A STUDY TO DEVELOP AND EVALUATE A SOUND
HEALTH, PHYSICAL EDUCATION, AND
RECREATION PROGRAM FOR GIRLS

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A STUDY TO DEVELOP AND EVALUATE A SOUND
HEALTH, PHYSICAL EDUCATION, AND
RECREATION PROGRAM FOR GIRLS

THESIS

Presented to the Graduate Council of the North
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MASTER OF SCIENCE

By

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Dorothy Scott King, B. S.

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CHAPTER I

INTRODUCTION

Purpose of This Study

The purpose of this study was to make an analysis of the program of health, physical education, and recreation for girls in the Gainesville High School, Gainesville, Texas. The aim was to develop a program that will function in the lives of the pupils. In order to provide a basis for the improvement of the existing program, an effort was made to evaluate the program for the purpose of improving the health of the pupils and the quality of the services rendered by the school in the areas of health, physical education, and recreation. Finally, the program was evaluated in the light of certain criteria that were set up as guiding principles.

Need for Health Education

Health education implies the employment of educational methods and procedures to attain health goals. These health goals have recently been well defined by the World Health Organization of the United Nations in the Preamble to its Constitution. This reads: "Health is a state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity."
Health is a primary objective of modern education. It was named as the first of the seven so-called "cardinal objectives" of education.

Our educational system, as one of the major public services, has expanded in response to the needs of an increasing school population and has augmented its traditional offerings with a variety of services that now extend beyond the boundaries of former definitions of the school’s functions.¹

Modern education now places real emphasis on the development of sound mental and physical health, and the health objective is of much concern to administrators and teachers in all fields. A modern program of school health education has its origins, then, in the lives of people. With medicine, public health, and education co-operating to foster such a program, there is hope of bringing about the kind of health that will prove to be functional for all the people.

Medicine and public health do things for people, often even without their co-operation. Thus they vaccinate, inoculate, diagnose, prescribe, advise, amputate, and operate. They quarantine disease spreaders, purify water, exterminate insects and vermin, add iodine to salt, vitamins to flour, and fluorine to water.

Education, on the other hand, does nothing for people. Its task is to guide people to do for themselves (in the instance of health education) that which is good for their own health and that of others in this and future generations.²


Limitations of the Problem

This study is limited in the following ways:

1. Only the health education, physical education, and recreation programs for girls in the Gainesville (Texas) High School will be included in this study for purposes of analysis and evaluation.

2. The evaluation is based on data obtained by actual experiences of teachers and pupils; from questionnaire checklists given to the girls participating in the program; to parents, administrators, and teaching personnel; from information and advice derived from Emmett F. Cambron, Health Co-ordinator of North Texas State College, and Miss Joanna Wells, Health Co-ordinator of the Denton Public Schools; from personal interviews; and finally, from the 1950 report of the evaluative committee of the Co-operative Study of Secondary School Standards, contained in the publication, *Evaluative Criteria, 1950 edition*.

3. The study assumes that the school grounds and the school buildings have been chosen and erected according to standards set up in the Public School Laws of the State of Texas.

4. The phases of health to be considered in this study are specific health instruction, health services, physical education, first aid, safety, recreation, healthful school living, mental health, and nutrition.
Sources of Data

The sources of material for this study were the following:

(1) the published works of a number of specialists in the fields of health, physical education, and recreation; (2) bulletins published by the Texas State Department of Education, the Texas Education Agency, the Texas State Department of Health, the United States Government Printing Office, and the National Association of Secondary-School Principals; (3) reports made by the White House Conference on Child Health and Protection, by the American Child Health Association, and by the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association; (4) information obtained from the National Committee on School Health Policies; (5) information collected through the use of questionnaires and personal interviews from pupils, teaching personnel, administrators, the visiting evaluative committee, parents, and the health co-ordinators of the North Texas State College and of the Denton Public Schools; and (6) actual experiences of teachers and pupils, cumulative records, observation reports, and surveys, which also were basic to this study.

The questionnaires on evaluation and reports from personal interviews form the basis of the evaluation included in this study.
Definitions

For the purpose of clarifying certain terms, the following definitions are applicable in this study:

1. Hygiene may best be defined as the art and science of health.  

2. Health may be defined, therefore, as the quality of life that renders the individual fit to live most and to serve best.  

3. Health: as applied to a teacher, a level of physical fitness sufficient to ensure efficient performance of his teaching duties without obvious danger to his own physical well-being or to that of his pupils.  

4. Health Education is the sum of all experiences which favorably influence habits, attitudes, and knowledge relating to individual, community, and racial health.  

5. School Health Education is that part of Health Education that takes place in school or through efforts organized and conducted by school personnel.  

6. Health Service comprises all those procedures designed to determine the health status of the child, to enlist his co-operation in health protection and maintenance, to inform parents of the defects that may be present, to prevent disease, and to correct remediable defects.  

Francis P. Wall and Louis D. Zeidberg, Health Guides and Guards, p. 3.

Jesse Feiring Williams, Personal Hygiene Applied, p. 2.


Jesse Feiring Williams and Fannie B. Hall, Methods and Materials in Health Education, p. 2.

Ibid., p. 3.

Ibid., p. 4.
7. Healthful School Living is a term that designates the provision of a wholesome environment, the organization of a healthful school day, and the establishment of such teacher-pupil relationships that give a safe and sanitary school favorable to the best development and living of pupils and teachers.  

8. Health Instruction is that organization of learning experiences directed toward the development of favorable health knowledge, attitudes, and practices.

9. Physical Education: the program of instruction and participation in big-muscle activities designed to promote desirable physical development, motor skills, attitudes, and habits of conduct.

10. Health Examination is that phase of health service which seeks through an examination by physicians, dentists, and other qualified specialists to determine the physical, mental, and emotional health of an individual.

11. Sanitation is the application of scientific measures for improving or controlling the healthfulness of the environment.

12. First Aid is, as the term implies, the aid that the patient first receives. It is a provisional treatment rendered at once or as soon as possible at the very scene of the emergency before the patient can be placed in the hands of a physician for regular medical or surgical treatment, the point which marks the extent of first aid.

13. Safety represents the efficiency of adjustment which man makes to his total environment. It is not, cannot

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9Ibid.  
10Ibid., p. 5.  
11Good, op. cit., p. 298.  
12Williams and Shaw, op. cit., p. 7.  
13Ibid., p. 6.  
14Lyla M. Olson, Prevention, First Aid, and Emergencies, p. 1.
be, optional. It has become a condition of survival, and as such, an essential quality of the individual. It involves foresight and inter-play of innumerable insights, cautions, and efficiencies which enable the individual to meet life's demands and opportunities on better-than-even terms.  

14. **Safety Education**: instruction relating to sources of potential physical injury and health hazards as well as the necessary steps for their control or elimination.  

15. **Recreation**: agreeable activity by which persons refresh themselves mentally or physically.  

16. **Physical Fitness**: a condition of bodily health, resistance to disease, muscular strength, endurance, and skill that permits sustained, strenuous, and efficient muscular activity.  

17. **Corrective Physical Education**: a program of special exercises and activities designed to remedy postural defects and other conditions calling for careful development of special muscle groups.  

18. **Nutrition**: the science of nourishing the body properly is known as nutrition.  

19. **Mental Hygiene**, whether it is conceived as a movement in the field of public health, or as an art or a science, concerns itself with the human mind and with ways and means of preserving its integrity and of preventing its impairment.  

These definitions present  

... the concept of the child as a developing organism, receiving from and responding to the environment, belonging  

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16 Good, op. cit., p. 353.  
17 Ibid., p. 336.  
18 Ibid., p. 298.  
19 Ibid.  
to the environment, as a part to the whole, and unified in all functions as he receives messages from his world and responds to the many and varied stimulations of sense---this concept enormously widens the service of health education. 22

Method of Procedure

With the idea of developing a program of health, physical education, and recreation that would have optimal functions in the lives of the girls of the Gainesville High School, recognized as a primary objective of this study, the following procedures were employed:

(1) survey of some related studies in research in this particular field;
(2) brief analysis of the history and background of the existing program in health, physical education, and recreation for girls in this particular high school; (3) formulation of criteria for evaluating a sound program in health, physical education, and recreation for girls; (4) development of a functional program in health, physical education, and recreation for girls; (5) preparation of questionnaire checklists covering the points of the program to be evaluated and securing the needed information by means of the checklists and by means of personal interviews; (6) evaluation and comparison of the functional program in terms of progress made; and (7) presentation of such conclusions as the study indicated.

22 Williams and Shaw, op. cit., p. 17.
Related Studies

Several available studies have been conducted in the field of health, physical education, and recreation that are more or less closely related to the present investigation.

A nation-wide study of the physical education curriculum was conducted by William Ralph La Porte. 23 The published volume resulting from this investigation is an unusual combination of materials in highly condensed form presenting a national program of physical education suitable for adoption and use in schools and colleges throughout the United States. It was the result of nineteen years of intensive study on the part of the Committee on Curriculum Research of the College Physical Education Association, assisted by hundreds of leading physical education supervisors in all sections of the country. The material was compiled and presented, not necessarily as an ideal program, but as a practical, workable one. The study recommends adoption of this curriculum as a basic or core program for school systems. This study is similar to the present investigation in that the objectives in physical education are the same.

Another study was conducted by the White House Conference on Child Health and Protection. 24 This investigation dealt with all phases


24 White House Conference on Child Health and Protection, School Health Program, 1933.
of the obligation of the school to help safeguard the health of the child.
The Children's Charter recognizes the rights of the child as the first
rights of citizenship, including such basic conceptions as health pro-
tection, periodical health examinations, education for safety, a school
which is free from health and safety hazards, health instruction, health
program, and many more services in the interest of child protection.
The report is similar to the present study in that both deal with stand-
ards of evaluation and recommendations with reference to health serv-
ices, health instruction, and health supervision.

The American Child Health Association prepared a report in-
volving the evaluation of the health programs of fifty-three secondary
schools in the United States. 25 This report and the present study are
similar in that both were made with the objective of improving the
school health of boys and girls.

The Committee on School Health Policies made a study that is,
in reality, "a charter for school health." It implies that the adoption
of this charter by any city or rural school system will improve the
health status of the pupils in that school and of the community in which
it is located. 26

25 American Child Health Association, Health Trends in Second-
ary Education, 1927.

26 Committee on School Health Policies, National Conference for
Co-operation in Health Education, School Health Policies, Second Edi-
tion, 1946.
A number of theses that are related to this study have been written in different phases of health, physical education, and recreation. One of these was prepared by Stanford. The purpose of his study was to determine the adequacy of the physical education, health, and recreation facilities of the schools of Kaufman County, Texas. This was a general over-all survey of the health setup, including accreditation, organization, participation, and the duties of staff members. Among other things, the programs were evaluated in terms of Bulletin No. 444 issued by the Texas State Department of Education. His study is similar to this investigation in this respect.

Another related study is the one conducted by Lockhart. Her study was an attempt to analyze the values and results of one year's participation by the Sanger (Texas) School in the three-year Texas Health Education Program, in order to determine an adequate basis for making recommendations for the further development of the program. The aim of the study was that of attempting to formulate procedures for guiding living situations rather than specific instruction in health. The study is related to this present investigation in that


suggested recommendations are made for uniting the home, the school, and the community for the total development of the child, and making health instruction functional for the improvement of human relations.

A study in the field of physical education was conducted by Morriss. Her study involved a survey of the physical education programs for girls in the affiliated schools within a radius of sixty miles of Denton, Texas. The emphasis of her study was placed on an analysis of the Texas state laws and teacher-training requirements of the Texas State Department of Education governing the field of physical education. An effort was made to determine whether the high schools situated within the designated area were meeting these requirements. Among other things, Morriss' study contains certain recommendations for the reorganization of physical education programs that are related to the present investigation.

Welch made a study in the area of recreation. His investigation of the recreational program for the Callisburg community is related to this study in that similar evaluative procedures were undertaken.

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although Welch's study was limited to recreational opportunities, having no concern for any other phases of the program; whereas the present survey includes an evaluation, in addition, of health and physical education.

Enloe made an extensive investigation of the work of the Texas State Department of Education in promoting school health services in the state.\(^{31}\) The similarity of the two studies involved is embodied in seeking better health concepts and practices for Texas school children. The main difference between her study and this investigation is the scope of the programs analyzed and evaluated.

Sharman made a study of the physical education facilities for the public accredited high schools of Alabama that is related to this investigation in that the assumption is made in both surveys that the schools should maintain health service facilities that conform to the program adopted by the respective state boards of education.\(^{32}\) An interesting study of weather conditions affecting outdoor activities is included. Sharman's recommendation that high schools should be planned and constructed according to the modern principle of "multiple


\(^{32}\) Jackson Roger Sharman, Physical Education Facilities for the Public Accredited High Schools of Alabama, 1930.
uses" is similar to the plan for this study in providing for physical education in small high schools.

A comprehensive study was conducted in Los Angeles, entitled "Recreation for Everybody." This survey was conducted by the Community Surveys, Associated, under the auspices of Community Chests and Councils, Inc., of Los Angeles. This study was a large-scale survey of a community plan for recreation. The investigation of youth services and the analysis of facilities are related in a small way to the scope of the present study.

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CHAPTER II

HISTORICAL BACKGROUND AND DEVELOPMENT
OF HEALTH, PHYSICAL EDUCATION, AND
RECREATION FOR GIRLS IN THE
GAINESVILLE HIGH SCHOOL

The place of health, physical education, and recreation for
girls in the Gainesville High School may be better understood if consid-
eration is given to the historical development of the program. In the
approach to a more detailed treatment, a few dates may serve to mark
the beginnings of progress in the various fields.

Early Beginnings

Prior to 1940 there was no health and physical education program
in the high school. The Parent-Teacher Association sponsored a noon-
hour recreational program, which made available such activities as
baseball, badminton, touch football, and volleyball. The two cement
tennis courts were in constant use, but each pupil was responsible for
his own equipment.

In 1940 a large, college-regulation brick gymnasium was erected
on the campus, in its present location, and a teacher for girls' phys-
ical education courses was employed by the school board. In the fall
of 1941 the new instructor, Minnie Mae Voelkel, equipped the department and instituted a program of physical education required of all girls enrolled in the high school. One-fourth non-affiliated credit was to be granted for participation in this program. Thus, from the very beginning, participation in physical education activities by girls was established as a necessary part of the high-school curriculum.

Numerous health services were instituted, and these early beginnings mark the establishment of concepts and services which made possible the evolution of the modern school health service program. Through the co-operation of local physicians, a three-minute physical examination was given each girl enrolled in the school, and referrals were made to parents concerning deficiencies discovered. Individual health-record cards were filled out and filed in the office at the gymnasium. A number of simple forms were prepared on which various types of health data were recorded, to be kept on file for each individual girl enrolled in the school.

A few years the plan was established of having classes in health and hygiene on alternate days with classes in physical education. Now one-half credit was allowed, but the program in physical education was still unaffiliated.

In 1938, in co-operation with the government program, a matron service was initiated in the school. Under this plan, rest rooms and
lounges in the administration building were supervised and cleaned each hour. Later, when the gymnasium was constructed, this matron service was expanded to include the rest rooms and lounges in that building.

Two other instructors for girls' physical education followed the first teacher in this field. However, the program of health and physical education was carried forward as originally planned, although in succeeding years more emphasis was placed on girls' athletics than had been true at the outset of the program.

Overview of Present Situation

The effects of the Second World War were felt in Gainesville, and the girls' health and physical education program was retarded because of the lack of an instructor. From September, 1946, to March, 1947, local facilities were used solely for boys' work, and the program for girls became temporarily inoperative. The present instructor became a member of the local high-school sectional staff in physical education in March, 1947, and the threads of girls' health and physical education work were woven into a background pattern which constitutes the basis of this present study.

General Description of School Plant

In considering the local Gainesville situation, one should be familiar with the physical plant of the Gainesville High School and should
be appreciative of its place and location in the total life of the community.

The Newsome Dougherty Memorial High School, or the Gainesville High School, as it is commonly called, is located in the southern section of the city, and is no longer centrally situated due to the present trends in the development of the community. The school has a main administration building, a gymnasium, a band hall, an agriculture-shop building, an athletic building, and a residence used for housing the on-campus custodian and the college recreation room and the girls' health instruction classroom. Ample playground area is located west of the main building, and the stadium and football field are near-by. Between 350 and 400 students are enrolled in the school each year, approximately 260 of whom are girls. The high school consists of the tenth, eleventh, and twelfth grades. There is one teacher for girls' health, physical education, and recreation, and three men teachers who coach athletics and teach health and physical education for boys and safety driving for both boys and girls.

Almost 35 per cent of the student body is transported to school in school busses, and only a small percentage of the present enrollment comes from indigent families. A large number of local students work during and after school hours and on Saturdays, not to mention those who do farm chores after riding the busses to their respective homes.
Since the fall of 1949 a school health nurse has been employed by the Gainesville school system. All public schools in the city share her services—the four elementary schools and the junior high school, in addition to the high school.

The high school has the services of a full-time matron for the supervision of the girls' basement and the lounges in the main building. Custodial services in the main building, the gymnasium, and the health instruction building are performed by men custodians, three in number.

There is no school health council in the Gainesville High School, nor is there a community health council. A student government program is in operation in the high school, and the basic plans of a home-room guidance program are in their formative stages. A school newspaper is sponsored by the English department, the work being done as a practical project by members of the journalism classes.

Plan of Class Organization

Health and physical education are required subjects in the Gainesville High School, and every girl is scheduled for class work, or for the health notebook plan. Examples of those students who are given exemptions from physical education classes include the following:

1. Seniors with heavy schedules of work.
2. Office helpers and assistants.
3. Girls who work after school hours, such as "car hops," soda-fountain girls, and cafe waitresses.
These exemptions are administrative problems, and are recognized as such by members of the local staff.

In the spring of 1948 affiliation in this field was granted by state accrediting agencies, and one-half credit is given in health and physical education each year. Every girl is required to take the courses during the three years that she attends the high school, except in cases of exemptions. Every day, four scheduled one-hour classes in health or physical education are conducted, meeting in the first, second, third, and sixth periods. The alternating schedule, in which classes in health alternate with those in physical education, is followed in the school, as indicated below:

2. Tuesday: Health instruction, health building.
4. Thursday: Health instruction, health building.
5. Friday: Classes in physical education and health on alternate Fridays.

While the girls are having classes in the gymnasium, the boys have health classes in the health building, and vice versa. This alternating plan, although not ideal, makes it possible to accommodate the needs of the student body to the physical facilities and equipment available in the school.
Brief Survey of the Year Preceding This Study

Health instruction.—Since the classes are composed of girls from the tenth, eleventh, and twelfth grades, the direct and specific teaching of health and hygiene is being presented according to the syllabus plan, as follows:

Cycle I—First Year.

Unit I—Personal Hygiene.

Unit II—Food and Nutrition.

Cycle II—Second Year.

Unit I—Community Hygiene.

Unit II—First Aid.

Cycle III—Third Year.

Unit I—Mental Hygiene.

Unit II—Social Hygiene.

This type of syllabus\(^1\) is used in the Los Angeles Public Schools, and it presents a satisfactory solution for the problem of having to teach mixed age groups in the same classes. During the three years that a girl is in high school, she receives a cross section of each phase of healthful living, without having to be subjected to continuous repetition.

\(^1\)Glenn H. Berry, Syllabus on Health Education for Los Angeles Public Schools.
The health textbook is used as a reference book, and term themes, posters, and special assignments are made on the sophomore, junior, and senior levels. Periodic tests are given over subject matter, and field trips are planned to correlate with the subject matter being considered in the class work.

Example: The spring term of 1950 was devoted to community hygiene; consequently, the field trip was planned for study of the city water works and the purification system used at the newly opened swimming pool. The follow-up trip was to the Cooke County Health Unit in order to find out how and when the sanitarian checked and tested the contamination of the city water supply.

In the audio-visual field six films were presented during the year on community hygiene and first aid. Examples: "Magic Bullets," or the story of 606; and "Red Cross Life Saving," or artificial respiration.

Every girl makes a notebook depicting her idea of the unit of work that is being studied. Individuality in ideas, artistic interpretation, and current readings are stressed. The question box and the poll have been used to ascertain the problems that confront the girls, and as a result, the special health talks are prepared with some of these problems in mind, in order that the girls may receive help for the difficulties and uncertainties that trouble them. Some of the typical
problems suggested by members of the classes for special discussion included the following:

1. Whys and hows of menstruation? Why the cramps?
2. Why pimples on back and face?
3. How to care for the scalp and hair. Dandruff cures.
4. How to reduce, and how to gain weight.

Periodic health conferences were held with each girl relative to her individual problems. A sample form for recording such conferences follows:

THE GAINESVILLE PUBLIC SCHOOLS
Department of Physical Education

Physical Record Card

<table>
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<tr>
<th>Name</th>
<th>Address</th>
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<th>Date</th>
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<th>Age</th>
<th>Ht.</th>
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</tr>
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<tbody>
<tr>
<td></td>
<td>Room</td>
<td>Class</td>
<td></td>
<td>Normal</td>
<td>Actual</td>
</tr>
</tbody>
</table>

| Remarks: | Corrections: |
Each girl enrolled in the high school has one or more of these conference forms on file.

Physical education.—As in health instruction, the classes in physical education are composed of mixed groups of girls of sophomore, and junior and senior levels, meeting in physical education sections on Mondays, Wednesdays, and alternate Fridays in the gymnasium. The schedule provides for a ten-minute "suiting-up" period at the beginning of each class, and a twelve-minute dressing period at the conclusion of each class. Roll call is by numbers, and the girls who have been classified for restricted participation assist in roll checking, issuing towels, getting out equipment, and other duties of the department.

There is a weekly examination for the detection of athletes' foot, and a compulsory foot bath at each class period. Showers are not compulsory, but washing is required.

The plan of organization for the classes in girls' physical education may be briefly summarized as follows:

First six weeks:

1. Physical fitness tests.


Preliminary games: dribble relay, 21 or bust, freeze out.

Second six weeks:

1. Carry-over basketball.


   Preliminary games: Newcomb, bombardment.


4. Intramural basketball.

Third six weeks:

1. Carry-over volleyball.

2. Intramural volleyball.

3. Free-play activity: Table games, such as dominoes, checkers, jigsaw puzzles.

4. Dodge ball; center dodge ball.

Fourth six weeks:

1. Physical fitness tests.

2. Square dance and folk dance.

3. Carry-over basketball and volleyball.


Fifth six weeks:

1. Major sport: baseball or softball.

   Preliminary game: punchball.

2. Preliminary tennis playing.
3. **Free-play activities:**

   (a) Tug-o'-war.

   (b) Paddle tennis.

   (c) Croquet.

   (d) Indoor track meet.

**Sixth six weeks:**

1. Intramural softball.

2. Lawn tennis.

3. Physical fitness tests.

4. **Free-play activities:**

   (a) Archery.

   (b) Badminton.

   (c) Table tennis.

The free-play activity is, in reality, a choice of play, with suggested emphasis on a different game or sport in each six-week period, to be played or engaged in on every other Friday. The carry-over is determined by the interest manifested and developed in each skill or sport.

A typical form for the testing of physical fitness is presented on the following page.
PHYSICAL FITNESS TEST

<table>
<thead>
<tr>
<th>Name</th>
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Dates:

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<td>100 yd. sprint</td>
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<tr>
<td>Walk and run</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Sit-ups</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standing broad jump</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Push-ups</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

REMARKS:

Teacher __________________________

Recreation. — The outdoor play areas are in constant use each morning before the beginning of school, washers, horseshoes, and tennis being the most popular activities engaged in by the pupils before the school day begins. During the lunch hours the physical education
instructors supervise participation in play activities in the gymnasium and on the playgrounds. These play periods feature co-recreational activities, the most popular indoor games being table tennis, basketball, and volleyball, with freeze-out, dominoes, and folk dancing ranking as close seconds in popularity.

On the school playgrounds during the lunch periods there is a high percentage of active participation in such activities as tennis, basketball, softball, volleyball, washers, horseshoes, croquet, rope jumping, and touch football. These and other recreational activities are engaged in by large numbers of pupils on every day when the weather permits.

Health services.—No health examinations were given to pupils of the Gainesville High School until the fall of 1949, when a school health nurse was employed for the first time. Following her advent on the staff, all pupils were screened for vision by the use of the "E chart"; some of the pupils were checked with aero-binoculars; and some who were believed to have hearing deficiencies were tested by means of the audiometer.

The girls were checked by the school health nurse for scalp disorders, dandruff, and head lice, and a rather careful examination of teeth and dental caries was made. Recommendations about tonsils and acne were made, and proper care of the hands and nails was stressed.
The majority of the pupils enrolled in the high school, together with some of the teachers, availed themselves of the opportunity to have chest X-rays for the detection of tuberculosis when the mobile testing unit paid its visit to Gainesville under the sponsorship of the local Red Cross chapter and the Cooke County Health Unit.

The follow-up program in connection with school health examinations was carried on by the physical education instructor by means of personal observation and conferences and a number of home visits. The Gainesville Lions' Club furnished eye-glasses for three girls and a local dentist supplied denture and medication for one girl, free of charge. As a result of the school examinations, a number of the girls had glasses fitted, and many made dental appointments.

The over-all program was only beginning, and although no effort was made to give thorough physical examinations, much benefit was derived from the limited program that was put into effect; and much was learned during this initial year.

**Healthful living.**—A general program for the redecoration and improvement of the main building was inaugurated during the first year. Among the changes made were the following:

1. Walls were tinted pleasing shades of green or rose beige, the color used depending upon the location of the rooms.

2. Venetian blinds were installed on all east windows.
3. Fluorescent lighting was installed in inside rooms, and additional light fixtures in outside rooms.

4. Lockers for students were installed in the halls of the building, to serve as storage space.

5. Desk tops were refinished in a light cream color.

6. New balcony curtains were made by the teachers of home economics and installed by the custodians.

7. A new refrigerator was procured for the cafeteria, and new silverware and dishes were purchased.

8. The student government group painted all of the bulletin boards a pleasing tint of blue-green.

9. Additional drinking fountains were installed.

10. An electric clock and bell system was installed.

11. Extra stoves were set up in some of the rooms in which heating facilities were inadequate.

12. The home economics department had been considerably improved during the year by new equipment and redecoration.

13. Two rooms were fitted with black curtains, thus equipping them as special projection rooms for the use of audio-visual aids.

14. The exteriors of other buildings were painted white and thus made pleasing to the eye.

In the general program of redecoration, the interior of the health instruction classroom was tinted a light shade of green and freshened.
Shortly thereafter, the room was taken over as a recreation for the junior college, and the health classes were moved into a converted army building that had barely been equipped with heat and light and seating facilities.

The girls' health classes devoted the final six weeks of the 1949-1950 school year to a special project of redecorating the health education classroom in the army building. Little consideration was given to anything but the thought of improving the esthetic qualities of the surroundings. With hammer, nails, and putty the girls repaired holes in the ceiling and walls; then they painted the ceiling and walls a pleasing light green color, and refinished the floors, thus making a notable contribution to the objectives of healthful living on the school campus.

**Safety.** —A fully accredited safety education and driver training course is being taught to both boys and girls in the Gainesville High School. The course is elective, but it is one of the most popular elective courses offered in the curriculum. In case an accident occurs on the playground or in the gymnasium, an accident report is made to the principal's office. Movements are under way on the part of the student body to improve traffic conditions and general safety about the school premises.
CHAPTER III

CRITERIA FOR SOUNDNESS

A sound, well-planned program of health, physical education, and recreation in every American school has been one of the teaching profession's brightest and boldest dreams. For the past forty years, these closely related fields have held a position of prominence in every recognized statement of educational aims. The value and importance of a sound health, physical education, and recreation program cannot be over-emphasized. The stress and emphasis placed on these three phases of development have an influence and a value throughout the entire field of education and in the entire life of the child. Consequently, the health, physical education, and recreation program in any school is of inestimable value.

This study represents an endeavor to indicate by evaluation in terms of certain criteria the status of the health, physical education, and recreation program for girls in the Gainesville High School, Gainesville, Texas.

In order to develop a sound program, the entire nature of man should be considered. The program should have sound biological foundations, and be of democratic and philosophical soundness.
Psychological soundness and legal requirements are additional factors that affect the criteria.

**Nature of Man — His Biological Foundations**

"Original nature" is a term that represents the make-up of the individual at the beginning of his life. In Thorndike's words,

> Any man possesses at the very start of his life—that is, at the moment when ovum and spermatozoon which are to produce him have united—numerous well-defined tendencies to future behavior.¹

This belief in the nature-is-right doctrine contends that the urges, impulses, and desires of human nature in the long run are wholesome and indeed essential for higher controls. Therein lies a challenge for school programs in health, physical education, and recreation.

As Tyler states:

> We cannot fail to notice the immense amount of time devoted by nature to the development of the muscular system. Why did she linger so long over it before going on to the development of the brain, especially of the cortex, with its mental powers? Evidently it must be of far greater importance and bear far larger latent capacities than we have usually supposed. The muscular system is the strategic center, so to speak, from and through which we can reach, exercise and strengthen the intestines, lungs, kidneys, and all the organs essential to life, but which are beyond the direct control of will. Hence the sturdy vigor of our ancestors and the dangers of a sedentary life.²

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² John Mason Tyler, *Growth and Education*, p. 38.
To quote Tyler again:

Therefore, we are not surprised to find that the best physiologists insist upon the fullest possible development of these fundamental centers. They are the seats of endurance which enable us to hold out against the strain of modern life, especially in the hurry and fret of our great cities. They must be strengthened at all cost in the children of parents who show any signs or traces of nervous weakness, in all the children of the business and professional classes, and in those children who will later enter these lines of work. The high-strung American girl needs this preventive and developing treatment more than any other form or kind of education. No child can have too much of it, and in every case it is better to have full enough than too little.  

The body is made up of many organs and systems, each with its special task to perform. If there is a breakdown of any one part, serious effects are produced on all of the other parts.

The normal human being is endowed with definite instincts. Perhaps the strongest of these is the instinct of self-preservation, or the will to live. And yet life of itself would hardly be desirable without the ability to pursue some interest, to satisfy some ambition, to receive through the special senses the wide variety of pleasant stimuli that are translated into a beautiful picture, or an appealing bit of music. All these satisfactions make for more complete living, but are dependent upon a sound mind in a healthy body.

When the characteristics of every stage of childhood are discovered, a program of education suited to the child should be developed.

Thus we can train boys and girls in growth and balance, in health,

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3 Ibid., p. 41.

4 Francis P. Wall and Louis D. Zeidberg, Health Guides and Guards, p. 3.
vigor, power, and efficiency. The basis of education is and must be physical.

In the observations of Tyler we find:

We must never forget that the development of the muscular system carried with it, or dragged after it, the development of our most important viscera: kidneys, lungs, heart, and blood vessels, and, as we shall see later, of the brain itself. A good digestive system is essential to existence; a tough muscular system is essential to health.

The object of education is fullness of life, health, vigor, joy and efficiency. This demands the largest growth and fullest development of all parts of the body, and their co-ordination in one symmetrical, well-balanced organism. This growth and development must include all our powers: physical, mental, moral, and religious. Of all these physical health is fundamental.

The school's problem and business is to discover what organ or organs crave and therefore need exercise during each year of life, and then to satisfy these natural and healthy cravings by exercise suited to the health needs of the child. In the last years of high school vigorous physical exercise is needed and can do only good. Play is not enough.

Gymnastics are needed for the development of the finer muscles and the higher motor centers, and for the correction of faults and defects which have outlasted or come with puberty. Their hygienic value also ought not to be underestimated.

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6Ibid., p. 63.  
7Ibid., p. 181.
The aim of the training should be to develop all of the powers, grasp, and efficiency—a large and full life. Purpose and enthusiasm should be aroused. We must train the unstable girl to steadfastness and perseverance, to self-control, to prolonged and effective effort.

The crisis of the pubertal metamorphosis can be delayed somewhat by sufficient open air and muscular exercise and by the avoidance of undue nervous stimulation and excitement.

Play is the best form and kind of physical training because it affords the most enjoyment. Play furnishes the very best mental training.

Here, in play, the boy and girl receive their first lessons in the grandest art or science of life, that of making many firm friendships.

The conception of fair and unfair play is almost the first genuine and spontaneous moral distinction which the child makes.

"Play," said Colonel Parker, "is God's method of teaching children how to work." Someone has expressed the same thought somewhat less elegantly, saying: "The boy without a playground is father to the man without a job."\(^8\)

The strain of modern life makes it essential that we fortify children far more today than was necessary one hundred or even fifty years ago. As the very nature of the child is biological, the school should develop a set of sound criteria for fulfilling the biological needs of the child.

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\(^8\)Ibid., pp. 208-210, 215.
Democratic or Philosophical Soundness

The Educational Policies Commission, in its report, *The Purposes of Education in American Democracy*, underscored the importance of health in such statements as the following:

1. The educated person understands the basic facts concerning health and disease.

2. The educated person protects his own health and that of his dependents.

3. The educated person works to improve the health of the community.  

Only an educated person is properly prepared for living in the democratic processes of modern society. This fact should be a challenge for schools, and the challenge should be met by determined efforts. This has been recognized by many authorities on health education.

A Point of View on Health Education

Our nation has been created by people who hoped for freedom of thought and for an opportunity to achieve. Our government was established in the hope that homely virtues might endure, that men might live together peacefully, with liberty and justice for all. From the beginning a democratic way of life had to be learned. The people had to devise new governmental forms and to invent new safeguards for the rights of man because a government almost without precedent was being established. Each individual had to learn new ways

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for himself. The democratic government which the people created required them to substitute self-discipline for the tyranny under which they had previously lived. Their children had to be trained for a new way of life and to help create that life.

As was natural, the schools were called upon to play a part. At first the school's role was small, but it has grown much greater as other methods for attaining the democratic ideal have failed. It has finally been recognized that the responsibilities of the school include far more than the mere teaching of subject matter. The child must be prepared for his life in a democracy. He must be taught to develop a healthy body, an educated mind, and a self-disciplined, self-reliant, socially minded personality. In brief, the child must be helped to adjust happily and successfully to the American pattern of living. 10

Many problems are involved in preparing the child for complete living. The school may help solve some of these problems, among these the basic problem of health. Health is described as a continuing educational problem because in the health program of the modern school in a democracy there are six big basic areas of responsibility:

1. A healthful environment must be provided.

2. A health guidance program is essential.

3. Emergency health conditions demand immediate care.

4. Accurate health information should be taught.

5. Sound health habits and attitudes need to be established.

6. The exceptional child requires a modified school program. 11

10 American Association of School Administrators, Health in Schools, Twentieth Yearbook, p. 9.

11 Ibid., pp. 11-13.
There is a need to develop a curriculum for modern living based on the democratic concept. This concept should recognize the present needs of the child and should anticipate his future needs.

The democratic concept in its broadest sense is a way of life. It is an expanding concept, taking on new meaning as social changes take place. Any society grows in the direction of democracy to the extent to which each individual and group in that society can put basic democratic values into action in every aspect of daily living.

1. We are committed to a belief in the worth and dignity of the individual.

The welfare of the individual is of primary importance in our society. . . .

It means a curriculum through which children and youth grow to respect the unique worth of each individual including themselves.

2. We believe that decision and action should be based on the scientific approach to the study of problems. . . .

3. We are committed to faith in cooperative intelligence as a means of improving life. . . .

It means a curriculum which develops children and youth committed to make constructive use of their powers and those of others for the common good.

4. We are committed to the translation of democratic values into action. . . .

For the curriculum worker, this means a curriculum which in every respect is directed toward the development of democratic values. It implies that the school must provide a rich and provocative atmosphere which will develop in youngsters that curiosity, insight, daring, hope, and faith, which will enable them to discover ways of using
the potentialities of our scientific and industrial age to advance the social well-being of mankind.\(^\text{12}\)

In our country, democracy has become a way of life. All of our thinking and efforts are directed toward the end that the child may become a good citizen. It is necessary to use all the means at the disposal of our culture in solving the complicated problems that are a part of the democratic process.

L. Thomas Hopkins, in his book entitled *Interaction: The Democratic Process*, reaches the conclusion that "education is a function of total culture."\(^\text{13}\)

If democracy is our national culture, and education is a function of total culture, then a modern school program must develop culture. Each individual living in a culture is educated by the total culture with which he interacts.\(^\text{14}\)

According to Hopkins, there are eight ways of developing this culture:

1. Getting a living, or obtaining a reasonable amount of food, shelter, and clothing.

2. Marrying, having children, and maintaining a family life.

3. Accepting and performing some sort of religious beliefs and practices.

\(^{12}\)F. B. Stratemeyer, H. L. Forkner, and M. G. McKim, *Developing a Curriculum for Modern Living*, pp. 43-46.


4. Developing individual security within the world in which they live.

5. Attaining a degree of respect and acceptance by the group in which they live.

6. Achieving reasonable freedom, to discover and develop their own individual capacities.

7. Attaining some personal distinction which gives individual recognition among their fellowmen.

8. Believing with others in some common objects of allegiance which tend to bring group units and direct the behavior of the individual.  

The above ways of developing culture are recognized as good, but they do not take into consideration the total number of hours that the individual has at his disposal. The use of these extra hours may mean the difference between a good citizen and a bad citizen. In recent years more and more attention has been given to the use made of this leisure time. In 1918 a committee of the National Education Association prepared the well-known "Cardinal Principles of Secondary Education" in which "worthy use of leisure" was named sixth among seven major objectives. The schools, then, have a challenge to meet this worthy use of leisure in developing this culture.

J. C. Matthews and Harold Brenholtz, in an article concerning interest guides for young people, formulated four objectives, namely:

\[\text{\textsuperscript{15}}\text{Hopkins, } \textit{op. cit.}, \text{ p. 112.}\]
Wise use of home time, wise use of leisure time, wise use of civic time, and wise use of vocational time. . . . The needs of youth and also of adults tend to fall into the spheres of these objectives. 16

Leisure time, which includes those spare minutes when one feels under obligation to no one but himself, is also a vital part of the lives of both young and old. "What shall I do now?" is a recurring question. From the answers grow hobbies, lasting interests in music, art or good books, ability to paint, carve, or write, and those social abilities which make one a good host or a pleasant companion. 17

From the foregoing materials it is apparent that an ideal to be striven for is the health education, physical education, and recreational education of the individual in order that he may make the greatest contribution to democratic society. At the same time, the program should help him become a socially-minded individual capable of adjusting himself to his social groups and to opportunities for leisure. If the school is to assist in the culture of the individual, it must set for itself certain criteria in these areas.

Psychological Soundness

A modern school program must follow the influence of educational psychology. The committee working on curriculum for the Department of Secondary School Principals listed the following six


17Thomas H. Williams, op. cit., p. 15.
items as fundamental principles of the psychology of learning:

1. Learning proceeds more rapidly and tends to be more permanent when relationships between what is being experienced and the welfare of the learner are seen by him.

2. Learning proceeds more rapidly and tends to be more permanent when it is an outgrowth of, or a development from, the experience of the learner.

3. Learning proceeds more rapidly and tends to be more permanent in proportion to the amount of satisfaction the learner derives from the process of learning and in proportion to the immediacy of the satisfaction.

4. Learning proceeds more rapidly and tends to be more permanent when it involves activity, physical and mental on the part of the learner.

5. The probability that what is learned will later be recalled for use when needed increases in proportion as the learning situation resembles that in which the learning is used or applied.

6. The probability that what is learned will later be recalled for use when needed increases in proportion as the relationships between each element (skill, idea, fact, ideal) which is being learned and the other elements being learned are understood by the learner. 18

If learning proceeds more rapidly when it is functional in the lives of children, then the schools should develop a program based on the experiences of the learner and the immediacy of the satisfaction to be derived. In the light of present-day evaluations, the needs of youth are stressed as necessary foundations for any school program. A group

of persons working under the sponsorship of the National Association of Secondary School Principals of the National Education Association have compiled a list of imperative needs of youth. Two of these needs, No. 2 and No. 8, are directly applicable to this study, but all ten of the imperative needs will be stated here, because they tend to show what high-school principals endorse as being the needs of youth.

1. All youth need to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experiences as well as education in the skills and knowledge of their occupation.

2. All youth need to develop and maintain good health and physical fitness.

3. All youth need to understand the rights and duties of a citizen of a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation, and of the world.

4. All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.

5. All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.

6. All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man.

7. All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.
8. All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.

9. All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work cooperatively with others.

10. All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding. 19

Society makes certain requirements of all its youth. Many school systems have taken major steps toward the eventual realization of good, comprehensive programs. Others have made modest, yet important beginnings in building programs based upon the needs of youth. All communities can meet these needs through their schools, but before this can be accomplished, they must get together on certain principles. 20

The Educational Policies Commission of the National Education Association pointed out the following school principles upon which to agree:

1. Every community should offer a well-balanced program, based on the needs of youth. Schools must be planned to meet the needs of all youth. They are a state investment

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20 Educational Policies Commission, National Education Association, Education for All American Youth, pp. 11-22.
in good citizenship, health, personal living, and occupational competence.

2. Every youth should attend school until he has completed high school. Schools are so necessary to boys and girls and to the state that all youth should have the benefit of their services. It is the obligation of the parents to provide adequate educational facilities, and the responsibility of youth to secure the advantages afforded by these opportunities.

3. Public schools should be community institutions, serving the needs of youth and adults alike. The school plant and its facilities belong to the community and should be used the year around for community improvement, education, and recreation.

4. Schools should be adequately equipped and staffed by competent classroom teachers, supervisors, and administrators, all of whom should receive compensation sufficient to live as respected members of the community. A well-balanced effective program of education requires capable professional workers. No others can do the job, and adequate compensation is necessary if we are to attract to the profession those competent to do the job.

5. Every school should be organized to serve the general welfare by teaching the meaning of democracy and by operating democratically. If the state is to support education, its investment must yield dividends in better citizenship. 21

If agreement is reached on these school principles, the problems of youth can be met more effectively by the schools. In a study of the problems of adolescents made by Charles E. Germane and Edith G. Germane it was discovered that the thousands of adolescent problems

could belong logically in ten different area classifications. These classifications were the following:

1. How to work and study effectively.

2. How to get along with others (success in human relationships).

3. How the emotions and feelings are affected by conditioning factors of the environment. (Area of mental health).

4. How to choose a vocation.

5. How to develop a wholesome philosophy of life. (Area of ethics, religion, character).

6. How to insure a happy home life. (Area of family relationships.)

7. How to be more charming. (Aesthetic, culture, and charm area.)

8. How to choose wisely one's recreations. (Hobbies, leisure activities.)

9. How to become more intelligently tolerant and interested in world problems. (Racial and class prejudices, prevention of war.)

10. How to improve one's physical health and endurance.  

**Safety and Health**

In the words of Germaine and Germaine, together with their working group of graduate students, "it is the integration of these areas

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22 Charles E. Germaine and Edith G. Germaine, Personnel Work in the High School, p. 29.
that produces the wholesome individual." The young people of today live in a world of continually widening horizons—a world which can be made to serve their needs without measure and enrich their lives to a great degree. But in traveling through that world of unthinking forces and inanimate objects, they learn that they have only their intelligence to depend upon for their safe conduct, or warrant of security. Child safety is a responsibility shared by principals, parents, teachers, the community, and the young people themselves.

The schools of America are well aware of the challenge presented by the top-ranking position of accidents in causing death and disability in the school ages. In one-third of the States of the United States there is a state law requiring the teaching of safety in the public schools. In addition to, or instead of, such legislation, in nearly half of the States, the State Board of Education has passed a regulation requiring safety instruction or a resolution strongly recommending it. In nearly all States safety education is included in state courses of study, or manuals, graded units, outlines, and other material for the teaching of safety are provided through the State Board of Education.²⁴

The subject of accident prevention in the home, at school, on streets and highways, in motor vehicles, in recreational activities, and in industry, should be integrated with appropriate or related courses; for example, with those in health and physical education, home economics, and vocational training. One of the most important developments during the past ten years has been the rapid spread of high-school

²³Ibid.
²⁴American Automobile Association, State Regulation of Safety Education in the United States, Revised, 1946.
courses in driver education and training. There can be no question of the value of providing a specific course of instruction and training for high-school students in the management of the motor car. Education for safe living has the same aims as education for all satisfactory living. These are the same qualities our society needs in its citizens. Among the timely policy statements and recommendations of the first National Conference on High School Driver Education we find the following principle:

Public high schools are responsible for teaching students to operate automobiles skilfully, safely, and with enjoyment. Effective driver education contributes to a number of the basic purposes of education. 24

The developments of our present modern age seem to make it imperative that more attention be given to safety in order to safeguard the lives of each individual in society. The school has a definite responsibility to society in this area.

The programs of health, physical education, and recreation are comparatively new to the curriculum. These subjects were not recognized as a major responsibility of the schools until physical examinations at the time of the first World War revealed serious health deficiencies among large numbers of America's young men. Progress has been made, but the present programs as a whole still fall short

of meeting the basic health needs of many boys and girls. At the outset of this thesis health education was defined as "the sum of all experiences which favorably influence habits, attitudes, and knowledge relating to individual, community, and racial health." Education in the twentieth century is answering this challenge by developing programs of school health instruction. The basic purpose seems clear: to bring to bear upon the individual life the best in information and service from the scientific world, so as to preserve, protect, and develop that life. In the language of Lewis Spears, Consultant in Health Education, Texas Education Agency, we have passed:

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
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<tbody>
<tr>
<td>2. From teaching the effects of alcohol, narcotic, tobacco, etc.</td>
<td>2. Teaching toward the interests and needs of boys and girls.</td>
</tr>
<tr>
<td>3. Text method or rote memorization of health facts.</td>
<td>3. Functional health activities.</td>
</tr>
<tr>
<td>4. Health service as an assembly-line technique.</td>
<td>4. An educational procedure which attempts to guide the students and parents to realize the importance of a periodic medical examination.</td>
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</table>

The inter-relationships of specific health instruction, health services, healthful school living, and health and safety instruction.

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26 Williams and Hall, op. cit., p. 2.
largely account for the present trend to combine these programs into the larger administrative term, health education.

Turner states the objectives of school health services and school health education as follows:

To inspire the child in school to have a desire to be well and happy;
To convey to the child a public and personal health ideal, designed to ensure for him the continuation throughout life of wholesome and effective living, physical, and mental;
To educate the child, according to a definite plan, in the cultivation of those habits of living which will promote his present and his future health;
To impart health knowledge and attitudes to the child so that he will make intelligent health decisions;
To develop in the child a scientific attitude to health matters, and an understanding of the scientific approach to health problems;
To maintain adequate sanitation in the school, the home, and the community;
To protect the child against communicable and preventable physical defects by providing effective public health control measures, both individual and social, throughout the school and the community;
To bring the child up to his own optimal level of health;
To extend the school health program into the home by obtaining family and community support for the program;
To discover early any physical defects the child may have, secure their correction to the extent that they are remediable, and assist the child to adapt himself to any residual handicap;
To provide healthful school living for the child;
To relate the school health program to the health program in the community so that it may deal with real, current and practical problems;
To organize effectively not only the program of direct health instruction but the equally important indirect learning experience of the child in the field of health. 27

The increasing responsibility of schools and colleges for health education challenges the attention of persons in administrative and executive positions, as well as teachers and supervisors who assume the task of putting the program into effective operation.

Indeed, it may be argued that the shift in emphasis from subject matter to children is responsible for better plants, richer curricula, and increased professional training of teachers . . . concerned with lives of individuals, not with a mere conquest of illiteracy. 28

To quote Turner again:

Modern concepts of health education recognize the value of coordinating all the resources of the school and community to protect and improve the welfare of youth. 29

**Specific Health Instruction**

If high school students are to be educated in matters of health, they must receive coordinated instruction so purposefully presented that it appeals to them because it meets real-life interests and problems. 30

As Shroeder states:

Health teaching can be fun, and, in order to be real fun, it must be enjoyable to all concerned. One of the best ways of gaining interest in a thing is to personalize it—to identify that thing with oneself. 31

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The National Committee on School Health Policies suggests that

A well-organized program will give proper emphasis to direct health instruction and to supplementary or incidental instruction in other subject-matter areas. Extra-class activities, auditorium programs, day-by-day healthful school living, and the experiences of students with the various procedures for health protection and promotion should be used. 32

With reference to correlation, Turner recommends the following:

Successful correlation must be pertinent. There must be a real relationship between the ideas that are being correlated. There are really three different types of correlation: 1. Health facts may be shown to apply to life situations; 2. Certain subjects supply facts supporting health principles; and 3. The teaching of fundamental skills, like language, arithmetic, and handwork, may often be made interesting by selecting health facts, experiences, or situations as the basis of teaching. 33

Health instruction in the secondary school becomes complicated by many conditions peculiar to the secondary school. The National Committee on School Health Policies states:

There is a growing tendency . . . to center attention on the needs of students and to expect each teacher to be interested in students as individuals. In keeping with this trend, home-room and classroom teachers should assume responsibility for the day-by-day health supervision of the students in their charge.

Specific health courses should be provided in the secondary schools and should have a minimum time allotment of a daily period for at least one semester during either the ninth or tenth grades and a similar amount of time in the

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33 Turner, op. cit., p. 356.
eleventh and twelfth grades. . . . Health courses should be given in regular classrooms with classes comparable in size to those in other subject matter areas. 34

The secondary school represents the most significant place for effective health and safety instruction. Brownell states:

Effective health instruction in secondary schools requires well-defined administrative policies. First of all, health instruction deserves a position of prominence at least equal to that accorded other subjects in the curriculum. This indicates a daily period in senior high school for at least one semester, and preferably for two semesters. . . . Only qualified teachers and counselors should assume responsibility for health and safety instruction in secondary schools. 35

The National Committee on School Health Policies recommends:

Whenever possible, health courses should be given by teachers with special preparation and with certification in health education. If such teachers are required to teach in some other subject area, they should be licensed in that area, too. Schools should make every effort to see that health instruction is given by teachers fully prepared and qualified: it should not be regarded as an incidental subject to be relegated to any teacher who has a light teaching load or a conveniently free period. 36

Health Services

The definition given to health services in this study has several parts, namely: to determine the health status of the child, to enlist his co-operation in health protection and maintenance, to inform parents

35 Brownell, op. cit., pp. 243-244.
of the defects that may be present, to prevent disease, and to correct remediable defects. This definition may serve as a guide in a discussion of materials relating to health services.

The content and scope of health services encompass:

1) Periodic health examinations or appraisals.

2) Observations and inspections for signs of defects and diseases.

3) Immunization and vaccination.

4) Follow-up procedures to secure the correction of remediable defects.

5) The use of family physicians, dentists, clinics, hospitals, and other agencies for the care and treatment of those in need of such services.

6) First aid and care of sudden sickness. 37

In order to determine the health status of the school child, it seems evident that some specialists will have to assist in the examination of the pupils. In this respect the White House Conference has stated:

Though financial limitations and the size of the school unit are obviously conditioning factors in the school health program, no child in any public or private school in the United States today should be without the privilege of a minimum program of health service and education. Such a program will necessitate medical, nursing, and dental staffs, at least, with the addition of such workers as the health needs may indicate and economic conditions permit. 38

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The National Committee on School Health Policies advocates the following policy regarding school health:

... it remains the best policy for every school to have available the services of a school medical advisor, dental advisor, nurse, health coordinator, psychologist, nutritionist, and health educator. 39

Brownell has commented that

Three rather distinct points of view prevail with reference to the schools' responsibility for the health services:

1) Educating the "whole" child toward a richer and fuller life means that the schools must be free to exercise control over those services which affect normal growth and development.

2) If other agencies in the community fail to provide the necessary services, the schools should establish and maintain them.

3) The schools have a direct responsibility in matters defined as instructional, an indirect responsibility in strictly service activities, but no responsibility at all in affairs of treatment beyond first aid and care of sudden sickness. 40

An ideal procedure is expressed in the health policies of the National Committee on School Health Policies, as follows:

Every effort should be made by the school to have special and required periodic examinations done by a private practitioner of medicine, preferably by the student's physician.

During their school years students should have a minimum of four examinations: one at the time of entrance to


40 Brownell, op. cit., p. 178.
school; one in the intermediate grades; one at the beginning of adolescence; and one before leaving school. 41

The health services of the school are for the benefit of the child. All information should be recorded to prepare for definite knowledge of the child's progress. The White House Conference has stated:

Individual and cumulative health records should be kept, following each child throughout his school career. 42

Turner states:

The most important single record is the health record of the individual child. This is sometimes called the medical record. . . . They contain space for recording family data, communicable disease experience and immunizations, the various physical defects and the status of growth, vision, hearing, teeth and diet. If a preschool health record of the child is available, it accompanies the school record or the essential facts are transferred to the school card. 43

The importance of complete and accurate school health records cannot be overlooked. The schools should not fail to record health information in order to anticipate the future needs of the pupils.

It seems necessary to have daily inspection of the pupils. This will protect the health pupils and safeguard the ill ones. The White House Conference has stated the matter as follows:

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41 National Conference for Cooperation in Health Education, op. cit., p. 32.


43 Turner, op. cit., p. 223.
Daily health inspection for the prevention and control of communicable diseases must, therefore, be the responsibility of the classroom teacher. It is the responsibility of the nurse to help every teacher to make the sort of classroom inspection which will meet the needs of the group from day to day. The teacher should develop an attitude of watchfulness throughout the day, as well as during the first period of the day. Every child returning to school after an illness should be very carefully inspected by the nurse. 44

The White House Conference has formulated this statement:

The most generally accepted relation of responsibility for daily inspection of pupils for the control of communicable disease is the teacher to principal to school nurse to school physician. 45

This quotation makes very clear the different persons who should be responsible for the inspection of the pupils. The teacher discovers the ill pupil and sends him to the principal. The principal refers the pupil to the nurse, who makes an examination. If she thinks it is necessary, she sends the pupil to the school physician, if there is one on the staff.

The school should have a policy of exclusion and should follow it. The White House Conference gives the following information regarding exclusion:

Children with the following communicable diseases should not be permitted to remain in school:


45 White House Conference on Child Health and Protection, The Administration of the School Health Program, p. 27.
common cold    scarlet fever
grippe           smallpox
influenza        venereal diseases
tonsillitis      tuberculosis
whooping cough   trachoma
chickenpox       scabies
diphtheria       ringworm on exposed part
measles          of body
mumps            pediculosis
        impetigo

In connection with exclusion of children from school Phelan says:

"An isolation room should be provided in all schools."\textsuperscript{47} The Joint Committee on Health Problems also states: "Provisions should be made to isolate immediately children suspected of having contagious diseases."\textsuperscript{48}

Authorities seem to agree that the school should have an isolation room and a policy of exclusion that will protect the well children from the ill ones. School authorities should practice policies that will protect the health of pupils.

Medical opinion seems to favor immunization of children before they enter school, but since many children do not receive this service before entering school, the school is obliged to offer a program of immunization.

\textsuperscript{46}Ibid., p. 27. \textsuperscript{47}Phelan, op. cit., p. 103.

\textsuperscript{48}Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association, Health Education, p. 65.
The Joint Committee on Health Problems recommends that

Children should be immunized early in life, in all cases previous to school entrance, against whooping cough, diphtheria, tetanus, smallpox, and possibly other diseases. . . . During the early school years the immunization will need to be repeated for some diseases, usually with small "booster" doses.\textsuperscript{49}

The White House Conference states:

Every child should be vaccinated against smallpox and present a certificate to that effect before he is allowed to enter school and should be revaccinated at about the time of entrance into junior high school. The immunization program against diphtheria should receive the support of every teacher and parent, and the time should not be far distant when this process will be as generally required by law as is that of vaccination in most states. Every child should have the benefit of health science in the control of disease and should not be denied these privileges because of the ignorance or prejudice of his parents.\textsuperscript{50}

With reference to immunization Phelan states, "The school should provide for toxin-anti-toxin immunization."\textsuperscript{51} However, authorities suggest that the immunization should be done by the family physician, but they also seem to favor the practice of immunization by the school whenever the occasion justifies the practice.

Often parents will permit a child to come back to school before he is entirely recovered from some communicable disease or illness.

Phelan recommends:

\textsuperscript{49}Ibid.

\textsuperscript{50}White House Conference on Child Health and Protection, The Administration of the School Health Program, pp. 28-29.

\textsuperscript{51}Phelan, op. cit., p. 106.
A physician's certificate satisfactory to the school authorities is essential for re-admission after a child has been absent from school because of illness. 52

Schools, it is apparent, should adopt a sound policy regarding re-admission of pupils after absences caused by illness.

Dental examinations, too, are important. Phelan says, "The school should provide a complete dental examination for each child once a year." 53 And the White House Conference recommends that

Each child should have a complete dental examination twice annually. Such a program is rather heavy for the school to finance. However, the school can promote this program by education of the parents. 54

The National Committee on School Health Policies states:

Dental care programs should provide complete dental treatment for as many of the eligible children as possible. If funds and personnel do not permit this for the whole group, treatment should begin with the youngest group and work upward as far as possible. At the same time emergency treatment should be provided for the older children. 55

Authorities agree that the school should provide complete dental examinations, but they seem to disagree as to the extent to which the school should go with remedial or curative measures. Financial limitations may prevent the school from offering an ideal program of remedial or curative treatment.

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52 Ibid., p. 211. 53 Ibid., p. 101.
55 National Conference for Cooperation in Health Education, op. cit., p. 32.
Whenever necessary, the school should acquaint the parents regarding the health of the child. The White House Conference on Child Health and Protection recommends:

A report of the examinations should be made to all teachers and other school workers who come in contact with the child. If the parents are not present, as soon as possible after the examination they should be informed of the conditions discovered in the child at the time of the school health examination which seem to need attention. 56

Co-operation should exist between the school and the home in the interest of the health of the child. The school health program could not hope to succeed without the co-operation of the parents.

Teachers have the additional duty of making screening tests for vision and hearing. In this respect the National Committee on School Health Policies states:

In addition to everyday observations, the classroom teacher should also be prepared to give screening tests for vision and hearing. . . . Vision tests should be annually in the elementary and secondary school. Hearing tests should be given every year in the elementary school, and every two years in high school, preferably with an audiometer. All pupils should have vision and hearing tests. 57

The White House Conference recommends that classroom teachers give screening tests. The report states that "when the service of a physician is not available for a yearly health examination, a

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health-screening or inspection can be made by the classroom teachers. 58

Reference has been made in these data to the school nurse, but the basis for determining whether to employ a nurse has not been given. Oberteuffer states:

One of the major steps which any school can take toward the establishment of a complete and practical school health program would be to employ a nurse. It is estimated that a nurse can serve 1,500 to 2,000 students. 59

Mention has been made to the health services that schools should provide for pupils. The need for co-operative effort of all agencies, parents, and teachers for the benefit of the child has been emphasized. The school should not lose sight of the fact that other services in healthful school living are needed to insure the school child a total development.

Healthful School Living

Healthful school living was definitely conceived of in this study as that phase of school life that designates the provisions of a wholesome environment, the organization of a healthful school day, and the establishment of such teacher-pupil relationships as insure a safe and sanitary school. 60

59 Delbert Oberteuffer, School Health Education, p. 335.
60 Williams and Hall, op. cit., p. 4.
A healthful school environment means more than provisions for safety and sanitation in the building and facilities. It means that the organization and management of the program shall conform to established principles of health. It means further that the human relationships between pupils, teachers, and administrators become vital factors in the educative process. 61

Schools have a definite responsibility to the pupils in regard to the lighting, heating, and ventilation problems that arise in daily living. This presents a challenge to modern school programs and the challenge should be accepted by all teachers and personnel to work for determined efforts to conserve the health of the children. Other factors of daily living that need consideration are the problems of school feeding, health of personnel, matron services, and custodial care, all of which will be mentioned briefly in this study.

In recent years the school feeding program has been developed in a new light, and the school authorities are beginning to recognize its educational value, as well as its value toward promoting healthful living. It seems that the school lunch program originated because of a real need for it.

The National Conference for Cooperation in Health Education states: "Food service at school should be established primarily on the basis of need in each school situation." 62

61 Brownell, op. cit., p. 203.
In this modern age when children ride several miles on school busses to reach the school, it does not seem feasible for them to go home for lunch. Consequently, the school cafeteria or lunchroom is the answer. The most common lunchroom today is one organized and subsidized by the Federal Government. In Chapter II of this study reference was made to the privately operated cafeteria as it exists in the local situation, so data pertaining to that type of operation will be included here.

In reference to the lunchroom under the control of the school, Brownell states:

The cafeteria director or supervisor may make significant contributions to health education. . . . Few other persons employed by the board of education enjoy more favorable occasions to "practice what they preach." \(^{63}\)

In A Study of School Health Standards Phelan recommends:

The control of the school lunch should be entirely in the hands of the school authorities, should be managed by a person trained for her work, and supervised by the nutrition teacher or dietician. \(^{64}\)

Turner recommends that

Administrative provisions are needed for adequate supplies, equipment, and service. Those selected to be responsible for the preparation of food for the school lunch should know and apply simple facts of nutrition in meal planning. \(^{65}\)

\(^{63}\) Brownell, op. cit., p. 343.  
\(^{64}\) Phelan, op. cit., p. 218.  
\(^{65}\) Turner, op. cit., p. 277.
There seems to be little doubt that the school lunch should be administered by the school. In considering the amount and kind of food that should be provided, Turner sets forth the following requirements:

The food must be of good quality and well cooked, must be suitable for the child, and should be as inexpensive as good quality and proper preparation will permit. The food should offer good variety from day to day. One hot dish and one or two simple kinds of sandwiches, possibly with the addition of cooked fruits will be sufficient for a given day. Milk should always be served. 66

The atmosphere of the school lunchroom is one of the most important phases of the school program aside from the food. In discussing this phase of the school feeding program, the National Committee on School Health Policies recommends these provisions:

Eating places in school should be pleasant rooms, ample in size and seating capacity to permit the leisurely eating of a noon meal by all pupils and teachers who are in the room at the same time. The dining room itself must be bulwarked by adequate kitchen facilities, including proper refrigeration and cooking equipment, storage space, and waste disposal systems. Washrooms for teachers and pupils should be provided.

Sanitary regulations of the highest order should be enforced in school eating establishments, including all health department regulations concerning food establishments and food handlers. . . . Regulations relating to sanitation and to the health of food handlers should be put in effect by the school medical advisor in cooperation with the director of food service. 67

66 Ibid.

67 National Committee on School Health Policies, op. cit., p. 13.
Turner states that the lunchroom should meet regulations of state and local health authorities governing the health of persons who handle food. He says:

The serving of food in a school requires, but sometimes fails to get perfection in sanitation. Essentials include good refrigeration, undamaged dishes, tables and counters without cracks scrubbed clean after every using, sterilization equipment used effectively on all eating utensils. Cooking and serving personnel must be free of communicable disease and must comply with the local sanitation codes of the state and city food handlers. State departments of health or of education frequently issue detailed standards for the sanitation of lunchrooms. They should be consulted and followed in every instance. 68

Health of Personnel

Another phase of healthful school living contributing to the child’s welfare and happiness is the health of the staff. Little attention has been given to this important phase of the health program in the past years. Children deserve to come in contact with pleasant, physically fit teachers. It seems that more attention should be given to the health of school personnel.

Turner suggests the following setup for physical examinations for personnel:

No school employee who is not in good physical condition and free from communicable disease should be permitted to work in direct contact with the boys and girls. This means a pre-employment examination for all school employees within six months prior to the date that work begins. A re-examination should be made if serious illness occurs after the original

68 Turner, op. cit., p. 277.
examination prior to starting work. The examination may be made by a licensed physician. 69

The National Education Association recommends the following procedure for the health of teachers and other personnel: "Insistence on periodic health examinations of all school employees, including chest x-rays, represents sound administrative decision." 70

It seems only good policy to require health examinations of the teachers. A teacher with a communicable disease could spread the contagion just as readily as a child with the same disease. Attention should be given to wholesome living and working conditions for teachers.

The Health Education Council makes the following suggestions relative to these conditions:

. . . Since health of the teachers, custodian, and other school personnel vitally affects the health of children, teaching and working conditions must be sanitary and safe. . . . 71

First Aid and Safety

First aid and safety should be included in any well-organized health education program. The Joint Committee on Health Problems in Education makes the following recommendations:

69Ibid., p. 237.

70National Education Association of the United States, Health Education, p. 84.

71Ibid.
There should be in every school at least one person (and a substitute) to whom is assigned responsibility for applying first-aid measures in case of accident or illness. Besides immediate first aid, the school has the responsibility of notifying the parents and transporting the pupils to their homes. 72

In Suggested School Health Policies this recommendation is found:

Every school should have a planned, written program for the care of emergencies. In case of accident or sudden sickness, the school has the responsibility for (1) giving immediate care, (2) notifying parents, (3) getting pupils home, and (4) guiding parents, where necessary, to sources of treatment. 73

Oberteuffer states that

First-aid and emergency cabinets must be provided and scattered at strategic spots around the school. Their contents must be fresh, up to date, and in accordance with the best standards for first-aid care. It is not necessary for every teacher to be expert at first-aid; however, one or two on each floor should be. 74

Brace recommends:

Adequate and easily available first-aid equipment in each school and school bus. Teachers, bus drivers, and pupils should be trained in first-aid. 75

The school, as implied in the above excerpts, should make every effort possible to maintain a good program for first aid and emergencies.

Although instruction in safe living should begin at home and be carried

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72 Ibid., p. 48.
73 National Committee on School Health Policies, op. cit., p. 19.
74 Oberteuffer, op. cit., p. 311.
75 Brace, op. cit., p. 3.
on constantly by the parents, the school has a great obligation in providing safety for the pupils. In this connection Phelan recommends the following necessary safety equipment:

... Fire extinguishers, accessible and prominently exposed, should be provided for every 2000 square feet of floor area. Fire alarms should be centrally located. 76

Oberteuffer makes the following suggestion:

Formulate and supervise a program of safety for the school including the emergency care program, fire drills, traffic supervision, and continuous inspection of buildings and grounds for danger spots and potential causes of accidents. 77

Turner recommends:

Planned and regular supervision of buildings and grounds provides for organized inspection for broken glass, holes, uneven surfaces, accumulation of trash, peelings, loose boards, etc. 78

Other safety measures worthy of note in modern programs are fire prevention and fire drills, traffic regulations and supervision, and periodic bus inspections. Schools should be cognizant of these vital factors in insuring and teaching safety. Play and physical education contribute much to the health of children, but to assure the greatest values from such activities, certain precautions and protective measures should be followed.

76 Phelan, op. cit., p. 212.
77 Oberteuffer, op. cit., p. 310.
78 Turner, op. cit., p. 306.
Physical Education

The definition for physical education given in Chapter I of this study identifies the relationship to big-muscle activities and the physical development of the child.

Health education and physical education present a controversial subject but neither can attain the greatest good for the greatest number of pupils without the other. The well-organized school or college needs both of these programs, administered either as a combined department or as two separate but closely articulated departments.

Many opportunities arise wherein healthful living may be practiced or reinforced through physical education. The facilities and equipment used in physical education should exemplify the best in a healthful environment. 79

The need for physical fitness based on the needs of growing youth is a recognized fact in present-day society. The need for physical fitness is apparently as great for girls and women as it is for boys and men.

The National Conference for Cooperation in Health Education states:

All pupils should be enrolled in physical education classes; those who by reason of illness or disability are unable to participate in the more vigorous forms of activity should be assigned to modified activity or to rest, but with full credit in any case. 80

The Texas Handbook of Instruction for Health Education and Physical Education for Junior and Senior High Schools recommends:

Each boy and girl should receive daily instruction in physical education in which the teaching of skills, attitudes, knowledge, safety practices, and related health instructions are stressed.

Class periods should be at least the same length as periods for other subjects.

All students in school should be enrolled in one of four health classifications for instruction. Students, who by reason of illness or other disability are unable to participate in unrestricted activities, should be assigned to restricted activities, or to remedial activities, or to rest as may be indicated, and with full credit in each case. No student need be excused from physical education when this type of program in this area is maintained.

Students should be classified for participation in physical education in accordance with their health status, by grade level, and by ability. Four health classifications previously mentioned are recommended, namely: unrestricted, as to strenuousness of activity; restricted to class work of less than maximum strenuousness; remedial programs for those needing special exercises; and rest for those who must have no exercise.

Although interschool athletics is an integral part of physical education, students should not be allowed to substitute participation in athletics for class instruction, except to a limited extent. The practice of allowing boys to go through high school and receive instruction in football and one or two other sports only is not educationally sound.

Content of the program in junior and senior high schools should be broad and varied.

Instruction in physical education should receive equal recognition with other subject fields in the curriculum. Credit should be allowed for physical education and required for graduation from high school.

Adequate facilities, equipment and supplies are essential if full benefits of physical education are to result. If reasonable class sizes are maintained, there will be needed one floor area for each 250 boys and one for each 250 girls enrolled in daily periods.

Equipment and supplies should be provided in sufficient amounts to provide optimum activity by all students in a class. Lack of adequate laboratory materials, balls, bats, nets, mats, and etc., is a waste of time and money and restricts pupil achievement. Supplies and equipment should be provided by boards of education from funds budgeted for class instruction.
Class sizes should be kept small enough to allow abundant student activity and efficient teaching. Forty students per class period constitutes the maximum number desirable for class instruction in most activities.

Adequate locker, dressing, and shower rooms should be provided.

Qualified teachers of physical education are essential to good results. Such teachers should have a major in physical education or at least enough professional training to meet State Department of Education standards. 81

Thus it may be seen from these various reports and recommendations that physical education is important and necessary for every individual pupil and not alone for those who are able to participate in the big-muscle activities. If it is a worth-while activity of the curriculum, every child should participate in its program.

The individual program should be adjusted to the physical capabilities of the child. Adequate medical examinations will determine the extent of participation in sports that should be allowed in individual cases.

The National Committee on School Health Policies states:

Adequate medical examinations should be provided for all athletes at the beginning and as needed during each season of participation, together with medical service in all contests. Following an illness, the readmittance of a pupil to participation in athletics should be made on a physician's recommendation, and continued under his supervision. 82

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81 David K. Brace, Texas Handbook of Instruction for Physical Education, for Health Education for Junior and Senior High Schools, Bulletin No. 444, Texas State Department of Education, pp. 7-10.

82 National Conference for Cooperation in Health Education, op. cit., p. 34.
To stimulate the program and to obtain optimum results, all courses in physical education should be given with full credit. Byrd has set this standard:

Credit shall be granted for health education and physical education on the same basis as for other courses receiving credit and required for promotion and graduation. State colleges and universities shall accept such credit as part of the entrance requirement. 83

Byrd in his yearbook for 1948 states:

All teachers in the elementary and secondary schools should have adequate preparation in the field of health so that they may teach effectively and contribute to a well-integrated curriculum. 84

The National Committee on School Health Policies makes the following suggestions:

... All girls' athletic activities should be taught, coached, and refereed by professionally prepared women leaders, and should be divorced entirely from any interscholastic athletic contests for boys. 85

Recreation

The definition for recreation as given in Chapter I of this study states that recreation is that agreeable activity by which persons refresh themselves mentally or physically. Schools have generally accepted the belief that one of the purposes of present-day education is the acquisition and development of skills, insights, and resources

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85 National Conference for Cooperation in Health Education, op. cit., p. 35.
usable by the individual throughout life for the enrichment of his leisure
time. Thus, the public school, through its required program of educa-
tion, has become potentially a widespread agency for recreation through-
out the country.

In the data on recreational activities there are many terms which
seem to be used interchangeably in the discussion of leisure time. The
terms "co-curriculum," "extended services," "extra-class," "extra-
curricular" and "enrichment" program seem to be applicable to all
activities directed toward the use of free time.

Training for the wise use of leisure time is one of the seven
cardinal objectives of education as enunciated by the National Education
Association.

A place in the curriculum has been found not only for
the traditional subjects but for the direction of the new leisure
which is growing in importance. The introduction into the
curriculum of music, dramatics, arts and crafts, nature lore,
camping, and sports, and active games has a far-reaching
significance for the recreation movement as it provides a
wholesome environment for young people and a rich program
of activities which will carry over into adult life. 86

Among the recommendations which were passed unanimously at
the Mid-Century White House Conference on Children and Youth, held
in Washington, D. C., December 18, 1950, were the following:

That the citizens of every community accept responsi-
bility for providing and sustaining adequate programs and
facilities with professional personnel for education, health,
recreation, and social services. In the development of such programs, full and appropriate use should be made of all voluntary and public resources.

That development of new housing facilities give special attention to health, recreational and social needs; to the extent that private industry does not provide suitable housing for low-income families, that such housing continue to be developed by governmental agencies.

That more emphasis be placed upon the effects of recreational activities on the personality of the individual and that, in all neighborhoods where children and youth reside, there should be provided recreation centers under professional and voluntary supervision.

That youth have an equal chance with adults to participate in the planning, and carrying out, of recreational activities, and that, as a practical aid for such planning, states be encouraged to study and establish official state boards of recreation to provide counsel and information assistance in recreation matters to communities, particularly small towns and rural areas.

That all professions dealing with children have, as an integral part of the preparation, a core of common experiences on fundamental concepts of human behavior—including the need to consider the total person as well as any specific disorder; the interrelationship of physical, mental, social, religious, and cultural forces; the importance of interpersonal relationships; the role of self-understanding; and emphasis upon the positive recognition and production of health personalities and the treatment of variations; and that lay people be oriented through formal or informal education to an understanding of the importance of the foregoing concepts. 87

In the light of the preceding recommendations it might be stated that

Recreation is now accepted as a major force in social well-being. Recreation takes its place with education, health, religion, and work as an essential process molding individual personalities and creating abundant community living. All these elements, in proper balance, constitute the nucleus of total social stability.

87Mid-century White House Conference on Children and Youth, "Recommendations from the White House Conference," Recreation, XLIV (February, 1951), 514.
At every turn one sees clearly the growing importance of recreation as a fundamental element in the life of the people of this nation. The vast host of Americans who play, who travel, who participate in sports, who enjoy athletics, musical and dramatic spectacles, who seek the out-of-doors, who find expression in the arts and crafts, and who read for the joy of it—these Americans symbolize an era of recreation.  

The schools must assume their share of responsibility for this major development in the American way of life. There seems to be a common ground of agreement; namely, that play is associated with enjoyment, satisfaction and activity. Thus,

Play is any enjoying and self-satisfying individual activity performed up to and before there is a personal consciousness and beginning feeling of fatigue.  

No other public agency is so favorably situated as the schools to develop health, physical fitness, and leisure-time objectives among all children and youth.

The schools of today have as a motto "Education for Living," and in their programs they include such activities as physical education, shop, handicrafts, art, dramatics, and music. In fact, anything which might enrich the daily life of the student at the moment or provide a carry-over activity for adult life is now being offered in many schools.

However, in few, if any, cases is the student given the basic philosophy of leisure-time activity or taught how to apply its carry-over values in terms of his daily leisure activities.

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88 Meyer and Brightbill, op. cit., p. 7.

89 Ferd John Lipovetz, Medical-Physical Education, p. 157.
The extra-curricular activities program should be based on a sound educational philosophy, with such underlying principles as will result in progressive procedure and well-rounded development of boys and girls. Since intelligent judgment is needed in building this program, as in any other part of the school work, the educator will do well to proceed cautiously, observing the relative value of a curricular and extra-curricular and maintaining a reasonable balance between them.

Extra-curricular activities must be dignified in the minds of students and teachers through the administrative program. They should have a place in the daily program, and provision should be made for limiting and encouraging participation, but their interest, joy and spontaneity, however, must be preserved. This makes it possible to secure interested participation, and will result in an administration in harmony with progressive educational thinking. ⁹⁰

Education aids in preparing the individual for life situations, both present and future; and this function is its primary aim. For the last ten to twenty years, we have been giving instruction on the "wise use of leisure time." Some communities have organized city-wide recreation movements; many schools have formulated extensive intra-mural recreation programs for their students; and the various boys' and girls' clubs have attempted to direct the leisure-time activities of individuals. But, in spite of all these attempts, one must agree that recreation in modern education is in a state of infancy and in many communities and school systems, non-existent.

Basic patterns of culture revolve about human behavior as expressed in ways of (a) performing work, (b) organizing family and communal affairs, (c) worship, (d) training the young, and (e) occupying leisure time.

Leisure is to be viewed henceforth not as idleness or mere cessation of work, but as a complement for work. Leisure is to be interpreted in the future as a positive aspect of modern culture. During leisure the worker develops those capacities and those phases of personality which work no longer provides.

Leisure for a democratic people means, therefore, distribution in some degree of fairness and justice. A "leisure class" is an anomaly in a democracy. Leisure belongs to all the people. Those who work have earned their leisure. But they deserve more; they have a basic right to enjoy the widest possible range of choices for their leisure.\(^{91}\)

The wise use of "leisure" or "free" time left over out of any daily twenty-four hours not devoted to (1) getting ready for work and actually working, (2) time devoted to eating, and (3) sleep or relaxation, presents a challenge to all parents and educators.

In general calculation of the total time devoted to the three factors mentioned and considered in relation to the various stages of life, we find the following general estimates concerning the amount of leisure time for any individual:

Ages (1-5) Pre-school period—the average leisure time amounts to approximately 1/2 of the 24 hours or 12 hours;

Ages (6-12 & 13) Beginning school period—an average of 6 hours;

Early youth (13 & 14-18 years)—four hours;
Young womanhood and manhood—three hours;
Maturity for both men and women—three hours.

The fact that about one fourth of the total life span is leisure or free time is astonishing! Is the time being utilized properly for the development of a better human being and a finer personality? A man's character is indicated by what he does during his free or leisure time. Intelligent utilization will make him and wasted free time will break him.\(^{92}\)


\(^{92}\) Lipovetz, op. cit., pp. 7, 8, 11.
The fact that society has placed the obligation of training youth for wise use of leisure on the public school, and that educators are more and more relating the educational program to real life, implies a close working relationship between the schools and the leisure-time agencies.

An examination of the viewpoint, direct and indirect contributors of the present recreation movement with relation to the seven-fold objectives of the National Education Association indicates what aids are available to educators and education as a whole from this source.

Health. — The value of play and recreation to physical, mental, and spiritual health is too well recognized to admit of debate. In the National Recreation movement it is accepted as a matter of course that all recreation programs shall be developed with an awareness of health considerations such as proper balance of strenuous and quiet activities to age, sex, and physique, adequate physical examinations, first aid, safety of apparatus and facilities, and adequate safeguards in the planning of all programs. All-round physical development is sought. One of the major objectives is the development of activities that the individual may employ throughout the major part of his life and which will be a constant factor in keeping him physically and mentally fit.

Home. — Linton B. Swift, executive secretary of the Family Welfare Association of America, recently said: "Family welfare agencies frequently find a disintegration of family morale which is due largely to a lack of neighborhood or community recreation facilities and leadership and an unsocial use of leisure time."

It is held that the family that plays together, stays together.

Learning. — While learning the child participates and after he has graduated from school into the work-a-day existence of everyday life, he is ever learning and developing skill as he enjoys activities.

Citizenship. — The method of public recreation is largely the group method. The activities of the athletic team, the orchestra, the chorus, the drama group, involve teamwork. They are training in citizenship.
Vocations. — A rich variety of play activities involving the development of many kinds of skill and the growth of personality have an important bearing upon the choice of vocation and upon the preparation for satisfying and successful work in adult life. A diversified playground program has exploratory value for a boy or girl, revealing talents and awakening enthusiasms.

Avocations. — The recreation program is as broad as leisure time itself. As a leisure time movement, public recreation is primarily concerned with avocations. Out of what the child and adult do in their play may develop lasting hobbies.

Character. — Life knows no greater testing medium for conduct and character than the game. At his play the child gives himself most fully, and is probably most susceptible to suggestion. In this lies the leader's great opportunity for influence. 93

Extra-class activities constitute a significant component of a program of student activities in which the students participate, under the guidance of teachers, in assuming responsibility for planning and directing their own enterprises. The activities are characterized by student initiative and freedom in making decisions, formulating plans and evaluating their own actions. Many student activities can and should be closely integrated with regular class work while others should be extra-class. The distinctive value of many of the activities can be best realized when freed of the usual restrictions of time schedules and other routine requirements imposed by regular class situations. The "all-school" scope of many of the activities makes it imperative that they possess an organization and method of their own. This is particularly true of school assemblies, student councils, and some phases of the artistic and athletic programs. The fact that these activities are broader in scope than any one class activity does not mean that they cannot have their origins in the basic ongoing life of the school.

An extra-class activity is not necessarily extra-curricular, as all the educative experiences of students under the guidance of the school are curricular. 94

93Ibid., pp. 11-13.

94Harl R. Douglass, Education for Life Adjustment, p. 332.
The objectives of student activities are encompassed in the broad aims of a life-adjustment program of secondary education. Properly organized and conducted regular class and extra-class activities reinforce each other. Both are designed to contribute to the all-round growth and development of all adolescent boys and girls enrolled in secondary schools.

As each school subject makes a distinctive contribution to desirable educational goals, each extra-class activity, likewise, has a unique function to perform in the total educational program.

A wholesome, well-planned program based on established principles is essential if an organization is to render satisfactory service to the individual and to the group. An examination of the principles underlying the selection of game activities in a recreation-education program is recommended. Since there is a close relationship between extra-class activities and school activities, definite plans for the organization of the program must be studied and revised to fit the needs of the students in their respective schools and localities.

There is no rigid dividing line, educationally, between the regular classroom activities and those activities sometimes called "extraclass." Critical observation of the two types indicates that the co-curriculum activities are characterized by more pupil freedom than is usually exhibited in the classroom and are largely pupil initiated and directed.

Experiences in the pupil activity program are designed to help meet the leisure, recreational, and social interests and needs of pupils. The experiences also provide opportunities
for self-directed specialization in areas of the curriculum of
particular interest to individual pupils. 95

The characteristics of an effective extra-class activity program
are listed as follows:

1. The program should be planned to meet the needs that
   are not provided for in their other school experiences.

2. They should complement and reinforce other educative
   experiences for all students.

3. Variety of activities to provide for the interests of each
   individual student.

4. Flexible to allow for changing interests.

5. Student initiative and responsibility should be promoted.

6. Total program should be planned in terms of the resources
   of the particular school, including interests and abilities
   of the teachers.

7. Teacher guides should have interest of pupils at heart and
   should understand the educational significance of the
   activity.

8. Faculty leaders should be well-trained in democratic
   group participation and have an abiding faith in its
   operation.

9. Expense of participation should be nominal or non-existent.

10. Promote spontaneous, joyous participation in a worthy
    enterprise.

11. Satisfying results from individual small groups of children
    or from all-school activities.

12. Coordinating agency—as a student council—should form the
    nucleus of the organization.

13. Constant reappraisal is needed as a basis of improving its services to youth.

14. No teacher domination.

15. Continuous appraisal in terms of secondary education objectives.

16. No unsupervised activities should be permitted to function.

17. Extra-class activities, with the possible exception of athletics, should be included in the time schedule of the regular school day.

18. Many activities, as school assemblies, should be scheduled a considerable time in advance.

19. Constant interaction of the student with some aspect of the activity environment should be the primary aim of the total program.

A clear recognition is needed of the relative values of the different elements in the entire program of extra and regular class in terms of their contribution to the social and intellectual development of adolescents enrolled in our high schools.

The Life Adjustment Movement focused attention upon the needs of all high school youth, whether planning to attend college or not. 96

The planning and organization of the pupil-activity program presents a vast problem for the administrative and teaching staffs of the secondary schools. The growing demand for training in the practical arts of citizenship has had much to do with the increased interest in extracurricular activities. Here, if correctly evaluated by the school and appropriate to the age of the students, are offered fertile fields for social experience for boys and girls.

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96 Douglass, op. cit., p. 334.
Every activity must be teacher-supervised and cleared in the administrative offices before being scheduled on the school calendar. Regulations as to credit given should be sufficiently flexible to permit the administrator to meet the local situations.

It is evident that if a principal is going to keep informed concerning all the details of the extracurricular program, he must have in his central office a complete system of records. Many schools are developing such a set in connection with their activities programs.

With the almost phenomenal growth of the extracurricular program in the high school during recent years, there has appeared a great increase in the number of different accounts and funds that have no regular place in the accounting systems of the schools. The aggregates of these funds now form totals so large that administrators must find adequate means of supervising and handling them.

The finances of the student activities in high school should be so supervised and managed that:
1. Their management will serve to train students in the systematic handling of accounts, assuming the full responsibility for financial obligations incurred, and in integrity in all money matters.
2. A wise, economical, and honest expenditure of funds will be assured.
3. The principal will be able at any time to inform himself immediately of the financial status of any or all of these activities.
4. Legitimate, feasible and economical methods of supporting these activities will be provided. 97

97 Edmonson, Roemer, and Bacon, op. cit., pp. 348-349.
The sources of the income for these activities have been almost as miscellaneous as the activities themselves. Every game, debate, entertainment, play, lecture, class dance, or publication has its own separate needs and its individual sale of tickets or drives for funds. Other activities meet their needs by such means as carnivals, sales, and donations.

But the demands that these drives and collections make upon the time and energies of the students, together with the irritation they cause and the disrepute into which they often bring the activity concerned, combine to make a more satisfactory method of support necessary. Two possible solutions to this problem are emerging from many chaotic attempts to solve it.

One solution is based on the argument that these activities are as much a part of the educative process as the teaching of mathematics or language and have, therefore, a right to their share of the public tax money for support. Of course, many activities are by their nature revenue producing, and need little or no financial assistance. Others are, wholly, or at least largely, dependent on outside sources of income. But, if these activities are worth carrying on at all, they are worthy of support, and each should be subsidized by the board of education, at least to such an extent as to ensure their maintenance without forcing the faculty and students to expend too much time and effort upon the income-producing features of the activities.

Unfortunately, boards of education have not all come to this way of thinking. In the meantime, how is their financial problem to be solved? The activity ticket has been used with considerable success. 98

The activity ticket is sold to the student at the opening of the term, and will give him admission to a given number of activities or events during the year. This method has several advantages. It eliminates

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98 Ibid., pp. 349-350.
the necessity for high-pressure drives during the school year. It gives each organization an assured basic fund upon which to formulate its budget for the term. It brings out larger attendance to school functions, and costs the student less per function than under the old plan.

The collection of funds is a big problem, but the natural activities involved in the handling of funds present an even more important consideration. Schools may organize for financial control by providing an auditing system, or by providing any one of several systems for more direct control of the funds.

There are three common systems of direct financial control of the various organizations by the school authorities. They are: (1) control through the administrative office; (2) control through a faculty sponsor preferably through the commercial department; and (3) controls through a school bank, where one is in operation. Formal plans and regulations may be set up, but circumstances in the various schools will modify the plan.\footnote{Ibid., p. 351.}

An interested principal will seek ways to evaluate his pupil-activity program. He will be eager to know whether the organization is functioning to the best advantage for the pupils and their needs for life adjustment.

"The Three R's for Health—Refreshment, Relaxation, and Recreation—are essential for teachers as well as pupils,"\footnote{Arthur H. Steinhaus, "Three R's for Health," Journal of the National Education Association, XL (January, 1951), 24.} says Arthur H. Steinhaus. There seems to be no better concluding thought than that
pupils and teachers must learn to refresh their bodies, relax their
to better fortify themselves
nerves and minds, and recreate their spirits for the hustling, harried and demanding days before us.

Legal Soundness in Texas

The Public School Laws of the State of Texas pertaining to health and safety education are more or less comprehensive. Each law on this subject is an advancement in the progress toward the goal of health and safety for the children in the schools of this state.

Health instruction. — The law enacted in 1943 prescribing required subjects reads as follows:

All public schools in this State shall be required to have taught in them physiology and hygiene. The effects of alcohol and narcotics shall be taught in all grades and levels of the public schools and in all of the colleges and universities that are wholly or in part supported by State Funds. \textsuperscript{101}

In compliance with this law, the State Department of Education has prepared the following "Minimum Requirements for Physical and Health Education for All Public Schools":

1. Each secondary school student must receive 120 minutes per week of class instruction in physical education each year adjusted to individual needs.

2. Each elementary school student must receive 150 minutes per week of adapted class instruction in physical education each year (Recess periods and free play periods shall not be considered as a part of the 150 minutes.)

3. At least 40 minutes of additional time per week shall be devoted to health instruction in both elementary and secondary schools (either in regular health classes or correlated with other subjects).

4. All beginning classroom teachers in elementary grades who direct or teach any part of the physical and health education program must have six semester hours college credit in physical education and health education in addition to other requirements for classroom duties.

5. Part-time teachers in physical and health education must have twelve semester hours in physical and health education.

6. All full-time teachers of physical education and health education must have at least 24 semester hours of college credit in physical and health education.

7. In high schools, boys' physical education classes should be taught by a man and girls' classes should be taught by a woman. In case of co-educational activities it is desirable that both teachers be present. 102

It should be remembered that these are the minimum requirements for physical and health education. Actual practices of the public schools of Texas may hold to a higher standard.

Health services. — This service "includes all those procedures designed to determine the health status of the child, to enlist his co-operation in health protection and maintenance, and to inform parents of the defects that may be present." 103


The Texas State Department of Education recommends the following items necessary for an adequate health service:

1. Arrangement whereby each student is continuously observed by teachers to detect signs that may indicate the student should be examined by a physician.

2. Periodic physical examinations.

3. An annual appraisal of physical fitness. The appraisal of physical fitness is to be made annually at the beginning of school in the fall and completed by a final check at the close of school in the spring.

4. Assignment to one of the four health classifications for physical education.

5. An examination by a physician of each student planning to compete in strenuous athletics.

6. A plan for securing the correction of health defects.

7. Adjustment of the school program in accordance with the results of the appraisal of health and physical fitness.

8. Immunization programs and other measures for the control of communicable diseases.

9. Employment by the school of a trained nutritionist to supervise the lunchroom and plan balanced meals.

10. Adequate and easily available first-aid equipment in each school and school bus.\textsuperscript{104}

Senate Bills 115, 116, and 117 as enacted by the Fifty-first Legislature of the State of Texas made the following provision for further health service:

\textsuperscript{104}David K. Brace, Health and Physical Education for Junior and Senior High Schools, Bulletin No. 444, Texas State Department of Education, pp. 2-3.
Sec. 2. Professional Positions and Services. To effectuate the Foundation School Program proposed and guaranteed herein, school districts are authorized to utilize the following professional positions and services.

Sec. 3. Special service teachers, among which shall be included school nurses, school physicians, visiting teachers, and itinerant teachers.

Sec. 4. Teachers of exceptional children.

Article III. Section 1. Professional Units provide
(3) Special Service Teacher Units. Special service teacher professional units for each school district, separate for whites and separate for negroes, shall be determined and teachers allotted in the following manner:

a. Such allotments shall be based upon the number of approved classroom teacher units, separate for whites and separate for negroes.

b. Districts which have twenty or more approved classroom teacher units shall be eligible for (1) one special service teacher unit for each twenty classroom teacher units.

c. Districts not eligible for a full special service teacher unit may enter, by vote or their respective boards of trustees, into one cooperative agreement to provide special service teachers, as prescribed in paragraph (b) of this subsection, to be recommended and supervised by the County Superintendent, and employed by the County School Board. The State Commissioner of Education shall upon certification of such agreement by the county superintendent of schools, allot to each district party of special service teacher unit, said fraction to be not greater than the number of approved classroom teacher units for that district divided by twenty.

d. Provided that school districts may choose from five types of special service teacher units listed in Section 2 of Article II of this Act. Sub-section A-3 the number of each classification that is desired to the extent of total eligibility for such units and the allocation of special service teacher units not to preclude the assignment of classroom teachers to special service duties. The State Commissioner of Education shall establish
qualifications of special service teachers and subsequent to the 1949-1950 school year such qualifications shall be subject to regulations made by the State Board of Education.

Provided further that the special service teacher unit allotments provided for herein shall be made in addition to other professional unit allotments. 105

The additional advantages as provided by Senate Bills 115, 116, and 117 seem to make it possible for Texas public schools to improve their health service programs.

Physical education.—On September 1, 1939, the following state law was passed providing for physical education in the schools:

That instruction in physical education shall be established and made part of the course of instruction and training in the public elementary and secondary schools of the State by September 1, 1939. The State Superintendent of Public Instruction shall prepare courses of instruction for the public schools of the State as provided for the purpose of carrying out this Act. 106

In accordance with this law, minimum requirements for health and physical education were set forth by the Texas State Department as follows:

Schools that are accredited and those that are seeking to accredit programs of physical education and health education must meet the minimum standard. Grant one unit in physical education, provided physical education classes meet for not less than an average of two and one-half 60-minute periods per week. 107


106 Worley, op. cit., p. 78.

107 Texas State Department of Education, op. cit., p. 25.
The "Minimum Requirements for Physical and Health Education for All Public Schools" of the State of Texas have been stated above in connection with health instruction and are applicable also to physical education.

**First aid and safety.**—One of the earliest provisions pertaining to health education was in regard to safety.

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

Although instruction in safe living should begin in the home and be carried on continually by parents, the elementary school has a great obligation in safety education. Children of elementary school age are experiencing new situations and problems not encountered in the home. They are acquiring attitudes, skills, and knowledge which will influence them throughout life and will be the foundation of later learning and reaction patterns which will mold them as future citizens. "As the twig is bent so the tree will grow" is as true in relation to safety as in other phases of living.¹⁰⁸

Further safety provision is made in connection with the erection of school buildings, for all school buildings in the State of Texas must be constructed in accordance with Article 2920 of the School Law of

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the State of Texas. 109 The law further provides that the State Superintendent of Public Instruction shall prepare as many as three recommended sets of plans for school buildings, and these may be had upon request by school trustees as models in planning new school edifices.

The safe transportation of pupils to and from school is another matter that is controlled by law. The qualifications of bus drivers, specified bond for drivers, condition of the busses, and regulations regarding the operation of school busses are set forth in Article 2687a of the Public School Law of the State of Texas. 110

Criteria

From the somewhat detailed information presented above in this chapter, the following criteria have been formulated as a means of summarizing the contents of this chapter and to serve as an instrument of evaluation for the program of health, physical education, and recreation for girls in the Gainesville High School.

Criteria for biological soundness. — The following criteria have been formulated for judging the biological soundness of the program in health, physical education, and recreation:

1. Health, physical education, and recreation should be adapted to the biological age of the child.

2. Health, physical education, and recreation should be

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109 Texas State Department of Education, op. cit., p. 211.
110 Ibid., p. 41.
adjusted to the individual physical needs of the child as determined by examination and knowledge of laws of growth.

3. Health, physical education, and recreation must include the total development of the physical, mental, moral, and religious powers of the child.

Criteria for democratic or philosophical soundness. — The following criteria are warranted by the materials presented in this area:

1. Health, physical education, and recreation should contribute to the culture of an individual in a democracy.

2. Health, physical education, and recreation should be taught to develop a healthy body, an educated mind, and a self-disciplined, self-reliant, socially-minded personality.

3. Health, physical education, and recreation should make a contribution to the effectiveness of the democratic concept.

4. Health, physical education, and recreation should contribute to the total culture of the individual.

5. Health, physical education, and recreation are a continuing educational problem.

6. Health, physical education, and recreation should contribute to the worthy use of leisure time.

Criteria for psychological soundness. — The following criteria in this area have been formulated:
1. Health, physical education, and recreation should recognize the fundamental principles of psychology as a basis for adjustment to the needs of youth.

2. Health, physical education, and recreation should produce a happy, wholesome individual capable of contributing to community life.

3. Health, physical education, and recreation should educate for safe living.

4. Health, physical education, and recreation should contribute to the enrichment of everyday living.

**Criteria for health instruction.** — The following criteria for health instruction are justified by the materials presented previously in this chapter:

1. Health instruction should be given in all grades and should be adapted to each grade level.

2. Health instruction should be adjusted to meet the needs of youth for complete living.

3. Health instruction should be integrated and correlated with other subject-matter fields, as well as taught as a subject.

4. The size of classes in health instruction and the time allotted for classes in health should be comparable to those for other subject-matter fields.

5. Qualified teachers should teach health.
Criteria for health services. — The following criteria have been summarized from the information previously presented in this area:

1. Annual or periodic health examinations should be scheduled for all pupils.

2. Complete, individual, and cumulative health records should be provided for each child.

3. The teachers should make daily health inspection of all pupils.

4. Provision should be made for isolation and exclusion of all ill pupils.

5. After absence due to illness pupils should bring a physician's certificate for readmission to school.

6. The physical condition of the children should be reported to their parents.

7. Classroom teachers should make preliminary tests for vision and hearing.

8. The school should provide one school nurse for approximately 1,500 pupils.

Criteria for healthful school living. — The following criteria have been formulated for this area:

1. Healthful school environment should conform to established principles of health.
2. Healthful school environment should provide for the maintenance of safely constructed and sanitary school plants.

3. Healthful school environment should protect and promote the health of pupils and employed personnel.

Criteria for school feeding. — In regard to practices involved in school feeding, the following criteria are pertinent:

1. The school lunchroom should be under the control of the school authorities.

2. The school authorities should provide all facilities and equipment necessary for the operation of the school lunchroom.

3. The school authorities should enforce all state and local health department regulations concerning food establishments and food handlers.

Criteria for health of personnel. — The importance of requiring good health on the part of school personnel is reflected in the following criteria:

1. The school should require annual or periodic health examinations of all school personnel.

2. The school should provide clean and sanitary working conditions for all school personnel.

Criteria for first aid and safety. — The following criteria for first aid and safety are significant:
1. The school should have a definite program for rendering first aid.

2. Some teachers must be responsible for administering first aid.

3. The school should provide first-aid materials.

4. First-aid materials should be placed at strategic places in each school building.

5. Each school bus should be provided with first-aid materials.

Criteria for physical education.—Certain fundamental considerations in the program of physical education are reflected in the following criteria:

1. The school should require all pupils enrolled in school to take physical education.

2. Classes in physical education should be arranged to care for the physical needs of each pupil.

3. Instruction should be offered daily in physical education.

4. The length of class periods for physical education should be at least as long as periods for other classes.

5. The number of pupils in a physical education class should not exceed a maximum of forty pupils.

6. Each student engaging in physical education should have a thorough, annual physical examination.

7. Teachers of physical education should have a major or at least twenty-four semester hours of training in health and physical education.
Criteria for recreation.—The following criteria for recreation should be considered:

1. The school should provide a place in the curriculum for training in the use of leisure.

2. Recreation should be recognized as a vital and significant segment of living.

3. Recreation activities should carry over into adult life.

4. Schools should provide and sustain adequate programs of recreation.

5. Recreation should be recognized as a stabilizing force in social well-being.

6. Recreation should be enjoyable, self-satisfying activity.

7. The extracurricular activities program should be based on a sound educational philosophy.

8. Extracurricular activities should be dignified in the minds of students and teachers through the administrative program.

9. Extra-class activities should reinforce regular class activities.

10. The extra-class activity program should be planned to meet the needs that are probably not provided for in other school exercises or experiences.

11. Extra-class activities should be varied to provide for the interests of each individual student.
12. The total program should be planned in terms of the resources of the particular school, including interests and abilities of the teachers.

13. The program should promote spontaneous, joyous participation.

14. Extra-class activities, with the possible exception of athletics, should be included in the time schedule of the regular school day.

15. Expense of participation should be nominal or non-existent.

Criteria for legal developments in Texas.—The following criteria indicate the legal status of health, physical education, and recreation in the public schools of Texas:

1. All public schools shall be required to teach physiology and hygiene.

2. Each secondary school student must receive 120 minutes per week of class instruction in physical education.

3. At least forty minutes of additional time per week shall be devoted to health instruction either in regular health classes or correlated with other subjects.

4. Part-time teachers in physical and health education must have twelve semester hours of credit in physical and health education.
5. All full-time teachers of physical and health education must have at least twenty-four hours of college credit in physical and health education.

6. In high schools, boys' physical education classes should be taught by a man and girls' classes should be taught by a woman. In case of co-educational enterprises or activities it is desirable that both teachers be present.

7. Daily inspection of students by teachers should be made for physical and health defects.

8. Periodic physical examinations are recommended.

9. An annual appraisal or physical-fitness check-up is necessary.

10. Students should be assigned to one of the four health classifications.

11. Students competing in athletics should be examined by a physician.

12. Health defects should be corrected.

13. School programs should be adjusted to fit the physical needs of the students.

14. Schools should set up an immunization program.

15. First-aid equipment should be placed in every school and school bus.

16. Special service teachers, including a school nurse, should be on every staff.
17. Instruction in physical education shall be established and made a part of the course of study in elementary and secondary schools.

18. Schools seeking accreditation in physical education must be taught for not less than an average of two and one-half sixty-minute periods per week.

19. Schools should make provision against accidents at school and give instruction in safety.

20. All school buildings must be safely constructed.

21. Schools are responsible for safe transportation of pupils by bus to and from school.

Summary

The criteria set forth in this chapter have led to the conclusion that health, physical education, and recreation are necessary to the welfare of all students. By their very nature children demand activity. In a democracy students should be trained to make a social contribution to society. Health, physical education, and recreation should be psychologically sound. Last, certain legal requirements should be adhered to for uniformity and perpetuation of the programs.
CHAPTER IV

SCHOOL PROGRAM IN HEALTH, PHYSICAL EDUCATION, AND RECREATION

Introduction

Just as all education has a responsibility for the total program afforded girls and boys to enable them to live more effectively in a democratic society, so every phase of education has its responsibility for accepting a role in the attainment of the total goals of education.

Efforts should be directed toward making girls proud of the fact that they are girls, and by all means they should be given an understanding and appreciation of the importance of the role they are to play as homemakers, wives, mothers, professional women, and citizens of a democratic nation. Every phase of the educational program in which they participate should make worth-while contributions to a happier and fuller life for them and for those for whom they will assume responsibility in adult life.

Inspired by the foregoing insights into the concepts of a vital program of health, physical education, and recreation, the writer and her co-workers developed a functional program during the 1950-1951 school year based upon the Texas Handbook of Instruction for Health Education
and Physical Education for Junior and Senior High Schools, compiled by the Texas State Department of Education, and upon the book, Health and Physical Education for Junior and Senior High Schools, by David K. Brace.

An attempt has been made to approach the teaching of health and physical education through functional activities, based upon the needs and interests of the girls participating in the program.

**School Health Education**

In planning for the year's program in health education, three major fields of endeavor were considered, namely:

1. Specific health instruction.
2. Health services.
3. Healthful school living.

General objectives of the program were the following:

1. To develop in students a breadth of vision and an awareness of their responsibility for a health program which will contribute to the improvement of the health and living conditions of all of the people.

2. To develop in students a knowledge of and a desire for positive health, and to build health practices which will function in safeguarding the health of the individual, the family, and the community.

3. To develop in students an understanding of and an effective competence in procedures and skills for dealing with illness and emergencies in the home and the community.
4. To develop in students, through instruction and guidance, an appreciation of the health profession, and to lead students who are inclined in that direction to the selection of a health profession as a vocation. ¹

Units of Instruction

Unit I. Let's Organize (Suggestions Concerning Organization) ²

1. Overview

This unit is the basis of the course in health instruction. Its purpose is to acquaint students with the nature of the course, arouse interest, particularly in the units to follow, allow expression of students' questions relating to health, and work out with students plans for class organization.

2. General objectives

A. To become familiar with the nature of the course in health instruction.

B. To express interests in health problems and tell of previous instruction or experience.

C. To become familiar with the kinds of activities involved in learning about health.

¹David K. Brace, Health and Physical Education for Junior and Senior High Schools, pp. 28-29.

²Ibid., p. 36.
D. To inspect and become familiar with library materials and other laboratory and teaching materials to be used.

E. To participate in planning class organization.

F. To select tentative class officers.

G. To consider possible planning that should be started early for units to come.

3. Activities

A. A poll of student problems was made to form a basis for planning the units of work.

4. Some problems of our girls in high school.

A. Personal attractiveness.

a. Weight, diet.

b. Complexion.

c. Posture.

d. Beauty.

B. Care of body.

a. Backache.

b. Legache.

c. Headache.

d. Eyes and ears.

C. Popularity.

a. How to become popular.

b. Personality.
D. Health problems.
   a. Colds, asthma.
   b. Fainting.
   c. Plans for building health.
   d. Hospitals.

E. Homework: how to study effectively.

5. Bibliographies and suggested reading lists were typed and mimeographed by students in the classes and each girl was given a copy for future reference readings.

6. Representatives were elected to Girls' Health Council. (Three girls were elected from each health class: one sophomore, one junior, and one senior. Thus, a total of twelve girls constituted the Girls' Health Council.)

7. Sign up for committee work. (Each girl signed up for the committee of her choice, and the following list is typical of the types of committees organized.)

3. Typical committees for class organization:

   Louise Baker—Clean-up, health building, and typing.
   Wanda Hurt—Clean-up, health building, typing.
   Katherine Insel—Films and coke machine.
   Lolita Lowry—Films and coke machine.
   Evelyn Kaps—Typing.
   Jane Kunyon—Films and coke machine.
Billie Marie Witt—Clean-up, health building, and errands.
Betty Hutchinson—Clean-up, health building, and errands.
Joyce Gess—Filing and errands.
Valentine Lester—Filing and errands.
Mary Lynn Clark—Errands and painting.
Gwen Sykes—Paint committee.
Janet Lynch—Errand committee.
Thelma Dotson—Curtain committee.
Virginia Bosley—Roll check and reporting.
Eugenia Holley—Errand committee and clean-up.

Since the class organization in Gainesville High School is set up
on the alternating plan, as explained in Chapter II of this study, the
health instruction classes and the physical education classes organized
the above committees concurrently.

Unit II. Let's Co-operate (Analysis of Community
Health Program)\(^3\)

1. Overview

This unit proposes to familiarize the student with the institutions,
organizations, and individuals working directly or indirectly toward
raising the health standards of society. It also attempts to find out the

\(^3\)Ibid., p. 39.
services of these organizations and to develop a desire on the part of the individual to co-operate with these agencies.

2. General objectives

   A. To locate and become acquainted with the various organizations, institutions, and health units that contribute to the community health program.

   B. To understand the relation of one organization to another and the relations that should exist between these and the individual, the home and the school.

   C. To recognize the interdependence of personal health and community health.

   D. To become familiar with efforts of the state and national governments to promote the health of their citizenship.

   E. To understand how, and to develop a desire on the part of the student, to co-operate with others in developing the health program of the community.

3. Activities

   The achievement standards and culminating activities were so varied that special attention is given at the end of this series of units on class instruction to the Girls' Health Council activities and the group projects which were conducted during the spring semester, 1951. This unit possessed such carry-over qualities and values that projects were evolved all during the school year.

B. Making plans to take a school health inventory.

C. Making plans to present an assembly program on school health problems.

D. Making plans to present a play in an all-school assembly in order to encourage health consciousness among the students.

E. Making assignments to be carried out during a trip to the Cooke County Health Unit.

F. Showing motion pictures on the following topics:
   a. Tuberculosis: "Let My People Live."
   b. The American Red Cross: "The Red Cross Report" and "It Can Be You."
   c. Diabetes: "Camp Sweeney."

G. Showing film strips on the following topics:
   a. School spirit.
   b. School health problems.

Unit III. Appraisal of Physical Fitness (Health)\(^4\)

This unit is described in detail in the physical education unit, "Appraisal of Physical Fitness."

Motion picture shown: "Body Tone."

\(^4\)Ibid., p. 43.
Unit IV. Let's Be Comfortable (Bathing, Sleep, Nutrition, Digestion, Excretion)\(^5\)

1. Overview

The desire to be comfortable is a basic urge. Bathing frequently, sleeping sufficiently, eating the right foods, digesting properly, and eliminating wastes regularly all contribute to comfort as well as to health.

2. General objectives

   A. To develop good habits in bathing, sleeping, eating, and in the care of the digestive and excretory system which will lead to maximum comfort in daily living.

   B. To create an understanding of the reasons for, and an appreciation of, the need of good living habits.

3. Activities

   A. Make a collection of pictures on "personal hygiene"—unit in notebook.

   B. Good and bad selections of lunch.

   C. Draw a diagram of the "Basic 7" foods.

   D. Personal health habit inventory (form in Appendix).

   E. Chart foods eaten over a two-week period. Evaluate.

   F. Draw a diagram of the digestive tract—in notebook.

\(^5\)Ibid., p. 44.
G. Organize and carry on an "Eat Breakfast" campaign.

H. List your own good eating habits and poor eating habits.

I. Make a set of rules governing proper eating habits.

J. Write a theme on "Being Comfortable."

K. Collect advertisements for laxatives and discuss their claims.

L. Hold a public display of posters and scrapbooks in the corridors of the main building.

M. Motion pictures were shown on the topics:
      "The Basic Seven," and "As You Like Them."
   b. "Soap."

N. Film strips were shown on "The Digestive Tract."

Unit V. Let's Be Attractive (Skin, Cosmetics, Nails, Hair, Teeth)

1. Overview

This unit is to encourage girls to strive for as pleasing an appearance as nature and art will permit. Personal improvement is stressed. By intelligent study and a desire for improvement, it is hoped that each individual can develop, to some degree, naturalness, sincerity, poise, cheerfulness, self-esteem, and a feeling of well-being.  

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6Ibid., p. 53.
2. General objectives

A. To cultivate a desire to improve personal appearance.

B. To recognize factors essential in acquiring a pleasing appearance.

C. To encourage students to analyze their personality liabilities and assets.

D. To bring about the recognition of health as an essential factor in acquiring a pleasing appearance.

3. Activities

A. Work up a unit on "personal attractiveness" for the notebook.

B. School health nurse examine skin and scalp.

C. School health nurse examine teeth, throat, and tonsils.

D. Draw diagram of teeth—class demonstration on dentures and correction made by orthodontist.

E. Draw diagram of hair follicle.

F. Examine feet for athlete's foot.
   a. Pedicure—class demonstration.
   b. Manicure—class demonstration.

G. Pedograph of foot. (In next unit.)

H. Class demonstration on "shampooing" and care of hair.

I. School health nurse talks on "cure for dandruff."

J. Posture examination—plumbline, etc.
K. Promote posture clinic and style show in co-operation with
   the home economics department in the spring term.

L. Demonstrate how poor posture will ruin the effect of correct
   clothing.

M. Demonstrate appropriate footwear for all types of clothing.

N. Take an inventory of oneself.
   a. Health.
   b. Personality.
   c. Check for improvement.

O. Promote Personality Club.

P. Film strips were shown on the topics:
   a. "The Skin-Hair Follicle."
   b. "As Others See You."
   c. "The Teeth."
   d. "Posture."

Q. Motion pictures were shown on the topics:
   a. "Body Care and Grooming."
   b. "Farewell to Blue Monday."
Unit VI. Your Best Foot Forward (Structure, Functions, and Care of the Feet)\textsuperscript{7}

1. Overview

The purpose of this unit is to familiarize students with correct information about their feet and to encourage them to develop good foot habits. Many foot ills might be eliminated by learning and practicing a few fundamental principles in the care of feet and in the selection of shoes and hosiery.

2. General objectives

A. To learn the structure, use, and value of normal feet.

B. To recognize foot needs and be willing to practice safety measures and corrective exercises.

C. To develop proper foot habits.

D. To appreciate the importance of good feet to general well-being.

3. Activities

A. Make a pedograph of both feet—analyze for corrective measures.

B. Practice foot exercises for remediable defects. Pick up marbles with toes, etc.

C. Study athlete's foot. Have athlete's foot check in each physical education class. Use foot powder or foot bath.

\textsuperscript{7}Ibid., p. 69.
D. Place in the notebook a pictorial section regarding the feet, care, shoes, etc.

E. Visit a shoe store.

F. Group reports on shoes for all occasions.

G. Film strips were shown on:
   a. "Foot Structure."

Unit VII. What's Behind That Smile? (Mental Health)\(^8\)

1. Overview

"A sound mind in a sound body is a short but full description of a happy state in this world."\(^9\)

The purpose of this unit is to help students develop habits which contribute to sound mental health.

2. General objectives

A. To understand the meaning and practices of mental hygiene.

B. To develop habits which contribute to sound mental health and stable emotions.

3. Activities

A. Pupil survey of needs.

B. Parent poll of needs of students.

\(^8\)Ibid., p. 65.

C. Write a theme on "Helen Keller."


E. Draw a diagram of the brain. Study its parts and functions, label each part—control centers, etc.

F. Make a scrapbook, for notebook, of clippings that relate to mental health.

G. Film strips were shown on:
   a. "The Brain."
   b. "The Teeth."  } Carry-over from preceding unit.
   c. "The Voice-box."

H. Movies: "Mental Hygiene" and "Nervous System."

Unit VIII. Your Communication System (Eyes, Ears, Nose, Throat, Endocrine Glands, Nervous System)  

1. Overview

This unit combines a study of the eyes, ears, nose, throat, endocrine glands, and nervous system because each is a means by which our body promotes intercommunication and communication with the outside world. The student should be helped to discover defects which

10 Brace, op. cit., p. 74.
need to be corrected and how to go about having these corrections made.

2. General objectives

A. To gain a knowledge of the functions of the eyes, ears, nose, throat, nervous system, and endocrine glands.

B. To understand the nature of the common diseases and defects of all the organs of the communication system.

C. To understand the relationship between these organs and general bodily functions.

3. Activities (most of these activities will be found in detail under "Health Services" and "Healthful School Living")

A. Draw a sketch of the eye, ear, nose (sinus), throat, endocrine glands, and nervous system—notebook unit. Label each part.

B. Make a survey of lighting in the school.

C. Test lighting in the health instruction classroom by the use of a light meter.

D. Collect material on proper lighting.

E. Test students with audiometer testing machine.

F. Make a chart on endocrine glands and their functions.

G. School health nurse talks on endocrine glands and functions.

H. Film strips on "The Eye," "The Ear," "Endocrine Glands."

I. Movie shown: "Service Unseen—Air Conditioning."
Unit IX. Fighting Gremlins That Destroy Health
(Harmful Effects of Drugs, Alcohol, and Tobacco)\(^{11}\)

1. Overview

The unit presents scientific facts about alcohol, narcotics, and tobacco to the student so that he may evaluate these facts from the standpoint of health, and thus be able to make a decision concerning their use.

2. General objectives

A. To gain a knowledge concerning how alcohol, narcotics, and tobacco effect the individual and society.

B. To develop attitudes and habits that lead to correct conduct concerning the use of alcohol, narcotics, and tobacco.

C. To know sources of accurate information and advice concerning use of stimulants.

D. To study the extent to which alcohol, narcotics, and tobacco are used by high-school students and to understand the type of student using them.

E. To develop ability in critical evaluation of advertisements and pressure groups which attempt to promote the use of alcohol, tobacco, and narcotics.

F. To understand the nature of habit-forming stimulants and the ways in which one may become an addict.

\(^{11}\)Ibid., p. 30.
3. Activities (these activities were combined with group reports)

A. Term themes, typical subjects.
   a. Cancer.
   b. Venereal disease.
   c. Tuberculosis.

B. Panel discussions, typical subjects.
   a. Good grooming.
   b. Syphilis.
   c. Clothes.

C. Group reports, typical reports.
   a. Cerebral palsy.
   b. Drinking habits.
   c. Dope.
   d. Tobacco habits.

D. Posters, typical subjects.
   a. Posture.
   b. Accidents.
   c. Tuberculosis, etc.

E. Guest speakers.
   a. Alcoholics Anonymous.
   b. Narcotics.
   c. Nursing.
d. Smoking.
e. Posture.
f. Medical arts.
g. Diabetes.
h. Personal hygiene.
i. Dope addiction.

F. Movie shown: "Skid Row."

4. Culminating activity

The introduction of group project work and the invitation of guest speakers who assisted in this co-operative plan. More data will be given on this activity in the notes on "Group Projects."

Unit X. Information Please (Social Relations)\textsuperscript{12}

1. Overview

This unit is planned to provide an easy initiation into a discussion of the problems of personal sex maturity and adjustment. The unit combines meeting the needs for biological understanding and the development of improved attitudes and concepts.

2. General objectives

A. To understand that the interest of the sexes in each other is natural and normal.

\textsuperscript{12}Ibid., p. 85.
B. To understand that the characteristic changes during the adolescent period are normal processes.

C. To acquire a knowledge and understanding of how the reproductive organs function.

D. To understand the important changes and emotional reactions resulting from physical development and maturity.

E. To develop habits of hygienic care as a factor of general health practices.

F. To acquire an accurate and scientific vocabulary.

3. Activities

A. Draw diagram of female reproductive organs. (School health nurse gave a lecture-demonstration of this unit.)

B. Study problems of menstruation.

C. Have school health nurse talk on social relationships.

D. Draw a diagram of a cell mitosis in the process of human reproduction. (Since an administrative ruling has been enacted concerning sex education in the Gainesville schools, there is a limited amount of study and activity on this unit.)

E. Motion pictures were shown on the topics:

   a. "Story of Menstruation."

   b. "Syphilis."

F. Motion-picture film strips were shown on the topic "Reproductive Organs."
Unit XI. Billboard Blarney (Evaluation of Health Advertising)\textsuperscript{13}

1. Overview

It is the purpose of this unit to point out both the valuable and the harmful influences of advertising on the consumer, and to differentiate between true and false advertising claims.

2. General objectives

A. To understand the importance of advertising—psychology.

B. To develop habits of discrimination.

3. Activities

A. Collect "ads"—analyze (content, use, cost, claims, etc.).

B. Present health skit—"Mrs. Gullible," "Dr. Quack."

C. Display health "ads" on bulletin board.

D. Movie shown: "For Some Must Watch"—life insurance.

Unit XII. Unwelcome Travelers (Communicable Diseases)\textsuperscript{14}

1. Overview

This unit is concerned with communicable diseases which are known to be prevalent.

\textsuperscript{13} Ibid., p. 93. \hspace{1cm} \textsuperscript{14} Ibid., p. 97.
2. General objectives

A. To recognize the various communicable diseases and understand how to prevent their spread.

B. To develop daily habits of personal cleanliness and sanitation.

C. To assume a personal responsibility for the control of communicable diseases.

D. To recognize the effect of poor physical status on resistance to infectious diseases.

3. Activities

A. Periodical checks for:
   a. Impetigo.
   b. Tetter.
   c. Itch.
   d. Athlete's foot.

B. Group reports on communicable diseases.

C. Scrapbook for unit in notebook on respiratory diseases: flu, colds, pneumonia, tuberculosis.

D. Symptoms of mumps, measles, control, care, etc.

E. Build file of current publications.

F. Film strips were shown on "Respiratory System."

G. Movies shown were "Immunization," "Cloud in the Sky," "Respiratory Tract," and "Body Defenses Against Disease."
Unit XIII. Let's Be Cautious (First Aid)

1. Overview

"First aid is the immediate temporary care given in case of accident or sudden illness before the services of a physician can be secured."—David K. Brace. This includes the use of intelligent precautions against accidents together with prevention of increased injury due to improper handling. Proper first aid may prevent many casualties.

2. General objectives

A. To prevent accidents.

B. To determine the nature and extent of an injury.

C. To teach how to transport a victim of accident or illness.

3. Activities

A. Unit of instruction presented by the school health nurse for eight consecutive Fridays—combined boys' and girls' health classes.

B. Demonstrations, practical examinations, testing blood pressure, etc.

C. Illustrated unit for notebook. A mimeographed copy was prepared for each student participating.

D. We have requested a night class in standard Red Cross first aid, and a unit on home nursing from the local Red Cross Chapter.

\[15\] Ibid., p. 118.
E. Movies shown: "First Aid—Life Saving and Resuscitation," "Help Wanted," "Red Cross Report."

Tests and appraisals were given at the completion of each unit of work in health education. Notebooks depicting each unit of work were handed in and graded each six weeks. Numerous plans for self-evaluation were employed during the school year in order to enable the pupils to reach their own conclusions as to their health status. Many daily assignments of various types were prepared, handed in, and graded.

**Health Services**

Numerous health services were instituted in the school year 1950-1951. Those services considered to be of primary significance will be listed here, together with a brief discussion of the procedures employed in connection with each health service.

**Medical examination of students.**—On September 6, 1950, Coach James V. Campbell, instructor in boys' physical education, and Mrs. Leah Rigler, school health nurse, met with the superintendent of schools, Roy P. Wilson, to make plans for the medical examination of every child enrolled in the Gainesville Public Schools during the ensuing school year. Two days later a second conference was held by Campbell, Mrs. Rigler, and Mrs. Dorothy Scott King, instructor in girls' physical education. The year's plans for work in health and
physical education were discussed and adopted, together with those for
the proposed medical examination of all public-school students.

On September 12, 1950, Rigler and Campbell met with the Cooke
County Medical Association for the purpose of obtaining the co-operation
of that organization in the proposed plans for medical examination of
pupils in the schools. The physicians gave serious consideration to the
proposal, and the presiding officer, Dr. C. S. Myrick, assured the
committee from the schools that further assistance would be afforded
by the medical association in carrying out the plans for medical exami-
nations, which received commendation from the physicians present at
the meeting.

On September 28, 1950, the Cooke County Medical Association
presented a report which stated that all doctors in the organization were
in favor of a medical examination of school children. Plans and de-
tails regarding the administration of the program were referred to the
board of education for consideration and adoption. The co-operation
of the medical group in carrying out the program was thus assured.

**Cumulative health record card.** —For some time a spe-
cial committee had been working on a cumulative health record card for
use in the Gainesville High School, and on September 28, 1950, this card
was adopted in its final form and sent to the printers. Some two weeks
later, on October 14, 1950, all girls and boys in high school filled out
these cares and took them to be filed in the office at the gymnasium. The school health nurse saw to it that a card was properly filled out for every pupil in the Gainesville public school system, thus providing for the institution of a long-range planning and guidance program in the field of health betterment of the pupils enrolled in the schools. All cards were filed in alphabetical order according to the surnames of the pupils.

**Snellen Eye Test (Keystone Telebinocular).** —On December 18, 1950, the school health nurse administered the Snellen Eye Test to all girls and boys in the physical education and health education classes. Results of the eye test were recorded on the cumulative health cards.

**Audiometer tests (hearing).** —On February 6, 1951, the school health nurse administered audiometer tests to all girls who were enrolled in the high school. On the following day, boys in the school were given this test. Results for both sexes were recorded on the cumulative health cards for each individual tested.

**Blood pressure testing.** —During the course of the unit on "First Aid," in February, 1951, blood-pressure tests were administered to all pupils enrolled in classes in the health and physical education department of the Gainesville High School. Instruments utilized in the testing were made available to the school through the courtesy of the local chapter of the National Guard.
Glasses, internal medicine, dental care.—Through the courtesy of the Gainesville Lions Club and the Rotary Club, the school health nurse was enabled to purchase eye glasses for four high-school pupils who were seriously in need of glasses but whose families were financially unable to purchase them. Numerous prescriptions for colds, body parasites, and various infections have been filled through the same service channels.

A local dentist contributes one hour of free work each week to the services of school children who are unable to pay for dental corrections. A number of pupils from the high school have availed themselves of this opportunity.

Weighing.—In October, 1950, the school health nurse weighed each girl in the physical education department. This weight-checking procedure was part of the appraisal of physical fitness.

Other health services.—Numerous other tests and checks were administered at different times during the school year, including the following:

Scalp disorders—check for dandruff.

Dental examinations—cavities.

Throat inspection—tonsils.

Itch and tetter—hand care.

Athlete’s foot—foot care.

Pimples—skin care.
Chest X-rays for a few individuals in whom tuberculosis was suspected.

Menstrual difficulties.

Matron services. — The same matron services were continued for the school year of 1950-1951 as were instituted in the previous years, with additional first-aid supplies being purchased.

More careful supervision of the girls in the sick room was brought about, and referrals were made to the school health nurse when the situation appeared to require her attention.

Many personal favors and assistances were given to the girls by Mrs. Maud Gray, the girls' matron, thus making it possible for many girls to remain in school rather than go home for emergency aid and treatment.

Nutrition and school feeding. — Very little attention can be given at this point to this phase of school life, but mention should be made in this study of the school lunchroom, since food and nutrition function so significantly in the lives of healthy school pupils and teachers.

The school cafeteria is privately operated and is not under government supervision. All personnel meet the requirements of the Texas state laws governing the health of handlers of foods sold to the public; and prompt, courteous attendants serve well-balanced plate lunches, salads, sandwiches, pies, milk, etc., to students and faculty at a very
moderate price range. The school health nurse made many inspection
tours of the lunchroom during the year and complimented the manager
on the efficient and sanitary services provided.

Plans for the improvement and beautification of the lunchroom were
formulated, but only a few of them were possible of attainment during the
1950-1951 school year. Among the improvements made were the fol-
lowing:

- New tinted paint on walls.
- New treatment on table tops.
- More dishes and service equipment.
- New refrigerator for storage of foods.
- Paper towel dispenser in the kitchen, and provision of paper towels
  for the washing of hands.
- Electric coffee urn was purchased.

**Healthful School Living**

In Chapter II of this study a brief history has been given of the
healthful-living project as developed and carried out by the girls' health
classes in the spring term of 1950.

Since the health instruction classroom was shared by both boys
and girls, at different periods, and since it was located in the athletic
building, many problems had to be solved for the school year of 1950-
1951. In the pre-planning conferences in which both pupils and the
teacher participated, the decision was made to adopt as the primary consideration for the fall of 1950 the project of converting the health instruction classroom into a truly functional learning situation.

Among the phases of the project for improving the health instruction classroom, which soon broadened into the undertaking of improving the entire athletic building, were the following, listed in brief outline form:

1. Paint the walls of the shower rooms and dressing rooms in the gymnasium.

2. Carry forward the esthetic problem that was begun the previous year in the health instruction building, namely, the improvement of the health instruction classroom.
   a. Install silver nitrate globes in the ceiling fixtures and have diffusors made for the west windows.
   b. Paint the darker tone of green trim on woodwork, cabinets, etc.
   c. Make neutral tone curtains for the windows.
   d. Paint the blackboard.
   e. Rearrange seats for better lighting, in a crowded room.
   f. Have floor sanded and treated with a light finish.

3. Equip sports library and reading room and redecorate the room and its furnishings.
4. Refinish rest-room facilities.

5. Ventilate the athletic dressing room.

6. Build clothes line outside of the building for hanging out towels and airing equipment.

Only the beginning was made in the spring of 1950; consequently, the girls eagerly anticipated the opening of school in the fall of that year, since they had already made plans for further improvement.

When school opened in September, 1950, and the football season grew into full swing, problems multiplied endlessly. It became apparent at once that a girls' classroom and a boys' dressing room were not an ideal combination, especially in view of shorthandedness in custodial services. Consequently, the superintendent of schools, Roy P. Wilson, and the high-school principal, Ben P. Hendley, reached the decision that the girls' health classes should be moved to another location, namely, "W-10," in the custodian's home, across the hall from the college lounge. Thereafter, the project in healthful living grew largely from the change of classrooms.

Obviously, the detailed plans which had been formulated during the preceding year would necessarily have to undergo considerable variation after the girls' health instruction classroom was moved to a new location.

The girls organized themselves into committees for painting, scrubbing, making curtains, studying lighting, washing windows, and
various other responsibilities. Some groups made special study of
such phases of the project as color selection, seating arrangements,
library bookshelves, and the projection of film strips and motion pic-
tures. Co-operative work and effort made it possible to have the new
quarters—the third health classroom location in two years—ready for
use in about six weeks' time.

Space does not permit a detailed story of the classroom project
in healthful school living which was carried out by the girls' classes in
health instruction, but it does appear appropriate to present a brief
review of the year's activities along this particular line.

Improvement of Room "W-10"

The safety driving class had been installed in the room which was
designated as the girls' health instruction classroom. The room had,
on all of its walls, a wooden wainscoting, painted dark brown in color,
that rose to a height of about five feet from the floor, which was heav-
ily oiled and dark in color. Old, brown window shades added to the
drabness of the room.

Three fluorescent light fixtures had been installed down the center
of the room, and the upper walls and ceiling had been freshened with
light green and white paint, respectively. Desks in the room were
old-style brown desks.
The room occupied half of the lower floor of the home of the on-campus custodian, and was across the hall from the college lounge. Thus, for the third time in two years, the girls' classes in health instruction were ready to undertake another project of beautification and the development of healthful surroundings in which to conduct classes.

The custodians sanded the floors and applied a gymnasium floor finish, being assisted in some of this preliminary work by the girls, who organized themselves into committees and selected, in so far as possible, the type of work that they preferred to do.

Members of the paint committee assisted the custodians in painting wooden runways on which the desks were to be mounted. Other girls painted the desk seats and tops, using a light cream color. All windows were thoroughly cleaned, and the floors were scrubbed after much of the other work had been done and the room was ready for occupancy by the classes.

Even after the girls' health instruction classes moved into the redecorated room, there was still much to be done in the way of improvement. Using a light meter borrowed from the Texas Power and Light Company, the girls made tests in all portions of the room for the purpose of determining the adequacy of the lighting facilities. Light readings were recorded for all areas of the room. All readings were found to be inadequate according to standards generally accepted for classroom
situations. It was noticed that the fluorescent globes installed in the light fixtures were darkened and appeared to be old and much used; consequently, new globes were purchased, and two new silver-bottom light fixtures were installed in the room, after which there was an improvement in light readings for the room, but the foot-candles of light available for study and reading were still considerably below standard. Then the blackboard was thoroughly cleaned, and the teacher’s desk was painted a soft off-white tone to harmonize with the pupils’ desks. Much improvement was noted in the lighting of the room when meter readings were again taken.

Next, the paint committee painted the brown woodwork a light green color. Another committee ordered white window shades for the windows, selecting opaque material that would exclude light to permit the use of audio-visual aids in the classroom. Waste-paper baskets, bulletin boards, and fern stands were painted off-white to blend with the other furniture and to afford a high degree of reflectibility to light. Now, when meter readings were taken again, the lighting of the room was found to be adequate.

Another committee purchased dark-green material and made curtains for the windows, trimming them with pimiento and chartreuse material cut in sports designs.

As the result of all the work which was done, the girls’ health instruction classroom in the Gainesville High School has been remodeled
to make it a functional health room. During the process of working on the room, many valuable learnings accrued from the activity, as the girls found it necessary to do research before deciding on color schemes, lighting, floor finishes, care of the blackboard, and so on. The room now provides a well-lighted, well-ventilated, attractive, home-like atmosphere as a result of the project carried on by the girls as a class activity.

**Girls' Health Council**

In the unit on "Organization" in this chapter, mention was made of the organization of the Girls' Health Council. Space does not permit a detailed story of this project but it seems appropriate to present a brief discussion of this organization and its activities.

The need was felt for a co-ordinating agency to promote the advancement of health and physical fitness on the Gainesville campus. Since the plans for organizing a School Health Council were not feasible at this time, the girls and the instructor chose the next best plan of action, namely, the organization of the Girls' Health Council.

Three girls were chosen as representatives to the Council from each of the four health and physical education classes. One senior, one junior, and one sophomore were elected by popular vote of the class members, making a total of twelve girls. From this group Bette Rose Hutchinson was chosen as chairman for the fall term, and Billie Brown
was elected secretary. In the spring term Peggy Arnold carried on the duties as chairman. Regular meetings were held and insight into the student problems resulted.

Many activities were sponsored by the Council members and some of these seem worthy of brief consideration in this study.

1. A survey of student problems was made which formed the basis of the selection of units of work during the school year.

2. Co-operation with local agencies included:

A. Diabetic detection and urinalysis test—two per cent co-operated.

B. Junior Red Cross—one hundred tray covers were made. A total of $5.62 was donated by health class members to the Junior Red Cross drive.

C. Tuberculosis X-ray mobile unit—bus-sponsored trip to local center; 100 per cent co-operation.

D. Red Cross first-aid class requested, also Red-Cross-sponsored home-nursing unit was requested for 1951-1952.

E. Red Cross lifesaving and water safety—one girl participated.

F. Cancer drive donations from health classes totaled $3.50. Ten girls attended the county meeting for
cancer detection. Movies were shown in health
classes on cancer detection and cure.

3. A health play was ordered and planned for an all-school assem-
bly. Due to lack of time, the play will be presented in the
fall of 1951.

4. An all-school assembly program on "Tobacco" was sponsored.

A Denton physician, W. Gordon Maddox, brought the message
to the student body.

5. Pre-planning for the school term of 1951-1952 included the se-
lection of films and movies related to the units of work.

Numerous other projects were engaged in by the Girls' Health
Council members and plans for the future included the hope that its in-
fluence would be contagious and lead to the culminating activity of the
organization of a School Health Council.

Group Projects

Into the discussion of the analysis of community health agencies
mentioned previously in this chapter, reference was inserted to the
group project work of the health class members. Some of these projects
seem worthy of specific note at this time. Each girl selected a subject
of vital interest to her and all group members co-operated in planning
and presenting the project.
Class members participated in panel discussions on "Appropriate Dress for the High School Girl," "Communicable Diseases," "Cerebral Palsy," "Proper Foods and Diet," and numerous other subjects. Reports were filed for future use and posters were donated to the department.

The culminating activity was the importation of guest speakers who brought vital messages and contributions to the year's work. Some of these, with their subjects, were:

3. Dope addiction and medical arts, Ellis Roberts, U. S. N.
4. Personal hygiene, Mrs. Leah Rigler, school health nurse.
5. Cancer, Mrs. Rankin Hardy.
6. Posture, Mrs. J. Shirley Sweeney.

Much was learned from these talks and presentations, and the spirit of co-operation was greatly appreciated.

Summary

Written tests, notebook units, posters, and various forms of evaluations were used in developing the program in health education.

Course of Study for Physical Education

Physical education is that phase of the school program which is concerned largely with the development of physical fitness through the
medium of big-muscle activities requiring strength, speed, agility, and endurance; with the acquisition of motor skills of interest to growing youth and of value in later life recreational activities; and with the development of socially desirable habits, knowledge, and attitudes which contribute to the aims of education. 16

Division of the Physical Education Program

The physical education program includes:

1. Regular class instruction.
2. Intra-mural athletics.
3. Interschool athletics.
4. Some open-country sports and recreational features.
5. Some special corrective classes (feet and posture).

It is important that these phases of physical education be regarded as parts of a comprehensive program and administered under one division which includes health education.

The program is planned to provide a required daily period for all girls and boys.

The class instruction program has been planned to provide progression from grade to grade, to include basic instruction in a variety of activities designed to promote physical fitness, and to equip the

16 Ibid., p. 4.
student with such skills and attitudes as will enable him to engage outside of school and in later life in recreational activities which will bring enjoyment and at the same time help him to attain and maintain physical fitness. In the units of instruction in physical education, achievement standards are presented as goals or objectives which represent the minimum of proficiency which students should attain. Care has been taken to include achievement standards relating to attitudes, knowledge, related health instruction, and safety habits, as well as motor skills and physical fitness.

**Classification for Physical Education**

Students are classified for instruction in physical education and for participation in athletics on several bases including health, physical fitness, ability, interests, and previous experience.

Since no medical examinations are given to the students in the Gainesville High School, the school health nurse and the physical education instructor classify the students, to the best of their ability and knowledge as to:

**Classification A. Unrestricted.**

Students who may safely participate in the most strenuous physical activities.

**Classification B. Restricted.**

Students who can participate in supervised class activities and semi-active recreational activities, but who
are not approved for competitive athletics, or the more strenuous class activities.

Classification C. Remedial.

Students who are assigned to special classes because of condition of health, poor degree of physical fitness, postural difficulties, or injuries and operations.

Classification D. Rest.

Students recommended for rest and abstinence from any sort of exercise. 17

A number of students in the school have doctors’ excuses which exempt them from participation, but they are assigned to regular classes and participate in the general organization and planning of the work. They assist in such duties as roll checking, towel marking, supply cabinet maintenance, first aid, scorekeeping, errand running, etc.

There is no special class for these girls, but they are considered as members of each class in which they are scheduled.

Grade-level classification is very difficult, and it is likewise difficult to plan for progressively advancing levels of instruction.

Marking in Physical Education

Achievement standards may be weighed or valued in accordance with a classification plan such as the following:

17 Ibid., p. 6.
1. Attitudes—10 per cent of total mark.

2. Skills—40 per cent of total mark.

3. Health practices—20 per cent of total mark.

4. Knowledge—20 per cent of total mark.

5. Leadership and co-operation—10 per cent of total mark.

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<tr>
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Etc.

Objectives of Class Instruction

Objectives recognized for class instruction in physical education are the following:

1. To meet the general purposes of physical education through a graded program of instruction.

2. To base instruction on the needs of the learner.

3. To use those teaching methods which will make most efficient use of facilities and time in relation to the students to be taught and activities involved.

\[18\] Ibid., p. 129.
4. To secure student achievement in the varied sorts of specific objectives in each unit of instruction.

5. To promote development of desirable social qualities through guided group participation.

6. To insure the optimum development of physical fitness in each individual student.

7. To safeguard the health and welfare of students, and to teach safety skills and attitudes.

8. To so shape the learning situation that approved attitudes and related learnings will result.

9. To develop appreciation of social qualities.

10. To provide opportunities for development of initiative and leadership.

Units of Instruction in the Area of Physical Education

Unit I. Class Organization

1. Overview

This unit is to acquaint students with the mechanics of class organization and administration so that the least amount of time is spent in such things as taking roll, regulations on suits, lockers, towels, absences, and routine procedures.

\[19\text{Ibid., p. 141.}\]
2. General conditions

Grade level recommended—all grade levels.

Boys and girls separately.

Size of class—not more than fifty (depends upon school situation).

Class meetings devoted to unit—five classes per week divided into

3-2 or 2-3 ratio for alternating health and physical education.

Type of class organization—student leaders.

Season or part of the year—all seasons.

Indoor or outdoor—both.

Method of classification of students—grade level (where possible).

3. General objectives

A. To complete registration for physical education classes.

B. To become familiar with regulations relating to absences,
   make-ups, and credits.

C. To become familiar with the facilities and equipment available
   for physical education and regulations regarding their
   use.

D. To understand regulations relating to uniforms, dressing,
   bathing, use of lockers, towels, and their distribution, and
   fees for laundering (50¢ per semester).

E. To participate in class organization and know the regulations
   for conducting classes.
F. To become familiar with the school's program relating to school recreation, intramural, and interschool athletics.

G. To secure needed uniforms and other equipment.

4. Content

A. All grades—10, 11, 12.

B. Achievement standards.

1. State regulations applying to dressing, bathing, uniforms, absences, tardies, and observations.

2. Show evidence of knowledge of routine class procedure relating to absences, class organization, and other regulations relating to instructions.

3. Understand how equipment is to be used, regulations for checking out, and the care of equipment.

4. Be able to state regulations relating to safety.

5. Have an understanding of the general nature of the year's program.

6. Make a list of attitudes which should prevail during class instruction.

C. Procedure.

1. Regulations are typed and posted on bulletin boards and discussed during this unit.

2. Regulations set up at the beginning of the year relate to: type of uniform, how to secure uniforms,
plans for laundering uniforms, basket assignments, use of lockers, dressing and handling street clothes, supplying towels and towel distribution, bathing, care and use of facilities, checking out and use of equipment and supplies, safety regulations, absences, excuses and observations, first aid and accidents, methods of classification, plans for marking (for giving grades), use of student leaders, intramural and interschool athletics, and units of instruction in the year's program.

3. Regulations which relate to the winding up of the program at the end of the semester or year should provide for: marking students, and giving out reports, recording student's achievements, appraisal of physical fitness, cleaning out baskets, returning and checking in equipment and supplies, taking home gymnasium uniforms, and personal equipment, returning towels.

Unit II. Appraisal of Physical Fitness

1. Overview

The content of this unit is directed toward appraising the students' physical-fitness status and toward appropriate follow-up procedures.

\[footnote{Ibid., pp. 144-146.}\]
This appraisal should be used as a basis for planning each individual's program in health and physical education and for suggesting activities for maintaining and promoting physical fitness. It is recognized that programs of health education, health services, healthful school living, physical education, recreation, and safety education all make important contributions to fitness.

The concept of physical fitness as used in this unit has been stated as follows:

A. A body free from disease.

B. Muscles, heart, and lungs to supply enough of strength, speed, ability, and endurance to do easily the maximum tasks of the day.

C. An alert mind free from worry, fear, or tension, that can utterly relax with the moment of opportunity and as quickly be totally engrossed by the challenge of the next event.

D. A spirit that feels itself with others part of an important venture, and important to that venture.

One function of this unit is to present an "Appraisal Record of Physical Fitness" folder in cumulative form.

This appraisal is planned to be given yearly and to include: personal history data, medical history, immunization data, disease and disorder data, self-survey of present conditions, medical and dental
examinations, personal health-habit inventory, menstrual history, teacher summary for program guidance, posture examination, physical fitness (performance) tests, patterns of interest and participation, achievements in physical education and abilities in physical education.

These records have little meaningful value if deficiencies are not adapted to meet each individual's findings. These cumulative data are one source by means of which the student may find out about his total health, so that he may undertake a program of growth and continuous development.

Here again the students should be classified into the four divisions in accordance with the teacher's summary of the available information.

A. Students able to participate in strenuous activities and competitive athletics.

B. Students limited to regular class activities with no strenuous competition.

C. Students assigned to special or remedial activities.

D. Students needing rest.

2. General objectives

A. To develop a program which will include an appraisal of every girl's health status:

1. Medical and dental examination given at the beginning of each school year, with follow-up procedures.
2. Physical-fitness check-ups given three times a year with follow-up procedures.

B. Use information as a guide for the students' participation in needful activities.

C. To recommend activities for attaining higher physical and organic development so that each student may live more fully.

D. Use as a basis for orientation to the physical education program.

3. Activities

A. Performance of physical-fitness tests, record data, and file results in cumulative record folder in office at gymnasium.

B. Post physical-fitness performance scales on bulletin board.

C. Post on bulletin board amount of improvement expected during one semester.

D. Appraisal of physical fitness was repeated at mid-semester and at the close of the school year.

E. Evaluation and scoring of results were tabulated on blanks in personal folders. Improvement was checked.
Unit III. Leadership and Spectator Ethics

1. Overview

There is need for leadership in our present-day way of living. Due to the wide variety of activities included in the physical education program, many chances present themselves for leadership training. Pupils learn to evaluate and develop desirable qualities of leadership and followership.

Opportunities also present themselves for the development of spectator ethics. Participation and observation give each student a chance to utilize his ethics.

2. General objectives

A. To develop good sportsmanship in both play and observation.

B. To increase appreciation for the game itself.

C. To develop desirable qualities of leadership and followership.

D. To participate in planning, organizing, and running the physical education program.

E. To develop wholesome recreational attitudes.

F. To serve as a group leader.

3. Procedure

Ways of using student leaders in this year's program:

A. Check attendance.

\[21\text{Ibid.}, \ p. \ 164.\]
B. Check suits, shoes, foot bath, etc.

C. Check showers, basket room.

D. Officiate, keep score, keep time.

E. Take pictures.

F. Assist with instruction.

G. Type forms, tests, etc.

H. Act as captains of squads.

I. Score in tests.

J. Act as hosts to visitors.

K. Assist in care of play and field equipment.

L. Be a first-aid leader.

M. Be a health class chairman.

N. Assist with field trips.

4. Activities

A. Assist yell leaders in pep assemblies.

B. Send telegrams of welcome to visiting athletic teams and "fans."

C. Decorate athletic field for football games.

D. Make signs for greeters' committee.

E. Assist in "pep" parades.

F. Type school songs and yells and distribute copies to student body.
G. Promote "good sportsmanship."

H. Referee basketball games.

I. Enter play-day activities at Texas State College for Women, Denton, Texas.

Unit IV. Condition Exercises, Calisthenics

1. Overview

This unit is devoted to exercises designed particularly to add to strength, speed, agility, and endurance. A series of conditioning exercises or calisthenics is given at the beginning of each lesson, as mass instruction.

2. General objectives.

A. To develop strength, speed, agility, and endurance.

B. To teach exercises with carry-over values.

C. To teach large groups a considerable amount of exercises in a short period of time.

D. To develop progressive steps from easier exercises to more difficult ones.

3. Types of exercises taught

A. Deep knee bend.

B. Squat thrust.

\[ ^{22}\text{Ibid., p. 174.} \]
C. Sit-ups.
D. Touch toes.
E. Push-ups (modified).

4. Activities
   A. Student volunteer leaders led classes in these drills.
   B. Promoted "beauty clinic" for proper body build and physique.

      (Carry-over into posture study.)

Unit V. Marching

1. Overview

   Marching is a good moderate exercise for group action. This unit was designed to interest students in civilian defense and to lay the foundation for posture study.

2. General objectives

   A. To move with precision.
   B. To maintain good posture.
   C. To develop alertness and co-ordination in responding quickly and correctly to commands.

3. Activities

   A. Class drill in mass military formations.
   B. Some commands executed:

      Attention                    Right face, left face
      At ease                      About face
Squad right  Forward march
Count off  Squad halt

C. Classes were divided into drill regiments or teams and student leaders acted as squad commanders.

D. Culminating activity: Precision drill teams directed by Bob Burrows of the Junior College staff.

Unit VI. Folk Dancing

1. Overview

Participation in folk dancing is basic in cultivating an appreciation for our heritage, as well as in developing fundamental skills that are of value in other forms of dancing.²³

Recreational purposes were stressed in this unit, to provide outlets for physical expressions in exhilarating and stimulating rhythmic movements.

2. General objectives

A. To become interested in developing a pleasing appearance, poise, and a social personality.

B. To gain skill in bodily control and improvement of posture.

C. To prepare for profitable and wholesome use of leisure.

D. To participate in vigorous activity.

E. To enjoy the spirit of fun and play.

²³Ibid., p. 219.
3. Procedure and types of activities

A. Waltz
   a. Black Hawk.
   b. Ting-a-ling.
   c. Rye Waltz.

B. Schottische.
   a. Texas Cowboy
   b. Oklahoma Mixer (old-fashioned barn dance).
   c. Honeysuckle.

C. Mazurka.
   a. Varsovienna.

D. Polka.
   a. Heel Toe.
   b. Cotton-eyed Joe.
   c. Jessie.
   d. Beer Barrel.
   e. Round-up.

E. Miscellaneous.
   a. Put Your Little Foot.
   b. Lilly Marline.

F. Mixers.
   a. Grand Right and Left.
b. Grande Marche.

c. Allemande Left.

G. Square dances.

a. Texas Star.

b. Rose of San Antonio.

c. Hot Time in the Old Town.

d. Virginia Reel.

4. Culminating activity

A. Folk-dance festival and weiner roast in Leonard Park.

B. Intramural competition was won by the second-period physical education class.

Unit VII. Body Mechanics

1. Overview

Good body mechanics is the underlying principle of all physical education activities, and is the basis for intelligent use of the body in activities of daily living.²⁴

Oftentimes the terms "posture" and "body mechanics" have been used synonymously. The central idea of the unit is to enable the student to perform the acts to be done, with the minimum expenditure of energy.

2. General objectives

A. To develop an understanding and recognition of good body mechanics.

²⁴Ibid., p. 168.
B. To recognize proper relationships of the different segments of the body.

C. To do the most work or play with the minimum of energy.

D. To use interpretations obtained from the unit on "Appraisal of Physical Fitness" in improving body mechanics.

3. Procedure

A. Analysis of body mechanics.

B. Observe and instruct all year.

C. Carry-over into play and family life.

4. Activities

A. Posture examination (school health nurse).

B. Correct walking, sitting, standing, etc.

C. Posture clinic.

D. Posture "style show," combining home economics clothing class and physical education work.

Unit VIII. Games, Contests, Relays

1. Overview

Games, contests, and relays have been used as lead-up games and warm-up activities in connection with the units on the various sports.

These activities have been stressed in "free choice of play" days on the alternating Fridays when the girls are in the gymnasium.
2. General objectives

A. To apply the principles of good sportsmanship in playing with others.

B. To develop qualities of good leadership and good co-operation.

C. To play a wide variety of games well.

D. To enjoy playing for play's sake.

E. To be able to conduct out-of-class activities.

3. Types of activities

A. Games

   a. Dodge ball.
   
   b. Center dodge ball.
   
   c. Bombardment.
   
   d. Bat ball.
   
   e. Newcomb.
   
   f. Paddle tennis.

B. Contests.

   a. Tug-o'-war.
   
   b. Freeze out.
   
   c. Twenty-one or bust.
   
   d. High jump.
   
   e. Standing broad jump.
C. Relays.
   a. Tow-sack.
   b. Peanut.
   c. Basketball dribble.
   d. Over-under.
   e. Basket shooting.
   f. Fifty-yard dash.

Unit IX. Fun for the Family, or Leisure-time Activities

1. Overview

The worthy use of leisure time is a "must" in present-day living and a challenge to recreational leaders.

Since family life offers the basic factors controlling family growth, the purpose of this unit is to encourage the student to do his share in planning and leading the family into enjoyable and worthy use of leisure time. 25

The games are stressed for free-play days, and for use when class members are observing, or are unable to participate in active sports and class activities.

2. General objectives

A. To increase skill in playing many recreational games.

B. To develop a knowledge of how and why of hobbies.

25 Ibid., p. 191.
C. To develop leadership.

D. To develop an attitude of fun at home with the family group.

E. To develop a program for restricted-participation members of the classes.

3. Activities and games stressed

A. Table games.
   a. Dominoes, forty-two.
   b. Checkers.
   c. Chinese checkers.
   d. Bridge.
   e. Jigsaw puzzles.
   f. Pick-up sticks.

B. Shuffleboard.

C. Table tennis.

D. Horseshoe pitching—outdoors, indoors.

E. Croquet.

F. Tether ball.

G. Folk dancing.

H. Rope jumping.

I. Aerial darts.

J. Quoits.
Unit X. Team Sports

1. Introduction

The sports program offers an opportunity for the development of organic vigor through participation in activities demanding speed, strength, agility, and endurance, and an opportunity to enjoy relaxation and wholesome fatigue accompanying such activities. Under wise guidance, team games may serve as one of the best laboratories where students may develop socially desirable traits and characteristics. Perhaps no aspect of the program affords more richness of opportunity for inculcating in our youth the basic fundamental principles of democracy than is provided by such group activities. 26

2. General objectives

A. To develop an interest and enthusiasm for participation in sports and games.

B. To provide various sports, in order to develop them to a high degree of proficiency and to foster team participation.

C. To develop an understanding of rules and regulations, officiating, and the importance of adequate facilities and equipment.

D. To develop socially accepted attitudes of behavior such as honesty, courage, loyalty, co-operation, self-control, and good sportsmanship, by participation in playing situations and as a spectator.

26 Ibid., p. 243.
E. To develop habits of safety.

F. To increase knowledge of team game strategy.

G. To give instruction in a variety of sports which are used for inter-school competition.

H. To foster a wholesome spirit of competition.

3. Seasonal sports

Major emphasis was placed on three sports this year, namely: basketball, volleyball, and softball.

A. Fall term: Basketball Activities

a. Lead-up games: Twenty-one, freeze out, basketball accuracy throw, etc.

b. Practice skills through relays and drills in catching, dribbling, pivoting, and goal shooting.

B. Two team captains elected in each class by popular vote of class.

C. Inter-class competition.

D. Student directed participation.

4. Culminating activities

A. Intramural competition between four physical education classes.

B. Intramural finals played in all-school assembly at gymnasium during activity period. First-period class won.
C. Inter-school game. Intramural winners vs. Muenster Parochial School. Muenster won.

D. Testing and evaluating.

E. Carry-over for "free-play" days.

B. Mid-year sport: Volleyball Activities

1. Lead-up games—Newcomb, etc.

2. Practice in handling, serving, set-ups, and spike.

3. Four team captains elected in each class by popular vote of the class.

4. Inter-class competition in three types of games:
   a. Ten- to fifteen-girl team.
   b. Eight-girl team.
   c. Six-girl team.

5. Rules of scoring, rotating, refereeing, etc., stressed.

Culminating activities:

1. Intramural competition—second-period class won.

2. Inter-school games:
   a. Boys vs. girls (class, noon hour).

   b. Intramural winners played Girls’ State School, Junior High School, Muenster Parochial School, and Muenster Public School teams. Gainesville won some games and profited by competing with other school teams.
3. Testing and evaluating.

4. Carry-over for "free-play" days.

C. Spring term: Softball Activities

1. Lead-up games—punch ball, hit target with over-hand throw and under-hand throw, distance throw, catch a fly, etc.

2. Two team captains elected in each class by popular vote of class.

3. Inter-class competition.

4. Intramural competition.

5. Testing and evaluating.

Unit XI. Recreational Sports

1. Introduction

Individual recreational sports are offered to provide an opportunity for students to develop skills and interests which will encourage active participation in physical recreation during leisure time. 27

These sports are stressed for their before-school, noon-hour, and after-school participation.

2. General objectives

A. To develop adequate skills to insure enthusiastic participation both in class and outside of class.

27Ibid., p. 330.
B. To develop good sportsmanship as a player and as a spectator.

C. To observe rules of the game.

D. To appreciate the importance of community co-operation in providing facilities for leisure-time activities.

E. To acquire knowledge concerning choice and care of equipment, safety measures, scoring, and etiquette in these sports.

3. Activities

A. Badminton—co-recreational.

B. Tennis—co-recreational.

C. Archery—co-recreational.

D. Croquet—co-recreational.

E. Horseshoes—Co-recreational.
   a. Indoors.
   b. Outdoors.

F. Shuffleboard—co-recreational.
   a. Indoors.
   b. Outdoors.

G. Paddle tennis.

H. Washers.

I. Table tennis.

Emphasis was placed on these sports during the school term.

Class instruction in rules of play, courtesies, scoring, fundamentals,
etc., was stressed. These sports are important for their carry-over values and more space will be devoted to them under the section in this study devoted to "Recreation."

4. Conclusion

These recreational sports form the basis of the noon-hour "free-play" program which is conducted daily in the gymnasium at the two lunch hours. There is a supervisor on duty, and many forms of co-recreational activities are engaged in enthusiastically.

Emphasis is placed on courtesy, good sportsmanship, and cooperation.

Safety hazards are stressed, and first-aid leaders take care of emergency accidents, etc.

Summary

Written tests, notebook units, posters, and various forms of practical examinations were used in developing the physical education program. In the pre-planning for the 1951-1952 school term plans included the addition of a unit on soccer and more emphasis on archery and lawn tennis in classroom instruction.

Safety and First-Aid Work

Especially is first aid closely related to all work in health, physical education, and recreation; and likewise safety is a phase of the
total program in these fields. Each girls' class in physical education had a first-aid chairman who was responsible for supervising or conducting all student efforts in first-aid within the class. Of course, for serious cases of injury or illness, the school nurse or a physician was summoned; but there is always much that students can accomplish in first aid in caring for minor illnesses and injuries.

Among the projects in safety education undertaken by the girls in their physical education classes were the following. The girls were instrumental in promoting the installation of new "fool-proof" rods for the shower curtains in the girls' dressing room. A committee obtained official accident report blanks from the Texas Department of Public Safety and began to use these forms in reporting all accidents occurring at the school, whether serious or minor in nature. Committees visited school officials and the Gainesville City Council in an effort to have the street nearest the gymnasium, the health building, and the band hall declared a one-way thoroughfare to eliminate much congestion and heavy traffic at this strategic point, thus promoting the safety of the student body.

One of the long-range plans promoted by the girls was that of enlisting the co-operation of city officials in opening a new street along the south side of the school campus, thus facilitating traffic movement in the vicinity of the school, providing more much-needed
parking space, and eliminating traffic congestion about the school campus. This proposal has not yet been brought to realization, but the interest and efforts of city officials have been promised for the eventual opening of this proposed new street.

Girls in the physical education classes actively promoted the movement to have iron posts imbedded in concrete around the parking area and the recreation grounds of the high school, thus providing safety for both automobiles and pedestrians. Boys enrolled in classes in shop and agriculture accepted the project of setting up the posts, with the assistance of the school custodians.

A special unit of study on first aid and safety was conducted in the girls' physical education classes for approximately eight consecutive lessons, with the school health nurse having charge of these sessions. She presented important information relating to safety and first aid and conducted numerous demonstrations to illustrate significant points to be remembered.

As a special project, the girls' physical education classes did research on materials and equipment that should be included in properly equipped first-aid cabinets. When they had formulated their lists of materials, they selected and ordered the necessary equipment to stock first-aid cabinets for the high school.
School busses were examined in an effort to discover whether they were properly equipped with safety devices to facilitate the safe transportation of pupils to and from school. Also, heating equipment in the school was checked to determine whether it was safe in every way. The girls noted health and safety hazards in the gymnasium and recommended that a non-skid matting be laid on the concrete floor of the runways between the shower rooms and the dressing rooms.

In the area of safety, the girls' physical education classes studied the parking problem at the school and were instrumental in attaining the adoption of zoned parking, as follows: busses were to park at the rear of the buildings, and in the school's parking area zones were marked off for each teacher, guests, college students, and high-school students.

Another first-aid project sponsored by the girls' physical education classes was the establishment of a first-aid room, equipped with a bed and first-aid cabinets, in which pupils who were ill or injured might rest and receive treatment for minor illnesses or injuries.

Recreation

The Gainesville High School has the usual social and athletic forms of recreation for boys and girls. There are no prescribed units of instruction in recreation, but emphasis is placed on the "leisure-time" activities of the pupils in the broad program of pupil activities.
These activities form the basis of the extracurricular, or extended school program and have as their aim the life enrichment of the participants.

**Broad Characteristics of the Program**

The Student Forum is the central co-ordinating agency. Members are elected from the home rooms.

The activity program has a definite time allotment in the daily schedule, as follows:

- **Activity period, 11:15 a. m. to 11:45 a. m.**
- **Monday:** Student Forum (alternating periods).
- **Tuesday:** Home-room meetings (every other week).
- **Wednesday:** Hi-Y and Y-Teens (alternating every other week with other clubs).
- **Thursday:** Assemblies.
- **Friday:** Pep meetings; class meetings.

This is a flexible plan which is changed to meet the needs of the school program or by administrative ruling.

Each organization is sponsored by a member of the faculty, appointed by the principal. All extracurricular activities are attended by one or more sponsors and are held in the high-school buildings unless special permission is obtained from the principal to hold them elsewhere. A school calendar is kept and all events for members of
the student body are cleared through administrative channels. This procedure prevents conflicts and lends an official tone to the extra-curricular events.

Activity Program

Students are allowed to select their club activities, and membership is limited to regular students. There is no limitation on the number of club memberships a student may hold, nor is office holding limited. No provision in the school budget is made for defraying the expenses of the activity program; hence each class and organization has to finance its own program. Each activity has a code of rules and the money handled by all organizations is checked by sponsors and handled through the business department of the school. No student activity record is kept on file.

General Activities

Many school activities contribute definite entertainment, instruction, cultural, and inspirational values. Since most of the program is co-recreational in character, space in this study does not allow for a detailed treatise on each activity. Brief mention should be made of school assemblies, publications, and home rooms, especially.
School Assemblies

Student participation in:

Educational:

History Department                "Patriotic"
Spanish                             "Good Neighbor"
Physical Education and Health Department "Tobacco"

Entertainment:

Physical education                  Basketball
Senior class                           Volleyball
Junior class                           "Varieties"
Band                                    "Play"
Choral groups                        Music—trios, quartettes, etc.
Speech Department                    Christmas and Easter programs

Cultural:

Band                                   "Bach" program
Choir                                   Church music
Safety                                 Rotary Club; traffic regulations
Democratic                             Student Forum candidacy for election of officers
Y-teen                                  Open meeting
Recognition:
Quill and scroll
Athletic events
Intramural awards
Interscholastic winners
Honor students
Pep and school spirit Yell leaders

Many contributions were made to better school spirit and more enjoyable school life. Only samplings of the types of programs can be given, but specific recognition should be given to the choir, the band, and the speech department for their many excellent performances. Fun, work, and enjoyable activities were fundamental in the planning, production, and presentation of these assembly programs.

School Publications

Outstanding contributions to school life are the school newspaper, The Leopard Tale, edited by the journalism class, and the school annual, The Leopard. Creative work, artistic ability, and business acumen are developed. The staff members and sponsors enjoy many recreational activities in the course of the year's work.

Home Rooms

Each student was enrolled in a home room of sophomore, junior, or senior level, in which he received guidance on social, moral, and
avocational matters. A broad program of counseling was instituted and functioned well, though limited in extent. Many social events and learning activities and situations arose from these pupil-teacher associations.

Specific Recreational Activities

Class organizations.—Each class of the high school is organized for aiding the administration in caring for matters pertaining to their group, for social purposes, and for participating more effectively in the larger school program. Only the recreational activities will be considered in this study, and a partial list follows:

Senior class:

Fall tea for senior girls.
Informal dance at V. F. W. Club.
Christmas party in music room.
Dance on tennis courts.
Class play.
Varieties show (assembly).
Junior-senior banquet—Community Center building.
Senior Day—Breakfast and swim, Leonard Park.
Style show at Junior High School.
Class Day—gymnasium.
Junior-Senior Prom—gymnasium.
Junior class:

Parties—Christmas.

Junior-Senior Banquet.

Junior-Senior Prom.

Hay ride.

Junior-Sophomore intramural day.

Sophomore class:

Informal party at Christmas.

Sophomore-Junior intramural day.

Club organizations. —There is a variety of democratically conducted clubs in Gainesville High School, organized around student interests. Self-expression is encouraged and citizenship ideals of the school are developed. A list of school clubs follows with a partial list of each club’s activities. Space does not allow for a detailed story on each club, but due to the writer’s sponsorship, specific consideration is given to the Girls’ Sports Club, the Yell Leaders’ Club, the Leopar-dettes, and the Tennis Club.

1. Y-Teens.

Tea for mothers and faculty.

Sock and sweater dance.

Sleep-out at the gymnasium.

Sweetheart Banquet.
Chill supper—to make money for banquet.

Recognition service.

2. Hi-Y.

Hay ride.

Weiner roast.

District meet.

Sweetheart Banquet.

3. Future Farmers of America.

Barbecue.

Field trips.


Informal dances and parties.

Picnic at Fort Worth.

Good-will tour to Grand Prairie and Irving.

5. Rifle Club.

Target practice.

6. Quill and Scroll.

Socials.

Open meetings.


Breakfast for evaluative committee.

Tea for faculty.

Picnic.


   Informal dances.


   Picnic.

   Coke parties.


   (Activities were listed earlier in this chapter.)

15. Speech Club.

   Plays.

   "On stage" party.

   Coke parties.


   Field trips.

   Good-will tour to Grand Prairie and Irving to promote better school relationships.

   Good-will tour of parts of Cooke County in behalf of the Gainesville Junior College.
Girls' Sports Club. — The primary purpose of the Girls' Sports Club is to help high-school girls to become more interested in sports and to provide them with opportunities to participate in a wide variety of sports. This club was organized in 1949, and during the 1950-1951 school year its membership increased approximately three hundred per cent over what it had been during the first year of the club's existence. Louise Baker, president of the club during the 1950-1951 school session, in writing her report of the club's activities, made the statement: "If girls are not interested in sports of any kind, they wouldn't have any place in a club like this." Thus the predominantly recreational purpose of the club was emphasized by one who was a member during the first two years of its existence. The club is composed of girls in the high school who enjoy engaging in one or more sports because of the pleasure they derive from participation with others of like interests.

Swimming, skating, archery, horseback riding, tennis, badminton, horseshoes, croquet, softball, volleyball, folk dancing, ping-pong, basketball, card games, hiking, and cook-outs are among the most popular activities engaged in by members of the Girls' Sports Club. For many of these sports, the girls organize themselves into teams and compete with each other, and frequently they enter into competition with girls' groups from other schools in such activities as
volleyball, tennis, softball, archery, and swimming. Events anticipated with much eagerness are frequent trips to Denton, in season, for archery contests and indoor swimming on the campus of the Texas State College for Women.

Pre-planning for the school year 1951-1952 includes more emphasis on tennis. President-elect Lucine Boaz is looking forward to a full schedule of activities and the development of a "point" system for determining the awarding of jackets.

**Yell leaders and Leopardettes.**—The yell leaders, three girls and three boys, and the assisting girls’ pep organization, the Leopardettes, play an important part in molding school spirit and contribute many recreational activities for the student body. Pep meetings, skits, parades, greeters' activities, and "fun nights" held once or twice a month for both sexes constitute major activities. Nominal admission fees are charged for these monthly fun-night events as a means of defraying expenses. These meetings are characterized by such activities as social dancing, a wide assortment of games, contests, and stunts. Outstanding activities are a Halloween carnival and a spring "round-up" party.

**Tennis Club.**—This club is co-recreational, but because of a lack of time, facilities, and money, its contributions were nominal in the 1950-1951 school year. However, many plans have been made for activities during the 1951-1952 season.
Noon-hour Recreation

The noon-hour supervised "free-play" activities constitute a valuable contribution to the recreational program of the Gainesville High School.

Each lunch hour in the gymnasium is supervised by the coach and the girls' physical education instructor. During this time a great variety of games are engaged in. Basketball, freeze out, table tennis, dominoes, checkers, badminton, volleyball, and folk dancing lead in popularity. A coke machine and record player add to the facilities for student use. This "free-play" period is peculiar to the Gainesville situation and lends much to the year-round program of entertainment and relaxation. Weather permitting, the outdoor recreational facilities are in constant use before school, after school, and during the lunch hours. For a high school of its size, Gainesville High School has a commendable variety of outdoor recreational facilities, including the following:

Two concrete tennis courts.
Two volleyball courts.
Three horseshoe pitching courts.
A croquet court.
A tether-ball court.
A softball diamond for girls.
Two softball diamonds for boys.
An archery range.

A badminton court.

A football field and stadium.

A cinder track.

A rifle range.

As recently as April, 1951, property was purchased by the school board, situated back of the gymnasium. This property was converted into a girls' softball diamond and an archery range. Boys of the agriculture department constructed a large wire backstop for the use of participants in softball.

At about the same time a tether-ball pole was set up in the recreational area, and an outdoor badminton court was marked off just west of the gymnasium, thus adding new recreational activities to the physical education program for girls and boys.

Plans for the future include a golf "putting" green and numerous other additions to the recreational facilities.
CHAPTER V

EVALUATION

A general statement as to the purpose and significance of the process of evaluation has been formulated by Tyler, as follows:

Evaluation provides a means for the continued improvement of the program of education, for an ever-deepening understanding of the student with a consequent increase in the effectiveness of our educational institutions.\(^1\)

The principal evaluative instrument utilized in this study was that portion of *Evaluative Criteria*, 1950 edition, which relates to health, safety, physical education, and recreation. These criteria, formulated by the Co-operative Study of Secondary School Standards, were based upon certain imperative needs of youth as compiled by a group of investigators working under the auspices of the National Association of Secondary School Principals. Only those needs of youth which pertain to health, physical education, safety, and recreation are included in this evaluative portion of the study. Such needs have been stated as follows:

*Imperative Need No. 2.* —All youth need to develop and maintain good health and physical fitness.

*Imperative Need No. 3.* —All youth need to understand the rights and duties of a citizen of a democratic society, and to be diligent and competent in the performance

of their obligations as members of the community and citizens of the state and nation, and of the world.

Imperative Need No. 4. — All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.

Imperative Need No. 6. — All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of men.

Imperative Need No. 7. — All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.

Imperative Need No. 8. — All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.

Imperative Need No. 9. — All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work cooperatively with others.

Imperative Need No. 10. — All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding. 2

The program in health, physical education, and recreation for girls in the Gainesville High School was evaluated as to its adequacy by three different groups of individuals: (1) local instructional staff members of the departments of health, physical education, recreation, English, biology, speech, and music; (2) a visiting committee of authorities in the field of health, physical education, and recreation; and (3) the girls who participated in the health, physical education, and recreation program offered to them in the high school.

Evaluation by Local Staff Members

Section D-7 of the 1950 edition of Evaluative Criteria deals with "Health and Safety," whereas Section D-14 has to do with "Physical Education for Girls." Staff members of the department of health and physical education made a careful evaluation of the program on the basis of these two sections of Evaluative Criteria. Each item was evaluated according to the plan recommended by the compilers of the checklists, but for the sake of economy of space, only the actual numerical evaluations assigned to the various divisions will be included here. The key for the interpretation of the evaluations is as follows:

5—Excellent; the provisions or conditions are extensive and are functioning excellently.
4—Very good; the provisions or conditions are extensive and are functioning well; or, they are moderately extensive but are functioning excellently.
3—Good; the provisions or conditions are moderately extensive and are functioning well.
2—Fair; the provisions or conditions are moderately extensive but are functioning poorly; or, they are limited in extent but are functioning well.
1—Poor; the provisions or conditions are limited in extent and are functioning poorly.
Evaluations in connection with the organization of the health and safety program made by staff members were as follows:

(3) a. How adequate is the provision for health instruction?
(3) b. How adequate is the provision for safety instruction?
(3) c. Do time allotments for health and safety instruction meet health and safety needs satisfactorily?
(3) d. To what extent do the enrollments in courses in health and safety show that the needs of all pupils for this instruction are being met?
(2) e. To what extent do the enrollments in driver education show that the needs of all pupils for instruction in safe driving are being met?

Thus the organization for instruction in health and safety was judged to be "good," with the exception of the provisions for driver education, which were evaluated as "fair."

The nature of the curricular offerings in health and safety were evaluated by the local staff members as follows:

(4) a. How adequate is the variety of offerings in health instruction to meet health needs of pupils?
(4) b. How adequate is the content of offerings in health instruction to meet health needs of pupils?
(3) c. How adequate is the variety of offerings in safety education to meet safety needs of pupils?
(3) d. How adequate is the content of offerings in safety instruction to meet safety needs of pupils?
(4) e. How adequate is the content of offerings in driver education?
(4) f. How adequate is the content of offerings in developing knowledge, understanding, and skill for use in emergencies?

The above evaluations indicate that, in the opinion of the staff members, the program of curricular offerings in health and safety is either "good"
or "very good." Safety instruction was judged to be less adequate than health instruction.

Physical facilities for the program of health and safety were evaluated by local staff members in the following manner:

(3) a. How adequate are the space provisions for health and safety instruction?
(3) b. How adequate is the equipment for health instruction?
(5) c. How adequate is the equipment for driver instruction?
(4) d. How adequate is the equipment for safety instruction?
(3) e. How adequate are storage facilities for equipment and materials?

Thus the facilities were judged to range from "good" to "excellent," with equipment for driver education receiving the highest possible rating.

Evaluations made by staff members concerning the direction of learning were the following:

(4) a. How adequate is the background preparation of the staff in such areas as science and psychology?
(4) b. How adequate is the staff's preparation in professional health and safety courses?
(4) c. To what extent are staff members continuing improvement while in service?

Thus there is evidence that the direction of learning in the area of health and safety is quite adequate, as this phase of the program was given a consistent rating of "very good."

Staff members made the following evaluations of instructional activities in health and safety:
(4) a. How adequately have the instructional activities been planned?
(4) b. To what extent are instructional activities centered around health and safety problems of daily living?
(3) c. How effectively are instructional activities adapted to the needs of individual pupils?
(2) d. To what extent are community resources used in instructional activities?

Thus the procedures in connection with instructional activities in health and safety ranged from "fair" to "very good." The use of community resources was the point at which the program was given the lowest evaluation.

Staff members judged that instructional materials in health and safety were either "good" or "very good," as indicated by the following evaluations accorded to the evaluative statements in this area:

(4) a. How adequate is the variety of instructional materials?
(4) b. How adequate is the quality of instructional materials?
(3) c. How effectively are bulletin boards and display materials used?
(3) d. How effectively are pupils guided in the use of the instructional materials?

Likewise, methods of evaluation in health and safety, as interpreted by staff members, were considered to be either "good" or "very good," as implied by the following evaluations:

(3) a. How comprehensive are evaluation procedures in health and safety instruction?
(4) b. How well do teachers use methods of evaluation in analyzing the effectiveness of their teaching?
(3) c. How well do evaluation procedures help pupils understand the nature of their own progress?
Outcomes of the program in health and safety in the Gainesville High School were given evaluations ranging from "fair" to "excellent." Low points in the evaluation had to do with the practice of desirable habits and attitudes in regard to health and safety on the part of pupils, and with the pupils' practical knowledge and understanding of social hygiene. The phase of the program rated as "excellent" as to outcomes relates to the extent to which pupils are able to obtain drivers' licenses after participation in the driver education course. The evaluations were as follows:

(3) a. To what extent do pupils exhibit an understanding of personal health and safety problems?
(3) b. To what extent do pupils exhibit an understanding of community health and safety problems?
(2) c. To what extent does the behavior of pupils in school reflect establishment of desirable habits and attitudes related to health and safety?
(2) d. To what extent do pupils possess knowledge and understanding of social hygiene?
(4) e. How satisfactory is the status of health and safety of the school? (Evidence from cumulative studies of attendance, physical examination results, and accidents.)
(5) f. To what extent are pupils successful in obtaining licenses to drive after participation in the driver education program?

The organization of the physical education program for girls was evaluated as "good" by the local staff members, with the following ratings for the evaluative items:

(3) a. To what degree are physical education offerings provided for all girls?
(3) b. Do time allotments of the program meet instructional needs satisfactorily?
According to the evaluation by local staff members, the nature of offerings in the program of physical education for girls in the Gainesville High School ranges from "good" to "excellent," with content of the offerings and the balance of desirable activities being evaluated as "good" and the variety of experiences provided by the program as "excellent." The evaluations were as follows:

(5) a. How adequate is the variety of experiences to meet the physical education needs of all girls?
(3) b. How adequate is the content of experiences to meet the physical education needs of all girls?
(4) c. How satisfactorily do experiences provide for the development of skills and abilities having practicable carry-over into adult physical-recreational activities?
(3) d. How adequately does the program provide for a desirable blending or balance of activities according to individual physical education needs?

Physical facilities for the program of physical education for girls were evaluated as follows by members of the departmental staff:

(5) a. How extensive is the area provided for outdoor physical education activities?
(4) b. How adequate are the facilities for outdoor physical education activities?
(4) c. How extensive is the space provided for indoor physical education activities?
(3) d. How adequate is the quantity of permanent equipment for physical education?
(5) e. How adequate is the quality of permanent equipment for physical education?
(2) f. How adequate are the provisions for health and sanitation for those participating in the program?

Thus the ratings ranged from "fair" to "excellent." Provisions for health and sanitation for participants in the program received the lowest
rating, whereas provisions for outdoor physical education activities were rated as "excellent."

The three evaluative items in connection with the direction of learning in physical education for girls were rated as either "very good" or "excellent," as follows:

(4) a. How adequate is the preparation of the staff for teaching physical education?
(5) b. How adequate is the preparation of the staff to conduct a well-balanced intramural program?
(5) c. How adequate is the preparation of the staff to conduct school and community recreational activities?

When local staff members studied instructional activities in connection with the physical education program for girls, they assigned ratings ranging from "fair" to "very good." Provisions for physical and medical examinations of students received the lowest rating, whereas the planning of instructional activities and provisions for opportunities for desirable social and emotional development were evaluated as "very good." Evaluations were as follows:

(4) a. How adequately have the instructional activities been planned?
(2) b. How adequate are the physical and medical examinations?
(3) c. To what degree are the instructional activities adapted to the needs of individual girls?
(3) d. To what degree are activities conducted with regard for pupil health and safety?
(4) e. To what extent do the activities provide opportunity for desirable social and emotional development?
(3) f. How effective are the methods of teaching?
Instructional equipment and materials for the program of physical education for girls were given consistent ratings of "very good" or "excellent" for the evaluative statements provided on the checklist. The following evaluations were assigned by members of the local staff:

(5) a. How adequate are the reading and reference materials?
(4) b. How adequate is the quantity of instructional equipment?
(4) c. How adequate is the quality of instructional equipment?
(4) d. How adequate are the instructional aids (films, charts, models)?
(4) e. How effectively are pupils guided in the use of the equipment and materials?

"Very good" was the evaluation consistently given to methods of evaluation in the program of physical education for girls when the staff members responded to the checklist. Evaluations were as follows:

(4) a. How comprehensive are evaluation procedures in physical education?
(4) b. How well do teachers use methods of evaluation in analyzing the effectiveness of their teaching?
(4) c. How well do evaluation procedures help pupils understand the nature of their progress?
(4) d. How well do evaluation procedures identify pupils of unusual promise in the field of physical education?

All evaluative statements designed to measure outcomes of the program of physical education for girls were checked as either "good" or "very good," indicating that outcomes of the program, taken as a whole, are satisfactory and perhaps above average, in the estimation of local staff members. The evaluations were as follows:

(4) a. To what degree are girls developing knowledge and understanding concerning a variety of physical education activities?
(4) b. To what extent are girls developing skills in body mechanics and physical education activities?
(4) c. To what extent do girls carry over their physical education activities into after-school and leisure activities?
(4) d. To what degree are girls developing interests and skills having practicable carry-over value to adult life?
(3) e. To what extent are girls developing habits of physical activity of value in daily living?
(4) f. To what extent are girls developing desirable habits of cleanliness?
(4) g. To what extent do girls exhibit desirable social and emotional behavior in the physical education activities?
(3) h. To what extent are girls developing physically strong, healthy, well-coordinated bodies?

Evaluation by Visiting Committee

On three consecutive days, April 7-9, 1951, a visiting committee composed of specialists in the field made an evaluation of the health, physical education, and recreation program for girls in the Gainesville High School. Their report is presented below, including only those phases which relate to the program of health, physical education, recreation, and safety in relation to girls enrolled in the school.

In regard to Section D-7 of Evaluative Criteria, relating to "Health and Safety," the visiting committee made the following report:

The Health and Safety program of the Gainesville High School is relatively new but it is well organized and taught in an effective manner. Driver training is available to those who elect it and results in this program are most commendable. An effort is made to keep the health teaching on a functional basis and relate the materials to actual problems which the students will face, both in and out of school. A
fine spirit of co-operation and mutual understanding exists between pupils and teachers. 3

Concerning their evaluation of the Gainesville High School in terms of Section D-14 of Evaluative Criteria, regarding "Physical Education for Girls," the visiting committee compiled the following joint report, based upon individual evaluations of the program:

The physical education program for girls in general is very commendable. There is a wide variety of activities offered in the classes; the classes are small and the instructional methods are excellent. There is a genuine feeling of friendliness between the teacher and students. The school is to be highly commended on the personality and leadership ability of their teacher. Guidance is afforded each girl and individual cumulative health and achievement records are in the process of being set up by the physical education teacher and school nurse. An outstanding program of intramural activities is offered and is instrumental in the development of group leadership which is so evident in all phases of the health and physical education program of Gainesville High School. 4

In connection with their evaluation of the Gainesville High School in terms of Section E of Evaluative Criteria, relating to "Recreation: Pupil Activities," members of the visiting committee compiled the following joint report:

The visiting committee agrees with the staff committee that the general nature of the program is good and is beginning to function well. Long-range planning is apparent in every phase of the activity program. 5

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3 "Visiting Committee Report on Gainesville Senior High School," typewritten manuscript on file in the office of the school, p. 5.

4 Ibid., p. 15.

5 Ibid., p. 17.
Typical samplings of individual observations made by members of the visiting committee have been taken from their compiled report and are presented here to indicate the manner in which the evaluating group was impressed by the program of health, physical education, and recreation for girls in the Gainesville High School.

1. It provides opportunity for student leadership.
2. Students are afforded opportunities to assume responsibilities, to assist in the handling of school problems, to develop desirable traits necessary for citizenship.
3. The program receives encouragement and co-operation from teachers and administration.
4. In the opinion of the students, the social program is adequate.
5. A commendable start has been made to set up a club program which will meet the pupil need.  

Evaluation by Girls

Other means of evaluation employed in connection with the program of girls' health, physical education, and recreation, in addition to reports from staff members and the visiting committee, were various methods of self-evaluation which enabled girls who are actual participants to rate themselves in terms of proficiency in the numerous activities in which they may engage.

At the conclusion of each unit of work, the girls were given the following mimeographed form on which they were to give themselves a percentage rating in each item called for:

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6 Ibid.
Self-Evaluation

<table>
<thead>
<tr>
<th></th>
<th>Per Cent</th>
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<tbody>
<tr>
<td>Attitude</td>
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<tr>
<td>Skill</td>
<td></td>
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<tr>
<td>Health practice</td>
<td></td>
</tr>
<tr>
<td>Knowledge</td>
<td></td>
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<tr>
<td>Leadership and co-operation</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

Likewise, at the completion of each unit, the following form was distributed to the girls who participated in its execution. They were to give themselves letter grades for the three phases of the self-evaluation form.

Self-Evaluation of ________________________ Unit

<table>
<thead>
<tr>
<th></th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>For trying</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td></td>
</tr>
<tr>
<td>Ability</td>
<td></td>
</tr>
</tbody>
</table>

At intervals throughout the school year, the girls who were enrolled in classes in health, physical education, and recreation participated in rating themselves as to personal attractiveness and posture, using special forms that were developed for the purpose.
Self-evaluation by the Instructor

The teacher of classes in health, physical education, and recreation for girls in the Gainesville High School engaged in self-evaluation by the use of the forms shown in Tables 1 and 2, which enabled her to pass judgment upon her adequacy, efficiency, and personality as a leader and teacher of high-school girls. The forms used, together with the teacher’s self-ratings, are presented herewith:

**TABLE 1**

**TEACHER’S SELF-RATING CHART**

<table>
<thead>
<tr>
<th>Items</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personality:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Am I friendly?</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Am I courteous?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Am I alert?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Am I sympathetic?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Do I dress attractively and appropriately?</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Am I well groomed?</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Do I make a good appearance?</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Am I co-operative?</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Items</td>
<td>Excellent</td>
<td>Above Average</td>
<td>Average</td>
<td>Below Average</td>
<td>Poor</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>-----------</td>
<td>---------------</td>
<td>---------</td>
<td>---------------</td>
<td>------</td>
</tr>
<tr>
<td>Do I know how to get along harmoniously with children?</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Am I dependable?</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I have good health?</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Am I well poised?</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I have undesirable mannerisms?</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**Scholarship:**

| Do I know the subject matter of my field?                          |           |               | X       |                |      |
| Do I give evidence of good general information?                    |           |               |         | X             |      |

**Professional Qualities:**

| Do I plan my work carefully and promptly?                           |           |               |         | X             |      |
| Am I responsive to suggestions?                                     |           |               | X       |                |      |
| Am I a textbook teacher or am I reasonably independent of the text, and make a large use of other teaching materials? |           |               |         | X             |      |
TABLE 1—Continued

<table>
<thead>
<tr>
<th>Items</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I organize the work of the class around problems, units, or enterprises?</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 presents a self-rating teacher evaluation scale, together with the ratings on each item which the instructor in girls health and physical education in the Gainesville High School assigned to herself.

The code for ratings is as follows: A, excellent; B, satisfactory; C, unsatisfactory; D, poor.

TABLE 2

TEACHER EVALUATION SCALE

<table>
<thead>
<tr>
<th>Rating</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Watch for physical defects that may be the result of various diseases, paralysis, or accidents, and give the proper individual instruction.</td>
</tr>
<tr>
<td>A</td>
<td>Inspect the classroom for proper lighting, heating, and ventilation.</td>
</tr>
<tr>
<td>A</td>
<td>Eliminate the feeling of self-consciousness because of awkwardness, size, or any defect.</td>
</tr>
<tr>
<td>A</td>
<td>Know the child as a whole.</td>
</tr>
<tr>
<td>Rating</td>
<td>Item</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>B</td>
<td>Base all remedial measures upon scientific study and examination.</td>
</tr>
<tr>
<td>A</td>
<td>Is the teacher normally in the situation of receiving and giving affection?</td>
</tr>
<tr>
<td>A</td>
<td>Give the child the opportunity and freedom to achieve a feeling of belonging to the various social groupings.</td>
</tr>
<tr>
<td>A</td>
<td>Give the child the opportunity for a rich, full experience of life—a sense of personal worth based on personal achievement in the group.</td>
</tr>
<tr>
<td>A</td>
<td>Give the child the feeling that he is important in the group—that he is well thought of, that he is valued.</td>
</tr>
<tr>
<td>A</td>
<td>Give the child an assurance that no prejudice exists because of social, religious, or racial differences.</td>
</tr>
<tr>
<td>A</td>
<td>Does the teacher work for a better understanding of the child and the home and community?</td>
</tr>
<tr>
<td>A</td>
<td>Does the teacher strive for better conditions and facilities for a continuous and developing physical activities program?</td>
</tr>
<tr>
<td>A</td>
<td>Aid pupils to attain self-understanding by analysis of their own strengths and weaknesses.</td>
</tr>
<tr>
<td>A</td>
<td>Help pupils to develop desirable character and moral attitudes and habits.</td>
</tr>
<tr>
<td>A</td>
<td>Does the teacher assist pupils to experience the joy of success?</td>
</tr>
<tr>
<td>A</td>
<td>Is he aiding the child in adjusting to school and community life?</td>
</tr>
<tr>
<td>A</td>
<td>Patient and tactful in understanding each child and his physical or health problems.</td>
</tr>
</tbody>
</table>
TABLE 2—Continued

<table>
<thead>
<tr>
<th>Rating</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Does he take the students where they are in physical and mental capacity and work from that point?</td>
</tr>
<tr>
<td>A</td>
<td>Does he maintain a cheerful atmosphere at all times?</td>
</tr>
<tr>
<td>B</td>
<td>Does he keep his voice low and under control?</td>
</tr>
<tr>
<td>A</td>
<td>Is he developing leadership, and bringing about self-discipline?</td>
</tr>
<tr>
<td>A</td>
<td>Does he have a good understanding of mental hygiene?</td>
</tr>
<tr>
<td>A</td>
<td>Does he keep pupils so busy with pleasant activities that they do not have time for problems?</td>
</tr>
<tr>
<td>A</td>
<td>Is the teacher a companion to all students?</td>
</tr>
<tr>
<td>A</td>
<td>Does he know the ambitions and background of his students?</td>
</tr>
<tr>
<td>A</td>
<td>Does the teacher plan class activities so that students have the experience of taking initiative and exhibiting qualities of leadership?</td>
</tr>
</tbody>
</table>

In addition, the instructor in girls' health and physical education in the Gainesville High School checked the following personal qualities as opportunities for expression and pupil guidance:

<table>
<thead>
<tr>
<th>Friendship</th>
<th>Co-operation</th>
<th>Confidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courage</td>
<td>Trustfulness</td>
<td>Self-reliance</td>
</tr>
<tr>
<td>Self-control</td>
<td>Right emotions</td>
<td>Sympathy</td>
</tr>
<tr>
<td>Consideration</td>
<td>Improvement</td>
<td>Loyalty</td>
</tr>
<tr>
<td>Clean-mindedness</td>
<td>Fair play</td>
<td>Courtesy</td>
</tr>
</tbody>
</table>
In addition to the self-rating forms presented above, the teacher of girls' health, physical education, and recreation was rated by the visiting committee by the use of Section J of Evaluative Criteria, 1950 edition, dealing with "Data for Individual Staff Members." The evaluative plan was the same as that previously mentioned for those sections of Evaluative Criteria relating to "Health and Safety" and "Physical Education for Girls," employing numerical values to designate degrees of adequacy. The visiting committee of specialists assigned the following evaluations to the instructor of physical education for girls:

(4) a. How effectively are plans and preparations made for instructional activities?
(5) b. To what extent are instructional activities conducted democratically?
(4) c. How skillfully are instructional activities carried out?
(4) d. How satisfactory are relationships with school associates?
(4) e. How satisfactory are relationships with members of the community?
(4) f. How satisfactory is the attitude toward teaching as a profession?

Thus, in all evaluative statements, the instructor was rated as being either "very good" or "excellent," her highest rating being in connection with the conduct of instructional activities in a democratic manner.
Pupil Evaluation of School Health Resources

All girls enrolled in the Gainesville High School were requested to evaluate school health resources in terms of the items of a checklist reproduced in Table 3. Responses were carefully tabulated, and percentages were calculated to the nearest whole numbers. The results of the administration of this checklist indicate pupil opinion as to certain vital phases of the health, physical education, and recreation program for girls in this school.

TABLE 3

PUPIL EVALUATION OF THE PROGRAM IN HEALTH EDUCATION, PHYSICAL EDUCATION, AND RECREATION FOR GIRLS IN THE GAINESVILLE HIGH SCHOOL

<table>
<thead>
<tr>
<th>Items</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Our Schoolroom</td>
<td></td>
</tr>
<tr>
<td>Is our schoolroom a healthy, happy place?</td>
<td>67</td>
</tr>
<tr>
<td>Does our room show signs of good housekeeping?</td>
<td></td>
</tr>
<tr>
<td>Is it clean? Does it look orderly?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>90</td>
</tr>
<tr>
<td>Does our room give a tidy, homey appearance?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>70</td>
</tr>
<tr>
<td>Is our furniture comfortable and in good repair?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Items</td>
<td>Per Cent</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Do we have a few appropriate, well-placed pictures?</td>
<td>95/5</td>
</tr>
<tr>
<td>Do we have growing plants and other home features in our room?</td>
<td>100/0</td>
</tr>
<tr>
<td>Do we have various centers of interest in the room such as a</td>
<td>95/5</td>
</tr>
<tr>
<td>collection shelf, play center, reading table, clothes rack or</td>
<td></td>
</tr>
<tr>
<td>locker, supply cabinet, etc.?</td>
<td></td>
</tr>
<tr>
<td>Is our room spacious and not cluttered up?</td>
<td>10/90</td>
</tr>
<tr>
<td>Do our children like our schoolroom?</td>
<td>20/80</td>
</tr>
<tr>
<td>Are the children comfortably seated in our schoolroom?</td>
<td>10/90</td>
</tr>
<tr>
<td>Are the seats and desks movable and adjustable in order to allow</td>
<td>15/85</td>
</tr>
<tr>
<td>the best seating arrangement and sitting position?</td>
<td></td>
</tr>
<tr>
<td>Are children who have visual and hearing difficulties seated in</td>
<td>60/40</td>
</tr>
<tr>
<td>front?</td>
<td></td>
</tr>
<tr>
<td>Is the seating arrangement best in relation to the light?</td>
<td>45/55</td>
</tr>
<tr>
<td>Do we have good ventilation in our school?</td>
<td>75/25</td>
</tr>
<tr>
<td>Is there plenty of fresh air? Are windows kept open whenever</td>
<td>67/33</td>
</tr>
<tr>
<td>possible?</td>
<td></td>
</tr>
<tr>
<td>Is there a properly located thermometer to assist in maintaining</td>
<td>5/95</td>
</tr>
<tr>
<td>a desirable temperature?</td>
<td></td>
</tr>
<tr>
<td>Items</td>
<td>Per Cent</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Is the heating system adequate on the coldest days?</td>
<td>33</td>
</tr>
<tr>
<td>Have steps been taken to avoid some children's being overheated while others are chilled?</td>
<td>33</td>
</tr>
<tr>
<td>Is the lighting as good as possible under present conditions?</td>
<td>75</td>
</tr>
<tr>
<td>Can the shades be regulated in order to give correct lighting?</td>
<td>85</td>
</tr>
<tr>
<td>Are the walls painted so as to give the most efficient lighting and to prevent glare?</td>
<td>35</td>
</tr>
<tr>
<td>Are all avoidable obstructions to the light, such as immovable shades, painted window surfaces, curtains, pictures posted on windows, etc., eliminated?</td>
<td>67</td>
</tr>
<tr>
<td>Is plenty of safe drinking water available?</td>
<td>25</td>
</tr>
<tr>
<td>Has the health department approved the sanitary qualities of the water supply?</td>
<td>90</td>
</tr>
<tr>
<td>If sanitary drinking fountains are furnished, are they kept clean and in good order?</td>
<td>45</td>
</tr>
<tr>
<td>Do all children have the opportunity for sanitary drinking? (Individual paper cups to be destroyed after use are recommended.)</td>
<td>0</td>
</tr>
<tr>
<td>Are sanitary toilets available?</td>
<td>100</td>
</tr>
<tr>
<td>Is there an adequate number for the peak number of children using them?</td>
<td>100</td>
</tr>
</tbody>
</table>
### TABLE 3—Continued

<table>
<thead>
<tr>
<th>Items</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Are they well lighted and kept clean?</td>
<td>100</td>
</tr>
<tr>
<td>Is a supply of acceptable toilet paper always on hand?</td>
<td>100</td>
</tr>
<tr>
<td>Do children partially accept the responsibility for the cleanliness of the toilets?</td>
<td>45</td>
</tr>
<tr>
<td>Are there opportunities for hand washing in our school?</td>
<td>100</td>
</tr>
<tr>
<td>Can each child wash in a complete change of water?</td>
<td>100</td>
</tr>
<tr>
<td>Is soap available?</td>
<td>100</td>
</tr>
<tr>
<td>Are individual towels used?</td>
<td>95</td>
</tr>
<tr>
<td>Is time allowed for the children to wash their hands before meals?</td>
<td>80</td>
</tr>
</tbody>
</table>

#### Our Children

<p>| How many of the children look like healthy, happy children?         | 75    | 25  |
| How many of the children show real indications of good emotional and mental health? | 50    | 50  |
| How many, as a rule, are neat and clean in appearance?              | 75    | 25  |</p>
<table>
<thead>
<tr>
<th>Items</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many children have a health examination by a qualified physician upon entrance to school and at least every three years thereafter?</td>
<td>25</td>
</tr>
<tr>
<td>How many children have co-operative and consistent follow-up for the correction of remediable physical defects by physicians, nurses, teachers, and parents?</td>
<td>50</td>
</tr>
<tr>
<td>How many visit the dentist twice yearly?</td>
<td>50</td>
</tr>
<tr>
<td>How many show evidence of sufficient sleep every night?</td>
<td>50</td>
</tr>
<tr>
<td>How many usually breathe through the nose with the mouth closed?</td>
<td>75</td>
</tr>
<tr>
<td>How many habitually exhibit the characteristics of good posture and body mechanics in sitting, standing, walking, and other activities?</td>
<td>74</td>
</tr>
<tr>
<td>How many give evidence of unimpaired sight?</td>
<td>25</td>
</tr>
<tr>
<td>How many give evidence of unimpaired hearing?</td>
<td>25</td>
</tr>
<tr>
<td>How many children bring an adequate, nourishing lunch to school or receive a hot and nourishing lunch at school?</td>
<td>50</td>
</tr>
<tr>
<td>So far as can be judged from a knowledge of home conditions, how many have three nourishing, wholesome meals each day, eaten without haste or confusion at regular hours?</td>
<td>50</td>
</tr>
</tbody>
</table>
TABLE 3—Continued

<table>
<thead>
<tr>
<th>Items</th>
<th>Per Cent</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How many children have acceptable growth records in height and weight over an extended period of time?</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>How many children have adequate physical activity and recreational opportunities?</td>
<td>75</td>
<td>25</td>
</tr>
</tbody>
</table>

Our General Safety

<p>| Does our school have a well-planned safety education program in which the duties of the teachers, administrators, and children are cooperatively planned and practiced? | 90       | 10 |
| Has the number of accidents among our children decreased this year? | 95       | 5 |
| Do we know the basic fundamentals of first aid, and have at hand the necessary materials? | 85       | 15 |
| Do our children know and practice safety procedures? | 15       | 85 |
| Are our playgrounds and play equipment given careful safety inspection daily? | 0        | 100 |
| Does our school have and utilize a checklist for hazards in the classroom, hallways, gymnasium, lunchrooms, etc.? | 0        | 100 |
| Do we use the safest route to school? | 80       | 20 |</p>
<table>
<thead>
<tr>
<th>Items</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do we know the safety hazards of walking and bicycling?</td>
<td>87</td>
</tr>
<tr>
<td>Does our school have a well-planned system of accident reporting and recording?</td>
<td>0</td>
</tr>
<tr>
<td>Do our children know safety procedures in the event of fire or other emergency?</td>
<td>85</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Our Community</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there conditions in our community which affect favorably the health and/or safety of our school children?</td>
<td>90</td>
</tr>
<tr>
<td>Have we interested the principal, school trustees, and superintendent of our school in a wholesome, happy place for all children?</td>
<td>75</td>
</tr>
<tr>
<td>Are we working in co-operation with the Parent-Teacher Association, mothers' clubs, and the many other community groups?</td>
<td>95</td>
</tr>
<tr>
<td>Do we work with the city or county health officer, school and family physicians, and parents in helping to prevent the spread of communicable diseases?</td>
<td>85</td>
</tr>
<tr>
<td>Do we make use of the facilities, personnel, services, and materials of all of the health, welfare, and recreational agencies within the community?</td>
<td>6</td>
</tr>
</tbody>
</table>
Recommendations

When the visiting committee came to the Gainesville High School to evaluate the program of health, physical education, and recreation for girls, the members of the group were made acquainted with all phases of the curriculum in these fields, with conditions under which instruction was conducted, with facilities for recreational and sports activities, with the evaluations already made by staff members and by the girls participating in the program, and with proposed plans for improving the curriculum and facilities of the program in health, physical education, and recreation for girls. With all of this information at hand, and after making their own careful inspection of the school plant, its facilities, and its curricular and extracurricular activities in this field, the visiting committee formulated the following recommendations for the consideration of those responsible for the program in health, physical education, and recreation for girls:

1. The committee recommended that health education be taught for one semester during the sophomore year and during one semester in the senior year. These classes should meet for five days per week. Such a plan would provide for greater continuity in the instructional program than is possible under the existing plan, whereby health instruction is taught for two days per week, alternating with classes in physical education, over a longer period of time.
2. The committee recommended that the present practice of excusing students from participation in health classes because of class conflicts, work schedules, etc., should be eliminated. The committee was of the opinion that assigned notebook work or special reports evidently were not a satisfactory substitute for actual participation in classroom situations.

3. The committee recommended that a thorough medical examination be given to all students entering the school.

4. The committee recommended that more adequate space should be provided for classes in health education.

5. The committee recommended that an accident report form be devised and used by teachers in reporting all accidents which occur on the school grounds or inside the buildings.

6. The committee recommended that the Girls' Health Council, organized during the school year 1950-1951 as an experiment, be continued for the purpose of focusing faculty and student attention on health problems which can be solved most effectively by means of group action.

7. The committee recommended that all girls be required to enroll in classes in physical education during each of their years in high school, except while they are attending classes in health education. Other activities, while they may be highly worth-while, should not be permitted as substitutes for physical education, because such substitution is contrary to standards formulated by the State Department.
8. The committee recommended that class membership should be homogeneous; that is, classes should be composed, for example, of either sophomores, juniors, or seniors and not of a mixture of two or more of these classifications. This homogeneous grouping will make it possible to offer a logical progression of units in the various activities undertaken in the area of physical education.

9. The committee recommended that provision should be made for modified activities, corrective measures, or rest for those girls who, because of some defect or health reason, cannot participate in the regular physical education program and who have physicians' excuses recommending for them a modified program in physical education.

10. The committee recommended that instruction in health education should be separated from that in physical education, and that classes in health education be taught for five days per week for two semesters, one semester to be offered during the students' sophomore year and the other during the senior year. This plan would provide for progression of instruction in both physical education and health education. Under this program, students would take physical education for five days per week for four semesters and health education five days each week for two semesters during their last three years of high school.

11. The committee recommended that physical examinations by licensed physicians be given to all girls enrolled in the Gainesville
High School, and that the data thus derived should become a part of the individual students' cumulative records.

12. The committee recommended that special study be made of the methods utilized for financing all extra-class activities, and that a more adequate system for such financing be developed.

13. The committee recommended that a careful study be made of the entire program of student activities. The suggestion was made that a regular activities period be scheduled at a fixed time each day, with clubs meeting at this period on one day, assembly being held on another day, home-room activities on another, and with such activities as voluntary music activities and participation in supervised sports and recreation on the other days.

In making a careful study of the program in health, physical education, and recreation for girls in the Gainesville High School in the light of the criteria set up in Chapter III, the writer noted that twenty-three of the criteria were not being adequately met by the present program. Many of these have already been indicated in the preceding recommendations made by the visiting evaluative committee, but nevertheless the writer recommends that the following suggestions be put into effect in the school in order to satisfy those criteria which were still being met inadequately:

1. Medical examinations should be given to all pupils.
2. An adequate means should be devised for informing parents of corrective measures needed to remedy the defects revealed by such examinations.

3. A better program in safety education is needed—one that will emphasize active pupil participation.

4. Persons of similar grade classification should make up each class in health and physical education.

5. All students should be required to enroll for physical education classes, even though physical deficiencies may limit their active participation.

6. A larger room for health-instruction classes is badly needed, and space should be provided for a home-nursing unit.

7. A school health council should be organized.

8. The lunchroom should be adequately supervised.

9. The high school should have a health nurse of its own.

10. More emphasis should be placed upon carry-over recreational sports.

11. An effective program of screening for the detection of hearing and vision deficiencies should be instituted.

12. Pupils should be given daily inspection for discovering illnesses or health needs.

13. An adequate system for reporting accidents should be devised.
14. An effective plan for financing extra-class activities should be developed and put into operation.

15. A special room should be provided for remedial exercises.

16. Time should be made in the daily schedule for a more comprehensive activity program.

17. All employed personnel of the school should have periodic health examinations.

18. More adequate first-aid and safety equipment, including fire extinguishers, should be provided.

19. Regulations for dismissal from school because of illness and for readmission after illness should be made to conform to the standards formulated by the State Department of Education.

20. Rigid requirements for vaccination and immunization should be enforced.

21. Means of providing for emergencies and sudden illnesses should be set up.

22. Data concerning all activities in which the pupils engage should become a part of their individual cumulative records, and special forms should be worked out for recording such information.

23. The Gainesville High School should require health-instruction prerequisites on the part of teachers of health and physical education.
CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

Staff members, the girls who participated in the year’s program in health, physical education, and recreation, and members of the visiting evaluative committee were substantially in agreement as to the needs for improvement in the health, physical education, and recreation program for girls in the Gainesville High School. The pertinent need for a medical examination of all students enrolled in the school and the need for a larger, more functional room in which to have instruction in health education were outstanding deficiencies recognized by all.

All groups concerned in this study commended the great advancement that had been made in the program of health, physical education, and recreation for girls, and recognized the notable improvement that had been accomplished in developing a healthful, functional room in which to have instruction in health education. At the same time, however, the room is not adequate in size to accommodate to best advantage the large classes which utilize it for instructional purposes.

Recommendations made by staff members and by the visiting evaluative committee constitute, in the main, the recommendations to be presented in this chapter, as they indicate some of the major
shortcomings in the program of health, physical education, and recreation for girls in the Gainesville High School. These recommendations for improvement at the same time imply conclusions as to inadequacies of the program, and for this reason no attempt will be made here to make separate lists of conclusions and recommendations.

Staff Members and Visiting Committee

Health education and safety.—Outlines of typical units of instruction in the field of health education presented in Chapter IV have already indicated the nature of the work done in this field. Members of the visiting committee were highly complimentary of the instructional program in health education, but felt that much more emphasis should be placed upon safety. They commended the course offered in driver education, and were impressed with the safety measures that had been undertaken to promote safety around the school campus and in the buildings. Among these accomplishments were the zoning of the school parking areas, the installation of "fool-proof" rods in the shower rooms of the gymnasium, and new safety finish for the gymnasium floor. Likewise, they commended the proposed improvements in the interest of safety which had not yet been attained, including the establishment of one-way traffic in the immediate vicinity of the school, the opening of a new street south of the school campus, and the installation of non-skid matting in the corridors between the shower rooms and the dressing rooms in the gymnasium.
Among the recommendations made for the improvement of the program in health education and safety were the following:

1. All pupils enrolled in the high school should be given thorough physical examinations by competent physicians. This program should be sponsored by the school, and adequate records should be kept of the findings resulting from the examinations. Parents should be informed of deficiencies discovered, and follow-up procedures should be instituted to check on progress being made to eliminate the defects.

2. A unit in home nursing should be included in the health education program for girls.

3. More emphasis should be placed upon preparation for effective family life, together with sex education and instruction in social hygiene.

4. Classes and units of study within courses should be planned in accordance with student needs, and sequential courses of study should be put into effect in order to provide for logical progression in health instruction as needs and interests develop.

5. The policy of granting permission for students to practice non-attendance in health classes should be discarded. No exemptions should be granted to any pupil who is physically and mentally capable of attending school. Health is a vital subject, and no other course or activity should be allowed to usurp the important position in the program
of instruction which rightfully belongs to health education in the modern curriculum.

6. Health instruction should be carried out separately from classes in physical education.

7. Health education should be taught for one semester during the sophomore year in high school and for another semester during the senior year. Classes in health education should meet regularly for five days each week. Such a plan would provide for more continuity in the instructional program than is possible when health is taught for only two or three days per week over a longer period of time.

8. Adequate functional space should be provided for health classes.

9. An accident report form should be devised and used by teachers as a means of reporting accidents which occur on the school grounds and inside the school buildings.

10. The Girls' Health Council organized for the 1950-1951 school year as an experimental undertaking should be continued for the purpose of developing health-consciousness on the part of the student body. Also, the council can serve to focus faculty and student attention on health problems and needs which can best be met and solved through concerted group action.

11. A natural outgrowth of the Girls' Health Council should be a School Health Council, representing both sexes and all school groups.
Physical education for girls. — The visiting committee of evaluators commended the instructional program in the area of physical education for girls as carried out in the Gainesville High School. Also, this committee voiced its praise of the wide variety of activities made available to the girls, and commended the school for providing adequate facilities and areas for the conduct of a well-rounded program in physical education to meet the needs and interests of all girls in the school.

Among the recommendations formulated for the improvement of the girls' physical education program in the school are the following:

1. Classes in physical education should be separated from those in health education, instead of being alternated with them according to the present plan. Thus, both health classes and physical education classes would be held five days each week.

2. In accordance with a previous recommendation in connection with health education, classes in this area should meet five days each week for two semesters—one in the sophomore year and the other in the senior year. Girls, when enrolled in health education classes, should not be required to take physical education; otherwise, they should meet physical education classes five days each week.

3. Classes in physical education should be composed of pupils of similar academic classification, in order to promote progression
in the activities offered to girls of various age and maturity levels. Such homogeneous grouping would foster more nearly uniform standards of skill and participation than are possible in classes in which there is a wide diversity in ages and in degree of physical maturity.

4. Corrective measures are neglected in the physical education program for girls. Time and space should be provided for corrective practices in physical education for those girls who are not physically capable of engaging in the regular program of activities. The first-aid room established during the 1950-1951 school year should be maintained and enlarged, if possible, to provide more space and facilities for corrective measures and for supervised rest for those girls who are in need of such specialized offerings.

5. Provision should be made to employ the services of a full-time school health nurse for the high school.

6. More emphasis could well be placed upon participation in athletics.

7. All girls should be required to attend classes in physical education throughout their high-school careers except during those two semesters when they will be enrolled for instruction in the area of health education. Other activities and courses may be highly worthwhile, but they should not be permitted to replace participation in physical education classes. Such substitution of other activities for physical education is not only contrary to standards of the Texas State
Department of Education, but it is also instrumental in depriving pupils of valuable experiences in social relationships and physical development which ordinarily can be had only in the physical education class.

8. No exemptions from physical education classes should be granted except upon the recommendation of a physician. Even when permission is granted for a girl to omit regular work in physical education, she should be provided with corrective and remedial instruction best suited to her needs. Such instruction can be determined through consultation between the physician and the school health nurse. In other words, the curriculum in physical education should be made so broad and flexible that any girl who is unable to participate in the regular activities can still derive benefit from modified participation and instruction in physical education.

9. Physical examinations should be given to all girls enrolled in the high school. Such examinations should be conducted by competent physicians, and the results should be entered upon the individual pupil's cumulative health record card. Parents should be informed of any physical deficiencies disclosed, and a follow-up program should be instituted for the purpose of checking on progress being made in correcting the defects.

Recreation.—Staff members, the visiting evaluative committee, and the girls themselves expressed the belief that recreational
opportunities provided by the Gainesville High School were somewhat limited and inadequate. Perhaps this situation obtains because of the widely diversified program of physical education made available to the pupils. Recreational activities can hardly be distinguished from physical education activities, and for this reason recreational opportunities appear to be adequate, although appearing, for the most part, under the guise of physical education.

Among the recommendations formulated in this area are the following:

1. The recreational program of the school should be broadened, and all students should be encouraged to participate in one or more phases of it.

2. The Girls' Sports Club should be increased in membership, and every girl in the school should have the opportunity of joining this or some similar organization for promoting recreational interests.

3. The daily noon-hour recreational periods, under the supervision of physical education instructors, should be continued, and also the monthly "fun nights" should be continued, although it would be preferable to make them available to all students without the assessment of admission fees.

4. A recommendation was made to the effect that serious consideration be given to the feasibility of setting aside a regular daily
activities period in the curricular schedule of the school, during which
time club meetings, assemblies, home-room meetings, voluntary mu-
sical activities, and supervised sports might be made available to the
student body on regularly scheduled days.

The conclusions and recommendations presented above represent
a report of the findings of the local staff members and the visiting
evaluative committee. There seems to be a need to include at this
point more specific conclusions and recommendations drawn from
criteria other than the 1950 edition of Evaluative Criteria. These fol-
low.

Other Findings

Certain implications appear to be borne out by the data consid-
ered in this study. Among these are the following:

1. The 1950 edition of Evaluative Criteria was not sufficiently
extensive to serve as a completely adequate instrument of evaluation of
the activities included in this study.

2. The report of the findings of the visiting evaluative commit-
tee was too general in content. Some of the specific recommendations
that seem to be needed are the following:

3. Gainesville High School should have a definite policy in regard
to exclusion from school in case of contagious disease. If the health of
the students is to be protected, a regulation concerning readmission
of pupils after illness by the requirement of a doctor's certificate seems to be in order.

4. The day-by-day health supervision of the pupils which is so widely recommended is being neglected, and teachers should give daily inspection for evidences of illness and report their findings to the school office.

5. The school board should set up a policy regarding vaccination and immunization procedures.

6. In the broad program of vision and hearing testing, the teachers should assist in screening for these defects.

7. In order better to protect the health of pupils and faculty, the school cafeteria should be supervised by a teacher of nutrition or a dietician.

8. The school should adopt an adequate system for the reporting of accidents.

9. A program of remedial and corrective exercises should be added to the curriculum, and adequate space should be provided for this special program.

10. A planned and written program for the care of emergencies and cases of sudden illness should be put into operation.

11. An adequate system of protection from fire emergencies should be installed. Fire extinguishers should be installed in all buildings.
12. In order further to protect the health of the students, the school should require an annual or periodic health examination for all school personnel.

13. Only qualified teachers of physical education with at least enough professional training to meet the standards of the State Department of Education should teach physical education.

14. All teachers should have adequate preparation in the field of health so that they may teach and contribute to an integrating curriculum.

15. All girls’ activities should be taught, coached, and refereed by women.

16. The belief that a necessary and vital phase of school responsibility for the recreational needs of youth should be recognized and provided for is neglected in the curriculum planning.

17. Experiences in the pupil activity program are designed to help meet the leisure-time, recreational, and social interests and needs of pupils, but these should complement and reinforce active educative experiences for all students.

18. An accurate and complete activity record for each student should be on file in the office.

19. If school activities are worth carrying on at all, they are worthy of financial support, and each should be subsidized by the board of education.
20. There is an evidence of too much emphasis on major athletics and not enough on the carry-over sports such as tennis and golf. The students fail to receive the basic philosophy of leisure-time activity or the knowledge of how to apply its carry-over values in terms of their daily leisure activities.

21. In the light of the legal criteria, there seems to be a discrepancy in the recommendation that girls taking health education be excused from physical education classes during those two semesters when health is scheduled for them. The public school laws of Texas stipulate that all students should take physical education for at least two and a half sixty-minute periods per week for three years.

22. If physical education is valuable for developing skill and physical fitness, as this study has indicated, there should be no excuses from physical education classes.
## APPENDIX

### PHYSICAL FITNESS TEST

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PUPIL'S PERSONAL HEALTH HABIT INVENTORY

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