DESIGN FOR A JUNIOR HIGH SCHOOL CO-RECREATIONAL PROGRAM IN PHYSICAL EDUCATION IN AN UNDERPRIVILEGED AREA

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A. B., University of California, 1926

PROJECT

Submitted in partial satisfaction of the requirements for the degree of

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AT THE

SACRAMENTO STATE COLLEGE

Approved:

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Advisory Committee
Date 27 May 1957
This project was designed to develop a co-recreational program for the Lincoln Junior High School, Sacramento, California.

The subject deals with an underprivileged area which has a high rate of delinquency among both adults and children. Since these factors have direct bearing on the study and are mentioned frequently, it was felt the true identity of the area should be concealed.

It is further recommended that, if this study is filed in a library, the preface sheet be removed so that the locality remain anonymous. Therefore, the name of Lincoln Junior High School will be designated as "X" Junior High School throughout the entire study.
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CHAPTER I

INTRODUCTION

I. REASONS FOR INTEREST IN THE PROJECT

This project was designed to develop a co-recreational co-curricular program in sports activities for "X" Junior High School, Sacramento, California. The regular school program as set up by the city course of study is one in which boys and girls are, in most instances, separated into segregated classes. Since the co-curricular program grows out of this class situation, co-curricular activities also tend to be segregated. An activity program has been developed in which inter-school activities have been provided for boys of ability and interest and an intermural program is offered for girls of like ability and interest. This is a voluntary program and means that the less highly skilled tend to fall into a group who observe rather than participate.

A conference with counselors, administrators and physical education teachers of "X" Junior High School led to a unanimous decision on the part of the group, that a co-recreational program would do more to meet the needs of the great bulk of the student body. It was felt that this new program would in no way affect the established co-curricular pattern but would rather expand it to provide opportunities
for the less skilled. It was further felt that such a pro-
gram should be specifically designed to assist, if possible,
in solving the social problems peculiar to the area in which
"X" Junior High School is located.

A further discussion of problems peculiar to "X"
Junior High School will be found in Chapter II. But, by way
of explanation, the school is located in one of the least
favored of the city's districts, known as the "blighted area."

The investigator was of the belief that a recreational
program which involved all students in some form of wholesome
physical activity would give greater opportunity for meeting
the needs of more "X" Junior High School boys and girls.

It was also noted that early adolescent girls are
ready for co-recreational experiences due to their early
maturity at this particular period of life. However, the
"X" Junior High School problem is intensified by the fact
that there is less parental restriction and responsibility
than is found in a more normal or average area. Girls are
therefore free to seek street companionship with older and
more matured members of the opposite sex.

Due to the crowded living conditions, these children
are subjected to sex knowledge and sex experience earlier
than is the case with more favored groups. It was also felt
that a well balanced co-recreational program would give these
youngsters an opportunity to participate in wholesome and socially approved co-recreational activities.

Recent trends in education reflect that the American school is being increasingly charged with the responsibility of developing to the maximum all aptitudes that make up a well rounded, happy and capable individual. To help meet this responsibility, modern educational practices place special emphasis upon the experiences provided young people in healthful co-recreational activities.

II. THE PROBLEM

Statement of the project. It was the purpose of this study to develop a co-recreational, co-curricular program that would contribute to the social development of the "X" Junior High School pupils and to evaluate such a plan in the light of student popularity and participation. As a result of the conference, previously mentioned, a co-recreational program was set up providing an opportunity for every child to actively participate in some type of activity regardless of skill.

This program was set up to include recreational games and dance activities that the youngsters would find usable within the community and would, therefore, provide them with the opportunity to take part in some form of recreation outside the school period.
In order to evaluate the program, a study was made of the number of pupils taking part in the program each play period. A study was also made of the popularity of activities entered into each day. It was noted that as the program progressed more and more students joined in the program and more activities were added. Seasonal conditions were also noted and their effect on the program studied. Tables III, IV, and V, pages 34, 40, and 43 give a breakdown on these figures.

The program was planned as basic to meet the needs, interests and abilities of the "X" Junior High School boys and girls. It was further decided that the program should be the outgrowth of student planning. It should be an expression of student desires and one that was truly their own. Such a program needed to be flexible and subject to change, for, as participants and interests change, so would the activities change.

III. IMPORTANCE OF THE STUDY

The junior high school level has been considered by many as the last period wherein enthusiastic interests in vigorous physical activity prevail. Unless this interest be given outlets in wholesome physical activity, the young adolescent tends to turn to less acceptable means of relieving the tensions of youth. Cowell stressed this fact when he wrote:
Adolescence represents a focal point of development and the last period where considerable direct educational influence is still possible and where there is enough plasticity of personality to make major changes in the direction of behavior.\(^1\)

In recent years there have been certain important changes in the philosophy of recreation. Current educational literature reflects a growing need for co-recreation at the junior high school level. Changes in the physical education curriculum have made coeducational type programs more effective.

New facilities at the "X" Junior High School have made a program of co-recreation more feasible. Irwin speaks for the importance of adequate facilities thus:

The modern program with its emphasis on rugged and free activities requires considerable outdoor and indoor space. At present, the physical education program in some schools is badly handicapped because sufficient facilities and outdoor space were not provided when original plans were drawn for the construction of the school plant.\(^2\)

Education at the junior high school level has been a neglected part of our total educational processes. It is the opinion of this investigator that the junior high school

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program in the past has tended to be a cross between a diluted high school curriculum and a glorified elementary school course of study. This opinion is borne out by a study of programs in the bulletins from the Bureau of Federal Education\(^3\) and by teacher training programs offered by some of our teacher training colleges. The catalog of courses, Sacramento State College,\(^4\) offers few courses specifically for junior high school teaching.

Thus, it has been the opinion of this investigator that the task of creating a co-recreational program suitable for the young adolescent has been neglected. Designing a suitable co-recreational program for the "X" Junior High School student involved the tailoring of the existing plan to fit the proportions of pre-adolescence and early adolescence, which is not particularly easy to measure.

Junior high school adolescents differ widely in physical growth and emotional maturity. Girls and boys vary sharply in their concerns; and all of them are so different in their backgrounds, interests, capacities and hopes that


often their diversities seem greater than their similarities. There are other considerations, too, which affect the co-recreational program for this in-between age. That the junior high school student is neither a young child nor an adult is observable from his actions. That he is attempting to outgrow his childhood and reach for his independent adulthood is also observable. He is still quite dependent on the adults in his life for supplying his basic needs but in mind and spirit he is developing an independence that markedly outstrips his ability to achieve more than a modicum of economic and social self-sustainment. He is struggling with the difficult task of developing some semblance of balance between being distinctly individual in his own rights and being acceptable within the customs and demands of his peer group.

It is at this period that girls begin to show a tremendous interest in the opposite sex and the fact that the boys in their age group do not respond to their advances annoys and frustrates them. Since the bulk of students are members of the upper lower and lower middle classes, they do not tend to exert emotional control. Girls become enamored with certain male members of their group and cannot bear the fact that this is a one-sided feeling. Tempers often flare and girls who have been the best of friends fight violently for the same boy's attentions. But it is a hollow victory for the male
member of the triangle is but hazily aware of the emotional implications of the fracas and generally enjoys the fight and goes on about his way still uninterested in the whole affair.

Rebellion and distrust of adults have been as true of past generations as of today's children; but within the last few years social changes have markedly affected the current crop of youth. Children of the junior high school age were war babies, born into and influenced in their early rearing by the unsettled and abnormal home conditions that the war years inflicted upon the population.

There are many, too, who have moved about the country during their early formative years, having to adjust to new environments. Many have attended several different schools, studying the same material twice, missing valuable lessons, making friends and then having to leave them behind. Many of these students come from homes where both parents work. Many of their parents are divorced and many have remarried. Many have had little or no individual attention either at school or at home.

These young people in our junior high schools today have been influenced by the advent of television, with all its implications and the rapid extension of other mass media of communication as normal ingredients of living.
Not all these conditions suggested are necessarily negative or alarming but they do have definite implications for the development of a junior high school co-recreational program that is realistic and effective in terms of what society expects the school to teach our youth.

IV. RESPONSIBILITY OF THE SCHOOL

It has become important today that a significant responsibility of the junior high school is to help students relate their personal needs and concerns to broader social problems and gradually to extend their interests to include social living. In our democratic society we recognize the critical importance of helping students learn to work effectively in group situations but not at the cost of losing their own sense of identity and integrity. Thus, education is being increasingly charged with the responsibility of developing to the utmost all the aptitudes that make up a well-rounded, happy and capable individual.

In order to meet this responsibility, it is essential that emphasis be given to the training of young people in enjoyable and healthful recreational activities. This program of co-recreation was directed to the mass of young people of the "X" Junior High School.
CHAPTER II

HISTORY AND BACKGROUND OF THE
"X" JUNIOR HIGH SCHOOL

The "X" Junior High School, identified with this project, has an enrollment at the present time of approximately five hundred students. Of this number, boys and girls are about equally divided. They represent all types of home backgrounds and are a heterogeneous group. Nationality backgrounds are represented with Mexican, negro and oriental predominating. Table I, page 11, presents a breakdown of nationality groups.

"X" Junior High School is located in the so-called blighted area of Sacramento and is in the center of the local delinquency pattern. However, it must be noted that within the school itself there is not a great delinquency problem. The troubles boys and girls get into generally tend to generate from their environment outside the school. For a large per cent of boys and girls the school is the bright spot in their otherwise drab existence. A survey of reasons for absence from school revealed most children remain away from school to care for ill parents, to baby sit younger members of the family or to accompany parents as interpreters. Table II, p. 12, presents results of a survey of excuses given for absence.
<table>
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<tr>
<th>Race-Nationality</th>
<th>Number of pupils</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Mexican</td>
<td>150</td>
<td>31.64</td>
</tr>
<tr>
<td>Anglo-Saxon (Nordic)</td>
<td>96</td>
<td>20.25</td>
</tr>
<tr>
<td>Japanese</td>
<td>93</td>
<td>19.62</td>
</tr>
<tr>
<td>Negro</td>
<td>82</td>
<td>17.29</td>
</tr>
<tr>
<td>Chinese</td>
<td>25</td>
<td>5.27</td>
</tr>
<tr>
<td>Portuguese</td>
<td>5</td>
<td>1.05</td>
</tr>
<tr>
<td>Spanish</td>
<td>4</td>
<td>0.84</td>
</tr>
<tr>
<td>Italian</td>
<td>3</td>
<td>0.63</td>
</tr>
<tr>
<td>Indian</td>
<td>3</td>
<td>0.63</td>
</tr>
<tr>
<td>Portuguese-Negro</td>
<td>3</td>
<td>0.63</td>
</tr>
<tr>
<td>Mexican-Italian</td>
<td>1</td>
<td>0.21</td>
</tr>
<tr>
<td>Filipino</td>
<td>1</td>
<td>0.21</td>
</tr>
<tr>
<td>Italian-Filipino-Hawaiian</td>
<td>1</td>
<td>0.21</td>
</tr>
<tr>
<td>Korean</td>
<td>1</td>
<td>0.21</td>
</tr>
<tr>
<td>Mexican-Anglo-Saxon</td>
<td>1</td>
<td>0.21</td>
</tr>
<tr>
<td>Anglo-Saxon-Filipino</td>
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</tr>
<tr>
<td>Filipino-Mexican</td>
<td>1</td>
<td>0.21</td>
</tr>
<tr>
<td>German-Mexican</td>
<td>1</td>
<td>0.21</td>
</tr>
<tr>
<td>Puerto Rican</td>
<td>1</td>
<td>0.21</td>
</tr>
<tr>
<td>Chinese-Russian</td>
<td>1</td>
<td>0.21</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>474</strong></td>
<td></td>
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TABLE II

REASONS FOR ABSENCE

<table>
<thead>
<tr>
<th>Reasons</th>
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<tbody>
<tr>
<td>Student ill</td>
<td>69</td>
</tr>
<tr>
<td>Parent ill</td>
<td>14</td>
</tr>
<tr>
<td>Interpreter for parent</td>
<td>9</td>
</tr>
<tr>
<td>Baby sit</td>
<td>4</td>
</tr>
<tr>
<td>Truancy</td>
<td>3</td>
</tr>
<tr>
<td>Other reasons</td>
<td>1</td>
</tr>
</tbody>
</table>
The "X" Junior High School is housed in the same building with the "X" primary and elementary schools. Although the junior high draws from other elementary districts the majority of the students had all or most of their educational experiences in "X" school.

Some credit for the low delinquency rate within the school should be attributed to the strong administrative leadership which has prevailed. For nearly half a century "X" Junior High School was headed by a strong and very efficient principal who grew up in the district and thoroughly understood its problems. She has been followed by equally strong and understanding principals who have continued to maintain high standards of democracy for all. A majority of the faculty have also spent many years working with the boys and girls of "X" Junior High School. Thus, a dedicated group of administrators and teachers has constantly worked to maintain high standards.

However, the community delinquency problem is great and boys and girls live in an unstable atmosphere. A large labor-supply population gathers in this area and becomes quite a serious problem, especially during the winter season. Housing is inadequate and social economic standards are generally low. Desertion of families by fathers is a big problem and a large amount of relief funds are channeled to this area. Although the relief check is large enough
to meet the needs of each member of the family, very little actually reaches the children. Too much is spent in the corner pub or on drunken brawls at home. Few parents understand how to manage wisely the funds they have at their disposal. As a result, few children get a balanced diet or adequate clothing. Home is a sordid place, generally dirty and insecure. Fathers leave and temporary fathers take their places from time to time. Mothers are frequently picked up for minor crimes and spend the night in jail. Children are sent to the Receiving Home for a night or two or are left at home alone to get by as best they can. Parental delinquency is great, children are neglected and a general atmosphere of apathy exists.

On the brighter side of the picture, the "X" Christian Center, the Catholic Youth organizations, the Lions and Soroptimist Clubs and the Masonic lodges have taken an interest and attempted relief of the delinquency situation. The "X" Christian Center, although understaffed and underfinanced, has kept many boys and girls from becoming delinquents by providing opportunities for these underprivileged children to have more normal community activities which counteract a sordid home environment. The Catholic Youth organizations have continued to provide opportunities for social activities and counseling service. All these
services are very commendable, but due to the large volume of boys and girls who need help, this is not enough.

A standard type sports program has existed at "X" Junior High School for many years. It was the opinion of this investigator that few students find the opportunity to take part in recreational activities due to this type of program. The usual intermural program is inadequate, because only the best athletes take part, while most of the student body is relegated to the position of observers. Participants in standard type programs are boys and girls who have developed assurance, poise and confidence in themselves. By providing a good coeducational co-recreational sports program which serves to develop the interests and skills of more boys and girls, some headway can be made toward relieving the delinquency problem of the district.

I. JUSTIFICATION OF THE STUDY

The justification for the existence of a coeducational co-recreational sports program is that it offers greater possibilities for the development of the potentialities of boys and girls. It seeks to help each enjoy happiness and make his contribution to the improvement of the world in which he lives. The school, in accepting its responsibility in cultural growth also assumes responsibility for developing
the potentialities of each boy and girl. Such a program will, of necessity, change as the immediate and total social scene changes, if it is to make the contribution which justifies its existence.

How does co-recreation justify its place in the overall educational program? Any phase of the school curriculum, to be justifiably included, must make a unique contribution to the program and progress toward the aim of education. In the development of democratic skills, understandings and attitudes, the opportunities for individual growth through co-recreation are greater than in other classes, due to the nature of the experiences involved. Co-recreation can easily lend itself to becoming a laboratory for these above skills. Realization of these values is dependent largely upon setting up a program best suited to the particular group participating and upon its being conducted under competent leadership.

II. DELIMITATIONS

This program was planned to include all sports boys and girls can play together. It included individual, dual and group sports, rhythms and selected team games. It was especially planned to give children of lesser skills and abilities an opportunity to compete with each other. The plan included organization, student participation in
organization and in activities making up the program, as well as student evaluation. It was also planned as a valuable tool in supplementing the regular physical education program. It does not include neighborhood activities but was meant to serve as training in activities useful to the neighborhood sports program. Neither was this a formal plan to be a part of neighborhood projects, but rather a plan to develop a carry-over of knowledge and skills of recreational value which are useful beyond the school period.

This co-recreational program was planned to serve as a laboratory in democratic living. By providing experiences in leadership, growth in skills, better understanding and sportsmanship through active participation on the part of boys and girls, the lessons of democracy are easier learned. Learning by doing has always been one of our greatest teaching tools. A program of this type should contribute greatly toward developing to the utmost all the aptitudes that make up a well-rounded and happy individual.

III. GENERAL PROCEDURE AND ORGANIZATION OF THE REMAINDER OF THE PROJECT REPORT

Chapter III is devoted to a review of related literature. Co-recreation is a comparatively new development in the field of education at the junior high school level.
Current educational literature indicates a growing recognition of the need for the training of boys and girls in wholesome recreational activities. This is evidenced by the many articles appearing in periodicals and by references made in books of principle and philosophy of physical education. A survey of the literature, however, reveals little research on such programs. Since there is little actual research data, it was decided to rely upon the opinions of persons recognized as leaders in the field of physical education and recreation and especially those teachers, supervisors and administrators who have worked with programs of coeducational recreation.
CHAPTER III

REVIEW OF RELATED LITERATURE

The information found in the literature will be presented in this chapter in three sections. First, an introduction to the overall program will be given through three research studies. The next two sections will present: (1) general and specific values and (2) suggested methods of conducting co-recreational activities.

I. RESEARCH STUDIES

The first research considered was made by Caines, who submitted two questionnaires—one to students, the other to teachers and administrators who participated in coeducational classes at Muir Technical High School, Pasadena, California. The findings of the study resulted in the following:

a. A definite need existed for the training of boys and girls in wholesome recreational activities. Such a

\[\text{Ref: } \text{C. M. Caines, "An Experimental Study of Coeducational Physical Education" (unpublished Master's Thesis, University of Southern California, Los Angeles, 1935), 158 pp.}\]

\[\text{Ibid., p. 11.}\]
program contributed to broader interests and to socialized living. Specifically, it provided carry-over activities for leisure time, contributed to personality development and to the breaking down of artificial barriers.

b. Favorable attitude on the part of students, teachers and parents was reported. Over ninety per cent of the educators and physical education instructors agreed on the desirability of the program. More than sixty per cent of the students reported favorable attitudes toward the program.

c. A summary of the effect and carry-over values was revealed in the study. Over ninety per cent recognized the program as an important asset for future social living. The ability to enjoy the company of the opposite sex, the development of character and personality and recreational preparation were considered as important results of the co-recreational program.

A second research study was made by Losee. This study covered the influence of co-recreational activities upon the social attitude of junior and senior high school students of Morgan Hill, Utah, using the control group method. Educators,

7Ibid.

administrators and students participating in the study were of the agreement that:

a. The program is a progressive step in education.

b. More poise, grace and self-confidence is acquired.

c. Students get a different perspective of life situations and should become happier and more useful citizens.

d. Boys and girls gain understanding of differences between them and are helped to respond accordingly.

e. Student leadership was developed under teacher guidance which is more compatible with our democratic principles.

f. A greater percentage of students enjoyed school, the attitude toward recreation improved and participation in sports increased.

The third research study was a questionnaire-survey type made by Draves. This study was made to find the extent and types of coeducational physical education and recreation programs being offered in secondary schools throughout the United States. It was the purpose also to investigate the success of the programs. This study revealed that educators as a whole enthusiastically favored these programs.

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The attitude of teachers and students alike toward the program was one of commendation. Enthusiastic interest and wholehearted acceptance of the program by all who were associated with it reflected its success. Outcomes of the program revealed greater interest in school activities, carry-over socialized values, improved pride in accomplishments and marked improvement in appearance.  

II. GENERAL AND SPECIFIC VALUES

Numerous experts express opinions on the value of co-recreational programs; a large majority being definitely favorable. The opinions of the experts, in general, indicate that changing conditions of society should be reflected in changed programs. This concept is rather generally accepted as basic to modern education. If society deems it important for boys and girls and men and women to get along well together, to associate successfully in home, work and play, then it is the responsibility of the school to provide opportunity for development toward these ends. Davis and Lawther believe that:

The activities in the course of study should lead the pupil to become a more valuable member of society

10 Ibid., p. 13.
by meeting the demands of an ever-changing social order.\textsuperscript{11}

Cassidy states that:

A new education for American boys and girls is needed, an education of each for and toward the other. This becomes not only desirable but essential in our interdependent world. \ldots \textsuperscript{12}

Dr. Popenoe, well-known authority in the field of marital relations, has written thus:

One of the greatest contributions the school can make to individual happiness, social stability and eugenic progress is to socialize their student bodies, even if it means a renunciation of the medieval monastic ideals to which some of them still unconsciously but desperately cling. \ldots more pains must be taken to give young people a normal, unstilted opportunity to get acquainted with each other.\textsuperscript{13}

**Contribution to social and psychological development.**

Many authorities are of the opinion that co-recreational activities help to satisfy the needs of youth. Thus they assist in the development of good mental health and satisfactory mental adjustment. The period of adolescence, with its increasing interest in the opposite sex, tends to be

\begin{itemize}
\end{itemize}
one of awkwardness and uncertainty. At this period there is
greater need for the feeling of security, of belonging, of
being accepted and of being "one of the group."

Cassidy has written of "persistent problems of living"
which are common to adolescence. Of these,

... personal-social relationships require belongingness,
the making and keeping of friends, skills in cooperative
social relationships, for satisfactory solution. ... another "social civic relationship" calls for partici­
pation in group activities, self and group government
and social action.14

During the years of adolescence when girls become
interested in boys and boys become interested in girls, there
should be provided opportunities, in mixed recreational
groups, for exploring relationships with the opposite sex.
Cassidy15 suggested that co-recreation should provide the
type of program which will implement the solution of these
problems for the adolescent.

Statements made in a report of the Committee on Work­
shops, Progressive Education Association,16 include the
recommendation that education should provide the kind of

14 R. F. Cassidy, New Directions in Physical Education
15 Ibid., p. 16.
16 Progressive Education Association, "Physical Educa­
tion in the Secondary Schools," Report of the Committee on
Workshops (Camden, New Jersey: Haddon Craftsmen, Inc.,
1940), p. 110.
opportunities which foster desirable social and psychological development.

Relative to social development, numerous authorities have expressed the belief that co-recreation makes many worthwhile contributions. Nixon and Cozens, for example, stated:

We realize now, as never before, that social adjustment is an important part of education and in physical education we have greater opportunity to contribute to this adjustment. . . . boys and girls would learn many things of social importance and significance, and that with proper guidance, lessons learned on the playing field might carry over into the personal relationships of later life.17

Van Hagen, Dexter and Williams wrote that during the period between thirteen and sixteen years of age there is an interest in the opposite sex, and that:

The knowledge that boys and girls deeply need to achieve a feeling of social adequacy has great implications. . . . It indicates a need for a new approach to coeducation and co-recreational activities. . . . The physical education program can contribute greatly through the teachers' awareness of the need for wholesome, satisfactory relationships.18

Authorities tend to agree that the activities of a well-rounded co-recreational program furnish an excellent opportunity for helping boys and girls to know each other


18W. Van Hagen, G. Dexter and J. F. Williams, Physical Education in the Elementary Schools (California State Department of Education, 1951), p. 120.
better through association both in work and play, and makes a significant contribution to happy home life. Writers who cite the need for the satisfaction of the problems of youth are of the opinion that it is the duty of education to provide adequate co-recreational activities in order to foster healthy social growth. Oberteuffer has expressed the opinion that:

Where better can children be taught to understand one another than through the experiences in physical education and recreation? By learning together, playing together, laughing together, they can learn to be understanding and to respect the strengths and weaknesses of each other.19

Davis and Lawther have said:

As boys and girls learn how to play well together, surely they will learn all the easier thereby how to work well together as good companions.20

III. SUMMARY

Statements by authoritative writers have indicated that co-recreation is a vital and necessary part of the total school program. When boys and girls learn to work and play together they develop maximally all the attitudes that make up well-rounded, socially adjusted and capable individuals. It was further stated that if the program were to be

20Davis and Lawther, op. cit., p. 21.
justifiable, it would have to make some unique contributions to progress toward the total objective of education. Recent trends reflected in the current literature point to a growing emphasis in the field of co-recreation.
CHAPTER IV

OBJECTIVES, MATERIALS AND PROCEDURE

I. MAJOR OBJECTIVES

It has been the purpose of this study to develop a co-recreational program which will reach all students. The tremendous energy, drive and enthusiasm of the junior high school child calls for active physical outlets. A well-planned co-recreational program gives impetus to the whole educational process. The investigator believes that in appropriate, selected, coeducational recreational activities students find the opportunity for:

a. Broader, keener, more sympathetic understanding of the opposite sex and basic differences in behavior;

b. The elimination of many problems of social maladjustment in human relationships;

c. Education in true sportsmanship, mutual respect and understanding;

d. Development of poise and self-confidence;

e. Greater enjoyment in the experiences motivated by their mutual attraction to and wholesome interest in the opposite sex;
f. Development of habits, attitudes and skills in play and recreation conducive to building a sound, happy marital and family life.

II. SPECIFIC OBJECTIVES

The specific aim of the program was to fill the leisure time spent by boys and girls on the school ground before school, at noon and after school and to provide carry-over training for wholesome recreation off the school area. It was noted that a large number of children gathered on the school ground at these times. These children generally stood around waiting for classes to start or wandered from the school grounds for unsupervised recreation, frequently becoming involved in less healthy pursuits.

It was the object of the plan to:

a. Outline a program of co-recreational activities to fit the needs of boys and girls;

b. Outline material and aids which have functional value for the activities undertaken;

c. Provide learning experiences in co-recreation which follow sound principles of democratic procedures;

d. Teach students to better enjoy their leisure; and

e. Develop student organization and participation in recreational activities which have a carry-over into later life.
III. MATERIALS AND METHODS OF PRESENTATION

A variety of material was selected for use in the project. The very nature of the project concerned activities children enjoy. Therefore, as far as possible, selection of activities was based upon student interest. Facilities available, individual needs, personalities, abilities also controlled the selection.

Introduction to the program was presented during the regular physical education classes. Discussions revealed enthusiastic interest in the plan. Students were told it was to be their activity and they were to organize and run the program. The children were given a week in which to think about, talk over with their friends and formulate ideas regarding the co-recreational program. They were also asked to select a member from each class to serve on an organizing committee. These selected students met with the investigator to formulate and develop the project.
CHAPTER V

PROJECT

Any co-recreational program, to have value, must be flexible and subject to change. Since this project was planned as an extracurricular activity, it will vary with the participants and, as interests, weather conditions and seasons change. Because the attention span of children is short, even in play, no definite and set plan to fit all situations can be made. The co-recreational program presented in this study was planned to meet the immediate needs and interests of those it served. Changes in future programs can be expected due to various influences and pressures and as interests and aptitudes vary. However, the investigator is of the belief that a co-recreational type program is an essential part of the total educational scene.

I. PRESENTATION OF THE PROJECT

Presentation of the actual program to the student body involved careful planning. The key to the success of any program depends largely upon the stimulation of interest. The following steps served to get the co-recreational program before the student body and create interest:

a. Discussion of the project in the regular physical education classes.
b. The questionnaire filled in by members of the student body.

c. The selection of leaders by:
   1. Screening those desiring to become leaders.
   2. Sociometric tests.
   3. Past records.
   4. Observations.

d. Presentation of mimeographed rules by members of the student committee.

e. Notification ahead of time regarding the start of the project.

II. COMMITTEE ORGANIZATION

Members of the first general organization committee were selected from each class by class members. It was their official duty to form a permanent committee for conducting the program. The general organizing committee met during the noon hour every day for a week. All facilities necessary for conducting the program were surveyed and noted. The committee decided upon a questionnaire-type survey of the interests of the student body regarding the activities they desired. Since the plan called for considerable student assistance in operation, it was decided to include in the questionnaire
a section devoted to those students willing to aid in the administration of the program.

The questionnaire (see Appendix) was presented to members of the student body during their regular physical education class period. Results were tabulated (see Table III) and the following overall plan was developed.

III. SELECTION OF ACTIVITIES AND LEADERS

Thirty-seven per cent of the responses to the questionnaire indicated a desire to assist in some part of the administration of the program. It was necessary to screen the long list of students desiring leadership positions, but since those choosing leadership were also interested in taking active part in the actual activities, it was possible to develop a practical and smooth-running program.

Three methods were used in the selection of leaders: (1) Through sociometric tests it was possible to locate the power control within the student body. This was done by having the boys and girls list the three children they would prefer to work with. The work of tabulating the results of the sociometric tests was done by the investigator. From the results of the sociometric tests twelve children were selected for leadership. (2) In the second method past records were considered in the selection of leaders. Boys
### TABLE III

**ACTIVITIES SELECTED AS RESULT OF QUESTIONNAIRE**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Before school</th>
<th>Noon</th>
<th>After school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Softball</td>
<td>31</td>
<td>96</td>
<td>27</td>
</tr>
<tr>
<td>Ping Pong</td>
<td>70</td>
<td>73</td>
<td>25</td>
</tr>
<tr>
<td>Volleyball</td>
<td>90</td>
<td>127</td>
<td>31</td>
</tr>
<tr>
<td>Four Square</td>
<td>80</td>
<td>97</td>
<td>23</td>
</tr>
<tr>
<td>Shuffle Board</td>
<td>47</td>
<td>80</td>
<td>14</td>
</tr>
<tr>
<td>Paddle Tennis</td>
<td>39</td>
<td>70</td>
<td>20</td>
</tr>
<tr>
<td>Badminton</td>
<td>41</td>
<td>79</td>
<td>21</td>
</tr>
<tr>
<td>Kickball</td>
<td>48</td>
<td>90</td>
<td>19</td>
</tr>
<tr>
<td>Folk Dancing</td>
<td>53</td>
<td>159</td>
<td>40</td>
</tr>
<tr>
<td>Square Dancing</td>
<td>50</td>
<td>167</td>
<td>38</td>
</tr>
<tr>
<td>Social Dancing</td>
<td>61</td>
<td>103</td>
<td>27</td>
</tr>
</tbody>
</table>

**ADDITIONAL ACTIVITIES SELECTED BY STUDENTS**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>104</td>
</tr>
<tr>
<td>Tennis</td>
<td>69</td>
</tr>
<tr>
<td>Hand Ball</td>
<td>96</td>
</tr>
<tr>
<td>Tether Ball</td>
<td>33</td>
</tr>
</tbody>
</table>
and girls who had already demonstrated leadership ability, were well adjusted to school life and were possessed with poise and integrity were selected to assist with the operation of the co-recreational program. (3) The third method, that of observation, was valuable in selection of leaders. Boys and girls who showed leadership tendencies in their regular physical education classes, who were alert and capable of assuming responsibility, who were possessed of a sense of good sportsmanship and fair play were also asked to serve on the operational committee.

A total of twenty boys and girls were chosen as a permanent committee for organizing, administrating and carrying out the program. The committee selected a captain and three assistants to head the group. Figure 1 presents the administrative organization of the program.

![Administrative Organization Diagram]

**FIGURE 1**

ADMINISTRATIVE ORGANIZATION
It was the duty of the committee to list the activities available, attend to all equipment, assist in officiating, scorekeeping and supervision necessary to the carrying on of the various activities at any given time. The committee decided upon the specific duties essential to the successful operation of the program and members were assigned on a voluntary basis. Three students were selected as equipment checkers for each recreation period and their names were posted on the bulletin board a week in advance. It was the duty of the equipment monitors to check out and collect all materials used in the various activities. Names of umpires, referees, scorekeepers and game supervisors were also posted on the bulletin board in case they were needed. (See Operation Committee, Appendix.)

It was decided no attempt would be made to run any official series of tournaments on any of the activities. It was the purpose of the program to afford as many as desired the opportunity to take part in some activity rather than to stress competition. Principles of conducting the activities were based upon the desire to promote the greatest possible realization, as previously stated, of potential values to the participants. Particular emphasis was placed on the pleasure value of sports. Effort was made to keep things moving, especially at the start of the program. Simple games and relays were provided for those whose skill level
was low. Orientation prior to participation tended to prevent serious problems from arising. Interest in the success of the program was stimulated because the participants were led to feel that the project was their program and its success was their success. It should be noted that the success or failure of a program of this type is dependent largely upon the careful selection of competent and responsible leaders. The method used for leader selection, as stated, above, proved very satisfactory.

IV. FORMULATION OF RULES

Any program involving participation in activities must be governed by rules. In order to fully acquaint the student body with the rules governing the co-recreational program, the committee formulated a set of rules (see Rules Governing Play Periods, Appendix) which were presented to the students in mimeographed form. Rules were read and discussed during a ten minute period at the end of each regular physical education class prior to the inauguration of the program. The committee felt a chart for recording equipment checked out and returned would facilitate the handling of a large amount of material, especially at the end of the play periods. The Equipment Check List, shown in the Appendix, was constructed for such a purpose. This
chart also proved valuable as a check on participation, choice of activities and for future planning.

V. THE INITIAL PROGRAM

The committee decided to start the co-recreational program on a small scale in order to assure facility of handling and test methods of procedure. The five activities which received the largest number of votes on the questionnaire were, in order: volleyball, dancing, four-square, badminton and table tennis. It was decided to select three of these—volleyball, four-square and dancing, as a starting point for the program. These three activities were selected because they offered opportunity for three types of participation. The first, volleyball, required skill and organized teamwork, involving a large group. Four-square, on the other hand, required less skill and a small group. Dancing, being a dual activity, presented a third type of performance.

The first program was presented during the noon hour because it was felt a longer period of time gave greater opportunity for testing the project. Members of the committee were on hand, materials were checked out, scorekeepers and game supervisors took over and the program got underway.

Fifty-two players took part in three volleyball games. Forty-one boys and girls played four-square and seventy-five
students were engaged in dancing when the end of the play period was called. Approximately twenty per cent of the entire student body took part in the first day's activities. The committee was jubilant over the success of the first co-recreational period and immediately started thinking in terms of more activities, and extended the play period to include before and after school activities. Table IV, page 40, gives a breakdown of the first program.

It should be noted that "X" Junior High School does not have a cafeteria and many children go home for lunch. However, approximately thirty-five per cent of the students do bring lunches and are expected to remain on the school grounds during the lunch period. Since it is virtually impossible to check on the number of boys and girls who wander away from the school at noon time, there is no method of securing actual figures on the number who remain at school for any given time. The investigator felt that through an expanded co-recreation program more children would become interested in participating in activities and thereby remain under school supervision.

It was decided by the committee to limit the co-recreational program to the three activities of the first day and to the noon period for the first week. In this way it was felt students would become used to the simplified
TABLE IV

PARTICIPATION, EQUIPMENT AND ADMINISTRATION
FIRST GAME

<table>
<thead>
<tr>
<th>Participants</th>
<th>Activities</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Volleyball</td>
<td>Four-Square</td>
<td>Dance</td>
</tr>
<tr>
<td>Boys</td>
<td>26</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>Girls</td>
<td>26</td>
<td>27</td>
<td>47</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equipment</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Volleyball nets</td>
<td>9 Basket Balls</td>
<td>1 Record player Records</td>
<td></td>
</tr>
<tr>
<td>3 Volleyballs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Administration</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Teachers</td>
<td>5 Student Supervisors</td>
<td>3 Equipment Monitors</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: A total of 168 students actually participated in activities the first day of the program.
program before undertaking a greatly expanded series of activities which involved much more equipment and play area.

The second week of the program was expanded to include before and after school activities as well as the noon program. With expansion the job of administration of the total program increased. Activities started to get underway around eight o'clock in the morning. As more activities were added interests increased and more students participated. It was noted that a very small group took part in after school activities. Investigation revealed that many children have after school duties, such as caring for younger brothers and sisters, household chores, outside baby sitting jobs and paper routes. It was also noted that the city recreation department abandoned its late afternoon recreation program for the district because of small attendance.

Participation in activities increased as the program moved along. By the end of the first month thirty-four percent of the students were taking part in some activity. The program was purposely started in the early fall (October 10, 1955) and while weather was warm and outside facilities could be used. As long as weather permitted, all activities, with the exception of dancing, were held outside.

Outside activities included in the program, in order of popularity, were: volleyball, four square, basketball, softball and kickball.
Participation increased during the winter season when the weather was such that activities could not be carried on outside. Peak performance was reached with fifty-six per cent participation in indoor activities during the month of January. This was largely due to the fact that a larger number of boys and girls spend their lunch period at school rather than go home in the rain. Table V, page 43, gives a breakdown of those participating in the first rainy day program.

It was necessary to eliminate many of the outdoor-type activities during inclement weather and add other indoor-type games. Volleyball was reduced to two courts. Basketball became popular as a modified game of skill. Badminton was played on two courts. Pick-up-sticks, ping pong, shuffleboard, Chinese checkers and blackboard games were played in one activity room. Dancing was held in the other activity room.

IV. METHOD OF HANDLING THE ACTIVITIES

For presentation in this study, all activities were classified under three groups.

A. Volleyball, softball, kickball: Group Number 1 included all activities requiring a large number of participants, some skill and supervision. Responsibility for
## TABLE V
**PARTICIPATION, EQUIPMENT AND ADMINISTRATIVE PERSONNEL**
**RAINY DAY (JANUARY 12, 1956)**

<table>
<thead>
<tr>
<th>Participants</th>
<th>Volleyball</th>
<th>Basketball</th>
<th>Ping Pong</th>
<th>Dance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>28</td>
<td>39</td>
<td>23</td>
<td>49</td>
</tr>
<tr>
<td>Girls</td>
<td>32</td>
<td>14</td>
<td>19</td>
<td>96</td>
</tr>
</tbody>
</table>

### EQUIPMENT
- Volleyball nets: 3
- Basketballs: 5
- Ping Pong sets and tables: 3
- Record player: 1

### ADMINISTRATION
- Teachers: 2
- Student Score Keepers: 5
- Equipment Monitors: 3

**NOTE:** A total of 300 or 60% of the student body took part in activities on January 12, 1956.
organizing large group games was assumed by the players themselves. Generally, a boy or girl would collect a small group of friends and organize a team. One member would be delegated to check out and return equipment and the group would set up the game. Often at the start, large groups were short of players but this situation did not last long. Others would see a game in process and ask to join one of the teams. Sometimes a game would be pre-arranged and all members would be on hand at the start of the activity. Sometimes a game would be the continuation of one started previously.

It was noted that children tended to group together according to skill in large group games. Those children of greater skill and coordination played together, while those of lesser skills tended to group together. The observer felt this natural grouping was a valuable asset to the program for it gave those of lesser skills a chance to play with others on their own level and expert players were not hampered by poorer players on their team. Thus, much of the tension and frustration due to unbalanced skill grouping was avoided.

Scorekeepers and umpires, etc. for the large group games were generally selected from those committee members who had been assigned to such duty. It should be noted that, of the twenty committee members, not more than four or five
were needed for any specific play period. Those not assigned to duties generally took part in some activity.

B. Ping pong, four square, shuffleboard, paddle tennis, badminton. Group Number 2 included all activities requiring a small number of players and less supervision. Little or no team organization, no game officials or scorekeepers were needed for this group. Generally, each member checked out his own equipment and was responsible for its return. It was noted that with this group friends or "pals" seemed to play together. The tendency toward skill grouping was also obvious.

C. Folk, square and social dancing. Group Number 3 was composed of those taking part in some type of dancing. A committee member took charge of the record player and saw to it that a variety of dances were presented. Those selecting dancing frequently brought their own records. These were usually mambo and bop selections which most of the children enjoyed very much. Folk and square dances were the most popular. It was felt there was a carry-over of lessons taught in the regular physical education classes to the dance activity. Since those taking part in the dance activity were there because they enjoyed dancing, there was more spontaneous participation than generally found in regular classroom dance programs. It was noted that many children who tended to hold
back during class dance activities gathered in small groups and made an effort to pick up steps they saw others doing. Thus, the timid and slow learners began to gain skill in dancing and participation in the regular class dance period increased.

VII. ADMINISTRATION OF THE PROGRAM

Two teachers were always present to administer the overall program. Always one and generally both of the physical education instructors and a regularly assigned yard duty teacher were present at all times except during the after school activities. At this time, one of the physical education instructors was present. It was felt that one certificated supervisor was sufficient due to the smaller number of participants during this period.

The operation of the program was largely delegated to the student committee with the faculty members acting in an advisory or supervisory capacity. It was the duty of the student committee to take charge of all equipment, act as game officials and oversee to the smooth running of the entire program. The student committee, composed of twenty members, was sufficiently large to afford members an opportunity to take part in activities from time to time. It was their duty to organize all duties in such a way that
all had ample opportunity to serve in the various capacities as well as take part at times in the activities.

It was noted that regularly assigned yard teachers, who were at first skeptical regarding the program, were wholeheartedly in favor of the co-recreational program after it got underway. Fewer disciplinary problems arose and the general behavior of the students improved.
CHAPTER VI

EVALUATION

Recent trends in education have placed greater stress upon evaluation. Modern concepts of evaluation point in the direction of measuring the total learning situation. To be effectual and have value, any learning situation must be governed by the application of sound democratic principles. In attempting to make the program one of student operation and voluntary student participation the principles of democracy prevailed.

In general, evaluation was considered:

a. In terms of objectives
b. In terms of data collected
c. In terms of the significance of the data collected

I. EVALUATION IN TERMS OF OBJECTIVES

As previously stated, the objectives of the project were based upon a recognition of the needs for physical exercise and play. The program was planned to make a real contribution to the growth, development and well being of the "X" Junior High adolescent. Physical activities affect the entire personality of children. A growing recognition of the emotional, mental and social aspects of co-recreation
presages important contributions to the educational processes.

A study of the characteristics and needs of children revealed that though many of these are constant and present at all levels, every child is an individual with varying rates of growth and development. This co-recreation program was tailored to meet the needs of all the students, yet aimed to give attention to individual differences. The program was designed to enable every child to participate with successful satisfaction.

II. EVALUATION IN TERMS OF DATA COLLECTED

Data collected revealed a greater percentage of student body participation, growth in skills and improved human relations. Fewer students left the school area to find recreation elsewhere. Attendance improved, there were fewer disciplinary problems and a better attitude toward school prevailed. Although no survey was made of the number of students on the school grounds before the program was started, it was noted by observation that many more boys and girls were taking part in some activity. Also, fewer children were late to their morning or afternoon classes.

Table VI, page 50, gives the percentage of student body participation in activities during the program. No
# TABLE VI

PERCENTAGE OF STUDENT BODY TAKING PART IN THE PROGRAM ACTIVITIES

<table>
<thead>
<tr>
<th>Time</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Day</td>
<td>20</td>
</tr>
<tr>
<td>First Week</td>
<td>23</td>
</tr>
<tr>
<td>First month (October)</td>
<td>32</td>
</tr>
<tr>
<td>Second Month (November)</td>
<td>39</td>
</tr>
<tr>
<td>Third Month (December)</td>
<td>56</td>
</tr>
<tr>
<td>Fourth Month (January)</td>
<td>60</td>
</tr>
<tr>
<td>Fifth Month (February)</td>
<td>63</td>
</tr>
<tr>
<td>Sixth Month (March)</td>
<td>71</td>
</tr>
<tr>
<td>Seventh Month (April)</td>
<td>70</td>
</tr>
<tr>
<td>Eighth Month (May)</td>
<td>73</td>
</tr>
</tbody>
</table>

NOTE: No record was made for the first month of the school year, as this period was spent in program organization.
record was made for the last month, due to the fact the ninth graders were preparing for graduation and greater demands were being made on everyone in preparation for the close of the school term.

Specifically the data collected revealed:

a. More children have an opportunity to participate.
b. Disciplinary problems were cut to a minimum.
c. Development of leadership, good sportsmanship and greater interest in good health habits.
d. Improved learning situations.
e. Greater enjoyment of sports.
f. New interests and an outlet for new ideas.
g. Accidents and equipment problems reduced to a minimum.
h. Development of greater skills.
i. Development of pupil leadership.
j. Development of the democratic way of life through learning how to play together as a team.
k. Development of the spirit of competition and how to meet the challenge of others.
l. Training for leisure.
III. SIGNIFICANCE OF THE DATA COLLECTED

The last half century has seen greater stress placed upon physical education as a part of our total learning process. Compulsory physical education laws have been passed by most of our states. More educators have come to realize the carry-over value of training in play. By learning to do well those things they enjoy, children develop a better understanding of how to meet future life situations. Thus, they are better equipped to take their place as worthy citizens of the community.

A still greater value which resulted as an outgrowth of the co-recreation program, the investigator feels, was in training for leisure time. This calls for the enrichment of life and a philosophy of life along with the creation of interests and the development of skills. A broad program providing adequate stimulation of interests is essential. Unless this is done students may buy less acceptable ready-made pleasures or simply spend their time in idleness.

One of the cardinal principles of education, "Preparation for the worthy use of leisure time," was set down in 1918 by the Commission on Reorganization of Secondary Education under the National Education Association. 21

The constructive use of leisure by teen-agers has come to be generally recognized as not only desirable but necessary to the development of good character. The teen-agers have emerged as a distinct group since school attendance, employment and work at home for the majority constitutes only part of their day. An outstanding problem of adolescence has become their large amount of leisure time, due to the extension of universal education, the reduction of child labor and additional modern conveniences in the home. The problem of developing the ability of students to use their spare time more advantageously has fallen upon the schools. If children can be trained to entertain themselves along acceptable lines, they will have the equipment necessary for the enjoyment of their leisure time.

IV. SUMMARY

As a result of this project coeducational co-recreation was established as a definite part of the democratic learning processes of "X" Junior High School. Greater participation in a variety of activities, stimulated by guided student leadership contributed greatly to the complete educational experiences of all students. The democratic procedure of organization and administration of activities by students contributed to school morale and to better understanding and
cooperation between members of the student body and faculty. A definite increase in athletic skills has resulted. Children who otherwise might have remained in the background entered voluntarily into the play program. Greater interest was shown in the regular physical education classes. More children learned game rules and developed playing skills. General attendance improved and more boys and girls remained on the school grounds before school and during the lunch period.
CHAPTER VII

CONCLUSION

The coeducational co-recreational program as established at "X" Junior High School was accepted as a part of the school program. The project as designed served to expand the regular physical education class pattern by providing greater opportunities for reaching more children. Steps were made toward solving some social problems of the area by providing an opportunity for all youngsters to participate in wholesome and socially approved co-recreational experiences.

It must be noted that this project served a specific group. It met the needs and interests of the children for which it was planned. To be effective, any program of this sort must be broad and flexible. For, as conditions and personnel change, so must the program change.

This coeducational co-recreation project met the immediate needs of the "X" Junior High School students. Its future value depends upon its use as a guide to following programs.
BIBLIOGRAPHY
BIBLIOGRAPHY

A. BOOKS


B. OTHER SOURCES


QUESTIONNAIRE

We plan to establish a co-recreational program here at "X" Junior High School. In order to do this, we will need your help in organizing such a program, which will take place before and after school and at the noon period.

Here is a series of questions. We want you to check thus (X) those activities you would like to take part in and leave blank those you do not wish to take part in. Please check in the time space for the activities of your choice. We will also need leaders to help carry out these activities. In case you wish to be a group leader, double check (XX) for the activities you desire.

<table>
<thead>
<tr>
<th>A. ACTIVITY</th>
<th>BEFORE SCHOOL</th>
<th>NOON</th>
<th>AFTER SCHOOL</th>
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<tbody>
<tr>
<td>SOFTBALL</td>
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<td>PING PONG</td>
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<td></td>
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<tr>
<td>VOLLEYBALL</td>
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<td></td>
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<tr>
<td>FOUR SQUARE</td>
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<tr>
<td>SHUFFLEBOARD</td>
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<td>PADDLE TENNIS</td>
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<tr>
<td>BADMINTON</td>
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<tr>
<td>KICK BALL</td>
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<td>FOLK DANCING</td>
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<td>SQUARE DANCING</td>
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<tr>
<td>SOCIAL DANCING</td>
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</table>

B. Your suggestions for additional activities to be included in the program:

C. Sign your name and class so we will know what activities you select.

Your name ___________________________ Class ___________________________
Here are the rules for your co-recreational program which is to start Monday, October 10, 1955. Since the program is new for your Junior High School and since it is your program, we want you to understand and enjoy it. This is a co-recreational program (for both boys and girls) and will be governed by the following rules:

1. Games will be composed of both boys and girls; not boys vs. girls.

2. So far as possible, boys will play boys' rules and girls will play girls' rules. In case such a plan is not feasible, boys will play girls' rules.

3. Participation is on a voluntary basis. You may play in any activity you choose. Material and equipment will be issued on a basis of first come first served. It will not be possible to reserve either equipment, courts or specific play areas.

4. You will organize your own game and play activities and select your players.

5. Members of the program committee will be on hand to umpire, referee, keep score or supervise your activity if you wish to use them.

6. Equipment and all material needed for the activity you choose must be checked out and returned by one person who will assume all responsibility for such equipment.

7. You may start your game whenever you are ready but previous to fifteen (15) minutes before the start of regular school classes.

8. Games must end by five (5) minutes before regular school classes start.

9. Three long whistle blasts will indicate the end of the play period.
(Sample Form)

OPERATION COMMITTEE

<table>
<thead>
<tr>
<th>Student</th>
<th>Duty</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>e.g. (Mary Smith</td>
<td>Volleyball Score Keeper</td>
<td>AM - 10-5-56</td>
</tr>
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</table>
(Sample Form)

EQUIPMENT CHECK LIST

Monitor ______________________ Date __________

<table>
<thead>
<tr>
<th>List Material</th>
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<th>Checked to:</th>
<th>Material Returned</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Student - Class</td>
<td></td>
</tr>
</tbody>
</table>

e.g. (Basketball . Mary Smith L73)