7-1952

A Suggested Program for Co-Educational Activities in Physical Education at Marshall High School

Melvin William Ausseiker

The University Of Michigan

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A SUGGESTED PROGRAM
FOR CO-EDUCATIONAL ACTIVITIES IN PHYSICAL
EDUCATION AT MARSHALL HIGH SCHOOL

A THESIS
SUBMITTED TO THE GRADUATE
FACULTY OF THE SCHOOL OF EDUCATION
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS

By
Melvin William Aussieker
University of Michigan
July 1952
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ACKNOWLEDGMENTS

The writer owes a deep sense of gratitude to George G. Mallinson, A.B., A.M., Ph.D., Professor of Education, Western Michigan College. His consistent cooperation and willingness to render unselfish assistance has contributed immeasurably toward the completion of this thesis.

To my wife, Dorris Montrey Aussicker, the writer humbly appreciates her fine effort in the typing of this manuscript.
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CHAPTER I
THE PROBLEM AND ITS BACKGROUND

Introduction

This study entitled "A Suggested Program for Co-educational Activities in Physical Education at Marshall High School" was undertaken for the purpose of determining (1) if a co-educational program in physical education is feasible and (2) what should be included in such a program to make it practicable and successful.

At Marshall High School, where the writer is presently employed, there is no planned co-educational program in physical education, nor has there been any such program on the high-school level previously as part of the physical education curriculum.

Physical education is a means of education through physical activities that are selected and carried on with full regard to values in human growth, physical development, and emotional and social behavior. Because it is a phase of the total educational program, physical education aims for the same general goals that provide direction to all the other learning experiences of the school. These goals are concerned with development of all youth as responsible citizens in our democratic society.

Physical education as an element in the educational program of today's school seems to have gained a position of re-
spect and acceptance. It is obvious that it has become a permanent part of the school program and thus requires constant evaluation and inquiry to keep in step with the advances of educational thought and practice.

At the present time there is a strong tendency for developing and emphasizing 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 a nature that they can be carried over into after-school life. Since boys and girls and men and women must 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 to participate together, so that maximum values can be attained. However, as far as this writer can determine, little research has been done in this area of co-educational activities in physical education. There was a trend in the middle 1930's for mixed classes of boys and girls in physical education, but because of the emphasis on physical fitness due to the war effort, co-educational activities (or co-recreation) were overlooked.

At the outset, it would seem desirable to formulate a definition of the terms to be used in this study. Because co-recreation is a phase of physical education, it would seem plausible first to define physical education.

Smith and Coops¹ have defined physical education as being that phase of education that deals primarily with large muscle

¹ Smith, Helen Norman and Coops, Helen Leslie, Physical and Health Education, American Book Co., New York, p. 89
activities and is designed to provide for the individual opportunity for wholesome organic development, training in suitable social conduct, and satisfying repertoire of skills for practice in leisure time.

Another practical definition by Shapman \(^2\) connotes that physical education is not entirely a process of muscular and organic development. It serves also as a vehicle for the guidance and education of boys and girls in good and approved ways of behaving and living.

Physical education does not consist only of exercises of the physical body or mental stimulation, but is rather a single phase of the education of the whole child making its approach through the interests, activities, and the experiences of the child. And that the learning process of the individual reacts as a total being, so that the mental, physical, social, and emotional aspects must be considered together.

The emphasis placed on activities other than muscular immediately presumes that these activities should be organized in accord with the other learning activities in the school curriculum. If this is accepted it is obvious that to some extent the activities should involve both boys and girls. These co-educational activities in physical education (commonly called co-recreation) will be interpreted here as mixed physical education - where boys and girls are in the same class.

---

Physical Education and Human Growth and Development

Physical education can no longer be satisfied with the narrow objectives in the field of health or the development of muscular strength. Every time a student participates he is learning many things and laying the basis for many phases of adult adjustment.

Physical Growth - Activity is essential to human growth and development and as far as physical education provides such activity it has a valuable contribution to make. This is clear in this statement: 3

"The facts concerning the process of metabolism, and make a more efficient development of cells and tissues give strong support to the hypothesis that the organic systems can be made stronger and more efficient as the result of physical activity."

The physical experiences can build muscles, produce strength, develop co-ordination and speed, build endurance, organic vigor, stamina, and stimulate metabolism. No one activity can develop all these conditions, but each contributes some to the growth of a more efficient organism.

Mental Growth - Mental hygiene authorities state that physical recreation is not only of value to the physical organism, but is of even more importance in mental hygiene. With mental fatigue, the individual becomes sluggish and oftentimes peevish. He feels exhausted nervously. There is an actual deterioration in body processes.

Douglas 4 says: "The immediate antidote for this mental

3. Ibid, p. 21

fatigue is recreation." The opportunities which are provided for relaxation and forgetfulness and freedom from one's actual or imagined worries is of much significance in the maintenance of sound mental health. These opportunities are available through physical education.

Social Growth - Physical education is as much a social program as a biological one because the outcomes are measurable in terms of group and individual behaviors as well as in organic enrichment. One of the basic needs of man is to feel the importance of his life. To do this he must feel that he belongs, that he is needed in the group, and that he is appreciated. This concept of belonging can be achieved through work or through fundamental achievement with others in recreation, and physical education.

The unit or operation is usually the group, the team, the class, the club, or the room. To teach students how to react to the cross-currents of other personalities with the group and in other groups is a distinct opportunity and also a responsibility for the physical education teacher.

Because humans naturally seek the company of others, association with other people makes it possible for them to gain experiences, to have ideas, and to think. Many of these opportunities are provided through recreation, and of themselves provide social experiences for boys and girls. Further, they assist in developing more democratic and tolerant attitudes toward all classes of society. Guiding children in the development of desirable social and moral ways of be-
behavior is an important opportunity and responsibility of co-
educational classes. The traits of honesty, loyalty, sports-
manship, co-operation, leadership, and fellowship are devel-
oped as students come into contact with one another and learn
through experience to adjust themselves to the common good,
and develop their character.

**Emotional Growth** - This is related to the practicing of the
democratic principles of team work, co-operation, and re-
spect, for the ability and personality of all individuals.
Emotional stability is only achieved through practice in con-
trolling and modifying the feelings that are released. Phy-
osphical education may make a most substantial contribution to
education in providing a laboratory setting in which emotion-
al control can be practiced.

Thus, one of the goals of physical education is the
training of the kind of a person whose conduct is consistent-
ly acceptable socially, or one who has good character.

**Contributions of Physical Education**

**to the Growth Process**

The concept of education as growth does not signify
that this growth takes place by additions of compartments,
or blocks of knowledge, or experiences. It means that edu-
cation is a continual process during which coherence to the
total experiences takes place and each new experience be-
comes assimilated as a composite part of the whole.

According to Smith and Coops⁵ the contributions of

---

⁵ Smith, Helen Norman, and Coops, Helen Leslie, Physical
and Health Education, American Book Co., New York, pp 39-40
physical education to the growth processes are:

1. To promote optimal organic vigor among pupils by affording opportunity for wholesome physical activity.

2. To assist pupils in acquiring a wide variety of physical skills that may be practiced in their leisure time.

3. To help pupils to develop the desire for continuing in suitable play activities after school hours.

4. To aid pupils in achieving stability through their experiences in skillfully handled game situations.

5. To provide opportunities for the experience of pupils in harmonious adjustment to others through activity involving leadership, fellowship, and co-operation.

The contributions which a well organized department of physical education can make to the growth process, according to Lee, are the following:

1. Health protection through the Health Service and close supervision; through the lessening of tensions of bodies and minds by means of exercise.

2. Vitality; through increased powers and adaptability of the body, acquired from regular participation in adequate physical activity; through the assistance of normal process of bodily development by regular exercises.

3. Correct body movements; through acquisition of skills necessary to stand, walk, and perform usual movements of daily life with ease, grace, and lack of strain.

4. Education for recreation through the development of skills in recreative activities.

5. Social contacts through the great possibilities of making friends more readily in physical activity, especially in sports, than in other educational situations.

6. The development of appreciations through varied

experiences provided in a well-rounded program.

The conception of education as a process of growth through experience is now accepted by most educators. Sherman says:

"It is held that, as an individual grows and gains in experience he becomes able to get on better the processes of adjustment."

In summary, it can be said that the goal of the physical education program is to utilize within its scope all factors, situations, and activities that are conducive to the best physical, mental, social, and emotional development of pupils. The means of realizing this goal lies in the selection of subject matter and in the proper method for its organization. Further, it has the responsibility to provide facilities, leadership, and opportunities for participation in physical activities that will help boys and girls to do more successfully the things which are useful to them in living.

Need for Greater Contributions in Physical Education for Co-recreation

As the years pass by, the need for co-recreation in the modern physical education program becomes more apparent. The pleasure derived by both participants and the instructors in conducting a program of this type seems well worth the effort

and time necessary for its success.

Physical education is characteristically administered as a dual program. Classes are conducted with the boys and girls separated. Many directors of physical education have recognized this anomaly in the school program, but contrary to the real life situation, have continued to separate the sexes in all physical activities beyond the sixth grade. Nixon and Cozens have this to say with respect to separating boys and girls in gym classes:

"Sex must be taken into account, especially after the tenth year. However, the practice of separating boys and girls in physical education has been overcome. There are certain activities which might be profitably carried on in mixed groups of older boys and girls."

Apparently it has been assumed that the sexes were so strikingly different in their social, psychological and physiological make-up that there would be developed a boys program and a girls program. Among those who take an opposite view is McCloy who says:

"We need equal opportunity in physical education for the sexes and much co-educational participation on equal footing. This is particularly true in the carry over activities."

With respect to co-recreation, Oberteuffer says:


"Boys and girls play together, dine, dance together, swim together in and out of school life. Where better can children be taught to understand one another than through the experiences in physical education?"

Broady and French\(^{11}\) have this to say:

"We are told that the ability of men and women to play together is one determinant of normal happy marriage. If this is so, co-recreation is worthy of every effort that is made to introduce and supervise the program, for happy stable marriages with resultant pleasant home and family life are the foundation of American civilization."

The abilities of boys and girls to understand one another as indicated in these citations can be acquired only through constant association, both in work and play. Why should not physical education make a significant contribution to such an objective?

In summary Nixon and Cozens\(^{12}\) says:

"Since boys and girls must play and work together, not only in adolescence, but throughout life, it is quite natural and logical that the opportunity for such training should be given them in co-recreational activities during the adolescent period. Both parents and educators felt that in proper play relationships boys and girls would learn many things of social importance and significance, and that with proper guidance lessons learned on the play field might carry over into the personal relationships of later life."

Prior to 1930 there was a traditional feeling among professional workers that boys and girls should be separated in physical education, after the completion of the sixth grade

\(^{11}\) Broady, Lois Pedersen, and French, Ester, Health and Physical Education in Small Schools, University of Nebraska Press, Lincoln, 1942, p. 4

because there were great differences in sex maturity which was becoming apparent at this time. However in their inborn intellectual and social capacities are much closer together than has been generally assumed in the past. And as Mitchell and Mason 13 point out:

"The differences are small and the striking thing is not the differences between the sexes, but the differences within each individual person."

It may be safely assumed that most of the behavior differences of the sexes are largely the result of tradition and education. As girls are brought up in a modern play program of vigorous sports and games, they exhibit the same interests and behavior traits as those traditionally ascribed to boys. 14

The present trend toward co-educational activities indicates a recognition of a need, namely, training of the sexes in mutual associations and activity. The needs of the individual are the primary criteria of activity selection and of the technique of instruction to individual needs. Teacher emphasis are too often based on personal prejudice, college indoctrinated beliefs, or selfish personal desires, rather than on pupil needs. "A survival of the fittest" sports program is not adjusted to the individual pupil. Checking attendance and furnishing equipment is not teaching physical education. Teaching sport fundamentals for preliminary vers-


ity sport experiences ignores the fact that most of the individuals will not participate in varsity sports and that other activities might be more valuable.\textsuperscript{15}

Kozman, Cassidy, and Jackson\textsuperscript{16} states in regards to co-educational programs:

"Co-educational programs in physical education furnish one of the best mediums for helping boys and girls make the necessary adjustments. Through joint participation in the physical activities they can learn to understand, appreciate, and respect the opposite sex at the same time that some of the mystery and glamour is rubbed off in favor of more normal, casual, realistic relationships with a lessening of embarrassment and awkwardness."

In summary, it can be said that the educational possibilities of co-recreation are great and the ultimate benefit to society is equally great. The case for co-recreation rests with the reiteration of the underlying assumption, that since boys and girls must work and play together as children and adults, it is logical and necessary that they be given the requisites training for mastering such relationships through the school age.

Suggestions for Meeting the Social and Emotional Growth
By Co-recreational Activities
Experimentation and experience are necessary to determine what activities will best meet the needs of individuals

\textsuperscript{15} Davis, Elwood C., & Lawther, John D., \textit{Successful Teaching in Physical Education}, Prentice-Hall Inc., New York, 1941, p. 194

at the various developmental periods. The same is true for
determining what procedures are the best in teaching and or-
organizing these activities from the standpoint of the social
and emotional effect upon the boy and girl. The Committee on
Workshops, Progressive Education Association suggests some
tentative beginnings along experimental lines dealing with
co-recreation. 17

1. There should be exposure to a wide range of activities
on different grade levels in an effort to reach individuals at
the time of their readiness. This is especially important in
the tenth grade of the senior high school, since there are
many boys and a few girls whose late development has deferred
the interest in learning social dancing or other activities
with the opposite sex.

2. When the skills necessary for co-educational activi-
ties have not been acquired before adolescence it is embarr-
assing for a boy or a girl to learn with such skills in a mixed
group. Therefore, provision should be made for initial prac-
tice under expert instruction in small groups of like sex.

3. Although co-educational activities should be provided
and boys and girls should be encouraged to participate, there
will probably be individual students in any class who are not
ready for such experiences. No boy or girl should be forced
to engage in co-educational activities, until he or she has
created the interest or desire to participate.

4. Grade lines may be cut across so that boys and girls

17. Committee on Workshops, Progressive Education Association,
The Personal-Social Development of Boys and Girls, The
Haddon Craftsmen, Inc., Camden, New Jersey, 1940, p. 208-209
of similar social maturity may play and dance together.

5. There needs to be more experimentation on the use of student help to teach beginners. It is desirable to use expert students to demonstrate sports and dance techniques. However, we need further careful observation of expert students teaching those who are socially inadequate in order to determine the effect of such relationship upon the social development and emotional responses of these students.

6. It would seem desirable also, that both men and women teachers participate in the teaching of co-educational groups. A boy is much more likely to enter whole-heartedly into co-educational activities if a man who is admired by boys participates.

The worth of the co-recreation program and reasons for its inclusion in the educational curriculum can be measured by the degree to which it achieves the general educational aim. Co-recreation helps to make possible the stimulation, inspiration, and favorable learning conditions necessary toward the development of the informed, socially, and emotionally well adjusted individual.

The Problem

From the previous discussion, it seems justifiable to assume that co-recreation or co-educational activities may have a definite place in the modern physical education program on the high school level. However, such a program cannot be initiated over-night, nor can it be organized without
first taking cognizance of the attitudes of the community and school authorities. This, of course, is true of all schools, including that of the author, namely Marshall, Michigan.

Hence, it is the purpose of this study to suggest a practical and workable program in co-recreation on a high school level for Marshall, Michigan. It can be inferred however, that such a program may well be of use in other high schools in similar communities.
CHAPTER II

THE LOCALE OF THE STUDY

The Problem

The purpose of this chapter is to describe the town of Marshall, the school system, and to discuss some of the social attitudes of its population.

The Town of Marshall

Marshall is a city with a population of 6,000. It is located at the junction of U. S. Highways 12 and 27. There are ten churches of various denominations, two hotels, and two theatres. Over 85% of Marshall's homes are privately owned.

Marshall was named after John Marshall, Chief Justice of the United States Supreme Court. Two Marshall men, Isaac E. Crary and John D. Pierce, planned in 1834 the Michigan Public School System which was adopted by the Constitutional Convention in 1835. This plan was followed by nearly all states entering the Union after 1836. At one time, Marshall was picked as the site for the Capitol of Michigan, but other plans were adopted and the site was used for building an elementary school called Capitol Hill.

Many varied industrial products are manufactured in Marshall, principally automotive valves and pumps, refrigerated display cases and storage cases, trailer parts, cast-iron
furnaces, air-plane parts, water heaters, brass and bronze fittings, trusses and appliances, medicines, tool and die making machines, screw machine products, and pickle salting. Located on the outskirts of Marshall are many farms. Marshall is considered the third wealthiest town in the United States on a per capita basis. 18

The Marshall School System

Marshall High School, Marshall, Michigan is a Class B High School and the present enrollment of grades 9-12 is 612 students. Fifty-eight percent of the students live outside of the city limits. About 20% of the graduates continue their education beyond high school. Fifty percent are employed for wages after graduation. Ten percent go into the Armed Forces, and about twelve percent are married within three years after graduation. 19

Girls are compelled to take two years of physical education (unless medically excused). Boys are required to take four years of physical education, meeting five days each week, and they are of fifty-five minutes duration.

The indoor physical facilities are conducive to a co-education program. The gymnasium facilities are excellent. The boys have their own gymnasium and the girls have their own somewhat smaller one. The girls gym is 54 feet by 41 feet, or


2,214 square feet. The boys gym is 80 feet by 53 feet, or 4,240 square feet. There is no swimming pool in the school or the community. There are ample facilities and equipment for a variety of games.

The outdoor play area is somewhat small and does not provide adequate space for conducting a modern program of outdoor physical education activities. The area is 336 feet by 132 feet, or 44,352 square feet. There is an annex area of 5,400 square feet.

Located approximately one mile from the high school is the Athletic Field which is used by the school and the community for athletic contests and games. This is jointly owned and operated by the City and the school. This area comprises ten acres and there is one football field, one oval quarter-mile running track, two softball diamonds, and one baseball diamond. There are three all-weather tennis courts, and areas for archery and ice skating.

Nearby Marshall are many fine fishing lakes and streams. There are also abundant areas for outdoor camping and hunting.

The Social Attitudes of the People

Although no extensive study has been made to measure or evaluate the social attitudes of the population, certain conclusions may be drawn by constant observers.

There are no religious or ethnic groups in the community that have dogmatic attitudes against co-educational activities in school, social dancing, or places of amusement. Most parents seem quite willing to allow their children to participate
in co-educational activities normally indulged in by them.

Church and other groups frequently cooperated in recreational programs involving groups of young people. Hence, while the author cannot state that co-educational activities in a physical education program would be unanimously accepted, all the evidence available would indicate endorsement of it, and none would indicate opposition.
CHAPTER III

TECHNIQUES OF THE STUDY

The Problem

The purpose of this chapter is (1) to describe the Individual Interest Chart, (2) to state how it was disseminated, and (3) to tally the data obtained from responses to it.

The Survey and Individual Interest Chart

In 1948, after having taught one year in the boys physical-education department at Marshall High School, the writer decided that in order to determine what activities should be included in a modern physical-education program, a survey would be of value. This survey was made by the use of an Individual Interest Chart which was prepared and presented to all the boys in the Senior High School enrolled in physical education classes.

The purpose of the survey was to attempt to determine how much interest these students had in the commonly-accepted activities that make up physical education. Twenty-one different sports were listed, the selection being made on general acceptability and available facilities. Each student was to indicate his preference for each activity. In 1948, these questionnaires were filled out by 150 senior high-school students. A copy of the chart follows.
Individual Interest Chart

Indicate your preference for the following activities by placing in the blank the number that best describes your interest.

1 - Very much interest
2 - Much interest
3 - Some interest
4 - No interest

_Basketball_  _Football_  _Track_
_Softball_  _Soccer_  _Volleyball_
_Tumbling_  _Boxing_  _Wrestling_
_Tennis_  _Handball_  _Square Dancing_
_Swimming_  _Marching_  _Golf_
_Dodgeball_  _Bowling_  _Ping Pong_
_P.E. Tests_  _Social Dancing_  _First Aid_

(In addition to these activities were listed eight specific questions for the purpose of indicating how, or in what ways, the present program could be improved.)

Specific Questions

Answer these questions either YES or NO.

1. _____ Do you think that showers should be taken each period that you dress?
2. _____ Do you think each student should decide for himself whether he should take a shower?
3. _____ Do you think ample time is spent on calisthenics?
4. _____ Is enough time given for you to dress and shower?
5. _____ Do you think more class time should be spent on the fundamentals of each sport?
6. Do you think the history of other sports besides basketball should be covered in the classroom?

7. Would you be interested in co-educational activities in the gym?

8. Would you like to learn to square and social dance in the gym?

The responses of one-hundred and fifty students to the first part of the Individual Interest Chart are found in the following Table I:

**TABLE I**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Much</th>
<th>Much</th>
<th>Some</th>
<th>No</th>
</tr>
</thead>
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<tr>
<td></td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>Football</td>
<td>69</td>
<td>59.3</td>
<td>25</td>
<td>16.6</td>
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<td>75</td>
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<td>27.3</td>
<td>33</td>
<td>22</td>
</tr>
<tr>
<td>Ping Pong</td>
<td>46</td>
<td>30.6</td>
<td>26</td>
<td>17.3</td>
</tr>
<tr>
<td>Track</td>
<td>35</td>
<td>23.3</td>
<td>31</td>
<td>20.6</td>
</tr>
<tr>
<td>Boxing</td>
<td>23</td>
<td>15.3</td>
<td>40</td>
<td>26.6</td>
</tr>
<tr>
<td>Social Dancing</td>
<td>30</td>
<td>20</td>
<td>31</td>
<td>20.6</td>
</tr>
<tr>
<td>Soccer</td>
<td>32</td>
<td>21.3</td>
<td>28</td>
<td>18.6</td>
</tr>
<tr>
<td>Tumbling</td>
<td>28</td>
<td>18.6</td>
<td>29</td>
<td>19.3</td>
</tr>
</tbody>
</table>
TABLE I (continued)

| Activity          | Very Much | | Much | | Some | | No | |
|-------------------|-----------|---|------|---|------|---|------|
|                   | No. | % | No. | % | No. | % | No. | % |
| Golf              | 31  | 20.6 | 18 | 12 | 40  | 26.6 | 61  | 40.6 |
| Wrestling         | 22  | 14.6 | 24 | 16 | 57  | 38  | 47  | 31.3 |
| Volleyball        | 18  | 12  | 24 | 16 | 62  | 41.3 | 44  | 29.3 |
| Square Dancing    | 20  | 13.3 | 24 | 16 | 22  | 14.6 | 84  | 56.0 |
| First Aid         | 22  | 14.6 | 20 | 13.3 | 53  | 55  | 55  | 36.6 |
| Tennis            | 18  | 12  | 22 | 14.6 | 49  | 32.6 | 61  | 40.6 |
| Handball          | 6   | 4.0  | 17 | 11.3 | 50  | 33.3 | 77  | 51.3 |
| Marching          | 4   | 2.6  | 15 | 10 | 31  | 20  | 100 | 66.6 |

(The Activities are listed in descending order of preference)

Table II contains the responses of 150 students to the eight questions on the second part of the questionnaire.

TABLE II

Responses to the Eight Questions

<table>
<thead>
<tr>
<th>Questions</th>
<th>YES</th>
<th></th>
<th>NO</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
</tr>
<tr>
<td>1</td>
<td>105</td>
<td>70</td>
<td>45</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>100</td>
<td>66.6</td>
<td>50</td>
<td>33</td>
</tr>
<tr>
<td>3</td>
<td>108</td>
<td>72</td>
<td>42</td>
<td>28</td>
</tr>
<tr>
<td>4</td>
<td>80</td>
<td>53.3</td>
<td>70</td>
<td>46</td>
</tr>
<tr>
<td>5</td>
<td>80</td>
<td>53.3</td>
<td>70</td>
<td>46</td>
</tr>
<tr>
<td>6</td>
<td>93</td>
<td>62</td>
<td>57</td>
<td>38</td>
</tr>
<tr>
<td>7</td>
<td>97</td>
<td>64.6</td>
<td>53</td>
<td>35.3</td>
</tr>
<tr>
<td>8</td>
<td>63</td>
<td>42</td>
<td>87</td>
<td>58</td>
</tr>
</tbody>
</table>
As a result of the data found in Tables I and II, when planning the total program for the next three years, a number of co-educational activities (such as volleyball, softball, ping pong, and square dancing) were included. Classes of both sexes were combined for some weeks in January, February and March, so that they met eight or ten times during this period. On these particular days, the students were given their choice of activity and those wishing to participate on a co-educational basis could do so under supervision.

In September, 1951, a similar Individual Interest Chart was given to the Senior High School boys taking physical education. Each student was to indicate his preference for each activity. In 1951, this questionnaire was filled out by 128 students. The data from the responses is found in the following Table III.

**TABLE III**

Relative Interests in Physical Education Activities in 1951

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Much</th>
<th></th>
<th>Much</th>
<th></th>
<th>Some</th>
<th></th>
<th>No</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Football</td>
<td>83</td>
<td>64.9</td>
<td>31</td>
<td>24.1</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>3.9</td>
</tr>
<tr>
<td>Softball</td>
<td>76</td>
<td>59.3</td>
<td>37</td>
<td>28.9</td>
<td>8</td>
<td>6.2</td>
<td>7</td>
<td>5.4</td>
</tr>
<tr>
<td>Swimming</td>
<td>70</td>
<td>54.6</td>
<td>30</td>
<td>23.4</td>
<td>18</td>
<td>14.1</td>
<td>10</td>
<td>7.8</td>
</tr>
<tr>
<td>Basketball</td>
<td>62</td>
<td>48.4</td>
<td>31</td>
<td>24.1</td>
<td>24</td>
<td>18.7</td>
<td>11</td>
<td>8.5</td>
</tr>
<tr>
<td>Dodgeball</td>
<td>33</td>
<td>25.7</td>
<td>39</td>
<td>30.4</td>
<td>30</td>
<td>23.4</td>
<td>26</td>
<td>20.3</td>
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<tr>
<td>Volleyball</td>
<td>24</td>
<td>18.7</td>
<td>33</td>
<td>25.7</td>
<td>39</td>
<td>30.4</td>
<td>32</td>
<td>25.0</td>
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</table>
### TABLE III (continued)

Relative Interest in Physical Education Activities in 1951

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Much</th>
<th>Much</th>
<th>Some</th>
<th>No.</th>
<th>%</th>
<th>Very Much</th>
<th>Much</th>
<th>Some</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soccer</td>
<td>14</td>
<td>10.9</td>
<td>33</td>
<td>25.7</td>
<td>47</td>
<td>36.7</td>
<td>34</td>
<td>26.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Track</td>
<td>18</td>
<td>14.1</td>
<td>25</td>
<td>19.5</td>
<td>49</td>
<td>38.2</td>
<td>36</td>
<td>28.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ping Pong</td>
<td>13</td>
<td>10.1</td>
<td>32</td>
<td>25.0</td>
<td>46</td>
<td>35.9</td>
<td>37</td>
<td>28.49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tumbling</td>
<td>25</td>
<td>19.5</td>
<td>27</td>
<td>20.1</td>
<td>38</td>
<td>29.6</td>
<td>40</td>
<td>31.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wrestling</td>
<td>20</td>
<td>15.6</td>
<td>20</td>
<td>15.6</td>
<td>41</td>
<td>32.0</td>
<td>47</td>
<td>36.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Square Dancing</td>
<td>19</td>
<td>14.8</td>
<td>22</td>
<td>17.1</td>
<td>40</td>
<td>31.2</td>
<td>47</td>
<td>36.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bowling</td>
<td>17</td>
<td>13.2</td>
<td>26</td>
<td>20.3</td>
<td>37</td>
<td>28.9</td>
<td>48</td>
<td>37.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Aid</td>
<td>24</td>
<td>18.7</td>
<td>23</td>
<td>17.9</td>
<td>27</td>
<td>20.1</td>
<td>54</td>
<td>42.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boxing</td>
<td>10</td>
<td>7.8</td>
<td>17</td>
<td>13.2</td>
<td>45</td>
<td>35.1</td>
<td>56</td>
<td>43.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Dancing</td>
<td>17</td>
<td>13.2</td>
<td>18</td>
<td>14.1</td>
<td>32</td>
<td>25.0</td>
<td>61</td>
<td>47.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tennis</td>
<td>7</td>
<td>5.4</td>
<td>19</td>
<td>14.8</td>
<td>39</td>
<td>30.9</td>
<td>63</td>
<td>49.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P. E. Tests</td>
<td>7</td>
<td>5.4</td>
<td>15</td>
<td>11.7</td>
<td>40</td>
<td>31.2</td>
<td>66</td>
<td>51.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handball</td>
<td>8</td>
<td>6.2</td>
<td>16</td>
<td>13.2</td>
<td>31</td>
<td>24.1</td>
<td>73</td>
<td>57.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Golf</td>
<td>9</td>
<td>7.0</td>
<td>14</td>
<td>10.9</td>
<td>27</td>
<td>20.1</td>
<td>78</td>
<td>60.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marching</td>
<td>4</td>
<td>3.2</td>
<td>10</td>
<td>7.8</td>
<td>19</td>
<td>14.8</td>
<td>95</td>
<td>74.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The activities are listed in descending order of preference.*

Table IV contains the responses of 128 students of the Senior High School to the eight questions on the second part of the questionnaire.
### TABLE IV
Responses to Specific Questions, 1951

<table>
<thead>
<tr>
<th>Questions</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
</tr>
<tr>
<td>1</td>
<td>49</td>
<td>38.2</td>
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<tr>
<td>2</td>
<td>74</td>
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<tr>
<td>3</td>
<td>94</td>
<td>73.4</td>
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<tr>
<td>4</td>
<td>77</td>
<td>60.1</td>
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<td>6</td>
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<td>48.4</td>
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<td>7</td>
<td>84</td>
<td>65.6</td>
</tr>
<tr>
<td>8</td>
<td>74</td>
<td>57.8</td>
</tr>
</tbody>
</table>

### Summary

An analysis of the separate tables indicates the following:

**With Respect to Tables I and II:**

1. Team sports, such as football, softball, and basketball were among the most popular activities of the boys in 1948.

2. Among the least popular activities are: (1) those that are best described as individual, such as tennis and handball; (2) marching activities, probably because it had been used for disciplinary purposes; (3) and those sports in which adequate facilities were lacking, such as volleyball and soccer.

3. Of all individual activities, swimming seemed most popular.
4. A great proportion of the students believed that showering should be optional, but more of them believed that they should take a shower.

5. Almost three-quarters believed that enough time was spent on calisthenics.

6. The answers to the latter questions indicated that about two-thirds were interested in co-educational activities in the gym.

As a result co-educational activities were instituted. The survey made three years later gave certain indications of changes in interest as well as views toward the co-educational activities.

With respect to Likenesses and Differences in Data between Tables I and II, and III and IV:

1. The team sports mentioned previously still remained popular.

2. The least popular activity (marching) even though no longer used, still was marching.

3. Co-educational activities increased slightly in popularity.

4. In addition, square dancing as a co-educational activity increased greatly (about 15%) in interest.

5. Volleyball increased greatly in popularity, probably due to better utilization of facilities.

6. Physical fitness tests decreased greatly in popularity.
CHAPTER IV

A SUGGESTED PROGRAM FOR CO-RECREATION AT MARSHALL HIGH SCHOOL

The Problem

The purpose of this chapter is to suggest a program of co-recreation for Marshall High School based on the results of the surveys previously described.

Methods Employed

From the responses to the Individual Interest Charts it was found that certain aspects of co-recreation at Marshall High School seemed feasible. Hence, it seemed that the next step was to develop such a program.

It is difficult for young people today to meet those of the opposite sex with congenial tastes, beliefs, and interests. Many young people are forced to rely on chance acquaintances made at school, upon the street, or by other means not condoned or accepted by society. Under such circumstances it is not surprising that young people are found searching for commercialized activities in large cities, amusement parks, public dance halls, or on the streets. These activities exploit the difficulties just mentioned.

Unless boys and girls make normal, healthy adjustments to the opposite sex during adolescent periods, it is difficult for them to become fully mature, well-balanced adults. Boys and girls must make their own adjustments, but the school can
help them in doing this by providing associations that are matter of fact, everyday occurrences. It can help them to learn how to plan and work with those of the same and opposit sex. It can help them develop resources for playing together and provide them with opportunities to use these resources in recreational activities. It can provide guidance for them in solving the personal problems of adjustment that arise.

In formulating the co-educational curriculum, it must be kept in mind that co-recreation is only a part of the total program of physical education. There is a need for both segregated and co-educational activities in the well-balanced physical education curriculum because of the contributions that each can make.

The Aim of Co-educational Programs

The aim of co-educational activities is to develop desirable boy and girl relationships by placing the boys and girls in an environment as favorable as possible. Social activity provides real possibilities for developing satisfactory emotional maturation and mutual understanding of the opposite sex.

The Objectives of Co-educational Programs

The following are the objectives, the attainment of which will assist greatly in developing a well-rounded physical education program:

1. To have fun.
2. To learn more about games and to play them more skillfully.
3. To belong to a group.
4. To provide natural social situations.
5. To permit boys and girls to enjoy one another's company.
6. To choose friends wisely.
7. To learn to be a "good sport."
8. To learn to be considerate, kind, and generous to others.
10. To raise the experience horizon.
11. To develop leadership, and also "Fellowship."
12. To learn social etiquette.
13. To provide means for relaxation from study.
14. To develop strength, endurance, organic power and vigor.
15. To develop a better figure or physique.

Principles Relating to the Organization and Conduct of Co-educational Activities

According to Nixon and Cozens, the following principles are important in planning a co-education program:

1. The program of co-educational activities should only be one phase of the entire program. It is possible to over-emphasize them and neglect certain other integral phases of a well-rounded program.

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2. Participation in co-educational activities should be voluntary not compulsory. Instructors should attempt to secure participation by all and must use judgement and guidance to obtain this worthy outcome.

3. The opportunity for co-educational activity should be provided at a variety of times, so that all who wish may be accommodated. Since these activities are desirable for all the schedule should be flexible to permit every class or group to participate in accordance with its desire.

4. Activities must be adapted equally well to both sexes. This principle, naturally, will eliminate games involving contact. It will also provide for an appreciation of abilities by both sexes. It is important to avoid embarrassment in the selection of team members. This necessitates careful planning.

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

6. Costumes must be appropriate to the activity. What may be appropriate for classes of one sex will not necessarily fit the situation for co-educational activities for the other. Common sense will dictate the advantage to be gained by reasonable requirements.

7. Sex distribution according to growth and development is highly desirable.

8. An equal numerical distribution according to sexes is recommended. Too large groups produce an organization and teaching problem which may ruin the entire program.

9. The teaching is of a cooperative undertaking. In most programs the women have undertaken a major part of the program. Men must undertake their part, and new techniques in handling the different sexes must be learned by both men and women.

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

In addition to the above principles, the following statements should be given consideration:

1. In organizing co-educational units, the readiness of
boys and girls for the experiences must be taken into account.

2. No boy or girl should be compelled to participate since reluctance to do so is most frequently due either to a lack of skill or maturation.

3. In planning units, it is never advisable to pit boys and girls against each other in competitive games. Competition should be diverted into loyalties toward mixed teams.

4. It is desirable to teach the skills required for performing an activity to the boys and girls separately, and then to bring the two groups together after some degree of skill has been attained.

5. Suitable dress for the activity should be discussed with the students, and they should help to decide this by considering the nature of the activity.

The Problems Encountered when Setting Up a Program of Co-recreation

The problems in setting up a program of co-recreation are many. The following are among the more significant:

1. Some boys consider co-recreation as "sissy", while some girls consider it as "tom-boysish".

2. Boys and girls are frequently embarrassed in choosing partners.

3. Supervisors, leaders, and officials are often inadequate and unsympathetic with the aims of co-recreation.

4. Costumes are dirty or too scanty.
5. Facilities and finances are inadequate.
6. Boys usually play too roughly for the girls.
7. Physical abilities vary widely.
8. Activities are frequently not suitable.
9. The teacher's load is frequently too heavy to allow the acceptance of the additional task.
10. Some boys and girls are physically unattractive and hence do not wish to participate.

However, the following factors carefully planned and executed will help to solve the majority of the problems stated above:

1. Enlist the cooperation of all teachers.
2. Start on a small scale and build slowly.
3. Organize the program ahead of time.
4. Use advertising and publicity.
5. Use movies and other visual aids to help set the stage.
6. Show the connection between the program and life itself.
7. Have the students take the responsibility for the code of ethics.
8. Use a wide variety of activities.
9. Have no "wallflowers".

To have a smooth functioning program, the instructor must:
(1) know all the activities thoroughly, (2) be fair to boys and girls alike, (3) help the unskilled as well as the skilled, (4) give enough instruction, (5) make the students feel at
ease (6) use proper guidance methods and (7) look for, and help overcome, inferiority, shyness, and embarrassment.

A Suggested Program of Co-recreation

The shifting of attention in public schools to the teaching of boys and girls in terms of whole personalities rather than mere subject matter has greatly stimulated the co-recreation program.

Administrators are emphasizing the importance of knowing and understanding the social and physical aspects of the child as well as the mental characteristics. This trend has centered great attention on the already strategic position that co-recreation holds for the observation of the spontaneous reaction of the students in social situations.

The following program is a tentative plan of activities for a year. The physical education classes at Marshall High School meet for one fifty-five minute period approximately every two weeks during the entire school year. Over the school year, these classes will meet at least twenty times, but additional periods can be added easily if there is a need for such meetings, or a demand for repetition of enjoyable programs. An outline of the entire program may include the following:

I. Social games and ice-breakers.
   A. Progressive games.
   B. Quiz games and identification of common household liquids.
   C. Reading and dramatics.
II. Individual skills.
   A. Archery.
   B. Bowling.
   C. Badminton.
   E. Dart games.
   F. Golf.
   G. Paddle Tennis
   H. Ping Pong.
   I. Shuffleboard.
   J. Swimming.
   K. Family games - Checkers, Dominoes, Pick-up Sticks, Monopoly, Battleship.
   L. Horse Shoes.
   M. Tetherball.

III. Team Skills.
   A. Softball.
   B. Basketball.
   C. Basketball Relays - dog shots, dribbling, short shots, free throws, and twenty-one.
   D. Volleyball.

IV. Rhythmic Activities.
   A. Folk dances.
   B. Square dances.
   C. Ball-room dancing.
   D. Social dances - waltz and fox trot.
### Schedule of Tentative Meetings

<table>
<thead>
<tr>
<th>Meetings:</th>
<th>Date:</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>the middle of September</td>
<td>An organizational meeting</td>
</tr>
<tr>
<td>Second</td>
<td>the last week of September</td>
<td>Progressive games</td>
</tr>
<tr>
<td>Third</td>
<td>the first week of October</td>
<td>Quiz, identify advertisements</td>
</tr>
<tr>
<td>Fourth</td>
<td>the middle of October</td>
<td>Softball (probably)</td>
</tr>
<tr>
<td>Fifth</td>
<td>the end of October</td>
<td>Some students will inside, others outside. Archery, badminton, paddle tennis, ping-pong, shuffle card and tetherball.</td>
</tr>
<tr>
<td>Sixth</td>
<td>first week of November</td>
<td>Card games</td>
</tr>
<tr>
<td>Seventh</td>
<td>middle of November</td>
<td>Basketball relays</td>
</tr>
<tr>
<td>Eighth</td>
<td>last week of November</td>
<td>Folk dancing</td>
</tr>
<tr>
<td>Ninth</td>
<td>first week of December</td>
<td>Basketball, whistler ball</td>
</tr>
<tr>
<td>Tenth</td>
<td>middle of December</td>
<td>Family games - checkers, dominos, pick-up sticks, monopoly, and battleship</td>
</tr>
<tr>
<td>Eleventh</td>
<td>middle of January</td>
<td>Basketball game</td>
</tr>
<tr>
<td>Twelfth</td>
<td>last week of January</td>
<td>Card games</td>
</tr>
<tr>
<td>Thirteenth</td>
<td>first week of February</td>
<td>Volleyball game</td>
</tr>
<tr>
<td>Fourteenth</td>
<td>middle of February</td>
<td>Square dancing</td>
</tr>
<tr>
<td>Fifteenth</td>
<td>middle of February</td>
<td>Square dancing</td>
</tr>
<tr>
<td>Sixteenth</td>
<td>end of February</td>
<td>Volleyball games</td>
</tr>
<tr>
<td>Seventeenth</td>
<td>middle of March</td>
<td>Swimming (at night if possible)</td>
</tr>
</tbody>
</table>
Schedule of Tentative Meetings

(Continued)

<table>
<thead>
<tr>
<th>Meetings</th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eighteenth</td>
<td>first week of April</td>
<td>Social dancing</td>
</tr>
<tr>
<td>Nineteenth</td>
<td>middle of April</td>
<td>Social dancing</td>
</tr>
<tr>
<td>Twentieth</td>
<td>last week of April or first of May (depending on the weather)</td>
<td>Picnic and games at the County Park.</td>
</tr>
<tr>
<td>Twenty-first</td>
<td>anytime before school is dismissed</td>
<td>Devoted to an evaluation of the past program and suggestions and comments for future programs.</td>
</tr>
</tbody>
</table>

FIRST MEETING - the middle of September. Because this is the first meeting, the aims, objectives, and principles of the class should be explained to the students together with the activities in which they will participate during the school year. It would also be a wise move to introduce some of the rules of social etiquette that are established and to indicate the correct way in which social introductions should be performed.

The mixed groups should then be divided at random into teams of either eight, ten, twelve, or fourteen depending on the size of the group. One method is to give the boys names of States and the girls names of Capitals of these States. The members then attempt to find their respective States or Capitals. However, in the search they introduce themselves to the other members that they encounter. Each member does this until the partner is found.
The rest of the class period is taken up in demonstrating the games that will be played at the next meeting.

SECOND MEETING - the last week of September. Each member who comes to class is given a colored piece of paper. When the class assembles all those having the same color paper are members of the same team. In these progressive games, the groups should be divided into eight or nine teams. Each team plays one game of the series of games for three or four minutes. When the time is up the team moves on to the next game. This continues until all the progressive games have been played.

When playing these progressive games the equipment must be set up before the class assembles. Each team should be allowed about one-minute to practice each game. Time should be allowed for questions and answers. A whistle should be used to start and stop each game. Each team must have a scorer who tabulates the total score for that team. The scorers also compete as members of their respective teams. The types of progressive games are:

**Funnel Catch** - A tennis ball is thrown against the wall and caught in a funnel or Number Two tin can. Each time the ball is thrown and caught, it counts as one point. Speed is essential in these games and each member stands back six or eight feet from the wall.

**Volleyball Bounce** - A volleyball is bounced from a distance of eight or six feet into a waste-paper basket placed on a chair against the wall. Each time the ball goes into the basket it counts one point.

**Muffin Pan Bounce** - Each member attempts to bounce a small rubber ball into a muffin pan placed
four or five feet away from the thrower. Each successful toss counts one point.

Clothes Pin Drop - Kneeling on a chair one tries to drop clothes pins into a milk bottle placed on the floor. Each member tries five clothes pins and each successful drop counts one point.

Ring Toss - Each member attempts to "ring" the legs of a chair that has been turned upside down, from a distance of six or eight feet. The top legs count five points and the bottom count two points if the ring passes over them.

Bean Bag Throw - Using the markings of a shuffleboard, each member throws or slides the bean bags attempting to stop them on a high number. They should be thrown from a distance of about ten feet.

Ten Pin Toss - Each member attempts to roll a softball between three ten pins that are placed on the floor about six inches apart. If the ball passes between them without knocking them down it counts one, and the ball is thrown from a distance of ten feet.

Tiddle-de-wink Snap - The members attempt to snap the tiddle-de-winks into a little container. Each successful snap counts one point.

Washer Lag - Using one-inch washers, the members attempt to "lag" them against the wall, or within two inches from the wall, from a distance of ten feet. Each successful "lag" counts one point.

THIRD MEETING - the first week of October. A few members of the group are given names of states, while the rest of the group are given the names of cities within the states. The persons then seek to match their cities to the states, thus forming teams. The person bearing the name of the state is captain and scorer for that team.

Around the gymnasium are placed twenty-four advertise-
ments that have been taken from magazines. Each advertise-
ment is complete except the name of the produce advertised.
The purpose of this game is for the members of the teams to
identify each product by its well-known advertisement. The
team identifying the greatest number of advertisements is the
winner. A time limit of fifteen or twenty minutes should be
set for this game.

Well-known advertisers that may be used are: Fatima
cigarettes, Greyhound Bus Lines, Blatz Beer, Texico Fire Chief
Gasoline, Tide Soap, Lux Soap, Old Dutch-Cleanser, Camay Soap,
Old Gold Cigarettes, Crisco, B. F. Goodrich Tire and Rubber
Co., Buick, Pontiac, Ivory Soap, Seven-up, Chevrolet, Ches-
terfield Cigarettes, Statler Hotels, Sherwin-Williams Paint,
Briggs Beautyware Plumbing Fixtures, Listerine Antiseptic,
and Bell Telephone System.

The rest of the class period may be used in playing the
following quiz games. They can be played by teams or by in-
dividuals, but this author suggests that more quizzes can be
completed using teams. It is important that pencils and
paper are provided and that all the material is ready before
the class assembles. In the following quiz examples, the
answers have been given in parenthesis after the question.

**Quiz Game**

Fill in the blanks with the correct word or words using parts
of the human body.

1. Memorize or learn by ______. (Heart - ear)
2. You must _____ the music. (Face)
3. By word of _____.
4. Take it on the _____.
5. By the _____.
6. Blood is thicker than _____.
7. _____.
8. Lend me your _____.
9. An itching _____.
10. Just follow your _____.
11. The fatted _____.
12. The teacher and the _____.
13. The wagon _____.
14. Put it in your hope _____.
15. A carpenter would use _____.

II. Know your alphabet! Fill in each blank with a LETTER:
16. A vegetable? ____(P)
17. A drink? ____(T)
18. A body of water? ____(C)
19. Command to a horse? ____(G)
20. A crew? ____(Q)
21. An insect? ____(B)
22. A female sheep? ____(U)

III. If you have ever been to a larger city, you would see these places of businesses and offices. Fill in the blanks with the correct name.
23. An animal? ____(Wolfs, Katz, or Fox)
24. A number of relatives? ____(Three Sisters)
26. Part of a sheep and the value of something? ____(Woolworths)
27. What is sly as a fox and part of a hog? ____(Cunninghams)
29. A specie of bird and a father's offspring? ____(Robinson)
30. A man's name and his offspring? ____(Stevenson - Jacobsons)
31. A loving hug and a hole in the door? ____(Kresge)
32. Two letters of the alphabet? ____(A & P - B & O)

IV. What are these???? Fill in the blanks with colloquial words that rhyme.
Example: A Jitterbug fowl - Jerky Turkey - Kickin' Chicken
33. A rose dipped in vinegar ____(Sour flower)
34. A girl from switzerland ____(Swiss Miss)
35. A bee's abode ____(Live hive)
36. A queer little rabbit ____(Funny Bunny)
37. An imitating fowl ____(Mocking Bird)
38. A good looking rabbit ____(Fair Hare)
39. Two good looking girls (Pair Pair - Slick Chicks)
40. A badly frightened man (Pale male)
41. A hobo in the rain (Damp tramp)

V. Smelling test - Identify these common household liquids that are dipped in cotton and placed in a numbered bottle. Use only the sense of smell.

1. Cinnamon.
2. Oil of wintergreen.
3. Almond
4. Vanilla
5. Gasoline
6. Oil of cloves
7. Mapleline
8. Peppermint
9. Shaving lotion
10. Turpentine
11. Water
12. Perfume

FOURTH MEETING - the middle of October. Choose a day with desirable weather for out-door play. Softball will be played with boys and girls on each team. The skills of softball should be taught to each group together with a thorough understanding of the rules prior to the game. All regular softball rules prevail except that the team batting furnishes their own pitcher. The batter must hit the first or second pitch. If the batter should foul a pitch, an additional pitch is given. There is no stealing allowed, although the base-runner may lead off. The instructor should see that positions are alternated, so that all the girls are not put in right field.

FIFTH MEETING - the last week of October. This meeting should be held when the weather is fair, hence some students can go outside and some can stay inside, depending on the games they choose. The activities for this period are archery, badminton, paddle tennis, shuffleboard, ping pong and tetherball. When the class meets for these activities most of the members will have a knowledge of how the games are played and scored. Each boy will draw a girl's name and for
the next twenty-five minutes. For the rest of the period a person can play with any partner that they wish. These games should be planned so that the two gymnasiums can be used and those not participating in co-educational activities may use the playground. The instructor attempts to see that all those taking part keep active in the various activities.

**SIXTH MEETING - the first week of November.** Because of the carry-over value of playing cards, this author believes that card games should be included in the co-educational program. If there are any boys or girls who do not wish to learn to play, they should be excused and permitted to perform some other activity during this meeting.

When presenting the session on playing cards, some preparation must be taken and some explanation and instruction should be given to the students before they meet as a single class. Simple games as hearts, black-jack, and poker should be played with some explanation as to card values, suits, and trumps.

Since bridge is played by many students after they leave school, special instruction may be given. A game known as "Oh Hell" can be played as an introduction to bridge. Each person attempts to determine the number of tricks he will be able to take after the cards are dealt. On the first hand (with four playing) thirteen cards are dealt to each person; thereafter one less card is dealt for each successive hand. Trump is made by turning over a card from the pack. Points
are ten for fulfilling the contract as stated at the beginning of each hand and an additional point for each trick taken as stated. No score is given unless the exact number of tricks is taken.

SEVENTH MEETING - The middle of November. Because of the wide interest in basketball, at least three co-educational classes may be held without the interest declining. During this first meeting basketball skills should be taught in relays. The class should be divided into mixed teams and in order to obtain participation it is desirable to divide the class into four different mixed teams. The following relays can be used:

Dribbling relay - each member of a team dribbles to the opposite end of the gymnasium and back, then gives the ball to the next in line and that person dribbles down and back. This type of relay can be repeated two to four times during one period.

Free throw relay - each member of each team takes five free shots. The team making the most combined free throws is the winner of this contest.

Dog shot relay - each member dribbles in for a "dog shot" and continues to shoot until he or she makes it. The first team that has every member make his "dog shot" is the winner. This relay can also be repeated several times.

Set shot relay - each team attempts to make a total of twenty-one by counting two for every long shot and one for every short shot. Each member is allowed one long and one short shot.
The basketball skills taught in these different relays are: catching the ball, passing the ball, dribbling, shooting shorts and longs, and practicing free throws. Also, speed and endurance is emphasized.

EIGHTH MEETING - the last week of November. Folk dancing is the theme of this meeting and it is the type of program that can be used many times in mixed physical education classes.

I. Introduction:

A. Folk dances are dances of other countries or your own country that are established through use and custom.

B. The values received from folk dancing are:

1. Learning folk customs.
2. Learning rhythm.
3. Learning co-ordinated movements.

II. The ice-breaker is "Lobby Loo". The formation is a single circle with everyone facing in. The action is:

1. Put your right hand in, pull your right hand out, give your right hand a shake, shake, shake, and turn yourself about.
2. Put your left hand in - (repeat above).
3. Put your right foot in - (repeat above).
4. Put your left foot in - (repeat above).
5. Put your head 'way in - (repeat above).
6. Put your whole self in - (repeat above).
Chorus: On the chorus all join hands and slide to the left singing:

Here we dance Looby Loo,
Here we dance Looby Light.
Here we dance Looby Loo,
All on a Saturday night!

III. The mixer is "The Irish Washer-Women". The formation is a double circle, men facing counter-clockwise on the inner circle. Women facing clockwise in the outer circle.

Counts 1 - 4: Four steps in line of direction, men starting with left foot, and women with right foot.

Counts 5 - 8: Four steps away from partner, men toward center and women away from the center, partners facing each other.

Counts 9 - 12: Four steps are taken to the next person in line. You will be on the women's left.

Counts 13-16: Join hands with your new partner and walk around in a small circle.

Repeat as many times as you wish.

IV. Folk dances:

A. Finnish Reel - (Skvaller Ullo)

1. Formation is two parallel lines facing each other with hands on hips.

B. 2. Action:
Measures 1 - 8, hop on left foot and at the same
time touch top of right toe at side, leg twisted
so heel is raised; hop on left and touch right heel
at side, toes turned up. Repeat to other side. Re-
peat whole step three times.
Measures 9-10, step forward right. Stamp left
foot, bringing heels together. Step back left.
Stamp right foot, bringing heels together.
Measures 11-12, with three running steps, partners
change places, passing on right side. Face the cen-
ter on four.
Measures 13-16, repeat measures 9-12, returning to
former places. Repeat from beginning.

B. Dutch Couple Dance.

1. Formation: Double circle facing counter-clock-
wise. Partners have inside hands joined.

2. Action:
   Measures 1-6, six Dutch steps forward. Step on
   the inside foot with a stamp. Swing the other
   foot across the body, brushing foot on the floor.
   Hop on inside foot. Repeat five times.
   Measures 7-8, turn away from partner and face in the
   opposite direction with light hops on both feet,
   holding last position for two counts.
   Measures 1-8, repeat measures 1-8, ending facing
   partner, in double circle, girls backs to the center.
   Measures 9-12, four steps away from partner.
Measures 13-14, repeat measures 9-12, going forward toward partner.

Measures 17-22, Dutch waltz six times right and left as follows: Join both hands with partner, arms raised shoulder level. Step on the right foot (girls); hop and raise the left leg to the side. (Boys do just the opposite) The body is bent toward the side on which the hopping is done.

Measures 23-24, four small hops on both feet in place, holding last position for two counts.

End facing forward to repeat dance from beginning.

Folk dances can be used for several sessions. If a few students are much interested in different folk dances, they may learn them and demonstrate them to the whole class, or demonstrate the dances at an assembly or exhibit.

NINETH MEETING - the first week of December. The theme of this meeting is team basketball. After the teams have been organized it may be desirable to play a game "Whistle Ball" as an introduction to basketball. Since four teams have been organized, two teams will play each other on the opposite ends of the basketball court with the center line used as a dividing line. One basketball is used for each two teams. The boys and girls spread out in any fashion on their half of the floor. When the whistle blows the ball is passed, boys passing to girls and girls passing to boys, until the whistle blows again. Whoever has the ball must sit down. The game
continues until only one is left and that side wins.

When playing team basketball, girls rules are used. Therefore, it is important that the boys receive some instructions about the rules prior to the game. It is wise to have girls guard girls and boys guard boys.

TENTH MEETING - the middle of December. A regular Christmas party can be planned at this meeting, and many different games can be played. Some games may be checkers, dominos, pick-up-sticks, monopoly, battle-ship, cootie, and playing cards. If enough equipment is available it may be of value to run off various tournaments in checkers, dominos, pick-up-sticks, battleship and cootie. Most of the games are familiar to the physical education instructor, hence they need not be explained here.

The last fifteen minutes of this meeting could be used to serve refreshments and sing Christmas carols. Usually if this program is planned by the students it is very successful.

ELEVENTH MEETING - the middle of January. This meeting is the first of the co-educational classes of the new year. Naturally some resolutions should be made for the welfare of both groups. Basketball games are emphasized, and it is the last time for mixed teams in this program. However, from past experience the interest may continue and additional games may be played. It would be ideal for class members to referee, keep time, score, and make all arrangements for the game. It is usually necessary to have four teams. Each
team plays for five minutes, then rests while the other two teams are playing.

TWELFTH MEETING - the last week of January. This is the second meeting at which card games are on the program. By this time, students will show an interest in a particular card game, such as hearts, bridge, pedro, or pinochle. There may be some students who are not interested in card games, so it may be helpful to plan to demonstrate card tricks. One of the students may become sufficiently skillful to display his talents before the group.

THIRTEENTH MEETING - the first week of February. Volleyball will be played at this meeting. The class is divided into teams, and the best boy and girl players should be distributed among the teams. It is necessary to place the girls in positions so that they are between two boys. The rotating service should be used. To avoid difficulties, it should be clear how many hits are allowed. A student should act as official and scorer. In so far as the regular classes in physical education play volleyball, it isn't necessary to spend time on instruction.

FOURTEENTH MEETING - the middle of February. The theme for this meeting is square dancing.

I. Terminology:

A. Head couple is usually the pair with their backs to the music.
B. The woman partner is always on the right of the gentleman.
C. The corner lady is to the left of the gentleman.
D. The second couple is to the right of the head couple.
E. The third couple is directly across from head couple.
F. The fourth couple is to the left of the head couple.
G. Honer—means to bow for men and curtsy for women.
H. Do-si-do: step behind corner or partner and back to place.
I. Promenade: take the hand of partner in skating grip and walk around circle.
J. Allemande left: left hand to the corner lady, and walk around her so one is back in place.
K. Grand right and left: give right hand to partner, alternate hands and go around the circle.
L. Swing your partner: take your girl partner by placing your right hand around her. Take her right hand with your left, holding it high. Keeping your right foot as a pivot and stepping around it with your partner.
M. Promenade home: when you meet your partner, with the skating grip, skip or walk her back home, usually meet partner half-way around.

II. Review all of the terms and practice them before giving the first square dance. The following is an example of
calling when the songs are either "Turkey in the Straw", or "She'll be Coming Around the Mountain".

"Allemande left, grand right and left. Swing your partner, join hands and forward and back. Swing on the corner, swing your partners all. Swing your corner lady and promenade the halls!"

A. **Birdie in the Center:** "Allemande left, Grand right and left, swing your partner." First couple leads up to the right. Birdie in the center and three hands around. Birdie fly out, and Hawkie fly in, Hawkie fly out and give Birdie a swing. Circle four. Right and left three and lead to the next!"

B. **Dip for the Oyster:** (Tune - There is a Tavern in the Town.) "Allemande left, Grand right and left, wing your partner. First couple leads up to the right. Dip for Oyster, drain the can, dive for the clam. Now take a dip for the promised land. Circle four, opposite by the right!"

Have the boys and girls choose their sets. Those not in any particular set should be placed in one. In this meeting, the students should put on tennis shoes but keep on their regular school clothes.

**FIFTEENTH MEETING** - middle of February. This class is usually held a week after the first session on square dancing.

Review all the terms given in the preceding meeting and practice the commands before proceeding with the first square
dance. If your group is from the rural area, one can usually proceed without repeating any of the dances called at the last meeting. The following are the calls for five dances:

First Change -
"Old Folks at Home" is the tune and here is the call:
Salute your partners and corners all. Grand right and left four, right and left four. Two ladies change, two ladies change. Promenade four, Promenade four. Balance half. Half right and half left. When you get back, allemande left. Allemande left and grand right and left.

Hinky-Dinky Parlee-Voo:
Head two ladies forward and back and Parlee-Voo. Forward again and dos-a-dos and Parlee-Voo. Dos-a-dos on the corner all. Allemande right and grand chain all. Hinky-Dinky Parlee-Voo. Right hand to partner, grand right and left. Follow this by two ladies on side, then begin with the two head and two side gentlemen.

The Little Old Log Cabin in the Lane:
All join hands and circle to the left around the hall - to the Little Old Log Cabin in the Lane. You're all going wrong, go back the other way - to the Little Old Log Cabin in the Lane, to the Little Old Log Cabin in the Lane. The left hand on your corner, and your partner by your right; and you grand right and left half around. First by the right hand and next one by the left - to the Little Old Log Cabin in the Lane. And when you meet your partner you make your homeward flight - to the Little Old
Log Cabin in the Lane.

Red River Valley:
Allemande left on the corners and you grand right and left half-around. And when you meet your own, you promenade back home and swing with your Red River girl. First couple to the right and you balance, and you circle to the left and to the right. And you swing with the lady opposite. Then you swing with your Red River girl.

Who Haw Gee: (Tune: "Turkey in the Straw")
Circle left, Circle left, places all, places all. Swing your honey and don't you fall. (First gent) Now take that lady by the hair and around that lady over there. Into the center with a Whoa Haw Gee and round that gent from Tennessee. Circle four, four hands around. Right foot up, the left foot down, circle four, four hands around. Hurry up - you won't get around. Now take that lady by the hair and 'round that lady over there - into the center with a Whoa Haw Gee and 'round that gent from Tennessee. Circle six, six hands around. Mind your step and don't fall down. Circle six, six hands around, the right foot up, and the left down. Now take that lady by the hair and 'round that lady over there into the center with a Whoa Haw Gee and round that gent from Tennessee. Circle eight, eight hands around. Stub your toes and you'll fall down. Circle eight, and eight hands around. Ride Shak's mare right back to town. Allemande left, grand
right and left. First your right, then your left, meet your honey, give her a swing. Promenade all 'round the ring. (Repeat for second, third and fourth gents.)

When giving these calls always use the center set to demonstrate the call, and then give the sets an opportunity to go through the first part of the call. It is wise for the instructors to circulate and assist the slower sets on the calls.

SIXTEENTH MEETING - The last week of February. The activity of this meeting is volleyball. Organize four mixed teams and use the rotating service. After a game is played, have the boys change and the girls remain, so they will be with a different team. Judges and scorers are necessary to make the game a success.

SEVENTEENTH MEETING - the middle of March. This program is held in the evening as swimming is planned for the activity. Because the school or community may not have a swimming pool, the program may be carried out by making arrangements to use the pool at the Youth Building in Battle Creek or in some other town. All arrangements must be planned in advance and in exact detail. Student planning and leadership can be used extensively in this program with committees making most of the arrangements.

EIGHTEENTH MEETING - the first week of April. This class is based on social dancing. Its primary objective should be to prepare the students for the school dances that are given.
Before actually getting into the steps and dances, it is necessary that manners and etiquette of dancing should be discussed with the classes. The description and accompanying counts of each new step pattern should be written on a blackboard, and an experienced couple should be used for demonstration purposes. Dances should be short, and a great many "mixers" should be given to insure frequent changes of partners. The waltz and fox trot dances can be given in one class session.

NINETEENTH MEETING - the middle of April. Social dancing is given again reviewing the basic steps taught at the previous meeting. The students should be encouraged to practice individually until the rhythmic and step pattern is perfected. Occasionally the class should be held to dancing in a small area. Some separate provisions may be made for the advanced or experienced dancers.

TWENTIETH MEETING - the last week of April or the first week of May. This meeting may consist of a picnic and scavenger hunt held immediately after school at a nearby park. Most of the arrangements should be made by student committees. The time of picnic, food, drinks, games, and transportation are some of the items for the committees to consider in making plans.

TWENTY-FIRST MEETING - before school is dismissed. This class period should be devoted to evaluating the programs of
the year. The students should be allowed to make verbal and written suggestions, comments, and to suggest improvements. They also might state what they would like to have for future programs.

Although this writer has written a suggested program for co-educational classes for twenty meetings, it is possible to extend these programs so that a co-educational class could meet once a week for the forty weeks of the school year.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The Problem

The purpose of this study was (1) to determine whether there is a need for co-educational programs in physical education, and (2) if the need exists, to suggest a practical and workable program that can be used at Marshall High School.

Methods Employed

The study herein emerged as a result of the experiences of the author in physical education, and as a result of his participation in a number of conferences concerning co-educational programs in physical education.

In 1948 the author submitted a questionnaire to the male students at Marshall High School with respect to their views toward participating with girls in activities in physical education. In the light the positive opinions they expressed, such a program was developed and installed in the school.

Again, in 1952, a similar questionnaire was submitted to the male students, more or less as a device for evaluating the program. The results of the two questionnaires were then tabulated and compared. In light of the responses made to the second questionnaire a revised program of co-educational
activities was drawn up and is included in this study.

Conclusions

In so far as the techniques used in this study may be valid, the following conclusions seem justified:

1. The correspondence with well-known authorities in the field of physical education was not very productive nor informative with respect to the problem of this study. Few were able to offer information of value for co-educational programs in physical education. (See Appendix)

2. In 1948, out of the one hundred and fifty students that filled out the interest chart questionnaire, ninety-seven (or 64.3%) were interested in co-educational activities. Further 42.7% wanted to learn to square dance or social dance in gym classes with members of the opposite sex.

3. In 1948, the most popular team sports were football, softball, and basketball.

4. In 1948, the least popular activities were tennis, handball, and marching which are best described as individual activities. Swimming seemed most popular of individual activities.

5. In 1951, of the one hundred and twenty-eight students that filled out the interest chart questionnaire eighty-four (or 65%) were interested in co-educational activities. Further seventy-four (or 57%) were interested in learning square dancing and social dancing. Thus it can be seen that co-edu-

*The conclusions herein are derived from opinions expressed solely by males.
6. In 1951, the most popular team sports remained football, softball, and basketball. Again, competitive group sports retained their popularity.

7. Marching remained the least popular of individual activities in 1951 as in 1948. Swimming was still the most popular of individual activities.

8. The results of the questionnaire submitted in 1951 were quite similar to those of the 1948 questionnaire. It was still apparent that the male students were greatly interested in co-educational activities in physical education classes.

9. From the work involved in this study it was evident that co-educational classes require much planning of activities suitable for the abilities and interests of both boys and girls.

10. It was found that special care should be taken to avoid embarrassment in the selection of team members for mixed team games, and dances. The activities should be arranged so as to provide an appreciation of abilities of both sexes.

**Recommendations**

1. Co-educational programs should be carried on with caution in that they may become too extensive. Because of greater strength and endurance, males can participate in more strenuous activities than can be offered in many co-educational classes. These activities should not be denied
the males.

2. Boys and girls should be taught the skills of the various activities separately. Then the two sexes should be brought together only after the skills have been mastered to some degree.

3. The rules of the activities should be devised so that they are a combination of boy's and girl's. However, whenever possible boys rules should be used. Interest seems to be greater under such rules.

4. No boys or girls should be compelled to participate in the mixed program. The reluctance to do so is most frequently due to a lack of skill or late maturation as compared with members of the opposite sex.

From the foregoing conclusions and recommendations it would seem that co-educational programs in physical education furnish an excellent medium for helping boys and girls make the necessary adjustments to the opposite sex.

Through joint participation in physical activities, the students learn to understand, appreciate and respect the opposite sex. The activities seem to be of value in developing normal, casual, realistic relationships between boys and girls with a minimum of embarrassment and awkwardness.
UNIVERSITY OF CALIFORNIA

February 23, 1952

Mr. Mel Aussieker
Director of Physical Education
Marshall High School
Marshall, Michigan

Dear Mr. Aussieker:

In reply to your letter of January 21st, I can only say Miss Hooper is most flattering.

As you have probably discovered by now, the materials in this area of co-education in physical education are quite limited. Specifically, I have no actual material of my own but would suggest two references for some ideas on supplementary readings:

"Individual Sports For Men and Women" - Yocum

"Partners In Play" - The National Recreation Association. (This is now out of print but you should be able to find it in a good library or borrow it from the N.R.A.)

In addition, there have been several articles in the Journal of the A.A.H.P.E.R. in recent years which would be listed in the Readers Guide and the Education Index.

I am sorry I can't be more helpful. Good luck on your thesis.

Sincerely yours,

/s/ Norman P. Miller

NORMAN P. MILLER, Chairman
Recreation Committee
HAYWARD UNION HIGH SCHOOL DISTRICT
Hayward, California

Mr. Mel Aussieker
Director of Physical Education
Marshall High School
Marshall, Michigan

Dear Mr. Aussieker:

The talk I made in Reno was short and quite elementary; therefore it would not be very helpful to you in your study. However, the main source of my information was from the California State Manual for Secondary Education which is in the process of being written or printed. You might secure this or other information from Miss Genevieve Dexter, Consultant in Physical Education, Bureau of Health, Physical Education and Recreation, State Department of Education, California. Her address is 1014 9th Street, Sacramento, 14, California.

We have a definite coed unit in our program. The sophomore have folk dances three days per week, while the juniors have social dances two days per week. This unit is three weeks in length. We combine one boys and one girls class with both instructors participating. We just finished this unit for this year and it was considered very successful.

We have not completed further plans for other coed activities in school, but occasionally combine for co-recreational activities in the end of a sport block.

In our Girls' Athletic Association program, we have had a coed folk dance unit which was quite popular, exceedingly so for the first attempt. We are now starting a coed social dance unit which promises to be even more popular with the students.

I feel that a first step in developing a coed program is to get the men and women staff together on common grounds. Too often the men half do while the women carry the load, however, this is often due to the inconsideration of the women in helping the men hurdle their first experience in what is usually a new field to them. The women sometimes put them on the spot and the resulting embarrassment sours them on these activities.

Congratulations for studying this problem, for it certainly needs it.

Sincerely,

/\RUTH BURMEISTER
January 4, 1951

Mel Aussieker
Director of Physical Education
Marshall Public Schools
Marshall, Michigan

Dear Mr. Aussieker:

Received your letter and I appreciate your notice of my program in the Journal. I cannot give you such valuable material myself, but I can certainly refer you to others who are more outstanding in that particular phase.

The title of the program at Reno was "How can we Include Co-education in Our Program?" This was presented by Ruth Burmester, Hayward High School, Hayward, California. You may write her for a copy of her speech.

An outstanding personality in this field on the coast here is Dr. Norman Miller, Recreation Committee, University of California at Los Angeles. He can no doubt give you references.

Sincerely yours,

/s/ Carol Hooper

Carol Hooper (Miss)
Director of Physical Ed.
Redlands High School
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