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Physical Education And Its Function In The Secondary School With A Suggested Program For I. M. Terrell High School , Fort Worth, Texas

Bennie G. Ackerman, Sr.
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PHYSICAL EDUCATION AND ITS FUNCTION
IN THE SECONDARY SCHOOL WITH A
SUGGESTED PROGRAM FOR I. M. TERRELL
HIGH SCHOOL, FORT WORTH, TEXAS

ACKERMAN

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SCHOOL WITH A SUGGESTED PROGRAM FOR I. M. TERRELL
HIGH SCHOOL, FORT WORTH, TEXAS

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1947

by

Bennie G. Ackerman, Sr.

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

of

Master of Science

in the

Graduate Division

of

PRAIRIE VIEW A & M COLLEGE

Prairie View, Texas

August, 1947

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ACKNOWLEDGMENT

The writer acknowledges his indebtedness to his instructor and head of department, Mr. George W. H. ... and suggestions, criticisms and inspiration in helping to make this thesis a success. The writer also wishes to thank Mr. George W. H. ... and Health Education instructor, for his helpful suggestions and criticisms.

DEDICATION

Dedicated to my darling wife and son,
Bennie, Jr., who, through their sacrifices, helped
made this possible.

B.G.A.

ACKNOWLEDGEMENT

The writer wishes to acknowledge his indebtedness to Mr William J. Nicks, Instructor and Head of the Department of Physical Education, for his helpful suggestions, criticisms and inspiration in helping to make this thesis a success. The writer also wishes to thank Mr. George Bynum, Physical Education and Health Education Instructor, for his helpful suggestions and criticisms.

BIOGRAPHY

Bennie G. Ackerman, Sr. was born in Ennis, Texas, August 4, 1918, the third child of Mr. and Mrs Thomas A. Ackerman. He received his elementary and high school education in Lawton Public Schools, Lawton, Oklahoma, and was awarded the degree of Bachelor of Science from Prairie View University in 1946.

He served three years and eight months in the United States Army during World War II, with two and one half years oversea duty.

He entered Prairie View A & M College as a Graduate Student at the beginning of the school term 1946-47, in the field of Physical Education and Education.

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CHAPTER I

INTRODUCTION

There is no institution in contemporary life which has greater opportunity than the school to strengthen and enrich the democratic tradition and the democratic way of living. The consistent faith of the American people in the values of public education places directly upon all education the obligation to assume this responsibility.

The Secondary School is but one period in the educational life of the child. If it is to meet their needs, education for the pupils must be based upon recognition of this stage of growth as a developmental period in its own right, not solely as preparation for adult living. It is essential here, as at all other levels, that those who are concerned with the developing individual have an awareness of the problems confronting him and an understanding of the many new purposes that cause his ways of behaving.

It is the function of the Secondary School, therefore, to give each individual as wide an appreciation of the meaning of his life as his native capacity will permit, guiding him in the learning not only of the skills necessary for work and play, but in the acquiring of those attitudes and habits of action which show understanding of democratic living.

Purpose

Originally, there was no physical education in the

high school. It went on in the vigorous play and the hard work at home and the community; that is, in the stunts on the natural apparatus of the environment, in the chasing and fleeing games, in the swimming and the hunting, in activities stimulated by the activities of parents, in running abouts, in the arduous walking and riding getting place to place, in the work of the home, etc. These activities went on through most of the working hours, during practically three hundred and sixty five days in the year, and all through childhood and youth. The functions of the school were chiefly to teach the written language.

This situation during the last years especially has changed radically. The school has made new demands on children's time.

Therefore the purpose of this thesis is to give the function and role of physical education in the Secondary School and to work out a suggested program for I. M. Terrell High School, Fort Worth, Texas.

Need

The need has grown out of the conditions that exist in the I. M. Terrell High School.

The I. M. Terrell High School needs may be as follows:

1. A physical education program that can be identified whole heartedly with all education. The program based on an understanding of the growth and development of all

the students.

2. Adequate equipment for playground and gymnastic facilities to meet the need of the students enrolled in physical education.

3. Better organized physical education program to make students increasingly aware of the able to use the body as an instrument for the fullest expression of their total personality.

4. The physical education program should have rich relationship to those functions of the general school program.

5. To organize a program for the control of health conditions, and especially for the control of growth handicaps.

6. The organization of the students in the activities require a physical examination and tests of achievement and regular weighing for guidance in training. These attentions foster an interest in personal physical conditions.

Research Done

The writer has studied the conditions that exist. Through observation he has watched the present program in operation and through questionnaires has gathered correct data on the number of students enrolled in the school, number of students enrolled in physical education and the number of physical education instructors in the school.

of physical education Definition of Terms

A. "Physical Education is a way of education through motor activity and related experiences and its subject matter is primarily ways of behaving".¹

B. Function - The natural, proper, or characteristic action and purpose of anything.

C. Secondary School - The high school, with the curriculum so orderly arranged that usually includes only the ninth, tenth, eleventh and twelfth grades, or tenth, eleventh and twelfth grades.

D. Program - A physical education program here means a plan of organization which is considered necessary to bring out the essential objectives of that phase of the curriculum. Teaching and administrative procedures are based on the plan.

E. Activity - The word activity will be used as the inclusive term covering the whole content of the thesis, both play and work, in school and out of school. It covers all the educational behavior, physical or mental, out of school; it covers the whole school curriculum or any specific item in the curriculum. It is the total response involving all physical and mental elements. It includes the situation, the response and the results. Activity is the sole means

¹ Sharman, Jackson R., Introduction to Physical Education, A. S. Barnes and Company, New York, 1938, p. 59.

of physical education.

2. Specific

1. Physical education as a social process
2. Physical education for creative and aesthetic expression

3. General

1. Recognizing the importance of affective factors in the learning situation.
2. To provide guidance which is both stimulating and protective.

Physical Education as a Social Process

If physical education is to help the students in the Secondary School to meet their persistent problem of living, it must show an awareness and understanding of the needs of the individual living within society. It must justify the expenditures and activities of the program. The knowledge that boys and girls deeply need to achieve a feeling of social adequacy has great implications for program procedures. The physical education program may contribute greatly to emotional security through the teacher's awareness of the need for consistent, satisfying relationships, girls with girls, boys with boys and boys with girls. Experience in physical education may contribute to the boy's or girl's sense of personal worth and influence its social aspect.

Social status is a self-expressive, scientific expression for developing very early and vivid in the life of the child. It

CHAPTER II

OBJECTIVES

A. Specific

1. Physical education as a social process
2. Physical education for creative and aesthetic expression

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Physical Education as a Social Process

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Social status is a cold, scientific expression for something very warm and vital in the life of the child. It

means his feeling of belonging to a group, not merely being with it, but feeling himself an integral part of it. It means the fun and satisfaction of being with those who accept him and with whom he likes and wants to be with.

The Secondary School program in physical education should be so designed to satisfy social and recreational interests of large groups of boys and girls. There should be a place for many sports which give opportunities for them to play together, such as archery, hiking, swimming, badminton and golf. Social dancing should have an important place in the program.

"All areas of the school should be aware of and guide such social relationships. Yet, physical education in the Secondary School should take advantage of the nature of its activities and the very real and general interest boys and girls have in them to provide many experiences rich in social values. First of all, physical education must provide opportunities for these skills to be used in many social groupings where success is possible often enough to maintain this sense of adequacy".¹

The child has need for adult leadership of the right kind at the right time. He must feel that the adult is a friend, able and willing to direct him in the development of his interest to help him clarify his purposes and attain his goals.

¹ Rosalind Cassidy, New Directions in Physical Education, A. S. Barnes and Company, New York, New York, 1938., p. 18.

Physical Education for Creative and Aesthetic Expression

When movement is thought of as an expression of the self, physical education has a responsibility to help boys and girls understand the function of the human organism and its use not only in sports, dance, drama, art and music, but in all the ways in which the body is used in the activities of daily life. Expressive behavior is the responsiveness of the individual to the people, objects and situations in his environment. The child's impulse to response comes through his senses. He sees, hears, smells, tastes, moves and does so as an organismic unit. To his perceptions he gives meaning and values unique to himself. His responsiveness may result in expression; the direct effort to communicate to others the meaning of his experiences by creating through them; that is creative expression of others; that is aesthetic expression.

Physical Education activities should provide opportunities both for creation and aesthetic expression. Dance is readily recognized and accepted as an art form not only because of its association with other art forms but because of the creative and appreciative opportunities it presents. Play and organized games as well, may be full of creative movement patterns. Those physical education activities not fostered upon the child as routine to be learned, those which allow him freedom of expression may arouse creative responsiveness on his part. Even within the framework of

organized games with their regulated floor space, rules and equipment there are many opportunities for the individual to create his own patterns of expression.

"Physical education is not only a medium for creative expression through movement but it also provides situations in which boys and girls may gain satisfactory emotional experiences both as users and observers of already created patterns. Being a spectator at a game, taking part in a folk dance, being a member of a team, may bring responses in which emotional satisfactions have an aesthetic quality. Events experienced pass and are gone, but meanings and values from such experiences become a part of the self. Environment plays an important part in determining both the selection and the quality of meanings and values derived from experience. Selection is the result of innate capacity. It is a part of the physical education teacher's function to recognize the potentialities and the values inherent in the experiences which this field may offer to boys and girls. Further than that, it is the teacher's responsibility to help boys and girls continually to see these meanings and their broader relationships and to relate their past and present experiences.¹

Through movement, play and dance they often achieve aesthetic satisfaction and creative expression, putting new

¹ Kurt A. Lewin, Dynamic Theory of Personality, Mc-Graw Hill Company, New York, New York, 1935., p. 208.

meanings and values into situations and creating new realities for them. It is the nature of the physical education experiences that its expressions are transitory, that what has been created can never be repeated in exactly the same way again.

Recognizing the Importance of Affective Factors in the Learning Situation

The most important affective factors in the learning situation in physical education are those arising out of human relationships. The child feels very keenly the attitudes of his fellows, of his teacher, of chance participants and observer his feelings about the way others act toward him influence how and what he learns. The attitudes of boys and girls toward each other, their "belonging" or not "belonging", their feelings, detract or add greatly to the joyousness of their play. Moreover, these relationships may markedly affect the whole personality of an individual child. It is very important that each individual be allowed to demonstrate his worth as an individual and therefore his worth to the group.

The way the boys and girls accept physical education is determined very often by what they think about the teacher. The way he looks and speaks, his clothes, his responses to them, whether the teacher is looked upon as a friend and guide or as a petty tyrant and taskmaster is a very important affective factor in the learning situation. The at-

Public View, Texas

tractiveness, skill and friendliness of all staff teachers, janitors, attendants, the way they get along with one another as well as their attitudes towards pupils all play an important part in the physical education experiences of boys and girls. The attitudes of other teachers in the school towards physical education influence the way boys and girls feel about it. If these other teachers show indifference or contempt for the importance of the program, if the administration shows lack of consideration for the department in planning school organization, if the Principal places too much emphasis upon successful winning teams, if the community looks upon physical education as a waste of money and a fooling away of time, boys and girls are sure to reflect these attitudes. Disapproval to play, religious taboos, standards of style, propaganda and advertising vitally affect the way in which boys and girls look at the physical education program. If there is a recognition on the part of the teachers, administrators and communities of the values which physical education experiences usually demonstrate, these positive attitudes will be reflected in the attitudes of the boys and girls.

The acceptance of the concept of the individual and environment as a unit, not to be dealt with in the learning process except as a unit, makes it necessary to consider another learning process. This area has to do with the environmental setting provided for activities. Physical education teachers have too long overlooked the effect upon

the students, have failed to take into account the impact from the very often unsightly and malodorous shower, locker and dressing rooms. When play fields are unkept, gymnasiums dark, dull, dirty and poorly ventilated, shower rooms and pools administered in an unhygienic fashion, physical education is not contributing its full share to the development of wholesome attitudes towards healthful living. A clean, attractive and appropriate environment has a significant influence on the student's appreciation of physical education. This environment plays a vitally important part in his attitude towards physical education and consequently plays a vital part in the quality of the meanings and values he selects from his environment. Routine procedure such as roll call, posting records, going from the gymnasium to the playing field, have significance in the learning process. The large related understanding and appreciations, which should be the General Objectives of the physical education teacher, may be either defeated or furthered by the conduct of these routine procedures. The very fact that they are classified as "routine" indicates that their importance has too long been underestimated.

One criterion for judging routine procedures is looking upon the individual's immediate and unique needs as more important than inflexible, mechanical rules made to facilitate dealing with the mass of boys and girls. Respect for confidence in human intelligence operating in a sharing en-

terprise is another. The teacher must plan for student thinking and initiative in the making of rules by which the groups govern themselves. This is the only way in which routine procedures can be handled consistent with the meaning of democratic living.

Finally, all aspects of the program must be considered as affective factors helping to determine the learning which takes place. The program made to meet individual interest and needs, the requirements laid down, the grades and tests; in fact, all practices and procedures show in forming the attitude of the individual student, they will contribute in a large measure to his turning towards or turning away from further physical education participants.

To Provide Guidance which is both Stimulating
and Protective

If every individual differs from every other individual and if the physical education program is planned to meet individual differences, the teacher must make use of the best guidance techniques in helping the child to select activities through which he may achieve his purpose. The teacher must function in relation to and in cooperation with the guidance program of the whole school.

Being aware of the need of boys and girls for reassurance, direction and support, the good teacher willingly assumes the responsibility for his own unique place in the physical education program. His guidance is stimulating

and encouraging. Urging boys and girls to participate in new activities, to develop new interests, he leaves the way open for student thinking and student initiative to provide new ways of doing things. The teacher gives each student opportunities to make choices, to plan and carry out activities, to have satisfactory experiences as a member and a leader of a group. These procedures imply self-discipline. The good teacher does not hand the student freedom as a gift. It is a precious possession which the student earns through increased self control, self knowledge and social sensitivity. Too much responsibility or too much freedom may be more than the child can use intelligently. It is no simple task for the teacher to guide and understand these complex psychological factors inherent in physical education learning situations.

It is not always easy to see to what degree failure is salutary or when it becomes injurious, or at what point success becomes a boomerang reacting harmfully upon the individual to whom it first brought good. If his insight and understanding are to be adequate to his task, the teacher must know boys and girls as persons, not as names on a record card or as numbers on a class roll. Consistently oversized physical education classes give no opportunity to do this type of teaching. It is true that the activities in this field may be organized so that a great number of boys and girls may participate in them at the same time.

If teaching means guiding, then this is an indefensible practice. The physical teacher, as well as other teachers must have a teaching load which will allow time and opportunity for this essential attention to the needs of adolescent boys and girls. Participation in physical education teacher has responsibility for the safety of boys and girls participating in these activities. Some of these dangers are inherent in the activities themselves. Others are due directly to the facilities, equipment and leadership that are provided. If intelligent supervision is absent, the most carefully planned play areas may be hazardous. Hazards are minimized when there is good supervision. Not only does the alert teacher carefully eliminate causes for accidents but he is on the look out for those hazards which arise from unequal competition, too lengthy participation and pressure situation of all kinds.

The physical education teacher has other important protective functions. He is always responsible for protecting the student even within the wide range of pupil self direction. He must sometime protect the child from himself. From the teacher's comprehension of the high degree of organic instability of the individual and from his knowledge of the wide range in organic development in different individuals he will foresee, avoid or stop situations in which the student is subjected to pressures which he can not withstand. For example, he will not make a girl or boy

part of a coeducational group when he or she is not ready for that. He will guard against disintegrative participation in any activity.

"It is the responsibility of the physical education teacher to select experiences or activities which contribute to the development of the total personality. For this reason, although the development of organic power and neuro-muscular skills is markedly the function of the physical education teacher, the teacher's goal is not the making of star athletes. He is primarily concerned with the welfare of the individual and seeks true values for them in his physical education activities".¹

¹ Aubrey A. Douglas, Modern Secondary Education, New York, Houghton Mifflin Company, 1938, p. 724.

CHAPTER III

PHYSICAL EDUCATION IN THE SECONDARY SCHOOL

That area of education now called physical education contributes to the basic purposes of education by "promoting the understandings and appreciations development, and use of the body as a symbol of the self".¹ Physical education teachers use as their basic tools in this educative process large motor areas and experience such as play, games, dance: experiences which are deeply rooted in the biological and cultural inheritance.

While all teachers have common purposes, their programs are necessarily different. The program in physical education, resting upon an understanding of the innate capacity of the organism to maintain physical balance and integrity, is directly concerned with those activities which promote organic power and neuro-muscular skill together with social understandings and appreciations appropriate for democratic living. Some of these activities are readily identified as free play, games, many forms of dance, athletics, self-testing and adopted activities. Although physical education is thought of as that area which deals with the body in dynamic action it must also be extended to include areas of rest and relaxation, as helping to establish and maintain an appropriate rhythm of activity and

¹ Rosalind Cassidy, New Directions in Physical Education, A. S. Barnes and Company, New York, New York, 1938, p. 136.

rest for the organism as a whole. Through the very nature of its program, physical education makes a major contribution to those natural activities of daily life such as walking, sitting, standing, urban and non-urban communication, as well as to those general school recreational activities such as trips, camping, hiking and parties.

The physical education program offers to boys and girls in the secondary school a rich array, a wide variety of motor or physical activities. In this program, the physical education teacher, using movement as a tool, is concerned with the total learning situation: the personal and social relationships involved, the setting in which the learning takes place, outcomes in democratic techniques, as well as the kind and quality of the motor activity itself. For the learning of these physical education activities, too, is based upon the process of the selective awareness of the boy or girl and the emotional congruity of the experience for him and for her. In other words, such things as the attitudes of youngsters to each other, the human values which are stressed, the kind of physical environment in which play and dance take place, the psychological and emotional climate, materially affect the learning in the physical educational activities. Unfortunate experiences may deter the individual from incorporating within himself the meanings and understanding planned for in the physical education program.

More specifically, no matter how skillfully the games and play are planned, organized, taught and evaluated, unless the teacher guiding the boy and girl within his group see clearly the impacts of the social and aesthetic setting he will fail to achieve his full purpose. The ventilation, heating, lighting, cleanliness, decor and general atmosphere of the place in which play goes on have a significant influence on the individual's physical education experiences. The friendly and sympathetic attitudes as well as the competence of teachers and others contribute significantly to the joy of the activity. Even attitudes in the culture relative to the role of play and the place of physical education in education quite directly affect the kind and quality of the program.

Feelings of well being, enjoyment of activity for itself, the sense of movement as an art, the maintenance of a rhythm of activity and rest, the fun in play that is shown: these are the kinds of satisfactions boys and girls may find in the physical education program. As an integral part of this enterprise, understanding their needs and purposes, the physical education teacher guides boys and girls to choose those activities which will ever widen and extend their satisfactions and understandings.

Because of the specific nature of its activities, because it is a social which has a basic appeal for boys and girls, physical education has a unique and rich relation-

ship to those functions of the general school program in which the energies of all people in the school coordinate towards achieving common goals, such as health education, recreation, guidance and personal social relations.

"In the main the physical education teacher may proceed on the assumption that he may contribute to the process of orienting the individual by means of these tools:

His own skilled and affectional relation to each child

The health examination, diagnostic testing and guidance

Wide play and dance activities based on needs and desires

Attention to remediable total health defects

Wide experience in sharing in group enterprises

Wide experiences in enjoying body-expression alone and with others

Wide experiences based on valid information about the use of the self in relation to values in a total life setting." ¹

The responsibility of physical education, therefore, is to make individuals increasingly aware of and able to use the body as an instrument for the fullest expression of the total personality. Physical education identifies itself whole heartedly with all education. It endeavors to base its program on an understanding of the growth and development of human individuals within this democratic society. It affirms its faith in that forward looking edu-

¹ Agnes R. Wayman, A Modern Philosophy of Physical Education, W. B. Saunders Company, Philadelphia, 1938, pp. 210-11.

education which will free man from that part of his past which shackles him and will give him power to live in a democratic society in security and joy with himself, and for others.¹

Historical Background and Need for Reorganization

In common with education, physical education has been shaped and directed by many cultural forces. In common with education it has adapted itself to varying economic and political conditions to changing social values, and has conformed to accepted pedagogical theories. The philosophy and cultural setting of each particular period as readily account for the Turnverein Program, Delsarte, the gymnastic systems of Catherine Beecher and Dio Lewis, Ling's Swedish gymnastics, competitive athletics and concern about military fitness, as they explain the early curriculum at Harvard, the Latin Grammar School, formal discipline, the use of the I. C. as a final measure for individual capacity, the elective platoon school. Major changes in physical education programs came about from specific pressures arising from the culture. Whenever changes were made, whenever new methods were adopted, program and procedures were made to harmonize with the philosophy and with certain aspects of the cultural setting of the period.

In this country, beliefs and practices in education

¹ Rosalind Cassidy, op. cit. , p. 138.

and especially in physical education have been and are still influenced profoundly by a culture pattern in which play was looked upon as fooling away time; leisure and the arts of leisure were conceived as ways of the devil; doing what one liked and enjoyed was wrong. Character was strengthened by the distasteful, hard and unpleasant task.

The concept of the soul and mind as separate from superior to body, derived from long accepted religious philosophy and traditional educational thought, has created since the beginnings of America's educational development an essential dichotomy. Because of this dichotomy, art, physical education and music have been given reluctantly a place in the curriculum. The belief that mind and body are separate entities still makes both layman and educator misunderstand and prevents modern educational philosophy and the never evidences from the sciences which conceive the individual to be an organismic unit.

At the close of the nineteenth century most educators had not grasped this concept. One of the primary aims of education, still, was to train the "faculties". Subject matter became important and gained status to the degree that it served this primary aim. Soon after the introduction of physical culture into the school program, physical education justified itself in terms of this current educational theory by claiming to "train the will", increase the attention span, "promote response to command" and the like. The reason for the inclusion of physical education in the

curriculum as given by educators is stated in the report of the National Education Association Committee of Fifteen in 1895:

"Systematic physical training has for its object rather the will training than recreation, and this must not be forgotten. But systematic physical exercise has its sufficient reason in its aid to a graceful use of the limbs, its development of muscles that are left unused or rudimentary unless called forth by special training, and for the help it gives to the teacher in the way of school discipline." ¹

Physical education as well as other aspects of education has been deeply influenced by the fact that America has always had, until recent years, a physical frontier to conquer. In a culture where everyone had to work if he and his group were to survive, play was believed actually unsocial. Play came after work and became associated in the public eye with gambling, drinking and other forms of indulgence.

But with the early nineteen hundreds came social and economic development for which these frontier modes of thought did not suffice. Urbanization resulting from intensive industrial expansion gave rise to new cultural patterns. A new group of social workers and altruistic citizens, reflecting an awakened community consciousness, agitated for space facilities and leadership, organized and planned for a program of play for children. This was

¹ National Education Association, Report of the Committee of Fifteen, The American Book Company, New York, 1895, p. 72.

the period in which such organizations for youth as the Boy Scouts of America, Girl Scouts and Camp Fire Girls were inaugurated. The Playground Movement in America also focused attention on the necessity for recognizing and providing for the play life of children, bring them new experiences in folk dancing, crafts, informal games and organized play. It brought these experiences to them, not only in kinds of activities, but particularly in the method by which these activities were conducted.

Physical education as an integral part of education must turn away from the analyzing and measuring of isolated bits of achievement. It must devise better tools and ways for diagnosing and evaluating the progress of each student in realizing the values of the total activity.

The Secondary School

"The High School, the most important institution of secondary education, is of recent development. The enrollment during the last forty years was approximately 160,000 in 1885; 350,000 in 1895; 680,000 in 1905; 1,300,000 in 1915; and 2,000,000 in 1925. When the time was ripe for the permanent introduction of physical education into educational systems the movement included both the elementary and the high schools." ¹

¹ Emmett A. Rice, A Brief History of Physical Education, A. S. Barnes and Company, New York, 1929, p. 224.

CHAPTER IV

NEED FOR THE PROGRAM

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Considering the students in the secondary schools, each boy or girl who is called an adolescent has his or her peculiar pattern as an organism developing through time in a given environment. The thinking, feeling and doing patterns of adolescents are in many respects similar both to those of younger children and to those of adults, but there are needs in fairly well defined areas and aspects of human living which are brought into prominence by an acceleration in the rhythm of development during the second decade of life, which appears to be characteristic for human beings, is manifested not only in stature and only skeletal dimension but also in dramatic changes in muscular strength, heart power, lung capacity, appropriate sex differentiation, degree of independence, degree of self-consciousness and in rate of progress in abstract thinking.

"To satisfy boys and girls, their experience during this period must be related to the needs which are lifted into prominence by this often dramatic acceleration of development, as well as to consideration of those needs which relate to past learning or future responsibility." ¹

Present Status

In the past, the emphasis on a few activities to the

¹ Collins, Laurentine B., Physical Education in the Secondary School, A. S. Barnes and Company, New York, New York, 1940, p. 18.

exclusion of the many was due to their public appeal on to tradition, rather than to any educational value which might be claimed for them. Since football was played by varsity teams, it was also introduced in some programs. Basketball was played by boys; consequently, girls played too, boys' rules. Certain track events remain today, largely because of tradition. Little or no thought was given to the values of the various activities for the different sexes, abilities, and age groups represented. A school often promoted an activity merely because it has long been a part of its own program or that of a neighboring institution.

Value and Standards Expected

A new philosophy of education, emerging about the beginning of the twentieth century, had profound implications for physical education. This new philosophy exploded the ancient theory of the dualism of the mind and the body and adopted the monistic-behavior concept of the human organism. It also conceived of the function of the school as that of directing children and youth in learning the activities which constitute socially efficient conduct. No longer was the purpose of the school the development of the mental capacities only. No longer was the classroom the "brain factory" and the gymnasium the "muscle factory". The structural, analytical concept of education, which dismembered the child into his mental, physical, social, and moral attributes and then attempted to develop each independently,

was rejected. The school existed for the purpose of preparing each child for the finest kind of living possible for him to achieve, given his capacities.

Out of this new philosophy of education, a new philosophy of physical education evolved gradually. It conceived of physical education as education by means of the physical rather than education of the physical. In other words, fine living became the aim of physical education, just as it became the aim of every phase of school life. The emphasis shifted from the purely physical to the mental and social as well.¹

Selecting the Activities

A program providing for the growth and development of each individual according to his own unique pattern must of necessity be quite different from a program for a supposedly homogeneous group designed to make its members more and more alike. The program which attempts to meet a wide range of individuals must, first of all, provide many different activities from which boys and girls may be guided to choose according to their interests, abilities and previous experience. Further than this, opportunities must be given to widen and deepen interest, to improve and increase abilities. This implies a wide and rich variety of activities presented in many different situations.

It is difficult to find a classification for many ac-

¹ Voltmer and Esslinger, The Organization and Administration of Physical Education, F. S. Crofts Company, New York, New York, 1946, pp. 211-212.

tivities making up the program content physical education in which groupings are mutually exclusive, but for purposes of this discussion, five divisions may be used: games and sports, dance, athletic, self-testing activities and adopted activities. No attempt will be made to give complete listing under these five headings.

The selection of activities in any single secondary school will vary according to the interests and needs of boys and girls, administrative policies, the number of teachers, size of classes, available facilities and equipment, resources of the natural environment and the way the community feels about physical education. It is the intention here merely to describe in general the materials of instruction and activities recognizing that the same well known forms of participation are meant, the same familiar tools for instruction are the bases for the child's experiences in Physical Education. The activities are largely the same. The method and approach are different. It is to the quality of these experiences and their application that this program directs its implications for change. Games and sports are a very important part of the program in numerous well known individuals and group forms. Selected to suit the age group concerned, they come part of class experiences, recreation and co-recreation programs, and are used in a variety of types of organized athletics. The opportunities for each boy or girl to participate according to his individual interests and abilities. There-

fore class hour, interclass, intramural and interschool tournaments, play day meets, are ways in which this athletic program may be achieved.

Many forms of dance - folk dance, tap dance, clog dance, character and athletic dance, social dance, modern dance - contribute to the richness of the physical education program. Dance clubs, pageants, festivals, concerts, social dances and parties afford additional experiences in the activities.

While not solely the responsibility of physical education, picnic outings, and hiking activities are often a direct outgrowth of the many activities and leadership in the field.

Self-testing activities give the child opportunity to analyze and improve his abilities, discern his weaknesses and set up procedures for correction and improvement. Tumbling and stunts are usually thought of as being self-testing activities. These may well be included in the program as being activities that have value for some children who are interested in them. There is a great question whether they belong in the high school program, particularly for girls.

The remedial and adopted activities make up the fifth and last group. Remedial and adopted activities may vary from rest to a program which shortens participation, eliminates certain types or provide specific corrective procedures. They should be provided as an individual prescrip-

tion for those boys and girls whose state of growth and development indicate that definite corrective, certain measures are needed, and for those who are valuable to participate in a full program of activity.

From the program offered, made up of activities as varied as the framework will permit, the child makes up his carefully guided selections. No hard and fast rule may be laid down concerning the child's selections from the fine classes of activities. Whether he should have experiences in a certain number of team games, certain individual and dual sports or several forms of dance depends upon the activities offered, the child's past experiences, his attitude towards the activities and his needs in relation to them. The teachers want for him, of course, participation in many areas so that he may in an experimental way discover those activities in which he can be most successful, those that are interesting to him. In guiding the child's selection of activities the teachers will do well to remember that every girl is not necessarily an enthusiastic basketball player, although most girls do like to play basketball, and that every boy does not learn to become a swimming champion, although most boys enjoy swimming very much.

"In the light of this discussion, then, the activities of the Physical Education program should be reviewed critically by the teacher to determine if:

- (1) They are capable of modification and adaptation in accordance with the ex-

pressed interests and desires of boys and girls participating in them;

- (2) They are as varied as possible to meet a wide range of interests and needs;
- (3) They are modified and adopted in the light of health information and a wider point of view of the teacher for those boys and girls".¹

¹ Arthur C. Melvin, The Activated Curriculum, The John Day Company, New York, New York, 1939, p. 60.

CHAPTER V

THE PHYSICAL EDUCATION PROGRAM

Many factors which vitally affect the success of such a program of physical education are actually beyond the direct control of the teachers of physical education. The sympathetic understanding and vigorous leadership of the administrative staff are essential for the realization of the values, which the program offers boys and girls in secondary schools. The particular arrangement of pertinent administrative procedures will vary from school to school. The amount and kind of community leadership necessary to secure support for a rich program of physical education can be determined and contributed only by the administrator in that particular situation. There are, however, certain needs which every administration of a school or school system should consider as falling within the area of his responsibility to physical education teacher is called upon to carry on, and to limit the class load and pupil load accordingly. This load should be such that it will permit the teachers to plan in advance to give personal leadership in class activities, to know their pupils as persons, to give occasional individualized instruction, to supervise the smaller group taking a modified program, to supervise locker room and shower procedures, to give first aid treatment to injuries, to inspect and care for equipment and supplies over a wide area, to hold individual confer-

ences with pupils, to participate in the coordinated health and guidance programs, and to prepare necessary records and reports.

It is evident that if the teacher of physical education is to assist each student in making good use of the many opportunities for learning which the physical education program affords, he must not be expected to carry a larger pupil load than any other teacher; and his teaching schedule must leave time for attention to organizational details more varied and more pressing than those carried by any other teacher in the school.

It is also the function of the administrator to do his best to arrange for adequate and appropriate space and equipment and to see to it that, in making the master schedule for the school, the time arrangements suitable for physical education are given due consideration. The purposes of physical education require space and equipment which appear wasteful in comparison to the requirement of English or Mathematics, yet they are as essential for the former as are books and paper for the latter. If those who guide education accept the full development of the potentialities of physical education as a school responsibility, they will not rest satisfied with facilities which limit its outcomes to the meager learnings associated with mass dulls for the many or with exclusive play privileges for the athletically elite. The daily participation of

all students in a program sufficiently varied to meet their individual needs over a period of several years calls for both indoor and outdoor playing space appropriately surfaced and marked out, for gymnasium, for courts, recreation rooms, rest rooms, and special exercise rooms, for dressing rooms, shower and swimming pools and for the standard equipment and supplies necessary to make the program function for all students.

In relation to the time dimension, physical education has some needs unlike those of any other school activity. Physical education to the administrator to do what he can to meet these special requirements. There are times of the day, such as the first morning period and the first period after lunch, which are less suitable for physical education. On the other hand, in some communities and situations, the afternoon time after other classes are over could be used as the physical education period for many students, thus increasing the daily capacity of the available space and equipment. Obviously, such an arrangement precludes the dedication of all facilities after school to exclusive use by boys on school teams.

In common with other teaching divisions, physical education has a right to expect that in making of student schedules the guided preference and readiness of the student shall be the principal determinants and that administrative convenience shall not be the basis for assignment to physical education.

Another area of general administrative policy in which teachers of physical education are actually interested is that of evaluation, marks, grades, reports, and graduation requirements. No where in the school program is the unrelatedness of these symbols of progress to the real values of the learning experiences more startling. Under the traditional system of evaluation, numerically or alphabetically symbolized, students are distinguished or stigmatized mainly on the basis of conformity and technical skill. This not only fails to stimulate progress in the learnings which have real significance, but actually interposes misunderstanding, frustration and resentment that in varying degrees defeat the purposes of the physical education program. As an amelioration procedure it is suggested to high school administrators that graduation credit for physical education credit be given to each student who participates regularly at school in physical education activities appropriate to his needs; that no distinctive grades be given; and that problems of non-conformity in connection with participation in physical education be approached through techniques of individual guidance. When the school is ready to move into a newer concept of evaluation, physical education will move with others towards eliminating formal grading. It is thought by some that physical education should take the initiative in disposing of arbitrary, numerical grades or marks.

Facilities

It is almost needless to say that facilities for physical education have always been inadequate. Physical education in the secondary school is so recent that its needs, both outdoor and indoor, were not foreseen in the planning of many of our present day high schools.

To a great extent this situation is still true; but there are certain tendencies that are encouraging. There is such a close correlation between all branches of physical exercise and recreation that any improvement in the status of one is almost bound to react favorably upon each of the others.

Out doors and Indoors:

"Outdoor activities are more healthful than indoor activities. The sun and air outdoors are advantageous which even the finest gymnasium cannot provide, while continued adverse weather would render outside activities inadvisable. September, October, and the greater part of November can be devoted to outdoor sports, and in the spring the greater part of March, April and May offer favorable weather for the outdoor program. In many localities, winter sports such as skiing, ice skating and tobogganing could be advantageously included in the program. The more outstanding programs in the high schools and colleges usually include soccer, speed ball, or touch football in the fall, and baseball, playground ball, track, golf and tennis in the spring. Furthermore, there are psychological advantages in selecting outdoor activities in disagreeable weather than on the bright sunny days of the fall and spring".¹

¹ Voltmer and Esslinger, The Organization and Administration of Physical Education, F. S. Crofts and Company, New York, 1946, p. 86.

CHAPTER VI

THE I. M. TERRELL PROGRAM

A program of physical education must be influenced by three factors:

1. The student
2. The environment (both mental and physical)
3. The purpose of the particular activity

The very nature, alone, of a group of normal students of an unselected group will preclude the division of the program:

Heretofore, physical education as such, has not been a part of the school's program. The play has been supervised from a disciplinary point of view only. The games that were encouraged were participated in by the strong and robust. Very little attention has been given physical educational activities as a remedial health instrument. Very little emphasis has been given education as a vehicle for teaching more socialized living. But the physical program that the writer shall propose will become an integral part of the regular school program, it is hoped.

I. M. Terrell High School is located about ten blocks from the business section of Fort Worth, on the east side of town. The school is a three story building with forty classrooms, including the gymnasium for physical education and basketball practice and auditorium.

The campus consists of amphi-theater for outdoor plays,

etc. Two tennis courts and a play field combination for two soft ball fields and a football field. The field also has a three lane track field circle on the outer edges.

I. M. Terrell, the only Negro High School in Fort Worth, serves eight communities with an average of eight hundred students per year and a teaching staff of thirty teachers and instructors.

The Physical Education Department

I. Number of Instructors

Male - 1 full time (also athletic or varsity coach)

1 part time (assistant varsity coach)

Female - 2 full time instructors

II. Number of students enrolled according to grade:

10th grade - Girls 144

10th grade - Boys 159

11th grade - girls 136

11th grade - boys 108

12th grade - girls 149

12th grade - boys 125

Total 821

Total number of boys 392

Total number of girls 429

Suggested Plan of Organization of the Department of Physical Education for I. M. Terrell High School

Department of
Physical Education and Athletics

Required
Physical Education

Intramural
Director

Varsity
Athletics

The various departments are not set apart from each other but an overlapping is seen in many ways. Intramurals are constantly growing closer to the required physical education program and to the varsity athletic program. There is every evidence that these three phases of physical exercises will more and more be considered as parts of an integral and larger unit, and that past independence and rivalries will disappear as this closer working basis takes place.

The new conception of education and physical education brought varsity athletics and the required physical activities much closer together. Today, both of these phases of school life have the same aim and both make their contributions to youth through big muscle play activities. Both are concerned with practically the same activities, now that the modern schools have extended their program to include all of the activities. Since the two departments relationship is

so close, athletic competition or varsity should grow out of the physical education curriculum.

Grade	Days	Hours	Activities
	daily	3-4:30	<ol style="list-style-type: none"> 1. Volley ball 2. Tennis ball 3. Basketball 4. Football 5. Baseball 6. Softball 7. Handball 8. Badminton 9. Table tennis 10. Golf 11. Back to back game 12. Pillow fight 13. Soccer game 14. Ice hockey 15. Check golf 16. Soft cricket 17. Basketball 18. Hockey 19. Soft ball 20. Soccer basketball 21. Soft ball base ball 22. Hockey

Grade	Days	Hours	Activities
X	daily	3-4:30	<ol style="list-style-type: none"> 1. Basketball 2. Wrestling 3. Boxing 4. Judo 5. Judo all day 6. Soft ball 7. Soccer game 8. Ball up 9. Circle circle relay 10. Double circle relay 11. Volley ball 12. Basketball 13. Soccer ball 14. Soft ball basketball 15. Soccer game relay 16. In-out-out relay 17. Hockey 18. Soft ball

Required Program for Boys in I. M. Terrell

Grade	Days	Hours	Season
X	Daily	3-4 P M	Fall Activities (outdoor)
			<ol style="list-style-type: none"> 1. Volley ball 2. Touch ball 3. Tug-o-war 4. Push ball 5. Tennis 6. Football (touch) 7. Hand push 8. Hand wrestle 9. Call ball 10. Back to back race 11. Pillow fight 12. Garden gate 13. Box hockey 14. Clock golf 15. Golf croquet 16. Bowling-on-the green 17. Boccie 18. Net ball 19. Soccer base ball 20. Hit pin base ball 21. Archery

Grade	Days	Hours	Season
X	Daily	3-4 P M	Winter Activities (indoor)
			<ol style="list-style-type: none"> 1. Basketball 2. Wrestling 3. Boxing 4. Dancing 5. Dumb-bell Tag 6. Call Ball 7. Chinese get up 8. Pull up 9. Circle chair relay 10. Couple chair relay 11. Volley ball 12. Badminton 13. Punch ball 14. Nine court basketball 15. Potato race relay 16. In-and-out relay 17. Cricket 18. Cage ball

Grade	Days	Hours	Season
X	Daily	3-4 PM	Winter Activities (in-door - continued)
			<ul style="list-style-type: none"> 19. Hand tennis 20. Shuffle board 21. Ring tennis 22. Boccie 23. Soccer base ball 24. Net ball 25. Box hockey
X	Daily	3-4 P M	Spring Activities (out-door)
			<ul style="list-style-type: none"> 1. Track and field 2. Softball 3. Baseball 4. Basketball-free throw 5. Volley ball 6. Horse shoes 7. Bat ball 8. Croquet 9. Kick ball 10. Dodge ball 11. Punch ball 12. Score ball 13. Tennis 14. Bunt ball 15. In-and-out relay 16. Shuttle relays 17. Soccer base ball 18. Bowling-on-the green 19. Box hockey 20. Golf croquet 21. Clock golf 22. Archery 23. Net ball 24. Cricket 25. Table tennis
XI	Daily	3-4 P M	Fall Activities (out-door)
			<ul style="list-style-type: none"> 1. Tennis 2. Touch ball 3. Tug-o-war 4. Football (touch) 5. Push ball

Grade	Days	Hours	Season
XI-XII	Daily	3-4 P M	Fall Activities (outdoor)
			<ol style="list-style-type: none"> 6. Hand wrestling 7. Hand push 8. Call ball 9. Volley ball 10. Pillow fight 11. Garden Gate 12. Back to back race 13. Croquet 14. Pin ball 15. Tether ball 16. Spot ball 17. Kick ball 18. Dodge ball 19. Score ball 20. Dancing 21. Social games 22. Triangle ball 23. Captain ball 24. Boundary ball 25. Keep it ball 26. Newcomb
XI-XII	Daily	3-4 P M	Winter activities (indoor)
			<ol style="list-style-type: none"> 1. Basketball 2. Boxing 3. Wrestling 4. Dancing 5. Dumb bell tag 6. Ping pong 7. End ball 8. Squash racket 9. Shuffle board 10. Spot ball 11. Center dodge 12. Punch ball 13. Call ball 14. Bean bag basket ball 15. Chinese get up 16. Circle chair relay 17. Couple chair relay 18. Keep it ball 19. Hand tennis 20. Corner ball 21. Stop ball 22. Safe zone ball 23. Score ball 24. Social games 25. Punch ball

Grade	Days	Hours	Season
XI-XII	Daily	3-4 P M	Spring Activities (outdoor)
			<ol style="list-style-type: none"> 1. Track and field 2. Tug-o-war 3. Squaw dodge ball 4. Blind boxing 5. Tip-tap-bat 6. Bunt ball 7. Tennis 8. Scow ball 9. Punch ball 10. Dodge ball 11. Kick ball 12. Croquet 13. Bat ball 14. Horse shoes 15. Volley ball 16. Dancing 17. Social games 18. Basketball free throw 19. Base ball 20. Soft ball 21. Shuttle relays 22. Golf croquet 23. Soccer baseball 24. Net ball 25. Boccie

PROGRAM FOR GIRLS

Grade	Days	Hours	Season
XII	Daily	2:30 - 3:30 PM	Winter Activities
			<ol style="list-style-type: none"> 1. Indoor dashes 2. Badminton 3. Foul throwing 4. Hand ball 5. Basketball 6. Indoor baseball 7. Volley ball 8. Bingo 9. Chinese checkers 10. Guess what? 11. Social dancing 12. Corner ball 13. Hoop ball 14. Rope jumping 15. Dodge ball 16. Relays 17. All up game 18. Nine court basketball
XII	Daily	3 - 4 P M	Fall Activities
			<ol style="list-style-type: none"> 1. Hand ball 2. Soft ball 3. Tennis 4. Croquet 5. Hiking 6. Soccer 7. Speed ball 8. Field ball 9. Dancing 10. Hoop ball 11. Relays 12. Dodge ball 13. Net ball 14. Clock golf 15. Box hockey 16. Archery 17. Cricket 18. Soccer baseball 19. Shuffle board 20. Ring tennis
XI	Daily	3 - 4 P M	Spring Activities
			<ol style="list-style-type: none"> 1. Track 2. Hiking

Grade	Days	Hours	Season
XI	Daily	3 - 4 P M	Spring activities
			<ol style="list-style-type: none"> 3. Horseshoes 4. Speed ball 5. Soft ball 6. Soccer 7. Play day 8. Playground ball 9. All up game 10. Bat ball 11. Rope jumping 12. Tennis 13. Dancing 14. Dodge ball 15. Volley ball 16. Hoop ball 17. Paddle tennis 18. In and out relays 19. Ring tennis 20. Archery
XI	Daily	2:30-3:30 P M	Winter Activities (in-door)
			<ol style="list-style-type: none"> 1. Handball 2. Badminton 3. Ping pong 4. Volley ball 5. Basketball 6. Indoor ball 7. Social dancing 8. Corner ball 9. Hoop ball 10. Social games 11. Free throw pitch 12. Rope jumping 13. Potato race relay 14. In and out relay 15. Paddle tennis 16. Golf croquet 17. Hit pin base ball 18. Tap dancing 19. Deck tennis 20. Net ball
XI	Daily	3 - 4 P M	Fall Activities
			<ol style="list-style-type: none"> 1. Ping pong 2. Tennis

Grade	Days	Hours	Season
XI	Daily	3 - 4 P M	Fall Activities
			3. Croquet
			4. Speed ball
			5. Dodge ball
			6. Soccer
			7. Midget relays
			8. Field ball
			9. Dancing
			10. Volley ball
			11. Rope jumping
			12. Hoop ball
			13. Clog and tap dances
			14. Folk dances
			15. Tumbling and stunts
			16. Net ball
			17. Punch ball
			18. Shuffle board
			19. Archery
			20. Hit pin baseball
X	Daily	3 - 4 P M	Spring Activities
			1. Horse shoes
			2. Track
			3. Hiking
			4. Softball
			5. Speed ball
			6. Soccer
			7. Play day
			8. Relays
			9. Dodge ball
			10. All up game
			11. Volley ball
			12. Playground ball
			13. Track and field day
			14. Bat ball
X	Daily	3 - 4 P M	Winter Activities
			1. Hand ball
			2. Badminton
			3. Ping pong
			4. Basketball
			5. Volley ball
			6. Indoor base ball
			7. Social dancing
			8. Rope jumping
			9. Hoop ball

Grade	Days	Hours	Season
X	Daily	2 - 3 P M	Winter Activities
			10. Corner ball
			11. Social games
X	Daily	3 - 4 P M	Fall Activities
			1. Ping pong
			2. Tennis
			3. Croquet
			4. Speed ball
			5. Dodge ball
			6. Soccer
			7. Knee dip
			8. Hand stand
			9. Horizontal
			10. Balance
			11. Midget relays
			12. Field ball
			13. Volley ball
			14. Soft ball
XII	Daily	3 - 4 P M	Spring Activities
			1. Track
			2. Hand ball
			3. Softball
			4. Tennis
			5. Track and field
			6. Soccer
			7. Speed ball
			8. Play day
			9. Social dancing
			10. Relays
			11. Bat ball
			12. All up game
			13. Dodge ball

A Suggested Intramural Sport Program for I. M.
Terrell High School

Fall Activities

Boys

Tennis
Touch football
Football
Football field meet
Volley ball
Cross country

Girls

Tennis
Volley ball
Midget relays

Winter

Basketball
Wrestling
Bowling
Foul throwing
Gymnastic meet

Basketball
Rope jumping
Foul throwing

Spring

Baseball
Softball
Outdoor track
Tennis
Horse shoes

Softball
Track
Volley ball
Tennis

Varsity Athletics for I. M. Terrell High
School

Boys

Fall

Tennis
Football

Winter

Basketball

Spring

Track and field events
Softball
Baseball

GirlsFall

Tennis
Volley ball

Spring

Track
Tennis
Softball

Winter

Basketball

CHAPTER VII

RECOMMENDATIONS AND DISCUSSION

The writer has studied the environments, the culture and the behavior pattern of the I. M. Terrell High School and communities in view of giving the function of physical education in the high school with a suggested physical education program that would be of maximum utility. That is, it is hoped that the program will serve the needs of the students and the communities.

The writer has been concerned with preparing a number of activities that would generate interest and drive the students along the road to better health. The writer has dealt with theories and programs, but it is very necessary that adequate machinery is put into operation to see that these activities are carried out. For at the present time, only rarely does a school have a real physical education program. This is because the various factors have been added to the school program one after the other, frequently at widely separated times.

Training of teachers for health and physical education has been a comparatively recent development, and the real consideration of the physical education instructor has come within the last fifteen years. As a result of this, then, little correlation among the different departments.

In order to facilitate the movement and recognize physi-

cal education and its function in the secondary school,
the following recommendations are made:

1. That the principles of Physical Education in the school be the cardinal principles.
2. That more physical education instructors be secured to handle the growing needs and demands of the students.
3. That a course in physical education be prepared for the school, based on the survey that was recommended.
4. That the school secure the cooperation of the health agents in the city that offers free service for periodical examinations of the students.

CHAPTER VIII

SUMMARY AND CONCLUSION

Today, progressive educators believe and many of them carry into their practice the idea that it is not information which counts for success and happiness - not even knowledge, taken as a thing apart but doing.

The real function of the secondary school, then, is training for complete living. In other words, a training for citizenship which will make students not only informed but well and strong, physically as well as mentally, so that these growing boys and girls may participate worthily in the making of a new and better civilization.

The writer in his study, has attempted to give the function of physical education in the secondary school and a suggested program for I. M. Terrell High School, Fort Worth, Texas.

The program takes into consideration the possibilities that the activities may not fit a particular situation, but it will serve as a pattern of activities to be used on the program.

The types included were:

- A. Speed and Precision games
- B. Individual games
- C. Self-test activities
- D. Skill and rhythm activities

By this program, all ages and sexes in the high school will have an opportunity to participate in something that fits their abilities.

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