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## Evaluation of the Physical Education Program in the Liberty High School, Liberty, Texas

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EVALUATION OF THE PHYSICAL EDUCATION PROGRAM  
IN THE LIBERTY HIGH SCHOOL,  
LIBERTY, TEXAS

By

Edna Katharine Barrett

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

Bachelor of Science

in the

Division of Arts and Sciences

of the

Prairie View State Normal and Industrial College

Prairie View, Texas

May, 1937

EVALUATION OF THE PHYSICAL EDUCATION PROGRAM  
IN THE LIBERTY HIGH SCHOOL,  
LIBERTY, TEXAS

Outline

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### INTRODUCTION

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EVALUATION OF THE PHYSICAL EDUCATION PROGRAM  
IN THE LIBERTY HIGH SCHOOL,  
LIBERTY, TEXAS

INTRODUCTION

The nature of the activities carried on in the Liberty High School are of a varied nature in that some are for the development of various parts of the body and others are corrective agencies as well as a source of enjoyment and pleasure.

This physical education program provides play activities and strengthening activities contributing to physical health, mental health, and social adjustment. It also tends toward the development of skills, sportsmanship, personality and the proper use of leisure time.

In this particular section of the country, the weather does not permit the activities to be conducted solely out-doors, however, it is preferable to have them out of doors in order to enjoy the fresh air and sunshine.

EVALUATION OF THE PHYSICAL EDUCATION PROGRAM  
IN THE LIBERTY HIGH SCHOOL  
LIBERTY, TEXAS

The specific aims of the Physical Education program in the Liberty High School, Liberty, Texas are to teach happiness, and enjoyable participation in effort to satisfy physical activities based on the needs and desires of the entire group. Through these activities, physical training tends to develop gradually certain skills, habits, and ideas.

The students are allowed to use their own initiative in games and athletics as leaders. It offers an opportunity for the establishment of permanent health and recreational interest and habits. It becomes not merely a temporary expedient but an abiding interest for health and pleasure.

Definition of Terms: An evaluation is a process of ascertaining the value or worth of something as found in this program.

Physical Education is the administrative arm or the teaching division of education that is concerned with big muscle activities, vigorous total body activities, as distinct from musical, manual and other divisions of educative activities.

This program includes all the grades from the first through the eleventh. The activities vary according to grades as they are grouped. The primary and elementary



pupils participate in games of lower organization, and the pupils in the high school department participate in activities of higher organization. The success of this program depends largely upon the type of leadership.

There is a regular Physical Education teacher to devote her time specifically to this course, and these activities are supervised by this regular class-room-teacher in the system.

It is compulsory that each student participate in some type of activity. It is also a credited course as well as a requirement. There is only one mean by which a student is excused and that is by securing a written permit from a physician designating the time.

Grouping: The pupils are grouped according to grades and in some unusual cases, they are grouped according to size and ability. The grouping and classification of pupils correctly help to improve class instruction. Accurate classification in physical education depends largely on the arrangement of pupil's schedules by the principle or schedule committee. Hendricks <sup>1</sup> states that the grouping of boys and girls homogeneously for physical education will be assured if the various subjects are scheduled in the following sequence: (1) Physical education, (2) special one-class subjects such as trigonometry, (3) special subjects, such as, music, art, and homemaking,

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<sup>1</sup> George Hendricks: Course of Study for Junior and Senior High Schools. Page 47.

(4) science, (5) modern language, (6) classical language, (7) history or social studies, (8) mathematics, and (9) English.

Type of activities: These physical activities tend toward the physical development as well as mental development. Many valuable phases are derived through such activities as; track and group games. Track is important in that it gives the boys and girls the opportunity for plenty exercise in running and jumping that will develop strong muscles and healthy bodies. This game which is an outdoor event allows for more breathing than other games. This type of exercise aids in bringing to maturity those desirable moral qualities which come from systematic and hard work.

In group games as, foot-ball, baseball, basketball for both boys and girls afford plenty of exercise, therefore aiding the student to become strong and healthy in body and mind.

Fall activities outdoors: Volley ball for boys and girls, also tennis, football, track events and calisthenics for postural effect.

Winter Indoor Games: Marching, light apparatus work, jumping, and swinging, hand ball, mass games, folk dancing, gymnastic and clogging.

Spring Outdoor Games: Baseball, volley ball, relays, horseshoe pitching and tennis.



Specific purposes of this course: (1) To influence the students' experiences to the extent that they may be better able to adjust themselves to society, (2) to provide opportunities for the development of fair play, cooperation, and courtesy in sports, (3) to develop a relatively high degree of skill in athletic events, (4) to increase and improve students' wants and develop abilities to satisfy their wants, (5) to promote the physical development of the students and (6) to encourage self-expression and self-realization.

Self-expression and self-realization are terms that describe superior functions of the human personality and are to be shaped by a thorough-going sense of responsibility. The full development of the individual is nourished by powerful biologic impulses. Consideration for the rights of others is more and more focused in the social consciousness of self-expression and self-realization. These are interpreted in the light of one's relation to others. Thinking in terms of these factors in relation to physical education, I might look at it as being the interpretation of man's biologic needs and the social ideals of the time and place where pupils must face quite clearly the theory of formal discipline, the philosophy of effort, and the military goals of aristocratic classes. <sup>2</sup>

Physical Education is so closely related to health that it is impossible to separate them. Health is a condi-

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<sup>2</sup> J. F. William - Principles of Physical Education.

tion of the organism and as such represents one of the possible outcomes of properly selected activities. Health has only a relative meaning. Maximum health represents a condition wherein the human organism is functioning as near as possible to the nth degree of its capacity. Maximum health assumes the highest possible body efficiency.

Since play is a phase of physical education, I will relate the two in its simplest form. Play is referred to as any type of activity which carries its own drive or any activity, other than one of survival, eating or sleeping, in which there is intrinsically a sufficient interest drive to make the individual want to do it. Any developmental activities such as music, manual training, reading, and science- if properly presented represents play.

"The total school curriculum should be a challenge to children's interest in these fields. If properly presented, these activities become very interesting. The breaking up of these interests into little compartments, each with its own rules and regulations, without any reference to the whole, becomes deadly".<sup>3</sup>

Play must be thought of in terms of power building on the organic, neuro-muscular, interpretive-cortical and emotional-impulsive levels. Play is the type of experience which offers the opportunity to build meanings of symbols. It is through play that the child creates. On the impulsive level power building should continue much longer. Power building is the end of adolescence. Play

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<sup>3</sup> J. B. Nash: The Administration of Physical Education.



should be thought of as entering into new interests and driving activities where new organic power can be built, new skills, new meanings, and new feelings. When one has reached the limit of his emotional capacity to do new things he dies, even though he may walk among us for fifty years.

In contrast to physical education as an activity we must view health as an objective or desirable outcome. Health and Physical Education have definite relationships.<sup>4</sup> Physical education must always be thought of as a group of activities, under which leadership may be utilized to gain desirable outcomes. One of the desirable outcomes is health.

There are many reasons why health and physical education can not and should not be synonymous. In the first place, physical education is not the only activity arm of the public school which has health objectives. In fact, every one of the activity arms, especially the sciences and household arts, have definite health aims. There must be some conscience in the mind of the leader, but never so in the mind of the child. Health, like happiness, must be found by the wayside and the more you pursue it the more it flees from you.

Sportsmanship: In many instances efforts to develop sportsmanship through physical education have been based on unsound principles. It is unwise, for example, to

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<sup>4</sup> Frederick R. Rogers: Educational Objectives of Physical Activity.

give prizes and cups to the team in a basket ball tournament that exhibits the greatest number of specific objectives, sportsmanlike acts, or to count sportsmanlike behavior in deciding who wins a game. Such procedure probably causes more undesirable than desirable learnings.

Pupils tend to separate the acts of sportsmanship from the actual situations of life. They associate these desirable ways of behaving with prizes and with social approval. In some instances, members of teams that had only a slight winning chance of championship have appeared ridiculous in their exaggerated efforts to win points for exhibiting good sportsmanship. Such behavior is clearly as absurd and disgusting as would be some ill-bred and borish individual at a party making a deliberate effort to display courteous acts. Sportsmanship should be taught as part of a game. It should be inherent in the game itself and not tacked on to the game like an appendix of a book.

The attitude of 'anything to win' or 'win at any price' may in some cases accompany a winning team. It is essential, however, that critical consideration be given to the effect on the players of such a policy. It seems inevitable that the ideals and morals of boys who play under a coach with such an attitude would be degraded.

Honesty: (1) A good sportsman does not misrepresent his eligibility, (2) avoid unnecessary roughness that might injure an opponent, (3) plays fair at all times, (4) plays his best to the end that he does not become



offended if he is losing, and (5) congratulates the winners, give them full credit, does not explain or make excuses.

Good sportsmanship is a manifestation of good manners. This was true nearly four thousand years ago, when the Irish held their Tailtin Games; it was true when the Greeks celebrated their Olympic Games. When sportsmanship is at its best, sports flourish; when it declines, sports become corrupt and die. There is no other possibilities for athletics are built upon good sportsmanship. When two schools meet on the athletic field, then is a two-fold contest: One to determine which has the better team and the other to determine which has instilled in its players, students, and spectators the better qualities of sportsmanship, courtesy and fair play. The latter is of far more lasting importance than the former.

An outside evil has, however, crept into the fold. Since amateur sports have been adopted there is a tendency to the point of hippodroming, the code of the professional baseball bleachers has slowly been getting a grip on other crowds of spectators.

What constitutes good sportsmanship: Assuming that good sportsmanship is a desirable quality, it must be defined before an attempt is made to instill it into others. The things that go to make up sportsmanship are honor, brotherhood, loyalty, courtesy, truthfulness, co-operativeness and earnestness.

Every athletic team is just as clean in its playing and in its ideals of sportsmanship as the coach who has charge of it. The team is a reflection of the coach's true character and of what he stands for. Unless the coach has high ideals of good sportsmanship, and unless he displays these in his everyday life, there is little chance that the men on the teams which he coaches will disport themselves in a gentlemanly manner. The coach should consider it his duty to assist in controlling any unsportsmanlike tactics on the part of the spectators.

Every school should devise and adopt an attractive code of ideals to be taught to students and players. In order that none may be ignorant of what the code means, and in order that all may be familiar with what is expected of them, the code should be taught to the students. After players are taught what is expected of them, they should be required to live up to the standards set. Players should know what it means to treat opponents as guests, to applaud good plays made by others, to accept officials' rulings, and to look upon sports as sportsmen do.

The problem of physical education is a wide and complex one. It is an aspect of the wider problem of education in general, of which physical, intellectual, and moral training are collateral and overlapping branches. Considering these factors, physical education should work toward the development of the child into the fullest, truest, and most fruitful relations of which he is capable



with the world in which he lives. The child life should lead progressively onward to an adult life full of generous and varied activities. Life, is always life in a particular environment of people and things. The physical process does not propose a mere physical end, the development of the body. Its end is more human. It seeks to prepare for that aspect of life's work in which practical activities take a prominent share. It embraces intellectual and moral elements, for though the physical enters largely into practical activities, yet judgement and character are equally essential. The physical and the moral enter into it. Strenuousness, patience, honesty, and self-control are learned even in arithmetic and grammar lessons, and we frequently learn better by doing than by the more theoretic contemplation of things.

Life can not be divided into watertight compartments, one labelled physical, another intellectual, another moral; and the preparation for life will fail just in so far as artificial boundaries are erected to make the occupations and pursuits of school life solely intellectual, or moral, or physical in their character. School life will find its deepest life in the pupil, it will have its greatest effect in moulding his habits and desires, when it approximates to the conditions of real life of the child progressing through boyhood and youth to manhood.

Physical education, then, if it is to be anything more than a mere formal and artificial adjunct to

school life must be founded on the natural desires and instincts of childhood. The pursuits and occupations included under physical education, while they are physical in their character and promote health, strength, and skill, must have intellectual, social, and aesthetic factors, and hence train judgement and character. They will, in short, be the practical aspects of intellectual, social and aesthetic school life.

The relation of mind to body and work of each is effective life. It is important, therefore, at the outset clearly to grasp the connection between mental process and physical process and to understand the dependence of each in all life activity.

Life is a continual struggle with one's physical and social environment to bring oneself into proper relations to it, to know it, and to turn it to use. In this work, mind and body each play its own part.

The work of the mind is rationally to control our actions in the world around us. To do this, we must know the world, construct by our intelligence the world in idea, as truly and as fully as the impressions with which our senses provide us will allow. Knowledge so gained, however, is only a means to life. The real, true life consists in the ceaseless striving after ends, the overcoming of difficulties, the continual satisfying of the demands of our nature. Bodily, intellectual, social, aesthetic, and religious cravings, all demand realization, and all have ref-



erence to something outside ourselves. The function of intelligence is to transform these impulsive cravings into rational purposes, to know in the varying and conflicting circumstances of life as they crowd upon us wherein lies the welfare of the whole organism, a welfare permanent, lasting, and continuous throughout life. When intelligence forms such a conception of life's good, then in the midst of the strife of inclinations and desires, it becomes possible to choose the higher and to prefer the permanent and lasting good to the impulse of the movement.

The position of the mind in human organism, then, by intelligence and character, it constitutes itself by the controlling, governing, and directing member. Its duty is to know wherein lies the true welfare of the whole being, to be in touch with the physical and social environment, and to direct the behavior of the whole organism in that environment so as to secure the welfare of the whole.

The body is the instrument by which the mind is brought into relation with external things. Only through the medium of the body can mind execute its function of knowing the world and adapting that world to the welfare of the whole being. It is as an instrument of mind that education must seek to train the body so as to make it an instrument strong and efficient for its service.

To think of the body as something apart from the mind, to train the bodily activities separately from their relation to the mental activities, is to take a narrow and

false view of education. The mind is that element of the organism which conceives the welfare of the whole organism and intelligently adapts and controls the environment of that welfare; the body is the instrument through which the mind works.

To adjust the modern demands in a civilized society and to adjust the environment to man's essential and vital needs, there are two aspects of a complex problem. The problem is so immense that one aspect is all that can engage the attention. The demands of modern life comes to stand out as requiring all of our attention. In Physical Education, the greatest emphasis is frequently placed upon the need for human adjustment. Physical Education has played a conspicuous part and its essential and vital business is to help people to live in the modern world by affording therapeutic and palliative remedies for defects arising in the physical body.

Similar movements of a more or less fraudulent character are seen in the proposals of bets to do the work of muscles, arch supports for ligaments, vitamin tablets in place of green leafy vegetables and milk.

No less fraudulent are the proposals to use physical education in school for health purposes, or a few moments to correct a disordered spine. The speakers for such physical education view the purpose of the activities chiefly in the light of remediable or palliative measures that will make it possible to continue the business in hand.



This view is carried over into the adult world with devastating effect. Clerks, business men and women and other sedentary workers employ setting up exercise in their own homes or various programs of calisthenics. Such exercises are just valuable enough to mislead these infortunates and without an adequate appreciation of physical education, they are unable to distinguish between the real and the counterfeit. In the adult world this view is illustrated by the organized instruction given by radio for certain types who lack the vision, will have the opportunity to carry on effectively the complete business of living.

The fact that these who pursue economic goals solely can continue their business on half, tri-weekly periods of exercises in the gymnasium is no criterion for the whole of physical education. Even less so will the physical needs of these persons serve as standards in time, type or quality for the physical education.

The effort which society is making through physical education may be grouped into two spheres of influence; the one as stated above is to be interpreted as a more or less organized effort to use exercise as a setting up, perspiration producing activity in which the individual goes through certain movements because they are supposed to be good for him. The other effort is observed in the teaching directed at enriching the opportunities for wholesome recreational activities such as playgrounds, and camping facilities and at creating an attitude toward

physical activities closely associated with skills in certain activities which will lead the individual to play, to hike, to camp, to ride, because these have meaning and provide satisfaction. This view does not accept the proposition that modern society is fixed, that it even now requires men and women to refrain from suitable recreation, and in the light of more pressing social demands, it holds that the only salvation to society is through such willingness to recognize the values of play, and to be willing to take something from work to secure these values.



## SUGGESTIVE PHYSICAL EDUCATION PROGRAM

In effort to suggest a suitable physical education program that will fit the needs of the pupils of the Liberty High School, I am recommending the following:

Relate physical education more closely with health by giving these pupils a physical examination, follow up program, and have an accurate record of the health progress.

I further suggest that this program carry out the functions listed below.

- A. Physical and Social Control
- B. Social ideals
- C. Sense of justice
- D. Child development
  - 1. Organic
  - 2. Develop character
  - 3. Neuro-muscular mechanism
  - 4. Recreational activities.

This program should carry with it an unusual amount of interest to break down the problem of leisure, make wise use of it, and meet the ultimate needs of these pupils.

Theory and practice are important in this program also.

## CONCLUSION

"Physical Education is for the sake of mental and moral culture and not an end in itself". It is to make the intellect, feelings, and will, more vigorous, sane, supple, and resourceful.

The natural program of physical education relates to the immemorial, racial activities of man and leads on to points of view, skills, and practices for the whole life.

The rapid increase in knowledge particularly in science, invention, and exploration suggest that a bare outline of factual knowledge is not sufficient, but on the contrary, capacity to deal with new situations is desired.

The great increase of leisure time demonstrates urgent needs to educate in self-expression in wholesome ways in further expansion of the native resources of man to dance, dramatize and play.



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