THE REFLECTION OF THE SPIRIT AND PROCEDURES OF
THE CHILD HEALTH AND DEVELOPMENT WORKSHOP
AT NORTH TEXAS STATE TEACHERS COLLEGE
JULY 16 TO AUGUST 23, 1946

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THESIS

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

For the Degree of

MASTER OF SCIENCE

By

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Grand Prairie, Texas

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CHAPTER I

INTRODUCTION

The first workshop established in 1936 by the Progressive Education Association was in response to a need felt by teachers and specialists participating in the Aikin experiment to work out together some of their common problems in the field of science and mathematics.¹

Likewise the Child Health and Development Workshop conducted on the campus of North Texas State Teachers College July 16 to August 23, 1946, was in response to a need felt by Texas teachers and specialists in the field of health. Their work was directed toward producing a functional health handbook for the elementary grades.

Therefore this study is to give an authoritative reflection of the spirit and procedure of the Child Health and Development Workshop at North Texas State Teachers College, Denton, Texas, July 16 to August 23, 1946.

¹Wilhelmina Hill, "Workshops: Their Values and Problems," School and Society, LIII (January 11, 1940), 39-40.
Sources of Information

Information for this study was derived from the following sources:

Primary sources of data:

Facts:

1. From attending the workshop as a member of the group, thereby going to each meeting and recording the procedure day by day as accurately as possible.

2. From participating in the general discussion in the general meetings, in the group discussion in the group meetings, and discussing with each member his individual problems.

3. From listening to the reports given by each committee from the first through the final writing.

4. From individual and group conferences with the consultant and the coordinator, Dr. James H. Dougherty and Mr. Henry G. Shanda, respectively.

5. From suggestions and statements from Dr. J. C. Matthews.
Correspondence:
From the files of Dr. Matthews in his correspondence with members of the Texas State Health Department and with Mr. Hugh B. Masters of the Kellogg Foundation.

Secondary sources of data:
Professional books.
Recent issues of periodicals and bulletins.
Mimeoographed materials.

Characteristics of a Workshop
It is evident that the term "workshop" is being applied to a great variety of summer activities differing in both type and quality.\(^2\) It grew out of a need felt and recognized by teachers themselves. They wanted an opportunity to find answers to their own specific professional problems with the assistance of other teachers and a group of professional experts.\(^3\) The workshop has been developed as a device which will primarily permit and foster the growth of the individual in intellect

\(^2\)Workshop Advisory Committee of the Commission on Teacher Education, Workshops in 1941: A Directory of Summer Opportunities for Teachers in Service.

and in personality. It is designed to aid in the application of knowledge rather than in the acquisition of knowledge. It provides a setting wherein a teacher can consider a problem in its entirety, not in unrelated partitions. Also, workshops have provided more frequent experiences in democratic procedure as related to the learning process than is usually the case with college courses. They have tried to help teachers lead more balanced lives through providing a balanced program of living for them during the workshop sessions. Many opportunities for cooperative planning and action, democratic leadership and respect for personality are characteristic of this program.\(^5\)

Russell T. Gregg has said:

> The whole program is characterized by informal relationships among participants and staff, active interchange of ideas, relative freedom from fixed schedules and avoidance of mass assignments and traditional examinations.\(^6\)

When the participant reaches the campus, he has no required routine of courses, but shares with other participants and the staff in the planning of a program.

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\(^4\)E. C. Kelly, "Why All This Talk About Workshops?" *Educational Leadership*, II (February, 1945), 200-204.

\(^5\)Hill, *op. cit.*, p. 42.

\(^6\)Russell T. Gregg, "Professional Graduate Education for Secondary School Teachers," *School and Society*, LIII (June 14, 1941), 747.
of individual and group activities designed to meet his needs and those of his fellows. At the same time, all the resources of the institution are made available to the participant on the basis of his interest or problems and a diagnosis of his needs including library resources, laboratory schools, community experiments, etc. Participants are provided opportunity for both formal and informal association with other participants of varied background. Such association contributes to their thinking on specific problems, broadens their general professional orientation, and provides opportunity for experiences in cooperative activities.

The concentration of attention upon specific professional problems or situations provides opportunity for thoroughness in the exploration of the many pertinent factors. A definite effort is made through the study of basic fields related to a participant's problems to interest him in the relationship of his own teaching responsibilities to the whole child, to the whole school, and to the whole community.⁷ A definite effort is made to provide opportunities for balanced

⁷Commission on Teacher Education, Workshop Advisory Service of the American Council on Education, "Implication of the War for Programs of Workshop Type" (mimeographed), Bulletin VII (April 17, 1942), Northwestern University, Evanston, Illinois.
living. Personal and social recreation and creative activities are in general use in workshops. Since it is generally agreed that personality is an important factor in the qualifications of a teacher, his interest, poise, sense of security, outlook on life, and sense of humor are probably just as important as his knowledge of subject matter. Consequently, professional education should not overlook the problem of developing rich, healthy teaching personalities. This the workshop strives to do. 8

Also the characteristics of this program have been described as means of providing in-service teachers and administrators of graduate level in their professional development an opportunity to work under competent guidance upon curriculum problems of vital concern to them. 9 They may work as individuals or in groups, but every person in the group has the obligation to share in the solution of the problem. And it is every person's obligation just as much as it is that of the chairman, the dean, the principal, or the superintendent. 10 Yet by


working together the mobilized brain power of a cooperating group can solve problems that the ablest individual cannot solve unaided, and the combined physical power of the group can put plans into effect that no single individual can possibly accomplish.\footnote{Department of Supervisors and Directors of Instruction, National Education Association, \textit{Analysis of Cooperation}, November, 1937.}
CHAPTER II

THE PLAN AND BACKGROUND FOR THE WORKSHOP

Near the close of the Child Health and Development Workshop the last semester of the summer of 1945, a Conference Workshop on Child Development was held under the guidance of Dr. J. C. Matthews, Director of Teacher Training, North Texas State Teachers College, Denton, Texas; Dr. D. B. Harmon of the State Department of Health, Austin, Texas; Mr. S. E. Culpepper of the State Department of Education; and Mr. Henry G. Shands of the Department of Physical Education, North Texas State Teachers College. The purpose was to plan workable demonstration centers for displaying model school basic health programs under the supervision of the Texas State Department of Health and the State Department of Education.

Attending this conference were superintendents of schools in various parts of Texas, deputy state superintendents, State Superintendent L. A. Woods, sanitary engineers, some faculty members of North Texas State Teachers College, members of the workshop mentioned
above, and others interested in health education.

The seven basic points of the health program announced by the State Department of Health were analyzed and discussed. Leaders in the discussion were Dr. D. B. Harmon; Mr. W. R. Bodine, Educational Consultant in the Division of Educational Services, State Department of Health; Mr. S. B. Culpepper, Director of the Health and Physical Education Division of the State Department of Education; Dr. J. C. Matthews; and Mr. Henry G. Shands.

Soon after this conference Dr. Matthews and Mr. Shands began to formulate plans for the workshops to be conducted on the campus of North Texas State Teachers College for the summer, 1946. Correspondence was carried on with various individuals who were influential in workshop development. Among these were Culpepper, Harmon, and Mr. Hugh B. Masters of the Kellogg Foundation.

On October 29, 1945, Dr. Matthews in writing to Dr. Harmon stated:

I talked with Mr. Shands about the workshop for the summer and I should like to have the reaction of you and Mr. Culpepper to the type of things which you should like to have done at Denton at the earliest possible moment. As I see it, the question is (1) shall Denton do a workshop in health for the purpose of preparing an elementary course of study? (2) shall Denton do
a workshop for the purpose of furthering the program of environmental control? (3) shall Denton undertake both of these or a combination of the two? and (4) to whom shall we look for assistance if outside assistance is needed?\(^1\)

Immediately came this reply from S. B. Culpepper:

I am sure that by this time Dr. Harmon has informed you that we talked this matter over today and discussed the idea of running two workshops in North Texas State Teachers College during the summer of 1946. One of the workshops would be for the purpose of developing curriculum material for the elementary grades. . . .

I believe we should ask for financial assistance from the W. K. Kellogg Foundation for the curriculum development workshop.

We should write our plan for this workshop and request funds for it when we get together on November 12.\(^2\)

In talking with Dr. Harmon, Dr. Matthews learned that funds from the Kellogg Foundation could be obtained by request for the course of study workshop. He then prepared the request and wrote to S. B. Culpepper, saying:

Enclosed you will find a letter of transmittal from President McConnell to Mr. Masters and two copies of our request for a grant in aid from the Kellogg Foundation. Will you please prepare another letter of transmittal from you to Mr. Masters and attach it to President McConnell's letter and one copy of this application and send it on to Mr. Masters at your earliest convenience.\(^3\)

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\(^1\)Dr. J. C. Matthews to Dr. D. B. Harmon, October 29, 1945.

\(^2\)S. B. Culpepper to Dr. J. C. Matthews, October 31, 1945.

\(^3\)Dr. Matthews to S. B. Culpepper, December 4, 1945.
On the same day Dr. Matthews wrote to Mr. Masters, saying:

Enclosed you will find an application for a grant in aid to the North Texas State Teachers College, the Texas State Department of Education, and the Texas State Department of Health. It is our purpose to cooperate in sponsoring a workshop in child health and development in the second six weeks of the summer, 1946. We propose to extend the work done at the University of Texas in the summer of 1945 by developing a handbook for elementary teachers and to coordinate the efforts of the three cooperating institutions for a more functional program in the state.

You will note in the application that it is our plan to conduct the work of the six weeks around the central theme of the representatives of the schools preparing to do a better job in the fall. From these local enterprises we expect to develop a handbook for the teachers in the state.⁴

Soon after the application was sent to Mr. Masters, the grant was approved according to a letter received by Dr. W. J. McConnell from S. B. Gulpepper, in which he stated:

I am happy to inform you that Dr. Hugh B. Masters, Educational Director, W. K. Kellogg Foundation, Battle Creek, Michigan, has recently notified me that the application for the workshop at North Texas State Teachers College has been approved and that a grant of $1,500 will be made.⁵

One thousand dollars was obtained from another source.

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⁴ Dr. Matthews to Mr. H. B. Masters, December 4, 1945.

⁵ S. B. Gulpepper to Dr. W. J. McConnell, February 21, 1946; copy to Dr. J. C. Matthews.
for the environmental control workshop for the first six weeks.

It seemed as if there were a difference of opinion as to what the document produced in the workshop would be called. This was noted in a letter from Dr. Matthews to Mr. Masters, in which he said:

The fact that I referred to a handbook in my letter was not in response to your reference to a course of study, but rather it was an attempt to try to explain a new type of document which I hope will be more effective.  

The plans for the workshop developed satisfactorily, and among the considerations which loomed large were: first, by what method can North Texas State Teachers College assist the teachers in making an effective transfer of theoretical considerations found in courses of study to practical and usable approaches, procedures, and techniques for the teachers in the child health and development program? This consideration was facilitated by obtaining state courses of study, handbooks, pamphlets, and leaflets from various states. Health posters, health charts, and health booklets from the Metropolitan Life Insurance Company, the National Dairy Council, and the Texas State Nutritional Council, as well as many magazines related to health, were obtained. These

\[6\text{Dr. Matthews to Mr. Masters, March 5, 1946.}\]
were supplemented by books from the North Texas State Teachers College Library, the Child Health and Development Workshop library, libraries of faculty members, and the library of Dr. D. B. Harmon, State Health Department, Austin, Texas. A collection of some five hundred or more of these sources mentioned above from which health information might be collected was assembled for the participants of the workshop.

A second consideration was how to select the participants for this particular workshop. Letters were sent to school superintendents of the demonstration centers, in which it was stated:

We are enclosing with this letter several forms to be used in making application for scholarships in the Child Health and Development Workshop to be held at North Texas State Teachers College this summer, June 5 through July 13, and July 16 through August 23. Please see that these forms are made available to interested members of your system. We are offering these scholarships in order to bring together key people for a specific job. It is not our purpose merely to assist teachers in graduate study -- but credit earned in the workshop may be substituted in most instances for required courses in other fields. We would like to have an immediate response from you in order that we may know whether to invite teachers from other schools to participate in the workshop.7

Other teachers were invited to attend while some applied for a scholarship because they desired a course in workshop procedure.

7Dr. Matthews to superintendents of demonstration health centers, April 25, 1946.
During the process of selecting the participants, Dr. Matthews had a telephone conversation with Mr. Masters in which he asked the workshop staff to assume the responsibility for assisting three persons from the Province of Quebec who have fellowships from the Kellogg Foundation to meet three rather specific needs for them: (1) to study the state policies for coordinating the agencies in health education; this would include the operation of the policies as well as the study of the statement; (2) to make an analysis of health education programs; this would be done largely through the source materials which were brought to the workshop; and (3) to develop a proposed program for health promotion and health education in the Province of Quebec or to work on ways in which the program can be improved.

The workshop committee was glad to cooperate with Mr. Masters and to assist in any way possible to welcome into the workshop the participants from Quebec. Thus with the participants chosen and an efficient group of staff members selected for their special interests and training in child health and development and their rich background of teaching experiences, the group was ready to go ahead in the development of a handbook.
CHAPTER III

HOW WE GOT STARTED

The Child Health and Development Workshop conducted at North Texas State Teachers College, Denton, Texas, during the second six weeks of the summer session, July 16 to August 23, 1946, was in cooperation with the Texas State Department of Health, the Texas State Department of Education, and the Kellogg Foundation.

The coordinator from the college was Dr. James H. Dougherty, Department of Education. The consultant was Henry G. Shands, Department of Health and Physical Education; and assisting them was Dr. J. C. Matthews, Director of Teacher Training.

Wednesday, July 17, 1946

The first general meeting was held Wednesday, July 17, at 9:00 a.m., in the Sam Houston School building. The twenty-two participants had come from the four corners of Texas and from Canada; their fields of work ranged from the teaching of first grade to the superintendency of public schools.
At the beginning Dr. Dougherty called the roll and checked on those signed up for the course but not present. He gave a brief summary of previous workshops conducted in Denton and stated that the main purpose of this workshop was to produce a health handbook for the state course of study based upon the seven basic points of the state health program.

There followed a discussion led by Dr. Dougherty as to the method of procedure in meeting this requirement. The element of time in which to do this work was considered; mention was made of the advisability of a time limit on different phases of the program, and the group agreed on the following tentative plan:

1. Of the six weeks to be spent on the problem, two weeks would be spent in collecting guiding principles or criteria to help the participants solve their individual problems, each member working on one of the seven points of the health program in which he or she felt the greatest need.

2. Two weeks to be spent on writing, rewriting, condensing, and compiling this collected material.

3. Five days to be spent in completing the finished product in the best possible way.

4. The last five days to be spent in evaluating.
Mr. Shands asked the group these questions: "What kind of a handbook would you like to have? Do you want something for teachers or something for pupils?"

The following replies were indicated by different members:

"I would like a book of some form of play."

"I'd say a book of materials for teachers."

"Something children could use with illustrations and pictures."

"What about techniques for teaching health?"

Then a discussion of how to use the handbook followed, based upon the question, "Are you going to have a separate course for health with direct health instruction or will you depend upon incidental instruction in other subject-matter areas?" Decided views were expressed with no decision being reached.

It was then decided that the entire group would break up into smaller groups; each of these would take one point of the seven basic points and each individual would work with the group which was interested in his individual problem.

The time of meeting was decided upon by the group. That was from nine until twelve in the mornings and from two until four or later if need be in the afternoons.
The group would not meet on Saturday afternoons or on Mondays unless some individuals desired to do so to do some specific work.

Dr. Dougherty then spoke of the materials available for the use of the workshop in the form of books, bulletins, pamphlets, and leaflets. He also suggested that these be arranged in a manner which would make them easily available for use.

The group was dismissed to return at two p. m. Before two o'clock one group met and arranged the materials on tables in this manner:

Table 1 -- Communicable diseases.
Table 2 -- Non-communicable diseases.
Table 3 -- Children's health.
Table 4 -- Nutrition.
Table 5 -- Safety.
Table 6 -- Physical education.
Table 7 -- General information.

The afternoon from two until four was spent in looking through and searching for materials, and in discussing in a vague sort of way the different views of the guiding principles found.
Thursday, July 18, 1946

At the beginning of the meeting Dr. Dougherty spoke briefly as to the building of the handbook. He mentioned the fact that the title should be indicative of the content therein. The first part, he stated, should be rather general in organization, presenting a philosophy of healthful living. A question to be considered was, How can the teacher, the custodian, the parent contribute to healthful living? "The bulletin done in this class will be referred to in the state course of study, therefore we want the best we can get, using as a basis the seven-point program set up by the State Department," he concluded.

Mr. Shands suggested that some things of importance be listed on a job sheet. Each one was to write out what he or she wanted to do.

Mr. Hester asked: "Are we going to integrate healthful living; are we going to be consistent and say five pages on communicable diseases? Do these points apply to grade levels?"

After a general discussion of these questions, no definite decision was reached but these suggestions were given by different members of the workshop.
1. These seven points should not be taken on grade levels and dealt with as such.

2. The application should be made for any child, for a similar situation might arise in any grade. An example would be general principles of quarantine.

3. Teachers should be able, when they have an opportunity, to integrate health with whatever the subject may be.

A teacher should take advantage of every teachable moment, give the correct information, and help to develop good health practices which the child will use throughout life, and not wait for a health period.

At the intermission at 10:55 the members went across the street for Coca-Colas and fifteen minutes of "socializing," after which Dr. Dougherty suggested some form of organization of material to be set up. Mr. Shands suggested that he wanted something to do, some way to evaluate. He asked this question, "What do you feel like you want to do? How are you going to decide on ways of selecting materials?"

Mr. Hester said, "We never did define our objectives and aims, bow far each point would go."

Mr. Shands said, "Turn it around. What are the needs of elementary school children? What are some measures of health? Would physical growth be one?"

Hester: "What do you call physical growth?"

Shands: "Should that be one?"
Hester: "You can't answer that, for weight and measure charts have been proven no good."

Dr. Dougherty: "No, not proven no good, but proven not accurate."

Mr. Shands had to leave for another class.

A discussion of various forms of health charts followed.

Dr. Dougherty suggested that the members look over a number of books belonging to Dr. Harmon of the State Department of Health, after which the workshop was dismissed for lunch, to be back at two p. m.

According to Dr. Dougherty's suggestion that some form of organization of materials be set up, the following outline of things to be discussed in class was put on the blackboard:

I. Philosophy of health education.
II. Principles.
III. Objectives or aims.
IV. Criteria.
V. Techniques and procedures.
VI. Policies.
VII. Guiding steps.
VIII. Data.
IX. Definition of health education.
X. Diagnosis.
XI. Analysis.

XII. Environment.
   A. Home.
   B. School.
   C. Community.

XIII. Activities.

XIV. Methods.

XV. Accuracy.

XVI. Reference.

XVII. Development of school program which will bring about healthful attitudes.

XVIII. Knowledge.

XIX. Organization of school activities.

XX. Health services.
   A. Examination.
   B. First aid.
   C. Vaccination.

Dr. Dougherty suggested that this was a tentative outline, a list of topics or factors to be considered before the seven points were taken up. "We may eliminate any of these, but we should give full credit to the State Department, Kellogg, the consultant, and the workers in the workshop. We want the best handbook possible," he stated.
Friday, July 19, 1946

Dr. Dougherty reviewed briefly an outline worked out the day before, stating it was a form of organization, a matter of getting words and then harnessing them. Mr. Shands asked if for the word "diagnosis" that of "screening" could be used as well? Would you want something about health services -- vaccinations, examinations, inoculation, doctors, nurses? Would you want the parents there?

Mr. De Leon suggested, "When it is properly handled, it is one of the most teachable moments."

"How much physical education is going to be included?" asked Mrs. Swindell.

Dr. Dougherty's reply was, "Nacogdoches has organized some games and plays. Mr. Gulpeper will send the material prepared by these people at Nacogdoches, and we are concerned only where health and physical education come together."

He suggested a break now in the discussion for the purpose of organizing the workshop. It might help to have a chairman of the group. "I am going to entertain a motion for nomination of a chairman," he said.

Mr. Ralph Hester was elected unanimously by open ballot. He took charge.
Mrs. Gammon and Mrs. Swindell were nominated for co-chairmen of the entertainment committee.

Mrs. George and Miss Yoe were nominated for co-chairmen of the finance committee.

Mr. Hester assured the chairmen that they would have help from the group, and they could name their assistants.

During the discussion someone said, "I think it would be a good idea to get acquainted." Dr. Dougherty agreed that it was a good thing to do and a good time to do it. Hence each member gave his name, his home, the place where he taught, and the position he held.

Some members asked that this information be listed and a copy made for each one in order that the group could become acquainted more quickly. The following list was made:

**CHILD HEALTH AND DEVELOPMENT WORKSHOP**

*July-August, 1946*

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Place</th>
<th>Home Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Sesvillo Baucum</td>
<td>Music, Longview, Texas</td>
<td>Longview, Texas</td>
</tr>
<tr>
<td>Daisy Childress</td>
<td>First grade, Canadian, Texas</td>
<td>Dallas, Texas</td>
</tr>
<tr>
<td>Wilburn Curnutt</td>
<td>Student, NTSTC, Denton, Canadian, Texas</td>
<td>McKinney, Texas</td>
</tr>
<tr>
<td>Minnie Fae Enloe</td>
<td>Fifth grade, McKinney, Texas</td>
<td>McKinney, Texas</td>
</tr>
<tr>
<td>Name</td>
<td>Position and Place</td>
<td>Home Address</td>
</tr>
<tr>
<td>-----------------------------</td>
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</tr>
<tr>
<td>Mrs. R. A. Gammon</td>
<td>Fifth-sixth grades, Lake Dallas, Texas</td>
<td>Denton, Texas</td>
</tr>
<tr>
<td>Mrs. Gladys George</td>
<td>Physical education, Pampa, Texas</td>
<td>Alvord, Texas</td>
</tr>
<tr>
<td>Bessie Grant</td>
<td>Fourth grade, Mirenda City, Texas</td>
<td>Nocona, Texas</td>
</tr>
<tr>
<td>Mrs. Venona Grant</td>
<td>Fourth-fifth grades, Little Elm, Texas</td>
<td>Little Elm, Texas</td>
</tr>
<tr>
<td>Ralph G. Hester</td>
<td>Student, NTSTC, Denton, Texas</td>
<td>Denton, Texas</td>
</tr>
<tr>
<td>W. D. Hudspeth</td>
<td>Physical education, Fort Stockton, Texas</td>
<td>Fort Stockton, Texas</td>
</tr>
<tr>
<td>Mrs. Claudia Johnson</td>
<td>Music, Argyle, Texas</td>
<td>Denton, Texas</td>
</tr>
<tr>
<td>Fay Kearns</td>
<td>First grade, Tularosa, New Mexico</td>
<td>Denton, Texas</td>
</tr>
<tr>
<td>Angileen Patterson</td>
<td>First grade, Princeton, Texas</td>
<td>Farmersville, Texas</td>
</tr>
<tr>
<td>Mrs. Arlyn Rattan</td>
<td>Fifth grade, Anna, Texas</td>
<td>Anna, Texas</td>
</tr>
<tr>
<td>Joe E. Rogers</td>
<td>Teacher-coach, Wolfe City, Texas</td>
<td>Wolfe City, Texas</td>
</tr>
<tr>
<td>Mattie Lowe Rossen</td>
<td>Music, Tyler, Texas</td>
<td>Milford, Texas</td>
</tr>
<tr>
<td>Mrs. Dorris Smith</td>
<td>Fifth grade, San Benito, Texas</td>
<td>San Benito, Texas</td>
</tr>
<tr>
<td>Ruby Sullivan</td>
<td>First grade, Cleburne, Texas</td>
<td>Cleburne, Texas</td>
</tr>
<tr>
<td>Mrs. Marie Svin-dell</td>
<td>Junior high school, Quanah, Texas</td>
<td>Sanger, Texas</td>
</tr>
</tbody>
</table>
Name | Position and Place | Home Address
--- | --- | ---
Winnie Yoe | Fifth grade, Tyler, Texas | Tyler, Texas
Pierre L. De-Leon | Superintendent, Trois Rivieres, Quebec, Canada | Quebec, Canada
Edouard Guite | Superintendent, Cowansville, Quebec, Canada | Quebec, Canada

From this information it was found that twenty were from various parts of Texas and two were from Quebec, Canada.

It was decided that now would be a good time for a few minutes' socialization, so the members, visiting and conversing with one another, went across the street to a little store for Coca-Colas.

After the intermission Mrs. Johnson was elected librarian.

"Now we are ready to go on. How many of those topics in the outline do you think we should leave out?" Dr. Dougherty asked. "I wonder if we couldn't organize them into areas since we don't have enough members to work on each of these twenty-two headings."

After very little response, Dr. Dougherty asked, "Do you agree with me? Are you satisfied? Are you going along with me?"
Mrs. Bausum answered, "We are with you but we don't know what to say."

After some discussion the following areas were formed:

Area I
1. Philosophy of health education.
2. Definition.
4. Scope of health education.
5. Objectives or aims.

Area II
1. Procedure and activities.
2. Methods and policies.
3. Guiding steps.
4. Techniques.

Area III
1. Health services.
2. Environment.
   a. Home.
   b. Community.
   c. School.
      (1) Custodians.
      (2) Bus drivers.
      (3) Teachers and administrators.
Dismissed for lunch.

At two o'clock Dr. Dougherty suggested, "We need something else in this class -- a reporter. Will the entertainment committee handle that? Now we are ready to continue with our outline."

Discussion followed on several topics. The question of who renders health service was raised.

Mr. De Leon suggested, "Only a specialist can render health service in his field. The teacher integrates health in her teaching all the time and should cooperate with the specialist but not to the extent of rendering health service."

Mr. Heater suggested, "The service rendered by a teacher is a health service as well as the service of a specialist."

An interesting discussion followed; both agreed to accept the information found in Health Services for the School Age Child in Oregon by Rex Putnam and Fred D. Stricker, who state concerning this point:

The health program for the school-age child has three aspects:
1. Health Services which have to do with prevention, detection, and correction.
2. Environmental Services which are concerned with inspection, establishment and maintenance of healthful school environment.
3. Instructional Service which provides the
basic health instruction, incidental health instruction, personal guidance and cooperation with the home and community.¹

After this discussion Area III was changed to the following and Areas IV and V were added:

Area III.

Aspects of health program.

1. Health service.

2. Environmental service.
   a. Home.
   b. Community.
   c. School.
      (1) Custodian.
      (2) Bus driver.
      (3) Teacher and administrator.

3. Instructional service.

Area IV.

Evaluation.

1. Cumulative records.

2. Other records and reports.

3. Tests and measurements.


5. Follow-up reports to parents.

Area V.

References (for each area).

¹Rex Putnam and Fred D. Stricker, Health Services for the School Child in Oregon, pp. 7-8.
Saturday, July 20, 1946

Dr. Dougherty called the group together by saying, "Mrs. Gammon wants to see if you are young or old."

Mrs. Gammon announced that Miss Bosson and Miss Enloe were her assistants on the entertainment committee. The group voted to have an entertainment of some form every other week. The first type of entertainment was to be a trip to Dallas to the "Starlight Operetta." It was decided that five cars could be taken, for thirty people. Members of the workshop and their families or friends would go and they would all buy $1.20 tickets. Mr. Shands agreed to get the tickets when in Dallas Saturday afternoon. The first choice was Thursday night, July 25, to see Naughtie Marietta. The second choice was Thursday night, August 8, to see Wonderful Night.

The money was paid to the financial chairman, Mrs. George, and she then turned it over to Mr. Shands.

Dr. Matthews, Director of Teacher Training, North Texas State Teachers College, came in for a visit with the workshop group. Dr. Dougherty briefly explained the areas for study which had been decided upon, saying they were to be relatively short and would take up the seven points later in the handbook.
"Now we want to find the things to be included in evaluation. Any suggestions?" Mr. Shands, who suggested evaluation at first, explained that he had in mind what the bulletin would look like. How would the seven points be worked up? Mr. Guite asked, "These points do not have to be separate?"

Dr. Dougherty said, "Dr. Matthews, I want to ask now, do we have a contract with the State Health Department and Kellogg to produce a handbook based on the seven points?"

Dr. Matthews replied, "No. We have a contract to produce a handbook, period."

Dr. Dougherty: "I thought I saw a contract to that effect."

Dr. Matthews:

It was that way in the beginning but we talked them out of that. That is a limitation and violates one of the purposes of a workshop. In the beginning of workshops we found ourselves interfered with by organization, and mature students desired to work on their own individual problems, thus the workshop was born. There are certain characteristics, one of which we are violating, and that is, the participants have been given a job. No one knows what the handbook will be like, and that is good for all of us. We can pool our minds in making that decision. There is one guiding principle in that it should be something that will help teachers in their teaching. The best workshop comes from the problems of the teachers. The final solution represents the pooled brains of the group. We will have to adopt several ideas. You should decide on ideas with which, I would say,
you could go ninety miles an hour as in talking of entertainment and other ideas that will take ten miles an hour as the importance of the idea increases.

As I see it, the body of this information should be something to help the teachers in the state.

Curnutt asked, "How do we know what teachers over the state want? What will help in one situation won't help in all."

Dr. Dougherty suggested, "You are a fair representation of teachers from the different sections of the state."

Mrs. Smith, teaching Mexican children in South Texas, suggested:

I have found children more or less alike wherever they were; they all had measles and other common diseases. They all like to do the same things that other children do and the general thing that would promote healthful living in one place would help others.

Someone suggested that the group was working on the problem because teachers were needed to do it. Something that would help this group would help other teachers in the state and elsewhere.

Dr. Matthews suggested:

You have to watch to keep from making assignments every day and you have to watch to keep from accepting assignments; you can accept openly or you can reject mentally. You are in the habit of taking assignments.

You say you would complete your work in two weeks; you work on even though you finish before the two weeks are over. Now do you wish to ask me some questions?
De Leon: "What do you consider the first step?"

Dr. Matthews: "Shall we start by trying to find the teachers' need? I believe what I'd like for teachers to get (and you ought to vote it down if you do not agree) is a little pep and something about how to get it."

De Leon: "This way of looking at health is new -- very little experience -- that's why it's different."

Dr. Matthews:

Would you want to explore ideas and various techniques of getting health over to people? What do people read? Engelman said that fifty per cent read direct conversation; three to one choose books of direct conversation.

Your goal is to reach the teacher. You are not trying to please Shanks and Dougherty, the State Department, or health experts -- just teachers like yourselves. Keep in mind, we may not write a handbook.

Guite: "May I give a contribution? Why not elaborate on techniques of activities?"

Question: "Do you mean the needs of the child in one area?"

Answer: "No. You do not ally the needs of the child in any one area. My problem might be different and we can't solve every need of every teacher, but we can elaborate on them."

Dr. Matthews stated:
Health is a new area; there has never been a new subject born that did not have a need. But in order to gain academic respectability a body of subject matter is organized and the subject finally loses the need in a list of references. I want to ask two questions: (1) How many of you want to write a handbook? The hands went up very slowly. (2) How many of you are going to do something about health next year? What are you going to do? Is this bulletin going to give a list of "don'ts" or concrete examples? I'd like for you to follow this critical attitude all the way through.

Hester asked, "How do ye know what teachers want?"

Dr. Dougherty suggested, "Why not start at home? What do we want? We are not so inadequately represented."

Mrs. Swindell added:

Why can't teachers use their own initiative? It is surprising how much a one-sent post card will bring. You can get a lot of material from the State Department of Health, and I find other states cooperative. Why wait for the superintendent to get material?

De Leon: "Why not list materials and give information as to where to find them?"

Dr. Matthews: "Why not call in a publicity person and say, 'Here are the facts. Now do a publicity stunt.'"

Nobody knew what to say. Intermission followed.

At the intermission a number of workshop members went across the street to a little store for cold drinks. Most members expressed a feeling of lack of accomplishment and wasted time in general discussion, little of which pertained to the task at hand -- that of the
composition of a yearbook which would help the classroom teachers of Texas. However, no mention was made of this feeling when the class reassembled.

Tuesday, July 23, 1946

The general feeling of unrest that was voiced Saturday morning over the drinks during intermission seemed to have lost momentum and a willingness to accept what had been done the first week was mainly in evidence.

It was announced that the group would have to get along for two days without Mr. Shands and the two members from the North, Mr. Guite and Mr. De Leon, since they were on tour to Fort Worth, Mexia, and Austin. Also it was announced that the tickets for the operetta in Dallas were ready for Thursday night, July 26.

The question of getting a secretary for the workshop was raised by Dr. Dougherty. Mrs. Johnson suggested a Mrs. Jolly; other suggestions followed. Several telephone calls were made, but nothing definite was settled.

Dr. Dougherty explained that he did not know just what the group was going to do with the areas of thought outlined, but that any workshop given a grant of $1,500 was "expected to do something. Let us get into something
that will please our sponsors. If there is nothing up there you like, you are at liberty to add anything to this that you like to work on."

Question: "How are we going to work up our references?" Someone suggested each small group work up the references for its particular point of work. Then let the secretary organize all the references. "Let me ask you this: Have you had time to think which one of these points you would each like to work on? Are you willing to accept the seven-point program? Dr. Harmon has given more thought to this, has had more training than any of us, and this is his suggestion."

Dr. Dougherty was called to the telephone and the chairman, Mr. Hester, took charge.

I was just wondering if we couldn't form our groups and get started on the seven basic points. I believe we could have small groups and work together better than in large committees. We should agree on the form we are going to use as to outline, sentences, or phrases. Whatever form we use should be uniform.

Question: "Do you mean for the entire group to work on the four areas on the board first, then the entire group work on the seven basic points?"

"No, the four points in the beginning and seven basic points make eleven points with twenty-one people working; that will be about two people to each committee,
all working at the same time on all eleven points."

Dr. Dougherty returned and the plan was explained to him.

I think you have a good point. If any of you have studied on any of these phases I would like for you to choose that one. Do you think it a good thing to select an editing committee? This committee will have to work on other committees. If this is a true workshop you will work wherever you are needed.

Suggestion: "It might be well to let each one write the first, second, and third choices on paper with your name and determine by that means just what we will work on."

"How would you people like to handle this choice?"
It was suggested that the executives, Dr. Dougherty, Mr. Hester, Mrs. George, Mrs. Gammon, and Mrs. Johnson form a committee to check the choices, which were as follows:

Part I.

Point 1. Mrs. Johnson.
2.
3. Mrs. Smith, Mrs. Bascum, Miss Patterson.
4. Miss Yoe, Miss Rosson.

Part II.

Point 1. Mrs. George.
2. Mr. Curnutt.
3. Mrs. Venona Grant, Mrs. Swindell, Mrs. Gammon.
4. Mr. Rogers and Mr. Hudspeth.

5. Miss Bessie Grant, Miss Enloe, Mrs. Hattan.

6. Miss Childress.

7. Mr. Heeter.

"From this check you see some points have as many as four on the committee; some one; and Point 2, Part I, has no one."

Question: "What are we going to do?" Miss Kearns agreed to help Mrs. George. Mrs. Venona Grant agreed to help Miss Childress. Mrs. Smith, Mrs. Beucum, and Miss Patterson, after a brief conversation, asked to work on Part I, Points 2 and 3, since they were all living in the same hall. It was agreed that these choices would constitute the committees.

"Why not leave it as it is and see which ones our Canadian friends are interested in?" and so the following problems were accepted:

THE CHILD HEALTH AND DEVELOPMENT WORKSHOP

Work Committees
July-August, 1946

Part I.

Point 1. Philosophy, scope, and principles of health education. Mrs. Claudia Johnson.

Point 2. Procedures and activities for health program organization.
Point 3. Aspects of health program including professional and non-professional health services. Mrs. Dorrie Smith, Mrs. Seawillo Baucom, Angileen Patterson (same committee also for Point 2).

Point 4. Evaluation of the health program through cumulative records, charts, and other records. Winnie Yee, Mattie Lowe Rosson.

Part II.

Point 1. Control of communicable diseases by daily observation. Mrs. Gladys George, Fay Kearns.

Point 2. A minimizing of non-communicable defects by periodical teacher observation.

Point 3. The provision of minimum health essentials in classroom environment. Mrs. Marie Swindell, Mrs. R. A. Gammon.

Point 4. The provision of adequate activity for children to promote their physical fitness. W. D. Hudspeth, Joe E. Rogers.

Point 5. The inclusion of adequate health content in the school curriculum. Bessie Grant, Minnie Fae Enloe, Mr. Arlyn Rattan.
Point 6. The inclusion of adequate nutrition supervision and instruction in the school. Mrs. Venona Grant, Daisy Childress.

Point 7. Integration of public school health program with community program in such a way as to provide continuity with child growth. Ralph Beater.

"Now may I suggest that you get as many charts, graphs, and tables as you think will help you on your point, and if we can't get a copyright, the State Department can."

"We are going to have free time and if you want to search through this material for helps you may do so. If you want to go to lunch you may."

After lunch, on returning at two o'clock, all the members diligently sought helps from various courses of study, books, pamphlets, and leaflets, and the afternoon was spent in this manner.

Wednesday, July 24, 1946

Each group or committee was searching for materials to be used in solving its particular problem. There was very little discussion among groups, there was no general discussion, and very little conversation was manifest throughout the day. Dr. Dougherty was a willing
consultant, ready at all times to help in any way possible, but he offered no general or specific suggestions, leaving each one to orient himself in relation to the materials available and the problems to be solved.

Thursday, July 25, 1946

Mr. Shands and the two friends from Canada returned from their tour of Texas. After words of greetings were exchanged, plans were made for the trip to Dallas to see the operetta, *Naughty Marietta*. Those who had volunteered to take their cars announced how many could go with them and invited different ones to ride until the entire group was provided with transportation.

It was decided in general discussion that each car would pick up the riders and leave at the time of the choice of that group.

Dr. Dougherty, in a brief suggestion, pointed out that he wanted to know just how the material would be organized, stating he thought it should be relatively short, in example form, something that could arise from experiences of those in each group which would suggest similar experiences to other teachers. If anyone was having trouble finding materials, he stated that they might go through materials in the college library at
any time during the workshop sessions, just so they reported where they were going. He said he was ready for consultation at any time.

Mr. Shands also stated that he was ready for consultation or to help at any time. The day was spent in group discussions, searching and collecting materials, and in individual and group consultations with both consultant and coordinator.

Friday, July 26, 1946

As usual, before beginning work, there was a fellowship period at which time the members of the workshop became better acquainted through conversation, exchanging ideas, and general discussion. This morning each expressed pleasure in attending the operetta with varied opinions as to what part was best. Then Dr. Dougherty called for a check to gain information on graduate programs and stated that as soon as the group got settled down a pattern for organization should be worked out. The day was spent in group participation and consultation.

Saturday, July 27, 1946

In the informal discussion before the entire membership of the workshop assembled the following questions were asked and opinions were expressed by different members:
"Have you begun to compile your material?"
"Have you found the material you need for your problem?"
"Do you think we are writing this as they want it?"
This question was answered both "yes" and "no": "It is what some want and definitely not what others want."
"I think we should have something more individual."
"Or something more practical."
"What teacher is going to take time to read a philosophy of health education when she is searching for some method or procedure of teaching?"
"No one is going to readjust paragraphs taken from other books and that is what we are getting."
"We are assembling exactly the same thing that has been done over and over again by those who have given far more thought and study to this type of thing than we have."
"What are we going to do about it?"
"I think we should get together and see what the others are doing and try to decide how to do this."

Prior to this it had been announced that Dr. Dougherty was planning a general meeting for a progress report.
The chairman, Mr. Hester, was asked to call a general meeting.
The meeting was opened by Mr. Hester, who said,
"Some of the group have asked that we get together and decide just how we are going to form the organization of all this material. It seems as if we are not in complete agreement."

One member suggested that what was being done was not practical for most teachers.

Chairman: "What do you want to do about it?"

Another said:

In our meeting with Mr. Shanda, he suggested that we invite some successful teachers to come in and have an informal discussion in which they would tell us of their methods of teaching. Perhaps from listening to them we could get some ideas of how health can be taught and by passing on these ideas to other teachers we could help them in solving their problems.

During the discussion that followed, Dr. Dougherty came in. He stated that he was concerned more with this, "Just what form do you want to use in compiling this material?" Mr. Hester explained the situation and the question of getting other teachers to come and talk with the workshop group.

Dr. Dougherty, in his kind, affable, and gracious manner, said, "I think that is fine. Just what do you want to do? Ask them to come and just talk to you or do you want to present what you have done to them and let them pass on it?"

The reply: "Just come and talk, tell us some of the methods they use in their teaching."
"Whom do you want?"

After a brief discussion the group decided to ask Mrs. Phoebe Misell, a member of the Demonstration School faculty; Mrs. Julia Hogan, Denton County Supervisor of rural schools; Mrs. Henry G. Shands, teacher in an elementary school; and Miss Beulah Harriss, Assistant Professor of Physical Education, North Texas State Teachers College. From these various fields of activity in which each one had interest in the elementary child, it was thought some splendid ideas would come.

Question: "How do you want them to come? Whom do you want first? When do you want them?"

Reply: "Let's see who can come first and when they can come. It is a matter of their convenience, not ours, don't you think?"

Dr. Dougherty said, "Whom do you want to ask them? Who knows them? I know them and would be happy to ask each of them, but I feel it would be better for the invitation or request to come from some student."

Mrs. Gammon said, "I know Mrs. Hogan real well. I will be glad to call her."

Another replied, "I will be glad to ask Mrs. Misell."

Mr. Hester said that he would get in touch with Mrs. Shands and Miss Harriss.
Since Mrs. Mizell was first choice, she was called by telephone first and in a very gracious way she accepted the invitation of the group to talk with the workshop members Tuesday morning at nine o'clock.

Mrs. Hogan was then called, but due to reports having to be completed in her work and a house guest for the week she was unable to come.

Mrs. Shands could not be contacted at this time.

Miss Harriss said she would be happy to come Thursday at nine o'clock.

With the agreement that Mrs. Shands would be contacted later in the day, the meeting was dismissed until Tuesday at nine a.m.

Tuesday, July 30, 1946

The general meeting opened with an introduction of Mrs. Phoebe Mizell, who had been invited to talk with the group on how she integrated the teaching of health in her daily teaching. She began by referring to the book, *Little Red School House*. When one of the teachers was asked, "What do you do about health?" the answer was, "We never mention it." So said Mrs. Mizell, "I never mention it." Then she related how in various ways she taught. There were courses in which boys and girls might discuss health problems. Books -- *Being Born, Life*
and Growth, Man and His Body -- were brought to her room from the library shelves. These were mentioned and some few pictures in the books shown and an interest aroused. The children were anxious to read the books and availed themselves of the opportunity to do so with such eagerness that it was difficult for them to obtain the books. Another way was teaching through biography -- emphasizing the lives of great men who have contributed to science.

The radio program, "Texas School of the Air," was under her direction. The different scripts that were used proved to be an excellent method of teaching health. Mrs. Misell read one of the scripts, "O I See," showing the importance of being able to see.

She related some of her experiences on a trip to New York with a group of students, pointing out the practices of healthful living in traveling and in planning for the trip.

A brief discussion and a few questions followed before Mrs. Misell had to leave.

After intermission the chairman began by saying,

I've asked for this meeting to discuss what happened this morning. I was disappointed because no more questions were asked. Some one has said they felt the time was more or less wasted. I believe we would have gotten more out of it if we had asked more questions.
From different members came these responses:

"I don't feel the time was wasted."

"Neither do I."

"I got helpful ideas."

"I think by using the script or something similar is a clever way of teaching health practices."

"I think it might be well to include one as a sample in our handbook."

"It will take a lot of space."

"Suppose it does, it will be more valid than a lot of what we are writing."

"If it gets the job done, that is what we want."

"Let me ask you this -- will it reach home more by children participation or the blackboard method?"

"Definitely by children participation."

"Let us hear from our friends from Canada. What do you do there?"

Mr. Guite replied, "We have much more discipline, more formal teaching. You people are suffering from, shall we say, progressive disease here. I think if we could find a happy medium -- you introduce more discipline and we more informal teaching -- it would be better."

There followed a lengthy discussion on deviation of children from normal life. "What are we as teachers
going to do for them?" No solution to this problem was found. The meeting was dismissed for lunch.

Mrs. Henry G. Shands, who had been invited to speak to the group in the afternoon, was introduced by Mr. Hester. She began by saying:

I am not an expert of any kind, so please don't think of me as such. I am not going to make a speech, but I will be happy to tell you just how I live with my children of the fourth grade, or how we live together.

I like to begin with some sort of understanding of what health is. I like to take an inventory of my own philosophy of health. (Of course the children don't know this.) I agree with John Dewey's philosophy that 'Education is a continuous reconstruction of experiences.' I believe that in the reconstruction of our own experiences, the learning situations are made happier.

I am unable to separate health from the individual. I don't like to think of teaching health by a course of study. I don't like to have the door shut in my face. Health must be lived; it is life itself. A teacher should be an example. It is a constant stream through every hour of the day, through the week, and through the year.

We have our big guiding principles -- how can we focus their attention and bring into their consciousness the desired living conditions?

Our motto in our room is 'Living Together.'

We begin in September by comparing their height and weight when school closed the previous year, with their height and weight at the beginning of this school year. We discuss what made them grow, and general health habits such as sleep, eating, recreation, etc. I feel that the teacher should respect every individual, make each child feel important, help them to feel the group just couldn't get along without them.

I recognize and utilize the ability of every child. With a green light on we go ahead.
In a very charming and interesting manner, Mrs. Shands related some of her experiences in living with her fourth grade.

One was toward achieving satisfaction in personal appearance.

Another, the study and planning of menus in the school cafeteria.

Still others were programs of Mother Goose and the Quizz Kids, a trip to Fort Worth points of interest, and a private inventory of every day's work, all of which helped workshop members to realize that she accepted health as life itself and had on tap a lot of information within her head and heart.

A brief discussion followed as to what the group wanted in the handbook -- philosophy, teacher information, cases, experience stories as samples, or what? No decision was reached. The meeting adjourned at five o'clock.

Wednesday, July 31, 1946

A general meeting was called. The talks of previous days were discussed. Several expressed the same thought -- that Mrs. Shands told many things most teachers do but in a different way. She hit home with some good ideas. The group enjoyed her very much; it was
certainly worth-while.

At this point the time of meeting and dismissing was brought up by the chairman. After a discussion it was decided by the group that they would meet at the Sam Houston School for a general meeting every morning from nine to eleven or later if necessary. At this time everyone was supposed to be present, since all general discussions would be held at that time. The group as a whole would meet again at two o'clock whenever necessary, but unless a general meeting was called for two, each individual was on his own to work at the school, in the library, in his room, or wherever was most comfortable and desirable.

There followed another discussion of what to put in the handbook and how to put it in. This decision was reached: "Get the best you can from whatever you can, but get the best regardless." Each group took on the responsibility to do the work it felt it had to do.

Tuesday, August 6, was decided upon as the day when each committee would have a rough draft ready for presentation to the group as a whole for the beginning of the refining process.

The meeting was dismissed with each individual free to use the afternoon in the way most advantageous to him.
Thursday, August 1, 1946

Every member and one visitor were present when Mr. Hester introduced Miss Beulah Harriss, Assistant Professor of Physical Education, North Texas State Teachers College, asking her to discuss some activities on the elementary level which would be of use to teachers.

When Miss Harriss read the seven basic points from the health program upon which the group was working, she made this statement: "As I look this over I am afflicted with an overdose of inquisitiveness."

"Who is going to participate -- the teacher or the child? What is Johnny going to do while the teacher is doing the inspection?" These and other questions were asked to stimulate interest and thought. Miss Harriss related some of her experiences in teaching health.

One unit on posture which began in October was finished in May. In this course she took the footprints of each child in the room at the beginning, and the work became so integrated with the homes that before the unit was completed not only were the footprints of the children placed around the room but also those of every mother and father represented in that room. The unit included the study of the whole body. Many activities and demonstrations were used, as well as teaching of the principles of health.
One thread of thought through Miss Harriss' talk was that if the child has the mental ability to learn the mechanism of airplanes (and most of them do), then he has the mental ability to learn of the mechanisms of his own body. She said:

To teach health education that will live, it must carry over. You must recognize the child is the core of education. You are going to make your evaluation out yonder. The mental, physical, emotional, and social health of every child is demonstrated in the home, in the school, and all through his daily living. Let me leave this thought with you; Don't worry. Do all the work you can; let the rest go, and be happy.

The question was asked, "What would you like to have in a handbook?" Her reply was, "I'd take the seven points, static and stereotyped, on one side; on the other side I'd put practical applications. So much of this kind of thing is done in swivel chairs. What you need are footprints."

After the meeting was dismissed a number of members stayed and talked longer with Miss Harriss, asking questions which she graciously answered. The chairman came in and different members of the group asked if it would not be possible to have Miss Harriss back for a demonstration of activities. He said that he would see.

When the group met again at two o'clock, there was an expression of pleasure and enjoyment in the talk of
the morning. The chairman made known the request of the group who remained to talk with Miss Harriss. It was suggested that she might give something in her demonstration that could be used in the handbook, and it was agreed to ask her to come at her own convenience.

Dr. Dougherty took charge, saying he thought it was time to start writing on the handbook since it was necessary that the group get something in black and white.

Now we have two parts to our outline. I wonder if we couldn't say this? --

Section I. Organizing school for healthy living.
   1. Philosophy.
   2. (a) Procedures and activities.
      (b) Health services.
   3. Evaluation of health program.

I don't want to appear dictatorial. Now as you know I could have told you the first day as well as now how to do this but I wanted you to get into the program.

I would like for you to make it as literary as possible, yet not fictional.

You should indicate that it is not a program just for teaching but that the welfare of the child is all-important from the time he enters school until he finishes in an integrated program.

The evaluation is going to deal with the progress or change brought about in the child. This may be shown by charts, cumulative records, and graphs.

It would be fine to write the titles to the seven basic points with explanatory statements. Since the title should determine what you are going to include, it might be well to use some topic sentences to explain it.

We have to get started some way. Could we answer the questions why, what, how in the following manner? --
Section II.
1. Teacher approach -- Why?
2. Scope of content -- What?
3. Examples of activity -- How?
It might be well to include vital statistics on
death from communicable diseases in the philos-
ophy. A good orientation to include facts might
help. I don't want to impose anything upon you.
Let's be well-rounded when we write this, and
each one get into his own problem.
Shall we say we will all have a rough draft
of our problems ready by next Tuesday? Now you
know the directions you are going and what you
are going to cover.

The meeting was dismissed.

Friday, August 2, 1946

Mr. Shands asked about making a report to the Na-
tional Chemical Company on the Child Health and De-
velopment Workshop, conducted the first semester of
the summer, since some who attended the first six weeks
were also attending the last six. He suggested they
might help by contributing newspaper clippings if any
of the clippings had been kept. "Any help you can give
to show the activities of the group will be greatly
appreciated."

Mr. Hester reported that the most convenient time
for Miss Harriss to demonstrate some activities for ele-
mentary children would be Tuesday morning, August 6, at
nine o'clock.

The group agreed to meet Tuesday at nine a. m. at
the Harriss Gymnasium for the demonstration, and at two
o'clock at the Sam Houston School for the presentation of the material in the form of a rough draft for the handbook.

Dr. Dougherty suggested, "I don't want to scare anyone, but the work has to be finished. Don't hurry. We have no time to lose. That's all. We will be here for consultations."

The group was dismissed, each individual to work with his group or alone in the Sam Houston building, the library, or in his room. Members of the group were to use the time to the best advantage in completing the task each had accepted.

Saturday, August 3, 1946

No general meeting was called. Dr. Dougherty and Mr. Shands were present for consultations. Some of the members were working in groups, some as committees, some individually. Some were in the Sam Houston building, some in the library, others elsewhere; but wherever they were found each was working conscientiously and intently on his own problem.

Tuesday, August 6, 1946

The entire group met at nine o'clock at the Harriss Gymnasium for a demonstration of activities for elementary children. Miss Harriss greeted the group in her
classroom with a skeleton of a human foot. She explained how the children usually react when she places such a specimen on her desk without making any comment whatever. The children look at it shyly at first, touching it with one finger, then later picking it up, looking at it, handling it, and then learning all about it.

From this she led into a discussion of feet and footprints; explained a good footprint, a flat foot, a high arch, etc., showing prints of each type.

The group was then asked to go out onto the gymnasium floor for the activities. There followed a series of games and activities that would delight any group of elementary children. First everyone was asked to remove hose or socks and shoes. Off came everybody's socks and shoes, and with a piece of crayon between the great toe and the toe next to it, each person wrote the alphabet, first with the right foot, and then with the left.

Following this were games and relays with marbles played with the toes. This was done to show how to help to develop the arch.

Then came the rope-jumping contest, with the single short rope, single long rope, double long rope, and crossed long rope.
The games with the sponge balls were enjoyed. A spirit of zest and pleasure was apparent throughout the morning, even with the taking of the plumbline.

With an expression of appreciation to Miss Harriss for her kindness in the demonstration for the members of the workshop, the group was dismissed at eleven, each one to use the time until twelve o'clock to the best advantage. The group met again at two o'clock in the Sam Houston building.

As the group assembled in the afternoon, Dr. Dougherty said:

I believe we are all here. Now is a good time to say this. I hope nobody will feel any offense at any contribution or suggestion anyone might make, for it will be made for our paper—not for an individual paper. Our enemies are more helpful sometimes than our friends. They will give us criticism and we begin to think. Now will the chairman take charge.

Hester: "Our perspective today is to present a rough draft of what we have done on our problems. I am sure the majority do not have their drafts completed. Now just what technique to follow I don't know. Mr. Shands, do you know how we could do this?"

Mr. Shands: "No, this isn't my idea. We'll just have to start somehow."

At this time Mr. Quite agreed to be Experiment No.1 and read his contribution, which was Point 5, Part II,
the inclusion of adequate health content in the curriculum. The committee working on this included Mr. Guite, Miss Enloe, Miss Grant, and Mrs. Rattan. It was learned that Mr. Guite and Miss Enloe worked on content alone; Miss Grant worked on teacher approach, and Mrs. Rattan prepared the activities and procedure.

Mr. Guite stated that their work or content had been divided into three parts:

1. Information or approach.
2. Technique.
3. Activities.

He said he would read as a sample the information on clothing. All this information came from books and courses of study. This pertained to the right kind of clothing to meet weather conditions, clean clothing, and care of clothing.

Someone asked that he read his information on hair and eyes. This was information in clear, concise sentences for use by the teacher.

Guite: "We tried to cover everything but not too many details. We were thinking of the length of the paper."

Chairman: "Is there any discussion on content?"

Shands: "I would like to hear that about clothing
again." It was read and some one asked, "Should we say the children have to know these things or must know?"

Another member said, "I think it would be better to say the children should know."

Guite: "It is more desirable to say should."

Dr. Dougherty came in. He asked the chairman:

Have you given the approach? Couldn't we have a composite form? Say let the one who has the first part come first. Mr. Guite's part is B; shouldn't we have heard Miss Grant's first? We have to set standards; first, the teacher approach is leading up to the content. Could we settle that once and for all?

Someone suggested that Miss Grant be asked to read part of her report.

Miss Grant: "Mine is 'Finding Needs for Instruction.'" She read several forms in phrases and outline to be used in checking to find the needs, and gave some forms of surveys and tables.

Question: "Will yours fit right into Mr. Guite's; did he treat the things you mentioned?"

"Yes," answered Miss Grant.

"Now, Mrs. Rattan, will you read part of your report?"

Mrs. Rattan: "I am giving some suggestive basic activities." These were to be used in the technique and procedure of putting over to the child the information
the teacher had gotten from Mr. Guite and Mrs. Grant. The techniques and procedures suggested were (1) posters, rhymes, stories; (2) dramatization; (3) games; and (4) puppets.

Comment: "These are something every teacher can use."

Intermission was announced. Everybody "socialized" for a few minutes, going across the street for cold drinks and ice cream.

On returning, Dr. Dougherty asked, "I wonder if we couldn't go right down the list, beginning with Part I, No. 2? Mrs. George and Miss Kearns have 'Control of Communicable Diseases.' Could we start there and go right through?"

Mrs. George: "It is an American obligation to keep our children fit through control of communicable diseases."

Discussion immediately followed. With the thought that the word "American" limited the obligation, it was decided to let it stand and think about it later. In the introduction she stated the goal should be not one hundred per cent attendance but one hundred per cent well children coming to school. Then she listed a number of techniques and procedures such as charts, records,
checks for communicable diseases, illustrations, and scripts from the collection of Mrs. Mizer, one of the guest speakers, entitled "Kerchev!"

Teachable moments were listed as: (1) when children sneeze, put things in their mouths, have dirty hands, wet feet, etc.; and (2) when a member of the class has become ill.

Mention was made of establishing the proper relationship between the home and the school by getting the parent to send only a well child to school.

Comments: They had good ideas, catchy illustrations, and interesting materials.

Guest: "You have covered the first line of defense by screening. What would you do for the second line of defense? Suppose the disease is an internal one?"

Reply: "I told that in the information for the teacher."

"If there is nothing more anyone can contribute, we will go. Be back in the morning at nine."

Wednesday, August 7, 1946

This was a very informal meeting in the beginning; the members coming in seemed to feel free to make comment about the meeting the afternoon before. Some said it
would take too long to give all the reports, others seemed to think they would be bored by listening, some thought it would be a waste of time and they could be working on something else. Some even joked about particular points under discussion, but soon they came back to the serious thoughts of developing the handbook and after discussion of various methods of procedure decided to recommend to the chairman that the group elect an editing committee of three members, Dr. Dougherty and Mr. Shands to form a board. Then each of these ten committees would report to this board while the other committees continued their work.

The chairman was informed of the wishes of the group and he in turn explained to Dr. Dougherty. The question, "Would only a small group be stimulated when the reports were given?" was asked. It was answered by agreeing that any individual or committee was to feel free to meet with this board at any time. Response: "This is your workshop; whatever you want to do will be done. Let's vote." It was voted to have the board of three class members, cooperating with Dr. Dougherty and Mr. Shands, to form the editing board and two alternates in case any member was absent. Mr. Hester, Miss Yoe, and Mrs. Johnson were elected as members; Mrs. George and Mr. De Leon as alternates.
Mr. Hester suggested that this committee get together and see what could be done. "We might make a schedule. What committee is ready?" It was found that Part I, Section 1, was ready and Part II, Section 1, wanted to listen. This was found to be agreeable. Mrs. George was asked to meet with the committee in place of Mr. Shands since he was out of town.

Mr. Hester began by asking Dr. Dougherty if he had any suggestions as to a check list or standard by which they might judge the material to be used in the handbook.

Dr. Dougherty replied that he knew in writing a book an outline or brief was formed and that was passed on. It was decided to ask each committee to give a brief of what it had done.

"We are now ready to listen to Mrs. Johnson read her report on 'Philosophy of Health Education' or 'Point of View.'"

"I'd like to read it for criticism for I am not sure it is what it should be." After the paper was read Mr. Hester asked for suggestions. The following are typical of the responses of the committee members:

"The organization just isn't tied in with the title."

"It would be better if there was a stream of continuity of organization running through."

"Is it a little too bookish?"
"It would be better if there was some form in which it could be made more attractive."

"I think you have a good point of view."

"Why not have us give you these ideas and allow you to work them out later?"

"If there are no other suggestions I believe we can go into Part II."

Mrs. Baucom gave her committee's report on "Procedure and Activities for Health Program Organization," giving the methods, guiding steps and techniques. Mrs. Smith read the aspects of the health program including professional and non-professional health services, starting with a definition and listing the personnel connected with it.

Miss Patterson read the description of the environment conducive to the development of the health program. Suggestions were called for.

"They have collected a wealth of material, but I think it would be better if they had a chart showing the delegation of authority of the personnel."

"I think you should mention the Board of Education."

If there were some pictures, illustrations, or case stories, don't you think it would be better? I am not saying you people are doing too much preaching but I do think it would be fine if we could use more visual aid. Let's have our book different.
"There should be a connecting of what you have said with the report of Miss Yoe and Miss Rosson."

"We will listen to them now."

"Ours is setting up the organization of evaluating the school health program by the evaluation of materials and activities used and the evaluation of the outcomes."

These evaluations were given in detail.

Suggestions were as follows:

There is over-lapping of this report and the report just before this one. I think you might work this out together. One of you might mention a point and the other go into the explanation. What is your territory is yours, although the others might refer to it.

"Just use to the best of your advantage these suggestions."

Part II, Section 2, came next, "Screening for Non-communicable Diseases." Mr. Curnutt gave this report.

The introduction, "Why Screening?" was followed by information, pictures, charts, diagrams, methods, and procedure for group screening, structural screening, visual screening, and various other types.

The suggestions following this report overlapped with the previous discussion. Some of the explanations needed rewording, but the material was good.

The meeting adjourned.
Thursday, August 8, 1946

"Since we all seem to enjoy our social hours, it is time to hear about our picnic for this week. Mrs. Gammon, do you have anything to report?"

Yes, I do. All the arrangements for the picnic have been made, each one knows what to do, all the committees are working nicely, and after all the bills are turned in we will let you know how much it will cost and you can pay Mrs. George. We want you to come this evening to the college park. We will eat at 6:30, then there will be a band concert in the park followed by a picture show and we thought you might want to stay for that.

"Is there anything else to come up? If not, the general meeting is adjourned and the editing committee will meet with Mrs. Sswingell and Mrs. Gammon."

Their report on the "Provision of Minimum Health Essentials in Classroom Environment" was given in a detailed manner with much helpful information for the teacher. Every factor in the physical environment was considered in this word picture.

The suggestions which followed were as follows:

"A lot of that is more book material than handbook and I am not sure that the teacher should get his information from our handbook, for it is probably written better in other places."

Mr. Shands suggested, "I believe that teachers would
read what you actually did in your classroom more than they would quotations from books."

Mrs. Swindell said, "I have a check sheet that teachers might use in checking the light in their rooms."

Dr. Dougherty: "I like that."

Mr. Hester: "I believe a story form would be better; you have ample material. Let's have an intermission."

After a few sociable minutes and Coca-Colas, the meeting continued.

Chairman:

It seemed to be general feeling that we want something teachers can use, but we don't want to neglect one of our objectives and that is to include enough material and information that teachers will not have to go to other references for needed authentic information. I think Mr. Shands and Dr. Dougherty have a splendid idea of presenting this handbook in story form, with pictures, diagrams, etc., to show what is meant by the information.

Mrs. Gammon replied: "I am beginning to see the light."

Mrs. Swindell: "Why didn't someone tell us this two weeks ago?"

Someone else: "The idea is to get as much information as possible in one story without the story being too long or uninteresting. You may not cover all the authentic information; if not, then add a short paragraph."
The main idea gleaned from these suggestions was that the information should be changed to story form.

"We all have a point of view now. Yes, we have all had the wrong point of view, I see that."

Meeting adjourned.

Friday, August 9, 1946

The editing committee met, with Mr. Rudolph giving his report on physical activity for grades one through six. In a short introduction he gave the reasons for physical activity, followed by the teacher's approach as to why we should have physical activity in the school. He suggested ways in which these practices may be put into effect. He gave the importance of desirable physical conditions in which the physical activity takes place in regard to ventilation, sanitation, conservation of vision, etc. The facilities of physical activity were described; activity games, rhymes, and stunts were listed.

The question was asked, "Have you explained how these contribute to health?"

"No, I haven't."

"If you had led up to that and shown the relation to health, that should have been fine. Just a little summary to show the relation between health and physical exercise would help."
The chairman suggested a "stretch." The group accepted this as a social interlude and went across the street for Coca-Colas. Even though the temperature was reported to be 110° (not authentic), the workshop group had a good spirit, but one of concern over the task at hand. The representation of divergent views was a stimulating experience; it seemed that the members were beginning to achieve much more thoroughness and understanding of how to formulate the material they had gathered into a more attractive handbook through these reports and general discussions. The feeling of "jitters" seemed to be passing and a determination to succeed in their undertaking was manifest.

When Miss Grant gave her report, she began by saying, "I am willing to change this, for I have used my personal feelings in giving the teacher's approach."

The reply was, "We will listen. We want to incorporate the newest and best."

Question: "Are you going to get down on the level of teaching or are you going to stay in the realm of theory?"

Mr. Guite and Mrs. Ratten read their part of the same problem. The suggestion followed that all of them should more carefully amalgamate this material.
Mr. Guite had rather short, terse sentences and well-chosen words throughout his report.

This question was raised, "Would Mr. Guite's content report come first in the seven-point program?" This was discussed and it was decided that the points might not be listed in the handbook just as they were considered in importance in the seven-point basic program. However, it was felt that this would work out later.

The afternoon meeting opened by Miss Childress and Mrs. Grant giving their report on "Relation of Nutrition to Growth." Their report followed something of an outline informing with full explanation of each part. An interesting introduction was followed by information for the teacher, along with a statement of the child's needs and explanation of charts for checking nutritional habits of the child. Approaches, procedures, and activities were listed at the end of the report.

The suggestions given in this case were similar to those given before: the material is too literary; it needs more activities, more illustrations, diagrams, pictures and stories to make it more attractive; and it would be better to rewrite the information.
Saturday, August 10, 1946

Mr. Hester began the meeting by reading his report on the integration of the school with the home and the community health programs. He gave in an interesting way the organization of the joint health program. He mentioned that the agency may be thought of as either one individual or a group of individuals, but that any organization must have a coordinator and a planning body. In the discussion, emphasis was placed on the importance of the planning body and the duties of the members. The agencies concerned with health services in the school, the home, and the community were described. In giving a summary of the seven basic points in the health program, he identified the relationship between points which would make it possible to work cooperatively on various problems.

Mr. Hester gave his own criticism by saying the report was too literary and it needed to be made more attractive despite the fact that he had planned to use some stories, diagrams, and pictures to illustrate some of the points. He finished the report by asking the group, "Do you know how I can cut out some of this material and how I can represent in pictures or some other way part of this information? I don't know."
These suggestions followed: Give more details in the stories used to illustrate the points. Different pictures and diagrams were mentioned to explain certain phases of health education.

The group decided that his problem naturally needed to go at the end since it was a summary of all seven of the basic points.

Mr. Hester's report ended the first presentation to the editing board of the material each committee had gathered for solving the problems of the various points to be found in the handbook. In the discussions greater emphasis was placed on the basic idea of getting material teachers would read and use, than on technical information taken from books which would never be used.

As each group or committee reported and suggestions were made, these activities seemed to clarify the thinking of the participants, and they went to work with renewed interest and enthusiasm to refine, rewrite, and make more acceptable their contributions to the handbook.

It was agreed upon by the editing board that in order to get a better perspective at the next hearing they would take the reports as they came in regular order of importance in the seven-point basic program.
Tuesday, August 13, 1946

The meeting opened with an informal general discussion of further plans for social activities. Nothing definite was decided when the chairman called together those who were interested in hearing the report of Mrs. Johnson on Part I, Section 1, on the "Organizing of Schools for Healthful Living." It was found that she had reorganized, revised, and rewritten her report, making a great improvement over the first one. Only one question was asked, "Where should the church or spiritual aspect be included in the organization?" After a brief discussion she asked for more time to consider this thought.

The report of Part II, Section 1, followed with a similar result. The only question was, "Do the two parts fit together?" After reading and rereading and some rearranging it was agreed that one part led into the other. The meeting adjourned.

In the afternoon each committee was busy working on its report, rewriting, revising, illustrating, diagramming, or writing case stories in the process of refining the materials. Those who were ready with their reports read them again for correction and suggestions.
Dr. Dougherty and Mr. Shands were both busy with individual or group conferences when they were not listening to reports.

Wednesday, August 14, 1946

The entire day was spent in a manner similar to Tuesday, in that reports were given sometimes in parts, sometimes as an entire point or problem of one group; and general discussion, group discussion, suggestions and questions were evident throughout the day.

Just after intermission at 10:55 a. m., Dr. Dougherty extended an invitation to the participants of the workshop to meet in his home for a social hour Thursday evening, August 15. The invitation was gladly accepted.

After a brief discussion as to the social activity for the last week of summer school, it was decided that everyone would be too busy to attend. An expression of pleasure was heard from many for the social activities enjoyed throughout the summer.

The groups resumed their work and continued the day's activities.

Thursday, August 15, 1946

There was no general meeting. Each committee was working on its problem, trying to refine the material so as to make an interesting, attractive, and usable
contribution to the handbook.

The editing committee began the day by hearing the
report of Miss Childress and Mrs. Grant. This material
had been greatly improved by the addition of pictures,
food charts, food score cards, height and weight charts,
and methods and procedures discussed by case stories.
This report was accepted for typing with no criticism
or recommendations. As each report was approved and
accepted by the editing committee, the secretary typed
it in preparation for the handbook.

After an intermission, Mrs. Swindell and Mrs.
Gammon gave a report on "Environmental Control in the
Typical Classroom." This report had been completely re-
written with a different approach. From a series of
procedures, techniques, and teacher information it had
been changed to a case story, with pictures and diagrams
to illustrate the health points. The editing committee
accepted the report with one suggestion: that a con-
necting paragraph be added so that this report would
lead into Part IV, the next point in the seven basic
point program.

No other committee was ready to report, and each
one was free to work on his own problem. Even though
the secretary was typing these accepted reports, the
committees were still working on illustrations, diagrams, charts, etc., to improve their material. The remainder of the day was spent in this way, some working until five and six o'clock.

Friday, August 16, 1946

On entering the building where the workshop was housed, there was a hum of activity. In the office the secretary was typing laboriously on the reports that had been accepted by the editing board. In the corridor and in every room were groups working together or individuals working alone; each individual seemed to have highly and successfully fitted himself into the niche suitable to his abilities and with renewed vigor he was anxiously working to complete the task of refining his material for the handbook. The day was spent in this manner, each one being free to come and go as he desired.

As the members met and talked with one another, each expressed pleasure and enjoyment in attending the party the previous evening in the home of Dr. and Mrs. Dougherty.

A trend toward considering the work for the next school year was evident as some members began to exchange teachable ideas and procedures.
Saturday, August 17, 1946

The morning's work began with a second hearing by the editing board of the report from Mr. Rudolph and Mr. Rogers on physical activities. They gave the reason for including physical activity in the teaching of health, listed the opportunities for teaching healthful practice, discussed it as a method of developing responsibility and leadership among children on the playground, in the corridors, and in the playrooms, gave the purposes of corrective methods, and suggested how to provide for children when they return to school after a period of illness. How to determine children's needs by observations, discussions, and conferences with parents, and physical examinations was discussed. An interesting case study in discipline was related followed by a list of activities for grades one through six in the form of games and stunts.

Only one question was asked: "Have you shown how the physical activity is related to health education?" After a rereading of several sentences, the group decided that the relation was shown. The only suggestion was that pictures be added to illustrate games and stunts and to emphasize health education.
Intermission was announced, after which there was a brief discussion as to where to put the problem of health content, one of the seven basic points of the health program. It had been listed as Point 5. The editing board decided to change it to Number 1, the other points to remain the same.

There followed the third reading of the health-content program by Mrs. Rattan. This gave the purpose of health education, the teacher's approach, a list of available materials for teachers, a list of basic activities for each grade, general exercises to illustrate health phases, and a brief discussion of safety education and mental hygiene.

No questions, suggestions, or recommendations were made. The general comment was that the report was greatly improved since previous suggestions had been accepted and corrections had been made.

With no other reports to be made, these were given to the typist to be prepared for the first draft, and the meeting adjourned until Tuesday with the understanding that those who desired might return to the building and work in the afternoon or on Monday.

Tuesday, August 20, 1946

A very pleasant half hour was spent with the members discussing the outcome of their problems and exchanging
teachable ideas, before the chairman called a general meeting. He began by saying:

We want to attempt to plan our work for the last week. This source material assembled here, which we have been using, must be properly organized. We feel that it should be sent back in the form in which it came to us. I think we should catalogue it and arrange it in the order of the seven-point program; for example, all the materials on communicable diseases should be placed on one table, then list these and put them into boxes for the owners. We will have five divisions: (1) Dr. D. B. Harmon, personal material, (2) State Department of Health, (3) State Department of Education, (4) North Texas State Teachers College workshop, and (5) Mr. Shands and others. I am sure that by all of us working together we can get this done by Thursday.

At this time it was announced that Mrs. Johnson, one of the workshop members, had suffered a stroke and was in the hospital at Quanah. Mrs. George was asked to sit with the editing board in her place and to listen to the last report.

Dr. Dougherty suggested that it might be necessary to call upon each member to reword some part of his paper since the committee wanted it to be as accurate as possible.

It was decided that it would not be necessary to call another general meeting until Thursday morning. The meeting adjourned, each one to work on the materials or reports.
Thursday, August 22, 1946

Upon arrival at the building, workshop members found that all the source materials had been assorted, catalogued, and boxed ready for distribution to the rightful owners. The chairman began the meeting by saying:

I believe most of us are here and it looks as if today will be a full day and will require quite a lot of our time. First, I want to say, as most of you know, that we sent flowers to Mrs. Johnson in Quanah. We have had no report on her condition this morning. Second, there has been an addition to one of our member's family; Mr. and Mrs. Hudspeth have a new daughter and we want to present this gift to them.

Mr. Hudspeth accepted the gift and expressed his and his wife's appreciation for the gift.

The chairman continued:

Some of these problems have been read and we have found some of the sources and citations were not given in complete form. So we, the editing board, are asking each committee to please look over its material, find the notations made, and make the necessary corrections in sentence structure, spelling, footnote sources, and citations. All of these problems have not been read, but we will read them as soon as possible and hand them back to you for correction. That will probably take today and tomorrow, so I suppose this will be our last general meeting, the last time we will all be together, and I want to say it has been a real pleasure to work with you and I have enjoyed the workshop.

Dr. Dougherty took charge and checked the class cards for the final record as to the number of the
course for which credit was to be given.

Then he stated:

You all know that Dr. Matthews took the first copy of our material with him to Battle Creek, Michigan, so that Mr. Masters of the Kellogg Foundation might see what we have been doing. Dr. Matthews returned this morning and brought the report that Mr. Masters was highly elated. . . . He inquired about the possibility of using a two-tone color scheme similar to a bulletin which was published by the State Department of Education in Michigan called Rural Michigan. He also suggested using this as a tentative and developmental health program over a period of three years, by printing this material this year, revising and rewriting it next year, and then the third year revising and rewriting it again.

Dr. Dougherty outlined briefly the work for next year, saying the plans were in the making for one large workshop and several smaller ones, all closely related. He then expressed his pleasure in the accomplishments of the workshop and how he had enjoyed the comradeship of the members. Mr. Shands expressed pleasure in the part-time work he had been able to take from his other duties and to spend with the workshop.

Different members expressed appreciation for the cooperation of all participants and the guidance from the coordinators in this work. The meeting adjourned, each group being free to work on its individual problems the remainder of the day.
Friday, August 23, 1946

Each committee was busy correcting the notations made by the editing board. As the final corrections were made by the various groups and the problems handed in, the members were busy getting ideas from one another that could be used in their classrooms the coming year, exchanging activities, procedures, songs, and anything else of interest or value that could be shared with each other and that would help in their teaching. So, with a reluctant good-bye the Child Health and Development Workshop at North Texas State Teachers College closed August 23, 1946.
CHAPTER IV

CRITICAL ANALYSIS

In the first general meeting the participants in the workshop were handicapped and limited in the solving of their problems. It was stated that the main purpose of this particular workshop was to produce a health handbook for elementary teachers, based upon the seven basic points of the state health program. However, this statement was later modified and the members learned that they were not to produce a handbook as such, but that by solving their individual problems from their own experiences they would thereby help other teachers throughout the state in the solution of similar problems.

After some discussion the group accepted the assignment by taking upon themselves the task of writing a health handbook, based upon the seven basic points of the school health program for the school child. These points were:

1. Control of communicable disease by observation.

2. A minimizing of non-communicable defects by periodical teacher observations.
3. The provision of minimum health essentials in classroom environment.

4. The provision of adequate activity for children to promote their physical fitness.

5. The inclusion of sufficient education content in the public school curriculum to promote insight in personal hygiene and local health hazards.

6. The inclusion of adequate nutrition supervision and instruction in the public school curriculum.

7. The integration of school health programs with the community public health programs in such a way that they not only connect with the life of the school child but provide continuity with what has gone on in pre-school period in well child conferences.

After much discussion by the members and coordinators it was agreed that the handbook would be divided into two sections, section one with four parts to deal with organizing the schools for healthful living; section two with seven parts, each part a point of the basic health program recommended by the State Department of Health, Austin, Texas.

Thus an outline of eleven points was organized with each point as a problem for a particular committee, as has been discussed in Chapter III. Although these problems did not grow out of the direct need or experience of the participants, it was felt that there was a general need for a health handbook, and that these problems are closely related to every school and community in Texas. Therefore it provided and fostered an opportunity
for each member to share in the solution of these problems even though they had been selected and assigned to them in the form of writing a handbook centered around these points. In accepting the assignment each member chose a part from the section in which his greatest need or interest was felt (as was discussed in Chapter III) and began the task of collecting, compiling, and writing his contribution for this work.

The first day after the choice of a problem was made, the entire group seemed bewildered. The enormity of the task before them was appalling to each one. Confusion seemed evident, but as Wilhelmina Hill has said, "Show me any significant achievement of man that has not been accompanied by confusion."¹ Most of the day was spent in searching through books, handbooks, courses of study from other states, bulletins, leaflets, and pamphlets for facts, information, and guiding principles which would help in solving these problems. Each participant was busy citing and collecting a vast amount of material copied from various available sources, yet he was uncertain as to the value of the material he was collecting.

¹Hill, op. cit., p. 42.
Out of this situation arose this general problem: to compile and refine this material concerning the health aspects of the child in such a manner as to be attractively, stimulatingly, and challengingly presented, and thoroughly informative to the average classroom teacher, so that she will be able to motivate each child toward the desired but natural and gradual process of growth and development.

The difficulties met with in this problem were:

1. What should we choose and how should we choose from this great mass of materials that which will meet the needs of the teachers in Texas?

2. How can the handbook be done in an attractive, interesting, and enlightening manner so as to encourage teachers to read it in order that they may do a better job of teaching?

3. How can this material be presented so as to create more enthusiasm and pep on the part of the teacher?

4. How and where shall we find procedures, techniques, and activities which will demonstrate healthful, wholesome living in the schoolroom, in the home, and in the community?

5. How and what shall we cut out of this wealth of material collected for each problem and yet include all
the necessary and most desirable information that teachers will use?

Later there arose this difficulty:

6. How to make the material fit the experience of the teacher and the child and not be just a copy from some reliable source but an application of this material -- either in pictures, illustrations, diagrams, charts, or case stories.

7. The final difficulty was recognized as being the lack of time in which to assemble the approved materials in the form of a health handbook.

A democratic procedure was used in the workshop. In the organization, the chairman of the workshop, the chairman of the finance committee, the chairman of the recreation committee, and the editing board were elected by the method of nominations from the floor and voting by secret ballot by the members. Then the chairmen in turn appointed other members to assist them if necessary. In this way individuals could take an active part and assume responsibility for carrying out various activities.

In both the group and general discussions there was informality, friendliness, and a free interchanging of ideas. One of the members from Canada expressed his
idea as, "There is something very charming about this democratic way of discussing, but it takes a long time to reach a decision." The coordinators in a gracious manner helped each member to realize that a democratic spirit was prevalent in the friendliness, the cooperation, and the freedom allowed in attending class and working up the problems, and by placing the responsibilities on the participants.

The spirit of friendliness led into many sociable moments enjoyed at intermissions as well as at special social activities. The participants were helped to live a balanced life in the attending of picnics, parties, and operettas. These were always well attended, not only by the members but by their families as well. Even in the midst of the greatest concern over the solution of the problems there was always time for a short period of socializing and it was often at these moments that a realization was brought about of the insecurity and indirection being experienced by the members of the workshop. Also, it was often discovered in these informal meetings that a difference of opinion as to the method and manner in which to compile and present the contents of the handbook existed.
Great effort was made to help the members overcome feelings of insecurity by individual conferences with the coordinators; by guest speakers who were recognized as successful teachers relating their experiences in teaching health; by group meetings; and by questions and suggestions from the editing board. These means were used to help the participants in collecting and presenting this vast amount of material to produce something that they could use in teaching health in their own situations and thereby not only solve their own problems but also assist in solving similar problems of many teachers throughout the state of Texas.

Under the inspirational leadership of the coordinators the participants were materially assisted in getting a clearer point of view of the problems to be solved.

The first reading of each report to the editing board showed the reports to be a series of facts, information, activities, procedures, and techniques copied from other sources of information. Among the reports the one given on communicable diseases had more illustrations, pictures, diagrams, charts, and checklists than the other reports. After favorable comments by the coordinators and some of the participants, the other
committees began to bring the same type of work into their contributions.

It was about this time, August 3, the end of the third week, that the participants ceased to flounder and got into the real spirit of the workshop. They began to assume definite problems as their responsibility and seemed to realize what was to be done in order to make their material usable and worthwhile. After they had gotten into the spirit of writing so as to make the content of the book more interesting, attractive, and usable, every contribution was revised and rewritten two or three times. In the final reading it was found that each committee had made its work more attractive by the addition of pictures, diagrams, charts, checklists, and case stories to illustrate some health phase.

**Lighting as a Factor in Classroom Environment**

This example is one unit of this particular problem. In the beginning the unit read as follows: **The Provision of Minimum Essentials in the Classroom Environment as Pertains to Lighting.**

An objective of a health program is to provide a school environment in which the child has a chance to mature with optimum growth, development, and health.
Lighting is not only a means of aiding the child to see, but it is also a factor in his environment that can shape or distort the total child, his eyes, his muscles, and his well-being currently or permanently, according to Dr. D. B. Harmon in *Light on Growing Children*.

Recent thinking has progressed beyond the thought of merely supplying enough light on a child's desk to the thought of giving the child the chance to put his bodily mechanism into easy unstrained natural and efficient alignment.

Insufficient and poor light may cause nervous disorders, digestive trouble, postural defects, blurred vision, and visual stress. Physical factors that might cause visual stress are high red-light values, which exist in a classroom when too much sky light is excluded by drawn shades. These light values induce eye performance resembling near-sightedness.

Curricular factors that cause visual strain are long periods of tedious concentration, especially in the case of primary children; materials too large or too heavy for a child to adjust to a comfortable reading distance, which is the distance from the child's elbow to the first knuckle of his hand.
A third curricular factor is too close work for immature eyes. A child should not do close work until his convergence is mature, and eye maturity is usually reached between the ages of seven years six months to eight years three months. Good lighting is needed to conserve energy, to maintain better health, and to make the task easier. The task is made easier because small objects can be seen more easily and time is saved because of the increase of speed of vision. One one-hundred-watt light bulb gives fifty per cent more light than four twenty-five watt bulbs and the amount of electricity consumed is the same. With good lighting, brightness on objects is increased and fatigue of eye muscles is reduced.

Good light depends upon the quality and quantity of light available in the classroom.

Lighting, to be good, must be properly directed, diffused, and distributed and free from harsh shadows and glare. Natural daylight if properly directed is the best kind of light.

And so continues this discussion of this and other environmental factors such as seating, heating, ventilation, and sanitation in a thirty-two page discussion of concise sentences giving information for the teacher.
After much deliberation, thought, and study this committee decided this form of presentation was unattractive and uninviting to the reader. Therefore they set about to change the form with the results shown in the following case story which includes the guiding principles of the health phases presented in an interesting way.

Environmental Control in a Typical Classroom

There was a stir in the usually quiet community. It was August, but in a few days the school yard and building would take on life and activity which meant school had begun. It was time for the regular meeting of the citizens who felt it a privilege to make ready the physical part of the school plant as their contribution to the environment of their boys and girls.

This year a new teacher was to be in their midst. Miss Martha Lee was to live with the fifth and sixth grade pupils of Willow Grove, a four-teacher consolidated rural school, and it was fortunate that she made her appearance at this particular time, because classroom painting was part of the clean-up project. Miss Lee was not an unusual teacher, but she was progressive and in the course of her reading and study she had accumulated
worth-while ideas pertaining to classroom environment. She was especially interested in lighting, physical equipment, heating and ventilation, and sanitation as it affected the total child.

Miss Lee was not happy when she saw her dark, dingy classroom. This particular room was located on the east end of an L-shaped building. It was twenty-four by twenty by ten feet with six south windows of the push-up type. There were two brown wooden doors, one opening into a classroom and one opening into a hall. This room was equipped with light tan fabric shades, hung from the center of the windows. There was one electric light fixture suspended from the center of the ceiling, using a two-hundred-watt frosted bulb. At one time the ceiling had been white, but now it was gray caused by a five years' accumulation of dust and soot which greatly reduced its reflectivity. The walls were once a cream color to the wainscoting, which was a dark brown band beneath the windows, blackboards, and bulletin boards.

On the front or west wall between the two doors was a blackboard ten by three feet. The other blackboard was the same size extending along the north wall. On the back wall was a four by ten foot bulletin board made
of brown celatek. In this school room were two cabinets, each painted a shade of brown to harmonize with the wainscoting. The pictures were of various sizes, most of them being covered with glass. This schoolroom floor was made of pine which had been oiled each year and therefore was very dark.

The pupils' desks were the conventional type, old, dark, and scarcely usable, and were arranged parallel to the south wall, facing west. The teacher's desk, which was fairly new, was light in color and had a dull finish.

Heat for the room was provided by radiators placed under the windows.

After this survey of the room had been made, Miss Lee immediately conferred with the school principal and the school board relative to the painting which was about to begin. When questioned as to specific plans for repainting the room, Miss Lee made the following suggestions:

1. The classroom ceiling should be painted with a flat white paint or casein finish (water type finish) carrying a reflection factor of at least ninety-eight per cent. If the ceiling is smoked, dusty or dirty, it is suggested that it be cleaned or brushed before being
refinished. This ceiling finish should be carried down each wall approximately sixteen inches.

2. The front wall is finished in a flat white with a reflectivity of not less than seventy per cent. This wall color may be carried over the wainscoting area down to the baseboard. It has been found that this may be protected from accumulation of stains and soiled places by applying water wax over the area usually referred to as the wainscoting. The water wax will form a protective film and provide a washable surface. Thus, when this plan is used, the walls can be refinished from the sixteen-inch ceiling drop to the baseboard in the same color, and the wainscoting area can be protected by the use of water wax as suggested above.

3. The classroom walls or opposite walls should be finished with flat off-white, light ivory or light cream tint, having a reflection factor of sixty-five or seventy per cent.

4. The wainscoting area under windows and the remainder of the window wall may be finished with a paint carrying a seventy-five to eighty-five per cent reflective value.

The woodwork and trim may be painted a shade darker than surrounding walls.
Decorate cabinets and bulletin boards the same colors as walls.

In answer to the many questions from all concerned, Miss Lee explained how the redecoration of this room would affect the lighting situation. She said lighting is not only a means for aiding the child to see, but also is a factor in his environment that can shape or distort the total child, his eyes, his muscles, and his well-being, currently or permanently. Insufficient and poor light may cause nervous disorders, digestive troubles, postural defects, blurring vision, and visual stress. Recent thinking has progressed beyond the thought of merely supplying enough light on a child's desk, to the thought of giving the child the chance to put his body mechanism into easy, unstrained, natural, efficient alignment. Physical factors that might cause visual stress are high red-light values that exist in a classroom when too much sky light is excluded by drawn shades. These light values induce eye performance resembling near-sightedness, such as writing very small.

Good lighting is needed to conserve energy, to maintain better health, and to make the task easier. The task is made easier because small objects can be seen more easily and time is saved because of the increase of
speed of vision. Miss Lee explained that one one-hundred-watt bulb gives fifty-six per cent more light than four twenty-five-watt bulbs, and the amount of electricity consumed is the same. With good lighting, brightness on objects is increased, and fatigue of eye muscles is reduced. It also helps to offset the contrast between dark and light in the seeing task. Better light is conducive to brighter, more cheerful, more attractive surroundings, which result in happier children because they aid normal growth and learning. They also aid the slow child and the one with an inferiority complex.

All this was new and very interesting to most of the group; so in response to the direct question, "What is good lighting?" Miss Lee continued:

Good light depends upon two things: the quality and the quantity in the classroom. The amount of light depends on (1) the eye condition of the performer and (2) the length of time required to do the task. Light is measured in foot candles, which means the amount of illumination on a task from a standard candle one foot away. A small light meter which measures the foot candles on a task may be obtained from most local light companies. The American Recommended Practice of School Lighting recommends that the minimum amount of light needed is fifteen foot candles measured with a light meter.

All light does not come back to the eye from a surface. The brightness, or the amount of light that is reflected to the eye, is measured in foot lamberts, and it is recommended by leading
authorities that brightness should not exceed a 3:1 ratio. The only place we can bear over 3:1 is in the two per cent area of control eye vision, because the contrast is too great. In this two per cent area, such materials as ink on paper, the color contrast should be great. The ideal contrast is 1:1 ratio.

The quality and quantity of light depend upon the location and construction of a building, but we are not remodeling our physical plant to that extent; so perhaps we should be concerned chiefly with making the best use of what we have.

The principal continued to be interested and inquired if other phases of environment, such as seating, heating and ventilation, and sanitation had as much bearing on the child as did lighting. Miss Lee's reply was that although each was of importance, she was of the opinion that these phases could be worked out during the school year with her group of boys and girls.

So the case story continued until the other phases of environment such as seating, heating, ventilation, and sanitation were treated in a similar manner, with the changes being brought about in the schoolroom with the assistance of the children.

It took more time to rewrite the problems than was planned in the beginning of the course. Some reports were not ready for the final reading until Tuesday, August 20. The remaining time was not sufficient for the editing board to complete the task of compiling this
material for the finished product. The assignment proved to be too great for the time allowed, but it was felt a definite contribution was made in that the participants have introduced some different approaches in presenting the material. Although the content was not completely ready for the printers the workshop was highly successful and the members profited from their experiments.
CHAPTER V

CONCLUSIONS

The author of this study is aware of the fact that the way she has interpreted the spirit and procedures of what she saw and heard reflects her own thoughts and experiences. These conclusions are made with the full realization that another person might have developed quite a different interpretation.

1. In agreement with the characteristics of a workshop, the participants did have a chance to work on an important problem uninterrupted by the usual summer-school routine of classes, scheduled lectures, and traditional examinations.

2. A limitation was placed upon the members of the workshop in the beginning in having a problem presented to them in the form of an assignment, which was to prepare a health handbook for teachers in the elementary grades of Texas.

3. There was stimulation from group discussion and individual conferences with competent coordinators about the problems each one accepted, which proved to be of
great benefit in assisting the members to become adjusted to the situation and to experience a real workshop spirit of friendliness, cooperation, and participation.

4. Experiences in democratic procedure were provided in the discussions, organization, group activity, and leadership.

5. Informal relationships existed among participants and coordinators with free interchange of ideas.

6. Participants were provided opportunities by which to improve their personality in developing poise and confidence when participating in discussions, in cooperative activity, and in living a balanced life of work and recreation, such as picnics, lawn parties, operettas, and shows.

7. Cooperation and friendliness were shown among the members of the workshop by the help given one another in solving their problems, by exchange of ideas, pictures, diagrams, and charts. In the search for usable materials, if someone found something which would help another committee, he turned it over to that particular committee.

Another phase of the spirit of friendliness was manifested in the group's giving a gift to the infant
daughter of Mr. and Mrs. Hudspeth, Mr. Hudspeth being a member of the workshop, and also in the sending of flowers to another member, Mrs. Johnson, in the hospital at Quanah after she had suffered a stroke.

8. The resources of North Texas State Teachers College were made available on the basis of their need to the members of the workshop including the Child Health and Development Workshop Library, the college library, the Demonstration School, and the print shop.

9. Every person accepted his obligation to share in the solution of the problem of writing a handbook by assuming a definite part as his responsibility, working individually or with a committee.

10. Every member of the group cooperated to solve the problem of collecting and assembling in a usable form materials to be refined and compiled in a health handbook.

11. Although the material was not completely ready for the printers, the participants made a definite contribution in that they introduced some different approaches in presenting the content and much of the material will be new to the teachers of Texas.

12. An effort was made to interest each participant in the relationship of his own teaching responsibility
to the child, the home, the school, and the community through the study of the seven basic problems in the health program; but an evaluation in terms of the actual changes the teacher makes in living with the children is unattainable. However, the following evaluations are quoted verbatim from the participants:

1. The Child Health and Development Workshop has been a great help to me this summer. The informal way that it has been conducted makes me feel free to express myself more than if it were a formal class. The abundance of material on hand has definitely been a contribution. The opportunity to exchange ideas with other members of the workshop in an informal way makes me feel that I have received more good ideas than if it were a formal class. The coordinators have been very congenial. Instead of thinking of them as my teachers I think of them as just another member of the workshop.

2. The workshop has been most beneficial to me inasmuch as we (the students) have exchanged ideas, points of view, how we have met certain problems and many other things that I feel will be of great help to me.

   In our daily meetings our informal discussions, and our "coke" periods we have had more of an opportunity to discuss certain problems than we could have had in a formal classroom.

   In assembling my part of the handbook, that we are writing, I feel that I have accomplished much because I have tried to look at the problem from a teacher's "point of view" and as I am a teacher, I feel that I have gained something that I can use during the school year.

3. The Child Health and Development Workshop at N. T. S. T. C. has offered me much valuable and practical information. The content of the work which I help write will be most helpful to me in
my classroom teaching. I have enjoyed knowing
the other members of the class and hope to par-
ticipate in another workshop course.

4. The workshop has been of inestimable value to
me in that the coordinators have shown so much
understanding of the needs and experiences of the
teachers and their individuality and have shown
so much diplomacy in handling the discussions. I
have enjoyed the fellowship of the other members
and the actual usable knowledge gained through the
discussions and reading the vast amount of ma-
terial at hand and to be found. I appreciate the
fact that the Kellogg Foundation is willing to
invest the necessary funds to promote the health
and well-being of the future citizens. I desire
very much to participate in a workshop next sum-
mer.

5. I have certainly become more health conscious
since I have been working in the health workshop.
I shall go back to my classroom in September with
the idea that I must teach health all day at teach-
able moments.

I could not pass up the social side of the
workshop. I think our entertainments are excel-
lent ways to relax and to become better acquainted
with the members. To me the health workshop is
a course for all members working and playing to-
gether in harmony for advancement of health edu-
cation.

6. The Health Workshop has meant so much to me
this summer. The association with the Coordi-
nators and other participants has been very pleasant.

I have gotten new ideas that I can take back
with me that will help me in my school work this
winter. I have gained better knowledge of the
field of Health Education and how it may be pre-
sented to the children in a more interesting man-
ner.
7. The workshop in Child Health has been a very profitable one to me. The perusal of the numerous books, bulletins, pamphlets, etc., the class discussions and the talks have given me a better knowledge and a keener interest so that I may be able to present it to my pupils in a more meaningful way.

The workshop has been a realization of the desire to be able to collect subject matter and ideas for at least one subject that I could use in my fifth grade.

8. The cooperative way of sifting assembled materials on a given subject is productive of well organized and well considered results reached in an economical way both from the standpoint of securing materials and of pooling personal endeavor.

9. The workshop has been of great value to me, as it has given me a chance to work and devote my time to my own problems.

10. Of all the courses I have had in college the workshop on Child Health and Development has been the most helpful and interesting. The attitude of the coordinators and students has been one of friendliness and service to the others in the workshop.

11. The workshop is a splendid example of democracy in action. I would unhesitatingly recommend it to my friends whose interests and training are similar to mine.

12. If you want each hour to be filled with sixty minutes worth its entire run, take "Child Health and Development Workshop." Never have I had a course so full of practical ideas and facts. I am much better equipped to be a more efficient teacher of health than ever before. With the guidance of our coordinators, Mr. Shands and Dr. Dougherty, our work has proceeded along most
helpful and interesting avenues.

Picnics, lawn parties, movies, and the Starlight Operettas has added zest and pleasure to our working hours. These social functions has helped us to know each other thereby becoming one big family. This is a situation I never had before in any class. So, this workshop will become an interesting high light along my educational path.

13. In no other summer's work have I learned as much valuable practical information which can actually be used in my own class room. The workshop socials have greatly increased the spirit of good fellowship between the members and the coordinators, and have definitely contributed to the informal working conditions of the group. A handicap of this workshop has been the lack of sufficient time to accomplish adequately the assignment accepted.

14. I have enjoyed the "child health workshop" more than any class I've ever attended. I have especially enjoyed the association with the other members. I believe I have a great deal to take back to my school, in fact I think I'll be a much better teacher from having attended the workshop.

15. The workshop method learning is now generally accepted by many educators as the median of formal and informal learning. The Child Development and Health Workshop now nearing completion adds support to this belief in that student-members are stimulated (rather slowly, however) toward one multi-phase problem which requires integration and combination of individual and group efforts for an acceptable completion of the problem accepted by all members.

This writer gained a great deal of knowledge and helpful experience during the course of the workshop and as a result must recommend, without reservation this method of group learning, however, due criticism must be given the small amount of time allotted for completion of those very practical problems brought to light. It is hoped that
future workshops be planned for the long session terms and not be "stuck in" during the very short summer terms. Teacher-training institutions such as North Texas State College could advantageously use the workshop method in preparing future teachers for the field as well as giving "in-training" service to teachers already in the field.

16. The workshop this summer has been the informal type of teaching. This type of teaching gives the teachers an opportunity to express their own teaching situations and in return receiving good suggestions from other class members. It has also given the teachers an opportunity to work up a handbook on health education for the elementary grades that will be of value to them, as well as, helping others in the same field of work who were unable to attend the workshop.

The socials given by the workshop were of value as well as enjoyable; inasmuch as everyone knew each other as to position held and place they taught. This friendly environment acquired through the socials gave the class a feeling of working together as a unit instead of as individuals.

17. The workshop has provided a practical means of educating teachers concerning the State Health Program through their participation in the solution of the problem presented to them in the form of writing a health handbook.

By taking the opportunity of presenting the approach, activities, procedures and techniques of the content in a way different from other handbooks it is felt a real contribution has been made.

The democratic procedure, the cooperative spirit and the delightful friendliness and fellowship of the members and coordinators help to make the Child Development and Health Workshop a success.

18. In evaluating this workshop it ranks as one of the top courses in education because the material studied was to meet the needs of school
children providing preventives in the protection of their health and enabling them to perform their tasks in the most efficient manner. Second, the freedom of time was an aid to us because we needed it individually and we studied during those hours in which the temperature was most pleasant. Third, many sections of the state, including two men from Canada, were represented by teachers in the workshop and under the favorable conditions of workshop we were able to become well acquainted with these associates. Through class discussions we obtained an overall picture of the needs of elementary school children. Certain teachers gave illustrative activities and demonstrations of how they approached meeting the needs of the elementary school children. Through these discussions, guidance by the two coordinators and studying this course helped me immensely in understanding elementary school children.

19. The main advantages I have derived from the summer workshop were chiefly the result of plain observation, personal contact and group discussion, i.e.
   a. Cooperative methods of approaching and solving health teaching problems,
   b. Exchange of practical views and ideas through personal and group discussion,
   c. Acquaintance with health teaching materials available and their source,
   d. Analysis of Health teaching materials as to their practical value for the teacher,
   e. First hand information from specialists and consultants regarding screening methods for classroom practice in cooperation with the medical personnel in charge of school health examination,
   f. Practical demonstration of the above techniques in the class room, and
   g. Finally, the firm conviction that healthful living must be taught progressively in the classroom if the results are to answer the philosophy of Health Education.
From these evaluations it seems that the democratic technique of workshop procedure was quite fruitful. The characteristics of cooperation and sharing; the exchanging and interchanging of ideas and materials; the free discussion and conferences with coordinators and participants; the recreational experiences; the flexibility of the program; and the creative approach in the production of the handbook were conducive to the spirit of the workshop.

By placing the responsibility upon the participants under the guidance of the coordinators to write this handbook, each member felt a definite need to become a part of this undertaking. In becoming a part, each one had a definite contribution to make; therefore, since people benefit from and enjoy that of which they are a part, it was felt that the Child Health and Development Workshop was a success.
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