

A PROPOSED CORRELATED HEALTH, PHYSICAL, AND SAFETY  
EDUCATION PROGRAM FOR BOYS IN TEXAS HIGH  
SCHOOLS WITH ENROLLMENT OF NOT  
MORE THAN TWO HUNDRED  
FIFTY STUDENTS

APPROVED:

*G. A. Odum*

Major Professor

*Harold Brenholtz*

Minor Professor

*G. A. Odum*

Director of the Department of Education

*Jack Johnson*

Dean of the Graduate Division

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THESIS

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By

H. F. Malone, B. S.

140794  
Bryson, Texas

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## INTRODUCTION

### Purpose of the Study

The purpose of this study is an attempt to briefly set up a plan of organization and to suggest a flexible program of activities designed to meet the needs of many of the smaller schools of our state in arranging a practical correlated health, physical, and safety education program for high school boys.

### Source of Information

Information for the study has been compiled from the many reference books, bulletins, courses of study, articles, and other materials available in our public and school libraries; from talks with leaders and public officials associated with this type of work; and from the personal experiences and observations of the writer.

### Procedure

This study is based upon and developed in accordance with John Dewey's five steps of reflective thinking.

They are first that the pupil have a genuine situation of experience -- that there be a continuous activity in which he is interested for its own sake; secondly, that a genuine problem develop within this situation as a stimulus to thought; third, that he possess the information and make the observations needed to deal with it; fourth,

that suggested solutions occur to him which he shall be responsible for developing in an orderly way; fifth, that he have an opportunity and occasion to test his ideas by application, to make their meaning clear and to discover for himself their validity.<sup>1</sup>

Our smaller public schools are experiencing a period in which the physical education, health, and safety programs are very unsatisfactory. Chapter one explains the interest in and the need for solution of the problem which prompted this study -- the ineffective programs in operation today and our present laws and regulations governing them. This creates a real problem which is clearly stated in the title.

The fundamental motor skills in play are movements that man has made throughout history. They are: "walking, running, jumping, hanging, climbing, lifting, kicking, carrying, throwing, striking, and catching."<sup>2</sup> Chapter two gives a general plan of organizing the proposed program in performing these fundamental motor skills as it relates itself to such vital topics as personnel, facilities, activities, methods, teaching aids, and tests.

The program in operation is previewed in Chapter three. A typical high school program for three weeks

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<sup>1</sup>John Dewey, Democracy and Education, p. 192.

<sup>2</sup>Jesse F. Williams and Whitelaw, R. Morrison, Physical Education, VIII, pp. 211-243.



is described, and some special activities are suggested.

Chapter four describes a community recreation program emphasizing the continuous development of the "whole" individual.

Chapter five is a summary of the study of the proposed program with suggestions for further study.

A suggestive bibliography is also given which should be helpful in developing a correlated program.

The application and the validity of the study cannot be given until the plan has been tried; therefore no attempt of evaluation has been included in this study.

## CHAPTER I

### INTEREST THAT PROMPTED THE STUDY TOGETHER WITH A STATEMENT OF REQUIREMENTS FOR ACCREDITATION AND ITS SIGNIFICANCE

In 1918 the Commission on Reorganization of Secondary Education in its Principles of Secondary Education<sup>1</sup> listed health as the first of its major objectives of education. Physical fitness and safety are very closely related to the welfare and health of an individual, and they, too, are very important objectives of education.

In the public high schools of our state there are programs of "so-called" physical education in operation. Some have health programs, and in recent years safety is being taught. In schools where adequate facilities and equipment, qualified personnel, and sufficient funds are available, physical education, athletics, recreation, health, and safety may be taught as separate courses, but there is a problem today in a majority of our schools in meeting these requirements, and thus in an attempt to

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<sup>1</sup> Bureau of Education, Cardinal Principles of Secondary Education, Bulletin No. 35, Washington, D. C., 1918.

teach physical education, health, and safety, our standards are rather low and our boys are being deprived of proper instruction and training in those activities.

Having been actively engaged as a teacher, coach public recreation director, high school principal, and having observed the ineffective type of work in this field being done in our high schools, I feel that a unified program of instruction correlating physical education, health, and safety can greatly improve our present inefficient program of teaching.

#### Laws and Requirements for Accrediting Physical Education, Health, and Safety

The Legislature of the State of Texas passed the following law effective September 1, 1930: 'That instruction in physical education shall be established and made part of the course of instruction and training in the public elementary and secondary schools of the state by September 1, 1930. The State Superintendent of Public Instruction shall prepare courses of instruction for the public schools of the state for the purpose of carrying out his act.'<sup>2</sup>

The Committee on Classified and Accredited High Schools, at the June, 1944 meeting of the Committee, made the following three plans for accreditation of health and physical education:

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State Department of Education, Texas Handbook of Instruction for Health Education and Physical Education for Junior and Senior High Schools, Bulletin No. 444, p. 10.

A. Credit in physical education may be continued under the present plan as set out in Bulletin No. 438, Standards and Activities of Texas High Schools. This plan allows the student to earn  $\frac{1}{4}$  credit each year for four years in high school, or a total of 1 credit.

B. Credit may be earned in physical and health education by a new plan providing that physical and health education meet a minimum of 45 minute periods each week, for two semesters of each high school year. In this plan, physical education would be given three periods and health education two periods each week, and alternated every other week. The teacher would be allowed to select units from the health education course of study, whether used in consecutive order or not, in teaching the health education part of the course under this plan. The development of this plan would allow the pupil to earn one half unit toward graduation each school year of two semesters, or a total of two units for the four years.

C. The health education course is to be offered as a separate course from physical education. This course may be offered to any high school class, however, it is suggested that the course be limited to juniors and seniors, at least for the first year of offering. This course will be accredited for a full unit. This course will be offered five class periods each week for two eighteen week consecutive semesters. The student would be allowed to earn one full credit toward graduation in taking this course.<sup>3</sup>

In the 1940 meeting of the State Committee on Classification and Accredited Schools, a course in Safety Education was approved for students in the second year of the high school. This course carries one-half unit of credit.<sup>4</sup>

The following excerpt taken from "Guide to Safe Living for Elementary Schools", Bulletin No. 461, State Department of Education recognizes safety education as an essential of public education.

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<sup>3</sup> State Department of Education, Texas Handbook of Instruction for Health Education and Physical Education for Junior and Senior High Schools, Bulletin No. 444, p. 11.

<sup>4</sup> Texas State Department of Education, Standards and Activities of the Division of Supervision, 1941-1942, No. 416, p. 45.

Provision against accidents at school and instruction in safe performance of life activities is an obligation and a justifiable goal of education. If the aim of education is to prepare children for life, to provide experiences through which children become equipped for citizenship in a democracy, or to teach children to do better those desirable life activities they will need to do, it is obvious that instruction in safe living is an essential part of education at each school level. Thus the teaching of safe living takes its place with instruction in health and physical fitness; in language, in earning a livelihood and living in a democracy as essentials of public education.<sup>5</sup>

A correlated program of health, physical, and safety education properly planned, organized, and scheduled would thus fulfill requirements of the State Law and Committee of Accreditation, and as it is more flexible than the current accredited courses, it should prove to be more attractive and practical in a majority of our smaller high schools as well as in some of the larger ones.

Although in a few schools, health, physical education, recreation, and safety are organized separately, it is necessary that they be dealt with as a unit in a majority of the schools of America. One of the main reasons for considering them as a unit is the close relationship of the basic fundamentals in each field and the expected outcomes in terms of youth development.<sup>6</sup>

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Texas State Department of Education, Guide to Safe Living for Elementary Schools, Bulletin No. 461, p. 12.

6

Leslie W. Irwin, The Curriculum in Health and Physical Education, p. 6.

## CHAPTER II

### ORGANIZATIONAL PLAN OF THE PROPOSED HEALTH, PHYSICAL, AND SAFETY EDUCATION PROGRAM

Figure 1 gives the general organizational plan of the proposed health, physical, and safety education program which is expanded and further explained in this chapter as it relates itself to the development of the fundamental motor skills of walking, running, jumping, hanging, climbing, lifting, kicking, carrying, throwing, striking, and catching.

The activities of man have been dependent upon the proper development and use of the fundamental motor skills since the beginning of man upon the earth. World War II demonstrated the lack of fitness among American youth in the number of physically unfit young men turned down for military service. "Nearly four million men had been rejected as unfit for army service up to April first of this year."<sup>1</sup>

The Association for Childhood Education gave in "Health-Living for Children" some criteria for evaluating healthful living.

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<sup>1</sup>  
Charles Clayton Morrison, editorial, "Four Million Men Label Society '4-F'", The Christian Century. (June 14, 1944), Vol. LXI, p. 717.

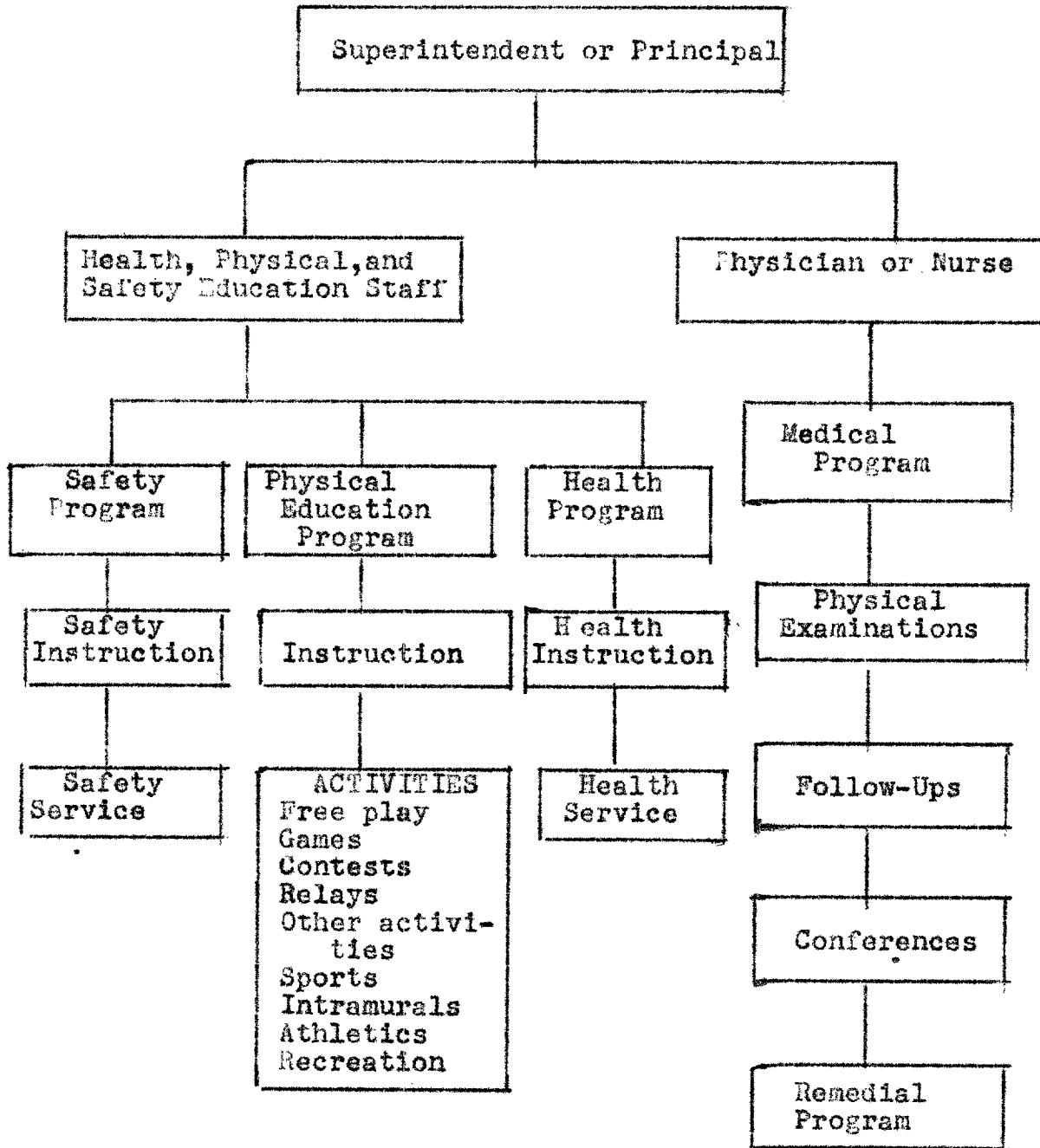


Fig. 1.--General Organizational Plan of Proposed Program

Although values vary with the situation and with the individual, they usually include a feeling of well-being, physical fitness for the tasks of life, and consideration for health of others.<sup>2</sup>

Instruction in physical education in many of our schools is only incidental, and there is no health or safety instruction other than possibly fire drills or some rules of hygiene and first aid methods given in biology or home-making. Competitive athletics have risen to a prominent place in our school programs, and arrangements have been made for all school children to play or participate in some type of physical activity if they want to do so, usually during the "recess" or "noon" periods. The regular athletic teams are "coached" and occupy the field or gymnasium most of the time.

A well planned coordinated program of health, physical, and safety education under the supervision and direction of trained instructors with regular scheduled activity periods, everyone participating in a varied program, would more nearly meet the needs of our high school boys and fulfill the objectives of education than the unorganized program described above.

Health education has been defined as "the sum of experiences in school and elsewhere, which favorably

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<sup>2</sup> Association for Childhood Education, Healthful Living for Children, p. 26.



influence habits, attitudes, and knowledge related to individual, racial and community health."<sup>3</sup> Another definition that more nearly fits our situation is, "Health education in the schools may be defined as the procedures employed in supervision and teaching to help children to live healthfully."<sup>4</sup>

"In schools, physical education is the sum of a pupil's physical activities, selected according to kind and conducted according to outcomes."<sup>5</sup> Physical activities have mental, moral, and social values as well.

Physical education should aim to provide skilled leadership and adequate facilities that will afford an opportunity for the individual to act in situations that are physically wholesome, mentally stimulating and satisfying, and socially sound.<sup>6</sup>

Safety education has been defined as "the art of cultivating those knowledges, skills, and attitudes that make for safety."<sup>7</sup> The National Safety Council defines

<sup>3</sup> T. D. Wood and C. L. Brownell, Source Book in Health and Physical Education, p. 57.

<sup>4</sup> W. H. Burton and Others, The Supervision of Elementary Subjects, p. 623.

<sup>5</sup> J. F. Williams and C. L. Brownell, Health and Physical Education for Public School Administrators, p. 77.

<sup>6</sup> J. F. Williams, The Organization and Administration of Physical Education, p. 18.

<sup>7</sup> Herman H. Horne, "A Philosophy of Safety and Safety Education," Safety Education Digest, (June, 1940), p. 3.

safety education as ". . . that area of experience through which boys and girls learn to make wise choices when the possibility of injury to self or others is one of the factors involved."

With these definitions of the three phases of our program in mind, let us examine some of the specific ways that they naturally correlate themselves. "First Aid" instruction and practice is one of the best examples of this correlation. First aid is a safety measure to assure our health, or in case of the treatment of an injury, to restore our health. Our physical welfare depends upon the soundness and proper functioning of our whole body. Thus first aid as a safety measure, hygiene as a health essential, and treatment of injuries caused by physical activity suggest a very closely related unit for development.

Let us now examine a sport, such as basket ball. There should be a health and physical check-up before any boy participates in athletics. In the game itself the welfare and development of the boy should be the primary consideration rather than winning the game or

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3  
Texas State Department of Education, Guide to Safe Living for Elementary Schools, Bulletin No. 461, p. 13.

increasing the athletic funds. Safety measures are always essential, such as proper equipment, neat, clean, well fitting uniforms, mats behind goals, good lighting, hot showers, clean dressing rooms, competent officials, and many others. Teaching of major and minor sports and athletics lends itself readily to the correlated health, physical, and safety education program.

#### General Plan of Organization

Five class periods per week are recommended, just as other subjects, with laboratory periods as needed comparable to the science program. A full credit toward graduation for each year's work from a progressively planned program should be offered. This might not mean four years, but a minimum of two years should be required.

Classification and placement of students will vary greatly in different schools, and program content, subject matter, activities, and curriculum depend upon many factors; therefore, no attempt will be made to classify students or build a curriculum, but some suggestions are given that might prove helpful in placing students and a list of varied activities might be useful.

Boys who participate in inter-school athletics should be placed in a special class, and as they are usually juniors or seniors, under a progressively arranged program

they will have already received training in the basic health and safety measures. Physical examinations and health check-ups and strict safety regulations should be stressed at all times. Boys should be taught cleanliness and sanitation, and opportunities for practical first aid will present themselves daily. Obtaining drivers licenses for driving cars or any similar specific activity may be scheduled in regular laboratory periods as the need arises. Social activities or participation in mixed sports are other examples where programs for boys and girls might be arranged at regular laboratory activity periods. The social training here is invaluable.

#### Staff

No program can be better than the leaders in charge. This is certainly true of a correlated program. Leadership will probably be the greatest single factor in determining the success of the program.

The State Department of Education has set up minimum requirements for qualifications of instructors in health and physical education.

All full-time teachers of physical and health education must hold a special certificate in that field. Requirements as to number of hours and special certificates apply to both men and women.

It is required that, in high schools, boys' classes be taught by a man and girls' classes by a

woman. In case co-education activities are included in the program, either the man or the woman may teach the group, though it is desirable that both be present.

Full-time teachers must have twenty-four semester hours college credit in physical and health education, distributed as follows:

6 hours - methods and materials of health education  
 6 hours - methods and materials of physical education  
 6 hours - coaching team sports (methods)  
 6 hours - elective: principles of physical education, administration of health and physical education, curriculum construction in health and physical education, corrective physical education, and others acceptable to the State Department of Education. A person (man or woman) who coaches the team sports and also teaches other physical education classes will be classed as a full-time teacher and must hold a special certificate in physical education. No more than six semester hours of credit in the coaching of team sports will be allowed as a part of the above requirement.

Part-time teachers must have twelve semester hours training.

Two physical education classes per day constitute a sufficient teaching load to class a person as a part-time teacher of physical education. A teacher (man or woman) who has no other physical education duties than that of coaching team sports or who teaches at least two classes per day in physical education must have twelve semester hours college credit in health and physical education of which not more than six semester hours may be in coaching team sports. All such teachers will be classed as part-time in physical education.

In the small schools or in schools with limited teaching force such that it might become necessary for each teacher to have charge of a group of pupils at the physical education period, such teachers would not be classified as part-time teachers in terms of training required. In any event, however, the teacher who teaches any part of the physical and health education program must have six semester hours credit in that field. Teachers of physical education who were in service in that field for three years prior to 1935 and who have been teaching in the field since 1935, may

continue to do so even though they do not have six semester hours of college credit. (This applies only to unaccredited schools.)

The above requirements as to . . . teacher training apply to all schools of the state regardless of whether the schools seek to accredit the program of physical and health education.<sup>9</sup>

### Facilities, Equipment, and Supplies

State laws require buildings to be safe and to meet certain health standards. Minimum floor space for each child, light area in proportion to the floor space, doors opening outward, fire escapes, sanitary drinking systems, and toilet facilities are only a few of the requirements. Let it suffice here then to say that adequate facilities, including a gymnasium and out-door areas, adequately equipped, and with the necessary supplies for conducting a well-rounded program are absolutely essential for the operation of a correlated program of health, physical, and safety education.

### Outline of Activities

#### A. Health Education

I. Health Instruction - learning experiences directed toward the development of favorable health knowledges, attitudes, and practices.

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<sup>9</sup> Texas State Department of Education, Standards and Activities of the Division of Supervision, 1941-1942, Bulletin No. 416, 1942.

1. Hygiene
  - a. Home
  - b. School
  - c. Community
2. Health examination
3. Sanitation
4. First aid
5. Prevention of communicable diseases
6. Drugs and self-medication
7. Stimulants and narcotics
8. Anatomy and physiology of the body
9. Nutrition
10. Mental and emotional health
11. The choice and care of clothing
12. Sex education. Preparation for marriage and parenthood.

## II. Health Services

1. School physician or nurse
2. Health examination and follow-up
3. Remedial program
4. School lunch
5. Sanitation
6. Utilizing professional medical services
7. Home care of the sick
8. Clubs

9. Observing health rules and regulations
10. Cooperating with local, state, and federal health organizations
11. Immunization against communicable diseases

Some factors which contribute to good health are, sleep and rest, fresh air and ventilation, exercise, sunshine, posture, dental hygiene, and foods.<sup>10</sup>

## B. Physical Education

### I. Games

1. Group
2. Combative
3. Relays
4. Contests
5. Table
6. Social

### II. Minor Sports and Activities

1. Touch football
2. Soccer
3. Hockey
4. Volley ball
5. Stunts and tumbling
6. Boxing
7. Wrestling

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<sup>10</sup> Akron Public Schools, Health Education in Secondary Schools, Publication No. 17, pp. 10-15.



8. Archery
9. Golf
10. Tennis
11. Badminton

### III. Other Activities

1. Calisthenics
2. Rhythmics
3. Croquet
4. Horseshoes
5. Shuffleboard
6. Table tennis (Ping Pong)

### IV. Major Sports and Athletics

1. Football
2. Basket ball
3. Track and field
4. Baseball and/ or soft ball

### V. Recreation

1. Arts and crafts
2. Athletics and sports
3. Aquatics
4. Clubs
5. Drama
6. Literary
7. Music
8. Outings, hiking, and camping

9. Playground activities
10. Social activities
11. Other activities

Intramural athletics, sports, and activities are recommended.

### C. Safety Education

#### I. Safety Instruction

1. First aid
2. Habits
3. Prevention of fires
4. Fire arms and fire works
5. Home, school, and occupational safety
6. Reducing the number of accidents
7. Street and highway safety
8. Bicycle safety
9. Pupil transportation
10. Driver education and driver training
11. Swimming and water safety
12. Control of communicable diseases
13. Safety dramatization
14. Motion pictures
15. Posters, charts, etc.
16. Field trips

#### II. Safety Services

1. Safety patrols

2. Safety councils
3. Clubs
4. Clean-up campaigns
5. Cooperation with safety organizations
6. Observing safety regulations

#### Methods

"Method is the most important factor in teaching."<sup>11</sup>

"There is probably no one best method."<sup>12</sup>

In health, favorable attitudes are important as well as acquiring knowledge. Physical education is primarily an activity program.

The student's safety experiences should, according to the White House Conference on Child Health and Protection, result in 'the development of such safety habits, safety attitudes, and safety skills as will cause a decrease in the number of accidental deaths and injuries to children, produce safer adults for the future, and give each individual freedom from fears and conditions which may restrict his enjoyment of life.'<sup>13</sup>

Different types of activities and situations, therefore, call for different methods. The wise teacher will plan accordingly and be alert to any situation that may arise. Basic criteria of good methods of teaching may be

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<sup>11</sup> State Department of Education, Texas Handbook of Instruction for Health Education and Physical Education for Junior and Senior High Schools, No. 444, p. 36.

<sup>12</sup> Ibid., p. 37.

<sup>13</sup> National Safety Council, Safety in Physical Education and Recreation, p. 57.

applied here. Discussions, demonstrations, dramatization, projects, problems, reports, school journeys, charts and graphs, health and safety services, visual aids, and participation in activities are a few of the many methods that may be used effectively in an integrated or correlated program.

"Wise teaching methods take into consideration the student's personal emotional traits, intellectual capacity, and physical status."<sup>14</sup>

#### Tests and Measurements

Knowledge in health, physical, and safety education may be measured on a basis comparable to other subjects. Achievement and progress are easily measured in some activities, but the extent to which good results are obtained in many phases of health and safety service is difficult to determine objectively. Since many outcomes are intangible, much of the program must be judged indirectly.

Achievement scales are **helpful** in classifying groups or individuals, measuring actual progress and improvement in a variety of skills, stimulating interest in physical development, and in supplementing the routine physical examination.<sup>15</sup>

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<sup>14</sup> Vaughn S. Blanchard and Laurentine B. Collins, A Modern Physical Education Program for Boys and Girls, p.3.

<sup>15</sup> Frederick W. Cozens, Martin H. Trieb and N.P. Neilson, Physical Education Achievement Scales for Boys in the Secondary Schools, pp. 3-5.

## CHAPTER III

### A PROGRAM PLAN OF OPERATION

#### Introduction

The first few weeks of the school term are usually devoted to scheduling, classification, physical examinations, and routine instruction in use of equipment and facilities. The following program is designed to be used any time after the first period of the school term.

Volley ball was chosen as a physical activity as it is probably one of the best all-round sports. First aid is an essential in any health instruction program, and there is an abundance of materials available, and many opportunities for practical application present themselves almost daily. Prevention of accidents as a safety measure may be readily correlated with any sports program, and the cause and effect relation is closely associated with first aid treatment.

#### Lesson Plans

Tables 1, 2, and 3 outline a three weeks correlated lesson plan of activities for a senior high school class. Classes meet forty-five minutes each day with double periods, ninety minutes, twice each week, or five one

hour periods per week may be used if class periods are sixty minutes in length. Instruction is given in physical education, in health, and in safety, and actual participation is stressed correlating these three phases of youth welfare.

A well planned program is essential, but it must be flexible to meet the health and safety needs of the individual boy, and it must be applicable under local conditions.

Trained leadership is therefore absolutely necessary if the program is to succeed. This point cannot be stressed too much.

"The success of the curriculum in physical education, other conditions being equal, is almost wholly dependent upon the individual staff members."<sup>1</sup>

The physical education curriculum in the individual school and community will be determined by the training of the teachers.<sup>2</sup>

Table 4 outlines a special activity lesson which may be substituted for any of the lessons given in Tables 1, 2, and 3, or it may be used as a supplementary lesson for the unit.

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<sup>1</sup>Leslie W. Irwin, The Curriculum in Health and Physical Education, p. 61.

<sup>2</sup>Ibid.

Table 5 is a progressive arrangement of a group of familiar games. A variety of competitive games may be learned in a social manner. The value of recreation is not necessarily taught but is experienced as an enjoyable activity. Safety tips, not only for the player himself, but for his team mates and opponents, may be given incidentally but very effectively.

Safety education in the high school will depend upon the type of program offered in the lower grades. A supplementary advanced program should be offered stressing the positive rather than the negative approach, because of the spirit of youth and the tendency to rebel against restraint.

The following lesson plans are arranged as a suggestive approach to our problem. Instruction in volley ball, a wholesome physical activity and sport suited for group participation, is stressed. Other physical activities are included for variety. First aid treatment is recognized internationally as a health and safety measure, but it must be administered by trained persons in order to be most effective in achieving desired results. Proper instruction and application of scientific knowledge acquired are points emphasized. Prevention of accidents is to be taught. How physical, health, and safety instruction and service may be correlated is shown.

TABLE 1

## LESSON PLANS FOR FIRST WEEK

Day	Min.	Place	Equipment	Activity	Method and Procedure
Mon.	45	Gymnasium	Volley ball court and volley balls	Introducing volley ball	Briefly explain the game. Arrange groups on court, teaching positions, rotation, and scoring. Catch and throw if ball is used.
Tues.	90	Health room	First aid materials, volley ball and net	Assembling a first aid kit, fundamentals in volley ball, volleying	Discussion: What is first aid? Its importance Assemble the kit. Repeat Monday's procedure, and demonstrate volleying. Continue the game by volleying. Simple practice formations may be helpful.
Wed.	45	Gym.	Volley balls and nets	Volley ball	Free play in volley ball. Help may be given if desirable.
Thurs.	90	Moving picture room	Moving picture machine and films	Showing films: 1. Causes of accidents 2. Simple first aid, method and procedure 3. Volley ball game	1. Observe and discuss 2. Observe 3. Observe
Fri.	45	Gym.	Volley balls and nets	Mixed volley ball game	Combine boys' and girls' classes for mixed free play in volley ball.



TABLE 2

## LESSON PLANS FOR SECOND WEEK

Day	Min.	Place	Equipment	Activity	Method and Procedure
Mon.	45	Gym.	Volley balls and nets	Demonstration and practice fundamentals in volley ball: volley, serve, set up and spike	Review fundamentals; demonstrate and practice new fundamentals. Free play for a short period.
Tues.	90	Health room, shower, locker room, first aid room, gym.	Volley balls and nets	Safety precautions in volley ball: in dressing room, in game, and in shower. Simple first aid measures.	Discuss and demonstrate proper procedure in dressing for game, in game, in shower, and dressing; first aid if necessary. Boys go through procedure.
Wed.	45	Gym. & play-ground	(Necessary apparatus)	Choice of minor sports	Free group play
Thurs.	90	Health room, Gym.	First aid kit, Volley balls and nets	Steps in first aid. Simple first aid. Organization of class teams and play	Discuss and demonstrate. Students perform simple first aid. Organize class into teams of about equal ability. Team practice.
Fri.	45	Gym.	Volley balls and nets	Review fundamentals in volley ball.	Review fundamentals in volley ball, emphasizing safety.

TABLE 3

## LESSON PLANS FOR THIRD WEEK

Day	Min.	Place	Equipment	Activity	Method and Procedure
Mon.	45	Gym.	Volley balls and nets	Volley ball Team play	Team practice. Individual helps are given, but team play is stressed.
Tues.	90	Health room, gym.	First aid kit	Simple first aid (continued) Health and safety playlets	Demonstration with student participation. Each team presents a simple health and/or safety skit.
Wed.	45	Gym.	Volley balls and nets	Volley ball Team play	Free team play Purpose: To improve fundamental skills and perfect team play.
Thurs.	90	Gym.	Volley balls and nets	Intramural class volley ball. Tournament	Tournament play: Champion, second place winner, and consolation winner
Fri.	45	First aid room, health room, and gym.	First aid kit and volley balls	Casting	First aid procedure demonstrated by students. Paper: An Accident, Its Cause and How It Might Have Been Prevented. Achievement standards and knowledge in volley ball. Weigh and measure each boy.

TABLE 4

## SPECIAL LESSON PLAN

Day	Min.	Place	Material	Activity	Method and Procedure
Any day	45 or 90	First aid room	First aid kit	First aid treatment of an injury	<p>Demonstration with students assisting.</p> <p>Follow-up with discussion.</p> <p>References:</p> <p>Steps in Treatment of an Injury, National Safety Council, Safety in Physical Education and Recreation, pp. 47-49.</p> <p>Any modern Red Cross First Aid Manual.</p> <p>(This lesson may be used at any convenient time when a minor injury occurs.)</p>

TABLE 5

## SPECIAL LESSON PLAN

Day	Min.	Place	Ma- teri- al	Activity	Method and Procedure
Tues. or Thurs.	90	Gym.	Appara- tus and equip- ment for games used	Progressive games  (Minor sports)  Ping pong  Badminton  Shuffle- board  Horseshoes  Clock golf  Archery  Paddle ten- nis  Soft ball  Pin Bowl- ing	Numbers are drawn for beginning partners and ac- tivities. Eight minutes is allowed for each game. Winners progress upward, 1 to 2, 2 to 3, 3 to 4, etc. Everyone changes partners each time. Losers are also permitted to move up after three successive losses. This may necessi- tate double pro- gression for some, or special arrange- ments.  Special instructions may be necessary in some instances. This may be given by the instructor or by other players. Safety precautions should be stressed and safety tips given. Health habits in play will be formed and social benefits will be apparant.

## CHAPTER IV

### RECREATION FOR YOUTH

The boy is not a "piecemeal" being but is a "whole" individual. He must be developed as a whole rather than piece by piece. He cannot get his mental development only in the school or his spiritual and moral guidance only from the home or the church, but he must get his physical, mental, moral, emotional, social, and spiritual growth primarily from the home, school, and community. Our modern civilization with its complex and changing conditions offers a challenge to these three institutions to cooperate in meeting this problem.

A community recreation program based upon the needs, properly planned, and well executed with appraisal from time to time should help to solve this problem.

The school is the logical center for this program. The physical education teacher is probably the best qualified person in the community for the director, supervisor, or leader of the recreation program.

The impetus for such an undertaking will probably come from the school, and rightfully so. The first step in setting up such a program is the formation of an advisory council. This council, or committee, is important

and should be composed of representative men and women and boys and girls of the community who are willing to work and have time to do so.

Financing the program is one of the first considerations. This will vary in every community, depending upon the size of the community, available facilities, type of program, etc. Since this is to be a community enterprise and service, the cost should be borne by the municipality. Recreation is a municipal function and is just as important as the Police Department, Fire Department or other departments of the city.

In many communities, however, the city will not assume this responsibility and it must be financed in some other manner. The beginning program may thus get its financial backing from a fund raising drive or campaign or from a cooperative effort of community organizations, city schools, churches, donations from individuals and businesses, service clubs, etc. If the latter method is used there must be a central agency for handling all funds. Concessions and maintenance fees for certain activities are other means of operation.

The school, however, is primarily responsible for the recreation program, according to excerpts from

Recreation, official publication of the National Recreation Association, June 1946.

The schools should cooperate with other community agencies in developing recreation programs.<sup>1</sup>

The school has the responsibility for planning and developing school buildings and playgrounds for recreation.<sup>2</sup>

The school has responsibility for leadership in recreation.<sup>3</sup>

Thus if the school initiates the program in cooperation with other community agencies, furnishes buildings and playgrounds, and leadership, a recreation program should become a reality in any community desiring it.

Available facilities of course must be considered in planning the program. There must be adequate play areas, including ball courts for major and minor sports, apparatus, picnic areas, all appropriately lighted; indoor areas, including auditorium, gymnasium, workshop, music room, club rooms, first aid room, toilets, and storage and check rooms.

The program cannot be any better than the leadership; therefore, the best qualified person available

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<sup>1</sup> Julian W. Smith, "Education Has Responsibilities for Recreation," Recreation, (June, 1946), p. 168.

<sup>2</sup> Ibid.

<sup>3</sup> Ibid.

should be in charge of the program. This executive working through his committee must set up the organizational plan of operation, purchase equipment, plan the program, secure qualified leaders, set up policies of operation and control, and see that the program is as varied as possible to meet the needs of the community in as far as the budget will permit.

The program should operate after school hours and evenings and throughout the summer.

Following is a list of some of the activities that might be included on the program.

#### Regular Activities

Playground activities

Sports (seasonal)

Athletics (seasonal)

Arts and crafts

Dramatics

Puppets and marionettes

Clubs

Music

Sing-songs

Choral

String instruments

Orchestras



Rhythm bands

Folk games

Dancing

Story-telling

Picnicking

Swimming and water sports

Others

#### Special Activities

Leagues

Tournaments

Play nights

Sports nights

Progressive games

Parties

Programs

Entertainments

Treasure hunts

Forums

Exhibits

Movies

Patriotic and holiday celebrations

Festivals

Hobby shows

Pushmobile races

Kite contests

Model airplane contests

Marionette shows

Doll shows

Parades

Circuses

Recreation is the true form of physical activity. Properly planned, arranged, and supervised it is also the healthiest form of activity. The individual does what he wants to when he wants to just because he wants to. The psychological effects are stimulating and restful both physically and emotionally. We learn more about our companions in play than elsewhere because people tend to be more natural in play than anywhere else. Carryovers into adulthood are important outcomes from many forms of recreation. The individual who forms proper leisure time habits and hobbies is usually a healthier and happier person and a better citizen than one who never has time for recreation.

Safety attitudes and practices can probably be acquired in recreation more readily than in any other way. There are always rules of the game to be followed, and the individual is oftentimes upon his honor to adhere to these sportsmanship codes. If he fails to do so, he

is usually ostracized by his companions, and if this fails to "teach him his lesson," he may be barred from the field of play until he decides to observe rules and regulations made necessary for group control and safety reasons. He learns to give and take through competitive activities, and he not only learns safe ways of taking care of himself but he must observe safety precautions in social intercourse with his fellow man.

The individual then who participates in wholesome recreational activities is developing the basic motor skills of physical activity; he is a healthier and happier individual; and he is acquiring attitudes and habits of safety which will help him to take his place in our complex modern society and become a more useful citizen.

## CHAPTER V

### SUMMARY WITH SUGGESTIONS FOR FURTHER STUDY

#### Summary

John Dewey set up for us five steps in reflective thinking in a learning situation. Problem-solving is a learning situation where these steps may be applied. Our problem of correlating health, physical, and safety education was set up in accordance with development of the fundamental motor skills, and its proposed solution followed these five steps -- a genuine interest, a real problem, getting information, a solution, and trying it out.

Any scientifically planned physical education activity program must be based upon the proper development of the fundamental motor skills -- walking, running, jumping, hanging, climbing, lifting, kicking, carrying, throwing, striking, and catching. Practice and experience are the chief ways of acquiring these skills which form an essential basis for healthful and safe living.

The varied types of unrelated health, physical education, and safety programs in operation today, and the

present laws and regulations governing them present a real challenge to officials, leaders, professional and lay people to meet this problem and to do something about it.

A general plan of correlating health, physical, and safety education has been proposed. A few aims and objectives included in most programs have been mentioned. The importance of personnel has been stressed, and a well-rounded and varied program of suggestive activities has been outlined, including adequate facilities for carrying out the program. Modern methods of teaching, emphasizing activities and the positive rather than the negative approach of health and safety instruction and service are essential in developing the whole child. Tests and measurements are means of classifying individuals and groups, evaluating progress and improvement, stimulating interest, and supplementing the routine physical examinations.

To show the program as it might operate, a broad outline series of lesson plans, for a short period of time, is charted, and some special activities are included. Only general suggestions and plans are made; details are left to local situations and demands.

To supplement the health, physical, and safety education program, a community recreation program was

introduced. This makes possible a continuous program of physical, mental, social, emotional, moral, and spiritual development on a full-time basis.

Quotations from accepted authorities in the field of health, physical education, safety, and recreation are included in this study. A suggested bibliography is added to assist in working out details of organization, administration, and operation of a correlated program of activities, together with helps and materials for expanding it.

This study is rather general, and the proposed program is certainly not all inclusive, and it is not intended to be used "in toto", but it is hoped that the general plans and suggestions may be helpful and practical if adapted to local situations upon the basis of needs.

#### Suggestions for Further Study

In order to evaluate the proposed program it will be necessary to try it out, which is the final step in reflective thinking set up by John Dewey. The following suggestions are proposed to supplement the above study.

1. A number of schools might set up the proposed correlated program and after a trial period of

experimentation pool their findings.

2. Workshop -- county, district, or area wide public school plan, or college summer school plan.

3. The State Department of Education might designate a few demonstration schools to experiment with the program and exhibit and report their findings.

4. Schools, especially out-of-state schools, where similar programs are in operation might be contacted by visitation for observation and results.

5. A modified plan might be tried, teaching health, physical education, and safety as separate courses, but correlating certain phases.

6. The State Department of Education, with directors from each of the departments, health, physical education, and safety, cooperating in conducting clinics and demonstrations throughout the state.

7. Colleges might offer courses for teacher training in correlated health, physical, and safety education.

8. The present system of county health nurses, the state safety education section, and the public schools' physical education departments might work together more closely in organizing and operating a correlated program.

9. A cooperative enterprise -- the public school, local physician, county nurse, local safety council,

Police Department, Fire Department, Highway Department, Red Cross, welfare agencies, service clubs, other local organizations, and related state departments, agencies, and others.



## APPENDIX

In July of 1944, at the request of the City Manager of the city of Big Spring, Texas, a proposed recreation program was prepared for submission to the City Council. It is given here, not as a model plan of organization, but as a suggestive plan for study in setting up a municipal recreation program in a small city.

### PROPOSED RECREATION PROGRAM FOR THE CITY OF BIG SPRING, TEXAS

(From August 1, 1944 to March 31, 1945)

#### I. PURPOSE

Set up and maintain a community recreation program for the City of Big Spring, Texas.

To give to every individual of the Big Spring community (child and adult) an opportunity to grow and develop physically, socially, and emotionally, as well as mentally and spiritually, so that he may be a well-rounded, happy, useful citizen.

To give to every person in Big Spring an opportunity to participate in some type of wholesome leisure time activity.

To carry out a varied activity program especially suited to the needs of our children and young people, with special emphasis placed on curbing some of the present evil practices.

To offer to citizens and prospective citizens of Big Spring a broader and a more attractive system of municipal services.

To increase and develop an adequate system of parks, playgrounds, and recreation centers for the City of Big Spring and to make use of and maintain present facilities.

## II. PROGRAM PLAN

1. Community Recreation Survey
  - a. Existing agencies and organizations
  - b. Existing types
  - c. Existing buildings, areas, facilities, equipment, and supplies
  - d. Available leadership personnel (professional and volunteer)
  - e. Economical, social, health and welfare, housing, leisure time, racial, juvenile delinquency, and other factors of the City by sections.
2. Visitation to nearby cities where successful recreation programs are being conducted.
3. Recommendations as to the recreational needs of Big Spring.

4. General Program Plan for Fall and Winter
  - a. Make use of all existing playgrounds and facilities just as soon as possible.
  - b. Continue a program of after-school activities during the school year.
  - c. Organize athletic leagues, tournaments, and contests in all seasonal sports for children and for adults, making use of all available facilities.
  - d. Arrange a series of "Community Nites," "Play Nites," "Family Nites," "Sport Nites," etc.
  - e. Where there is a desire and a need, organize boys and girls, youth and adult groups or clubs. These may be arts and crafts, music, literary, dramatic, or social.
  - f. Make available to the public recreational information, advice, and planning services, game kits, picnic and outing kits, party kits, etc.
  - g. Arrange for varied community entertainments -- sports, literary, dramatic, music, etc.
  - h. Experimental study of the recreational needs of different sections of the City towards the end of eventually supplying those needs.

Note: Continued under Facilities.

### III. PERSONNEL

#### 1. Recreation Superintendent

##### a. Duties

Survey, plan, initiate, organize, direct coordinate, and supervise a community recreation program, securing and training leaders, keeping records, making reports, keeping the public informed, cooperating with and integrating all agencies.

##### b. Salary

\$2100.00 (\$300.00 per month)

#### 2. Recreation Leaders

##### a. Duties

Plan, direct and supervise a varied program of recreational activities -- arts and crafts, athletics and sports, clubs, literary events, drama, music, playground activities, social recreation, and other activities.

b. Remuneration. Estimate: \$900.00. (To be paid by hour.)

#### 3. Caretaker

##### a. Duties

(1) Care for buildings and grounds. (Janitorial services and upkeep)

(2) Maintain and repair equipment and supplies

b. Salary. \$600.00

#### IV. FACILITIES, EQUIPMENT, AND SUPPLIES

1. Make use of present city playgrounds, West Side and Mexican Plaza.

2. Make use of the Municipal Auditorium and the varied recreational areas at the City Park.

3. Use Public School facilities, playgrounds, buildings, and gymnasium after school hours.

4. Through bulletin boards and the recreation department information service inform the public as to local available wholesome commercial recreational activities.

5. Plan to develop Birdwell Area into a community park and recreational center.

6. Plan for the opening of a "colored" park and recreation area.

7. Equipment and supplies for all supervised playgrounds, buildings, and recreation areas for carrying on an adequate program of activities.

8. Of ice library.

9. Caretaker's supplies.

10. First Aid supplies.

11. Repairs.

12. Utilities.

13. Rentals.

14. miscellaneous.

Estimated cost.....\$1,000.00

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Total estimated cost.....\$4,600.00

STATEMENT OF ESTIMATED ANNUAL COST AND POSSIBILITIES  
 OF A RECREATION DEPARTMENT FOR THE CITY OF BIG  
 SPRING

A Municipal Recreation Department offering adequate recreational opportunities for the citizens of Big Spring could be conducted for about \$10,000.00 annually. The Municipal Swimming Pool and golf course should be included in the Department, and as these facilities are revenue producing, they could help to support the entire program. Several full-time trained leaders would be necessary as the program expands. Development of park areas and buildings, of course, are not included in this estimate.

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