A STUDY TO CONSTRUCT A HANDBOOK ON THE EFFECTIVE USE OF THE
BULLETIN BOARD IN THE DEPARTMENT OF HEALTH, PHYSICAL
EDUCATION AND RECREATION IN THE SECONDARY
SCHOOLS AND COLLEGES

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THESIS

Presented to the Graduate Council of the North
Texas State College in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

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Big Spring, Texas
August, 1950
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CHAPTER I

ORIENTATION TO THE STUDY

Introduction

Education in America has as its purpose the complete development of the individual. When considered in broad terms, the process of education embodies all means used by society in developing individual members to perpetuate, maintain, and advance the social order in the most desirable manner.

Physical education in America is considered a phase of general education and, as such, contributes to the growth of the whole child through motor activities which are selected mainly in the areas of sports, games, dance, and aquatics.

These activities have a long cultural inheritance extending to the earliest times. Through the ages, they have played significant roles in the life of man.

In modern times in America, sports and dance have come to occupy an important place in current living. The all-engrossing game of football with its glamor and excitement literally colors the American scene in the fall season of the year. The whole panorama of this thrilling sport is dear to the heart of America. People battling for tickets,
through surging into the stadium, bands playing, flags waving, drill corps marching, teams going through preliminary exercises, pep squads cheering, hearts beating fast, the suspense of the kick off—all these events make football the most popular, most stirring, and, perhaps, the most loved sport in America today. It would be almost impossible to visualize an American high school or college without a football team. In addition to football are the sports of basketball, softball, tennis, and golf. Baseball, from the neighborhood sand lot to the Big League series, is thoroughly American. Tap dance, modern dance, and square dance appeal to young and old throughout America. Play days, fun nights, dance festivals, and sports activities of various and sundry types reach deep into our American customs and traditions and have a significant place in the growth and development of our American way of life.

The activities of the American physical education program not only color but, also, influence the American culture by contributing character building ideals, concepts, attributes, and patterns. Through experience in games, sports, and dance, the individual is provided an opportunity to realize a fundamental objective of physical education, which is the development of physical efficiency and powers and of skills. Concurrent are the objectives of developing knowledge and understanding of the theory underlying the correct mechanical use of the body, of the strategy of games
and rules, of the importance and value of physical activities to the health of the individual, of the role of the activities in the American society, and of the importance of wholesome recreation. Equally important are such objectives as the development of worthy personality qualities and character values that promote a desirable social adjustment and social status. Realization of these worthwhile goals contributes much towards the complete development of the individual and to his ability to make the greatest contribution to the American democratic society.

In order to reach these objectives, participation in physical activities is essential. In addition to participation in activities, a knowledge and understanding of the theory content of the areas of health education, physical education, and recreation is necessary. Therefore, the modern teacher of these areas is interested in teaching-learning devices and values highly any means or factors that will add to the learner's interest, economize time, or increase efficiency of learning.

Visual aids are one means now recognized by modern educators as powerful tools in the hands of an efficient instructor to promote the teaching-learning process. Where oral instruction and study of texts often fail to convey full understanding to the learner, pictorialization frequently succeeds.
Authorities in the field recognize visual aids as an effective means of teaching as is shown by the statement of J. J. Weber:

Visual aids provide largely what is called concreteness, in contrast with the contribution of verbal appeal. They obviously serve to provide pupils with a fund of realistic imagery which enables them to interpret the teacher's statement more meaningfully.¹

The bulletin board is one type of visual aids and may be a very effective teaching device. According to Dorris, visual aids are "all materials used in the classroom or in other teaching situations to facilitate the understanding of the written or spoken word."² Therefore, the bulletin board is a medium through which material providing concrete visual experience may be presented.

Although most schools have bulletin boards, the writer became conscious of the fact that, in most cases, its educational possibilities and potentialities have not been fully realized by teachers of the health, physical education, and recreation departments. Yet, the wealth of facts innate in the program of health, physical education, and recreation make it a rich field for full realization of values to be derived from the effective use of the bulletin board.

Therefore, the writer became interested in setting forth some definite, concise, and practical suggestions in the form of a manual that would serve as a guide in the effective use of the bulletin board in the department of health, physical education, and recreation. On the basis of this interest, the present study was undertaken.

Statement of the Problem

The investigator undertook a study to construct a handbook on the effective use of the bulletin board in the department of health, physical education, and recreation in secondary schools and colleges.

Definition of Terms

In the study, the following definition of terms were used:

A **handbook** is a guide or manual of concise information in convenient arrangement.

The **bulletin board** is a device used for the posting of bulletins, clippings, announcements, pictures, data, exhibits, diagrams, and many other specimens of material. It is a visual sign board and an instructional adjunct that may serve as a teaching aid.

**Purposes of the Study**

The writer had the following purposes in developing the study:
1. To develop suggestions for the uses of the bulletin board in the health, physical education, and recreation departments.

2. To develop suggestions for effective construction of the bulletin board relative to type, size and location, and materials.

3. To develop suggestions for sources and methods of collecting bulletin board materials.

4. To set up criteria for evaluating bulletin board material.

5. To develop suggestions for presenting bulletin board material.

6. To develop principles underlying the arrangement of materials on the bulletin board in regard to color, margin, theme, and balance.

7. To develop suggestions for the administration of the bulletin board.

8. To develop suggestions for change of materials on the bulletin board.

9. To develop suggestions for utility and storage facilities and equipment for bulletin board materials.

10. To develop suggestions for filing labeled and classified material.
Limitations of the Study

The study was limited to the construction of a handbook on the effective use of the bulletin board in the department of health, physical education, and recreation in secondary schools and colleges.

Survey of Previous Studies

After an intensive survey for previous studies, the investigator found only one study which pertained to the present one. Grossnickle made a study in 1944 on the use and development of bulletin boards in the promotion of programs of health, physical education, and recreation on the college level.3

Grossnickle secured data for the study by making a survey of the literature in the field of visual education. This information was supplemented by a study of books and articles written in the fields of advertising display and educational art. Other data were secured from individuals experimenting with the development of the bulletin board and exhibits in connection with fields other than health, physical education, and recreation and from students and faculty members in departments of health, physical education, and

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recreation; data were also secured from the United States Army personnel of Camp Howze, Gainesville, Texas.

The basic procedures utilized in obtaining the data for the study involved a study of the literature in the libraries of Texas State College for Women, North Texas State College, and Camp Howze; conferences with participants in bulletin board projects; personal interviews with instructors; and personal interviews with the United States Army personnel of Camp Howze.

The first phases of the problem set up by the writer, namely, the discovering and developing of various uses of the bulletin board as a medium through which interest in and efficiency of programs of health, physical education, and recreation may be heightened, necessarily were preceded by the development of a philosophy by the writer regarding the function of the bulletin board and of the exhibit as an adjunct to the bulletin board as an educational aid. Development of this philosophy, in turn, entailed a study of available literature on these and related subjects. Due to the dearth of material relative to the use and preparation of the bulletin board, two other procedures were used to obtain data: a study was made of bulletin boards and exhibits used by persons and agencies within the writer's knowledge and immediate realm of contact, and a special bulletin board project was undertaken within the Department of Health, Physical Education, and Recreation of Texas State College for Women.
Procedures used in the development of the project included the organization of the units to be undertaken and the formation of committees responsible for the respective units, the assembling of materials, the preparation of the bulletin board, and the evaluation of the results.

Solving the second phase of the problem, namely, the development of specific aids for the effective preparation of the bulletin board, entailed the writer's criteria for judging bulletin boards. These criteria were based upon principles established for visual aids by authorities in this field supplemented by general principles of design and of advertising and display.

Grossnickle found that almost without an exception the articles on bulletin boards enumerated the various ways in which this piece of educational equipment might be used as a teaching aid, but concluded by deploring the fact that the teacher either did not recognize the value of it or was too indifferent or too busy with other matters to put it to work.

Grossnickle made the following conclusions of the study:

1. The bulletin board is a visual aid of unique educational value.

2. The bulletin board is not only treated less thoroughly by authorities in the field of visual aids than any of the other visual aids, but it is neglected by the majority of educators.
3. The field of health, physical education, and recreation is generally omitted by authorities in the field of visual education as an area to which the bulletin board can make valuable contributions.

4. The bulletin board can make valuable contributions to numerous phases of the program of health, physical education, and recreation.

5. The average educator in the field of health, physical education, and recreation can prepare and guide her students in the use of visual aids.

6. The exhibits may be effectively used as an adjunct to the bulletin board in the promotion of successful programs of health, physical education, and recreation for college women.

The present study is similar to that of Grossnickle's in that it is involved in developing suggestions for effective use of the bulletin board as a teaching aid.

The present study varies from Grossnickle's in that it is developed for the high school level of instruction, whereas, Grossnickle's study was developed for the college level of instruction. In the present study, no particular bulletin board was involved, whereas Grossnickle made detailed studies of special bulletin board projects in the Departments of Health, Physical Education, and Recreation.

4 Ibid.
at Texas State College for Women and the United States Army bulletin board at Camp Howze, Texas. A third point of departure in the present study from that of Grossnickle is that it is concerned with developing a minimum visual education foundation program for bulletin board materials.

Sources of Data

Both documentary and human sources of data were utilized in the present study. Documentary sources consisted of professional books, periodicals, and research studies.

Human sources were professional people in the field of health, physical education, and recreation.

Procedures for the Development of the Study

As a basis for the study, the investigator made a survey of professional books, periodicals, and researches in the fields of visual education, of health, physical education, and recreation, and of art and design.

As an orientation in the field of study the investigator visited numerous high schools and colleges to observe the general appearance of the average bulletin board and to find out to what extent the bulletin board was being used as a teaching device in the department of health, physical education, and recreation.

The investigator made an extensive collection of bulletin board exhibits pertaining to the field of health,
physical education, and recreation for the purpose of building a bureau of materials.

The investigator wrote a manual on the effective use of the bulletin board in the department of health, physical education, and recreation in secondary schools and colleges.

The investigator made a summary of the study and of the findings.

The investigator drew conclusions of the study and made recommendations for future studies.
CHAPTER II

A HANDBOOK ON THE USE OF THE BULLETIN BOARD

The extensive commercial use of the bulletin board as an important agency for selling ideas stresses its use as an educational instrument in the schools. The business world spends huge sums of money for its advertising. One cannot travel the highways, turn through the pages of a magazine, nor visit a theater without realizing the importance of signboards as one important media for presenting ideas to the general public. The fact that one hundred million dollars a year is spent annually for this form of advertising is proof of industry’s belief in the value of the bulletin board.

In the educational situation the bulletin board is a teaching device of wide usage and important values. It can be used effectively in connection with learning situations in school, and, if intelligently handled, it can motivate, supplement, and enrich learning; provide opportunity for pupil participation; and serve as an advertising and promotion medium for all school interests, causes, and activities.

The bulletin board affords an opportunity to furnish variety and visual stimulation which the students need.
Someone has said that "one picture is worth a thousand words," and this is often true. In the traditional classroom procedures sometimes a verbal explanation or description of an object or process is difficult to understand because the student fails to grasp the details, relationships, and perspective just as the teacher endeavors to translate them and pass them on. There are many possibilities of error, misinterpretations, and misunderstandings, when if the student could actually see the object or a diagram of the object, it would take on an entirely different perspective. One learns more rapidly and his learning is more permanent when it is based on the sense of sight.

Correctly used the bulletin board provides a means of putting materials before students in an interesting manner. It helps students to establish standards of good arrangement and organization in addition to giving them content value of materials displayed for their benefit.

The Use of the Bulletin Board in the Health, Physical Education and Recreation Departments

Bulletin boards function particularly well in the departments of health, physical education and recreation as a medium through which to make general announcements, publicize events, sell ideas of character traits, promote health practices, illustrate leisure time activities, teach measures of safety and first aid, explain problems in student traffic,
teach practices in courtesy, show virtue of good books, offer opportunities for expression of creative ability, answer questions, post administrative bulletins, announce club activities, give instruction in theory content, announce special events, display Who's Who in the field of sports, present clippings from current newspapers and magazines, state assignments, introduce exhibits, recognize special days or events, support worthy drives or campaigns, serve as resource material, supplement oral and written information, offer opportunities for socialization, and stimulate and motivate interest.

Making announcements is a general routine of any physical education department. These may be typed or written neatly, and posted on a section of the bulletin board which may be designated particularly for announcements. Many events, such as conference games, intramural games and tournaments, and invitational meets, may be announced through the use of the bulletin board.

Posted jingles, rhymes, cartoons, and slogans may do their bit in suggesting ideas of sportsmanship and good behavior. Examples of these may be such statements as "It's not the sport you play, but the sport you are," "Do unto others as you would have them do unto you," or "The way to make a friend is to be one."

An excellent means of promoting correct health practices is through such items as posters on correct posture, charts
on standardized methods of treatment of injuries, hints on body cleanliness and good grooming, descriptions of disease symptoms, and numerous other phases of desirable health practices and healthful school living. Slogans and quotations such as "A sound mind in a sound body" and "An athlete is no better than his feet" are very effective means of stressing the importance of health through the use of the bulletin board.

Interest in leisure time activities may be stimulated and motivated through clever, unique displays of the bulletin board. Magazines and commercial bulletins offer rich sources from which to obtain attractive pictures for this type of exhibit.

Safety is of such great importance that it should be continually emphasized through the bulletin board. Ample space should be provided for this purpose. The principles of safety, first aid, and accident prevention can be illustrated well through bulletin board exhibits. There are many sources of safety materials that will permit attractive displays.

Very often the teacher may wish to put across certain lessons in courtesy, school spirit, patriotism, or some other feature of character development. The bulletin board is a silent partner in handling such measures through the media of charts, cartoons, pictures, mottoes, and other printed material.
The bulletin board offers an excellent opportunity to give hints on such problems as student traffic in halls and on gymnasium floors, correct procedures in fire drills, accepted ways for pedestrians to cross streets, and correct suggestions for driving vehicles in school zones.

There is a need for developing good taste in reading, and, again, the bulletin board may serve as a medium through which desirable results may be secured. Sometimes mottoes or slogans such as "Reading is to the mind what exercise is to the body" or "The printed page holds the key to a rich heritage of knowledge and skills" will put the idea across better than any other method. Attractive book jackets posted with a brief printed synopsis of the book, which may be clipped from inside the jacket, are excellent means to stimulate interest in reading.

The display of assigned work done by students serves as a stimulating force for greater effort. Such exhibits as posters, models, cut-outs, sketches, and booklets may be posted on the bulletin board, and these make strong appeal to the human trait of personal recognition and competition.

In answer to such questions as "What are we going to do today," "When does our team play again in the intramural tournament," "Where does our team stand in the tournament," or "When does the Girl's Recreation Association meet," the bulletin board may answer the question. Students learn to
scan the board first, and such notices are not only helpful
to them but are valuable to teachers who forget.

The bulletin board serves an important purpose by dis-
playing administrative bulletins which concern all depart-
ments of the school. Such items as schedules of examinations,
registration, dismissal of school for holidays, and other
official announcements posted on the bulletin board will save
the instructor many inquiries.

Announcements of club activities such as Girl’s Recrea-
tion Association, Girl Scouts, Tumbling Clubs, Hi Y’s, Allied
Youth, and other organizations may be publicized through the
bulletin board.

The bulletin board may serve as a supplement to the
teacher’s instruction in correct form of technique or in
Teaching theory content by use of progressive pictures of
performance. The correct technique for throwing a baseball,
shooting a chest shot, serving a volley ball, or doing a
standing dive may be well illustrated by pictures of correct
performance in static positions. Diagrams and charts may
serve to clarify points on interpretation of rules, size and
shape of courts, and various other phases of health, physi-
cal education, and recreation.

Again, the bulletin board may be used to arouse interest
and activity in publicizing such special events as a visit
to the city by a tennis star, a golf pro, a dance group, or
some other outstanding person or group in the field of health, physical education, or recreation. Other events in this list might be bathing revues, annual physical education programs, invitational gymkhanas, visiting student councils, or visiting good-will groups.

A picture gallery or a Who's Who in the field of sports, made by displaying pictures of stars of the various physical activities, will appeal to students and will serve as a means of acquainting them with people who have proved themselves to be skilled in some particular sport.

Clippings from newspapers and magazines that refer to local and world events, activities of famous people which relate to the field of health, physical education, and recreation, write-ups of local games, and photographs of local athletes and activities of interest in health, physical education, and recreation serve as interesting exhibits for the bulletin board.

Special days and occasions may be emphasized through the use of the bulletin board displays. The occasion may be a national holiday such as Thanksgiving or Independence Day. It is possible to stimulate proper attitudes and appreciations towards our country as a land of freedom and opportunity. The occasion may be Christmas and the objective may be to stimulate a greater love and reverence for our Saviour's birthday and for all the blessings that Christianity has made
possible for us to enjoy. There is a rich field from which to draw material for displays of this type.

Other topics worthy of consideration to which the bulletin board may contribute are such items as Hello or Get Acquainted Week, Good Posture Week, National Educational Week, Mother's Day, Father's Day, Good Neighbor's Day, Proverb Week, Budget Your Time, and Good Quotations.

The bulletin board may be used to arouse interest and activity in support of local campaigns or drives such as Red Cross, Tuberculosis Seals, Easter Seals, Poppy Sales, Iron Lung Campaigns, and numerous other causes which are not thought of as a part of physical education, but which present worthy charitable projects and deserve student support. Bulletin board displays will serve as a motivating force for action and co-operation on the part of the students.

Types of Bulletin Boards

Bulletin boards may be classified as fixed, movable, and folding. The most frequently used bulletin board is the open fixed type which is generally adequate for classrooms or for general use in the gymnasium. This type is more or less permanently attached to the wall by nails or bolts. Thoughtful consideration should be given to its placement in relation to the size of the room, the available wall space, and the overall visibility of the board.
Another fixed type is the enclosed board with glass doors which may be locked. In this case, the displays are kept clean and are undisturbed by contact or air currents. This case also serves the purpose of displaying valuable materials. Exhibits may be greatly enhanced by fluorescent indirect lighting.

The movable bulletin board should be of convenient size and weight for moving. It is especially suitable for crowded classrooms and for use in lectures and entertainments. The movable board may be hung on the wall by use of invisible screw hooks or wire, or it may be placed on an easel. Then not in use it may be stored.

The folding bulletin board is a rather small one mounted on hinges that permit the wings to open and close as the leaves of a book. This bulletin board may be attached to an upright strip or support which is either fastened to the wall or the floor, or the board may remain movable. When not in use the movable folding board may be closed and stored away.

Size and Location of Bulletin Boards

Bulletin boards may be purchased from school supply houses, or they may be custom-made to fit a specified place. The size of the board will be determined by the purpose it is to serve and the available space for it. A general bulletin board is used generally for announcements and for promotion of events and activities of interest to the school as a whole;
therefore, it should be a larger board. On the other hand, smaller boards are suitable for classrooms and for specific activities or groups, such as dance or club activities.

It is very essential that proportions be kept in mind when constructing bulletin boards. The board should be large enough for growth and miscalculations, but not so large that it cannot be filled with vital, up-to-date material. In other words if the board is too small, it will definitely limit the size of display material to be used, but if it is excessively large, considerable space may not be occupied which would detract from its effectiveness. Furthermore, if the board is particularly large and a variety of materials is displayed on it, the result tends toward confusion. If a great deal of bulletin board space is desired, it is advisable to use several smaller boards rather than put all the space in one huge board, as smaller boards can be decorated much more easily and more effectively.

In general, a three by four foot bulletin board will satisfy a majority of situations; however, three by five foot boards, four by six foot, or four by eight foot bulletin boards are considered appropriate sizes.

In the final analysis, the size is governed by the location of the board. Generally speaking, it should be located where traffic is heavy, but not congested. A good light on the board and free space in front are necessary for effective service.
A good location for a general bulletin board is in the foyer of the gymnasium where it will be accessible and convenient to everyone in the department of health, physical education, and recreation. The general bulletin board has a strong social and unifying value since it is used for items that are of general interest and value to the majority of the students.

The read-and-run type of bulletin board may be placed just outside the classroom door or outside the instructor's office where it may be read while waiting.

The classroom bulletin board, as its name indicates, should be located in the classroom on a definite wall space where the lighting is good and there is ample space in front of it.

All bulletin boards, regardless of type, size, or purpose, should be placed at approximate eye level to the group which they are to serve.

Suitable Materials for Bulletin Boards

Bulletin boards may be made from several types of wood fiber material such as celotex, sheetrock, panelboard, or cork.

The most commonly used material is celotex. It is a very soft, porous, fiber material which takes pins or tacks easily and does not show use nearly as much as sheetrock or panelboard. Another desirable quality of celotex is that it
is very light in weight and, therefore, easily handled. The approximate cost of celotex in normal times is around seven cents per square foot.

Sheetrock is a fairly satisfactory material for bulletin boards. It is soft and will take tacks or pins easily; however, sheetrock is made of a gypsum composition pressed between outside covers of cardboard which, when punctured, has a tendency to deteriorate and split out. Also, it is a heavier material and, therefore, a little more difficult to handle, but in the final analysis sheetrock will serve the purpose very well if celotex or cork cannot be obtained. The approximate cost of sheetrock in normal times is around five cents per square foot.

Panelboard may be used for bulletin boards only in case none of the other three suggested materials can be obtained. Although panelboard is a lightweight wood-fiber material, it hardly is soft enough to be entirely satisfactory for use as a bulletin board. Tacks and pins will bend or blunt sometimes, and the panelboard shows use to a great extent. The approximate cost of panelboard in normal times is fifteen cents per square foot.

The most satisfactory material for bulletin boards is cork, although the initial cost is much greater. Cork is soft and porous and takes tacks and pins easily, which greatly facilitates posting of materials. Corks show use
to practically no extent which is a long term item of importance in preserving the attractiveness of the board. The approximate cost of cork base material in normal times is around seventy-five cents per square foot.

Construction of the Bulletin Board

The bulletin board should be an attractive, well-constructed piece of school equipment. The open fixed bulletin board should be placed flat against the wall and should be enclosed in a sturdy wood frame appropriately and artistically decorated. The frame should be an inch and one half or two inches in width and should be made of a flat strip of wood or molding. The frame not only strengthens the board and prevents it from warping, but, also, adds to the aesthetic appearance of the board just as a frame heightens the beauty of a picture or photograph.

The movable board should be approximately thirty by thirty-six inches in size and of light weight material for the sake of convenience in moving. Two screw eyes should be placed in the back of the board a few inches from each end so that a wire may be attached to the back to be used for hanging the board in place. It is essential to eliminate weight as far as possible; therefore, no frame is used, instead, the edges of the board are bound with adhesive tape.
The folding board consists of several small boards on hinges which swing together and close like the leaves of a book. It may be secured to an upright strip or support which is either attached to the wall or the floor, or it may be left movable. Lightweight durable material is desirable. The size may vary from eighteen by twenty-four inches to twenty-four by thirty-six inches.

Coloring of the Bulletin Board

The general appearance of all three types of bulletin boards may be greatly enhanced by applying two coats of enamel. The frames for both the open-fixed and the enclosed-fixed bulletin boards should be painted a shade darker than the board. This makes the board appear larger and serves to accentuate the attractiveness of it.

Suitable color combinations are a buff board enclosed in a light brown frame; a light gray board enclosed in a settle-ship gray frame; and a pale green board enclosed in a forest green frame.

Sources and Methods of Collecting Materials

The collection of bulletin board materials may be a very large task if left entirely to the teacher. However, there are a few tricks to the trade that will prove very helpful. In the first place, the job of collecting materials should be a co-operative one. If the teacher is bulletin
board conscious and is ingenious to the degree that she can cause her students to be likewise, the task is half completed because there is hardly a limit to the amount of material that can be gathered if the group is conscious of the needs for bulletin board materials. The author does not recommend that students or teachers go scurrying through magazines or any other sources strictly on the "hunt" for something for the bulletin board, but rather that the group be alert to recognize valuable materials when contact is made with them, and that such materials be obtained and submitted to the proper place for preparation for the bulletin board.

**Materials from periodicals, newspapers, and like sources.**—Such materials as pictures, clippings, good quotations, cartoons, slogans of sportsmanship, and current events often are found in periodicals, magazines, or newspapers. As a rule, students are eager to cut these out and submit them for use, although some material turned in will not be usable. Not only does such contributions enrich the bulletin board collection of materials, but it offers an opportunity for individual participation in a worthwhile co-operative project. It is the responsibility of the teacher to impress students that printed matter should not be mutilated or scarred by clipping items from it, unless such printed material is the property of the student or he has permission to do so.

**Complimentary materials from commercial institutions.**—Such highly valuable material may be secured by writing to
commercial institutions and explaining the purpose and nature of one's needs. Although there are numerous concerns from which very fine bulletin board materials may be obtained, the author will point out only two particular examples. The Bristol Myers Company of New York City publishes a complete program on Personal Grooming that may be had for the asking. An excellent manual published by the Educational Service Department of the same company as above, together with attractive wall charts on grooming for both boys and girls, may be obtained free of charge.

A second example is that of Love and Campbell Sporting Goods Company of Dallas, Texas, which will send free of charge such worthwhile items as basketball free shot record charts; illustrations for correct procedures for drawing up tournament brackets for round robin, single, and double elimination play; charts showing standardized treatment for common athletic injuries; illustrated bulletins of official signals used in refereeing football, basketball, and baseball; height, weight, and age charts for boys, girls, and adults; and miniature field and court dimension charts for thirty-four games and sports.

Since this material must be requested by letter and since letter writing requires time and effort, some students cannot be depended upon to get this particular kind of bulletin board material. Therefore, the teacher may have to
do the writing or devise means of getting it done. The method used by the author is a very good one. The commercial department of the high school assigns one student as secretary to each of the other departments in the system. This student reports twice a week to the instructor to whom she has been assigned and takes letters by dictation from the instructor. These letters are transcribed and typed in duplicate by the commercial student. She gives one copy to the instructor who dictated it and one copy to her commercial teacher who grades her work on the assignment. This method requires very little of the teacher’s time and is a very fine experience in office practices for the student.

Complementary materials from educational institutions.--A third method of collecting worthwhile bulletin board material is that of writing colleges and universities for photographs of their outstanding athletes. Sometimes the photographs will be autographed, and in most cases they will portray the star correctly performing some play technique of the sport for which he is noted. Who’s Who bulletin board displays may be featured in tennis, football, basketball, baseball, table tennis, and other activities of sports and dance.

Purchased materials.--There is a wide choice of materials which may be purchased for bulletin board use. Orthopedic Shoes, Inc., of New York City handles a wide selection of
wall charts and posters on the care of the feet which may be purchased for a nominal sum. One of the very best sources from which educational material for bulletin boards may be purchased is the National Education Association of the United States, Washington, D.C.

**Original materials.**—A fifth method of collecting bulletin board materials is through creative production. This type of work may be done voluntarily or by assignment. On the voluntary basis such work often is done by students who have a "knack" for art or have had special training in art. Some students for pastime will draw sketches or cartoons suitable for bulletin board materials. Other students are adept with the scissors and can with a simple snip produce beautiful cut-outs which may illustrate various activities and aspects of the area of physical education. The feeling of pride and satisfaction that comes from seeing one's own product on exhibit often spurs the individual to desirable heights of achievement.

Again, very fine bulletin board exhibits are often the results of an assignment. Perhaps the student himself does not know how well he can do a piece of work until he has actually made a poster, chart, diagram, booklet, or some other type of creative endeavor. Such assignments not only bring in very valuable contributions to the bulletin board collection, but, also, offer an avenue for creative expression on the part of the student.
Evaluating Bulletin Board Materials

As bulletin board materials are collected they should be evaluated. Criteria for evaluation includes the following items:

1. Is the material significant in that it is meaningful and promotes learning?
2. Is the material of potential educational value?
3. Is the material well organized?
4. Is the material timely, contributing information that is current and up-to-date?
5. Is the material attractive and superior in artistic effect?
6. Is the material of suitable size, color, and design to be of use on the bulletin board?
7. Is the material adapted to the needs, interests, and maturity level of the students who will use it?
8. Is the material accurate in facts without concealment or exaggeration?

A student committee with the teacher as a chairman should carefully evaluate all material to make certain that it comes up to standard. Students, like adults, are inclined to collect attractive pictures from magazine covers or clever advertisements of commercial products. These may be very attractive and unique. On the other hand, they may display an incorrect form of some activity technique, such as a tennis
serve or a basketball shot. In other words, the picture itself sometimes overshadows the purpose it is to serve. Such discrepancies as this should be eliminated by careful screening of material.

Mounting Bulletin Board Materials

After materials have been accepted, they should then be carefully prepared for mounting. Some materials such as diagrams, graphs, and charts may be accepted as they are, while others may require cutting out or trimming.

In order to preserve the materials, they should be mounted by being pasted on a paper background. This will not only preserve the specimen by protecting the edges and corners from wear and tear, but will re-enforce the exhibit. Furthermore, the beauty, visibility, and suggestibility of the exhibit may be heightened and emphasized by putting the specimen on a colored background. The problem of mounting is one of increasing instructional value by making the exhibit attractive, fresh looking, and vivid. The background need not necessarily be a gray, tan, brown, or dull green, but may range in color from white through intense black. The best rule to follow is to display the picture to its best advantage. A wide range of materials suitable for backgrounds may be obtained from variety stores, print shops, paper firms, and paint shops. Construction paper makes a fairly good
background for mounting materials. However, if a better grade of paper is desired, such materials as bristol board, illustration board, mounting and mat boards, and corrugated and metallic paper may be purchased at any print shop in sheets eighteen by twenty-four inches in size for ten or fifteen cents per sheet. Although it is more expensive, this paper is much more substantial and the colors are softer and more attractive than those found in construction paper. In fact, the aesthetic appearance and superior quality achieved by using the better materials justifies the additional expense.

When mounting material the entire back surface of the specimen is evenly covered with a thin solution of paste or glue. Any surplus paste or glue should be carefully removed with facial tissue; the exhibit should be rolled evenly and firmly pressed by even distribution of weight. Heavy books may be used for this. If a very delicate or fragile specimen is mounted, a desirable substitute for paste or glue is egg white. The advantage of using egg white is that the exhibit may be removed from its background without tearing its edges.

A dry method of mounting is by use of scotch tape or adhesive cellophane tape. Both of these can add to the mount by emphasizing borders.

After exhibits have been mounted and have "set" until they are thoroughly dry and straight, they should be placed in labeled files for future use. Instructions for filing are given later in the handbook.
Principles Underlying the Arrangement of Materials on the Bulletin Board

The appearance of the bulletin board of any health, physical education, and recreation department speaks loudly of the type of work that is done in that particular department. Because of this fact serious attention should be given to the appearance of the bulletin board.

Principles of arrangement are concerned with the important elements of attractiveness, color, simplicity, unity, balance, and principles of margin.

Attractiveness is the first objective in arrangement of exhibits. Experts in the field tell us the first essential is that the exhibit "catch our eye." In order to do this materials chosen should have appeal and should be arranged according to a definite plan that is aesthetically pleasing.

Color is another element that plays an important part in the arrangement of the bulletin board. Certain color combinations are preferable because of their psychological effect. For instance, green and brown are good colors for field hockey, and salmon and blue are best to represent tennis. Special holidays offer color suggestions within themselves. Although color schemes should vary, there should not be too many colors used on any spread, and those selected should harmonize.

Simplicity and unity should characterize the choice as well as the arrangement of materials. In order to convey a
single dominant impression, the material must be carefully organized and attractively centered around one theme or one activity. To avoid a feeling of confusion, do not crowd an exhibit. It is a better practice to present one or two items artistically and to change the display often.

Reading a bulletin board, like participating in recreational activities, is something one does not have to do. As a general rule, students will glance at the bulletin board on their way to and from classes. Therefore, they should be able to take in its contents without having to do a great deal of reading. Exhibits with little printing or writing serve much better than long printed articles. Although some script is needed, it should be brief and to the point as well as large enough to be easily read.

Balance is important, but the board should not be divided in exact halves or quarters. Variety should be used in the spread of shapes and sizes of exhibits. If items of the same size are exhibited, they should be placed so that the space between them is less than the outer edges. If the items are of varying sizes, place the corner exhibits first to make a border. Then mount additional items within the framework established by the corners. Above all, have every item within the bounds of the board.
Principles of Margin

Careful consideration should be given to principles of margins. These may relate to the particular specimen of exhibit such as posters or cartoons, or they may relate to the entire bulletin board. In either case the principles are the same. Margins frame a picture or illustration just as they do a total bulletin board exhibit, and they make it stand out and attract and hold attention. In decorating the bulletin board there are certain standards of art and design that should be observed. For example, there should be a margin between the frame of the bulletin board and the material used, and no picture or paper should touch the frame in any place. The space at the bottom should be slightly wider than that on the sides and top. Principles of margin as applied to squares and vertical oblongs are shown in Figure 1. Principles of margin as applied to horizontal oblongs are shown in Figure 2.

Principles of margin of a square.—In Row I, No. 1, the top margin and side margins may be the same and the lower margin wider.

In Row I, No. 2, the side margins may be the same, the top margin a little narrower, and the lower margin the widest.

A, B, and C illustrate the use of different sizes and shapes of materials arranged in units and apply the principles shown in No. 1 and No. 2.
Fig. 1.--Principles of Margin for Squares and Vertical Oblongs
Principles of margin of vertical oblongs.—In Row II, No. 1, the top and side margins may be the same, and the lower margin the widest.

In Row II, No. 2, the top margin may be wider than the sides, and the lower margin the widest. A, B, and C illustrate the use of these principles in the arrangement of material of different sizes and shapes.

Principles of margins of horizontal oblongs.—In Row I, No. 1, the top and side margins may be the same, and the lower margin the widest.

In Row I, No. 2, the top margin may be narrower than the side margins, and the lower margin the widest.

In Row I, No. 3, the top margin may be the narrowest, the lower margin the next in width, and the side margins the widest.

A, B, and C in Row II illustrate the use of the principles of margin of horizontal rectangles by arranging units using various sizes and shapes of material.

Change of Materials on the Bulletin Board

Good judgment should be exercised in determining the length of time an exhibit is permitted to remain on the bulletin board. Some items should remain only a day, some two days, whereas others should remain on the board for a week depending on the purpose they are intended to serve.
As a general rule, something new should be added each day and the whole display changed weekly.

Sports should be given prominence in season, for timeliness means a great deal. By all means keep the bulletin board up-to-date for nothing will kill interest more quickly than delinquent material.

Utility and Storage Facilities and Equipment for Bulletin Board Materials

There should be ample working space and such major facilities as tables, chairs, and filing cabinets. Minor, but very important, equipment includes such items as typewriters, scissors, paste, metal clips, pencils, printer's pens, colored ink, rulers, erasers, stylus, stencils, scotch tape, water colors, crayolas, razor blades, pins, a compass, typewriting paper, construction paper, thumb tacks, blotters, facial tissues, and Manila folders. There should be a closet with shelves for immediate storage of materials as they are collected. After these materials are evaluated, screened, prepared, and mounted and have been set and pressed, they are then ready for permanent storage. This is a very important procedure which can be handled in several ways depending upon the wish of the instructor. The author prefers filing materials under major headings in alphabetical order. The partition dividers in the filing cabinet should be labeled in alphabetical order with the alphabet tabs. In
the "A" section should be placed major headings beginning with the letter "A." For example, "Aquatics" would serve as a major heading under which would be listed the following subheads:

- Boating
- Fishing
- Life Saving
- Swimming

In the "B" section should appear major headings beginning with the letter "B." For example, "Ball" would serve as a major heading under which would be listed the following subheads:

- Baseball
- Handball
- Soccer ball
- Softball
- Speedball
- Volley ball

The Administration of the Bulletin Board

The responsibility of seeing after the bulletin board should be a co-operative project handled through a student committee under the guidance of the teacher. Much of the responsibility of caring for various phases of the bulletin board may be delegated to clubs or classes. The committee should be a unique one in that it is selected on the basis
of ability, interest, and desire to serve. One or more of its members should be skilled in art and design, and all members should be good organizers and willing co-operative workers.

The committee should study the science of display and design; promote the collection and production of bulletin board materials; evaluate, select, mount, and file materials; discard irrelevant materials; post new materials when there is a need for them; and remove old materials when they have served their purpose.

The committee should compile a set of rules and regulations for the administration of the bulletin board. These regulations should pertain to the various duties and responsibilities of the committee and of the students in general as related to the administration of the bulletin board. The committee should devise motivation plans whereby students are encouraged to make bulletin board contributions. From time to time it should promote a class evaluation of the organization, completeness, and effectiveness of the bulletin board display.

Hints on Management of the Bulletin Board

1. Organize a tentative calendar for specific bulletin board exhibits for the entire school term, and avoid last minute planning.

2. Capitalize on current topics even though there is a planned schedule.
3. Keep materials up-to-date. Never leave them in the same place more than a week.

4. Relate the displays to seasonal activities.

5. Vary the subject matter of displays to maintain interest.

6. Keep on hand a supply of thumbtacks, ink, scotch tape, colored map tacks, colored crayons, and other essential supplies.

7. For novelty, use pins with colored heads to anchor material.

8. For clearness use thumbtacks of two different colors to indicate the positions of two teams on a miniature field.

9. Use three-dimensional objects for emphasis.

10. Mount printed matter on colored paper; underscore main points.

11. Occasionally leave the bulletin board blank for a day before putting up a new display.

12. Get students' opinions concerning controversial issues by hanging a pencil and pad of note paper on the bulletin board.

13. Change displays frequently.

14. Inject humor if appropriate by use of quotations, cartoons, or jokes.

15. Employ lettering that is in good taste, simple, neat, well spaced, and in harmony with the display.
16. Avoid detailed explanations.

17. Use colored cellophane tape for divisions and underlinings.

18. In general, the following color combinations are recommended for bulletin boards:
   a. light against dark background.
   b. dark against light background.
   c. colorful against a neutral background.
   d. neutral against a colorful background.

19. For the sake of unity avoid using more than two exhibits on the same bulletin board at one time.

20. Above all, remove delinquent material.
CHAPTER III

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of the Study

The investigator made a study to construct a handbook of the effective use of the bulletin board in the department of health, physical education, and recreation in secondary schools and colleges.

In the study, the term "handbook" is defined as a guide or manual of concise information in convenient arrangement. The term "bulletin board" is defined as a device used for the posting of bulletins, clippings, announcements, pictures, data, exhibits, diagrams, and many other specimens of material. It is a visual sign board and an instructional adjunct that may serve as a teaching aid.

The writer had the following purposes in developing the study:

1. To develop suggestions for the uses of the bulletin board in the health, physical education, and recreation departments.

2. To develop suggestions for effective construction of the bulletin board relative to type, size and location, and materials.
3. To develop suggestions for sources and methods of collecting bulletin board materials.

4. To set up criteria for evaluating bulletin board materials.

5. To develop suggestions for presenting bulletin board materials.

6. To develop principles underlying the arrangement of materials on the bulletin board in regard to color, margin, theme, and balance.

7. To develop suggestions for the administration of the bulletin board.

8. To develop suggestions for change of materials on the bulletin board.

9. To develop suggestions for utility and storage facilities and equipment for bulletin board materials.

10. To develop suggestions for filing labeled and classified material.

The study was limited to the construction of a handbook on the effective use of the bulletin board in the department of health, physical education, and recreation in secondary schools and colleges.

Both documentary and human sources of data were utilized in the study. Documentary sources consisted of professional books, periodicals, and research studies. Human sources were professional people in the field of health, physical education, and recreation.
As a basis for the study, the investigator made a survey of professional books, periodicals, and researches in the fields of visual education, health, physical education, and recreation, and of art and design.

As an orientation in the field of study, the investigator visited numerous high schools and colleges to observe the general appearance of the average bulletin board, and to find the extent to which the bulletin board was being used as a teaching device in the department of health, physical education, and recreation.

The investigator made an extensive collection of bulletin board exhibits pertaining to the field of health, physical education, and recreation for the purpose of building a bureau of materials.

The investigator wrote a handbook on the effective use of the bulletin board in the department of health, physical education, and recreation in secondary schools and colleges.

Summary of the Findings

The investigator found the following important findings:

1. The bulletin board can make valuable contributions to numerous phases of the program of health, physical education, and recreation.

2. A majority of the bulletin boards observed by the investigator indicated a lack of effective preparation and displays.
3. A lack of organization in bulletin board materials was apparent in the majority of bulletin boards observed.

4. A tendency towards inadequate teacher education in the effective use of the bulletin board was evident.

5. The need for instruction on material to aid teachers in the effective use of the bulletin board was apparent.

6. The area of the bulletin board as a medium of visual aids has sufficient theoretical content to be organized into a handbook.

Conclusions

The following conclusions are drawn as a result of the study:

1. The wealth of facts innate in the program of health, physical education, and recreation make it a rich field for full realization of values to be derived from the effective use of the bulletin board.

2. The educational possibilities and potentialities of the bulletin board as a teaching aid have not been fully realized by the teachers of health, physical education, and recreation.

3. A need for a handbook to give information on the use of the bulletin board was apparent.
Recommendations for Future Studies

The investigator offers the following recommendations for future study:

1. The development of a course of study for teacher training in the effective use of the bulletin board.

2. The development of a testing program to determine the effectiveness of the bulletin board as a teaching device.

3. A study to determine the effectiveness of the bulletin board as compared to other visual aids as teaching devices.
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