COMMUNITY–SCHOOL RELATIONSHIPS

IN THE

FORMULATION OF A PHYSICAL-EDUCATION PROGRAM

FOR THE

CLARKSBURG PUBLIC SCHOOLS

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CHAPTER I

INTRODUCTION

Statement of the problem. It is the intent of this work to attempt to determine the interest and understanding by the citizens of the Community of Clarksburg of the physical-education program of the Clarksburg Public Schools as it exists at the present time. In so doing it is also intended to outline to the people of the Clarksburg school districts a modern interpretation of the purposes or objectives of physical education, school athletics, and recreation insofar as this can be done through the circulation of a single questionnaire. It is hoped that such a developing perspective on the part of the citizens of the school districts will eventually insure their understanding, backing, and support of the total school program, as well as of physical education, recreation, and athletics. A second purpose of this project is to indicate needed revisions of the school program in physical education and athletics in keeping with modern educational aims and procedures if this appears advisable in the opinion of a majority of the people within the districts.
Procedures. This project was launched with a preliminary meeting of the graduate committee guiding the study. Within two weeks, follow-up meetings were held with the district superintendent; and those in turn were followed by a meeting with the local board of school trustees. In both instances, approval was granted and the project was formally begun. It must be made clear, however, that both the school administrator and the board asserted that they would not necessarily be held to any conclusions reached in this study or by any groups within the community. Following the meetings with the school authorities, more conferences with the committee chairman were held. It was decided to formulate a questionnaire to promote the project within the community. The topics used in the questionnaire were those considered the most thought provoking. The main purpose of the questionnaire was to develop an interest on the part of the community in the physical education program of the school. It was believed that once this interest was attained, the group, or possibly a Community Council could be called upon for future study of community problems relating to the school.

Thus much of the material for this project has been obtained through the use of the questionnaire and a letter submitted to all rural box holders and all post office box holders in the Clarksburg school districts as well as to those families living in West Sacramento and Westgate who
have children enrolled in the Clarksburg High School. In all, three hundred and seventy-six letters and questionnaires were sent, a tabulation of which will be presented in the fifth and final chapter and a copy of which will be found in the appendix. A community meeting was held to discuss the results of the questionnaire. In addition to this survey and discussion technique, considerable library research has been made to determine what are the proved educational values to be expected from a reorganized program in physical education for the Clarksburg schools.

The actual establishment of a community council to deal with the problems of the physical-education department alone has not yet been consummated. There are possibly existing agencies already in operation that may give the desired results without the duplication of committees. The study is concerned with recommendations regarding the functions and possible development of a community council, not with the intent to establish one, at least not in the immediately foreseeable future.

Organization of the project. This study is divided into five parts or chapters: (1) the introduction, including the statement of the problem and objectives of the project; (2) a physical description of the Clarksburg School
districts; (3) the methods of organizing a community council with reference to successful councils organized prior to this study and in operation at this time; (4) a proposed reorganization of the physical-education program for boys in grades seven through twelve, which will meet the pupils' needs, lead to complete confidence in the program, and develop an active interest in and support of community recreational pursuits which meet commonly accepted community needs; (5) conclusions and recommendations for immediate long-term planning.

In addition to the above-mentioned five chapters, there is an appendix, which includes a copy of the questionnaire, letter, and other forms used in the organization of this study, as well as a tabulation of the results obtained from the questionnaire.
CHAPTER II

PHYSICAL CHARACTERISTICS OF THE CLARKSBURG AREA

School districts. Clarksburg school districts are located in the extreme southeastern corner of Yolo County about fifteen miles south of Sacramento. The schools are under the general administration of the Superintendent of Schools of Yolo County with offices in the courthouse building in Woodland. Within the Clarksburg district proper, a district superintendent is in charge of the Clarksburg High School and elementary school. A third school, located in the West Sacramento area, is under the administration of a separate board of trustees and has a separate principal. It is an elementary school with kindergarten and grades through eighth.

The Clarksburg school district includes two schools governed by a single board of trustees: one, an elementary school with grades through eighth and kindergarten; the other, a high school with grades nine through twelve. The elementary school has 289 students, eleven full-time teachers, and one part-time teacher. The secondary school has 178 students, nine full-time instructors, and one part-time instructor.

The geographical boundaries of the district are as follows: the eastern boundary is the Sacramento River,
the northern is the proposed deep-water channel, the western is the Zee Line road adjacent to the Yolo Bypass, and the southern is the Merritt Island road.

There are two separate school districts within the Clarksburg community, each with its own budget, buildings, and maintenance staff. The two are governed together, however, by a single board of trustees and a single administrator. Joint use is made of school buses, the gymnasium, the auditorium, and the cafeteria. The music teacher is paid from both budgets, elementary and secondary districts. Funds for buses and buildings are drawn from the two districts jointly.

**Importance of the work.** A justification for physical-education instruction seems to be needed in the Clarksburg community. The lack of understanding of the essential place of this training in the modern school curriculum has resulted in many criticisms of the physical-education program by townspeople. This has been true to a greater degree regarding the elementary-school program than the high-school program. The people apparently have not had the opportunity to determine fully the values of the program, which are considered important enough to be put into legislation requiring every school in California and in approximately forty other states to have a daily program of physical education.
A realization of the fundamental values of a good school program of physical education is essential if present misunderstandings are to be cleared up for the people in the community. These values as stated by Williams\textsuperscript{1} are the following:

(1) Development of the organic system of the individual through physical activities; (2) Development of neuro-muscular systems in general, and particularly in relation to control over certain fundamental skills; (3) Development of certain attitudes toward physical education, and particularly toward play; (4) Development of standards of conduct (sportsmanship).

Another authority,\textsuperscript{2} reporting on many years of curriculum research in physical education, indicates a similar list of objectives by which practices should be judged.

(1) The contribution to the physical and organic growth and development of the child and the improvement of the body function and body stability

(2) The contribution to the social traits and qualities that go to make up the good citizen and the development of sound moral ideals through intensive participation under the proper leadership

(3) The contribution to the psychological development of the child including satisfaction resulting from stimulating experiences, physically and socially

(4) The contribution to the development of safety skills that increase the individual's capacity for protection in emergencies, both in handling himself and in assisting others.


(5) The contribution to the development of recreational skills that have a distinct function as hobbies for leisure-time hours, both during school and in after-school life.

It is assumed for the purpose of this work that if the State of California has deemed physical education important enough to incorporate in the Educational Code, it should be accepted as such by parents, pupils, and teachers alike. It is with the improvement of the program and its proper interpretation and evaluation to the people of the community that this paper is concerned.
CHAPTER III

THE COMMUNITY COUNCIL APPROACH

**Purpose of the Community Council.** Originally in this study it was proposed that community understanding and support for the school program in health and physical education and for a community recreation program might well be achieved through the formation of a community council. It was assumed that such a council would give careful consideration to the problems involved and afford an enlightened backing for the establishment of improved or new programs. Consequently, it was necessary to inquire into the purposes, values, organizational patterns, and functions of a community council.

Subsequent events proved that the establishment of such a council for such a purpose was not timely at this stage of total community knowledge and understanding of the school and community program of health, physical education, and recreation. However, the purposes and organization of a council are included here to indicate one of the steps necessary in the development of this project.

The purpose of such a council is to achieve community co-ordination. There are several elements that must be present to meet this purpose in its proper respect, some of
which follow:3

(1) determining the need as it exists in a community; (2) discovering and correlating the community resources—professional, lay, public, private, agency, group, and individual—that have or should have a function or interest related to the need; (3) determining the necessity for additional or new resources, temporary or permanent; (4) locating the setting of the need with reference to other needs of the community; (5) formulating a plan of action to eliminate or relieve the need and to produce a competent service in the area of the need.

The community council has a twofold purpose; it is a two-way proposition. Because of the complexity of our present way of life, it is no wonder the educators turn to community organizations for help and propose that community conditions influencing their students be faced by all the constructive forces in the community. At the same time, however, the educator is also using this council to keep the community informed as to the basic philosophy of education and its manifestations at the local level and to interpret to the people of the community the purpose, aims, and objectives of every phase of the school program.

It is understood that this twofold purpose is aimed

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at the very heart of many undesirable social and civic attitudes, a few of the more undesirable being (a) lack of moral and civic standards in personal, family, business, and civic relations; (b) failure to develop in children standards of honesty, responsibility, unselfishness, and respect for law and properly constituted authorities; (c) lack of support of the school by the home.

This last undesirable attitude, lack of support of school by the home, is becoming more of a problem with each passing year. Almost every school in the nation today is faced with this particular problem. One of the aims of this project is to bring about a better relationship between the community and the school in the Clarksburg area. If this is accomplished, then the support of the school by the home is more liable to be forthcoming.

It is a fallacy to believe that a new council should be established for each problem as it arises in the community. It is better in many ways to utilize the existing agencies already at work within the community. By creating a new council for each problem, a series of difficulties presents itself. In the first place, the agencies already in operation are not being fully utilized and so actually are not fulfilling their original purpose. If those councils already in existence once are failures, is there any assurance that all new agencies will not meet the same fate? In addition,
there is the fallacy of the belief that a service is the sole right of a certain group or individual rather than a community project.

The idea of a community council is not a new one. As far back as 1938 the State Department of Education for California made a detailed study of this type of activity, and published the results in a bulletin entitled "Coordinating Councils in California." Other states such as Michigan, New York, and Indiana have done likewise. It is not a new or passing-fancy type of operation, but one that has been worked successfully for many years and takes a considerable amount of work and planning to operate effectively.

**Factors involved in the organization of a community council.** As previously stated, it is not the intent of this work to establish a community council at this time. It seems advisable, however, to determine the basic steps which would be appropriate in the formation of any such council as guides for possible future action. Since the early 1930's there has been a growing conviction among educational leaders that the community itself is one of the most potent educators of youth. This is evident without the formulation of any

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organized council. It is self apparent then that any organized effort on the part of the community would enhance this education of youth many times.

The initial step in establishing a council should be to survey all existing community organizations in the hope that those already in existence may take over the task and eliminate unnecessary duplication and to achieve complete unity of purpose. The formation of a new group should be undertaken only when it is necessary to do so because of the nonexistence of other capable organizations within the community.

It is mandatory to have a method of co-ordination, whether it be the rallying of old agencies or formation of new. Such a plan must have flexibility, not a strict ramrod type of organization but a way to get around unforeseen obstructions. To accomplish this, a council should plan to undertake the study and promotion of a number of community projects. In the event the major task is stymied, then instead of disbanding, emphasis can be placed on another problem.

Speed is a necessity; the problem must be tackled before it becomes too far advanced. Many problems become too large to be handled by community action simply because such action was not organized rapidly enough to cope with the situation. There must be efficiency and diplomacy enough to
carefully blend the efforts of all into a progressive action pattern that brings about the required results without infringing upon the rights of each participating individual or group.

In a national survey, reported by the National Probation Association,5 one of the questions asked was, "What are some of the major problems in the organization of a community council?" The 173 answers to this query from nineteen states revealed that acquiring co-operation was the most frequent problem. Next in importance was the problem of leadership; this in turn was followed by problems of finance. The importance of co-operation and co-ordination can't be overemphasized. The welfare of the children and youth even in small communities can be greatly advanced through close co-operation of the community leaders. This type of co-operative spirit should prevail regardless of the objectives of any council, whether it be the prevention of delinquency or the promotion of a school program or just good social planning.

No one pattern can be adapted to all communities. There is no blueprint or master plan for embryo councils to follow, no fixed program to be carried out in all communities.

5National Probation Association Yearbook, 1938.
No two towns or cities are alike and no two should expect to be alike or have exactly the same program.

There is a profound need of study prior to adoption of any program. One of the axioms to be followed religiously by councils is that of requiring full information regarding a given need, condition, or problem before a program of action is mapped out.

The council must progress; it should gradually change its objectives as new conditions prevail. The first councils in California had as their major objectives the prevention of delinquency. This objective is still retained by many, but it is no longer the principal or sole objective. From the study of needs of the individual children, the interest of councils has advanced to meeting these needs, to care first for the needs of the youth in the community, and finally the needs of the community itself. The councils do not consider themselves responsible for solving all the problems a community faces—social, economic, and moral; but there is a definite tendency for them to cover a wider range of interests as they gain experience and influence.

Hard work is required to secure results. No council will accomplish satisfactory results unless a number of members give a great deal of time and effort to it. Conditions will not be changed, needs met, nor services improved simply by the passing of resolutions or appointing committees.
Satisfactory results will come only after hard work and dogged persistence over a long period of time.

**Efforts of other communities in establishing a council.**

Many communities throughout the nation have at one time or another and for various reasons established community councils. Each of these councils has met with some degree of success or failure. These councils may have been established to solve one particular problem or as permanent organizations to work on all community problems as they arose. In a survey conducted in 1938 the following problems were listed as major in scope: (1) adequate recreation facilities for all ages, (2) community center for social gatherings, (3) lighting of playgrounds, (4) wider use of school buildings, (5) community dances, (6) youth organizations, (7) summer camps. It is quite evident that over 50 per cent of the major problems deal directly with the school, its facilities, its personnel, or its students. Community needs to be met are very definitely linked strongly to the school.

To illustrate further the actual function of a community council and to emphasize again its close relation to the school, the following is a list of activities undertaken by

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the Alturas Community Club.\(^7\)

1. Raise and administer the expenditure of $300 for a three-months' program of supervised recreation during the summer.

2. Provide a municipal ice skating pond.

3. Secure the use of a forest ranger's station by boy scouts for a summer and week-end camp.

4. Sponsor a summer encampment for boy scouts at a cost of $300.

5. Sponsor the building of an athletic and recreation field for the Modoc Union High School and the people of Alturas and surrounding areas.

6. Sponsor a tennis tournament.

7. Sponsor a basketball tournament.

8. Secure a little children's corner at the public library.

9. Sponsor a nursery school.

10. Organize a forum discussion on current topics.

11. Sponsor a dancing class for women.

12. Organize a dramatic club.

\(^7\)Alturas is quite a bit larger than Clarksburg; at the time of report there were about 2,000 people in Alturas. Still in the twelve accomplishments of a single year, seven deal directly with the school or school age children.
The council type organization is better suited for the smaller cities and towns than for larger cities. Statistics bear this out; approximately 66 per cent of the councils are found in cities with populations under 25,000. About 50 per cent are located in towns of under 15,000. Basic reasons for this are that it is easier to make community studies, to list resources and liabilities, and to prepare a list of needs or objectives for a smaller town than it is to do the same for a large city.

Another successful operation of community council can be shown by the results of the Taft Community Council of Kern County. A city of 4,000 people, Taft is unique in that it is the smallest city in the United States with a paid director for its council. The time of the director is divided between the co-ordinating council, the schools, and the community chest, on which he serves as executive director.

The council acts both as a co-ordinating body and an agency. This council has organized and continues to supervise such services as recreation program, summer camp, community theatre, community chorus, community orchestra, adult education program, and junior employment service. The council is credited with the success of a bond issue to provide a swimming pool.

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There are 453 members on the council. The entire group meets four times a year for a dinner meeting. The real planning is accomplished by committees, which report their activities at the quarterly meetings. The council publishes a bulletin following each such meeting and mails it to about 18,000 people that live in the district the council serves, an area about 100 by 50 miles.

Outlook for the Clarksburg area. Previous attempts to organize any type of community-school groups have not been successful. The latest attempt was a meeting two years ago, at which time a guest speaker was invited to present the school's responsibility for sex education. The speaker, a national figure in the advancement of sex education in the public school, brought with him the latest school movie to show the group. The discussion period that concluded the meeting was extremely embarrassing for all concerned. The speaker was ridiculed and a great deal of antagonism between various members of the community resulted.

For a few years an organization in Clarksburg was devoted to bettering community life. It was first called the 20-40 Club. Members were taken from the twenty to forty-nine years of age brackets. The name was later changed to the Clarksburg Improvement Club. Its organization included an elected president, vice president, and secretary-treasurer.
In addition to these officers, four additional members were selected to serve on the board of directors. In all, there were eight members that were responsible for the affairs of the organization each year. The offices were so organized that four people retired each year, and in this way there were always four experienced members on the board. The selection of the officers reflected the geographical sections of the district, each member being selected from a different section. Social gatherings for all members of the organization were arranged four or five times a year. These usually consisted of a pot-luck dinner, a short business meeting, and entertainment of some sort. The executive council mentioned above held meetings once a month. Committees were formed to do the bulk of the work for the organization. Once a year a community work day was organized. All men in the community who were not busy with their own work would join forces for a service of some type to the community. One year street signs were made and placed on all streets within the community proper. The following year it was the beautification of the Sacramento River levee within the Clarksburg area, brush was burned, garbage and refuse collected and removed, and a bulldozer used to level uneven portions of the levees. The last year a work day was undertaken a new roof was placed on the Boy Scout cabin. While the men were working, the women
prepared a hot lunch of some type, and at the conclusion of the work all got together for a short business meeting and entertainment. Another accomplishment of the Improvement Club, through constant agitation, was an improved street lighting system for the district. Improvements to the district roads were brought about by similar efforts of the organization.

Since fall of 1949 this organization has had fewer and fewer meetings or gatherings, until today it is a non-existent group. The Farm Bureau still has monthly meetings in the school auditorium, and may discuss some particular school problem that is brought to their attention. This type of discussion, to be sure, takes place in all other local organizations. One special interest group, however, is not sufficiently representative of the total community to carry out a broad program such as a community council should undertake.

There have been several attempts to organize a Parent Teachers' Association, but each attempt has failed. There seems to be some lack of interest on the part of enough people to keep any such organization from becoming a strong community institution. The questionnaire sent to the people of Clarksburg in conjunction with this project asked whether a community council would be advisable. Slightly over half of the answers were affirmative and of that group only a few
over 50 per cent were willing to serve on any such council if it were formed.

It appears to be doubtful whether the people in Clarksburg are really in favor of such an organization. Perhaps if the proper enlightenment is produced and is enthusiastically pursued there may be a successful council at some later date. A council should be self-sustaining; it should not be whipped along by one aggressive leader. The interest must first be raised; once there is sufficient interest, the council will, under its own initiative, continue in operation.

**Steps undertaken within Clarksburg for the establishment of a council.** In this project the first attempt to sound out the feasibility of such a council was based on informal discussions with the district superintendent of schools. That in turn was followed by informal discussions with the various members of the board of school trustees. When this study was accepted, a regular hearing was arranged at the monthly board of trustees' meeting. The entire project, including the community council approach, was presented to them in skeletal form and was accepted by them. It was clear, however, that the board would not be bound to accept any suggestions offered by any individual or group that might be established in the future, or by any such group representing agencies already in existence. Those agencies
already established in the Clarksburg district include Farm Bureau, Home Department, Ladies’ Fellowship, Community Fire Department, Garden Club, Clarksburg Improvement Club, and the Church Council.

Following this initial approval, the next step was the formulation of the questionnaire already referred to. Included was a question regarding interest in a community council specifically organized to discuss the physical-education program in the Clarksburg schools. A second question related to such a council, asking whether the person would serve on such a council if requested to do so. In the interim of waiting for results of the questionnaire, many personal contacts were made with members of the community. The observer armed with the results of these personal interviews and the results of the questionnaire perceived that the establishment of a council in Clarksburg for the purpose of this study was not feasible at this time. There is need for added information regarding the scope and purposes of a council. It may be necessary to bring to the community prominent speakers to explain reasons and philosophies behind such an organization. It may be that some person completely unattached to the Clarksburg area may be able to cast a ray of light or show a method hitherto overlooked. The use of outside speakers is not a new device by any means; if the presentation is sincere
it may procure a larger following than any local person would be capable of attaining. The fact that adequate community organizations in other towns and cities are in operation at the present time is evidence that such a council in Clarksburg might prosper and be of great value in helping the schools to meet the needs of all the population of the area.

At present some are opposed to any such council. Reasons for opposition to such a council, or lack of interest in establishing one in Clarksburg are numerous; many have been mentioned earlier in this chapter under the general instructions for organizing such a body. To say that the people of Clarksburg were not interested in their schools would be a false statement; they have demonstrated time and time again that they have an active interest in the welfare of their school system. There is a definite and honest difference of opinion among factions of the community as to the best and most efficient methods of administration and instruction. This one point seems to be an insurmountable obstacle at the present time, as concessions are not forthcoming from any group. The administration has the complete confidence and backing of one group, the half-hearted support of the middle of line element, and is without any assistance or confidence of those opposed to the present
policy of the administration. This split was carried into the faculty during the past four years and each year there were teachers leaving because of the conditions prevailing, and not because of teaching ability, salary, or other allied difficulties.

Why should only 17.3 per cent of the community return the questionnaire? There could be many reasons. Clarksburg is an agricultural district; the men work hard and long; to many there just wasn't time to sit down, read, and fill in the required information. Many didn't know enough of the background of physical education to give what they believed to be intelligent answers to the questions. The split factions within the community certainly accounted for many non-returns, feeling it was a trick of the administration to gain favor and popularity. These reasons added to the normal return of questionnaires which is usually below 50 per cent, could be the answer.

A possible cause for the failure of such a group, as one authority\(^9\) sees it, is the fact the first task of the committee was not one of tangible school improvements. This was mentioned as a generality earlier in the chapter, all such groups should have a rather simple task to start off on.

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More difficult undertakings could then follow the successful completion of minor ones. Along the same vein such an organisation should first discover what the major school problems are, both locally and on a statewide basis. This should be done through a careful review of the facts, not upon the basis of gossip, of the opinions of chronic fault-finders, or of personal likes and dislikes. These approaches were not used because of the time limitation involved, the nature of the work undertaken, and the specific purpose of improving the physical-education program. This purpose is being accomplished by the combined efforts of physical education staff and the administration.
Administrative detail prior to 1947. The high school operated on a seven-period day. The first period began at 8:35 a.m. School was dismissed at 3:40 p.m. First, fourth, and seventh periods were of an hour's duration. Second, third, fifth, and sixth periods were for fifty minutes' duration. Three minutes were allowed for passing between all periods. The lunch period was only twenty-seven minutes' duration. There were seven teachers employed in the high school, including the administrator, who had to teach three classes as well as handle the administrative detail. Total enrollment for a six-year period averaged ninety-one students.

The physical-education program prior to 1947. There was no organized program during the period including 1941 through 1945. In 1946 the first organized program was begun, which was the foundation of the present program and of the proposed program for the future. Health instruction was nonexistent in the physical-education class. The science department gave whatever instruction was deemed necessary pertaining to health. There was no health examination given to students for classification within a physical-education program. The instructional program consisted of one period, the seventh and last of day, in which every boy in school took
part. The shop instructor and the science instructor issued equipment and supervised free play. There was no planned instructional program of any type. There was no restricted program of any type. Any boy that could produce a medical excuse was excused from any participation within the play period. Any boy with such an excuse was sent to study hall, or in some cases allowed to take an additional academic or vocational subject.

There was no intramural program of any type during the war period. The only competition afforded the boys was within their play period. Interscholastic sports were eliminated during this time also. Clarksburg did not field a competitive team of any type during 1943 or 1944. There was limited participation in track in 1941 and 1942. Football, basketball, and baseball were played during the school year, 1940-41, which year was the last that Clarksburg High School had an adequately trained instructor in physical education until 1946. The instructor was also the administrator in 1940-41 and taught three classes in addition to coaching the interscholastic teams.

Facilities prior to 1947. The Clarksburg High School gymnasium was one of two building untouched by a fire that destroyed the main school building in 1938. The other building remaining untouched was the shop. The gymnasium and
shop were converted to classrooms for two years while a building program was in progress. This had an effect upon the students of the school, in that they spent two years without gymnasium facilities. Many became accustomed to the lack of physical-education program and lost interest in such a program. The playing surface of the gymnasium floor is eighty-five by sixty-eight feet. There is a single basketball court running the length of the floor. A balcony on one side of the gymnasium eliminates the use of cross-court basketball courts. The dressing-room facilities are located under the balcony. Double-tier wall lockers with a single bench for changing clothes give adequate room for a maximum of twenty boys to change at one time. There are three shower heads in the shower room that is approximately ten feet square.

Prior to 1947 towels were not furnished by the school nor was there any laundry service available for the students. There were no records kept on the equipment purchased during these years. It is a safe assumption, in light of the type of program, to say that very little of the school budget was used for physical education.

**Administrative detail during the school year 1950-51.**

During the present school year the Clarksburg High School is
operating over seven periods. Each of the seven periods is of equal length, fifty minutes' duration. Three minutes are allowed for passing between classes. The lunch period is forty-six minutes in length. The school day begins at 8:45 a.m. The seventh and last period of the day ends at 3:40 p.m. There are ten teachers associated with the high school, and the average daily attendance is 179. The physical-education program for boys is carried out over three periods, all of which are after the lunch period. In two of the three periods, fifth and sixth periods, there is one instructor. In the fifth period there are twenty-one boys. In the sixth period there are twenty boys. In the seventh period, there are two instructors and fifty-nine students.

Improvements and present status of the physical-education program. During the school year 1946-1947, the first direct steps were taken to present to the students of Clarksburg High School a planned program of physical education. Two physical-education majors from the University of California were hired to administer as well as organize the program. Each had a full teaching load in addition, but it was a start and formed an excellent foundation to build and improve upon as time passed on. For the purposes of this study the conditions described under the above heading, Improvements and present status of the physical-education
program, will be as they actually exist during the school year 1950-51. It will not be feasible to explain just which changes took place at any given time. The fact the changes have been made and are now in operation is all this work is attempting to show.

**Appraisal and classification of pupils for the school year 1950-51.** The health examination by a physician, with the assistance of the Yolo County school nurse, is the basic step in classification of students within the physical-education program. This examination takes place during the first week of school in the fall. Students are not allowed to take part in any physical-activity program until the medical examination is complete. A copy of the examination form will be presented in the appendix. It includes an examination of gross body structure, ears, eyes, nose, throat, lungs, heart, hernia, hemorrhoids, and varicose veins. The blood pressure is taken as well as pulse before and after exercise.

The medical examination report and a consultation with the doctor on all questionable cases are the bases for classification within the physical-education program. While a three-point classification program, consisting of age, weight, height exponents, is suggested by some of the
leading physical educators,\textsuperscript{10} it is not considered appropriate for a small rural school such as Clarksburg. In the time since 1947, not a single boy has had to be excused from physical education for an unlimited time. Those that are below average in physical strength or skills are given a modified individualistic program which they pursue on their own time in addition to participating in some parts of the normal physical-education program. This has worked satisfactorily for the small number of boys involved in the past four years. The same type program is put into operation for boys temporarily incapacitated through accident or illness.

In addition to the general health examination, a physical-fitness test is given each student during the first week of physical-education activity classes. This test includes a sixty-yard obstacle test against time, chinning on the horizontal bar, and bringing the elbows to the knees from the supine position without bending the knees, or sit-ups. This is a physical-fitness test and gives a rather accurate picture of the condition each boy is in at the start of the school year. The same test is given at the semester's end and again at the conclusion of the school

\textsuperscript{10}La Porte, \textit{op. cit.}
year. In the event the results of this test show a boy to be more than two and one-half standard deviations below the average of his fellow students of the same California Interscholastic Federation\textsuperscript{11} classification, he is then presented with the same type program offered those who were below average in the medical examination; that is, a special program to be undertaken on the boy's own time to strengthen his weaknesses. In this way the other boys are not informed of such a program, and many of the uncalled-for jibes are eliminated. The boys who follow the plan are the best supporters of the program, as they are able to see first-hand the improvement made. The boys are not eliminated from the regular program either, which is helpful, as they all like to belong to the group and dislike a special caste feeling that would result if they were segregated.

The existing program. For the physical-education activity classes, it is assumed there will be from twenty to thirty-five boys in each class. At the present, there are three activity classes. Because of the size of the school, the restricted and supervised rest groups would be included during the regular activity classes, as there would be an

\textsuperscript{11}La Porte, op. cit.
insufficient demand for a single class of such students. With a seven-period day, the last four are ideal for the physical-education program. The only difficulty would be that two of the four periods would immediately precede or follow the lunch period. Some educators may find fault with such a program; however, lack of emotional strain should curtail any possible injury or illness. This program must also keep in mind the size of the school and the fact that there is only one physical-education instructor.

The activity program for the school year is divided into seven equal units of five weeks each.

The fall semester break-down is as follows: First five weeks, touch football; second five weeks, basketball; third five weeks, volleyball.

Touch football is played first because there is usually less rain in September and October than in any other two-months' period of school. Also, it is appropriate in that football is being played at the same time. Because of the coldness and rain, the next two units, basketball and volleyball, are scheduled for indoors. There are, however, outdoor facilities for both sports in the event it is decided to play outdoors. This is a necessity in a small school where a single gymnasium is used by boys and girls from both high school and elementary school as well as
for special programs such as rallies, band concerts, etc. Soccer follows volley ball, taking up the last two and one-half weeks of the fall semester and the first two and one-half weeks of the spring semester. Soccer is followed by five weeks of track and field, which is then followed by an equal period of soft ball, and finally a five-week unit on court sports. Tennis and badminton are the only court sports taught at this time. Court sports may be taught either inside or outside. An attempt has been made to include swimming and water safety in the program. This has failed up to this point. There are no pools on the school grounds but several private pools lie within a three-mile radius of the school. At this time, the Board has been unable to secure permission for such a program. This type of program, where the student is told what to take and when to take it, is not the best. There is no alternative, however, in the small rural school. An attempt is made to keep all freshmen together so that introductory skills can be presented. Each year is a repetition of the same activities. The instruction is geared to the individual and he is brought along at his own rate, except that in the freshman class there is a little mass instruction pertaining to the skills.
Personnel and facilities for the school year 1950-51.

There are two part-time physical educators that share the responsibility for the administration of the physical-education department within Clarksburg High School. Each instructor also carries a normal teaching load of academic subjects. For the purposes of this project, the two physical educators will be referred to as instructor No. 1 and instructor No. 2 for the remainder of this work. Instructor No. 1 teaches two classes of general mathematics, one class of senior problems, supervises one study hall, instructs two classes of physical education, and coaches football, basketball, baseball, and track teams. In addition, he is considered by the administrator as Director of Athletics. In this capacity, he is responsible for the scheduling of games, hiring of officials, and arranging transportation.

Instructor No. 2 teaches the eighth grade its full course of study except music and shop. In addition, he is responsible for the physical education for boys in the fifth, sixth, seventh, and eighth grades. He is responsible for all interscholastic activities within the elementary school, and coaches football, basketball, and baseball in the high school.

The facilities have been expanded since 1946, by the addition of a gymnasium in 1947. This addition gave a storage room for equipment and supplies that had never been
present before, an office for the instructor, an enlarged shower room from its original 100 square foot area to 192 square feet, an increase of six shower heads, and a suction fan to remove steam and odors. Fifty new steel lockers have been placed in the new addition. Although this new addition did not enlarge the play area in any way, it did improve the sanitation and physical characteristics of the physical-education plant.

Equipment has been purchased over the last four years to the extent that forty-five boys may be completely outfitted in football equipment and considered adequately protected. The same number of boys could be issued complete basketball suits, providing there were only fifteen in each of the C. I. F. classifications. Thirty-five boys could be issued baseball suits of one type or another. The team "suits" include everything but shoes, socks, and supporters. These the boys must furnish. At the present time there are eight basketballs, nine footballs, two dozen baseballs, eighteen baseball bats, four softballs, three softball bats, ten table tennis bats, two dozen table tennis balls, five tables for table tennis, eight rackets for badminton, three dozen shuttlecocks for badminton, and assorted track and field supplies and equipment. Since most of the equipment mentioned above is classified as expendible, it is replaced when needed.
The outdoor facilities are excellent, including over forty acres of play space for the two schools. There is an excellent turf on the football field, an excellent baseball field, four tennis courts, and an additional play area large enough for two additional baseball fields.

The intramural program for the school year 1950-51. This program is operated in conjunction with the physical-education program. Activity in the intramural program is limited to one day each week, for one period of fifty minutes' duration. The activities include team sports of soccer, softball, and volleyball. Individual activities are tennis, table tennis, and track. The individual activities are consolidated into team scores, however, at the conclusion of the program, with points awarded to the team in relation to the individual's performance in the individualistic activities.

This program affords the boys in grades nine through twelve a chance to perform various team games under competitive circumstances. This part of the over-all physical-education program is on an elective basis; that is, it is not required of the boy. There is no grade given for his participation. He may choose a study period rather than take part in the program.

The organization of the intramural program follows a set
pattern. During the first week or two of school, the senior boys select six of their own group to be honorary team captains. These six meet with the roster before them and they choose six teams. The selections are final and are the same for the entire year and all three activities. In the actual selection of the teams, a drawing is made to see who gets the first choice. According to the draw, each man then in turn selects his player. When the sixth team captain makes his selection, the procedure is reversed. The sixth captain makes two choices instead of one; then the fifth captain makes his second choice, and so on until the first team captain is the last person to get a second choice. He then is the first to take a third choice. This procedure is continued until the entire roster is selected and placed on one of six teams.

To obtain the necessary time to play the games, without losing time from other classes, a separate schedule is set up and put into operation on the days the intramural program is in operation. All intramural periods usually follow the lunch hour, occurring during the fifth period, which begins at 1:00 p.m. and ends at 1:50. The entire class schedule is rearranged to make this possible without every fifth period being lost once per week. A different period is eliminated each week; for example, the first week of
intramurals the first period classes do not meet. Instead, the morning classes begin with second periods, and third, fourth, and fifth periods come before the lunch hour, followed by the intramural period, then sixth and seventh periods. The following week, second period is eliminated, then third, and so on down the line. In this manner all classes are equally used and no one period is used more than another.

During competition in soccer and baseball, the teams are matched in a round-robin schedule. In volleyball each team is divided into two groups and then each team has two games instead of one with each of the other teams. Since there is a time limit for all games, a point system has been devised to record the standings. Two points are given games won; one point is awarded to both teams if a tie game results; no points are given for losing games.

At the conclusion of each separate activity, the winning team is credited with twenty-five points toward the intramural championship. The second place team is given fifteen points; the third, ten; fourth, five; and fifth, two. In this way, the total points earned for the entire year determine the year's intramural champions. It is possible in this way for a team to stay in the running right up to the final activity, since twenty-five additional points can possibly win the championship. If enough money is in the student
body treasury at the conclusion of the season, individual awards are purchased for the members of the winning team. The aim of this program is to get more boys in competitive activities and develop organic vigor on the part of the boys taking part. In addition, it acts as an incentive to learn the necessary skills in the physical-education activity classes. With a full game each week in the team game division of the intramural program, more class time can be devoted to teaching skills without the boys' becoming restless for just free play.

The interscholastic sports program for the school year 1950-51. The Clarksburg High School is a member of the Yolo County Athletic League; other members of this organization are the High Schools of Davis, Dixon, Esparto, and Winters. Competition of an interscholastic nature exists between the above-mentioned schools in football, baseball, track and field, and tennis. The football competition consists of a single round-robin schedule, each team playing the other team one time. Each school plays two league games at home and two away from home. Three of the schools, Davis, Dixon, and Esparto, have lighted football fields and play all of their home league games at night. Clarksburg and Winters play all home games during the day.

There were forty-eight boys reporting for football
practice after the medical examination in early September. There were still thirty-nine boys on the squad for the final game played during the second week of November. Football practice starts informally during the last week of August. There is no contact work until a boy has been examined by the physician and found to be free of any disorder that could be aggravated by contact such as takes place in football. The seventh and last period of the day may be utilized as a practice period. Since there are two instructors during the seventh period, instructor No. 1 takes charge of the conditioning program for those going out for football. Instructor No. 2 takes charge of the regular activity program for all boys that are not out for the team in seventh-period physical education. Only those boys enrolled in seventh-period physical-education class may have this option. A boy in seventh-period study hall or in some academic class could not come out to the gymnasium and start football practice during the seventh period.

The basketball competition includes a double round-robin schedule, each team playing the other teams in the league both at home and away each year. The existing conditions as mentioned for the football practice hold true for basketball. The only change is that instructor No. 1 takes charge of the boys going out for the A or B classification basketball teams.
Baseball presents a rather unique situation. Clarksburg High School takes part in two different leagues, playing a full schedule in both. Two years ago the Yolo County Athletic League was conceived by a split of the Solano County Athletic League. The north section of the Solano County League, Davis, Dixon, Esparto, Winters, and Clarksburg set up the newly formed Yolo County Athletic League. Since only two of these schools were interested in fielding a baseball team, the Clarksburg High School petitioned the Solano County Athletic League to be permitted to continue play in the baseball league. This was agreeable with the body, and for the last two years the A baseball team has played in the Solano County Baseball League. In addition to this, the Clarksburg High School has entered a Junior Varsity team in the Yolo County Athletic League. Those boys playing on the A Team are not allowed to play with the Reserve Team. In this way some thirty-five boys take part in a regular baseball league each year. The seventh period is organized in the same way as it was for both football and basketball. Instructor No. 1 goes back to the interscholastic group, while No. 2 takes charge of the activity class.

Track and field competition at Clarksburg High School was not engaged in from 1942 until the spring of 1951. A limited program has been inaugurated as a result of interest
developed within the physical-education activity class on the unit of track and field. Training was on an individualistic basis, both within the activity class and after school. There were no dual meets attempted; however, the school was represented in the California Aggie Picnic Track Meet, the Woodland Relays, the Yolo County Athletic League Track Meet, and the Winters Youth Day Invitational Track Meet. It is contemplated that an Inter-class Track Meet will conclude the efforts for the school year 1950-51. One thing is assured: the interest is sufficient to plan on a competitive interscholastic track team for the school year 1951-52.

The tennis competition for the year 1950-51 consisted of several practice matches with nearby schools and the Yolo County Athletic League Tennis Tournament. There were five divisions of play: boys' singles, boys' doubles, girls' singles, girls' doubles, and mixed doubles. The tennis team is under the supervision of the girls' physical-education instructor. Neither instructor of the boys' program had any part in the interscholastic tennis competition. A challenge ladder is posted, and any student may work his way up to a position on the interscholastic team. Regular practice sessions such as football and baseball are not utilized for tennis.
Administrative routine for the physical-education program. The attendance routine for the activity classes is as follows: The roll call is on a semi-military order. Each boy is placed in squad formation and assigned a number within that particular squad. Those not present are marked absent and their names placed on the absence report sent to the school office. This makes the most efficient use of time. Instead of calling off each name, the missing numbers are noted and their names taken from the roll book as the absence is marked and placed upon the absence report. This last duty is usually assigned to one of the students in such a way that each boy has at least one duty assignment in the office each semester. This not only allows more time for instruction for the group, but is helpful in the over-all picture of child development, in that it gives an additional opportunity at a learning situation and the appreciation of proper care of records and equipment. Those who report to class after the roll has been taken are marked tardy, excused or unexcused according to the facts. The administrator has invoked a school policy that three unexcused tardies lowers the grade one full letter; that is, from an A to a B or from a D to an F.

Uniform requirement. It is impossible under the California Educational Code to insist on a prescribed uniform
unless the school furnishes same. In view of this requirement, all students in the boys' physical-education program are encouraged to purchase blue boxer-type shorts with built-in supporter, a gold quarter-sleeved shirt, a minimum of two pairs of athletic socks, and rubber soled gym shoes. Those who care to do so may buy the equipment through the school at considerable saving. Clothing inspections are formally held once each week. There are daily informal checks, however.

**Class period time allotment.** Each class is for fifty minutes' duration, as stated previously. Each fifty-minute period is divided in the following way for the activity classes: Six minutes are allowed to undress and get into gym clothing and report to the roll call area. This actually allows nine minutes from the time pupils are excused from their previous class. Roll call takes only the time needed to fulfill the duties associated with roll call, usually not over one minute. Nine minutes are allowed to shower and change back to school clothing. This, with the three-minute passing time, gives twelve minutes from the time released until the next class begins. This allows over thirty minutes for instruction. This thirty-minute period is usually divided into three parts, one for warm up exercises, one for individual or group instruction, and the third for games or actual competition.
Shower requirement. Each boy taking part in the activity class must take a shower. This is a daily requirement. Towels are furnished free of charge, clean each day. The boy must come to the towel counter and pick up his towel after he has taken his shower. His name is then checked off as having taken a shower. Owing to poor visibility in the shower room, it is not certain just how clean each boy got while in the shower. It is easily ascertained, however, if he got into the shower and got thoroughly wet.

Medical excuses. The only excuse from the physical education program is the medical excuse from a physician. If a boy is passed as acceptable for full participation by the school doctor, he must be excused only if his family physician will write an excuse, stating the reasons for such an excuse and signing his name to it. A follow-up is made in all cases to see if some kind of activity couldn't be given the boy. Students are informed that notes from parents are not acceptable for excuse from activity. Allowances are made for exceptions; if a boy is sick, he is given the opportunity to take supervised rest. He is not excused in any instance. If he fails to suit up, or does not take supervised rest, he is graded accordingly.

Evaluation for the purposes of grading. With the exception of the physical-fitness test given three times a
year, as previously stated, there is no formal testing program. The abilities of the boys, their attitude, and the degree of sportsmanship they display are all graded rather subjectively. A grading sheet, showing the break-down, will be presented in the appendix. Ability along the big-muscle activity lines, such as skills in the various activities presented, the attitude of the boy toward the program, and his own development determine the greater portion of his reported grade. Other factors such as showering, attendance, improvement, care of equipment, and others are mere reflections of those previously mentioned. Grades are on a five-point system, just as they are in all courses of study within the Clarksburg High School: A, if the boy is superior; B, if he is above average; C, if he is average; D, if he is below the average but not failing; F, if he is failing.

Assignment to physical-education class. This is accomplished by an interview between the administrator and the student in the spring preceding the school year for which the assignment is being made. Only in the case of incoming freshmen is an attempt made to guide them into a particular class. Since there is less opportunity to elect their courses of study, the freshmen are usually assigned to a single gym class. This is better for them, to the extent
that all can receive basic instruction at the same level. Needless to say, it is good for the instructor to have all the new students in one class where he can evaluate their abilities more easily. Since there are only three physical education classes, and the freshmen fill one of them, the remaining boys may choose between the two remaining classes. Depending upon their selection of a course of study or their desire to have extra time for interscholastic sports, such as is afforded them during seventh period, they select the period they prefer to take physical education.

The future program with contemplated changes. It is understood that the program mentioned above is not perfect and is not above improvement. There are many changes that could be made that would strengthen the program. There will always be room for improvement in any program of physical education in Clarksburg or any other school. It was with this aim in mind, not to criticize, but to make some recommendations that seem sound and would benefit the program, that this study was made.

Administrative detail. In less than ten years the enrollment of the Clarksburg High School has risen from ninety to almost double that amount. In view of the increase in students, it is suggested that one additional period of
boys' physical education be made available. If it would be possible in view of the over-all educational policy, to lengthen the period of all laboratory courses, of which physical education is one, to one hour, this would compensate for the time lost in dressing, undressing, and showering. All physical-education classes should not exceed thirty students in size.

The physical-education program. There are two glaring weaknesses in the physical-education activity program. First and foremost is the lack of any aquatics. Neither swimming, diving, nor water safety are presented in any form. There is no swimming pool upon the school grounds, although within a radius of three miles there are at least four private pools. The liability of the owners and the school was considered too great to allow any use of these for such instruction. This is truly a great tragedy, not only for the Clarksburg area but all similar areas where the same conditions exist.

The second weakness is a lack of any golfing instruction. Today golf is one of America's first lines of sport activity, both in numbers performing and in money spent. Any activity of this magnitude should be taught in all public schools. The absence of a golf course, while a potent factor, should not be sufficient reason for a total lack of any instruction in golf. It is suggested that both aquatics and
golf be presented to the students of Clarksburg High School, boys and girls alike. A separate unit of activity could be developed around these two activities and be presented to each student each year. This would mean a curtailment of other activities, which could be made with little or no difficulty. In the case of aquatics, the last three or four weeks of the spring semester or the first two or three weeks of the fall semester are warm enough in Clarksburg to allow swimming. The school could enter into a contract for one of the private pools in the vicinity. A school bus could transport the students to and from the pool in a matter of ten minutes. That would leave at least twenty minutes for aquatic instruction. That is twenty minutes more than they are now getting.

For golf, a definite unit of instruction could be planned and carried out. Instruction in the use of the various clubs, rules of the game, and practice of the various shots, can all be accomplished off the golf course. It would be possible to conclude each unit of instruction with a tournament to be held on one of the Sacramento courses. All arrangements could be made to hold starting times, and again bus transportation could be utilized.

Personnel and facilities. If the above suggestion of one additional period for physical education were carried
out, no additional personnel would be needed under present circumstances. If only three periods were available it would be advisable for one more class to have two instructors. This would protect against overloading of the class and insure adequate instruction for all groups.

All schools ask for increased budgets. Clarksburg is no exception, and it would appear that additional funds should be forthcoming. These funds should be used to furnish the necessary equipment for such activities as golf, track, and field, and tennis, all of which are non-existent or lack equipment of any type. The present gymnasium is not adequate for the task expected of it. Its limited play space is not satisfactory for the boys' activity program, interscholastic program, intramural program, girls' activity program, girls' athletic association program and the elementary program for both boys and girls. If funds were available, a new gymnasium should receive consideration.

**Appraisal and classification.** This program at present is one of the stronger portions of the entire program; however it can be improved. The medical examination could be enlarged to include a blood test, urinalysis, and chest X-ray. It should also start in the first grade rather than the high school, and be repeated at four-year intervals throughout the school life of each child. If this detailed examination were
given every pupil each four years from first grade through high school, a screening would be all that would be necessary for the activity classes during the other years. It would be advisable, however, to insist on the annual detailed examination for all boys participating in competitive sports.

This program will be adequate for the Clarksburg High School as long as it remains a small rural school. So long as those below average are given the opportunity for an individualistic, restricted, or corrective program as their case may be, it would be inadvisable to establish such programs on a large scale and not have any students take part in them.

**Evaluation.** The purpose of evaluation within a physical-education program is to determine the effect of the program upon each student. This was accomplished by using tests of general physical qualities, tests of such qualities as motor ability, physical capacity, and athletic ability. The results of these tests were used as a basis for classification of students into groups for physical education and for predicting levels of physical attainment.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The community council approach. It has been apparent during the past four years that the community has not fully understood the physical-education program of the Clarksburg High School. This lack of understanding is not the fault of any single group or individual concerned. It seems to have grown from poor public relations and a series of misunderstandings between the school and some sections of the community. It is the purpose of this project to clear up as much of the misconception as possible and to strengthen the relations of the community and its school. To bring about a better understanding between various groups within the district, a questionnaire was devised to circulate in the community. This was the device used to bring all groups together on common grounds to formulate a program of physical education for their children. The fact that there was a lack of knowledge of the purposes of the school program in physical education among the citizens indicated a need for a second purpose of the project, that of interpreting to the community the purposes and intent of the physical-education program and what it is attempting to do for the youth of the community. There is a serious problem which this project has
been unable to cope with, that of the educational philosophy of influential members of the community. Physical education in schools is of little concern to many, something that is acceptable as long as there is sufficient time for it and it doesn't cost any money. It may be a slow educational process to alter this attitude of a good portion of the people of the community.

Recommendation concerning the establishment of a community council. An investigation was undertaken to ascertain the feasibility of a community council. This investigation included an interview with the school administrator, an open hearing before the school board of trustees, at least twenty personal interviews with the members of the community, open discussion before the various civic organizations of Clarkesburg, and the survey of each and every person, holding a post office box number or rural free delivery box, through the medium of a questionnaire. There was in no instance any overwhelming support of such a proposal in any of the above-mentioned investigations. This is shown objectively by the questionnaire results, in which less than 50 per cent of those submitting returns were openly interested. However, at the time of these investigations, an eruption of school-community relations took place. In view of the turmoil that prevailed, it was decided to
abandon further discussion concerning the establishment of a community council for the purpose of discussing the physical-education program. It was not the psychological moment for such action. To do so might have been the death blow for any future attempt at such organization. This is in no way an indication of failure for all community councils. It is hoped that eventually even in Clarksburg some such organization will take form and contribute immeasurably to the community life and the relationship between school and community.

**Summary of the questionnaire results.** The following conclusions are presented in addition to a complete synopsis which will be found in the appendix. It is significant to emphasize the following aspects:

First, less than 18 per cent of the people contacted returned the completed questionnaire. This to some extent reflects the lethargy of the community in relation to their school and its program. Of those returning information, 66 per cent had children in one of the Clarksburg schools.

Second, in relation to skills instruction within the physical-education program, the interest was primarily centered around baseball, tennis, basketball, and swimming, with secondary interest in track and field, volleyball, and touch football. There were traces of interest in football,
golf, soccer, archery, hockey, and boxing.

When asked about their opinion on a proposed school-sponsored summer recreation program, 52 per cent of those returning questionnaires were in favor of some type of program. Of this group 40 per cent were opposed to any type of military training within the physical-education program. Yet 46.6 per cent wanted the physical fitness of the boys brought up to standards acceptable to the military entrance requirements.

The phase of the questionnaire which had definite backing was in relation to the intramural program. Only two people out of the 75 reporting were opposed to any type of intramural program. The interscholastic program did not fare so well; still it was supported by over 85 per cent of the people reporting.

The answers pertaining to the formulation of a community council to obtain the desired rapport between community and school concerning the physical-education program were by no means decisive in any respect. Thirty-four people, or a little over 45 per cent of the reporting citizens were in favor of some such organization. Of these thirty-four people, only 23 would offer to serve on such a group. In direct opposition to any such group twenty-seven people, or 36 per cent, reported. For the
purposes of this study the indication was clear enough that the organization of any such group would probably do more to widen any existing gap than it would do to bring about a better understanding and relationship. As previously stated, it was not the expressed intent or purpose of this work to establish any such organization, but rather to feel out the community and try to decide if any such group would be beneficial to both school and community for the exchange of information and the enlightenment of both groups.

Here a definite conclusion has been reached. It would not serve the purpose at this time to attempt any such organization. It is hoped that as time passes some such organization will be formed with the proper guidance and that some program can be arranged whereby the school and community may have an exchange of ideas, views, and understandings.

**Recommendations regarding the high school physical-education program.** Secondary-school administrative detail, being what it is today, curtails some of the beneficial aspects of the physical-education program of the Clarksburg High School. A school with ninety boys, with only three periods of fifty minutes each for physical education, plus a full-scale interscholastic and intramural program, can't do justice to any or all of the component parts of the program. The physical-education instructor must be athletic coach and
director of athletics as well. In addition to these duties, he must also teach three or four academic classes and drive the school bus. These duties are routine and daily. Less frequent duties and responsibilities to be shouldered are teachers' meetings, duties of class adviser and counselor, athletic letterman's society, and even at times the coaching of the senior play. It is understandable what is meant by saying something or perhaps everything will suffer as a result of a superabundance of administrative detail. Clarksburg, being a rural school, is dependent upon bus transportation to carry students to and from the school. Many of these students live in Westgate, more commonly referred to as West Sacramento, a distance of fifteen miles from Clarksburg. This creates quite an imposition on the prospective athlete, since the school does not furnish transportation for students remaining after school for athletic team practice. The school does transport the athletic teams to and from regular games, but does not deviate from the regular route to take participants home. Team members must get off at the closest point to their homes that the bus touches, or return to school and get home as best they can.

Except for the difficulties encountered as a result of these administrative details, the physical-education program is satisfactory and is improving with each passing year. Individual and group instruction is given in a number of sports
activities. A progressive program of instruction is planned to meet the rapid development of the learner. Many of these programs are listed in the appendix at the conclusion of this work. A balance of team and individual activities is presented, as well as a balance of carry-over activities. Although the present program seems to be adequate, there is still room for improvement. The present program has developed from the reorganisation of the previous physical-education program, and it is considered a tremendous improvement over the program that existed during the war years of 1941-45.

The interest and understanding by the citizens of Clarksburg of the physical-education program of the Clarksburg High School was indicated by the number of returned questionnaires. In general there seemed to be an apathy by the citizens of Clarksburg toward their high school physical-education program. It was felt that the questionnaire did outline the fundamentals of a sound physical-education program. Those people desirous of developing a perspective concerning the relationship of physical education to general education were able to use the questionnaire in such an effort. Due to the unfortunate circumstances at the time of this project, it seemed wise not to pursue the matter to a logical conclusion. The general apathy may have been caused by these circumstances at the time of the project.

Recommendations that would strengthen the existing
program are: (1) addition of golf and aquatics to the regular activity program, (2) increase the budget allowance to meet the equipment needs for golf, aquatics, track and field, and tennis, (3) new facilities such as gymnasium and swimming pool, and the improvement of outside facilities.

A program of continued education of the citizens of Clarksburg should be carried on. This would help them in realizing an acceptable philosophy of education, which in turn, would enlighten their insight in educational policies and cultivate their support and good will.
APPENDICES
Dear Friends:

I am writing you in an effort to obtain information which will benefit the physical-education program in the Clarksburg schools. The board of trustees and Mr. Summy have given their approval to this letter and questionnaire.

This is an attempt to find out what the parents of this school district think is important in the physical-education program. Just what they would like to have their children learn well in such a program. Once this information is available it will be possible to see how our program has, in the past, met these desires of the parents. Of greater importance is the opportunity it will give us to improve our program in the future. Your answers and remarks based upon your experiences in Clarksburg or other schools will be both valuable and appreciated as guides in the formulation of a better program.

It is expected that the few minutes it will take you to answer the questions and to make additional remarks, as you see fit, will be more than compensated for in the values derived by the boys taking part in the program. With this idea in mind, may I again ask your cooperation in the matter? Please answer the questions, or check your selection, as the case may be, and make any additional remarks you may choose.

This letter and questionnaire is being sent to all holders of post office boxes or R. F. D. boxes in the Clarksburg district. Due to the limited size of the district, we would like to receive replies from everyone regardless of the fact they may or may not have children in the Clarksburg schools. This entire project is aimed at the improvement of instruction in your school, so won't you help out by returning the completed questionnaire as soon as possible?

Thank you very much for your cooperation.

Sincerely yours,

Glenn Dufour, Jr. (Signed)
Instructor, Clarksburg High School
A. Please place a check mark (√) in the blank space that is appropriate for you.

I have ___  I don't have children attending the Clarksburg schools. ___

B. Please place a check mark (√) in the blank spaces beside all activities you would like your boy to learn in the physical-education program at the Clarksburg high school.

Touch football  Baseball  Track and Field events  Volleyball  Tennis  Golf  Basketball  Swimming  Softball  Life saving

List all other activities you would like included in the program. ________________________________

C. For health reasons, do you approve of a shower bath for your boy following his participation in the physical-education activities in the high school? Please check (√). Yes. I approve ___  No. I don't approve ___

D. Do you think because of the present international situation that we should include any military type activities in our physical-education program? Listed below are several possibilities that can be included in the school program. Please place a check mark (√) beside those spaces that best show your feeling on the matter.

No military type activities of any nature. ___
Teach military type discipline. ___
Include military close order drills and marching. ___
To bring the physical fitness of the boys up to acceptable army standards for military service. ___
List any other type you think advisable. ________________________________

E. Should the school sponsor a summer recreation program? That is open up school buildings and grounds and equipment for the summer vacation to meet the needs of the students? Please check (√)

Yes. ___  No. ___
If your answer is yes, how long should the program be in effect? Please check (√)

The entire summer vacation period.  __  July and August only.  ___  Six weeks.  ___  One month.  ___  Two weeks.  ___

F. Do you believe that the school should sponsor and give instruction in activities that both boys and girls participate in at the same time? Please check (√) the spaces according to your thoughts on the matter.

I am against any type of mixed or co-educational activities.  ___

I favor mixed activities in the following:  School dance.  ___  Swimming.  ___  Folk dance.  ___  Tennis.  ___
List any others you approve of. __________ __________

G. An intramural program is where the boys are placed on teams and play various games against one another. This competition is entirely within the school; they do not play against other schools. This program is not a replacement for physical education. It is in addition to the regular program. Do you think this type of program is advisable? Please check according to your thoughts on the matter as to whether each boy should take part in:

No intramural program.  ___  One game played per week.  ___
Two games played per week.  ___  Three games played per week.  ___  Four games played per week.  ___
Five games per week.  ___

H. The interscholastic program is where the very best athletes are selected to form a team and engage in athletic contests with the best athletes of other schools in the vicinity. This type of activity takes specialised training and a longer period of time for practice and training. Do you approve of an interscholastic program? Please check (√).

Yes.  ___  No.  ___  Comment. _____________________
If you approve of the interscholastic program, when, in your opinion, should the practice and training time be taken? Please check (✓) the spaces that best suit you.

Entirely within the time allotted for physical education. __

Partial time within the physical-education program and the remainder after school. __

Entirely after school. __

If practice or games take place after school, should, in your opinion, the school furnish transportation for the participants to their homes? Please check (✓).

Yes. ___ No. ___

1. Do you think it would be advisable to select a group of people representing a cross section of the people in Clarksburg to meet and discuss any or all of the above questions pertaining to the physical-education program? Please check (✓) according to your thoughts on the matter.

I think a community council should be selected to discuss any and all matters pertaining to the physical-education program at the Clarksburg high school. ___

I am opposed to any such council. ___

If you approve of such a council, would you be willing to give up your time to serve on it or attend its meetings? Please check (✓).

Yes. ___ No. ___

The following information is asked only to obtain information necessary to select a cross section of the population of Clarksburg. If you would rather not answer any or all of the following questions, please feel free not to answer.

My name is __________________. My address is __________________.
I have __________ children attending the Clarksburg schools.
I am a land owner. ___ I do not own land. ___ Check (✓) one.
Religious preference. ____________

I have completed years of schooling. _____

I hold the following degrees from colleges or universities:

_________  __________  __________

Please mail the completed questionnaire to Glenn Dufour, Jr., in care of the Clarksburg High School. Thanks again for your cooperation in this matter.
SUMMARY OF RETURNS OF A QUESTIONNAIRE
CIRCULATED TO THE CITIZENS
OF THE
CLARKSBURG ELEMENTARY SCHOOL DISTRICT
AND THE
CLARKSBURG HIGH SCHOOL DISTRICT

There were 432 questionnaires sent to the box holders and the rural box holders within the two school districts. Of this number, 75 people showed enough interest to return the completed questionnaire, or, as one person did, write a letter and express their feelings.

A. Fifty of the people reporting had one or more children in the Clarksburg Public Schools.

B. The physical-education program:

1. Thirty-four expressed a desire to have their children learn the basic skills of touch football.

2. Fifty-eight were in favor of including baseball in the program.

3. Forty-one were in favor of including track and field in the program.

4. Thirty-four were in favor of including volleyball in the program.

5. Fifty-two were in favor of including tennis in the program.
6. Nineteen were in favor of including golf in the program.
7. Fifty-three were in favor of including basketball in the program.
8. Fifty-one were in favor of including swimming in the program.
9. Thirty-four were in favor of including softball in the program.
10. Forty-seven were in favor of including lifesaving in the program.
11. Eleven were in favor of including football in the program.
12. There was one person in favor of including each of the following activities: archery, soccer, badminton, hockey, boxing.

C. Summer recreation program.
1. Thirty-nine people expressed a desire for the school to conduct a summer recreation program. Twenty-nine people were against any such program. Others remained silent on the question.
2. Of those in favor of a program, five wanted it to cover the entire summer vacation period.
3. Nine favored the complete months of July and
4. Fifteen were in favor of a six-week program.
5. Six favored a program for one month.
6. One person expressed a desire for a two-week program.

D. Health and personal hygiene.
1. Sixty-six people approved showers for participants in the physical-education program. No one came out in not approving showers, although two people felt no compulsion should be forthcoming by school authorities and left the matter up to each individual boy.

E. A military type program.
1. Thirty people were against any type of military instruction.
2. Nineteen expressed a desire for military-type discipline to be given all boys.
3. Fifteen were in favor of the inclusion of close order drills and marching.
4. Thirty-five thought it would be advisable to bring physical fitness up to acceptable military standards wherever it was possible.
5. One person was in favor of inaugurating an R.O.T.C. unit.
F. Co-educational activities.

1. Sixty-six people were in favor of a co-educational program. Only four people expressed opposition to such a program.

2. Fifty-eight were in favor of co-educational social dancing.

3. Forty-five were in favor of co-educational swimming.

4. Fifty-eight were in favor of co-educational folk dancing.

5. Sixty-four were in favor of co-educational tennis.

6. Three were in favor of co-educational volleyball.

7. Two were in favor of co-educational softball.

8. One each for the following: archery, golf, picnics, and badminton.

G. Intramural program.

1. Only two people were opposed to an intramural program of any type. Three people were in favor of a program but did not commit themselves on how many games per week.

2. Forty-four people were in favor of one game each week.
3. Nine people were in favor of two games each week.

4. Five people were in favor of three games each week.

5. Five people were in favor of five games each week.

H. **Interscholastic program.**

1. Sixty-four people were in favor of an interscholastic program.

2. Seven were opposed to any type of interscholastic program.

3. Ten people thought the interscholastic program, including time for practice and training, should be accomplished entirely within the time allotted for the physical-education program.

4. Forty-seven people thought the time should be divided between the physical-education program and after school.

5. Eight people thought the entire program should be administered after school hours.

6. Forty people thought the school should furnish transportation to boys remaining after school to practice or play games.

7. Twenty-six were opposed to the school's
furnishing additional transportation at the
district's expense for the interscholastic
program.

I. Community council.

1. Thirty-four people expressed an interest in
the formation of a community council.

2. Twenty-seven people were against any such
organization.

3. Twenty-three offered to serve on such a coun-
cil if it were formed.

4. Seven refused to serve, even if asked to do
so. Many others did not comment on the
question at all.

J. Physical characteristics of people returning
questionnaires.

1. Thirty people owned land.

2. Thirty-four did not own land.

3. Eleven were members of the Catholic faith.

4. Forty-four were Protestants.

5. Forty-five had completed at least 12 years of
schooling, the equivalent to a high school
education.

6. Nine received the B. A. degree.

7. Five received the B. S. degree.

8. One received the M. A. degree.
RULES FOR PHYSICAL EDUCATION

1. Lockers must be kept locked at all times.
2. Roll call in proper formation 10 minutes after passing bell. (15 minutes during football season.)
3. Appropriate athletic dress: shoes (gym or game), sweat sox (preferably 2 pairs), sweat shirt, supporters, gym pants or game pants, cap and mitt for baseball.
4. Grades based on attitude and ability, for which a daily grade will be given.
5. Showers are mandatory; penalties for noncompliance.
6. No admittance to equipment room or coach's office without permission.
7. Absolutely no street shoes on gym floor.
8. Gum chewing, swearing, insubordination and other unsportsmanlike occurrences will not be tolerated. Severe penalties for such actions.
9. Student manager or office assistant will be given same authority as coach in various administrative functions. Students will be aware of this at all times during the physical-education classes.
10. Sample grade chart follows:
Ability and attitude given numerical grade.

<table>
<thead>
<tr>
<th>Ability and attitude</th>
<th>Tardy</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2, 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Dress ... Dress to be described

<table>
<thead>
<tr>
<th>Dress</th>
<th>ST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2, 3</td>
<td>Ns Nt</td>
</tr>
</tbody>
</table>

S for shower  Add 3 points to ability and attitude grade.
Ns for no shower Add 3 points for ability and attitude grade.
T for towel
Nt for no towel

Numerical and letter grades

<table>
<thead>
<tr>
<th>1--1.4</th>
<th>1.4--1.75</th>
<th>1.76--2.3</th>
<th>2.3--2.7</th>
<th>2.7</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>F</td>
</tr>
</tbody>
</table>

I understand the above rules and grading system, and fully realize that I will be held accountable for compliance with them.

______________________________
Student's signature