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**A PROPOSED PHYSICAL EDUCATION PROGRAM FOR THE
O. L. PRICE SCHOOL OF TAYLOR, TEXAS**



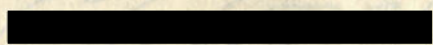
EDWARD ELDER

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A PROPOSED PHYSICAL EDUCATION PROGRAM FOR THE
A PROPOSED PHYSICAL EDUCATION PROGRAM FOR THE
O. L. PRICE SCHOOL OF TAYLOR, TEXAS

By



Edward Elder

8-15-58

A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of

Master of Physical Education

In The

CV 342
EA

Graduate Division

of

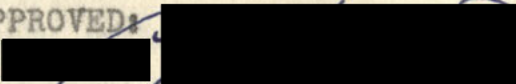
Prairie View Agricultural and Mechanical College
Prairie View, Texas

August, 1958

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A PROPOSED PHYSICAL EDUCATION PROGRAM FOR THE
O. L. PRICE SCHOOL
of
Taylor, Texas

APPROVED: 

8-15-58

APPROVED:

Dean of the Graduate School

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PREFACE

That the O. L. Price School of Taylor, Texas, doesn't have a Physical education program evident for some time. It was in view of the need of a Physical Education program that this study was undertaken. It is hoped that this study would be of value to the Administration of the Taylor Public Schools.

Much credit is due to members of the Taylor Public schools for helping in gathering some of the data.

Edward Elder

Prairie View Agricultural and Mechanical College
 Prairie View, Texas
 August, 1958

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General Impact of the Study

This study concerns a physical education program for the O. L. Price school of Taylor, Texas. The superintendent of the Taylor public schools, and the principal and members of the teaching-staff of the O. L. Price school including the writer, who serves as coach, have long recognized the need for a physical education program.

Because of the lack of a physical education program in this school, the writer has endeavored to bring about a physical education program in this school. The general purpose of this study, therefore, is to provide data and information which will help to bring about a physical education program in this school. The writer has endeavored to bring about a physical education program in this school.

CHAPTER I

INTRODUCTION TO THE STUDY

General Purpose of the Study

This study concerns a physical education program for the O. L. Price school of Taylor, Texas. The superintendent of the Taylor public schools, and the principal and members of the teaching staff of the O. L. Price school including the writer, who serves as coach, have long recognized the need of a physical education program.

Because of the lack of a physical education program students are being deprived of the kind of physical education which is now deemed necessary for the proper growth and development of public school children. The general purpose of this study, therefore is to provide data and information which is hoped may incite interest in physical education and result in an adequate physical education for the O. L. Price school.

Specific Purpose of the Study

More specifically, the purpose of this thesis can be stated as follows:

1. To review general literature on physical education for the purpose of determining the most commonly accepted objectives and methods of the physical education program in modern schools.
2. To consult the literature with the view of determining definite policies and standards, commonly by recognized authorities as being desirable or necessary for the proper functioning of each of the following five areas of the physical education program:
 - a. Administration
 - b. Program
 - c. Personnel
 - d. Facilities and equipment
 - e. Budget and finance
3. To show the present situation at the O. L. Price school.

Statement of Problem

1. The over-all problem is concerned with a well developed and effective physical education program.

2. Facilities and equipment
3. Trained personnel
4. Administration
5. Budget and finance

Methods and Procedures

The methods and procedures followed in the collecting and compiling of the data presented in this thesis consist of:

1. Reviewing the literature to determine the most accepted ideas in regards to:
 - a. The general nature of physical education in the modern school.
 - b. The place of physical education in the educational program.
 - c. General aims and objectives of physical education.
 - d. The physical education program in the modern school.

2. Reviewing the literature to determine the most commonly accepted standards and policies for the following five areas of the physical education program in the modern school:

the O. L. Price School. In chapter IV, "Recommendations

- a. Administration
- b. Program (content and conduct)
- c. Personnel
- d. Facilities and equipment
- e. Budget

3. Making an informal survey of the interest of the pupil of the program.

4. Formulating and stating recommendations by which the following areas of the physical education program of the O. L. Price school can be brought in line with standards as compared with other physical education programs.

- a. Administration
- b. Program
- c. Personnel
- d. Facilities and equipment
- e. Budget

Organization of the Thesis

The organization and content of the remaining chapters of this thesis are described as follows: In chapter II, "Review of Related Literature." In Chapter III, "The Present Physical Education Program for the O. L. Price School." In chapter IV, "Recommendations

for the Physical Education Program for O. L. Price School." In Chapter V, Summary, and Chapter VI, Bibliography.

In this chapter an attempt has been made to cite a few of the authorities with the most generally accepted policies and standards in planning programs in the field of physical education.

Walker and Foster's study disclosed that

Coeducational physical education is a phase of the physical education program that has been a "problem child" for a great number of years. When they began building a new gymnasium, they agreed that the gymnasium not be divided in any manner and that their boys and girls classes be scheduled concurrently. They set no objection from the administration, the community, or the students.

Objectives for the program were set down as a guide. The combined objectives were as follows:

1. To provide a situation in which boys and girls could learn to play together.
2. To provide an atmosphere of understanding and appreciation of one sex for another.
3. To develop habits conducive to sound physical and mental health.
4. To promote good citizenship and good sportsmanship.

Walker, Edsel and Fay Foster, "Coeducational Physical Education in a Secondary High School Program," Journal of Health, Physical Education, and Recreation, 1934, 5, 2.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter an attempt has been made to cite a few of the authorities with the most commonly accepted policies and standards in planning programs in the field of physical education.

Walker and Hobbs¹ study disclosed that:

Coeducational physical education is a phase of the physical education program that has been a "problem child" for a great number of years. When they began building a new gymnasium, they asked that the gymnasium not be divided in any manner and that their boys and girls classes be scheduled concurrently. They met no objection from the administration, the community, or the students.

Objectives for the program were set down as a guide. The combined objectives were as follows:

1. To provide a situation in which boys and girls could learn to play together.
2. To provide an atmosphere of understanding and appreciation of one sex for another.
3. To develop habits conducive to sound physical and mental health.
4. To promote gentlemanliness and good sportsmanship.

¹Walker, Madelyn and Ray Hobbs, "Coeducational Physical Education In A Secondary High School Program" Journal of Health Physical Education and Recreation, April 1956, p. 17.

5. To promote a feeling for the safety of others.
6. To offer as many activities as possible in which boys and girls may take part together.

This program has been in operation for three years and Walker and Hobbs feel that their objectives were reached long before anticipated. They seemed to have accomplished the following:

1. More attention to appearance and cleanliness.
2. More respect and consideration for each other.
3. Greater participation in after school parties and dances.
4. Better citizens in the whole school in general.
5. Courtesy and friendliness for both teacher and each other.

"We include physical education as part of our regular core program," says Jack Frymier,² in his article on physical education in the core program. He continues:

It belongs in this area because it is an important phase of general education. The entire program is built around the core. Starting with the junior high school through the senior high school, all students take the core. Those in the eleventh and twelfth grades have a two hour block of time together each day and use the remaining

²Frymier, Jack R., "Physical Education In The Core Program" Bulletin of National Association of Secondary Schools, Vol 39, May 1955, pp. 116-120.

four hours for course area considered best suited for their individual needs. The ninth and tenth grades take a three hour block of core and three specialized areas of study each day. In the lower grades, of course, all the time is spent in one group.

Self control, poise, self confidence, and the ability to keep calm under pressure are practiced in the physical education classes. Teachers of physical education must watch for the mental attitudes of boys, In fact, Emery³ says:

The teacher in physical education must sharpen his wits to perceive the human behavior before him to interpret this behavior correctly and understand what this behavior means in terms of guidance and help. Then the teacher must endeavor to so guide the individual that he will be well adjusted to his group and environment. Any member of the physical education staff especially the "coach" should be constantly aware of the fact that much of his philosophy, his citizenship, even his personal life is forever being adopted as the ideal way of living by student after student. He must also know that because he comes so close to individuals as they are playing and thus relieved of tention that he is in a peculiarly desirable situation to observe possibilities for personality formation and guidance and thus to receive opportunities to be of great assistance.

It becomes the responsibility of all personnel in physical education to so guide the individual so that he will be well adjusted to his group and environment. Good health, physical well being,

³Emery, Donald B., "The Physical Educator" Journal of Health Physical Education and Recreation, January 1953. p. 27.

adventure, success, mastery, achievement, social status, creativeness, democratic experience..... all these can and must be provided for each and every pupil in the school from the various aspects of the physical education curriculum.

Above all, the teacher must remember that a man who puts anything ahead of the welfare of his students has no place in the field of physical education.

Agnello and Toschi,⁴ of Richmond California pointed out that "squad selection not only protect individual pride but also provides balance teams for competition."

They started experimenting with various types of squad selections in an attempt to meet the following objectives:

1. To maintain the dignity of the students.
2. To select the best balanced teams possible.
3. To unify the class by feeling that everyone was wanted on the team.

Agnello and Toschi finally came up with a method called the sociogram. It started with the selection of four captains. This was done by secret ballot, each boy in the class was asked to elect two boys that he thought would make the best captains. The notes were tabulated and four captains were selected. The captains were

⁴Agnello, Leslie and Louis Toschi, "Choosing Class Teams" Journal of Health Physical Education and Recreation, October 1956. p. 37.

allowed to choose one boy and this boy usually became the co-captain.

Then from there on it was the object of the captains to divide the rest of the class into four teams of equal strength. Captains would not know which team would be theirs until every boy had been placed on a team. These teams were assigned to the captains by means of a drawing.

Realizing that anyone of the four might eventually be allotted to him, each captain did his best to make all teams equal. When the teams have been equalized to the greatest degree possible and all four captains agreed that they would be satisfied with any one team, the drawing was made.

No boy acted as captain twice within the same semester and they selected new teams every six weeks. This allowed many boys the leadership experience of class captaincy.

"As physical education teachers in our schools, are we taking our job of skill teaching seriously?" asked Meadows.⁵ "Certainly, one of the determining factors in

⁵ Meadows, Paul, "The Teaching of Skills" Journal of Health Physical Education and Recreation, December 1954. p. 27.

The ability of the physical education teacher to motivate his students to perform effectively is the crux of good teaching skills. Improving our skill-teaching is our way of bringing the student closer to the satisfaction he derives when he is able to perform an activity with some degree of success. We should work constantly toward the goal of giving our students a clear understanding of the important part skill practices play in enabling them to participate in the whole game more effectively.

A student in physical education who recognizes that the teacher is really interested in assisting him to acquire a skill in which he shows a definite weakness, is more likely to engage in that particular skill practice activity enthusiastically than in a situation where the individual needs are almost completely neglected.

In April 1954, The Physical Education Division⁶ of the American Association of Health Physical Education and Recreation held a panel discussion on ways of improving the values of physical education in secondary schools. They decided that:

1. If our programs are to improve, administrators must be informed of our needs and convinced of the necessity for physical education. There is evidence of a need for a better working relationship between boys and girls departments.
2. There is a definite need for each school to develop and follow a written course of study.

⁶Lehsten, Nelson G., Journal of Health Physical Education and Recreation, January 1953, p. 55.

3. Every attempt should be made to investigate the possibilities of using community facilities for swimming, bowling, and etc., in order to enlarge the student range of experience.
4. The teacher must become proficient in utilizing every available means of bringing the program before the attention of the administration and the community.
5. Realization on the part of the teacher that in most situations the responsibility for the corrective and remedial program in the hands of the individual teacher.

"Health teaching is one of the most demanding phases of our instructional program" says Haag,⁷ as he stated the following objectives to help in determining the child's health status:

1. The health record
2. The dental record
3. The results of tuberculin and X-ray testing program
4. The results of vision test
5. The results of hearing test
6. The results of physical examination
7. The results of postural diagnostic test
8. The results of nutritional screening
9. Systematic observation by the teacher

⁷Haag, Jessie Helen, "Discovering Needs and Interest for Health Instruction" Journal of Health Physical Education and Recreation, January 1953, p. 22.

In Marian Broer's⁸ article on fitness, she states the following:

The issue of physical fitness of American youth is causing educators to consider their physical education programs in light of contribution to fitness. Several studies have been made to determine the relative influence of various physical education activities on the development of elements commonly ascribed to physical fitness.

No clear picture is apparent. Many investigators have attacked the problem, but in most studies only a few physical education activities have been sampled and therefore each study compares different groups of activities.

A subcommittee from the American Association of Health, Physical Education,⁹ and Recreation and the National Association of Secondary School Principals stated the following standards for girls sports in secondary schools:

1. The sports program should meet the needs with consideration given to physique, interest, ability, experience, health, and maturity.
2. A medical examination should be given each girl prior to participating in the sports program.
3. A healthful, safe, and sanitary environment should be provided for all activities.

⁸Broer, Marian R., "For Physical Fitness Vary Your Program" Journal of Health Physical Education and Recreation. September 1956. p. 18.

⁹Purbeck, Marian, et. al., "Standards For Girls Sports in Secondary Schools" Journal of Health Physical Education and Recreation, October 1954. p. 34.

4. Every girl should have the opportunity to participate in a variety of activities both individual and team sports.
5. Competition should be equitable between girls of the same ability and maturity with due consideration given the players ranging from the unskilled to the expert.
6. Lengths in sports seasons should be limited and maximum number of practice periods and games carefully weighed.
7. Games should be played according to girls' rules and the officiating done by qualified officials.
8. Types of competition should be varied. Intramural competition should be stressed and extramural competition should be an out growth of the intramural program.
9. The leader for the program should be of the highest caliber. The instructing, coaching and officiating should be done by qualified leaders and preferable by women when ever possible.

"Since in physical education a child moves, thinks, sees, and feel at once in situations of social and democratic importance," wrote Yukie¹⁰ "the physical education group is one type of optimum relationship in which to study and observe growth and development." Yukie also pointed out that test and measurements have indicated individual physical improvement as a results of the physical education program, and some research in the field has

¹⁰Yukie, Elenor, "Group Movement in a Physical Education Class" The Research Quarterly. Vol. 26. May 1956. p. 222.

demonstrated mental development but, owing inadequate tools or methods of research, little scientific experimentation had been to the professional claims or ascertain achievements of stated goals that participation in physical education contributes to the personal social growth and development of participants.

An effort was made to indicate and analyze personal social group growth for one semester in a physical education class consisting of thirty high school girls. To point out a new method of reason for physical educators the researcher experimented with the group study method. The purpose of this study therefore was:

1. To discover if group changes in the physical education class can be identified through the use of observing and records.
2. To determine if the results of techniques were essentially consistent and which was the simplest and most productive of meaningful results.

J. B. Nash,¹¹ in stating the contribution of physical education to recreation brought out the following points:

Physical education makes its contribution to total education through teaching, administering, and supervising certain types of educational activities.

¹¹Nash, J. B., "The Contribution of Physical Education to Recreation" Journal of Health Physical Education and Recreation, October 1951. p. 53.

Physical education is difficult to fully differentiate from other activities which we teach in the schools, colleges, and on the playfields. Activities are never wholly "physical" as in contrast to other activities being wholly "mental." Every activity, whether it be playing tennis, solving arithmetic problems, playing the piano, or making pottery, involves the total organism....that is, the physical as well as the mental.

Physical education can be best illustrated by the activities which are normally carried on in the gymnasium, on the athletic field, the playground, in the swimming pool, and in closely related sense, the activities which are involved in camping and vacationing.

In a large sense every activity contributes to every outcome of life. Thus, physical education contributes not only to recreational adjustments but also to health, work, safety, and citizenship objectives.

Frances Stroup¹² pointed out some very interesting points on a physical education grading system. She stated that:

Grading is largely a philosophical problem; and in problems of philosophy, unique quantitative answers are not common. It means that grading systems... if needed, have to have serious consideration which are based on assumptions and hypothesis.

We hold these assumptions to be basic:

1. The ultimate purpose of school grades is motivation.

¹²Stroup, Francis, "Grading System no. 999"
Journal of Health Physical Education and Recreation.
January 1953. p. 55.

2. Grades should be closely related to course content.
3. Grades should be based on specific achievements.
4. Students should know how their grades are determined.
5. Each school must determine and justify its own grading system.

C. O. Jackson,¹³ physical education professor of University of Illinois stated the following concerning the physical education program:

1. The total school enrollment should participate in physical education program.
2. The curriculum in physical education should be based on the condition in the comprehensive health examination.
3. The physical education teacher should be professionally and socially qualified.
4. All physical education instructors should have a written curriculum outline of their program.
5. Adequate facilities and equipment should be provided by the school authorities and maximum use should be made of them.
6. A costume should be adopted for physical education classes.
7. Grades in physical education should be given on the same basis as grades in academic subjects.

¹³Jackson, C.O., "Evaluate your Physical education program" Scholastic Coach, November 1953. p. 36.

8. The activities should be along the lines of informal teaching.

SUMMARY

In order to have a well rounded physical education program it is necessary to review materials that have actually been used in the classes. In reading the materials you will eliminate problems before they occur in your program.

The physical education program of this school is five main areas, as follows: (1) administrative organization, (2) program (content and methods), (3) personnel, (4) facilities, and (5) finance and budget. The present situation in the G. L. Price school in regards to each of these five areas is described in this chapter, in the order which they are set forth above. First, however, a brief description of the G. L. Price school is given.

Brief Description of the G. L. Price School

The Mackinac School was established in the late 1800's (exact date unavailable). The name was changed to G. L. Price in 1943 which is its present name.

CHAPTER III

THE PRESENT PHYSICAL EDUCATION PROGRAM FOR THE O. L. PRICE SCHOOL

In order to determine just how well the O. L. Price School meets the standards and principles as were described in the proceeding chapter, an informal survey was made of the physical education program of this school in five main areas, as follows: (1) Administrative Organization, (2) program (content and conduct), (3) personnel, (4) facilities, and (5) finance and budget. The present situation in the O. L. Price school in regards to each of these five areas is described in this chapter, in the order which they are set forth above. First, however, a brief description of the O. L. Price school is given.

Brief Description of the O. L. Price School

The Blackshear School was established in the late 1900's (exact date unavailable). The name was changed to O. L. Price in 1948 which is its present name.¹

¹Files of the office of the Superintendent, Taylor Public Schools, Taylor, Texas.

The O. L. Price school is consolidated with three other schools on a high school level. The other were as follows: (1) Hotto, (2) Thrall and (3) Coupland.

During the school year of 1956-57 the enrollment of the O. L. Price School was 441. Of the 441 students, 279 were in the elementary school, 63 were in junior high school, and 109 were in the senior high school.² Teaching these children were 22 teachers of which 11 taught in the elementary school, 3 in the junior high school, and 8 in the senior high school.

Administrational Organization

The O. L. Price School does not have a physical education department. There is no director of physical education as such. Interschool athletics in the senior high school are under the direction of one coach, who is responsible to the superintendent and principal. It can be seen that the situation does not meet the recognized standards as outlined in chapter II.

Program

The physical education program in the O. L. Price school consists of supervised and free play, intramural

²Op. cit.

athletics, and interschool athletics (in the senior high school)

In the senior high school, in addition to supervised play, one intramural sport, volleyball, is played during the noon hour. Both boys and girls participate. The principal and coach are in charge of the intramural program, along with other teachers as helpers, and teams are organized by different individuals selecting the members of their team.

The interschool athletic program of the O. L. Price school consists of competition in the athletic program of the Interscholastic League under the direction of Mr. O. J. Thomas, whose office is located at Prairie View A & M College.

As a member of Conference 9A, Price School competes against schools with enrollments 50-125 students, in football, basketball, baseball, and track and field. O. L. Price became a member of conference 9A in 1952. Members of the conference are: Taylor, Rosebud, Caldwell, Rockdale, Cameron, College Station, Snook, and Rosenthrall. Prior to this date, it was a member of district 14A. Members of conference 14A prior to 1952 were Taylor, Marlin, Hearne, Calvert, Cameron, Rosebud and Caldwell.

Personnel

In the elementary grades and in the junior high school, classroom teachers supervise the physical education activity periods, which has been shown to constitute the only program. No classes of physical education are taught in the senior high school.

The professional training qualifications of all teachers in the O. L. Price school, who serve as Physical Education teachers are shown in table I on the next page.

It can be seen that, of fifteen in the Price school who are responsible for teaching P. E., only two elementary teachers, two junior high teachers, and one senior high teacher qualify.

Facilities and Equipment

The O. L. Price school has no gymnasium but an out-of-door-court 42X 72 feet in width and length. This court is used for basketball, tennis and volleyball. Provisions have been made for an Auditorium-gymnasium.

The Price school has ten acres of playgrounds. None is fenced. There is also a regulation practice football field and a non-regulation baseball field.

TABLE I
 PROFESSIONAL TRAINING OF TEACHERS
 OF
 PHYSICAL EDUCATION IN THE
 O.L. PRICE SCHOOL

Professional Training In Physical Education	Number of Teachers		
	Elementary	Jr. High	Sr. High
24 hours	0	1	1
12 to 24 hours	0	1	0
less than 12 hours	11	3	4
6 hours	2	2	0
no hours	9	1	7
Total number of teachers responsible for teaching Physical Education	11	2	2

The following list shows the kind and amount of playing equipment available at the O.L. Price school.

Gymnastic Equipment

None

Basketball Equipment

Basketballs..... 4
 Playing Courts (out of doors)..... 1

Football Equipment

Footballs.....	3
Practice Field.....	1
Playing Areas.....	2

Softball Equipment

Bats.....	12
Softballs.....	12
Gloves (mit).....	1
Protectors (catcher).....	2 (sets)
Playing Areas.....	4

Volleyball Equipment

Volley Balls.....	1
Nets.....	1
Playing Courts.....	1

Tennis Equipment

Tennis Courts.....	1
Tennis Balls.....	6
Racquets.....	4
Nets.....	1

Miscellaneous Equipment

Playground balls.....	6
Swings.....	4
Merry-go-round.....	1

It is obvious that the facilities and equipment available at Price school for P. E. activities do not measure up to the standards of modern Physical Education Program.

Budget and Finance

The O. L. Price school does not have a budget for the Physical Education Program.

Equipment for the Physical Education Program is purchased from the athletic budget and by individual request from teachers in annual requisitions for general school equipment. Footballs and basketballs are supplied from varsity athletic equipment or by individual students.

SUMMARY

The present situation of the O. L. Price school is one of inadequacy in all phases of the P. E. program. Some of the major defects are as follows: (1) there is no department of P.E. for administering an adequate program, (2) there is no over-all integrated program and no objectives for P.E., (3) most teachers are inadequately trained for teaching P.E., (4) proper facilities are not available (especially with no gymnasium), and (5) there is no budget for procuring needed equipment.

ADMINISTRATIVE RECOMMENDATIONS

In order to bring the administrative organization of the physical education program of the O. L. Price school into line with accepted standards and policies, the following recommendations are offered:

1. That the O. L. Price school set up a dedicated department of physical education in primary and junior high school which shall be separate from other departments of the school and through which the activities of the physical education program shall be coordinated.

CHAPTER IV

RECOMMENDATIONS FOR THE PHYSICAL EDUCATION

PROGRAM OF THE O. L. PRICE SCHOOL

In previous chapters of this thesis, the ideal situation that exists in the physical education program school has been discussed and presented, and the situation as it actually exists in the O. L. Price school has been explained in this chapter. It has been shown that the O. L. Price school does not measure up to recognized standards and principles in regard to the five areas of the physical education program that have been considered, namely: (1) administrative organization, (2) program, (3) personnel, (4) facilities and equipment, and (5) budget and finance. In this chapter, recommendations are given for improving the physical education program of the O. L. Price school in each of these five areas.

Administrational Organization

In order to bring the administrative organization of the physical education program of the O. L. Price school more nearly in line with accepted standards and policies, the following recommendations are offered:

1. That the O. L. Price school set up definite departments of physical education in junior and senior high school which shall be separate from other departments of the school and through which the activities of the physical education program shall be coordinated.

2. That the O.L. Price school provide a director of physical education for the entire school system. This director shall be responsible to the principal for the coordination of all physical activities, including interschool activities. He shall act in a supervisory capacity in dealing with principals and teachers responsible for physical education.
3. That definite policies, functions, and responsibilities of all physical education personnel be established in written form.
4. That regular meetings be scheduled in which physical education personnel will be required to attend for the purpose of discussing any pertinent problems arising in the administering of the physical education program or any other problems that affect the physical education program.
5. That there be established an over-all physical education program for the whole school with definite and attainable objectives stated in writing, and that all individual physical education teachers be required to plan and carry out their individual program in line with the general objectives and philosophies of the over-all plan. This would mean, of course, the discontinuance of the present practice of allowing each teacher to plan and carry out any reference to any established objectives of general education.
6. That, in order to keep constantly improving the physical education program, the physical education personnel undertake research on the needs of children of the O. L. Price school and in other areas in which data are needed.
7. That lectures and discussions be scheduled in which the policies, aims, methods, and philosophies of physical education can be explained to members of the physical education profession, to other teachers in the school, and to members of the general public.

8. That an attempt be made to obtain news papers and other forms of publicity to explain the new physical education program and its function and objectives to the general public which the O. L. Price school serves.

PROGRAM

The over-all physical education program in the modern school may be thought of as embracing three different parts, in separate programs with the main program. These are: (1) the service program; (2) the intramural program; and (3) the interschool athletic program.

Although it is recognized that an adequate program depends, to a large degree, upon properly qualified personnel to plan and carry out, general recommendations are made for improving the physical education program of the entire O. L. Price school system and specific recommendations are submitted for each grade level.

General Recommendations

1. That the practice of providing only supervised play for students be discontinued and that definite programs with instructions be provided for all students in all grades with specific objectives in mind and in accordance with the objectives of the over-all program.
2. That two types of programs, regular and restricted be provided, the regular for pupils

who have physical conditions which prohibit their engaging in strenuous exercises.

3. That each child be assigned to the regular or restricted program on the basis of a medical examination. The children with no physical ailments should take part in the regular program; those whose doctors recommend a restricted program of exercise should be placed in the restricted program.
4. That children in the restricted category be assigned to physical education teachers specifically trained to teach restricted programs.
5. That all children taking part in physical education programs be classified according to grade level until such time as proper tests can be given to determine proper classification by other means.
6. That all children receive grades for participation in the physical education program on the basis of achievement in skills, knowledges, and attitudes.
7. That a system of cumulative records be maintained from each child's entry in the school until leaving the school, showing his progress and status in physical education.
8. That an evaluation of the physical education program be made yearly at each grade level.
9. That medical examinations be required yearly of all students and of all new students at the time of entering the system.
10. That all activities be played out of doors as much as possible.
11. That all activities of a seasonal nature be played in season in four to six weeks periods, and that as large a variety of activities as possible be included in the programs.

Facilities and Equipment

1. That, since no play ground area is fenced and since fencing is needed to facilitate control of activities as a safety precaution, all play grounds be enclosed with a chain-link or wire fence of a height sufficient to provide safety to all participants using the area.
2. That the elementary play ground be equipped with the additional developmental equipment: Two see-saws; two sand boxes; two out-of-doors basketball goals, and two back stops for softball.
3. That the junior and senior high school be provided with the following equipment; two houseshoe pits; one out-of-doors basketball court and two chinning bars.

Gymnasium

Until the present time the O. L. Price school has been without a gymnasium but one is being built for the incoming school year. In planning a new gymnasium it is recommended:

1. That the standard proposed by national authorities in regards to lockers and showers be followed.
2. That a chemical footbath be provided for the pupils use.
3. That cuspidors and drinking fountains be provided.
4. That one lavatory be provided for every thirty pupils; one urinal for every twenty-five boys; one stool for every fifteen girls; one stool for every thirty boys.

Suggested Minimum Size of Boys and Girls Gymnasium*

<u>Enrollment</u>	<u>Width in ft.</u>	<u>Length in ft.</u>	<u>Height from floor to beam (in ft.)</u>	<u>Basket- ball court in ft.</u>	<u>Two cross wire fence in ft.</u>
0- 50	44	74	20	36X64	33X38
51-150	46	80	22	40X70	36X42
151-300	52	84	22	42X74	39-46
301-500	60	94	24	50X84	40-60
501-900	70	104	24	50X84	46X70

Equipment

It is recommended that the following minimum physical education equipment be provided in the amounts indicated.

play-ground balls	18
play-ground bats	18
Basketballs	12
Footballs	12
Baseballs	24
Volleyball sets	4
Gymnasium mats	6
Jumping standards	2
Soccer balls	6
Tennis racquets	8
Horseshoe pits	2
Tennis balls	24
Stop watches	2
Whistles	4

This is the minimum amount of equipment recommended and is for use in the physical education classes only.

* Adopted from Williams, Jesse Fenny, Clifford Lee Brownell, The Organization and Administration of Physical Education. p. 287.

The physical education administrator should be concerned with having every student in his school engaged regularly in appropriate programs of physical education activities. The program must be varied enough to offer activities appropriate to the needs and conditions represented in the entire group of students.

Physical education is divided into four areas in this chapter. They are (1) Health, (2) activity classwork, (3) Intramural and (4) Interschool.

Health

It is the duty of every teacher in school to teach health. In many schools there are no special trained personnel on the faculty for the teaching of health, therefore, it should be the responsibility of the physical education instructor to include health in the physical education program.

There are however a number of responsibilities which the physical education teacher has in matters pertaining to health, among which are:

1. Complete cooperation with school medical personnel in finding of health examination and their use.
2. The cleanliness of the physical education plant and the individuals in the program.
3. Safety in the plant and in the program.

4. Provisions for first aid and emergency care in case of illness or injury.
5. Attention to emotional health.
6. The promotion of a vigorous program which among other things will assist in the development of organic power and vigor, of efficient body movements in work as well as play.
7. The wise use of information regarding health matters which should receive the attention of medical personnel and referred to proper community health agencies.

Locker Room and Shower

The locker room for girls should provide one shower head for every five girls in a class and a locker. The locker room for boys should provide one shower head for every four boys and a locker for each boy. A chemical footbath should be provided at the entrance of showers. Cuspidors and drinking fountains should be provided in the gymnasium. Lavatories and urinals should also be provided.

Equipment

It is recommended that the following minimum physical education equipment be provided in the amounts indicated:

Playground balls	18
Playground bats	18
Basketballs	12
Footballs	12

Volleyball Sets	4
Gymnasium mats	12
Tennis racquets	12
Horseshoe pits	2
Badminton sets	2
Record player	1

This is the minimum amount of equipment recommended and is for use of physical education classes only.

Some of the immediate objectives are listed as follows:

1. To provide wholesome development activities.
2. To provide opportunity for participation in physical education activities of his choice.
3. To develop an active, wholesome attitude toward physical education and related activities.

It is suggested that this program be kept on a

temporary basis with activities that are wholesome, healthful, and socially sound.

The program will include all of the following:

Physical fitness, sports, and games. It is suggested that this program be kept on a temporary basis with activities that are wholesome, healthful, and socially sound.

It is further suggested that this program be

kept on a temporary basis with activities that are wholesome, healthful, and socially sound. It is suggested that this program be kept on a temporary basis with activities that are wholesome, healthful, and socially sound.

INTRAMURAL PROGRAM

Intramural athletics provide a voluntary program of wholesome recreation activities, basically physical which are mentally stimulating and socially sound and the program will be designed to contribute to the development of every student.

Some of the immediate objectives are listed as follows:

1. To provide wholesome development activities.
2. To provide every student with an opportunity to take part in an activity of his choice.
3. To develop an active, wholesome out of school play spirit and develop hobbies.

It is purposed that this program be kept on a voluntary basis with activities that are wholesome, healthful, and socially sound.

The program will include all of the students, boys and girls and the handicapped. Student leadership will be used to conduct this program as much as possible.

It is further proposed that this program be financed by the educational funds and that facilities be provided for the various activities listed in the program, also that awards be given to help stimulate interest, recognized achievement and motivate continued

It is also planned that the administration of this program be the function of the physical education department and that the administrators of this program be teachers of physical education.

The intramural program should include as many activities and facilities as possible.

Intramural Program

Fall

Touch Football
Volleyball
Tennis
Softball
Archery

Winter

Basketball
Badminton
Table Tennis
Square Dancing
Wrestling

Spring

Softball
Horseshoes
Track & Field
Volleyball
Tennis

INTERSCHOOL ACTIVITIES

It is felt that athletics play an important part in the lives of high school boys and girls and the benefits to be derived are of such value that everyone should have an opportunity to avail themselves to their attainments.

The interschool program for the boys at O. L. Price school should be as follows:

<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
Football	Basketball	Track & Field Baseball Tennis

The interschool program for the girls at O. L. Price school should be as follows:

<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
Volleyball	Basketball	Track & Field Softball Tennis

CHAPTER V

THE PHYSICAL EDUCATION PROGRAM OF THE O. L. PRICE SCHOOL OF TAYLOR, TEXAS SUMMARY

In this thesis an attempt has been made to acquaint the layman with the modern program of physical education, so as to create an interest on the part of the Taylor citizens in establishing an adequate physical education program in the O. L. Price school of Taylor, Texas. In chapter II, it was shown that physical education today is considered to be a part of general education. If properly carried out, it can contribute to the cardinal principles of education, and hence must be considered a phase of, rather than something separate from general education. Physical education adds much to the developing of traits necessary in a democratic society. Physical education programs are planned with the view of educating the whole child mentally, physically, and socially.

It was also shown that authorities have established many different policies and standards in regards to the five main areas of the physical education program treated in this thesis, namely (1) administrative organization (2) program, (3) personnel, (4) facilities and equipment, and (5) budget and finance.

The physical education program now in effect at the O. L. Price school compares most unfavorable with such standards as were previously discussed, therefore in chapter IV many recommendations were made in an effort to meet standards of a modern physical education program.

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