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## A Proposed Program Of Health And Physical Education For The Gollad Colored High School

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A PROPOSED PROGRAM OF HEALTH AND PHYSICAL  
EDUCATION FOR THE GOLLAD  
COLORED HIGH SCHOOL

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A PROPOSED PROGRAM OF HEALTH AND PHYSICAL EDUCATION FOR THE  
COLLIAD COLORED HIGH SCHOOL

by

Dela Mae McDow Allen 31

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

of

Master of Science

in the

Graduate Division

LC2778  
P59A44

of

Prairie View State Agriculture and Mechanical College  
Prairie View, Texas

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DEDICATION

To my mother, Mrs. Lucy McDow



Approved by:

Chairman of Students' Advisory Committee and  
Director of Thesis Research \_\_\_\_\_

\_\_\_\_\_  
Date \_\_\_\_\_

## CHAPTER I

### INTRODUCTION

The aim of education is to provide for optimum, mental, physical, emotional, social growth and development of each individual to the end that he may gain increasing control over his own behavior and make satisfactory adjustment to an ever changing society.<sup>1</sup> The particular contribution of physical education to this total aim of education is the possession of enough strength, speed, agility, endurance, and skill to meet the maximum demands of the day, in work and in play.

#### Purpose and Need of the Study

A physical education program is especially needed in the Goliad Colored High School. First, the school has an enrollment of one hundred students and the students have no supervised play activity. Second, the students need education for leisure time. Third, a physical education program will furnish recreation for the body and mind. Fourth, such a program will develop strong muscles, health habits and skills. Fifth, it will improve personal appearances; and sixth, it will prepare the students for better community participation after graduation.

Goliad's 8, 798 population is principally rural and about ten per cent Negroes, with only one school in the county for Negroes.<sup>2</sup>

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<sup>1</sup> Bulletin, Texas Handbook of Instruction for Health and Physical Education, No. 44., P. XVI.

2. Dallas Morning News, Texas Almanac 1949-50 \*

As society becomes more complex and civilization more advanced, it becomes increasingly important and essential to prepare each individual for successful living from generation to generation

The characteristics of American society are such that most individuals ordinarily cannot participate extensively in play activities or express themselves through other forms of wholesome recreation.

In nearly all communities, therefore, a comprehensive program of health and physical education is needed to meet the developmental, recreational, and educational needs of the youth.<sup>1</sup>

### Scope

The program is planned to take in all health and physical activities for boys and girls covering the nine months school term. This thesis will be limited to fit the desired needs of the Negro youth at the Goliad Colored High School, Goliad, Texas, grades from the first through the twelfth.

### Definition of Terms

To define health and physical education, we mean, health is that quality of life that enables one to live most and to serve best.<sup>2</sup> To live most means to live most now. It demands good living today as the best guarantee of good living tomorrow. Health education might well be concerned, however, in helping boys and girls to understand what living

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<sup>1</sup> Sharman, Jackson R., Modern Principles of Physical Education, Pp. 59-60.

<sup>2</sup> Williams, Brownwell, The Administration of Health and Physical Education, p. 14.

most might mean to them. "To serve best" is hygienic rather than ethical, and it has its justification in defining health because of this. Man is so constituted neurologically that he functions in his organic capacities best when he engages in objective forms of activity.

The youth lost in the playing of a game of base ball illustrates the intensity of function of the whole psycho-motor mechanism.

Physical education is the sum of man's physical activities selected as to kind, and conducted as to outcome.<sup>1</sup> Selected as to kind means that activities on the basis of mere muscular development is doomed to disappointment and despair, when the larger problems of social and individual adjustment in modern civilization are seriously faced. Conducted as to outcomes, is equally significant. One is not to neglect the traditional outcomes in physiological results, in growth and developmental accruals or in neuromuscular skills, but a proper emphasis in modern education is upon an education in interests and attitudes as well. There were many forces in social and educational developments that led to the present term physical education. The change in program, the recognition that education takes place in various ways, and the declaration of physical education to serve the larger purposes of education were doubtlessly influential factors.

Health education is a continuing and well-balanced educational program which has for its goal the improvement of human living.<sup>2</sup> Health

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<sup>1</sup> Ibid., p. 20.

<sup>2</sup> Larkin, Nina B., Health Education in Rural Schools and Communities, p. 3.

education is divided into three sections, health services, healthful environment, and health instruction. It is the use of all the natural situations occurring in the school day to give the children an understanding of the practices which helps one to be well and live more effectively. These are some practices which promote nutrition and growth; exercise, rest and sleep; proper elimination; recreation; fresh air and sunshine; cleanliness, care of teeth, body and clothing; adequate medical and dental attention; control of infection, the care of the eyes and ears; good posture, safety measures in daily situations and social adjustment.

Source of Data

To obtain the necessary information the writer made a thorough survey of the Goliad Colored High School, using the criteria set up by the State Department of Education.<sup>1</sup> The writer then studied the data, compiled it, and made recommendations for the situation by setting up a proposed program of health and physical education.

Related Studies

Daymond Smith<sup>2</sup> proposed a program of health and physical education for Alex S. Terrell High School and small schools of that nature. He proposed that:

- (1) a complete physical examination be given at least once in two years, including careful attention to vision, hearing and teeth.
- (2) opportunities for play and exercises which would provide needed physical activities and develop good muscular coordination.
- (3) participation in a rounded program of recreational activities which will

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<sup>1</sup> Texas State Department of Education, Health and Physical Education Annual Report for Schools, September 1949 - June 1950.

<sup>2</sup> Smith, Raymond C., A Recommendation Program of Health and Physical Education for Alex. S. Terrell High School, Anderson, Texas

carry over into after-school life and (4) develop socializing opportunities, build character, and provide a challenge for leadership.

Preston B. Waterbury, Colonel, W. S. Army Retired,<sup>1</sup> proposed that: (1) every boy and girl should have a physical examination annually (2) one hour period of physical training in the basic skills every day (3) training in hygiene and health habits (4) competent physical education teachers.

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<sup>1</sup>Health Review, Feb. 1950

## CHAPTER II

### ORGANIZATION OF THE PROGRAM

#### Philosophy of Health and Physical Education

The aim of education is to provide for optimum, mental, physical, emotional, social growth and development of each individual to the end that he may gain increasing control over his own behavior and make satisfactory adjustment to an ever changing society.<sup>1</sup>

The particular contribution of physical education and health education to this total aim of education is the possessing of enough strength, speed, agility, endurance and skill to meet the maximum demands of the day in work and in play. All of the experiences through which the student acquires these traits should help him to develop a sound philosophy of life based upon a proper recognition of his relationship to his fellow man.

This greatly increased the amount of leisure time and offers opportunities that may cause either good or bad results. It is true in regard to leisure as in nearly all other things, that the opposite of that which is good is worse. The history of nations and civilizations shows that when people have had an abundance of leisure, there has been a tendency for them to go to excess in dissipation and vice. Drinking,

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<sup>1</sup> Bulletin, Texas Handbook of Instruction for Health and Physical Education, No. 44, p. XVI.

gambling, and looseness of standards in relations between the sexes have been common. There is a danger that the increase of leisure in America will result in degradation and retrogression of society, but it also offers the opportunity for the development of a much higher culture and civilization than we have ever known in this country. The schools must catch the spirit and vision of the new leisure in order that a new point of view and better understanding of modern life may be developed among the masses of the people.

Physical education has a real and distinct challenge to take a leading part in the education of the masses of the people so that they may profit most from the increased leisure which has come to them. The specific contributions which physical education can make are (1) to help the majority of people develop enough skill in definite recreational activities to enable them to participate successfully and with satisfaction in these activities during their leisure time, and (2) to strive to develop in most people a love for and appreciations which will serve to motivate participation in this form of recreation.<sup>1</sup>

#### The Educational Objectives

The educational objectives of a health and physical education program are as follows:

The conservation and increase of physical fitness.

To provide a cultural background in sports which will develop activity habits.

To develop social character through student leadership, equality

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<sup>1</sup> Sharman, Jackson R., Modern Principles of Physical Education, p.67.



between opponents and attention to courtesy, courage and cooperation.

To develop poise, grace and speed.

To increase physical fitness.<sup>1</sup>

Education demands of us a unique responsibility and these fall into large areas, thus:

To help each boy and girl: In the area of body education

To understand and respect the body as an instrument for the expression of the self

To grow in understandings and skills in maintaining fitness for living in the areas of social education

To acquire enthusiasm, skills, and rich resources for leisure time activities

#### Health Activities

High school students, both boys and girls, should be provided opportunities for:

1. Knowing one's health status, how to conserve and improve it, and its effect upon personal life
2. Experiencing complete physical examinations.
3. Practicing better habits, attitudes, and ideals of healthful living.
4. Recognizing the value of medical advice in promoting the attainment of physical fitness.
5. Understanding the requirements of a healthful environment and experience of living in one.

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<sup>1</sup>

Kozman, Cassidy Jackson, Methods in Physical Education, p. 120.

6. Acquiring an awareness of personal responsibilities in the community health program, and a knowledge of community health agencies and their functions.

7. Training in home care of the sick.

8. Assisting in and caring for emergencies requiring first aid.

### Selection of the Physical Education Teacher

The teacher of health and physical education should possess high standards of character and personality, with experience and back ground of training in the physical education field in general. The teacher must have positive, vigorous health and intellectual endowments of a type enabling her to deal with abstract ideas and their organization. She should have at least twenty-four semester hours in Health and Physical Education.

Some of the duties of the teacher are: (1) teaching games both old and new; (2) developing team work in the community with co-workers; (3) promoting activities outlined by a supervisor and in keeping with the policies of the administration; (4) making use of educational facilities provided by the department; (5) seeing that all students have medical examinations; (6) praising rather than making unpleasant comparisons; (7) knowing her techniques, subject matter and its background; (8) Regarding teaching as an art rather than an applied science; (9) to be interested in, and inspired by recreational work; to teach children to do those activities better than they will do anyway; being able to demonstrate; (10) (11) having a good voice; (12) having good appearance, correct posture and being well groomed; and having interest in world affairs and in civic

activities.

### Construction of Gymnasium

The gymnasium should be constructed adjacent to the playing fields, and on the ground floor with a southern exposure so as to provide sunlight. It should not be a combination auditorium gymnasium. The size of the construction is as shown in Table I. The minimum height of the gymnasium at least twenty feet under all beams or trusses may prove satisfactory, although twenty-two feet provides a more adequate standard.<sup>1</sup> The essentials to include in the construction are:

#### Floors

These should be of hard maple or oak boards for top flooring. The boards free from knots and relatively straight grained, one and one-quarter inch in width and three quarters of an inch in thickness, tongued-and-grooved and fastened to a sub-floor laid diagonally, the sub-floor attached to felt-lined screeds or strips anchored to a concrete base. This is to increase resiliency and prevent sound reverberation. Paint boundary lines for the various games on the floor, and score these markings for repainting.

#### The Walls and Ceiling

They should be hard and smooth ten to twelve feet from the floor. Glazed brick provides excellent material. The walls must be strong to support apparatus. Above the ten to twelve foot level, the wall material may be unglazed, cream colored tile, which reflects light without a glare. Acoustically treated ceilings reduce noise. The ceiling plans should

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<sup>1</sup> Williams, Brownell, The Administration of Health and Physical Education, p. 256.

TABLE I

## SUGGESTED MINIMUM SIZE OF GYMNASIUM FOR BOYS AND GIRLS

Enrollment	Width	Length	Height from floor to beam	B. B. floor	Two cross wise floors
50-300	52	84	22	42x74	39x46

contain provisions for the support or swinging of apparatus.

### The Seating Facilities

The seating facilities are very important. Bleachers may be used, fastened to wheels and rolled out of the way when not in use or those attached to and telescoped against the wall. Built in bleachers would occupy space needed for regular physical education classes.

### Doors, Lighting, Heating and Ventilation

There should be single-type doors leading to the gymnasium from lockers. The doors should swing out or away from the playing area and shatter-proof glass should be used.

The windows should be in the two long sides of the gymnasium. They should be covered with wire screens. Skylights should be avoided, because direct rays of the sun cause "hotspots" on the floor, interfering with the conduct of physical education activities.

The lighting required depends upon the number of foot candles required. A foot-candle measures the amount of illumination. Artificial lighting should provide 150 foot-candles of light at floor level with out irregular shadows.

From sixty to seventy fahrenheit insures a satisfactory temperature for the gymnasium, provided the humidity varies from forty to sixty per cent. Heating facilities may be radiators or combination unit ventilator heaters recessed in the wall behind wire guards. The temperature should be regulated with thermatic control. The mechanical system will provide force ventilation.

### Lockers

The factors influencing the construction of lockers are: convenience, sanitation, illumination, and heating. The self-service or box

lockers are recommended. With the recommended type, each student proceeds to his permanent locker, removes the lock, takes his uniform to one of the vacant dressing rooms and dresses, then securely fastens his street clothes in the dressing locker with his own lock. Upon returning from the field or gymnasium and completing his shower the process is reversed.

### Swimming Pool

The value of a swimming pool gives the student a chance to develop aquatic recreational skills and learn water safety. Aquatic treatment has been used in hospitals for patients suffering from certain nervous and muscular disorders.

Unless there is a sanitary and safe swimming pool erected in Goliad County there will be no place for students to receive this training and experience. The growing popularity of swimming as a recreational activity finds great numbers of people of all ages enjoying the year-round advantages of pools and bathing beaches.

This interest places the responsibility on the schools of teaching the various aquatic techniques which lead to real enjoyment and safety. The pool should be located close to the gymnasium so that the same lockers and toilet facilities may be used.

The pool should be 75 feet long and 35 feet across to provide standard lanes seven feet wide. The depth of the pool at the shallow end should be three to four feet and the deep end seven to eight feet.<sup>1</sup>

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<sup>1</sup>Williams, Brownell, The Administration of Health and Physical Education, p. 288.

There should be two diving boards. The pool should be constructed so as to let out the stale water and let in fresh water frequently.

### Playground and Equipment

Playgrounds are very important in that they represent an integral part of the school, intended primarily for use by children as their chief center of out-door recreation. All administrators recommend out-door recreational areas for physical education classes unless there is inclement weather.<sup>1</sup> After school these areas may be available to the Coliad Community for recreational purposes. The size of the playground is determined by the basis of a certain number of square feet per pupil.

Approved standards for elementary school sites provide a minimum of five acres, plus an additional acre for each two hundred pupils enrolled.<sup>2</sup> Since there are only 100 pupils enrolled in the Coliad Colored school, five acres would be recommended. The playground should be fenced in with mesh wire five to ten feet

The playground should be divided as follows: children from 6 to 12 years; boys from 12 to 18 years and girls from 12 to 17 years. This would include the 100 pupils enrolled. The playground equipment needed is listed in Table II.

### Organization and Classification of Children

The students should be classified in physical education activities to: (1) provide for individual needs; (2) promote fair competition between individuals or groups; (3) facilitate instruction; (4) serve individuals

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<sup>1</sup>Williams, Brownell, The Administration of Health and Physical Education, p. 306.

<sup>2</sup>Ibid., p. 308

TABLE II

SUGGESTED AMOUNTS OF SUPPLIES FOR ELEMENTARY  
AND SECONDARY SCHOOLS<sup>1</sup>

Enrollment	51 - 150
Playground balls	6
Playground bats	6
Basket balls	4
Base balls	12
Volley balls	2
Gymnasium mats (5x8)	10
Jumping standards	2
Soccer balls	2
Shot 8lb. or 6 lb.	2
Tennis rackets	12
Table tennis sets	6
Horse pite or quoits	1
Archery bows	2
Archery targets	1
Shuffle-board sets	2
Bean bags	15
Hockey sticks	24
Badminton sets	1
Dart sets	1
Stop watches	1
Swimming suits	A clean suit for each girl pupil period partici- pation.
Towels	A clean towel for each pupil period participation

<sup>1</sup>Williams, Brownell, The Administration of Health and Physical Education, p. 263.



of like interests and abilities; and (5) insure program continuity.<sup>1</sup>

For the Goliad Colored High School these thirty students should be classified as to promote fair competition between individuals or groups, since they have had no type of organized physical education. This will promote fair competition of participants on the basis of skill and age. However, individual needs must be considered. Each student should have Chart I filled out by the doctor and this will give the classification as to unrestricted, restricted, remedial and rest. Then the class may be formed. Since no organized Health and Physical Education class has been in effect the skills for playing events are limited and their knowledge of health education is bias. The classes will be based on the needs. Those for girls and boys and co-educational classes.

#### Units of Instruction In Health

Structure and Function of the Human Body. - This area will discuss cells, bones, muscles, their association and connection as to development of the body.

Personal Hygiene. - This area will take in the care of the body, good grooming, posture, cleanliness and all daily health habits that apply to the person.

Physiology of Exercise. - This area deals with the effect of exercise on the heart, nervous system and types of exercises the body should have, their benefits and effects.

Nutrition. - The pupil will learn the correct foods, balanced diets, and food values. The effect of diets on one's health, foods for various

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<sup>1</sup> Brownell, op. cit., p. 211.

TABLE III

DISTRIBUTION OF AGES AND SEX ACCORDING TO GRADES 7TH - 12TH

Grade	7th		8th		9th		10th		11th		12th	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
12	1											
13	1	2		1								
14	1		2	2					1			
15					3	1		2		2		
16						1	1	1	1			3
17		1					1			1	1	
Totals	3	3	2	3	3	2	2	3	2	3	4	
Per cent.	10%	10%	6 $\frac{2}{3}$ %	10%	10%	6 $\frac{2}{3}$ %	6 $\frac{2}{3}$ %	10%	6 $\frac{2}{3}$ %	10%	13 $\frac{1}{3}$ %	

Note: (1) B - boys (2) G - girls

TABLE IV

## HEALTH INSTRUCTION FOR GOLIAD COLORED SCHOOL, GRADES 1 - 12TH

Health Units	Grades											
	1	2	3	4	5	6	7	8	9	10	11	12
I. Structure and Function of the human body	✓			✓			✓			✓		
II. Personal hygiene	✓			✓			✓			✓		
III. Physiology of exercise		✓			✓			✓			✓	
IV. Nutrition		✓			✓			✓			✓	
V. First aid and safety education		✓	✓		✓			✓			✓	
VI. Choice and use of health services and health products			✓			✓			✓			✓
VII. Communicable Diseases			✓			✓			✓			✓
VIII. Community health and sanitation			✓			✓			✓			✓
IX. Mental health	✓			✓			✓					✓
X. Sex education		✓			✓				✓			✓

The checks indicate the units taught to each grade in the school. Since there are only thirty pupils in grades 7 - 12, classes for boys and girls may be combined.<sup>1</sup>

<sup>1</sup> See Table III.

ages and occupations.

First Aid and Safety Education. - First aid will include instruction in caring for wounds, sprains, broken joints and artificial respiration. Safety education will include instruction of bicycle riding on picnics, walking along roads and streets.

Choice and Use of Health Services and Health Products. - In this area the various State Department Health Officers will be

Communicable Diseases. - They will be taught the types of communicable diseases, how they are controlled, care of the patient and period of isolation; also when the disease is most prevalent and where.

Community Health and Sanitation. - This unit will discuss and survey the actual conditions prevalent in Coliad County, water supply toilet facilities, and their sanitation.

Mental Health. - This area will deal with day dreaming, the brain, the nervous system, inferiority complex, the causes and correction of mental diseases.

Sex Education. - This area teaches reproduction in all forms, social diseases and the care of the mother and baby.

These units will be taught to the children as outlined in Chart II. As the child becomes more mature the units are discussed in a more advance form.

TABLE V

## PHYSICAL EDUCATION UNITS CLASSIFIED AS TO SEASONS

Fall	Winter	Spring
Class organization Leadership and spectator Ethics Conditioning exercise Games, contest, relays Volley ball Badminton Folk dancing Tennis	Tap and clog Modern dance Basket ball type Games Stunts, tumbling Speed ball	Soft ball Track and field events Open country sports Aquatics

## Note:

These are the Physical Education Units to be carried on in the Goliad Colored High School, starting in September and ending in May.

TABLE VI

## SCHEDULE OF UNITS FOR FALL

Units	Number of class periods	Time	Grades
Class organization	1	60' Mon., Wed., Fri. 3:00pm - 4:00pm	7th - 12th
Leadership & spectator	2		"
Ethics			
Conditioning exercise	3		
Marching			
Games, contest, relays	9		
Volley ball	3		
Badminton	3		
Folk dancing	2		
Tennis	4		

## Note:

This group of activities will be carried on for nine weeks. This will give 27 class periods. The classes will be 60 minutes on Monday, Wednesday and Friday from 3 p. m. until 4 p. m. on Tuesday and Thursday this group will have Health Education classes as outlined in Table IV.

TABLE VII  
SCHEDULE OF ACTIVITIES FOR WINTER

Units	Number of class periods	Time	Grades
Tap and clog	2	60' Mon., Wed., Fri. 3:00pm - 4:00pm	7th - 12th
Modern dance	2	" " "	" "
Basket ball type game	10	" " "	" "
Basket ball	4	" " "	" "
Stunts, tumbling	6	" " "	" "
Speed ball	3	" " "	" "

TABLE VIII  
SCHEDULE OF ACTIVITIES FOR SPRING

Units	Number of class periods	Time	Grades
Social dance	3	60' Mon., Wed., Fri. " " "	7th - 12th " "
Track and Field	6	" " "	" "
Open country	5	" " "	" "
Sports	6	" " "	" "
Aquatics	6	" " "	" "
Soft ball	7	" " "	" "

## CHART I

MEDICAL EXAMINATION AND CLASSIFICATION OF STUDENT<sup>1</sup>

From.....  
 Name of School ..... Principal  
 Name of Student .....  
 Date .....

This student has come to you for a physical examination and for your advice regarding his/her physical education program. Students are classified for instruction in physical education into one of the four classifications below. Please check in the appropriate box the classification in which you desire this student placed. Tear off the bottom part and retain the upper part of this blank.

Classification A - Unrestricted For students who may safely engage in the most strenuous physical activities	A	<input type="checkbox"/>
Classification B - Restricted For students who may take regular class work but no strenuous competition.	B	<input type="checkbox"/>
Classification C - Remedial For students who should have individual exercise and semi-quiet games	C	<input type="checkbox"/>
Classification D - Rest For students who should rest and take no exercise.	D	<input type="checkbox"/>

Reason for the classification indicated.....

Please duplicate your checked instructions on the form below, tear off and mail the School Health Service Department or the Principal named above.

Assign..... to the physical classification checked below.  
 Name of student

A       B       C       D

Reason for this classification, and further recommendations:.....

Date.....

Signed.....

Name of Physician

County

Name of School District

Address

TEXAS STATE DEPARTMENT OF EDUCATION  
 HEALTH AND PHYSICAL EDUCATION ANNUAL REPORT FOR SCHOOL YEAR  
~~SEPTEMBER 1949~~ — ~~JUNE 1950~~

One copy due in Office of Director of Health Education by June 15, 1950

HEALTH SERVICE

*in your school*

1. Record the total enrollment (~~including both colored and white~~) for each grade.
 

1.....	2.....	3.....	4.....	5.....	6.....
7.....	8.....	9.....	10.....	11.....	12.....
  
2. Record the number of pupils in each grade who received a medical examination by school or family physician during the school year.
 

Pre-school.....	1.....	2.....	3.....	4.....	5.....
6.....	7.....	8.....	9.....	10.....	11.....
					12.....
  
3. Record the number of pupils in each grade in whom defects were found by medical examination.
 

Pre-school.....	1.....	2.....	3.....	4.....	5.....
6.....	7.....	8.....	9.....	10.....	11.....
					12.....
  
4. Record the number of pupils in each grade who received treatment for the correction of these defects during school year by either school or family physician.
 

Pre-school.....	1.....	2.....	3.....	4.....	5.....
6.....	7.....	8.....	9.....	10.....	11.....
					12.....
  
5. Record the number of pupils having the following defects:
 

Deficient vision.....	Deficient hearing.....	Orthopedic handicaps.....
Speech disorders.....	Lowered vitality.....	Nervous disorders.....

Check method by which above defects were found:

Medical examinations.....	Or other methods: .....
Screening by school nurse.....	.....
Screening by classroom teachers.....	.....
  
6. Check grades in which cumulative health records are kept up to date on each pupil.
 

1.....	2.....	3.....	4.....	5.....	6.....
7.....	8.....	9.....	10.....	11.....	12.....
  
7. List the sports in which records are available to show that each participant was examined by a physician prior to each sport season.



### CHAPTER III

#### SUMMARY AND CONCLUSION

The purpose of this problem was to prepare a program of health and physical education for the Coliad High School, which makes provisions for worthy use of leisure, provides for development of ethical character, makes provision for teacher observation and may serve as a reference for organizing the program.

The school is a responsible agency in the community for protecting and furthering child development. The health and physical education program for this particular situation must be shaped with regards to the local conditions as presented in this problem. Progress in development of the program will depend upon the community support and the progressive of personnel available.

The writer makes the following recommendations:

A. A health council made up of the principal, teacher of physical education, and a representative of the Parent Teacher Association.

B. Instruction in health and physical education and health service organized as parts of one administrative unit and under one head who co-ordinates all health activities.

C. A program of health examinations which insures that all students will receive a medical examination at least every year.

D. A plan of classifying students on the basis of their health for physical education classes into one of the following classifications: unrestricted, restricted, remedial and rest.

2. Was health also taught in conjunction with other subjects? Yes.....; No.....
- If so, list subjects: ....., ....., .....
- ....., ....., .....
3. List number of instructors teaching health and physical education who have at least 24 semester hours credit in health and physical education. Men.....; Women.....

### PHYSICAL EDUCATION

1. Check the grades above the fourth grade in which physical education is provided for all pupils. (Do not include non-instructional free play periods or recess periods.)
- For boys: 5....., 6....., 7....., 8....., 9....., 10....., 11....., 12.....
- For girls: 5....., 6....., 7....., 8....., 9....., 10....., 11....., 12.....

2. Complete the following:

Elementary school:

Physical education classes for boys meet .... days per week for .... min. per day.  
 " " " " girls " .... " " " " " " " "

Junior high school:

Physical education classes for boys meet .... days per week for .... min. per day.  
 " " " " girls " .... " " " " " " " "

Senior high school:

Physical education classes for boys meet .... days per week for .... min. per day.  
 " " " " girls " .... " " " " " " " "

3. Are other activities approved as substitute for physical education? Yes.....; No.....  
 If so, check activities approved as substitutes:

Athletics (interscholastic).....

Band marching.....

Choral club.....

R.O.T.C. ....

Work off the campus.....

Or others:.....

.....

4. Designate by symbols the activities that are considered basic in your physical education program. (Note: Use E for elementary school, JH for junior high school, and SH for senior high school. If all three schools consider one activity as basic in their program, place all three symbols after the activity. If junior high school and senior high school consider it basic, place those two symbols after the activity.)

Baseball.....	Games of low organization.....	Swimming & Diving.....
Basketball.....	Golf.....	Tennis.....
Boxing.....	Gymnastics.....	Track.....
Calisthenics.....	Handball.....	Tumbling.....
Corrective exercises.....	Soccer.....	Volleyball.....
Dancing.....	Softball.....	Wrestling.....
Football.....	Speedball.....	

E. Facilities, equipment and supplies as outlined in Table II.

F. A qualified health and physical education teacher.

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## BIBLIOGRAPHY

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APPENDIX