THE ORIGIN, GROWTH, AND DEVELOPMENT OF PHYSICAL AND HEALTH
EDUCATION FOR GIRLS IN THE PUBLIC HIGH SCHOOLS
OF EL PASO, TEXAS

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THE ORIGIN, GROWTH, AND DEVELOPMENT OF PHYSICAL AND HEALTH EDUCATION FOR GIRLS IN THE PUBLIC HIGH SCHOOLS OF EL PASO, TEXAS

THESIS

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

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By

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INTRODUCTION

Purpose of the Study

There comes a time in the history of the progress of any movement when there is a need of pausing to review what has gone before in order to determine what the future direction shall be. Human nature interprets facts and places values on those facts in the light of past knowledge and experiences. Hence, in order to help formulate plans for future developments, it is necessary to know what has gone before.

The writer of this thesis has been associated with the High School Physical Education Program in the El Paso, Texas, Public Schools for a period of nine years and has been faced with the necessity of presenting its values and objectives to the people in general in order to secure greater public support. Hence the writer felt challenged to accumulate and record the pertinent data. Therefore, the purpose of this study was to compile an account of the origin, the growth, and the development of the physical and health education movement for girls in the public high schools of El Paso, Texas.

Sources of the Data and Method of Procedure

Sources of the data included: 1, public school records and reports which are official documents; 2, school publications such as magazines, bulletins, papers, and annuals; 3, personal interviews with those persons directly concerned
with the progress of the movement.

The plan was to organize the material available from the several sources, to record the history of the movement so that it might be available to administrators and instructors in the field who will carry the work forward in future times. It was further desired to inform laymen in order that they might better understand, interpret, appreciate, and support the modern program in health and physical education for high school girls.
CHAPTER I

EARLY HISTORY OF PHYSICAL EDUCATION FOR GIRLS

IN THE EL PASO HIGH SCHOOLS

1883 to 1915

Early History of the High School

When the first city public school opened on March 5, 1883, under Mr. D. W. McKay, there was an attendance of 107 pupils, but it is not known how many of these pupils were sufficiently advanced to be classified, as we do today, as high school students.¹

In the school year 1884-1885 Calvin Esterly, retired Army officer and graduate of West Point, was made the first superintendent. He organized the school into a definite institution. The next year brought this development:

In 1885-1886 a high school was established on the second floor of the Central School, with Miss Emma Seabaugh as principal, Superintendent Esterly assisting. There was no graduating class of this year.²

The following year there were two graduates. In 1885 there were five, and in 1889, seven. By 1893 the enrollment in the high school had reached four hundred and twenty-three.³

During Calvin Esterly's administration, the high school work covered three years. The "Course of Study" prepared the student for college entrance or for teaching. There were

¹Elaine Lewis Morrel, The Rise and Growth of Public Education in El Paso, p. 77. (This work is an unpublished Master's Thesis presented to the University of Texas for the M. A. degree in 1936, and filed in the University of Texas Library).

²Ibid., p. 47. ³Ibid., p. 83.
two sessions daily, with a fifteen minute recess in the morning and a ten minute recess in the afternoon.\textsuperscript{4}

The first mention of any of the so called "special" subjects was the introduction of music into the program in 1890, with the appointment of Kate Moore as teacher.\textsuperscript{5} In the report of the school year 1892-1893 drawing and music were mentioned as required subjects. W. H. Savage, then superintendent, stated:

Music and drawing have not only an educational but also an aesthetic and moral value in the development of all the faculties of the child. It has now a permanent place in nearly all the city schools.\textsuperscript{6}

Beginning and Early Development of Physical Education

In 1892-1893 as part of the high school course of study, and as first mention of any form of physical education, this instruction was given to the teachers: "Physical exercise—to be selected by the teachers and given in all grades."\textsuperscript{7}

In 1902 the first building used exclusively for high school work was completed.

With the entrance of railroads and the consequent growth in population, agitation for a new high school resulted in the erection of a new building, now Morehead, for a new high school at North Kansas, Campbell, and Arizona Streets, at a cost of 50,000 dollars. This building consisted of twelve rooms and an auditorium which seats three hundred people.\textsuperscript{8}

\textsuperscript{4}Ibid., p. 79. \textsuperscript{5}Ibid., p. 47.


\textsuperscript{7}Ibid., p. 20. \textsuperscript{8}Morrel, op. cit., pp. 58, 183.
By this time, the school was affiliated with the university of Texas. Sixteen units of specified work met the requirement for graduation. There were five department heads; Latin, Science, English, mathematics, and Spanish. The enrollment totaled two hundred and thirty-three pupils.9

The following year, 1903-1904, the high school course of study was described in Rules and Regulations of the Schools:

The High School Course of Study shall comprise a thorough course of the English language, mathematics, and the natural sciences, also other studies as the Board may from time to time authorize or prescribe, so that its graduate may possess the qualifications necessary for Teachers First Grade Certificates under the Laws of Texas, or for entrance into the Freshman classes of the colleges of the United States.10

At that time mention was again made of the fact that the morning and afternoon recesses continued to exist. (It is presumed that these recesses were periods of undirected activity).

In a section on Instructions to Teachers there was this statement: "It is particularly enjoined upon teachers to regard the moral, social, and physical culture of their pupils as hardly less important than the mental."11

The bound record of the year 1903-1904, contained as an outstanding object of interest, a picture of the girls' basket ball team. There were five girls in the picture.

9Ibid., p. 58.
11Ibid., p. 75.
Their costumes consisted of heavy woolen sailor blouses, extremely full and with long sleeves; the skirts were bulky, and ankle length. The hair dress of the girls was very elaborate.\(^\text{12}\)

In a description of the Salary Schedule of 1905-1906 mention was made of a director of music and a director of drawing. There was no indication of a director of physical education. Music was still a required subject in the high school.\(^\text{13}\)

In his superintendent's report of 1905-1906, G. P. Putnam expressed his pride in the new high school building erected in 1902:

Occupying a commanding position at the foot of the hill, where the air is absolutely pure, and free from the noise of the business portion of the city, these pupils have room for play and exercise at noon and at recess hours, the high school building is certainly favorably situated, which adds immeasurably to the advantages for study, the health and general work of this department of the public schools. The playground is furnished with a tennis court and trapeze for the boys, and with tennis and basket ball grounds for the girls.\(^\text{14}\)

By 1906-1907 the school had gained additional recognition through the affiliation with the University of Chicago, Leland Stanford University, Tulane, Illinois College, The University of California at Berkeley, Vanderbilt, and Armour Institute.\(^\text{15}\)

\(^\text{12}\)\textit{Tbid.}, (no page number).

\(^\text{13}\)Records of Administrative Office, El Paso Public Schools, 1905-1906, p. 88.

\(^\text{14}\)\textit{Morrel, op. cit.}, p. 86.

\(^\text{15}\)\textit{Tbid.}, p. 58.
At that time the "extra subjects" were thought of as music, art, and penmanship. A 100,000 dollar bond issue was acted upon favorably, for the establishment of "domestic science" and "manual training" courses.¹⁶

The next year, 1908-1909, the high school course of study recorded the following in regard to "special" subjects:

Music is required of all students throughout the full four years. Very little individual instruction is given, but considerable attention is paid to chorus singing.

Pupils should be able to answer intelligently questions asked on the theory of music. Drill in sight reading from any source the director may select.

Drawing--Two years required of all high school students save those taking the Commercial Course. Classes meet once a week. Continue free hand drawing and color work as started in the lower grades. A brief course in mechanical drawing is given.¹⁷

"Manual Training" and "Domestic Economy" were elective, as was "Applied Art" which exempted the student from the required drawing course. No physical education was required or was the subject mentioned in the graduation requirements.¹⁸

However, in his recommendations to the School Board, the superintendent stated:

I wish to call attention, also, to the need of formal physical instruction of our children. This matter is receiving more and more attention throughout the country. The function of the public school is becoming so broad and comprehensive that it includes all forms of

¹⁶Ibid., p. 61.


instruction. I am convinced that were it possible to establish gymnasiums in our schools, and to devote a short length of time each week to the formal discipline of the body, our people would be much benefitted. Of course it is impossible to establish gymnasiums indoors, but much apparatus could be used to advantage in this climate, and an instructor could be employed to devote his time to all the schools. I suggest this for your consideration.\textsuperscript{19}

That year's report also contained the following:

The attention of the School Board is earnestly directed to the present need for a new high school. The present building is inadequate and will become more and more so as time goes on.\textsuperscript{20}

The \textit{Tatler}, the monthly publication of the high school, contained a picture of the girls' basket ball team. There were six girls in the picture. They were dressed in heavy, dark, extremely full bloomer suits. The blouses were very "bouffant", and had long sleeves. The girls were wearing high button shoes with high heels.\textsuperscript{21}

The same issue contained the following information concerning the team:

\textbf{High School Girls Basket Ball}

Our girls' team was in really the same condition as the scrubs, that is, they did not get the coaching they should have had. They played four games and, sad to say, lost three. Their only victory was over the Mesa School, but they are to be credited with two very close scores; one at Mesilla by 26 to 25, and the other on the local grounds against the Silver City Normal Girls with a score of 13 to 10. These two games were the fastest played by our girls.\textsuperscript{22}

\textsuperscript{19}Ibid., p. 12. \textsuperscript{20}Morrel, \textit{op. cit.}, p. 91.  
\textsuperscript{21}The \textit{Tatler}, (May, 1910), (On file at the El Paso High School Library, El Paso, Texas).  
\textsuperscript{22}Ibid.
In the School Calendar of the issue of November 1910, under the date of October seventeenth, this item was recorded: "Sufferagettes get control of the Athletic Association."

A few pages further there was a report of this activity:

Under the administration of Mayme Clark as president and Marie Levinson as treasurer, the Athletic Association has started out this year on a very interesting career. The first thing done to show the cooperative spirit of the Association was the entertainment for the Douglas Boys given at the Y.M.C.A. after the game. This is the kind of action that counts a lot toward winning the good will of the visitors and it should be continued in the future.

[It seemed that the Athletic Association existed only for the purposes of supporting boys' football games and for entertaining visiting teams.]

Then there was this item:

After the Thanksgiving Game the football season closes and the basket ball season begins. Both the girls' and the boys' teams expect to turn out to practice right away and start things going. They both have some very good material and we expect to have two great teams this year which will "clean everything in this part of the world."

During the summer of 1912 a four-block site for the new building was purchased for 28,500 dollars. Two years following, bonds to the amount of 500,000 dollars were issued and sold. The architects made a thorough study of high school buildings all over the country in order to plan an up-to-date, well equipped school. The building was opened for school work on September 18, 1916.

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While waiting for the new school to be completed, work was carried on in the overcrowded old building. The 1913-1914 report of the principal to the superintendent stated:

We hope that the new high school will provide ample facilities for every reasonable avenue of a boy's or girl's development and we look toward equipment for vocational training, manual training, laboratories for instruction in most of the branches of science, library facilities, an auditorium sufficiently large to enable it to be used for meetings of the people of the city, as well as for school purposes, and adequate equipment for physical training in the form of an athletic stadium and gymnasiums. 27

Suggestions for improvements included:

... We need provision for athletic guidance and coaching of teams by a member of the faculty employed for this purpose, so that the evils connected with unguided athletic activities, trips, etc., may be avoided, and the whole school may have an opportunity for engaging in some form of physical training and not merely the few who try for the teams. 28

In the Directory printed in the November, 1913 issue of The Tatler the captain of the girls' basketball team was listed. The director of athletics was a man. There was no mention of a woman physical education director for the girls. 29

The March issue announced a girls' basketball game to be played at the Central Y.M.C.A. Also there was an editorial entitled, "Why Not a Tennis Club?" 30

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27 Records of the Administrative Offices, El Paso Public Schools, 1913-1914, p. 33.
28 Ibid., p. 34.
29 The Tatler, (November, 1913).
30 Ibid., (April, 1914).
That year found the schools, in general, listing a physical education teacher among the special teachers employed. Salaries of "special" teachers were now to be determined by "training and efficiency."

After careful investigation it was found that the teachers of special subjects were receiving salaries more commensurate with service rendered than the teachers of other departments and their salaries were therefore not increased. The salaries are fixed by the Board according to grade of certificate held, and rank of efficiency attained in the El Paso Public Schools.31

The maximum and minimum salaries for teachers and supervisors of "physical training" paralleled the salaries paid in other departments.32

While awaiting the completion of the new building, the girls' basketball team was forced to seek a place to practice. The Tatler of October, 1914 made this statement:

Thanks to the generosity of the School Board in renting the Cathedral Athletic Association grounds and gymnasium, the girls' basketball team has excellent chances for success. Many girls are turning out this year under the supervision of Mr. Reucauf and several members of last year's team are practicing daily.33

For the first time, that year, and with files available as far back as 1900, the records contained grade sheets for physical training. This work was offered to boys only, and was given only the first semester. There were twenty-two boys enrolled in the class. The report was signed by C. R. Reucauf.34

31Records of the Administrative Offices, El Paso Public Schools, 1913-1914, p. 55.
32Ibid.
33The Tatler, (October, 1914).
34Records of the Principal's Offices, El Paso High School, 1914-1915.
CHAPTER II

DEVELOPMENTS FROM 1915 TO 1930

The Course of Study for the El Paso High School dated 1915, published the first statement in regard to a regular physical education course as it is thought of today:

The course is arranged by departments: English, History, Mathematics, Science, Spanish, French and German, Latin, Commercial, Manual Training and Domestic Science with also a statement about the work in Music, Drawing, Physical Training and other school work not organized as the above.

All subjects have 5 recitations per week (except Science on laboratory days) and each recitation is 45 minutes long. There are 90 school days, 18 weeks, in each term and two terms per year.

Physical Training

This department of high school work has been organized as a half year course during the past year, and our experience justifies us in continuing it on an equal basis with the other high school subjects, allowing a half-credit for proper proficiency.

The classes for girls and boys are separate. Though attended by students in excellent condition physically, its greatest good is with those who are deficient in their physical development or who need the study and practice of such things as improve muscular strength and control, add to physical vigor, promote good posture and carriage, and point out the special information and drills which tend to more perfect physical manhood and womanhood. From this also comes the tendency to self control, confidence, and a well balanced character.

Three periods per week are given to the purely physical training side of the course, and two periods per week are given to what might be called the study of ethics. Last year we used in the boys' class as a textbook for the ethical side of the work, Problems of Boyhood by Johnson, and a similar text will be used with the girls' class. It is expected that with the two gymnasiums, one for the boys and one for the girls, in the new high school, the instructors can improve the course greatly with the aid of proper equipment.1

Margaret K. Stevens, of Sargent School of Physical Education, was listed as teaching physiology and physical training for girls.²

The grade sheets of 1915-1916, showed a total enrollment of one hundred thirty-seven girls in the physical education department. The course was listed as Physical Training, IB, indicating a beginning freshman class. There were four classes with grades and "credit" recorded.³

The following excerpt from the Superintendent's Report of 1915-1916, showed the percentage of failure in the high school subjects:

<table>
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<th>Subjects</th>
<th>Percentage of Failures</th>
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</thead>
<tbody>
<tr>
<td>Commercial Arithmetic</td>
<td>35.9</td>
</tr>
<tr>
<td>Mathematics</td>
<td>34.2</td>
</tr>
<tr>
<td>Spanish</td>
<td>19.2</td>
</tr>
<tr>
<td>English</td>
<td>19.0</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>18.7</td>
</tr>
<tr>
<td>History</td>
<td>18.1</td>
</tr>
<tr>
<td>Latin</td>
<td>15.2</td>
</tr>
</tbody>
</table>

Subjects with 10 per cent or lower were writing, typewriting, domestic science, manual training, commercial law, physical training, office practice, music, drawing, and Greek.⁴

The Tatler Annual of 1915, contained a picture of the girls' Basketball team. The coach was a man. The girls' costumes were still full, one-piece, dark bloomer suits. The girls were wearing long hose, and continued to have an elaborate style of hair dress.⁵

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²Ibid., p. 38.
⁴Morrel, op. cit., p. 97. ⁵Tatler Annual, (1915).
There was no written account of the team's activities.

On September 18, 1916, the new building opened for class work. It was one of the most up-to-date high school buildings in the country at that time. It was so well constructed that it still maintains its beautiful and modern appearance.

The following description of the athletic equipment section of the building was recorded at the time of completion:

The building, most unusual in shape, has many features that make it outstanding in convenience. Some of these are: the location of the auditorium in the angle formed by the meeting of the two wings; separate gymnasiums for boys and girls, each connected with an underground passage with the stadium...

With its southern exposure it overlooks the athletic field and the stadium which has a seating capacity of 12,000. The building is planned for a normal capacity of 1600-1800.

On the first floor are the two gymnasiums, two suites for physical directors, two shower rooms, a cafeteria and kitchen, seven shop rooms, four rooms for domestic science and a four room apartment, besides janitor's closets and offices, wash rooms and supply rooms for the manual arts department.

The larger rooms have capacities as follows: Cafeteria 1400-1500; study halls each 250; large science lecture room 200; music room, 100; library, 60; and gymnasiums, 50. The regular class room is 23 x 27, unilaterally lighted and has a seating capacity of 35.

The semi circular stadium, with a seating capacity of 12,000, partly encloses an athletic field large enough for all forms of field and track athletics.

The total cost of the building, without equipment or grounds, was 446,586.09 dollars, or 14.90 dollars per cubic foot.\footnote{Records of the Administrative Office, El Paso Public Schools, 1915-1916, pp. 89, 92.}
The September, 1916, issue of the Tatler was a special edition containing much information about the new school, the policies governing various departments in the school, and a description of the various courses. For the first time there was a requirement in physical education. The following excerpt described the course in girls' physical education:

Physical training—one year required
Gymnastic exercises and supervised games for girls, esthetic dancing one period per week and lectures on matters pertaining to physical welfare and development; all facilities, such as a large gymnasium floor, locker rooms, dressing rooms, shower baths, and full equipment will be provided.

[Instructor] Mrs. H. B. Stevens
All periods of the first, second, and one hour and a half after school. 7

The enrollment in the physical education classes was one hundred and thirteen. Thirteen failures were recorded for the first semester. The course was listed as "Physical Training—LB." 8

Since the new school was not centrally located, as a matter of convenience to younger students, three junior high schools were established. One was in the high school building, the other two which were in connection with grade schools, were at San Jacinto School and at Alta Vista School. These junior schools were composed of seventh and eighth grade students. The regular type of playground work was carried on in all the schools, except the high school, where

7The Tatler, (September, 1916).
8Records of the Principal's Office, El Paso High School, El Paso, Texas.
the students had access to the gymnasium facilities.\textsuperscript{9}

By 1917-1918, the enrollment in physical education for girls had increased to 135. The classes were not designated as "1B" only, as some of the students were enrolling for more than the required one year. The classification was not strictly adhered to, since some of the older girls were forced to take the course at a period which would not interfere with their academic schedules. There were now four regular classes with one instructor.\textsuperscript{10}

The faculty directory published in the 1919 edition of the \textit{Tatler Annual} included Margaret Stevens and L. Coblenz in the physical education department. This issue also contained a picture of the girls' basket ball team, but L. Coblenz, and not the woman instructor, Margaret Stevens, was the coach. The girls were wearing full, black bloomers, white middies, black ties worn in sailor fashion, and long black hose. The write up accompanying the picture listed the games played, the scores made, and commented on the distances that the team had to travel in order to get games. This was due to the somewhat isolated geographical position of El Paso.\textsuperscript{11}

The girls' basket ball team was the only girls' athletic

\textsuperscript{9}Morrel, \textit{op. cit.}, p. 68.

\textsuperscript{10}Records of the Principal's Office, El Paso High School, 1917-1918, El Paso, Texas.

\textsuperscript{11}The \textit{Tatler Annual}, (1919).
activity recorded in the annual of 1921. They continued to have a man coach. The girls were called the "Champions of Texas and New Mexico." 12

The enrollment in the regular physical education classes had now grown to one hundred and ninety-two. The classes were listed as 1B, 1A, 2B. There was still only the one year requirement. Eleanor Wright, also of Sargent School of Physical Education, Cambridge, Massachusetts, was listed as the instructor. 13

In 1922 the Austin Junior High School was opened for classes.

In these junior high schools the seventh and eighth grades were organized by providing optional courses in language, algebra, typewriting, and manual arts. The other eighth grade subjects were completed. 14

The physical education work done at this school was on the same order as the playground work done in the grade schools. All the activities were outside. There was a woman instructor for the girls. This instructor was also the supervisor of playground work in all the schools. 15

In this same year the first unit of Bowie School, for Mexican pupils, was completed.

The first unit of the present building was erected

12 Ibid., (1921).


14 Morrel, op. cit., p. 68.

15 This information was obtained through a personal interview with Mabel V. Keeney, the instructor.
in 1922. The second unit in 1925. The grounds, covering 8 2/3 acres, cost 36,000 dollars. The building and equipment cost 152,000 dollars, making a total of 188,000 dollars. It contains 30 rooms and an auditorium.\(^{16}\)

Bowie School was, up to 1927, a grammar school, but in 1927, because of the need of more room for pupils of high school age, it was made a high school for Mexican pupils.\(^{17}\)

The annual at El Paso High School was then named The Spur, to distinguish it from the weekly school paper, which is still called The Tatler. The 1922 edition published only a picture of the girls' basket ball team as representing the girls' athletic activity. There was no change in the costume over the one last mentioned, for it was made the official gymnasium costume. There was only the one page representing girls' athletics, while the section on boys' athletics contained several pages.\(^{18}\)

The Spur of the next year, 1923, recorded quite a progressive step. The picture of the basket ball team showed the woman physical director as coach. There were fourteen girls in the picture. Heretofore there had been only the traditional six. The page-length write up stated:

This year the girls' athletics have advanced another step. The girls have financed practically all of their undertakings. They did not depend upon the boys to share with them the money that was made on football. In October a circus was given and the girls in the gymnasium classes also gave a demonstration and made enough money to send the girls' basket ball team through the season.\(^{19}\)

\(^{16}\)The Standard, (December, 1926), p. 6. (Official publication of the El Paso Public Schools).

\(^{17}\)Ibid., (December, 1928), p. 140.

\(^{18}\)The Spur, (1922).

\(^{19}\)Ibid., (1923).
In the 1924 edition the section on girls' athletics had grown to four pages. All of the athletic activities of the girls were represented as well as the basket ball team. In addition to the traditional basket ball team, other activities pictured were: aesthetic dancing, tennis, volley ball, hiking, rowing at Washington Park, and swimming in the Municipal Pool. The write up accompanying the basket ball picture stressed the benefits of athletics rather than the accomplishments of the various members of the teams, as heretofore had been done. The "Hall of Fame", which was a list of students outstanding in various fields (elected by the student body), named Mary E. Anderson as "Best Girl Athlete." This was the first time a girl had been so recognized.²⁰

During 1924-1925 greater recognition was gained for the regular program in physical education. Progress was made by "leaps and bounds." The Athletic Association existed for the activities of the members themselves, not merely to support boys' football. The basket ball team, while it continued to play interscholastic games, had lost its prominence.

During 1924-1925, the girls have added to their gym work skating, tennis, and swimming. In addition to the regular classes in gym there is a dancing team, a swimming team, a basket ball team, and a volley ball team.

Honors may be won in athletics by the point system which the Athletic Association has adopted. The awards, according to this system, consist of a sweater to those making 800 points, a gold "E" for 600; and a felt "E" to

²⁰Ibid., (1924).
those making 400. Membership on the dancing team, the
volleyball team, or any of the athletic activities is
awarded by points according to the accomplishment of the
individual.
You, girls, who have not taken part in any of the
gym activities do not realize what good times you are
missing. Many more of you should take part in these ac-
tivities at the beginning of school next fall.21

The activities pictured were:

(1) A Dancing Team, costumed in flowing, long-waisted,
sleeveless draperies, with long hose and ballet
slippers.

(2) A Basket Ball Team, in regulation gym costume,
with hose rolled below the knee for the first time.

(3) A group of pyramids, which was the first time an
activity of this type had been recorded.

There were two instructors now, and an accompanist for the
rhythmic work.22

The next year additional sports were added to the ac-
tivity program:

In 1925-1926 hand ball was added to the list of
girls' athletics and our hope now is to find enough girls
interested in hockey to introduce it. In addition to
the regular classes in gym there is a dancing team, a
swimming team, a basket ball team, a volley ball team, a
hand ball team, and three tennis teams, one singles, and
two doubles.23

The basket ball team was still of the "Varsity" status.
There were thirty-four girls in the tennis club picture.
There were then three instructors, and the accompanist.24

21 Ibid., (1925). 22 Ibid.
23 Ibid., (1926). 24 Ibid.
The grade sheets of that year carried the term "physical education." The classes were listed as 1B, 1A, 2B, 2A. There were two hundred and eighty-five girls enrolled in the classes who received credit toward graduation.25

At Austin Junior High School grades were recorded and high school credit was given for the first time at this school for girls' physical education. In 1925-1926, the enrollment in the girls classes was one hundred and seventeen.26

In 1927, Bowie School was made a high school for Mexican pupils. At that time, due to the crowded conditions in the schools, the seventh grade was retained in this building.27

The enrollment in the physical education classes in Austin Junior High School had increased to two hundred and sixty-two in the strictly high school classification. The physical education work done in the junior high schools was a continuation of the work done in the grades. There were two women instructors for girls at Austin School.28

Meanwhile at El Paso High School the Girls' Athletic Association had become a strong organization, and was pushing basketball further into the background.

26Records of the Principal's Office, Austin High School, 1925-1926.
27Morrel, op. cit., p. 105.
28Records of Austin High School, 1926-1927, Principal's Office.
Before this year the Girls' Athletic Association has been a name only. Now it has become a very hard working club that is getting results. Girls interested in sports felt the need of an organization which would transact business for girls' athletics and have the power to set standards for achievement and awards. The girls consider themselves one jump ahead of the boys in getting their Athletic Association on a working basis.

Well attended meetings have been held twice a month. The sports program for the year was planned at early meetings and a managerial system was started. One girl was elected manager for each sport and was held responsible for the success of that sport's season. The point system for athletic awards was revised; and hockey, kick ball and tumbling teams were added to the list of sports. Several meetings were devoted to general discussions of the qualities of good sportsmanship. The association has undertaken the work of keeping up interest in athletics and is putting girls' sports on a student government basis.29

Following the above account there was a list of thirty-nine members of the Association. There was also a full page picture of the group. For the first time field hockey entered the sports program. There were pictures of two teams. A girls' tennis tournament, in which there were thirty-six entrants, was held. There was a dancing team and the inevitable basket ball team. There were three women instructors listed.30 [This may have been due to the fact that Junior College classes were held in the same building and used the same facilities and equipment.]

During the next year, 1927-1928, a development which is usually considered a forward step, was made. Inter-scholastic teams for girls were abolished and more emphasis was placed on class teams. This ruling was due to the continued effort on the part of the instructors.29 The Sourdough, (1927). 30 Ibid.
and to the influence of Lynn B. Davis, who was principal at that time.

Basket ball which has been our main sport heretofore, was one of the five major sports this year. There were no more Tigerettes [Varsity team] out for basket ball than in previous years as there were no interscholastic games, so everyone had an equal chance to play—from the lowly Freshie to the grandeloquent Senior.31 Teams were then designated as "Class Teams" and "All Star Teams." The "All Star Teams" were made up of the best players in each individual sport. The basket ball "All Stars" were chosen by basket shooting. Other sports represented were field hockey, volley ball, tennis, handball, baseball, and swimming, using the near-by Community Center Pool.

The tumbling team had named themselves the "Tumble Weeds" and had a special uniform consisting of short black trunks with an orange stripe down the sides, a black sleeveless shirt with an orange emblem on the front. The "Aesthetic Club" wore rolled hose and ballet slippers with their flowing draperies.32

The first mention of any form of "corrective" work occurred in the Annual of the next year, 1929.

Helen Neidringhaus, who attended Sargent School, has special charge of overweight and underweight girls in the physical education department. Girls are helped to gain normal weight in her classes through special exercises.33

The hockey teams were then wearing the regulation hockey tunics. The dancing teams were barefooted. The "Tumble Weeds"

31Ibid., (1928). 32Ibid. 33Ibid., (1929).
were thriving. Other activities represented were volley
ball, hiking, basket ball, baseball, swimming and tennis.\textsuperscript{34}

Meanwhile Bowie High School was sponsoring a Community
Center which served as a place where wholesome social activi-
ties were sponsored by the school and directed by the physi-
cal education instructors on certain evenings each week.
This activity was originated chiefly to counteract the in-
fluence of the cheap type of movie and the dime dance hall
in this district of under privileged boys and girls.\textsuperscript{35}

At Austin Junior High School, the overcrowded conditions
and the increasing growth of that section of the city were
the cause of the agitation of a senior high school in the
eastern part of town. C. R. Shiffler, then principal, in an
article entitled "Advantages and Possibilities of a Senior
High School in East El Paso," pointed out the need of such
a school. He called attention to the fact that the audi-
torium had to be used for a study hall, and that the large
dressing room on one side of the stage had to be used for
the armory of the military department while the room on the
other side of the stage was used for a dressing room and
office by the girls' physical education department. The con-
fusion and distraction caused by the continual passing in

\textsuperscript{34}Ibid.

\textsuperscript{35}L. P. Jackson, "Bowie High School Community Center",
and out, as well as the fact that in bad weather the classes which ordinarily met outside were forced to sit in the balcony of the auditorium, seemed sufficient reasons for building the new school. 36

The enrollment at Austin Junior High School in the regular high school classes in physical education totaled three hundred and sixty-one. The individual classes were unusually large, the class enrollments being 95,121,145. There was one full-time instructor for the girls and one half-time instructor. All activities were held out of doors, except a "Dance Club," which met once a week in the auditorium after school hours and a "Tumbling Club" which likewise met after school in the auditorium. The girls wore gymnasium costume for the physical education period. 37

One of the outstanding events of the year 1929-1930, was the "Game Institute" held in March.

Under the auspices of the Physical Education Department a Game institute was held for one week in the Lamar auditorium. This Institute was conducted by John A. Martin, game expert of the Playground and Recreation Association of America. Instruction in hand work and in primary, intermediate, and adult games was given. Two hundred and thirty-three teachers attended the institute. 38


37 Records of the Principal's Office, Austin High School, 1928-1929.

At Austin Junior High the work in physical education had been extended to include the second year of high school. There were two hundred and thirty-two enrolled in the classes. There were two instructors. Notation of the following was made on the grade sheets:

No text used. Supervisor's outline followed. Course consists of major and minor sports, unorganized games and relays, stunts and tumbling, folk dancing, and marching. 39

El Paso High School recorded the first Play Day:

For the first time in the history of the El Paso Schools, High School was hostess to a Play Day on the twenty-fifth of May. Twenty five selected girls participated in winning honors. There were races, games, and exhibitions of all kinds. Other schools in the district were asked to enter twenty-five girls each. It is planned to make an annual affair of this event. 40

The gymnasium costume at this time consisted of a white shirt, and black shorts; the girls were wearing short socks for the first time. 41

39 Records of the Principal's Office, Austin High School, 1929-1936.
40 The Spur, (1930). 41 Ibid.
CHAPTER III

LATER DEVELOPMENTS

1930-1939

In November, 1930, May Belle Long, head of the department of physical education at El Paso High School, published an article summarizing recent progress made:

"Gym" classes have probably changed more than any other class in the school during the last four years. Four years ago the girls plodded through the work in full pleated bloomers—the more pleats the more fashionable—long sleeved, big collared middies, long black stockings, and ties that caught on everything. And "work" described the subject matter. The class marched and wheeled about the gym; then "opened order" and stood on the designated spots and bent and stretched arms and legs, took deep breaths for a few minutes—whether they were needed or not—and the class period was over. Or they may have twirled clubs or clicked dumb-bells to raise a muscle. Dancing was the only opportunity for a little freedom—and here every one took the "five positions for the hands and feet" and tried to assume the stilted positions prescribed.

The changes have come every year. "Varsity" teams and inter-school competition disappeared early. Instead of overtraining and overstraining eight or ten girls through a three month basketball season from 50 to 90 girls are allowed to come out for six weeks seasons in interclass volleyball, basketball, hockey, tennis, swimming, and baseball. Hikes on Saturdays and physical education clubs and classes complete the ways of earning points in the Girls' Athletic Point System with its awards of felt letter, gold pin, and sweater. The social benefits of interschool affairs are still obtained in "Play Days." El Paso High School was hostess for the first high school play day last spring. Thirty girls were guests at one given by Radford School for Girls this fall.

The Dancing Club was the first of the physical education clubs to be organized. There are now clubs in tumbling and fencing also.

There are three physical education sections five periods of the day—beginning, advanced, and restricted. The restricted groups are kept small and are made up of girls who need special attention. They have less vigorous
dances and games, and in good weather, specialize in archery. All classes have one period of health instruction each week, two days of dancing and two days of games and tumbling. The dancing includes lively folk dances, clogs, and natural dancing. Games are given that lead up the more highly organized sports held after school. Stunts and pyramids are popular with all groups. The new costumes, knickers, shirt, and socks, are nice looking as well as sensible. At the end of each fall term, the girls have an opportunity to "show off" in a demonstration at Liberty Hall.  

September 1930, the new Austin Senior High School was opened for class work.

In September 1928, Austin Junior High School was officially designated as the Austin High School, consisting principally of the senior high school freshmen and sophomores, although a number of seventh grade pupils and a few of the sixth were enrolled . . . . . . . .

During 1929-1930, the sixth grade pupils were dropped, and the enrollment limited to the seventh grade, freshman, sophomore, and junior classes of the senior high school.

Then, in 1929-1930, the Board of Education voted to build a high school in East El Paso, the students of Austin High School voted to ask that the name, Austin High School, their school colors, and their traditions be taken with them when they moved to the new building. The Board granted their request. Thus began the present Austin High School.

The Stephen F. Austin High School building was constructed in 1930, at a cost of 450,000 dollars. The structure, of Spanish architecture, was designed by Fraxier and McGhee and built by the R. E. McKee Company...

This building, one of the most modern in construction in Texas, has 40 rooms and a large gymnasium . . . .

Back of the long two story class room wings is located the gymnasium, the largest to be found in any Texas High School. There are cement seats on each side of the floor, capable of accommodating 1200 spectators and 1000 portable chairs that can be set upon the floor... This gymnasium is temporarily used as an assembly hall...

This gymnasium is completely separated from class rooms. Ticket offices, spacious entrances and exits

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provide for handling large crowds. Dressing rooms are under the cement tiers of seats. In the boys' rooms 15 showers and ample lockers are provided, while in the girls' dressing room there are ample lockers and showers.

This building, with a capacity of 1,000 students, opened its doors to 1,130 students in the fall of 1930 and has carried a steadily increasing load.²

The enrollment in the girls' physical education classes during the first year was two hundred and ninety-six. There were two instructors and an adult accompanist. The following replica of a brief description of the course was found recorded on the grade sheets of 1930-1931.

Course consists of Major Sports
Basket ball
Base ball
Field ball
Hockey
Soccer
Minor Sports
Archery
Unorganized games and relays
Dancing, folk and clog
Health and hygiene lectures.³

The Austin High School Annual, The Round Up, pictured the following activities; fencing, dancing, tumbling, basketball, baseball, field hockey, and archery. There was also a tennis club and a golf club, both of which were composed of boys and girls.⁴

The Standard of December, 1931, first reported the requirement of a physician's examination from participants in

²Morrel, op. cit., pp. 102, 103, 106.
³Records of the Principal's Office, Austin High School, 1930-1931.
the physical education classes:

This year there were 260 girls in the classes at El Paso High School. All the girls were given an examination by Doctor Waggoner [of the City Health Department] the first week of school. Only 20 had minor defects.5 [A similar practice was carried out at Austin High School.]

In 1931-1932 the Dancing Club of El Paso High School was called the Natural Dancing Club, instead of The Aesthetic Dancing Club. No new activities were reported.6

The work at Austin High School was recorded in the Standard of December, 1931. Since "physical education is less a subject than a way of living,"7 games and sports played a prominent part in the physical education program. There was an attempt to have a "team for every girl, and every girl on a team." Aside from the physical activity, this policy aided the individual girl in forming desirable habits of good sportsmanship. In addition to the team games, other activities reported were; clog, folk, and natural dancing, and health lectures once a week. Three afternoons per week were devoted to the work of the tumbling, the fencing, and the archery clubs; membership in these clubs was


6The Soraue, (1932).

7Goodwin B. Watson of Columbia University, in an address to the 1931 Convention of the American Physical Education Association.
open to any girl who was interested in the activity.\(^8\)

The *Round Up* of that year reported the activities of the Girls' Athletic Association. They included a fencing tournament, a tennis tournament, and an archery tournament in addition to those played in the team sports. Requirements for awards were similar to those of El Paso High School. The third annual demonstration was also recorded in this issue.\(^9\)

No attempt was made to classify the students for physical education when they scheduled their other classes, as the practice of the schools at that time was to enroll the student for physical education at a period convenient to his academic schedule. Hence, the classification was a mixture of all classes. Groupings within each class were made in order to facilitate the teaching and to avoid injustice to the younger girls.\(^10\)

Julia Kane, physical education supervisor at that time, reported the demonstrations held at El Paso High School and at Austin High School. Bowie High School held a Play Day for members of the girls physical education department of

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\(^9\)Round Up, (1932).

the school.11

The attitude of the administrative department of the schools toward physical education was reflected in a report to the parents. In describing the "Policies of Internal School Management" and the patron's relationship to such policies, one of the items mentioned as important was the provision of physical education throughout the schools,12

The next year the schools were beginning to feel the effects of the "depression." As was the case in other school situations, the so-called "frills" of education were being challenged. The answer of the administrative department of the public schools of El Paso was as follows:

Public Demand Places Studies in Curriculum
What is a "frill" for one may be life's desire to another. To this man one school activity may be important, to that man foolishness. What is a "frill" anyway?

Public Demands Classes
Do people realize that if there had not been very real, substantial, clearly expressed, and insistent demand from the public, from school patrons themselves, the public schools would not now have such things as mammal training, music, art, physical education, . . .

Athletics—in our schools over forty years.
Playground supervision—in our schools over twenty years. School nurses and health attention to pupils in our schools over fifteen years.


Military drill—in our high schools over forty years.  

Again, in April, another defense was given which showed the approximately low cost of these "frills." The following excerpt from the Patron's Bulletin gave this information:

School Facts

Physical Education
11,694 pupils
28 instructors
$17,766.93 salary paid
2.30% of budget
R.O.T.O.
700 cadets
$540 instruction cost
.07 of 1 per cent of budget

The "Spur" of 1933 reflected the effects of the depression on the annual demonstration of the El Paso High School girls:

The depression seemed to strike hard on the demonstration, December 17, but it was a success with all the gym classes taking part. The only costume dance, "The Cream Puff," was exceedingly enjoyable and reputed to be one of the best ever.

That edition of the annual reported a volley ball play day held at Austin School October 6, in which six El Paso High School teams participated; the reorganization of a tennis club which was to use the near-by courts of the El Paso Tennis Club since the school had no courts; a progressive baseball play day held April 8, in which several high schools in the vicinity participated. That year also, the official


15The Spur, (1933).
"gym suit" was a one piece blue cotton suit which remains one of the approved uniforms today. 16

The activities reported at Austin High School for 1932-1933 included volley ball, basket ball, soccer, field hockey, fencing and archery, in addition to the rhythmic work. The yearly demonstration was held in May. 17

At that time the City Health Department had discontinued the practice of sending out doctors to conduct the physical examinations for the girls. Each girl was required to go to her family physician for an examination and for permission to continue with physical education work. The following is an exact replica of the card used for record. [These cards were not kept from year to year.]

El Paso High School's 18
Physical Education Health Card

Name------------------ Phone------------------
Address-------------- Age------------------
Height------------- Weight------------------
Feet---------------- Spine------------------
Posture------------- Eye------------------
Heart---------------- Ear------------------
Lungs--------------- Nose and Throat---
Doctor's Signature O. K. for Sport

In spite of the efforts to maintain to standard the physical education department of the schools the effects of the depression were finally felt. All but one instructor for the girls at each school were eliminated. This cut

16Ibid. 17 The Round Up, (1933).
18 Records of Physical Education Department, Austin High School, 1933-1934.
included the adult accompanist. Consequently the rhythmic work suffered, as all the instructors were forced to use student accompanists. While these students put forth their best efforts, they lacked sufficient training and experience.\textsuperscript{19}

However, in spite of these handicaps, the instructors who remained put forth every effort to keep alive the ideals of the department. New activities were added. El Paso High School held a basket ball play day in the fall and invited Austin High School girls to participate. The annual demonstrations were held, as usual. El Paso High School held a "May Frolic" to end the year's work. In this frolic the girls competed with one another in a form of review of the years' activities, all in a very friendly spirit.\textsuperscript{20}

During the year 1933-1934, due to the expense of the equipment, fencing was discontinued as an activity at Austin High School. Due to the greater emphasis on team sports, many girls participated in the various inter-class tournaments that were held.\textsuperscript{21}

Since the original building at Austin High School contained no stadium in connection with it, agitation for such a structure resulted in the approval of a government loan.

On December 3, 1934, the Public Works Administration of the United States approved a 70,000 dollar grant for the construction of an athletic stadium for Austin High School.

Thirty per cent of this sum was a grant from the government; seventy per cent was a loan from Federal

\textsuperscript{19}\textsuperscript{Tbid.} \textsuperscript{20}\textsuperscript{The Sour.} (1934). \textsuperscript{21}\textsuperscript{Round Up.} (1934).
funds. A lien on gate receipts insures repayment of the government loan.

The work on the construction started August 1935, and was completed January 14, 1936. The structure, with a seating capacity of 4,000, includes two class rooms, a mechanical drawing room, a manual training room, and an addition to the boys' athletic department. The total floor space equals that of seven average class rooms. Tennis courts are laid out east of the football field.22

May 1, 1936, the stadium was officially dedicated with a program which continued from 2:15 P.M. until midnight.

The souvenir program contained the following:

A DEDICATION23

May this Stadium be dedicated and consecrated to the basic doctrine of perfect citizenship—the well balanced development of Youth—Physical, Mental, and Spiritual. May it stand as a monument to the ideals of courage and loyalty of the great Texan for whom it was named.

STEPHEN FULLER AUSTIN

2:15-3:00 P.M. ----- R.O.T.C. Review
3:00-4:30 P.M. ----- Junior Austin Olympics
5:00-5:45 P.M. ----- Preparation Hour (The "Dads" try their hand at preparing the eats).
5:45-6:15 P.M. ----- Supper (Under the supervision of the P.T.A. and Faculty).
6:15-7:15 P.M. ----- Demonstration by Grade Schools in the district.
7:15-8:15 P.M. ----- Football and Dedication.

At the Half

Dedication Ceremonies

Master of Ceremonies -------------- Dr. George W. Turner
Dedication ----------------------- A. H. Hughey
Representing the Board of Education- Dr. E. J. Cummins
Representing the Student Body ------ Daniel del Sobral
Representing El Paso High School --- Albert Schwartz
Representing Bowie High School ----- Tony Garibay
Dedictory Prayer ------------------ Dr. W. H. Mansfield

22Morrel, op. cit., p. 107.

23Dedication Souvenir, Austin High School Stadium, May 1, 1936.
8:15-8:35 P.M. ------ Coronation of the Queen
8:35-9:35 P.M. ------ Girls Gym Demonstration
9:35-10:35 P.M. ------ Soft Ball Game - Lions vs. Kiwanis
9:30-12:30 A.M. ------ Dance (Under the direction of the P.T.A.).

This program also contained historical reviews of the school, of the stadium, of the Parent Teachers' Association, and of the Dads Club of the school, as well as pictures that represented activities of the girls and of the boys.24

In September 1935, the School Board employed three registered nurses who were to be regular members of the faculties of the high schools. They were to supervise the health phase of the three high schools and were also to act as deans of girls. Members of the Board felt that, in their capacities as nurses, these women could gain the confidence of the girls and thereby be in a position to advise effectively the girls in personal and social matters. These nurses worked with the physical education department in the closest of cooperation and did much to help advance the program.

The nurses installed a permanent system of records in regard to physical examinations, to follow up work, and to other data concerning the health of the student. They insisted upon a complete and thorough examination of the student by the physician. They advised and consulted with the physical education instructors. They took care of all major first aid cases. They put into use a more complete health card.25 [The work of this department will be more fully

--24Ibid.

25This information was obtained through a personal interview with Martha Perdue, Gladys Luckey, Marie Holley, Nurses, May, 1939.
reported upon in Chapter V.]

The instructors, in 1935–1936, succeeded in having the physical education students conform to a more strict classification. Instead of having students of Freshmen to Senior classifications in the same class, the individual sections were scheduled in much the same manner as the academic classes. 26

In the Spring semester of 1936 the system of marking was changed throughout the high schools. The old numerical system was changed to letter grades.

Formal action was taken at a meeting of the high school principals in my office to approve the procedures indicated as desirable by the teachers in their reply to the questionnaire on marking practices, sent out some time ago. Letter grades should be used hereafter in reporting pupils' achievement. Grades shall be as follows:

A- (Superior)
B- (Above average)
C- (Average)
D- (Below average)
F- (Inferior, failure)

We hope to have reports from the teachers commenting upon, and criticizing this program of change, particularly after they have had a semester's experience in utilizing letter grades. In any transition of this sort in practice, we can correct inadequacies only if we have such reports.

. . . It is my hope that you will give this matter serious consideration so that we may have the profit of your experiences with it. We should have been very hesitant to make this change had we not had the approval, in writing, of 87.14 per cent of the teachers in the high schools of this change from percentage to letter marks. 27


Since no money was provided by the School Board for the purchase of athletic equipment and supplies, each school was forced to establish a fund for this purpose. In order to augment this fund at Austin High School a request was made to charge a small fee for girls' physical education. This request was made after careful investigation of the attitude of students and parents toward such a practice. On February 16, 1937, the School Board authorized the collection of these fees. The following letter was received by the physical education instructor from the principal:

Austin High School
Feb. 25, 1937

Miss B. Markgraff
Mr. Lewis Tell
Mr. L. A. Kirchner

Dear Teachers:

Several days ago you were verbally authorized to begin collection of fees as approved by the Board on February 16th. These fees are as follows:
- Girls' Physical Education--50 cents per semester
- Senior Band------------------1.00 dollar per semester
- Art Department Fee-----------50 cents per semester

The following paragraph is from the request letter which the Board approved:

"We know there are some students who cannot afford payment of these fees. If this plan is approved by the School Board, I shall instruct Miss Markgraff, Mr. Kirchner, and Mr. Teel to make provision by which those students who are unable to pay the fee will be able to make other provisions than cash payment."

So far as I am personally concerned, you may purchase any equipment such as baseballs, archery materials, band instrument repairs, sheet music, picture frames,

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28 Records of the Girls' Physical Education Department, Austin High School, 1936-1937.
linoleum supplies, etc., needed for your department, providing each item is used for instructional purposes. Payments should be fully collected within the first six weeks period, if at all possible. If there are any special cases where payments can not be made during this period, the classroom teacher may make any further provisions or exceptions as are necessary.

Yours very truly,

[Signed] W. W. Wimberly
Principal

[Since a towel system was installed in each high school the next semester, this fee was extended to the other schools as a "towel fee" to be used for the purchase and laundering of towels used in the physical education classes.]

Although no money was provided for equipment, an allowance was made in the library budget for the purchase of books on physical education and health. This was the beginning of a physical education library at each school, and this library was to grow from year to year. The amount to be spent was apportioned among the various departments by the assistant superintendent.\(^{29}\)

In the spring semester, 1937, minimum graduation requirements were set forth. The following excerpt from a principal's bulletin presented the requirements and the explanation of these requirements:

<table>
<thead>
<tr>
<th>College Route</th>
<th>Required Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 solid</td>
</tr>
<tr>
<td>Math</td>
<td>2 solid</td>
</tr>
<tr>
<td>Social Science</td>
<td>3 solid</td>
</tr>
<tr>
<td>Science</td>
<td>1 solid</td>
</tr>
</tbody>
</table>

\(^{29}\)This information was obtained through a personal interview with Margaret Sheers, Librarian, Austin High School, May, 1939.
Language----------------- 2 solids  
Electives --------------- 4 solids  
Physical Education, etc. 2 lights  
Total 18 units  

Standard Route  
Required Units  
English ----------------- 4 solids  
Math ------------------- 1 solid  
Social Science ---------- 4 solids  
Vocational -------------- 1 solid  
Electives --------------- 5 solids  
Physical Educ., etc. --- 2 lights  
Total 18 units  

Vocational Route  
Required Units  
English ----------------- 3 solids  
Math ------------------- 1 solid  
Social Science ---------- 2 solids  
Vocational -------------- 3 solids  
Typing ------------------ 1 solid  
Electives --------------- 5 solids  
Physical Educ., etc. --- 2 lights  
Total 18 units  

Below is a brief explanation of requirements. Counselors may give further detailed explanations.  

(f) PHYSICAL EDUCATION: Two years (one unit), R.O.T.C., or band are required. If one year of physical education (½ unit) is taken, the second year may be substituted for by any other light course.30  

[This practice had been in effect in all the schools for some ten years.]  

A later bulletin gave more detailed information:  

Solid Courses are those which require home work, notebook work, reports, etc., and for which the Texas State Department of Education gives us affiliation. Examples are History, English, Math., Foods, Shop, etc.  

Light Courses are those which require little if any outside preparation. Examples are: Physical Education, R.O.T.C., Band, etc. The requirement for a High School Diploma in El Paso is 16 specified units.

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Below is a brief explanation of the requirements...

(f) Physical Education, 1 unit, 2 years, required. The State Department of Education strongly recommends 2 years (1 unit) of physical education. At least one year (1 unit) is required of the High Schools of El Paso, unless a Doctor's exemption is presented each year. R.O.T.C. or Band will substitute for physical education.31

The following year, 1937-1938, more stringent requirements were made concerning students' annual physical examination. These were recorded in a principal's bulletin:

Health certificates are due from every student in school. Physical Education students give them to the Physical Education teacher. . . All other students give them to Mrs. Perdue, School Nurse. The following letter from Mr. Hughey is quoted for your information:

"With reference to health certificates or physical examinations to be required of certain high school students, the following is sent you as a guide:

(1) All students enrolling in physical education, as distinct from athletics, are required to bring a health certificate as a necessary prerequisite for admission to such classes. However, the Board feel that they will be exempt from blame if the parents of such students sign a waiver or release and send it instead of a medical certificate from the family doctor. A physician's statement that the boy or girl is in good enough physical condition for gymnasium activities, etc., in physical education classes is preferred, though the above substitution is allowed.

(2) For all students who participate in athletics, games, etc., a certificate is required at the beginning of each year. This is good for the following 12 months. No waiver or releasing of the school from blame in case of accidents, physical damage, etc., may be substituted in such cases.

(3) In the case of Military Drill or R.O.T.C. work, a certificate of physical fitness must be presented on first enrolling in such school activity. This certificate is good for the period of enrollment and does not have to be

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31 Records of the Principal's Office, Austin High School, 1936-1937.
renewed each year, but no substitute in the nature of a waiver is accepted.

The above sets forth accurately the policy of the School Board in its effort to avoid trouble from allowing participation by physically unfit students in phases of school work calling for physical exertion. As a matter of fact, no blame or responsibility attaches to school authorities in case of physical damage from hidden defects, even if no certificate is required, or if it is overlooked. Yet the Board wishes to help parents avoid misfortunes, if possible, by using proper care.\textsuperscript{32}

Although the waiver was permitted by the School Board, the school authorities deemed it best to require written approval from a physician before enrollment in classes was official. The following excerpt from a principal's bulletin setting forth department rules and regulations stated:

Physical Education Department:--Both boys and girls are required to furnish their own gym suits. Any fees charged, are used to furnish equipment in all classes. All Physical Education students, both boys and girls, are required to furnish a doctor's health certificate before being permitted to remain in class. These health certificates are handled through the Nurse's Office.\textsuperscript{33}

Prior to 1937, the girls' physical education classes of Bowie High School met outside on the athletic field. In bad weather they were forced to meet in the hall, or in the balcony of the auditorium. There were no dressing or shower facilities. In 1937 a field house was built for the girls, using Works Progress Administration labor. It was entirely separate from the school building. In this field house was a room 27 feet square which was furnished with a piano, two day beds, tables, chairs, a teacher's desk, and attractive\textsuperscript{32,33}

\textsuperscript{32}Ibid., 1937-1938. \textsuperscript{33}Ibid.
draperies. This room was used for such types of class work as the health talks, moving pictures, dancing classes, stormy weather activities, and certain types of recreational games. Back of this room, and separate from it, were the dressing rooms, the locker, and the shower facilities.34

A "course Synopsis" of the work of the various departments was compiled at Austin High School during 1937-1938. The physical education courses were described as follows:

The program in 1B Physical Education consists of various activities. Marching and body mechanics are offered as a means of developing the habit of a good walking posture. Certain types of gymnastics, games, and stunts stimulate muscular activity, increase strength and agility. These activities, as well, furnish a means of enjoyable recreation and participation in group activity which calls for team work and co-operation.

Volley ball, baseball, and soccer are offered as team sports. Folk and character dancing are given to develop the student's sense of rhythm, to increase muscular coordination, to learn fundamental steps, to enjoy participation in dancing.

The health instruction has as its subject personal hygiene. The aims of this part of the work are to give the student the necessary knowledge, to develop proper habits and attitudes toward personal cleanliness, diet, exercise, rest, recreation, personal appearance, the yearly medical examination, care of the eyes, ears, nose, throat, and prevention of communicable disease.

The 1A course in girls' physical education consists of various activities. Tumbling and stunts are offered to develop strength and agility. Group stunts and pyramids offer the student enjoyable means of group activity, team work, and co-operation. Original pyramids are a creative activity.

The rhythmic work consists chiefly of social dancing. Country dancing, such as square dancing, is also used as part of this work. Fundamental steps and positions are taught. The student is led to enjoy participation in dancing.

34This information was obtained from a personal interview with Gertrude Gardiner, instructor at Bowie High School, May, 1939.
Base ball and volley ball are offered as team sports. Instruction in first aid is offered to prepare students to give necessary first aid treatment in cases of accidents and sudden illness.

The 2B course in girls' physical education consists of more advanced activities and sports. Speed ball, soccer, and hockey are the sports offered. These field sports call for more advanced team play and greater skill.

The rhythmic works consist chiefly of tap dancing, which is a very popular form of dancing in high school. The health instruction has for its subject, Community Hygiene. Its objectives are: to give the student an understanding of the spreading of communicable disease, to help the student appreciate the necessity of public health regulations, and to develop a sense of responsibility for the health conditions of the community.

The 2A course in girls' physical education strives to give the student sufficient skill in a variety of activities so that she may participate enjoyably in these activities, many of which will be carried over into adult life. Since team sports were offered in the preceding courses, emphasis is now laid upon individual and dual sports. These activities include tennis, archery, golf, deck tennis, badminton, and shuffleboard. The rhythmic activities consist of advanced tap dancing, natural and creative dancing.

The subject of the health instruction is Social Relations. This course is a group discussion involving the various phases of living in society. The aims are the development of wholesome habits and attitudes of behavior, the development of an understanding of the responsibilities of parenthood, and the development of a well-rounded personality in general.

The advanced (3B-4A) course in girls' physical education offers opportunity for the girl to develop further her skill and knowledge of the various sports. Team sports are more keenly enjoyed, due to the student's greater appreciation of cooperation of this nature. Increased skill and self-confidence also lead to a greater satisfaction. The girl now strives to play her position to the best of her ability for the sake of the team. More complicated plays are worked out and enjoyed. The girl has developed higher ideals of sportsmanship. The girl of this age appreciates the value of good form and the mechanics of the various skills. She works hard to improve her game.

The rhythmic works of a more advanced nature and involves higher forms of various types of dancing.35

35Records of the Principal's Office, Austin High School, 1937-1938.
Outstanding events of the annual demonstration of the El Paso High School girls were two dance groups. One was called the "Tap Dancer's Wedding" and the other the "Melting Pot." In the first group a mock wedding was carried out in complete detail, and all of the steps were done in tap. The costumes were typical of fashionable weddings. The guests assembled, the minister and the bridal party entered, the ceremony was performed, and everyone departed. All of this was done to the rhythm of the tapping feet of the performers.

The "Melting Pot" was described on the program:

The map of Europe will be constructed by each country dancing. The finale shows America as the melting pot of European nationalities.

The European countries are: Norway, Sweden, Finland, Denmark, The Baltic Countries, Poland, Germany, Netherlands, France, Switzerland, Austria, Czechoslovakia, Hungary, Rumania, Bulgaria, Jugo-Slavia, Italy, Spain, England, Scotland, and Ireland.

The American group comes last, making up the concluding dance.36

Meanwhile agitation was started for the formation of a class in modified physical education to accommodate students who were physically below par. The following letter was addressed to Mr. J. Redfield as he was one of a committee which was to present school problems to the high school supervisor and to the School Board:

---

36 Program, El Paso High School, Demonstration of the Girls' Physical Education Department, December 11, 1937.
Austin High School
El Paso, Texas
Nov. 3, 1937.

Dear Mr. Redfield:

Recent physical examinations required by the physical education department reveal the fact that there are at least fifty students (boys and girls) at Austin High School who are not able to take part in the regular physical education classes. The conditions limiting these students are varied, and include post operative cases, abnormal thyroid conditions, diseased tonsils, hip and spine injuries, tubercular conditions or tubercular suspects, abnormal heart conditions, kidney disturbances, cases of flat feet and other postural faults, and general weakened conditions.

Modern practice recognizes the fact that complete withdrawal from all activities is, in reality, harmful to the student. He remains indoors when he needs fresh air and sunshine; he remains inactive when certain forms of exercise will develop and strengthen him; he withdraws unto himself when he needs wholesome contact with other young people. He is prone to think too much about his own condition.

Since high school students admire athletic ability to such a great degree, the student barred from all physical activity senses a humiliating feeling of inferiority. This experience often leaves its mark on the developing personality, leaving a scar which may continue into adult life.

There are certain activities which are not strenuous, which keep the student in the open air and sunshine, which give him wholesome contact with others, which furnish him with an interest outside himself. Some of these activities may even develop into lifetime hobbies. Archery, shuffleboard, croquet, horse shoe pitching; darts, box hockey, ping pong, clock golf, deck tennis, and certain forms of corrective dances and games, are a few of the activities which lend themselves to a program of this nature.

We, of the physical education department, believe that there is a definite need for at least one class of such activity. We believe that we could make a beginning with very little expenditure, as much of the equipment could be made in the shops and at home. Students handicapped physically have expressed a desire for a type of activity in which they could participate. It is confidently felt that they will heartily cooperate in such an undertaking.

Sincerely,

[Signed] Beatrice Markgraff
The newly compiled Course of Study in High School Physical Education was put into effect in 1937-1938. This work constituted the first systematic attempt to construct a program which would serve as a guide for all of the high schools. It was the result of a complete curriculum revision throughout the entire El Paso school system. The "Foreword" contained the following information:

The Course of Study revision in the El Paso Public Schools, of which this is one unit, has been made possible by co-operative teacher participation. It has been assumed from the beginning of the program of curriculum construction in El Paso that the results would accrue to the best interests of the children of the community if the schools were able at all times to realize on the composite judgment of large numbers of well-trained classroom teachers.

It is believed that values in any program of curriculum revision lie both in the product made and in the process of making this product. In the construction of courses of study, benefits result from the intellectual stimulation of all the participants in the work. The effect of the purposeful planning and thinking necessary in the arduous and complex work of constructing curriculum are of permanent value in future years through a renewal of interest in the education of children.

It is recognized that curriculum construction must be a continuous process, since the schools are under the necessity of making adaptations in curriculum materials and in classroom procedures. This course of study is not considered final, but it is regarded rather as a suggestive outline, adapted to the present needs of pupils in the El Paso Public Schools. It is hoped that this outline will serve as an aid to teachers, and as a convenient point of departure for further enrichment and improvement of instructional procedures.

The personnel of the committee which prepared this unit of the curriculum was as follows:
Mr. J. R. Brundage
Mrs. Gertrude Gardiner
Mr. Walter Kilner
Miss Beatrice Markgraf
The efficiency and the professional devotion to
duty of this committee is to be commended.

Mr. Jewell Wallace
Miss Gladys Luckey
Miss May Belle Long, Chairman

M. E. Broom
Assistant Superintendent
and Director of Research

A. H. Hughey
Superintendent of Schools 37

The Introduction contained a further explanation of
the physical education program:

INTRODUCTION

Teachers of physical education in recent years
have faced a new situation. Physical education is no
longer to be characterized as mere exercise. To be
complete physical education must express itself in situa-
tions that are not only physically wholesome, but that
are also mentally satisfying and stimulating.

The value and need for physical education for all
school children is admitted by nearly every citizen.
It is recognized that an education of one's physical
endowments to live an abundant life is as necessary as
is an adequate training in the traditional academic
subjects. Not only the health but also the wise use of
leisure time of adults in future years is dependent upon
the development of a well organized program of physical
education in the schools today. Modern industrial con-
ditions and housing conditions make necessary a con-
siderable knowledge and skill leading to recreative
habits in leisure time. The need for these recreative
physical activities will no doubt increase as our civi-
lization grows more complex and specialized.

The physical education program must do more than
merely provide for increasing the physical efficiency
of pupils and for their recreational habits during and
after school years. It must provide also for health

37 El Paso Public Schools, Course of Study in High School
Physical Education, (Foreword).
instruction of pupils, giving accurate information to the pupil in health and hygiene, and seeking to develop pupil attitudes which lead to intelligent self-direction in healthful living.

This manual attempts to outline instructional procedures in the theory and practice of physical exercise and instruction in hygiene and health, presenting those things which it is possible for a physical education teacher in the El Paso public high schools to accomplish. The material has been selected so that the teacher with relatively little knowledge of physical education can make valuable use of it, while the teacher who has adequate training will be able to use the outline with departures or variations of procedure as may seem desirable.

THE OBJECTIVES OF PHYSICAL EDUCATION

The major objectives of physical education may be classified under six headings. These objectives outline the attempt to provide opportunity for an individual to:

1. Develop organic power and nervous vigor, thereby developing greater resistance to disease, greater assurance of emotional stability, and such physical power as may have life values in work and in recreation.

2. To develop physical efficiency i.e., muscular agility and co-ordination and strength, thereby reducing fatigue and strain in the motor activities of daily life; reducing accidents due to awkwardness, slow reactions and muscular weakness, and increasing skill, and consequently, enjoyment in vigorous recreational activities.

3. To develop an appreciation of the functional use of the body as a servant for work or for play. This requires an intelligent understanding of one's capacities and limitations as to endurance, agility, co-ordination, etc.

4. To provide for the constructive use of leisure time, both as a child and as an adult by establishing the habit of wholesome physical recreation by developing an appreciation of the value of physical education; by developing interest and skill in wholesome activities and in sports that are available to the adult.

5. To develop personal qualities that help an individual adjust in a social environment and assume the obligations of good citizenship, including such qualities as courage, self control,
decision, resourcefulness, alertness, loyalty, co-operation, fairness, and consideration for others; the ability to accept defeat or victory equably; the ability to lead or to follow a leader; the recognition of legitimate and constituted authority; and high standards of conduct.

6. To develop attitudes and to acquire information necessary in healthful living, including a background of clearly applied health information, and the opportunity to establish wholesome health habits, together with a sense of social responsibility, a scrupulous concern for the health of others in the community.

These objectives are based upon the needs of persons of all ages and upon the specific needs which have grown out of the conditions under which we live.38

The work was planned to cover the two year requirement, and was divided into four sections, 1.2., the Fall and Spring semester of the first year and the Fall and Spring semesters of the second year. The divisions were designated as "Fall semester" and "Spring semester," rather than 1B, 1A, etc. This was done in order to allow for seasonal sports. Table 1 shows the activities listed in the different sections. It was planned to have the work progressive in nature, so that the development continued throughout the program.

38 Ibid., (1937), pp. 1, 2.
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Instructional procedures and instructional aids, including selected reference material, were contained in the volume. No provision was made for work of the junior and senior level, since these sections were purely elective and students enrolling in these sections carried on a more advanced type of all the activities. The front cover of the volume carried the following statement: "Published by Authority of the School Board of the El Paso Public Schools." ⁵⁹

During 1937-1938, another instructor was added to the physical education departments of El Paso High School and Austin High School. An adult accompanist was employed again, for the first time since 1934.

In 1937-1938, an allowance was made for the first time, on the general school budget for the purchase of athletic equipment and supplies for the physical education department. Each school was allowed 100.00 dollars for the boys and the same amount for the girls programs. ⁶⁰

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⁵⁹ El Paso Public Schools, Course of Study in High School Physical Education, pp. 27-75.

The September 1938, issue of the *Patron's Bulletin* contained two full pages of pictures labeled "El Paso Schools at Work." Among these pictures were several which represented girls' physical education activities in the high schools.41

This issue also contained advance notice of the safety course which was conducted in each high school. All students were required to pass the work, or repeat it the following semester. This course was not conducted by the physical education department but was given as a home room project carried on by the home room teachers. All of the high school teachers had been given instruction previously in a preparatory course conducted by officials of the State Police, City and County officials, and expert automobile mechanics. While this was not strictly a physical education activity, the subject of safety has always been of concern to physical education teachers.42

A class in modified activities was offered during 1938-1939 in each of the high schools. Participants were made up of girls who were not physically able to take the regular work. The purpose of the class was recreational in nature. Activities offered were archery, croquet, shuffleboard, darts, ping-pong, horse shoe pitching, and certain table games, such as, Chinese checkers, Dominoes, Authors,

Pick up Sticks and the like. The school nurses were instrumental in helping to get such work started in the high schools.\textsuperscript{43}

The \textit{News Bulletin} of the Texas Health and Physical Education Association reported the above activities as follows:

\textbf{Class Work for Handicapped Student}.--Believing that the physically handicapped girl has a normal capacity for enjoyment and has also a need of wholesome social contacts, the three public high schools of El Paso have recently made special provision for these members of their student bodies. El Paso and Bowie High Schools have installed game rooms with facilities for ping-pong, shuffleboard, croquet, and archery. At Austin High School an outdoor program of recreational activities is offered for these girls.\textsuperscript{44}

In 1938-1939 the budget allowance was increased to 200.00 dollars for each school. While this amount was inadequate, it was a start in the right direction, and it greatly lessened the burden of raising funds for equipment.\textsuperscript{45}

In November, 1938, eight students from Austin High School went on a "Crusade" to high schools of Arizona and California. These students represented various school activities. Jean Thede was the representative for the girls' physical education department. The purpose of the "Crusade"

\textsuperscript{43}This information was obtained through personal interviews with May Belle Long, Gertrude Gardiner, instructors, and Martha Perdue, Gladys Luckey, and Marie Holley, Nurses.


\textsuperscript{45}Records of the Administrative Office, El Paso Public Schools, 1938-1939.
was to visit some of the larger high-schools of the Southwest, to observe their activities, and to interview their leaders with the object of bringing back ideas which might be helpful at home. Since the reports of these students were to have some effect on future policies of Austin High School in regard to student activities, the results of Jean Thode's reports were recorded as pertinent to the history of girls' physical education in El Paso.

The schools visited were Phoenix Union High School, Phoenix, Arizona; San Diego High School and Herbert Hoover High School in San Diego, California; Eagle Rock High School, Freemont High School, and Polytechnic High School, in Los Angeles, California.

With the exception of swimming, the activities offered were practically the same as those of the El Paso high-schools. All of the schools reported separate gymnasiums for the girls, as well as separate playing fields which did not have to be shared with the boys. A physical examination was required of all participants in the physical education classes. Corrective classes, modified, or light work classes and rest classes were reported in each school. San Diego High School had a special sun room for certain types of corrective work. Equipment in all cases was furnished by the School Boards. One semester of "pep squad" or "Drill team" work was allowed to substitute for physical education.
The California law was opposed to any interscholastic competition for the girls on the basis of "varsity" teams. Occasional play days were held in which the participants had to meet certain requirements as to scholarship, conduct, and participation in school activities. Some of the schools allowed a choice of activities at the class period, some permitted the older girls to choose their own activities for a semester.

Co-recreation, or recreational activities in which boys and girls participate as a mixed group, was favored at all the schools visited. The attitude of the school officials and parents seemed very favorable to this type of activity. Successful experiments were in effect in several of the schools. Polytechnic High School held a Field Day for senior boys and girls. Freemont High School had a class of 60 boys and 60 girls of senior standing. This class met daily, two periods per week were used for sports activities, and three periods per week for social dancing. There were both men and women instructors for this class. The co-recreational work at San Diego High School was restricted by certain requirements of scholarship and behavior. The activity was social dancing. The attitude of parents and officials was reported to be extremely favorable.

All of the schools reported an intramural sports program and Girls' Athletic Association activities. There was a good "turn out" for these activities. The awards consisted
of medals, pins, letters and sweaters. Although these awards were given, emphasis was placed on participation rather than on receiving awards. There seemed to be much interest in horseback riding as it was offered as a club activity at three of the schools. 46 [Charts listing the activities are shown in the appendix.]

During the annual convention of the Texas State Teachers Association in Dallas, one of the El Paso instructors visited North Side High School, Fort Worth, Texas, and North Dallas High School in Dallas, with a purpose similar to that of the "crusaders." It was found that these schools also required participation in physical education work throughout high school. Physical examinations were held by school physicians. A corrective or modified program was carried out. School credit was given for physical education work. The equipment, while not always adequate, was furnished by the School Board. Activities were similar to those offered in El Paso. Older girls were permitted to choose their activities. Dallas allowed pep squad work to substitute for physical education during the fall semester. There was little or no co-recreation. The Dallas school reported that parents and supervisors objected to this type of work. The Fort Worth school reported girls’ athletic clubs but no awards were given. The activities were rifle, archery,

46 This information was obtained through a personal interview with Jean Thede, December, 1938.
golf, (boys and girls) horse back riding (boys and girls), and seasonal sports clubs. The Dallas school reported no work of this nature due to the fact that the parents requested that their daughters come home immediately after school was dismissed.47

Two outstanding numbers on the program of the annual demonstration of the El Paso High School were "Illuminated Net Games" and "The Waltz Lives On." The net games group was described as follows:

Illuminated Games Demonstration.—Among the outstanding numbers presented on the program of the annual demonstration of the Girls' Department of Physical Education of El Paso High School was "Illuminated Net Games." Nets, balls, racquets, birds, and deck tennis rings were treated with luminous paint. Three courts were laid out across the length of the floor, and the games of volley ball, deck tennis, and badminton were started. As the action became vigorous, the lights were turned out and the effect was very fantastic and intriguing, as only the nets, birds, balls, etc., were visible. One had the impression of a huge, animated display of fireworks.48

"The Waltz Lives On," with each number in the group very appropriately costumed, was described on the Program:49

This theme attempts to trace the waltz through its periods of popularity from 1770 to 1938 and shows those dances that temporarily took the place of the waltz and today have been forgotten while the waltz lives on.

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47 This information was obtained through a personal interview with Marjorie Jerden, December, 1938.
49 Program, Girls' Physical Education Demonstration, El Paso High School, December 10, 1938.
1795 - Waltz
1815 - Sir Roger de Coverly (Virginia Reel of today)
1836 - Lancers
1840-50 - Schottische, Polka and Varsoviana
1890 - Rye Waltz and two step
1900 - Viennese Waltz
1911 - Turkey Trot
1915 - Hesitation Waltz
1925 - Charleston and Flea Hop
1938 - Lambeth Walk and Fox Trot
Finale - Present Day Waltz

During 1938-1939 the Parent Teachers Association of
Austin High School invited each department in the school to
present a program at one of the monthly meetings. In this
way each department was enabled to place its aims and objec-
tives, its program of work, and its problems before the
Association. The January program was given over to the
girls physical department.

Activities Demonstrated.--The Physical Education
Department of Austin High School in El Paso was res re-
sponsible for the program for the January meeting of the
Parent Teachers Association. The policies and objectives
of the department were outlined. A short demonstration
was given, which included games, folk and square dances,
a group of modern posture exercises, and a "parade"
showing various sports offered in the several courses.50

A progressive change was made in the physical education
requirement during 1938-1939:

We have a new requirement going into effect this
semester regarding Physical Education, as follows: "All
students of Austin High School will be required to take
a minimum of two years of Physical Education before re-
ceiving a diploma. . . Austin High School Band will not
substitute for Physical Education except as it has sub-
stituted in the past. . . the above credits are to be
allowed only if the Band credit has already been earned.

50"Activities Demonstrated," News Bulletin, (January,
NO EXCEPTION TO THE ABOVE RULES REGARDING PHYSICAL EDUCATION CAN BE MADE EXCEPT BY THE COUNSELORS WITH THE APPROVAL OF THE PRINCIPAL. 51

The girls of Bowie High School did not wear gymnasium costume for their physical education period. Since this school was entirely Mexican, there were several reasons for not wearing the suit. One of these was the expense attached. Another was due to the difference in traditions and customs of the Mexican people. They had not yet learned to accept the gymnasium costume for girls. However, most of the girls used long slacks for their physical education activities, thereby gaining more freedom of movement than that permitted by skirts.

All activities were outside, except the dancing classes which were conducted in the field house. The classes were divided into squads of ten girls each. Student leaders, under supervision, took roll, coached, and officiated at the games. Two days per week were given over to health education as it was believed there was a greater need for instruction of this kind in this school. There was only one instructor for the girls. Each year the department sponsored picnics, riding parties, and one trip was made to Ruidoso, a resort in the near-by mountains.

During the summer of 1939 it was planned to hold a summer class at Bowie High School. This class was to be

51Records of the Principal's Office, Austin High School, 1938-1939.
organized on the basis of other summer school work and tuition was to be charged. Only individual and dual sports, such as swimming and tennis, were to be offered. A municipal pool was to be used for swimming instruction. The class was to be an hour in duration. Four days per week were to be devoted to class activities. One day per week a field trip was to be taken to some institution such as a health center, a clinic, a hospital, and the like. The class was to continue through six weeks. The regular school credit was to be given for this work. The chief purpose of the course was to teach girls that there were more wholesome and enjoyable means of recreation than the "dime dance hall" and the cheap movie.\textsuperscript{52}

\textsuperscript{52}This information was obtained through a personal interview with Gertrude Gardiner, May, 1939.
CHAPTER IV

THE GIRLS' CADETTE CORPS

Introduction

A unique phase of the work attached to the girls' physical education set up in the El Paso public high schools is the Girls' Cadette Corps. This unit is an auxiliary of the boys department of military science and tactics and is largely under the supervision of that department. The girls are instructed by the women physical directors. The type of organization in this work is of a strictly military nature, although the girls engage only in "close order" drill and are not concerned with any of the combat formations or "extended order" drill. They take part in military ceremonies, such as battalion and regimental parades. Oftentimes on certain national holidays they take part in down town street parades.

It is believed that this organization is the only one of its kind in the United States with the exception of the girls' unit at Phoenix Union High School, Phoenix, Arizona. That unit was organized after the principal of the school had observed the work of the El Paso Corps. The sergeant instructor who aided in the organization had recently been transferred from El Paso to Phoenix.

El Paso is situated on the Mexican border. There has always been a United States military post, Fort Bliss, in
that vicinity. Many military ceremonies are frequently witnessed by the civilians. Hence, El Paso accepts anything military as a matter of course. Since the Girls' Cadette Corps was an outgrowth of the Boys' Military Department, a history of that department was believed necessary for showing the full development of the department of Physical Education for Girls in the El Paso schools.

History of the Military Department

In 1884, Calvin Esterly was elected as first superintendent of the El Paso Public Schools. Since he was a retired army officer and a graduate of West Point, he was naturally of a military disposition. He was largely instrumental in introducing military training in the El Paso schools in 1888.

He had at this early date the first cadet corps in the city. So proficient was this company that in 1888, they went to Austin to participate in the dedication of the capitol. Because it was so well drilled, it was appointed as one of the two companies to attend Governor Ross during the dedication ceremonies.

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Among the outstanding activities of Mr. Esterly was the formation of a cadet corps in March, 1888. As a West Point graduate he knew the benefits of military training. The boys of the corps were fortunate in having him as drill master.

The corps was open to every boy, physically fit and eleven years of age. The boys remained members of the corps until they were 19 or were graduated from school.

Rules for the guidance of the cadet corps were as follows:

The boys of the High School room may be formed into a military company under the name of the El Paso Cadet Guards. This shall be considered a select body to which none but boys of deportment and reasonable proficiency and scholarship may be admitted.
The rules of the school shall govern the conduct of the members of this body while on duty or in uniform, and the same punishment be inflicted for infraction of discipline as for other school offences. Members of this body, when once qualified shall be excused from duty only by permission of the highest ranking authority present with the company and shall be permanently dropped from the rolls only by authority of the Superintendent of Schools, commanding.

The member of the company shall elect their own officers to serve for the current scholastic year and until their successors are selected, but such officers may be reduced to the ranks at any time for cause by the superintendent, commanding, he to judge the sufficiency of the cause. Vacancies may be filled at any time. Only members of the senior class shall be eligible to the position of captain, but any cadet member of the High School is eligible to any other official position. Cadets below the High School shall be eligible only to the position of corporal.

The uniform shall consist of:
One forage cap, dark blue, letters E.P.C.G.
of pattern provided.
One coat, cadet gray, West Point style, Texas
buttons, pattern provided.
One pair knee pants, cadet gray, black stripe,
pattern provided.
One pair black stockings
One pair ankle boots, black leather.
One pair white cotton gloves.

The first three articles to be provided at a cost of not more than 15.00 dollars, and the last three to be selected and purchased to the taste of the wearer or his sponsors. The uniform shall be worn at all times in school and shall be considered a badge of distinction.

Every one in the company must deposit 15.00 dollars for uniform or in some way give assurance of making immediate possession for such uniform.

The regular drill shall be as nearly as practicable that of the United States Army Tactics but special drill may also be provided.

Every cadet in joining the company shall sign these rules for his government and shall be fully qualified only after securing the signature of at least one of his parents or sponsors.

In April, 1888, the citizens of El Paso raised 250.00 dollars to send the High School Cadets to the inauguration of Governor Ross. Their new rifles were ordered from New York. The corps were so well drilled that they were appointed to the honor of being Governor Ross' body guard.
A list of the members follows:  
Captain - H. E. Stevenson
First Lieutenant - Flounoy Carter
Second Lieutenant - Walter V. Evers
First Sergeant - Chris C. Fewel
Sergeant - Joseph Loving
Corporal - Edward Pew
Corporal - Harlan Irvin
Privates
Bower, Leon
Campbell, Harry
Childress, Urbham
Clark, Verd
Edward, Samuel
Fay, William
Fergusabon, Hanes
Franklin, Joseph
Hammelt, Aubrey
Hansdell, Charles
Julian, William
Kaufman, Alfred
Kneeland, Edward
McKie, Van
Newman, Charles
Nicholson, James
Sanger, Paul
Stevenson, Fred
Tarrant, John
Tell, Fred
Thurman, Howard

From 1900 to 1913 there was little or no interest manifested in the corps. In his annual principal's report to the Superintendent in 1913-1914, A. H. Hughey made the following statement in his "Suggestions for Improvements:"

"We could profitably have a high school cadet corps and provision for military drill."  

In September, 1914, the Corps was reorganized;

In 1914 interest again revived and through the courtesy of General Pershing in lending his aide as an instructor, a new company was formed.

Another report gave the following information:

The second achievement on Mr. Hughey's part was the reinstitution of the cadet corps, begun in Mr. Esterly's administration but long discontinued. A student, Harold

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2 Records of the Administrative Offices, El Paso Public Schools, 1913-1914, p. 35.
Coldwell, now a lieutenant in the United States Navy, was appointed cadet captain.

Mr. Hughey, in his report of 1914-1915, makes the following comment:

The interest seemed so lasting and so reliable that uniforms were bought, a drill master was found, recognition of the War Department was obtained, guns were provided from a United States arsenal, and later, through organizing a rifle practice club, ammunition was furnished by the United States Government. An officer from Fort Bliss has been drilling the boys, who during the spring were organized into two companies, and at the occasion of a review by General Pershing, the Cadet Corps received some very high compliments from him for their proficiency and excellent accomplishments. Such a voluntary military organization has a beneficial effect upon the spirit of the school. 4

A later report concerning those days of re-organization stated:

Harold Coldwell took especial interest in the work, many of the boys who went to war in 1917 received their initial training in this Cadet Corps.

By the Act of Congress of June, 1916, (The National Defense Act), it was decided to modernize the armed defense forces of the government. Among the provisions there was created the Reserve Officers' Training Corps (R.O.T.C.), units of which were established in universities, colleges, military schools, and high schools of the nation. Colleges were provided with senior units, lower schools with junior ones. This plan was delayed by the entry ... of the United States into the World War. 5

A pamphlet written at a later date gave the following report:

In December, 1918, Prof. Allen Hughey, then principal of the El Paso High School, made application to the U. S. War Department, through the Board of Education of El Paso, for the award of a Junior Unit of the Reserve Officers' Training Corps. Applications for these units were just being received by the Government, the same having been authorized by the National Defense Act of 1916 but action having been delayed because of the World War. The Government acted favorably upon Prof. Hughey's

4Morrel, op. cit., p. 94. 5Ibid., p. 97.
application January 29, 1919, and on February 8, 1919, detailed Colonel Franklin as the first P.M.S.&T. Professor of Military Science and Tactics. Colonel Franklin's orders were almost immediately revoked and Major Decker, U.S.A., retired, who had been employed by the schools in July, 1918, remained in charge until the arrival of Captain W. F. Ayer, Infantry, as the first regular P.M.S.&T., July 1, 1919. In this manner was established the first high school R.O.T.C. Unit of the State of Texas, by the conversion of the old Drill Corps.

Since its original establishment the unit has seen its lean and its fat years as interest in military training ebbed and flowed, but has been awarded the rating of an "Honor High School" Unit as a result of four of the detailed annual inspections made by the Corps Area R.O.T.C. officer—namely for the school years 1927-28, 1932-33, 1933-34, and 1934-35.

In January of 1929 the unit was extended to include the newly built Austin High School in East El Paso. There, as well as at the mother institution, the corps has prospered almost beyond expectations. At present the corps is organized as an infantry regiment of a Regimental Headquarters and Staff (divided between the two schools), a Regimental Band (one balanced section at each school), and two, four-company, line battalions (1st at El Paso High and 2nd at Austin High). Four girls' companies (203 cadettes) are attached as an auxiliary. All told a total of 748 cadets and cadettes.6

Another report gave this information:

On November 2, 1933, the Board of Education recognized the growing value and importance of the corps of cadets by granting to it a charter which established it as a definite and autonomous unit of the school system to be carefully preserved in its rights and prerequisites.

As an adjunct to the corps a girls' regiment has been begun by the organization of "N" Company at Austin High School and "R" Company at El Paso High School. The girls' unit of course cannot be enrolled in the R.O.T.C. units of the nation, but form an attractive auxiliary to the Corps of Cadets.7

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7 Morrel, op. cit., p. 100.
The objects of R.O.T.C. training are to build better men physically, to instill respect for authority, to cultivate the habit of prompt and exact obedience, to develop the habit of neat, clean dress, and to give a thorough basic military education of the drill field and in the class room. Four years with the R.O.T.C. always proves its worth.\(^8\)

The following year, 1936-1937, the work of the military department was extended to include Bowie High School. The Corps has maintained its honor rating every year at the occasion of the annual inspection by the Corps Area officers from San Antonio.

The Aims and Objecta of the Corps were described as follows:

"The object of the Corps of Cadets is to instill in the cadets an orderly mode of life, a well grounded respect for constituted authority, a prompt, cheerful, and unquestioning habit of obedience, a thorough knowledge of basic military subjects, and the habit of neat, cleanly dress."—Article VI of the Charter of the Corps of Cadets.

In addition to the foregoing, the faculty makes a definite and uncompromising appeal to all of those instincts in young American manhood which are generally covered by the term patriotism, holds up the brave, self-sacrificing, and loyal example of great Americans of the past and present; and urges a continued support of the principles which have been almost inseparable with our ideal of this democracy. Cadets are taught to be clean, honest, and marly in all their dealings, and to oppose all things which savor of cunning, slyness, immorality or other traits degrading to the ideal of perfect manhood, every effort being made to convince them that no other course of life and character will long persevere.

Far from being offensively militaristic in character, such of the training as is offered, which is of a purely military nature, is provided to better equip the recipient for a more efficient quality of

\(^8\)Morrel, op. cit., p. 101.
military service should the people of the nation call for and demand the same. Cadets are taught that America's policy is a preparedness to successfully resist attack, not a preparedness to attack or to wrong others—a military preparedness totally at the command of the wishes of the majority of our citizens.

The Coat of Arms of the Corps of Cadets was described as follows:

CREST: Planted in a pass between two mountains, proper to the Southwestern United States, the torch of the R.O.T.C. or (gold) with flame gules (red).

TWIST: Or (gold) and azure (sky-blue). (The colors of the Corps).

ARMS: On a Crusader's Shield and field of or (gold) a Crusader's Cross azure (sky-blue), with quarterings dexter (right) chief (upper) sable (black) and sinister (left) base (lower) brun (brown).

MOTTO: "Aguardamos el paso (we hold the pass)."

Founded September 25, 1914.

History of the Girls Cadette Corps

The first participation of girls in any activities of the military department was recorded in the Tatler, May, 1916.

About the middle of March it was suggested that the different companies of the cadet corps should have sponsors selected from among the young ladies of the High School. At first it was planned to have but one sponsor for each company, and that company would select the one from three candidates. As the time for the elections approached, it developed that it would be difficult to make a decision, so by unanimous consent all the candidates were declared elected and the decision and choices have proved most fortunate.

A Company selected Misses Mary Heermans, Dorothy Vollertson, and Genevieve Bannell. B Company selected Misses Lily Axton, Marian Calman, and Ethel Crawford, and C Company selected Misses Helen Reading, Nellie Smith, and Edith Robertson.

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10Ibid., p. 4.
The sponsors were issued certificates of election by the commandant and are, to all intents and purposes, a part of the Cadet Corps. They will be required to take a course in first aid, etc., to qualify for their appointments. They have taken up their duties enthusiastically, and are proving their value to the Corps.\textsuperscript{11}

The sponsor's status was purely an honorary one. The girls were selected by members of the boys' companies. They continued to exist as an organization until very recent times. The \textit{Spur} of 1922, contained a picture of the sponsors of that year. The uniforms were of white cotton material, made in military style, (skirt and jacket); The hats were white sport hats.\textsuperscript{12}

The pictures of the sponsors from year to year showed only slight changes in the uniform. The sponsors held honorary rank of the same degree as the boy officer whom she represented. While the girls had no authority over the boys whom they "outranked," they were required to learn certain fundamentals of military drill so that they could participate in battalion parades and other ceremonies. The 1927 issue of the \textit{Spur} contained the following write up in connection with the first picture showing the sponsors as a composite group. Heretofore they were pictured separately with the various boys' organizations.

Thirty-five girls were born under lucky stars and were selected as sponsors by the officers of the Reserve Officers' Training Corps for the spring term. Being a sponsor, however, has something besides glory in it. The girls used to go through long hard hours under the hot sun in the stadium, going through "Eyes Right".

\textsuperscript{11}The \textit{Tatler}, (May, 1916). \textsuperscript{12}The \textit{Spur}, (1922).
"Right Dress" and the rest of that.  

This group was led by Mrs. Lynn B. Davis as faculty sponsor. A list of the sponsors followed the write up.

During 1929-1930 the sponsors changed their uniform hat from the fairly large white sports type hat to the more military "overseas" type of cap, made of the same material as their uniforms. They were also wearing leather "Sam Browne" belts at this time, indicating their rank as honorary officers.

Another relationship of the girls to the military department existed through the occasional rifle team or rifle clubs for girls. These teams were usually sponsored and coached by the instructors in the military department. As pictures of these activities were generally shown in the annuals, the development of such organizations might easily be traced. The first picture of this nature was shown in the 1923 edition of the Spur. The picture showed twelve girls costumed in the white middies and full pleated dark bloomers, which constituted the approved gymnasium costume of the day. The picture also included the sergeant instructor as coach and a woman member of the faculty as chaperon.

During the spring semester of 1931, a group of girls became interested in forming a girls' military organization.

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similar to those of the boys' department. They obtained permission from the School Board and secured the services of Sergeant L. Sexton, of the faculty of the boys' military department, as instructor. Mary Frances Hogan, of the history department, and the daughter of an army officer, acted as their commanding officer and chaperon.

Their uniforms consisted of white shirts (with red shoulder-strap added to give the military touch) red ties, white skirts, white shoes and socks, and white Pershing style caps. Each girl provided her own uniform.

Since this unit was organized so late in the semester, there was no provision made for it on the school schedule. Hence the girls had to drill after school hours. They worked very diligently and were sufficiently skilled to present an exhibition drill on the occasion of the annual competitive drill presented by the boys' departments of both El Paso and Austin High Schools.16

The first official "order" to be published by this organization was the appointment of the first officers. The following quotation gives the exact wording of this first order.17

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16 This information was obtained through a personal interview with Sergeant L. Sexton, May, 1938.

17 Records of the Girl's Physical Education Department, Austin High School, 1930-1931.
General Order

May 21, 1931

No. 1 C

1. With the approval of the School Authorities the following appointments in the Girls' Cadette Corps, Austin High School are announced effective this date:
   (a) To be Cadette First Lieutenants:
       Cadettes Emma May White and Doris Wallingford.
   (b) To be Cadette First Sergeant:
       Cadette Florence Fairchild
   (c) To be Cadette Sergeant and Drill Guide
       Cadette Mary Catherine Harmon
   (d) To be Cadette Sergeants:
       Cadettes Charlotte Johnson, Myra Morris,
       Frances Stewart, and Catherine Whitenack.

[Signed] Mary Frances Hogan
Captain and Sponsor
Girls' Cadette Corps

The following year, 1931-1932, the instructors in the girls' physical education department were assigned the instruction and sponsorship of the Girls' Cadette Corps. A regular hour during the school day was scheduled for this work. Any girl who could provide her uniform was permitted to enroll.

Since girls like to do many things that boys do, last spring some of the girls organized a "Girls' Cadette Corps." This year . . . in addition to drill they form the official pep unit of the school.\footnote{Beatrice Markgraff, "What is Being Done in the Physical Education Department at Austin High School," Standard, (December, 1931), Vol. XI, No. 4, p. 123.}

Since the duties of this organization were then extended to include demonstrations at football games and other work of a "pep squad" nature, the uniforms were changed to brown flannel skirts and brown and gold sweaters. The school colors were brown and gold. The girls wore brown flannel
overseas caps. The annual of that year, 1932, mentioned this phase of the girls' work in the Calendar of the Year: "October, 9.-- R.O.T.C. Girls made a picturesque background for Jane Keller, football sponsor."\(^{19}\)

This issue of the *Round Up* also contained a picture of the Girls' Company, which had been designated as Company "N", in their new uniforms. The officers were listed as follows: Doris Wallingford, Captain; Marie Smythe, First Lieutenant; Loia Cain, Second Lieutenant; Dorothy West, First Sergeant; Kathleen Marr, Adjutant.\(^{20}\) Following the list of officers were the names of forty-six girls who made up the personnel of the first complete company of the Girls' Cadette Corps. In the same issue of the annual were pictures of the sponsors in their traditional white uniforms.\(^{21}\) These sponsors continued as an honorary organization until 1935-1936.

The girls' rifle team had automatically become an activity of the Girls Cadette Corps. Membership on the team was limited to members of the Girls' Cadette Corps. While the boys' military instructors still coached the teams, the physical education instructors acted as assistants and chaperons. Since the formation of the first company there has been a girls' rifle team at Austin High School. There has been an occasional girls' rifle team at El Paso High School. Up to the present time there has never been a girls' rifle

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\(^{19}\)The *Round Up*, 1932. \(^{20}\)Ibid. \(^{21}\)Ibid.
team at Bowie High School. The picture of the girls' rifle team of Austin School in the 1932 Round Up showed the girls wearing the official uniform of the Girls' Cadette Corps.\textsuperscript{22}

A short synopsis of the course stated: "The course consists of military close order drill in squad, platoon and company, "free arm" exercises and first aid."\textsuperscript{23}

Since the pep squad duties did not extend into the spring semester, and the woollen uniforms were too warm for spring days, the girls had white uniforms in addition to the brown ones. These white uniforms were made like the ones the sponsors were wearing. All the girls, sponsors and cadettes, wore the Pershing style cap.

The girls took part in the annual competitive drill between Austin High School and El Paso High School. But, since the Austin unit was the only girls' organization, their performance was of an exhibitory nature, rather than competitive.

The following year, 1932-1933, the winter uniform was changed to a brown flannel suit, jacket and skirt, made according to the same pattern as the white ones. The white uniform was still worn during the late spring.

In the spring of 1934, the girls at El Paso High School organized a unit. Their uniforms were white also.\textsuperscript{24} The

\textsuperscript{22}Ibid.
\textsuperscript{23}Records of the Principal's Office, Austin High School, 1932-1933.
\textsuperscript{24}The Spur, 1934.
following year the white uniforms were eliminated due to the additional expense to the girls and also due to the fact that the winter uniforms of the El Paso High School Girls consisted of a black skirt and orange jacket. (Orange and black were the school colors.) This uniform was procured because it made a more colorful uniform for "pep squad formations." The following year the Austin High School girls wore a similar uniform in their school colors.

In November, 1934, the following memorandum from the Commandant was issued to the Girls' instructors:

1. By recent decision of the Superintendent of Public Schools, El Paso, Texas, and with the full and free consent and approval of the Principals of El Paso and Austin High Schools, the girls companies of the two named schools were hereafter placed under the full and sole control of the Commandant of Cadets of the El Paso High Schools. In consequence thereof the following information is transmitted for your guidance.

2. You will secure a copy of the Charter of the Corps of Cadets of the El Paso High Schools and familiarize yourselves with its contents. Action will shortly be taken to officially incorporate a female unit therein by amendment to Article I thereof. You, at present, fall under the 4th class of said article during all periods of instruction of girls' units for the control and instruction of which you will be responsible, securing no outside assistance from individuals without the consent of the Commandant.

3. Girls' units are hereby grouped to form the 1st Girls' Cadette Regiment of the Corps of Cadettes. The 1st Battalion (Companies N, O, P, Q) is allotted to Austin High School and the 2nd Battalion (Companies R, S, T, and U) to El Paso High School. Companies N, O, and R are already in existence. A company is entitled to one Cadette Captain, one Cadette First Lieutenant and a Cadette Second Lieutenant for each actual

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25 This information was obtained through a personal interview with May Belle Long, El Paso High School, May, 1939.
platoon. A Battalion is entitled to a Cadette Major and her staff when it shall have three companies and the Regiment a Cadette Colonel and her staff when two Cadette Majors exist. Cadette non commissioned officers will be in proper proportion as in the R.O.T.C. Unit.

4. Cadette Directresses (Miss Markgraff and Miss Long) will confine instruction during the remainder of the present semester to the following subjects, in such proportion as they may deem fit. (Pamphlets are obtainable, on request of Staff Sgt. Sexton):--

1. School of the Cadette, Dismounted without arms.
2. Physical Training, without arms.
3. School of the Squad, Dismounted without arms.
4. School of the Section, Dismounted without arms.
5. School of the Platoon, Dismounted, without arms.
7. Arm and Hand Signals, for close order drill.
11. First Aid to the Injured.
15. Rible Marksmanship, Range, Control of.
16. Uses of the Compass.
17. Map Reading.
18. Special Stunt Drills, Close and Extended Order.

5. All mooted questions will be referred, for decision, to the Commandant of Cadets.

[Signed] James P. Moore
Major, Inf., U.S.A.
Commandant of Cadets 26

The following semester a Master Program of Instruction was issued. Table 2 illustrates the subjects that were to constitute the program of work and also shows the number of hours to be devoted to each phase of the work.

26 Records of Girls' Physical Education Department, Austin High School, 1934-1935.
## TABLE 2

PROPOSED DISTRIBUTION OF AVAILABLE HOURS FOR 
MASTER PROGRAM OF INSTRUCTION 
GIRLS' CADETTE CORPS  
EL PASO HIGH SCHOOLS 
SCHOOL YEAR 1934-35*  

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Practical</th>
<th>Theoretical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drill and Command</td>
<td>34</td>
<td>0</td>
</tr>
<tr>
<td>Physical Training</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>(Calesthenics)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ceremonials</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>Arm and Hand Signals</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Personal Hygiene</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>First Aid</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Camp Sanitation</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Field Rations</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Use of Compass</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Map Reading</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Government and National Defense</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Organization of Land Forces</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

*Records of Girls' Physical Education Department, Austin High School, 1934-1935.

A note was appended to the schedule:

In addition to the above listed hours of Instruction there is to be given a minimum of seventeen hours of Rifle Marksmanship which will be taught in the afternoons and on Saturdays. On Thursday of each week a detailed weekly schedule of instruction for the ensuing week will be made out and published on both Corps Bulletin Boards before 8:00 A.M. on Fridays. The schedule will show dates, hours, subjects, study references, places of assembly, and names of instructors, senior, at each class. Theoretical classes will be generally held on Wednesdays and Thursdays and practical classes on Mondays, Tuesdays, and Fridays.

Approved:
James P. Moore  
Major, Inf. (R.O.T.C.)  
Commandant of Cadets

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27 Ibid.
On March 10, 1936, the annual inspection was held at Austin High School since the Corps had outgrown the other fields available. At this time the girls' unit of Austin High School had been designated as the Fourth Battalion and the one at El Paso High School as the Fifth Battalion. This change was due to the recent conception of the combined organizations of all schools as composing one regiment. Since the initiation of the Girls' Corps the girls had always taken part in the ceremonies, parades, inspections, and annual competitive drills of the military department. The schedule for the inspection as worked out for that year was as follows: 28

March 2, 1936

General Orders
Number 3

1. THE ANNUAL INSPECTION of the Corps of Cadets, The High Schools, El Paso, Texas, will be made by a representative of the Commanding General, 8th Corps Area, beginning at 9:00 A.M., March 10, 1936 on Fort Field (AHS) and continued throughout the day until completed.

2. UNIFORM AND EQUIPMENT: Dress uniform will be worn, cadet officers will carry sabers and cadet rank and file band instruments or rifles whichever may be appropriate to their sub-unit.

3. Cadets of the 1st (AHS) and 2nd (EPHS) Band Sections, the 1st (EPHS) and 2nd (AHS) Cadet Battalions and the Cadettes of the 4th (AHS) and 5th (EPHS) Cadette Battalions will report on Fort Field (AHS) at 8:15 A.M., March 10, 1936.

4. The Corps, with massed Regimental Bands on the right, and Battalions in line of close lines will be formed at 8:45 A.M. for Regimental Parade which will be initiated promptly upon the arrival of the Inspector. The day's program, as nearly correct as possible, is outlined in Par. 5 hereafter.

28 Records of Girls' Physical Education Department, Austin High School, 1935-1936.
5.  
(a) 9:00 A.M. - 9:30 A.M. — Regimental Parade
(b) 9:30 A.M. - 9:50 A.M. — Rifle Exercises by
   1st (EPHS) and 2nd (AHS) Cadet Battalions
(c) 9:50 A.M. - 10:10 A.M. — Calisthenics by 4th
   (AHS) and 5th (EPHS) Cadette Battalions
(d) 10:10 A.M. - 10:30 A.M. — Calisthenics by 1st
   (EPHS) and 2nd (AHS) Cadet Battalions
(e) 10:30 A.M. - 11:45 A.M. — The Corps forms and
   is inspected by the Inspector
(f) 11:45 A.M. - 1:00 P.M. — Lunch Period
(g) 1:00 A.M. - 2:15 P.M. — Close and Extended
   Order work by companies as called for
   by the Inspector.
   4th and 5th Cadette Battalions and Band,
   both sections are not required to attend
   after lunch.

The remainder of the program consisted of inspection of
the boys' department only. This included quizzes on theory,
inspections of accommodations such as armories, drill fields,
offices, storerooms, and class rooms.

Since the units at Bowie School had so recently been
organized, the inspection of these occurred at Bowie High
School. The boys' battalion here had been designated as the
3rd Battalion and the girls' as the 6th Battalion.

The first number on the program for the dedication of
the new stadium at Austin High School was a Review presented
by the boys' and girls' Battalions of Austin High School.29

29Dedication Souvenir, Austin High Stadium, May 1, 1936,
(On file in the Principal's Office, Austin High School, El
Paso, Texas).
Information concerning the annual competitive drill, which was held early in May, was published as follows:

1. Competition, with appropriate awards will be held with a view to selecting:—
   (a) The best drilled R.O.T.C. Cadet in the Regiment.
   (b) The best drilled Auxiliary Freshman Cadet in the Regiment.
   (c) The best drilled Girl Cadette in the Corps.
   (d) The best R.O.T.C. Platoon in the Regiment.
   (e) The best Auxiliary Platoon in the Regiment.
   (f) The best Girls Cadette Platoon in the Corps.
   (g) The best R.O.T.C. Company in the Regiment.
   (h) The best Auxiliary Cadette Company in the Regiment.
   (i) The best Girls' Cadette Company in the Corps.
   (j) The best trained Band Section in the Regimental Band.

2. Number of Places to be Given Awards:—
   (a) Individual—1st, 2nd, 3rd, 4th, and 5th.
   (b) Platoon—1st, 2nd, 3rd, 4th, and 5th.
   (c) Company—1st, 2nd, 3rd, and 4th.
   (d) Battalion—1st only.
   (e) Band Section—1st only.

5. Entries:—
   (a) Each Battalion will enter as a unit.
   (b) Each Battalion will enter all Companies, Platoons, and two Individuals per Platoon.
   (c) All Band Sections will enter Band competition.
   (d) Each Cadette Battalion will enter all Companies, Platoons, and two Individuals per Platoon.

6. Competition:—
   (a) The Battalions—Cadet (not girls) Battalions are expected to be proficient in Battalion Parade, Review, and Escort to the Colors. One of the three ceremonies will be designated by the President of the Reserve Officers' Association at the time of the competition.
   (b) The Companies and lower units:—
      1. Units will be required to drill in a square-dimensions to be given at the time of competition.
      2. The movements to be executed will likewise be announced at the time of competition.
      3. The score of a unit will be based as follows:—
         (a) Time—100—Time will be taken from the time the leading element
arrives on the ground until the last element leaves it. Time will be based upon—for a Company—six minutes—each five seconds over—one point will be deducted; under, one point will be added. For a Platoon—four minutes—each five seconds over—one point will be deducted; under, one point will be added.

(b) Ability to drill in a confined space. Points—100—one point will be deducted for each file forced out of the square.

(c) Precision of execution—Points—200. GRADES WILL BE MADE AS FOLLOWS ---------------- POINTS

1. Commands by unit commanders 20
2. Military bearing of unit commanders 20
3. Commands by subordinate commanders (timing, clearness, and correctness) 20
4. Work of Guides 20
5. Work of Squad Leaders (ability to halt their squads) 20
6. Work of the Unit as a whole
   (a) Execution of Squad Movements 20
   (b) Slant of rifles 20
   (c) Execution of Manual of Arms 20

7. Appearance of Unit
   (a) Correct military posture 30
   (b) Uniforms 20

7. Remarks:—The time element and the ability to drill in a confined space requires—a thorough knowledge of close order drill movements and quick thinking. Any man who knew a few commands and had all the time he wanted could put up a very creditable showing—If—his unit was well trained. . . . . . . . . Cadet Battalions will compete against each other and Cadette Battalions against each other as outlined. . . . . . . . . . . . . To this end is the above put forth.
8. RULES FOR COMPETITION
   (a) A unit may move into the square in any formation.
   (b) Movements may be executed in any order that contestants desire.
   (c) All movements will be executed before leaving the square—a failure will disqualify the unit.
   (d) A time limit is placed on each test as follows:—Company—6 minutes—Platoon 4 minutes.
   (e) A unit will be disqualified if it has not entirely cleared the square upon expiration of time limit.
   (f) Any other movements may be executed in order to accomplish the movements specified.
   (g) Contesting units will not witness the tests of similar units entered in the competition.
   (h) Unit Commanders will be handed a slip of paper designating the movements to be executed five minutes before his test. Unit commanders will not discuss the movements ordered with subordinates.
   (i) A unit which fails to move out when ordered will be disqualified thirty seconds after the order is received.30

The following year, 1936-1937, a tentative course of study was prepared. This course of study was never adopted as official due to the fact that a change in commandant personnel was scheduled for the next year. The introductory Statement read as follows:

The Girls' Cadette Corps was organized in Austin High School in 1931, with special permission of the School Board and the staff of the Department of Military Science and Tactics. This organization was to be an auxiliary unit of the boys' R.O.T.C. In 1934, El Paso High School obtained a unit, and in 1936, Bowie High School came into the organization. The object of the organization is to promote a better understanding of the nature of military training, to inspire greater patriotism and respect for national ideals, to encourage exercise in the open air, to build strong and

30Records of Girls' Physical Education Department, Austin High School, 1935-1936.
healthy bodies, to form correct habits of erect posture and neatness of dress.

The girls provide their own uniforms. They have their own officers who instruct and drill their own organizations. They take part in battalion parades and reviews at the separate schools, and all units take part together on special occasions such as, annual Armistice celebration, annual inspection, and the annual pageant and competitive drill. An additional duty of the girls is to drill and perform various maneuvers at football games and other special occasions.

This course consists of theory and practice of close order drill, military courtesy and discipline, military ceremonies, physical training, calisthenics, first aid and sanitation, lectures on national defense, map reading, and other subjects in the boys course which might be of benefit to the high school girl.

The general practice is to spend two days per week on theory, and three days per week on the practical work.

Certain girls who have qualified for the privilege may become members of the girls' rifle team in their respective schools.

The Aims and Objectives were listed as follows:

1. To develop in the American girl the proper attitude toward her country and an increased appreciation of what it means to be an American.
2. To develop the proper attitude toward the purpose and need of military training in general.
3. To develop a better understanding of the National Defense Acts and the purpose of them.
4. To develop alertness of mind in prompt obedience to commands.
5. To develop poise, grace, and dignity of carriage.
6. To develop self control so that the girl may have command of herself under all conditions.
7. To develop the body physically by brisk exercise in the open air.
8. To develop leaders and train them in dealing with others.
9. To develop, through drill, that cooperation in which everyone does her part and appreciates the efforts of others.
10. To develop an appreciation of neatness of dress and person.
11. To develop a knowledge of first aid and sanitation that will enable a girl to serve in emergencies and that will enable her to appreciate the necessity for a well regulated organization of community health centers and sanitary departments.
During 1936-1937 the coaching of the rifle team was taken over by qualified members of the National Rifle Association so that the girls might have a definite objective for which to work. Doctor H. H. Varner and Robert Nelson were the coaches who voluntarily gave their time. Many of the girls qualified for National Rifle Association junior awards. The physical education instructors, however, still served in the capacity of chaperons and assistants. Before any actual firing was done, each girl was given a copy of the following Code to serve as a guide to her behavior when handling a rifle:

1. I will never allow the muzzle of my gun to point at anything which I do not intend to shoot.

2. I will never load my gun when the muzzle is pointed at any part of my body or at any other person, nor stand in front of anybody who is loading a gun.

3. I will never cock my gun and pull the trigger for fun.

4. I will never shoot directly at a flat, hard surface, a bottle or similar object, as the bullet is sure to ricochet (glance) from it.

5. I will never handle a gun without first opening the breech to be sure the gun is empty and looking through the bore to see that it is clean.

6. I will never carry my gun loaded except when hunting and will then be sure that it is locked in the "safe" position.

7. I will never shoot at a song-bird or harmless animal for sport and will always be sure that no wounded game is left to suffer.

8. I will remember that a .22 caliber bullet will travel three-quarters of a mile, or through nine inches of ordinary board, and will ricochet a long way across water.

9. I will always put my gun muzzle first through a fence before I climb the fence and will climb over between the next two fence posts.

10. I will always give my gun a thorough cleaning as soon as I am through firing.

32Ibid., 1937-1938.
The movements for the annual competitive drill of 1937 were the same for each girls company. Judging was done on the basis of perfection of performance, and ability of the commanders. The judges for these occasions were in no way connected with any of the schools. They were members of the Reserve Officers Association or instructors in other military units. The movements for the Cadette Platoon Drill were as follows:

Cadette Platoon Competitive Movements
May 7, 1937-7:00 P.M.
Platoons, when called, will move on the field in column of squads, form line on Starting Line, facing Judges' stand, present arms [hand salute, the girls carried no arms] to Senior Judge, and execute the following movements in order given:
1. Squads right, column right—and when line is straightened out—
2. Left front into line—when movement is completed—
3. Right by squads—when line is straightened out—
4. Right oblique for about 15 paces, Forward March and then—
5. Squads left—immediately after movements is completed—
6. Left turn—halting platoon on Starting Line. Present arms to Senior Judge and march off field.

Company Drill was of a similar nature:

Cadette Company Competitive Movements
May 7, 1937-7:00 to 10:30 P.M.
Companies, when called, will move on the field in column of squads, form line on Starting Line, facing Judges' stand, present arms to Senior Judge and execute the following movements in order given:
1. Squads Left and move down field to just opposite center of south section of grandstand.

33 Records of Girls' Physical Education Department, Austin High School, 1936-1937.
34 Records of Girls' Physical Education Department, Austin High School, 1936-1937.
2. Squads right and halt. Salute the stands
3. Squads left, Platoons column left, after advancing about 15 paces—
4. Platoons right front into line
5. Platoons right turn, and immediately after movement is completed—
6. Column of squads, leading platoon squads left
7. Column left, and when column straightens out—
8. Right oblique for a short distance, then forward march, when opposite the judges' stand—
9. Column left
10. Close on leading platoon (the command of execution to this movement should be given just about the time the head of the leading platoon reaches center of field)
11. Extend for physical exercises, to the left (Execute three exercises, your choice)
12. Assemble and extend on rear platoon just as soon as the leading platoon has gained the normal distance—
13. Squads left, advance down field about 15 paces—
14. Squads right about, and immediately after the movement is completed—
15. Platoons left, move forward and—right front into line halting the company on the Starting Line.
16. Salute the Senior Judge and move off the field.

The various organizations were given this list of movements several weeks in advance and permitted to practice the definite order of movements. The commanders memorized the necessary commands. This type of drill and the one previously reported (in which the movements were not known to the commander until time for the drill to take place) were the two types presented at the annual competitive drills. The type of drill was selected by the Commandant of Cadets.

Officers for the Cadette Corps were recommended for appointment by the women instructors in physical education. The appointments were made official by an order signed by the commandant. Rankings were generally determined by means
of a competitive examination in both the theoretical and the practical work in military science. During 1937-1938 the girls had their first colonel, now that the three schools had sufficient enrollment in the military department. The girl who made the highest grade on a competitive examination given at all three schools won the coveted honor. The Order read as follows: 35

November 5, 1937

Special Order
Number 9

1. The following promotions in the 4th Cadette Battalion the High Schools, El Paso, Texas, are, with the approval of the School Principal, made effective this date:

TO BE CADETTE COLONEL
Cadette Major Peggy Sexton

TO BE CADETTE MAJOR
Cadette First Lieutenant Elaine Collins

[Signed] James P. Moore
Major, Inf. (ROTC)
P.M.S.&T.

The following year, 1938-1939, Major E. C. Flegel was appointed commandant. Each school had for a school commandant a lieutenant instructor, who was a regular member of the school faculty. One of the changes in policy was to increase the student officer personnel, thereby giving greater opportunity for development of leadership. Each battalion was permitted to have a lieutenant colonel and a major (each with the customary staff officers). The following is a replica of a table which was worked out for the use of the First

35 Records of Girls' Physical Education Department, Austin High School, 1938-1939.
Battalion and served as a guide for the other battalions.36

<table>
<thead>
<tr>
<th>TABLE OF ORGANIZATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST BATTALION</strong></td>
</tr>
<tr>
<td>Colonels------------- 0</td>
</tr>
<tr>
<td>Lieutenant Colonels-- 1</td>
</tr>
<tr>
<td>Majors--------------- 1</td>
</tr>
<tr>
<td>Captains------------- 4</td>
</tr>
<tr>
<td>First Lieutenants----11</td>
</tr>
<tr>
<td>Second Lieutenants--- 6</td>
</tr>
<tr>
<td>Master Sergeants----- 1</td>
</tr>
<tr>
<td>First Sergeants------ 3</td>
</tr>
<tr>
<td>Staff Sergeants------ 3</td>
</tr>
<tr>
<td>Sergeants------------24</td>
</tr>
<tr>
<td>Corporals------------ One per squad plus two extra, each company</td>
</tr>
</tbody>
</table>

One Regimental Staff, one per company
Three per company plus one battalion adjutant and one school supply officer
Two per company plus enough to fill total First Lieutenant vacancies

[Note attached:]
The allotment is regulated according to the number of companies. It can be adjusted to suit the battalion.

An extract from the training schedule for the week of November 6th to 11th gave the following instruction:37

Friday-Armistice Day Parade
11 The School Board has voted that the Cadet Corps (Boys and Girls) will take part. Colors will be carried. Formation under arms.

NOTES: For "Armistice Day Parade" attendance is required. Excuses will be held to the minimum.

By Order of the P.M.S.&T.

[Signed] E. C. Flegel
Major, Inf. (R.O.T.C.)

Since a "Pep Squad" had been organized at El Paso High School the cadettes at that school eliminated this phase of their work, and continued purely as a military unit. The

36Ibid.
37Records of Girls' Physical Education Department, Austin High School, 1938-1939.
other two schools continued to use the cadettes for formations and drills at the games.

During the latter part of November, 1938, Betty Wolfinger, a Cadette Captain, accompanied the "Crusaders" on a trip to a number of high schools of Arizona and California. She represented the Girls' Cadette Corps and the Home Economics Department. Of the eight schools visited, she reported that there was only one school which had an organization such as the Girls' Cadette Corps. That unit was at the Phoenix Union High School, Phoenix, Arizona. However, the Phoenix girls had only one company with three platoons. The officers were one captain, one first lieutenant, and three second lieutenants. The girls drilled with the boys at parades and also took part in competition every spring. They, too, were the Pep Squad of the school, and supplied their own uniforms. There were about 150 girls in the Corps. Physical education credit was given on the same basis as that of the El Paso High Schools. The schools visited in the California School System had organizations of a semi-military nature. These existed purely for formations at games and similar activities.38

The following excerpt from a memorandum issued December 19, 1938 is given on the following page.39

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38 This information was obtained through a personal interview with Betty Wolfinger, December, 1938.
39 Records of Girls' Physical Education Department, Austin High School, 1938-1939.
Subject: Award of Don Thompson Marksmanship Trophy
To: See Distribution

1. On Wednesday, December 21st, at about 10:00 A.M., former Cadet Colonel Lassiter Thompson is scheduled to present to Cadet Colonel Byron La Rock the silver second place individual marksmanship medal for the school year 1937-1938. This medal is awarded annually by Mr. Don Thompson, who is unable to be present, and has requested that his son, Lassiter, represent him.

2. In order to observe the occasion with suitable formality, the Austin High School portion of the Cadet Corps will hold a Review and Presentation of Decorations in their stadium as noted above.

3. This letter is sent to the various addressees in the hope that such interested faculty, cadets, and cadettes as can do so may be afforded an opportunity to attend. The scheduled ceremony is rather rare, even in the regular service.

[ Signed]  E. C. Flegel
Major, Inf. (R.O.T.C.)
P.M.S.&T.

Distribution
Mr. Don Thompson
Mr. Hughey
Mr. Wimberly
Mr. Jones
Mr. Lang
Mr. Kirchner
1 each Commandant
1 each Cadette Instructor
Mr. Lassiter Thompson
Cadet Lt. Col. La Rock

During the past two years the sixth of April was set aside as Army Day. The observance of this day was for the purpose of commending the armed forces of the nation and for demonstrating various phases of the military program to the general public. In 1939, the Cadet Corps was included in the downtown parade held by members of the regular army units stationed at Fort Bliss, by the members of the American Legion posts in El Paso, by the members of the National Guard and by the members of the Reserve Officers Association
as well as by the members of the Cadet Corps of the High Schools. First notice of expected participation in this parade was issued March 24, 1939, as follows:\textsuperscript{40}

1. The School Board has approved the participation of the R.O.T.C. Regiment (Cadets and Cadettes) in the Army Day Parade to be held in El Paso at 10:00 A.M. April 6th. The Board has voted that all concerned will be required to take part in this parade. Provision will be made for honoring valid excuses.

\[\text{[Signed]}\quad \text{E. C. Fiegel}\]
\[\text{Major, Inf. (R.O.T.C.)}\]
\[\text{P.M.S.\&T.}\]

A subsequent bulletin, issued April 1, gave more detailed information:\textsuperscript{41}

Subject: Army Day Parade
To: Mr. Hughey, all High School Principals, Commandants, Band Instructors, and Cadette Instructors.

1. On March 21st the School Board voted the participation of the Cadet Corps in the parade on Army Day, April 6th, 1939.

2. Following details will govern:
   a. All Cadets and Bands will take part. Cadettes from Austin and El Paso High Schools will take part.
   b. Arms: None—neither sabers or rifles will be carried.
   c. Colors: Both National and School should be carried.
   d. Uniform: Cadets: Dress (with coats and white belts). All headgear of Cadet officers from a particular school must be alike. All cadets from a particular school must wear similar shirts, either white or olive drab (this to include Cadet Bandleaders). Shoes: Black.

   Cadettes: Special School uniform. Cadette officers comply with 2d above regarding caps.
   e. Attendance: is required the same as for any regular formation for class or parade. This by

\textsuperscript{40}Records of Girls' Physical Education Department, Austin High School, 1938-1939.

\textsuperscript{41}Ibid.
vote of the School Board.

Excuses should be approved prior to the parade.
In general, any absences not excused in advance, except for sickness and like emergencies, should be recorded as unexcused, charged against the student, and result in suitable action by instructors.

f. Supervision: By Commandants for initial formation, roll call and disbanding and in so far as practicable at one selected point during the parade.

g. Execution of Salutes, of Eyes Right and dipping of School Colors should be at 6 paces from nearest colors at the reviewing stand and terminated at 6 paces past the last colors.

h. Route: Initially west on Montana, then south on N. Mesa (see newspaper for full route).

i. Time: In place at assembly point at 9:30 A.M. Roll call by 9:45 A.M. Ready to march at 10:00 A.M. following the Reserve Officers.

j. Assembly Area for Cadet Corps: (1) On N. Stanton between Rio Grande and Montana, facing Montana in order, Band, Cadets, Cadettes, Austin High on right, El Paso High on left, battalions in close column of platoons, without distance. (2) Bowie High on N. Stanton, between Yandell and Montana, behind National Guard and Reserve Officers, facing Montana, Band Leading, battalion in close column of platoons without distance.

Note: The assigned areas are reserved for the Corps of Cadets and will be blocked off by Traffic Police.

k. Order of March: Austin, El Paso, Bowie.

l. Marching formation: Column of Platoons throughout the parade.

m. Disbanding: At the end of the parade, on Campbell between Texas and R.R. yards. Commandants should dismiss participants and promptly clear the way for succeeding units.

Signed
E. C. Flegel
Major, Infantry, (R.O.T.C.)
P.M.S.&T.

Preliminary Announcement for the annual competition was sent out April 11, 1939. An excerpt of the order follows:

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42Records of Girls' Physical Education Department, Austin High School, 1938-1939.
Subject: Cadet Corps Annual Competition
May 12, 1939

To: Commandants, Cadette Instructors, and Band Instructors

1. The following outline for the Annual Competition, 1st R.O.T.C. Infantry Regiment, the High Schools, El Paso, Texas, is published for the information and guidance of all concerned:

   a. Entries:
      (1) Each Battalion will enter one company
      (2) Each Battalion will enter two platoons
      (3) Each R.O.T.C. Band Section will enter the Band Competition
      (4) Each Battalion will enter three individuals from each company for individual (Cadet Officers are not eligible).
      (5) Each Battalion will enter 40 per cent of the Freshmen from each company in the Freshmen individual competition, Cadet and Cadette. Decimals of five tenths or over entitle company to an additional entry.

   b. Time Limit
      (1) Companies: 8 movements ------- 3 minutes
      (2) Platoons: 6 movements ------- 3 minutes
      NOTE: Time starts on signal or direction from the senior judge to proceed with close order drill
      (3) One point will be deducted for each five seconds used over allotted time.

2. Procedure:

   (1) Companies and platoons in their numerical order will march on the field, form line facing the judges and Present Arms. Commander faces about and gives Order Arms, Without further direction the unit will be prepared for inspection.

   (2) After inspection the senior judge will signal or direct the unit commander to proceed with manual of arms (Cadets only)

   (3) At conclusion of manual, or at conclusion of inspection for Cadette units, the senior judge will direct commanders to proceed with close order drill.

   (4) After completing the last movement the unit (without halting) moves back on the line with other companies or platoons.

3. Rules for R.O.T.C. Band Competition will be published as soon as practicable.

4. Awards: will be announced later.

   [Signed] E. C. Flegel
   Major Infantry, (R.O.T.C.)
   P.M.S.&T.
The orders of events was as follows: Regimental Parade by the Cadet Corps, Company Close Order Drill (Cadets drilling on South half of the field, Cadettes on north half), Platoon Close Order Drill, R.O.T.C. Band Competition, Individual Competition, Individual Competition-Freshmen, announcement of winning Cadet and Cadette Battalions. Unit commanders were not given a list of movements until their organizations were before the judges. No time had been allowed for practice on the specific order of movements to be given. The designated movements had to be executed properly and within the time limit as set forth.

All members of the Corps, boys and girls (and including band members) were required to have a physical examination by a competent physician before enrolling in the Corps.

The girls' unit of El Paso High School and Austin High School took part in the annual demonstrations presented by the physical education departments of those schools. The enrollment in the girls' units at the three schools in May, 1939, was as follows: Bowie, 147; Austin, 107; El Paso High, 112; making a total of 336. There was an approximate total of 36 commissioned officers in the Cadette Corps. There were two companies at El Paso High School, two companies at Austin High School, and three companies at Bowie High School. Each school had an officers' club which was listed with the official clubs of the school. Each unit had representation in its school annual.
Upon Graduation from school each boy Cadet was issued a Military Training Certificate. Since the girls were not eligible for this certificate, a special Graduate Training Certificate was issued for them. Copies of each of these will be found in the appendix.
CHAPTER V

HEALTH EDUCATION FOR GIRLS IN THE PUBLIC HIGH SCHOOLS
OF EL PASO, TEXAS

The first indication of instruction in any form of health work in the El Paso Public Schools was the statement in the report of 1887-1888, that Bernard's Physiology was the text used in the physiology classes.\(^1\)

During the administration of W. H. Savage, 1892-1893, instructions were given to the effect that the "general work" of a teacher should cover the following points:\(^2\)

- The Human Body - The five senses and their uses
- Personal Habits - Cleanliness and dress
- Conduct - Politeness, truthfulness
- Chaste language
- Treatment of Animals
- Calisthenics

At that time the text used in the physiology class had been changed to Smith's Physiology.\(^3\)

During 1903-1904 instructions to teachers were recorded as follows:

Health requirements: Teachers are required, for the preservation of the health of themselves and their pupils, to give particular attention to the ventilation and warming of the school rooms; not to suffer the children to sit in draughts of cold air, and as a general rule to cause all windows to be opened for free admission of air at recess.\(^4\)

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\(^1\) Records of the Administrative Office, El Paso Public Schools, 1887-1888, p. 41.

\(^2\) Ibid., 1892-1893, p. 20.

\(^3\) Ibid.

\(^4\) Ibid., 1903-1904, p. 77.
Physiology at that time was a required course in the high school. 5

In 1905-1906, health certificates were required of all teachers. This certificate was a physician's statement of the fact that the teacher indicated thereon was free from communicable diseases and was physically able to teach school.

In his annual Superintendent's Report of 1908-1909, F. M. Martin made this statement:

There are perhaps no subjects about which all people are more ignorant and of which they are more in need, than those of physiology and hygiene. A knowledge of the mechanism of the body and the laws of health will certainly be conducive to better and purer personal living, and to better sanitation of the home. This will result in the individual happiness of our people and in increased efficiency, for it has been well said that the best means of strengthening the minds and morals of the people lies in making their bodies stronger. 6

Among the recommendations to the School Board the Superintendent made the following:

I suggest that every school be provided with a sanitary drinking fountain. Efforts have been made during the year to decrease the danger of infection from the polluted drinking cup, but they have not met with marked success, and I believe that the only reasonable solution of this matter lies in the sanitary drinking fountain. The necessity for this precaution in El Paso is particularly great. I commend it for your consideration. 7

Another progressive step was recorded the same year;

5Ibid. 6Ibid., 1908-1909, p. 6. 7Ibid., p. 13.
In accordance with a resolution passed by the Board last year, all children of the public schools are examined at the opening of school for the purpose of detecting defective or impaired vision or hearing, diseased noses or throats, or any other physical defect which should receive professional medical attention. Principals and teachers were instructed by a competent specialist how to examine the eyes, ears, nose, and throat and detect any serious abnormal condition of the same. Each room is furnished with a Snellen's Vision Chart which teachers can use quite skillfully. A week is usually set apart for this work. Each pupil of a building is carefully examined by a teacher and principal and a record made of his physical condition. Any serious defect in a pupil is promptly reported to the parent with a recommendation that a physician or a specialist be consulted. Following is a copy of the notice which principals are required to send parents informing them of such defects as they may have found:

City Public Schools
El Paso, Texas

Mr.__________________

After careful examination it is my opinion that ____________________
and I would suggest that you consult your family physician or some specialist in regard to ____________________

Very respectfully,

Principal__________ School

Note: This note from the Principal to you is sent solely in the interest of your child. It is advised that you consult your physician or a specialist at once. Care and attention may mean a great deal to him later. By resolution of the Board of Trustees, hereafter it will be the duty of Principals and teachers to examine the eyes, nose, and throat of each child, and those found to be defective in any manner will be reported to parents. It is to be hoped that parents will give these notifications due attention and act upon them at once.

Very respectfully,
F. M. Martin
Superintendent of Schools

The Course of Study for high school science read as follows:

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8Ibid., p. 30.
At present no work is given in science during the first year of the high school course, the work beginning the second year.

Second Year
First term (2B) Physical Geography
Second term (2A) Complete Coleman's Physiology with one and one half hours laboratory work per week in elementary dissection and the use of the compound microscope in the study of cells and tissues.\(^9\)

At this time a new program of selecting courses for graduation was put into effect.\(^10\)

Six elective groups of studies are offered, any one of which a student, with sanction of his parents, may choose to take. Graduates in the first five groups will be admitted to our affiliated schools without examination. The Commercial Course is intended primarily for those who wish to fit themselves for a business career.

The courses were designated as the Latin Course, the History-English Course, the Math-Science Course, the Spanish Course, the Commercial Course, and the Manual Training Course. Requirements were worked out for all four years in each "Course." Physiology was required in all six courses.\(^11\)

An extract from "Rules and Regulations" stated the ruling in regard to communicable diseases:

Prohibit Pupils with contagious diseases, etc.\(...\)
No pupil shall be received or continued in the schools, known to be affected by a contagious or infectious disease or coming from a family where such disease prevails and the Board may require satisfactory evidence of their having been vaccinated.\(^12\)

In a description of the first physical education work offered as a high school course in 1915, there was this evidence of early correlation with health instruction as a

\(^9\)Ibid., p. 78. \(^10\)Ibid., p. 75. \(^11\)Ibid. \(^12\)Ibid., p. 98.
regular scheduled period certain days per week:

Three periods per week are given to the purely physical training side of the course and two periods per week are given to what might be called the study of ethics. Last year we used in the boys' class as a text book for the ethical side of the work "Problems of Boyhood" by Johnson, and a similar text will be used with the girls' class.\textsuperscript{13}

While this work was called "ethics" the "problems" today would probably be classed as mental hygiene.

The next year, 1916, the new high school building was opened for class work. The first issue of the \textit{Tatler} of that year was a "Special Course of Study Number." In it were described the courses offered in the new building. The girls' course in "physical training" included... one period per week of lectures on matters pertaining to physical welfare and development.\textsuperscript{14}

The first issue of the \textit{Standard}, official publication of the El Paso Public Schools, in January, 1922, contained a report of the health work done in the schools in general. Dr. Higgins was in charge of this work. That year was the first year in which real support of the health program was obtained. Two nurses were employed as "school nurses."\textsuperscript{15}

In September, 1927, Dr. D. A. Wilson, who was then City Health Officer, published an article in the \textit{Standard}

\textsuperscript{13}Course of Study, El Paso Public Schools, (1915), p. 38.

\textsuperscript{14}\textit{Tatler}, September, 1916.

describing the work of the school nurse. He reviewed the beginnings of school health work in this country and abroad. He stated that school nurses were first employed in El Paso in 1922.

The school nurses were all graduates of recognized training schools; they were required to be registered in Texas. Their work in the schools included vaccination inspection, examination for possible defects, a weighing and measuring program, obtaining the parent's consent for immunization practices and aiding in the administration of these immunizations; as well as the formation of "Little Mother" classes among the older girls in districts of underprivileged children. A necessary part of their work was the "check up" on all cases recommended for attention, or on cases in which treatment had been given. This involved visiting many homes. Often the nurses obtained free medical and dental services for needy cases.16

On August 21, 1928, Dr. Outlaw, who was City Health Officer at that time, appeared before the School Board to plead for more effective health work in the school. He emphasized the necessity for an individual health record card that would be started when the child first entered school and would continue as his health record so long as he

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was in the El Paso Schools.\textsuperscript{17}

Work with underweight and overweight girls in connection with physical education classes is recorded in the \textit{Spur} of 1929:

Helen Neidringhaus, who attended Sargent School, has special charge of the overweight and underweight girls in the Physical Education Department. Girls are helped to gain normal weight in her classes through special exercises.\textsuperscript{18}

Another mention of "restricted" work occurred in the \textit{Standard} the next year in an article entitled, "Girls' Physical Education at El Paso High School:"

There are three physical education sections 5 periods of the day-beginning, advanced, and restricted. The restricted groups are kept small and are made up of girls who need special attention. They have less vigorous dances and games, and, in good weather, specialize in archery.\textsuperscript{19}

This article also contained the statement that "All classes have one period of health instruction each week."\textsuperscript{20}

At Austin High School, weekly health lectures were also reported this year. The subjects for these lectures were various phases of personal hygiene.\textsuperscript{21}

The next year, 1931-1932, all girls participating in

\textsuperscript{17}"Health and Safety," \textit{Standard}, (September, 1928), Vol. VIII, No. 1, p. 27.

\textsuperscript{18}The \textit{Spur}, 1929.


\textsuperscript{20}\textit{Ibid.}

\textsuperscript{21}Records of the Principal's Office, Austin High Schools, 1930-1931.
the physical education classes were examined by a physician member of the City Health Department. This doctor came to the schools during the first week of classes. The examinations made were chiefly of the heart and lungs. Very few girls were found who were not able to take part in the physical education work.  

During this year Julia Kane carried on work of a corrective nature in the girls' physical education department at El Paso High School. Classes were kept small to allow for a more individualized type of work.  

Many of the health policies reported applied to the schools in general, and not only to the high schools. The health program included all schools. Special work being done for the handicapped school child was reported in an article in the Standard of January, 1931, entitled "Two in Every Nine." It was mentioned that the percentage of handicapped children in El Paso was higher than that of the national average. In El Paso some work was being done for the handicapped child. A separate small school was provided for badly crippled children. School lunch rooms were providing good food at the cost of operation. Approximately 200 children were receiving free lunches daily. There was a

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23 Records of the Principal's Offices, El Paso High School, 1930-1931.
class for children suffering from speech defects. No special work was done for heart cases, although the school nurse often gave advise which might be followed in the home care of the child. There were special classes for the mentally deficient. The nurses gave instruction in the care of tubercular children.

Although the schools, the church organizations, and the private benefactors were doing what they could for the handicapped child, there remained much to be done. There were many school children who were extremely undernourished. Other cases needing care were not aided. The Washington Conference on Child Welfare had recently commented that it was a duty of society in general to see that every child was born healthy and was kept healthy. It was recommended that districts organize for the benefit of child welfare. These districts should have: (1) full time public health officers and public health nurses, (2) available hospital beds, (3) full time welfare service, (4) voluntary organizations of children for instruction in health and recreation.24

In the Patron's Bulletin of February, 1932, the patron's relation to policies of internal school management was outlined. One of the items which required consideration was the encouragement of health education. This was to include instruction in the prevention of communicable disease, and

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the practice of these preventive measures. More public health nurses were needed in order to properly detect defects and do "follow up" work on the correction of these defects. It was also necessary to promote better sanitation in the schools. 25

At that time the City Public Health doctors had discontinued the practice of examining the girls enrolling for physical education classes. Each girl was then required to bring a health certificate from her family physician.

In an attempt to limit curtailments in the budget due to the depression, the March, 1933, issue of the Patron's Bulletin contained an article stressing the fact that public demand had placed certain phases of school work in the curriculum. Many of these so-called "frills" of education had been in existence for a period of years. It was mentioned that school nurses and health attention to pupils had been in the El Paso Schools over fifteen years. 26

Previous to 1936-1937 the health instruction work given in connection with the physical education classes had been a one year course only. The subject was personal hygiene. After the instructors succeeded in having the physical education classes conform to a strict classification, a more

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extended program in health instruction was devised. The work was planned to cover the four semesters of required physical education. The course of study was published in the same volume with the physical education activity course of study and was issued for use in September, 1937. The introduction was as follows:

Health Education

I Following is the proposed course of study for the Health Education Division of the Health and Physical Education Department in El Paso High Schools. The course covers the health service and health instructions program for both boys and girls. The health service is for the entire four years and the health instruction program is planned for two years, which is the present graduation requirement.

II General Aims:
A Health Service:
1 To improve the health of the student body.
2 To control communicable disease.
3 To offer a hygienic school plant.
4 To have instruction by hygienic methods in hygienic environment, mental and physical.

B Health Instruction;
To develop intelligent health conduct by;
1 Giving the necessary health knowledge.
2 Developing desirable health attitudes.
3 Practicing correct health habits.

III Specific Aims:
A Health Service:
1 To educate students and parents to the necessity of an annual examination by a physician and the follow-up work he recommends.
2 To secure a physical examination for each student enrolled, and keep a permanent record.
3 To take care of all emergencies in the building.
4 To supervise diets and rest of malnourished students.
5 To supervise sanitation of school plant, and hygiene of instruction.
6 To organize a "Student Health Council," to govern health problems of the school.

B Health Instruction:
1 To present teachable health material that
   will include all problems of growth, develop-
   ment, and adjustment of the students.
   a. To give students knowledge necessary to
      meet their present needs and interests.
   b. To give knowledge necessary to meet
      problems anticipated in their futures.
   c. To teach students how to ward off ill-
      health and how to live to develop the
      fullest organic strength and wholesomeness
      of mind.
2 To give students knowledge that will be of
   value in improving the community health con-
   dition.

HEALTH SERVICE PROCEDURE
I
First aid service to all students in school.
II
Health inspection of all students.
III
Physical examination recommended for each student (by
   family doctor).
IV
Follow up work on physical defects and diseases
   a. Eyes
   b. Teeth
   c. Poor nutrition
   d. Underweight
   e. Communicable diseases
   f. Others not listed
VI
Fresh air rest-class for underweight and undernourished
   students.
VII
Supervise students in cafeteria.
Observe and advise students as to proper diet, etc.
Investigate cases requiring financial assistance.
VIII
Health conferences with parents, teachers, and school
   officials and students.
IX
Co-operate with social agencies, and Medical and Dental
   service office.
X
Supervise hygiene of class room instruction
   a. Lighting
   b. Ventilation
   c. Seating, etc.
A replica of the objectives of the health instruction section for each of the four semesters was given as follows:

I-B
Personal Hygiene
Objectives:
1. To give students the necessary knowledge concerning,
   Personal cleanliness
   Diet
2. To have students practice desirable habits of,
   Exercise, rest, and recreation
   Posture
3. To develop correct attitudes toward,
   Dress and Appearance
   Mental Hygiene
   Medical Examinations
   Care of ears, eyes, nose, etc.

I-A FIRST AID
Objectives:
1. To prepare students to give necessary first aid treatment in cases of accident and sudden illness.
2. To give students the knowledge necessary for treatment of common emergencies and slight illness.
3. To give students knowledge that will help them prevent accidents.

2-B PHYSICAL EDUCATION
Health Instruction--Community Hygiene
Special Objectives:
1. To give students an understanding of the spreading of communicable diseases.
2. To give students a knowledge of and appreciation of the necessity of public health laws and their administration.
3. To give students a sense of responsibility for health conditions of their community.

2-A PHYSICAL EDUCATION
Health Instruction--Social Relations
Special Objectives:
1. To give students a wholesome appreciation of boy and girl friendships.
2. To give students an understanding of the responsibilities of parenthood.
3. To give students a basic knowledge of reproduction.

28 Ibid., p. 78. 29 Ibid., p. 85. 30 Ibid., p. 90. 31 Ibid., p. 97.
The following table (Table 3) illustrates the topics for instruction and discussion in each individual course:

In an article entitled, "Health Education as Guidance," Gertrude Gardiner stressed the fact that health education could do much in the way of personality development. The study of health might be extended to include mental, emotional, and spiritual aspects of living most and serving best. The student's strong points should be built up in order to avoid inferiority complexes. Skills should be taught to enable the student to experience success and to gain the approval of his fellows. As skill increased his weaknesses would drop into the background and be forgotten.

Previous to 1935, the work done by the school nurses and City Health Officers was largely confined to the grade schools, although these workers were very co-operative when aid was requested for the high schools. Lack of time, an insufficient numbers of workers, and lack of time on the school schedule retarded the complete success of the program in the high schools.

Since there were many emergencies that arose daily in a large school, and since the high school day extended over a long period of hours, the administrators felt the need of a nurse who would be on full time duty at each high school.

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<tr>
<td><strong>SUBJECTS FOR HEALTH INSTRUCTION</strong></td>
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<td><strong>First Aid</strong></td>
<td><strong>Community Hygiene</strong></td>
<td><strong>Social Relations</strong></td>
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| A. First Six Weeks  
I. Introduction to study of health  
II. Appearance | A. First Six Weeks  
I. Introduction - First Aid - its need and use.  
II. Prevention of accidents  
III. Anatomy and physiology of the body.  
IV. dressings and bandages  
V. Wounds | A. First Six Weeks  
I. Introduction to study of community hygiene  
II. Air and sunlight - ventilation  
III. Water supply.  
IV. Milk | (Due to the personal nature of this course, it should be developed along the line of question and discussion by the students of their own problems. These main topics should be included and the instructor should be sure that students have a background of authentic information for them). |
| B. Second six weeks  
I. Skeletal System, Posture and Foot  
II. Muscular Systems, Hygiene and rest.  
III. Digestive system, Food and the Hygiene of Nutrition  
IV. Excretory system, Elimination of body waste | B. Second Six Weeks  
I. Shock  
II. Special wounds  
III. Artificial Respiration.  
IV. Injuries due to heat and cold.  
V. Injuries to bones, joints, and muscles | B. Second Six Weeks  
I. National Food laws  
II. Sewage disposal and refuse disposal  
III. Communicable diseases - How they are spread.  
IV. Means preventing spread.  
V. Local Health laws for the control of communicable diseases | A. First Six Weeks  
I. Desirability of boy and girls friendship  
II. Petting  
III. Conventions and good taste  
B. Second six weeks  
I. Nature of Sex and age Periods  
II. Sex attraction normal and desirable.  
III. Selection of a mate.  
IV. Home Life. |
| C. Third Six Weeks  
I. Circulatory system | C. Third six weeks  
I. Poisons | C. Third six weeks  
I. Public Health laws for Public conveyances, Hotels, etc. | |

*El Paso Public Schools, Course of Study in High School Physical Education, pp. 78-99.*
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<tr>
<td>II. Respiratory system</td>
<td>II. Unconsciousness</td>
<td>Interstate and International Health Relations</td>
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<td>III. The Nervous system</td>
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<td>IV. Menstruation (girls section only)</td>
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<td>V. First Aid Kits and accident situations.</td>
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<td>V. Hygiene of the school community.</td>
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It was believed that the offices of dean of girls and school nurse could be combined since the nurse would be in a position to gain the confidence of the girls and to advise them wisely. The nurses would teach no regular classes and consequently would be more readily accessible to the students. In September, 1935, three registered nurses were employed for the high schools. These women were also to act as deans of girls, and were on a full time schedule at the separate schools.

Their duties were many and varied. They were to supervise the sanitation of the school in general. They were to take care of any emergencies, such as accidents and illnesses occurring at school. They supervised the students in the cafeteria during lunch hours, advising them on the proper selection of food and observing the students for possible cases of needed financial aid.

One of the most important undertakings was the installation of a system of permanent records pertaining to the health of the individual student. Previous to this time, no permanent records of this nature had been maintained. Although the nurses realized that it would take time to get a record on each child, they made a very worth while beginning the first year. Each student enrolling for physical education work was required to have a physical examination. Other students were urged to do so, and many complied. Each student came to the nurse for a preliminary examination, such
as weighing and measuring, and was given a blank form which the examining family physician filled out. These blanks were constructed so that the same ones could be used for four years. In this way a student's physical examination record for his entire four years of high school could be readily available. These blanks were returned to the nurse's office where the information was recorded on the student's permanent health card, which also was a four-year record.

The nurses checked the rolls of the physical education classes with the physical examination records of the students and informed the instructors of defects. They recommended that certain students be dropped from the regular physical education work and be permitted to do activities of a less strenuous nature. In certain extreme cases it was advised that the student have a rest period.

The health records of the students were available to all faculty members. The nurses cooperated very readily in assisting in any situation where it seemed the health of the student was concerned. They advised with faculty members and parents concerning certain procedures to be followed in cases of abnormal conditions.

Since the nurses were responsible for a certain amount of direct health instruction, they arranged special assemblies for various groups and made talks to science, home economics, and physical education classes. They also arranged to have outside speakers, such as doctors, nurses, and
other public health workers, come to the schools and make talks to selected groups. Often meetings of this kind were turned into open forums in which the students were encouraged to ask questions and discuss any problems which might be confronting them.

Another important phase of the nurse's duty was the welfare work done with needy students. Clothing was supplied, arrangements were made for medical, dental, and even surgical services. Through the cooperation of Parent Teacher Associations, church or mission organizations, and other welfare groups, needed glasses were supplied, lunches were furnished, and other types of service rendered to underprivileged students. However, the students were taught to pay something for the services received, so that they would not develop undesirable attitudes toward "getting something for nothing." No aid was denied because of inability to pay.

Through the social service, tactfully carried out, the nurses gained the confidence of many students and parents and were thus enabled to effectively advise them on matters concerning their general welfare. The nurses encouraged students to come into their offices for private talks on their own personal problems. Much effective health teaching was done in this manner.

Since this program had been in operation for four years, it was possible to look back and see some of the things that had been accomplished. Students came to accept the annual
physical examination as a part of the preparation for the opening of school in September. Most of them became interested in their own records. They developed an appreciation of the value of an annual physical check up. Since several doctor's reports had not been accepted as satisfactory physical examination records, the physicians were giving a more thorough examination and were actually examining the students where perhaps they had merely written "normal" in all blanks, previously. Students had accepted some responsibility with respect to the health phase of school life. Many observed such practices as remaining at home when afflicted with colds, going to the nurse if they had been exposed to communicable diseases, and reporting cases of illnesses. All students leaving school before the regular dismissal time because of illness were required to get a "pass" from the nurse's office.

Many calls were made to the students' homes. After visiting the home the nurse was in a much better position to aid the student.

In addition to all these duties, the nurses were also called upon to help chaperon evening social activities such as dances, school plays, and carnivals.

An interesting piece of work done during the latter part of the 1938-1939 session through the nurse's departments of the high schools was the tuberculin skin test given to all students in two of the schools, Bowie High School and
El Paso High School. Next year it will be given to the Austin High School students. Lack of time remaining in the semester and lack of facilities made the necessary postponement in the case of Austin High School.

Due to the prevalence of tuberculosis during the adolescent period, it was believed that much work of a preventive nature could be done after the tests were made. Parents gave written consent for the test to be given. Of the 1,489 students at El Paso High School 1,006 were given the test. The El Paso City-County Tubercular Society sponsored the campaign and supplied the necessary finances. The tests were given free of charge to the students. Forty four percent of the tests at El Paso High School gave positive reactions. These students were given chest x-rays as an additional check up. The positive reaction indicated that there had been, at one time, some kind of tuberculous infection which had probably subsequently healed. The x-ray was used to determine whether the lesions were healed over or whether they remained active. Further follow up work will probably reveal two or three active cases among the number examined.

The Bowie report showed that 945 students were given the skin test. Four hundred and sixty-four were further examined by the use of the fluoroscope. Seventy of these indicated the need for a chest x-ray picture. Since most of the work with Bowie students was done at the City-County
Clinic many students became interested in the various devices used at the clinic. As a result 723 students submitted to the Wasserman test. Only 8 cases of syphilis were revealed as a result of this test.

Marie Holley, of Bowie School, made this note in connection with this testing program on her annual report:

The tuberculin testing was a most interesting educational project. It aroused interest in all phases of the health education program. More health teaching was accomplished during this campaign than was possible in the special health education classes throughout the entire year. Certainly it was a definite program with definite aims.33

Two paragraphs in Martha Perdue's letter to the School Board gave evidence of progress made in health education at Austin High School:

In January the incoming Freshmen were given the Snellen Test. Of one hundred twenty-one admitted, seventeen had been fitted before entering high school. Of those tested nineteen were found to have defective vision of varying degrees. Practically all major defects were corrected before entering high school. The understanding and cooperation of parents was very gratifying.34

May I give another case history?

Student No. III came to school after a year in a sanatorium under treatment for tuberculosis. Physical education was not permitted but a full load [of academic subjects] was allowed. After three months, she fainted in class and was found to be losing weight, not sleeping well and had a poor appetite. Her load was lightened, a rest period was given her in my office and she finished

33 Records of Nurse’s Office, Bowie High School, 1938-1939.

34 Records of the Nurse’s Office, Austin High School, 1938-1939.
the year's work in fairly good condition. At the beginning of the second year, she was put in the modified gym class and now is the picture of radiant, healthy girlhood.35

Recommendations of the nurses for the next year's work include the following:

1. The more extended use of such devices as moving pictures, exhibits, field trips, and the like.

2. More opportunity given for talks, interviews, forums, etc.

3. Revision of the health record card and the physical examination blank.

4. More adequate facilities for filing reports and adult clerical help in the offices so that the nurse might have more time for actual work with students and for home visiting.

5. Extension of the physical education requirement to a four year program; no students to be excused since modified classes are held in each school.

6. More emphasis on intramural sports to furnish a means of wholesome recreation as well as to encourage healthy exercise out of doors.

7. The requirement of an annual physical examination from students in the military department since the latest ruling permitted one examination at the time of enrollment.

35Ibid.
8. A revision of the health instruction course of study in the physical education classes. This revision was heartily endorsed by the physical education instructors.

9. A more extensive immunization program.36

An interesting phase of the health service program of Austin High School was the work of the S.S.S. (See, Save, Serve) Club. This club functioned in all emergencies of the school, its members were trained in first aid, including the use of the stretcher. They rendered valuable assistance at time of emergencies. They also sponsored the safety program and tried to encourage safety practices of all kinds among the students. The school maintained a traffic court and a student "police judge." The court tried cases and assessed penalties in cases of violations of traffic regulations on or near the school campus. This court had authority over members of the faculty as well as students.37

A very valuable contribution to the health education program of the schools in general was the establishment in 1938-1939 of a clinic promoting mental health. I. M. Epstein was employed by the School Board on a full time basis for

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36. This information was obtained through a personal interview with Martha Perdue, Glayds Luckey, Marie Holley, High School Nurses.

37. This information was obtained through a personal interview with Earl Brown, a student.
this work. The past year, of 280 children who visited the clinic for help, 230 had been made definitely happier as a result of visiting the clinic.\textsuperscript{38}

CHAPTER VI

SUMMARY AND CONCLUSIONS

The origin, the growth, and the development of the physical and health education movement for girls in the public high-schools of El Paso, Texas, has been reviewed from the establishment of the first public school in 1883 until recent developments in 1939.

The first chapter deals with early beginnings, in which the activities consisted merely of varsity basketball teams, coached by men, and occasional bits of formal gymnastics taught by classroom teachers. There was no regular class work in physical education, and there were no teachers of physical education. Since there were no gymnasiums, such work as was carried on was done out of doors or in the general class rooms.

The second chapter shows developments from 1915 to 1930. During 1915, one regular class in girls' physical education was inaugurated in the El Paso High School. The next year, gymnasiums and other modern facilities were provided in the new high-school building. The growth of the classes was recorded along with the discontinuance of men coaches and of interscholastic teams for the girls. Emphasis was on greater participation on the part of many girls, rather than on the
over-training of a few girls in a small number of activities. During the period, the classification of students, on a par with other departments, and credit in physical education toward graduation were advancements made.

The third chapter deals with the latest developments. Two more high schools, Austin and Bowie, were added to the number of public high-schools. These three schools have worked together to develop the physical education activities into an acceptable modern program, with emphasis on recreational sports and on leisure-time activities. Provision has been made at all schools for physically handicapped students.

The Girls' Cadette Corps has developed as an outgrowth of the boys military department, and is sponsored by that department. Women instructors of the girls' physical education department have taken over the instruction of the girls in military work. The Girls' Cadette Corps is believed to be a somewhat unique phase of the work, since it is one of two such organizations known to the military officers who have instructed the girls. The activities of this department include some work of the "pep squad" type, although this phase is not the primary objective of the girls' military
program. It may be stated that the primary objective seems to be the development of the proper attitude on the part of the girls toward the national defense program and toward military training in general.

Health education for girls in the El Paso High Schools has developed from a somewhat desultory process into an organized program of health service and health instruction. An attempt has been made to give the students correct information concerning health topics, so that girls who are now in high-school might become better informed mothers of future generations.

Physical Education for girls in the El Paso High Schools has followed the general trend of the times, and as theories broadened and changed so did the girls' physical education activities in the public high-schools of El Paso, Texas, develop. The modern program, in which a number of activities is offered to all students has evolved from a beginning which included only formal gymnastics and varsity basketball. Although facilities and equipment have often been inadequate, the physical education department has attempted to develop sport skills in every girl so that she might not only develop herself physically, mentally, and socially,
but that she might also have a repertoire of activities for use and enjoyment during her high-school days and in after-school life.
## APPENDIX

### TABLE 4

REPORTED PHYSICAL EDUCATION ACTIVITIES OFFERED IN SCHOOLS VISITED ON "CRUSADE," NOVEMBER, 1938*

<table>
<thead>
<tr>
<th>Herbert Hoover High School, San Diego, California</th>
<th>San Diego High School, San Diego, California</th>
<th>Eagle Rock High School, Los Angeles, California</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volleyball</td>
<td>Volleyball</td>
<td>Field Hockey</td>
</tr>
<tr>
<td>Basketball</td>
<td>Basketball</td>
<td>Speedball</td>
</tr>
<tr>
<td>Speedball</td>
<td>Tennis</td>
<td>Tennis</td>
</tr>
<tr>
<td>Soft ball</td>
<td>Field Hockey</td>
<td>Basketball</td>
</tr>
<tr>
<td>Track</td>
<td>Baseball</td>
<td>Volleyball</td>
</tr>
<tr>
<td>Field Hockey</td>
<td>Speed ball</td>
<td>Badminton</td>
</tr>
<tr>
<td>Paddle Tennis</td>
<td>Tennis</td>
<td>Archery</td>
</tr>
<tr>
<td>Tumbling(elective)</td>
<td>Toe Dancing</td>
<td>Baseball</td>
</tr>
<tr>
<td>Drill(special class) (No rhythmic work</td>
<td>Modern Dancing</td>
<td>Horse Shoes</td>
</tr>
<tr>
<td>offered as gymnasium was not completed at the</td>
<td>Folk Dancing</td>
<td>Natural Dancing</td>
</tr>
<tr>
<td>time)</td>
<td>Character Dancing</td>
<td>Creative Dancing</td>
</tr>
<tr>
<td></td>
<td>Some Social Dancing</td>
<td>Folk Dancing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tap Dancing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Dancing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Freemont High School, Los Angeles, California</th>
<th>Polytechnic High School, Los Angeles, California</th>
<th>Phoenix Union High School, Phoenix, Arizona</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>Basketball</td>
<td>Volley ball</td>
</tr>
<tr>
<td>Speedball</td>
<td>Volley ball</td>
<td>Basketball</td>
</tr>
<tr>
<td>Volleyball</td>
<td>Field Hockey</td>
<td>Speedball</td>
</tr>
<tr>
<td>Baseball</td>
<td>Baseball</td>
<td>Tennis</td>
</tr>
<tr>
<td>Badminton</td>
<td>Tennis</td>
<td>Tap Dancing</td>
</tr>
<tr>
<td>Tennis</td>
<td>Speedball</td>
<td>Clog Dancing</td>
</tr>
<tr>
<td>Horse shoes</td>
<td>Folk Dancing</td>
<td>Ballet Dancing</td>
</tr>
<tr>
<td>Table Tennis</td>
<td>Mexican Dancing</td>
<td>Folk Dancing</td>
</tr>
<tr>
<td>Paddle Tennis</td>
<td></td>
<td>Novelty Dancing</td>
</tr>
<tr>
<td>Handball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Hockey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tap Dancing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Folk Dancing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Dancing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modern Dancing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Dancing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*This information was obtained through a personal interview with Jean Thede.
<table>
<thead>
<tr>
<th>Description</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent physical examinations made</td>
<td>1254</td>
</tr>
<tr>
<td>Students restricted from P. E., because of physical</td>
<td></td>
</tr>
<tr>
<td>condition</td>
<td>101</td>
</tr>
<tr>
<td>Students passed from building on account of illness</td>
<td>940</td>
</tr>
<tr>
<td>Students taken home on account of illness</td>
<td>294</td>
</tr>
<tr>
<td>Students given rest periods in nurses office</td>
<td>22</td>
</tr>
<tr>
<td>Students rendered First Aid</td>
<td>2825</td>
</tr>
<tr>
<td>Students in Modified Gym Class</td>
<td>40</td>
</tr>
<tr>
<td>Students vaccinated against small pox</td>
<td>7</td>
</tr>
<tr>
<td>Glasses fitted</td>
<td>71</td>
</tr>
<tr>
<td>Students with enlarged tonsils</td>
<td>173</td>
</tr>
<tr>
<td>Tonsillectomies</td>
<td>37</td>
</tr>
<tr>
<td>Students with kidney conditions</td>
<td>22</td>
</tr>
<tr>
<td>Urinalysis made</td>
<td>136</td>
</tr>
<tr>
<td>Urinalysis not negative</td>
<td>22</td>
</tr>
<tr>
<td>Students with heart conditions</td>
<td>17</td>
</tr>
<tr>
<td>Students with blood pressure above or below normal</td>
<td>152</td>
</tr>
<tr>
<td>Appendectomies</td>
<td>19</td>
</tr>
<tr>
<td>Students who are Tuberculosis contacts</td>
<td>164</td>
</tr>
<tr>
<td>Students who have had Tuberculosis</td>
<td>28</td>
</tr>
<tr>
<td>Tuberculin Test given</td>
<td>8</td>
</tr>
<tr>
<td>Students furnished clothing</td>
<td>10</td>
</tr>
<tr>
<td>Lunches furnished through P.T.A.</td>
<td>350</td>
</tr>
<tr>
<td>Home calls</td>
<td>200</td>
</tr>
<tr>
<td>Program for P.T.A.</td>
<td>1</td>
</tr>
<tr>
<td>Reports to P.T.A.</td>
<td>3</td>
</tr>
<tr>
<td>Lectures in Study Halls, Gym and Home Nursing</td>
<td>91</td>
</tr>
<tr>
<td>Demonstrations in Home Nursing Classes</td>
<td></td>
</tr>
<tr>
<td>Field Trips</td>
<td>9</td>
</tr>
<tr>
<td>Doctor's Pictures arranged</td>
<td>9</td>
</tr>
</tbody>
</table>
REPORT
January 20, 1939 - May 27, 1939

I. Physical examinations .......................... 455
   Number defective ................................ 107
   Number of defects corrected ...................... 44
   Cases needing supervision and
      who should be in special
      classes ...................................... 54

II. Special tests and examinations:

   Tuberculin tests ................................ 945
   Chest examinations ............................... 464
   Fluoroscoped .................................... 464
   Wasserman tests ................................ 723
   Number needing X-rays ........................... 70
   Number receiving treatments as a
      result of Wasserman tests ................. 8 (now cases)

*The tuberculin testing was a most interesting edu-
    cational project. It aroused interest in all phases
    of the health education program. More health teach-
    ing was accomplished during this campaign than was
    possible in the special health education classes
    throughout the entire year. Certainly, it was a
    definite program with definite aims.

III. First Aid--2005. There were some few infected cases
    among this group due to lack of initial treatment.
    Some were referred to City-County and some to private
    physicians.

IV. Health Teaching
   1. 204 classes--First Aid and physical edu-
       cation classes

       10 - Sociology
       20 - Home Making

   2. Health movies to entire school--3
      To P.T.A.--2

*This semester's health teaching and follow-up work has
been 70 per cent of the health program.
3. Talks by doctors—1 to entire school
   1 to girls
   1 to P.T.A.

4. Conferences with students (follow-up and
   special individual health teaching)—2305

5. Conferences with teachers (relative to stu-
   dent health problems)—419

6. Conferences with counselors and principal—50?

7. Special reports to counselors—3

8. Home visits—21

V. Number receiving treatments at special clinics and
from private physicians

1. Cases referred to general clinic—62
2. Skin cases under treatment at
   City-County---------------------7
   Skin cases diagnosed-------------8
3. Cases receiving treatment at
   V. D. Clinic (old cases)--------6
   (Picked up through physical exami-
   nation).
4. E. E. N. T. cases
   1. To clinic . . . . . . . . . . .20
   2. To private physicians . . . .25
   3. To throat clinic . . . . . . 5
   4. To ear clinic . . . . . . . .13
5. Referred to Health Department
   1. 30 Athlete foot cases
   2. 2 body rashes
   3. 7? Impetigo cases
   4. 38 mild scabies cases and mixed in-
      fections. Some skin cases went to
      Freeman's clinic
6. Chest cases under treatment and observation
   at Chest
   Clinic—7
   Private physicians—3

VI. Miscellaneous

1. Cases to dentist—50?
2. Inspections--------860
3. Emergency cases to C. C. - 6
a. Appendicitis — 2
b. Pneumonia — 2
c. Accident cases — 2

4. Special tests — 15 urinalyses
   Special physical examinations — 20

5. Visits to hospitals — 4
   Visits to doctors — 36
   Visits to clinics — 40
   Visits to special agencies:
   a. Tbc. Society — 4
   b. Health Department — 17
   c. Red Cross — 5
   d. Social Service Exchange — 3

6. Special meetings attended — 19

7. Social service calls — 3
### Figure 1

**Periodic Health Examination Card, El Paso High Schools**

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Address</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Date of Birth</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Race</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Sex</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Telephone Number</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Parent or Guardian</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Address</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Address</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Address</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Laboratory Tests**

- **Wassermann**:  
- **Blood**:  
- **Urinalysis**:  
- **Sputum**:  
- **Feces**:  
- **X-Ray**:  
- **Tuberculin**:  
- **Give Date**:  
- **Recommended**:  
- **Completed**:  

**Date of Examination**

<table>
<thead>
<tr>
<th>Month</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Examination Details**

- **School**:  
- **Grade**:  
- **Height**:  
- **Weight**:  
- **Nutritional Status**
  - **Without Glasses**
    - **Vision**:  
      - **Right (R)**:  
      - **Left (L)**:  
    - **With Glasses**
      - **Vision**:  
        - **Right (R)**:  
        - **Left (L)**:  
    - **Hearing**:  
      - **Left (L)**:  

**Hepatitis**

**Scoliosis**

**Special Examination Desired for Record of Correction of Defects**

**Printing Co.**: EL PASO
<table>
<thead>
<tr>
<th>Date</th>
<th>RECORD DEFECTS ONLY — To Be Filled in by Doctors</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCALP</td>
<td></td>
</tr>
<tr>
<td>SKIN</td>
<td></td>
</tr>
<tr>
<td>GENERAL APPEARANCE</td>
<td></td>
</tr>
<tr>
<td>NUTRITION</td>
<td></td>
</tr>
<tr>
<td>MUSCLE CONDITION</td>
<td></td>
</tr>
<tr>
<td>POSTURE</td>
<td></td>
</tr>
<tr>
<td>GLANDS</td>
<td></td>
</tr>
<tr>
<td>THROAT</td>
<td></td>
</tr>
<tr>
<td>NOSE</td>
<td></td>
</tr>
<tr>
<td>EYES AND LIDS</td>
<td></td>
</tr>
<tr>
<td>EARS</td>
<td></td>
</tr>
<tr>
<td>CHEST MEASUREMENTS</td>
<td>E E E E E E E E E E</td>
</tr>
<tr>
<td>LUNGS</td>
<td></td>
</tr>
<tr>
<td>HEART BLOOD PRESSURE</td>
<td>S D S D S D S D S D S D</td>
</tr>
<tr>
<td>ABDOMEN</td>
<td></td>
</tr>
<tr>
<td>NERVOUS SYMPTOMS</td>
<td></td>
</tr>
<tr>
<td>EXTREMITIES SPINE</td>
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<tr>
<td>MISCELLANEOUS</td>
<td></td>
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<tr>
<td>PSYCHIC STATE SPEECH DEFECTS</td>
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<td>DISEASE SUSPECTED</td>
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<tr>
<td>TEETH</td>
<td>T P T P T P P P</td>
</tr>
<tr>
<td>EXTRCTIONS</td>
<td></td>
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<tr>
<td>FILLINGS</td>
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</tr>
<tr>
<td>MISSING</td>
<td></td>
</tr>
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<td>PROPHYLAXIS</td>
<td></td>
</tr>
<tr>
<td>MOUTH</td>
<td></td>
</tr>
<tr>
<td>GUMS</td>
<td></td>
</tr>
<tr>
<td>ARCH</td>
<td></td>
</tr>
<tr>
<td>RITE</td>
<td></td>
</tr>
<tr>
<td>PARENT PRESENT</td>
<td></td>
</tr>
<tr>
<td>MEDICAL EXAMINER</td>
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</tr>
<tr>
<td>DENTAL EXAMINER</td>
<td></td>
</tr>
<tr>
<td>1/1 ACTIVITY</td>
<td>UNRESTRICTED</td>
</tr>
<tr>
<td>OR RESTRICTED</td>
<td></td>
</tr>
</tbody>
</table>

**FIGURE 2**

REVERSE SIDE OF HEALTH EXAMINATION RECORD
## FIGURE 3
### HEALTH CARD

### SUMMARY OF PHYSICAL EXAMINATION

<table>
<thead>
<tr>
<th>Speech Difficulty?</th>
<th>What?</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skin: Texture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rash</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pediculi</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eyes: Right</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eyes: Left</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td></td>
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</tr>
<tr>
<td>Throat</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Ears</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teeth and Gums</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thyroid and Other Glands</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heart—B. P.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pulse</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lungs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TB &amp; TB, Contacts</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abdomen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kidneys</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dysmenorrhea</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Hernia</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bones and Joints</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nervous Symptoms</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>General Condition</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>O. K. Sport</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correction</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Problems With Student and Method of Handling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Family Physician   |       |          |          |          |          |

### FIGURE 4
### REVERSE SIDE OF HEALTH CARD
To all who shall see these presents, greeting:

Know ye, that reposing special trust and confidence in the fidelity and abilities of [Name], I do hereby appoint him a Cadet [Unit] in the Unit of the Reserve Officers' Training Corps to rank as such from the [Date] day of [Month] one thousand nine hundred and [Year].

He is therefore carefully and diligently to discharge the duty of Cadet by doing and performing all manner of things pertaining thereto. And he is to observe and follow such orders and directions from time to time, as he shall receive from those officers set over him, according to the rules and discipline of the Reserve Officers' Training Corps.

This [Date] to continue during the pleasure of the Professor of Military Science and Tactics.

Given under my hand at [Place] this [Date] day of [Month] in the year of our Lord one thousand nine hundred and [Year].

Official: [Signature]

W. D. A. O. Form No. 122
December 1, 1898

FIGURE 5
CERTIFICATE PRESENTED TO BOY CADET OFFICERS
Military Training Certificate
RESERVE OFFICERS' TRAINING CORPS

This is to certify that________________________________________

has successfully completed the prescribed course of instruction in the

________________________________________ Division, Reserve Officers' Training Corps,

in which he was enrolled from _______ 19____ to _______ 19____, and

that he is qualified to perform the duties of a ________________________ in the Organized Reserves.

Given at _________________________, this _____ day of

________________________________________ of

the year of Our Lord One Thousand Nine Hundred and Thirty-

Remarks: ____________________________________________________

(Enter all subjects in prescribed course not successfully completed)

________________________________________

(Signature)

________________________

(Grade)

Professor of Military Science and Tactics.

FIGURE 6

CERTIFICATE PRESENTED TO BOY CADET UPON
GRADUATION
Graduate Training Certificate

GIREFS CADETTE CORPS

This is to certify that

has successfully completed the prescribed course of instruction in the Girls Cadette Corps course, The City High Schools, El Paso, Texas in which she was enrolled from 19__
to 19__, and that she is qualified to perform the duties of an Auxiliary to the Organized Reserves, U. S. A.

Given at The City High Schools, El Paso, Texas, this day of ___
in the year of Our Lord One Thousand Nine Hundred and Thirty - ___

Remarks: __________________________________________________________

____________________________________________________
(Signed)

Commandant of Cadets.

FIGURE 7

CERTIFICATE PRESENTED TO GIRL CADET UPON GRADUATION
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