

RECOMMENDATIONS FOR AN IMPROVED
HEALTH, PHYSICAL EDUCATION, AND RECREATION CURRICULUM
AT PALMER HIGH SCHOOL, COLORADO SPRINGS, COLORADO

by 4589

JACK RICHARD HARRIS

B. A., Arizona State University, 1968

A MASTER'S REPORT

submitted in partial fulfillment of the
requirements for the degree

MASTER OF SCIENCE

Department of Physical Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1970

Approved by:



Major Professor

ACKNOWLEDGEMENTS

I wish to express my appreciation to Raymond A. Wauthier, Assistant Professor, T. M. Evans, Head of the Department of Physical Education at Kansas State University, and Dr. C. M. Peccolo, for the critical analysis and guidance provided to make this paper possible. Finally, acknowledgement must go to my wife, Leslie, for the many hours of typing required to earn her P. H. T. degree.

LD
2668
R4
1970
H37
C.2

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
II. STATEMENT OF THE PROBLEM	2
III. REVIEW OF RELATED LITERATURE	2
IV. LIMITATIONS OF THE UNDERTAKING	8
V. THE GROWTH OF HEALTH, PHYSICAL EDUCATION, AND RECREATION	8
Brief Historical Background of Physical Education	8
Development of Health Education	10
Recreation in the Schools	10
The First Academic Program of Physical Education in American Education	11
VI. THE OBJECTIVES OF EDUCATION (GENERAL)	12
Physical Education Objectives Derived From Educational Objectives	15
VII. THE OBJECTIVES OR FUNCTIONS OF PHYSICAL EDUCATION	15
VIII. REASONS AND OBJECTIVES OF HEALTH INSTRUCTION	18
IX. INTERESTS, STRENGTHS, WEAKNESSES, AND NEEDS IN HEALTH	21
X. FACTORS AFFECTING THE ACTIVITIES IN THE HEALTH, PHYSICAL EDUCATION, AND RECREATION CURRICULUM	28
XI. FACILITIES AVAILABLE AT PALMER HIGH SCHOOL	28
XII. PHYSICAL EDUCATION ACTIVITIES PREVIOUSLY OFFERED AT PALMER HIGH SCHOOL	31

CHAPTER	PAGE
XIII. ALLOTMENT OF TIME IN HEALTH, PHYSICAL EDUCATION, AND RECREATION	31
XIV. NEW CURRICULUM RECOMMENDATIONS FOR PALMER HIGH SCHOOL	32
XV. AN EXAMPLE PHYSICAL EDUCATION CLASS	36
XVI. EVALUATION IN PHYSICAL EDUCATION	36
Evaluation of Student Achievement	36
XVII. SUMMARY	42
XVIII. BIBLIOGRAPHY	46
XIV. ABSTRACT	47

LIST OF TABLES

TABLE	PAGE
I. Health Interests of Secondary School Boys and Girls	22
II. Comparison of Percentage of Correct Responses by Health Content Area and by Practices, Attitudes, and Knowledge For Males and Females Within District Groups of the Ninth Grade Health Behavior Inventory	23
III. Comparison of Percentage of Correct Responses by Health Content Area by Males and Females Within District Groups on the Twelfth Grade Health Be- havior Inventory	24
IV. Health Interest and Health Need Inventory	27
V. Time Allotment in Physical Education	31
VI. Blanchard Behavior Rating Scale	41
VII. Cowell Personal Distance Scale	42

LIST OF FIGURES

FIGURE	PAGE
I. Palmer High School Indoor Athletic and Physical	
Education Facilities	29
II. Palmer High School Indoor and Outdoor Athletics and	
Physical Education Facilities	30

INTRODUCTION

Mr. Wilson W. Elkins, President of the University of Maryland, in a speech on education had this to say:

The purpose of education is to develop the potentialities of the individual. Many factors and agencies are involved in this development of which the schools and colleges have the primary responsibility. When the intellect develops within the human body, it needs a proper climate of which, in a large measure, is good health. It is exceedingly important therefore, that physical education be included in any general program designed to improve our human resources. (11)

It is a known fact that if the general curriculum does not include a program of physical development and the essentials of good health, these will be neglected by the student and will not be adequately supplied by the home or other agencies.

There is a strong case for physical education as an integral part of the general program. It must be associated with solid information and the development of habits and skills that will contribute to health and happiness throughout life. (11)

The American people today have more leisure time than ever before. We have more modern labor-saving conveniences today that provide us this leisure time. Therefore, we are doing less physical activity and are more physically unfit today than ever before. (2) Physical educators feel that a good physical education program should help a person understand the attributes of good physical fitness. Also physical education gives him a knowledge of both team and individual sports that will have a carry-over value that can be used as entertainment and recreation in these many leisure hours. Too many times we