibid., p. 6.

which is well-planned to develop basic motor skills. These activities should include sports and recreation in all schools at all levels. A well-planned physical education program will provide physical activities for all students, regardless of age, sex, and physical ability. It also provides intramural and interschool sports competition at the appropriate levels as well as opportunity for active forms of recreation.³ Any good physical education program must be adopted with the community in mind. The cultural condition, size, location, and interests of the community should be considered--remembering all the time that there are certain basic skills which should be taught.

Physical education instructors must be good salesmen. In order to make their program effective, they must sell the program to the administration and to the community. This is the only way for many physical education instructors to gain the financial and moral support needed.

II. THE PROBLEM

Statement of the problem. It was the purpose of this study to investigate the existing physical education programs in eight Hopkins County, Kentucky Junior High Schools. These include Anton Junior High School, Charleston Junior High School, Earlington Junior High School, Hanson Junior High School, Madisonville Junior High School, Mortons Gap Junior High School, Nebo Junior High School, and Nortonville Junior High School.

³Ibid., p. 5.

In this study the following areas will be presented:

1. The organizational pattern of the physical education program

This study is to be done with the thought in mind of investigating

2. The facilities for physical education available
3. The equipment for physical education available
4. The professional training of the staff
5. The methods used in evaluating the students
6. The coeducational activities available at each school

Assumptions. Certain assumptions had to be made in conducting this study of the problems existing in the junior high schools of physical education. Many books were referred to, but the following Hopkins County, Kentucky:

gave me the most aid in the preparation of this paper:

1. The physical education instructors at each school were best qualified to express their opinions concerning the problems of their physical education programs.
2. The effectiveness of the programs suffers from a lack of adequate funds.
2. The book Planning Facilities For Health, Physical Education, and Recreation put out by the Athlete's Institute was most valuable.

III. DEFINITION OF TERMS USED

Facilities. This term will indicate the area available for physical education such as gymnasiums, outdoor areas, dressing rooms, showers, etc.

Equipment. This term will indicate the material that can be used in physical education such as balls, bats, mats, etc.

Program. This term will refer only to the physical education program, not the entire school program.

Activities. This term will refer to those learning experiences related only to physical education.

IV. BACKGROUND OF THE STUDY

This study is to be done with the thought in mind of investigating the physical education programs in the Hopkins County, Kentucky Junior High Schools, in the hope that it will be of some value to the writer in developing his own program in the future.

V. REVIEW OF RELATED LITERATURE

Much has been written about what is and what is not good concerning physical education. Many books were referred to, but the following gave me the most aid in the preparation of this paper:

1. William Ralph LaPorte in his book, The Physical Education Curriculum, gave what I considered to be an excellent plan for the organization of an ideal physical education program.⁴ Many of his ideas will be used in this study.
2. The book Planning Facilities For Health, Physical Education, and Recreation put out by the Athlete's Institute was most valuable in describing facilities available in a good physical education program.⁵

VI. METHODS AND PROCEDURES

This writer obtained his information by going to the individual schools and conducting interviews with the principal and physical

⁴LaPorte, Wm. Ralph, The Physical Education Curriculum; The University of Southern California Press, Los Angeles, Third Edition, 1942; pp.40-59.

⁵Participants in National Facilities Conference, Planning Facilities for Health, Physical Education, and Recreation; Chicago; The Athlete's Institute, Inc.; 1956.

education instructor at each school.

The information obtained was then compared with an ideal program in junior high schools as seen by authorities in the field. This program is contained in Chapter II.

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and the chemical can be used and recommended
as a guide in setting up. I
have also mentioned previously mentioned.
The physical and the chemical in use at the

"The first step would be to get out to all progressive
 organizations, churches, groups, everyone interested
 in the program. We need a basic program should
 be developed, but we are not sure as to whether or
 not the program will be adaptable to
 the needs of the community, local needs and
 the needs of the people. We are aware of the
 needs of the people and the needs of the

CHAPTER II

THE DESIRED PHYSICAL EDUCATION PROGRAM

In order to gauge the effectiveness of the schools' physical education programs so that conclusions may be drawn and recommendations made, an ideal physical education program must be set up. I shall attempt to do this by using the materials previously mentioned. I shall then compare their ideal program to the programs in use at the Hopkins County Junior High Schools.

I. INTRODUCTION

The need for a more uniform program of physical education throughout the schools of America has been evident to all progressive thinkers in the field for many years. Probably everyone interested in physical education has at some time felt that a basic program should be evolved. Always, however, the question has arisen as to whether or not it is practical to formulate a program that will be adaptable to widely varying geographical and climatic conditions, local needs and interests, varying facilities, and widely differing viewpoints of teachers, administrators, and school boards.

In order to answer these questions and others, the College Physical Education Association started a movement to answer these questions by appointing a committee, known as the Committee on Curriculum Research, under the chairmanship of William Ralph LaPorte. The committee felt that a program formulated by a large number of

experts from all over the country would be much more usable than one formed by a small group.

In order to make the study educationally sound, the committee based each year's work on what had been done in the preceding years.

In doing this over a considerable period of time, they have come up with a program which to me seems very usable and flexible. This program will sufficiently meet the needs of 99% of our young junior high people today.

II. EXTENT OF PROGRAM

A program of definite instruction in activities should be available and required for every student. Allowances should be made for temporary accident or illness, assignment to modified or restricted activity, and for after-school athletics during the season. No student, however, should be deprived of activity instruction.

III. TIME ALLOTMENT

Class instruction should be on the basis of a daily period, if possible. Most progressive states today require a minimum of twenty minutes a day in class instruction for elementary schools and the equivalent of one period per day of from forty to sixty minutes in the secondary schools. Whenever possible the activity should be offered five days per week.

IV. THE HEALTH EXAMINATION

A health examination should be provided and required of every student at least once in each school level--primary, intermediate, and secondary. If possible it should be given annually. No student should be permitted to participate in strenuous activities, either in class or on athletic squads under supervision of the school, without such prior health examination. Both the hazards to the child and the legal liability to the school justify such an examination even though the cost may be considerable.

The examination should include at least the heart, lungs, vision, hearing, teeth, nose and throat, nutrition, skin, feet, spinal deviation, general posture, height, and weight. It is desirable that a continuous, progressive, permanent health record be maintained and passed on with the child from one school level to another.

On the basis of such an examination, children should be classified as follows:

1. One group should contain the average normal children without defects of such a nature as to limit their participation.
2. The second group should be those having certain temporary or permanent conditions demanding limitation of activity, with no vigorous participation.
3. The third group should be those having conditions seemingly susceptible to improvement in some degree, which would be called remediable cases.

V. SIZE OF CLASSES

For systematic instruction in the fundamentals of highly skilled activities, relatively small classes are necessary. It is widely recognized that activity instruction classes should not exceed forty in enrollment, and in no case should organized classes be permitted to go beyond sixty for one instructor. Classes larger than this, even with good teachers, result merely in organized play without detailed instruction.

Students in the remedial and restricted groups require more detailed instruction and guidance, hence should be organized in smaller classes, varying from twenty to twenty-five.

VI. PHYSICAL EDUCATION CREDIT

Physical education credit should be required for graduation from a given school level on the same basis as other academic subjects; hence, definite arrangements should be made for proper grading in all activity courses, based on appropriate tests and followed by the recording of proper credit on a student's card.

VII. EVALUATION

It is recommended that the grades be based on the following four major items, allowing about twenty-five per cent for each:

1. Performance skills
2. Knowledge of rules, general performance and strategy

3. Social attitudes including co-operativeness, sportsmanship, leadership, etc.
4. Posture and bearing

VIII. TEACHER TRAINING

All teachers of physical education should be certified by the state, since physical education is a very technical field and includes the handling of activities which are more or less inherently hazardous. It is important that they be under the leadership only of trained teachers with at least a minor and preferably a major in physical education.

Teachers in the physical education field should keep themselves up to date by maintaining membership in professional organizations, such as the American Association for Health, Physical Education, and Recreation, the National Education Association, and other similar state and local groups. They should supplement this with regular attendance at professional meetings, and they should also be regular subscribers to one or more professional magazines.

IX. COEDUCATIONAL ACTIVITIES

A strong tendency is developing to emphasize as a part of the physical education program the type of activities that may be participated in jointly by boys and girls, preferably of such nature that they can be carried over into after-school life and hobby interests. Since boys and girls and men and women live together and play

together in other than school situations, it seems highly appropriate that they should be guided in the selection of activities and trained in participation of them jointly, so that maximum social values may be attained.

There are some activities that lend themselves to coeducational use. They are:

1. Volleyball
2. Ping-pong
3. Dancing (folk, tap, social)
4. Archery
5. Badminton

X. INTRAMURAL ATHLETICS

The intramural sports program should provide the opportunity for extensive participation in those activities already thoroughly taught in physical education classes, hence, this program should be available to one hundred per cent of the student body.

Recess period, noon hour, and after-school periods are the simplest assignments for intramurals; but in many cases the latter cannot be used effectively because of factors such as students working after school or buses leaving early. In such cases the intramural period should be squeezed into the regular school-day schedule in some manner. It represents the laboratory aspect of the instructional period and is just as important as the corresponding period in chemistry. If such special periods cannot be made available,

a part of the regular class instruction hour should be devoted to enthusiastic participation in organized games.

XI. FACILITIES

Indoor and outdoor facilities are both essential to any good physical education program. Indoor facilities should include such things as:

1. The gymnasium. The gymnasium should be designed so as to provide a two-teaching plan. It should be at least 75 feet long and 45 feet wide.
2. Locker rooms. Dressing or locker rooms should provide free floor space exclusive of lockers equal to about eight to twelve square feet per pupil for peak loads. Floors should be of concrete. Individual lockers should be provided.
3. Shower rooms.

The outdoor area should be from seven to ten acres. Play areas should be as level as possible, without obstructions and should be sloped for drainage. Heavy turf makes the ideal surface for large areas. Concrete, asphalt, or oil surfaces can be used for small areas such as handball and tennis courts.

XII. EQUIPMENT

Activity equipment such as balls and bats will depend upon the school level and the particular program selected. An adequate supply of such equipment is essential for proper class instruction.

The items of supplies that have been commonly issued in the past by schools as a part of their class materials for use in activity classes and intramural sports include the following: basketballs,

footballs, soccer balls, softballs, volleyballs, bats, hockey sticks and balls. These represent largely the supplies necessary for the large team games which have constituted the backbone of the program in the past.

The increasing emphasis on activities with a high carry-over value, namely, those of the dual sports type, calls for new types of equipment. This equipment includes: archery equipment including bows, arrows, arm and finger guards, and targets, badminton rackets, golf clubs and balls, handballs, horseshoes, ping-pong paddles and balls, squash rackets and balls, tennis rackets and balls, shuffle board sets, deck tennis sets, darts and targets, paddle tennis rackets and balls, and various forms of card and table game equipment.⁶

⁶LaPorte, pp.40-59.

CHAPTER III

THE ACTUAL PHYSICAL EDUCATION PROGRAM IN

THE HOPKINS COUNTY JUNIOR HIGH SCHOOLS

This chapter is written to tell of the present physical education program in each of the Hopkins County Junior High Schools. There are few coeducational activities as the boys and girls

I. INTRODUCTION

The programs in each of the eight schools will be discussed in order that comparisons may be made. I have visited each school to obtain as much accurate information as possible. I have also talked with the principal and physical education instructor to obtain information.

II. ANTON JUNIOR HIGH SCHOOL

Physical Education is required for all students in grades 5-8 except those who are physically handicapped to the extent that they cannot participate.

Boys receive physical education three days per week for one hour per day. Girls have physical education two days per week for one hour per day.

No specific health examination is required of students entering the physical education program other than the examination required by the state in grades one, five, and nine.

Grades of A, B, C, D, and F are given to every student in physical education. These are given mainly on the basis of participation, attitude, skill, and dress. The size of the classes ranges from 25 to 38 pupils.

The instructor has only an elementary teaching certificate with a major in history. He also coaches three sports.

There are few coeducational activities as the boys and girls do not have physical education together. The only type of intramural program existing is a class basketball tournament.

Anton's facilities consist of a small gymnasium (75' X 40'). There are no dressing rooms, nor are there any showers. There is a small playground for outside activity.

The physical education equipment includes the following:

1. Basketballs
2. Softballs
3. Bases
4. Bats
5. Footballs
6. Volleyball equipment
7. Mats
8. Climbing rope
9. Pegboard
10. Badminton equipment

III. CHARLESTON JUNIOR HIGH SCHOOL

Physical Education is required for all students in grades seven and eight except those who are physically handicapped. Grades 1-6 receive their activity under the supervision of their classroom teacher. Both boys and girls in the seventh and eighth grades receive physical education five days per week for thirty minutes each day.

There is no health examination, other than those required by the state, required for physical education students.

Students receive a grade of A, B, C, D, or F just as in any other class. Grades are given on the basis of participation, skill, attendance, and dress. There is an average of 35 students per class.

The physical education instructor has a minor in physical education and also coaches one interschool sport.

There is an opportunity for coeducational activities as boys and girls take physical education at the same time by sharing the gymnasium. The intramural program consists of basketball and softball tournaments.

The facilities are adequate, although not excellent. The gymnasium (80' X 40') has a hardwood floor, two dressing rooms with showers and lockers, and six basketball goals. There are approximately 35

The physical education equipment includes the following:

1. Basketballs
2. Softballs
3. Bats
4. Bases

5. Volleyball equipment
6. Badminton equipment
7. Mats
8. Ping-pong equipment
9. Jump ropes

IV. EARLINGTON JUNIOR HIGH SCHOOL

Physical Education is required for all junior high students at Earlington except those who are physically handicapped to the extent that they cannot participate.

Boys receive physical education three days a week for one hour per day, and girls receive physical education for one hour per day the other two days.

No health examination, other than those required by the state, is required by the physical education program. An examination is required for all boys participating in interschool athletic competition.

Grades of A, B, C, D, and F are given in physical education as in other subject areas. They are given on the basis of participation, attendance, dress, skill, and attitude. There are approximately 35 students in each class. Earlington has both a male and female physical education instructor. Both have majors in physical education.

There are few coeducational activities, but an intramural program is carried on throughout the year.

The facilities include a large gymnasium, two dressing rooms with showers, lockers with a toilet, baseball field, outdoor basketball court with four goals, two tennis courts, and plenty of outdoor play area.

The physical education equipment includes:

1. Footballs
2. Basketballs
3. Softballs
4. Gloves
5. Bats
6. Bases
7. Volleyball equipment
8. Boxing gloves
9. Mats
10. Badminton equipment
11. Bowling equipment
12. Tennis equipment
13. Archery equipment
14. Pegboard
15. Horseshoe equipment

V. HANSON JUNIOR HIGH SCHOOL

Physical Education is required of all seventh and eighth graders at Hanson except those who are physically handicapped.

Boys receive physical education three days a week for one hour, and girls receive it two days a week for one hour. On the days that they do not receive physical education, they go to a health class.

No health examination is required other than that required by the state.

Grades of A, B, C, D, and F are given to each student in the program. The grades are given mainly on the basis of participation and attendance. The average class size is 18 students.

The instructor has a provisional certificate with a major in English and minor in history. He also coaches two interschool sports.

There are few coeducational activities in the school. The school does have an intramural basketball league and tournament each year.

Hanson has a gymnasium which is 80' X 40', and it contains two dressing rooms. Only one is equipped with showers, and neither has lockers. There is one toilet in each dressing room. There is a large playground with a regulation softball field available.

The equipment at Hanson includes the following:

1. Footballs
2. Basketballs
3. Softballs
4. Bases
5. Bats
6. Volleyball equipment

7. Mats
8. Badminton equipment
9. Climbing rope
10. Jump ropes

VI. MADISONVILLE JUNIOR HIGH SCHOOL

Physical Education is required only of the freshman students at Madisonville Junior High School.

The boys have physical education for one hour on three days per week, and the girls have it for two days a week during the first semester. During the second semester the girls take physical education on three days per week, and the boys take it on two days. On the days that they are not in physical education class, they have a health class.

No health examination is required other than that required by the state in grades one, five, and nine.

Grades of Satisfactory and Unsatisfactory are given for physical education on the basis of participation, attendance, and attitude. The regular grades of A, B, C, D, and F are given in health class. One-half credit is given for both health and physical education. There are approximately 30 students in each class.

There are two physical education instructors at Madisonville Junior High School--one for boys and one for girls. Both have a

major in physical education.

There are few coeducational activities available, and there is no intramural program at all.

Madisonville's facilities are excellent. There is a large gymnasium with four dressing rooms equipped with showers and lockers, a regulation track, a football stadium, and a softball field.

The equipment at Madisonville Junior High School includes:

1. Basketballs
2. Footballs
3. Softballs
4. Bats
5. Bases
6. Track equipment
7. Jump ropes
8. Volleyball equipment
9. Soccer balls
10. Mats
11. Badminton equipment
12. Bowling equipment

VII. MORTON'S GAP JUNIOR HIGH SCHOOL

There is no organized physical education program at the school. During warm weather the principal of the school takes the children in the lower grades outside, one group at a time. There is no physical

education instructor. The teacher of the junior high students takes them outside.

The school has a gymnasium, but it is not utilized because the principal feels that it is too close to classrooms and that the noise would disturb the classes. There is a dressing room with showers, but there is no hot water available. There are also no lockers.

The equipment consists of a rubber basketball for each room and a softball and bat for each room.

VIII. NEBO JUNIOR HIGH SCHOOL

There is no organized physical education program at Nebo. In grades 1-6 the classroom teacher is responsible for her own class. They go outside when the weather is nice. In grades seven and eight, the only two male teachers at the school alternate in supervising activities for the students. No grades are given for physical education.

There is a gymnasium available with two dressing rooms which are equipped with showers. There is a large playground including a softball field.

Nebo has the only trampoline in the county. In addition, they have such equipment as volleyballs, basketballs, and softballs.

There is little opportunity for coeducational activity, and the only intramural activity is a class basketball tournament.

IX. NORTONVILLE JUNIOR HIGH SCHOOL

Physical Education is required of all girls in the fifth grade and all boys in grades 6-8. The girls in 6-8 are being introduced to home economics. The students have physical education for fifty minutes each day.

No health examination is required other than that required by the state in grades one, five, and nine.

Grades of A, B, C, D, and F are given in physical education on the basis of participation and attitude. There is an average of 20 students per class.

The instructors have only a primary certificate. There is a female instructor for girls and a male instructor for the boys.

There are few coeducational activities, but a good intramural program of basketball, volleyball, and softball is conducted.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Physical education activities should be standardized the nation over as much as possible, taking into consideration such factors as location, cultural conditioning, size, and interests of the community. With these factors taken into consideration, we must realize that the physical education program is going to have some variance. However, in one particular county in one particular state such as Hopkins County, Kentucky, there should be little variance of the program. I conclude that there is too much variance in the county's junior high physical education program.

Each school must concern itself with several different aspects of a program. Below are listed the essentials of a good physical education program in comparison with the existing programs at the Hopkins County, Kentucky Junior High Schools:

1. Instruction should be given one hour per day, five days per week for all students. In Hopkins County Junior High Schools, physical education is not engaged in by all students each day.
2. All students should participate actively in physical education except those who are handicapped to the extent that they cannot, and there should be a special program for these students. In Hopkins County Junior High Schools there are no such programs for the handicapped.
3. A thorough health examination should be given prior to enrollment in a program. In Hopkins County Junior High Schools, this is only done periodically as prescribed by state law.

4. Grades should be given on the basis of attitude, participation, skill, and knowledge of the rules and principles of a game. Most of the Hopkins County Junior High Schools evaluate on these criteria.
5. Instructors should have at least a minor and preferably a major in physical education. Only three of the eight instructors in the Hopkins County Junior High Schools studied meet this requirement.
6. Coeducational activities with carry-over value should be provided for all students. Only one of the Hopkins County Junior High Schools provides this.
7. The classes should not exceed 40 students per instructor per class period. All of the Hopkins County Junior High Schools meet this requirement.
8. Basic equipment and facilities should be provided. Most of the Hopkins County Junior High Schools have the equipment necessary for a good physical education program.

CHAPTER V

RECOMMENDATIONS

After having studied the existing physical education programs in the Hopkins County, Kentucky Junior High Schools and having compared these to an ideal program, I would like to make the following recommendations:

1. Instructors, principals, and all other necessary persons should meet for the purpose of drawing up a physical education program which will meet all the needs of all schools in the county. This will give all students equal opportunity in all areas of this best possible program.
2. All schools should spend more time on activities with carry-over value. Conventional sports such as basketball and baseball are fine, but few people of thirty engage in these activities.
3. All schools should require a pre-enrollment health examination.
4. Each school should have a definite program for the handicapped.
5. Each school should have an instructor with a major or minor in physical education.
6. All instructors and principals should demand necessary facilities and equipment within reason.
7. Each instructor should require that showers be taken after each activity period, with the emphasis on the health of the individual.
8. The community should demand that available facilities be used to the fullest extent.

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