

ABSTRACTS
OF
MASTERS THESES AND RESEARCH PAPERS IN HEALTH AND
PHYSICAL EDUCATION AT SOUTHWEST TEXAS
STATE TEACHERS COLLEGE

THESIS

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

For the Degree of

MASTER OF ARTS

By

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CHAPTER I

INTRODUCTION

A. Statement of the Problem

The purpose of this study is to prepare an abstract of each Thesis and Research Paper in the field of Health and Physical Education as filed in the Southwest Texas State Teachers College Library from May 27, 1938, to May 27, 1949.

B. The Need for the Study

There are several needs for this study which are as follows:

1. These abstracts can be used by instructors in Health and Physical Education and other academic courses.
2. Students can use these abstracts in Health and Physical Education as references to problems that arise in undergraduate work and after leaving school.
3. Many students in Southwest Texas State Teachers College are now ready to begin work on their Master's Thesis in Health and Physical Education. To those seeking a problem for their Thesis, the abstracts, as done in this study, will prove to be of assistance.

The abstracts will save the student time in checking through the titles and contents of the Theses already prepared at this college in the field of Health and Physical Education.

4. Some valuable information is presented in these Theses, and by the use of these abstracts a student will be able to quickly determine which Theses have a bearing on his subject.

5. The information found in these abstracts may be used by other schools as a guide for planning a Health and Physical Education Program for their school.

C. Procedure

The Theses and Graduate Research Papers on Health and Physical Education, in Southwest Texas State Teachers College Library, will be used to prepare abstracts of the work done in this field. The dates of each Thesis and Research Paper will follow the titles in parentheses. The use of quotation marks will indicate that the writers' exact words were used. The four items to be found in each Thesis and Research Paper are: (1) Problem, (2) Method of Procedure, (3) Limitations, and (4) Findings.

D. Limitations

This study is limited to all Theses and Research Papers in the field of Health and Physical Education on file in the Southwest Texas State Teachers College Library from May 27, 1938, to May 27, 1949.

CHAPTER II

THE ABSTRACTS

ANDREWS, JOE P.

A SURVEY OF THE HEALTH SERVICES OF SOUTHWEST TEXAS STATE TEACHERS COLLEGE COMPARED TO THE HEALTH SERVICES OF THE OTHER TEACHERS COLLEGES IN TEXAS (MAY, 1949).

A. Problem

The problem of this study was to make a survey of the health services of the State Teachers Colleges in Texas for the purpose of finding out how the health services of Southwest Texas State Teachers College compared with the health services rendered by the other Colleges.

B. Method of Procedure

The writer of this study proposed to show the need of the health services and the welfare of the 1,780 students enrolled, the faculty, and employees of the college. This paper attempted to give an overall picture of the health program of this college and compare it with the other Teachers Colleges in Texas.

To obtain information needed, a questionnaire was sent to the Health Director of each Teachers College. This questionnaire contained health practices listed under these functions: (I) Administrative, (II) Medical, (III) Dietary, (IV) Health and Physical Education.

C. Limitations

This study was confined to the seven State Teachers Colleges in Texas in regard to the physical health of the students. The seven colleges were namely, Southwest Texas State Teachers College, Sam Houston State Teachers College, Stephen F. Austin State Teachers College, North Texas State Teachers College, West Texas State Teachers College, Sul Ross State Teachers College, and East Texas State Teachers College. The questionnaire that was used was not meant to set a pattern of what services a school should render. It was used merely as a comparison of the health program of the Teachers Colleges in Texas.

D. Findings

The following data were reported as a result of the questionnaires that were sent to the seven Teachers Colleges.

1. Southwest Texas State Teachers College

- a. The administration of this college supplied a physician on a part time basis, a full time registered nurse, and employed one student helper.
- b. A physical examination of each student was required at least once a year during Freshman and Sophomore years only.
- c. The college health service council was composed of the medical service and the physical education departments.
- d. The department of physical education made provision for the physical fitness test to determine the students' fitness index.
- e. Students with disabilities, mothers, and students past the Sophomore grade (other than physical education majors) were excused from physical activities.
- f. Health services were available to the college students only; however, the faculty could pay the health fee and obtain medical services along with the students.
- g. Inspections of the college housing units were made quarterly.

- h. The items of sanitation, heat, water supply, and lighting were checked as conforming to acceptable school standards.
- i. Health certificates were required of all food handlers in the dietary service. A trained dietitian was employed, who inspects food, kitchen, and utensils daily.

2. North Texas State Teachers College

- a. Two physicians, six registered nurses, and one medical technician were employed full time.
- b. Students were required to have a physical examination before entering school. This examination was made by the students' family physicians before entrance to the college.
- c. Health services were available to students, faculty, and college employees.
- d. Housing facilities were inspected annually.
- e. The items of sanitation, heat, water supply, and lighting conformed to school standards.
- f. Medical personnel were listed as being available at all times.

- g. Food handlers were required to have health certificates. A trained dietitian was employed.

3. East Texas State Teachers College

- a. One physician, one registered nurse, and one practical nurse were employed full time.
- b. Health services were available to college students only.
- c. Sanitation, heat, and surfacing of the grounds conformed to school standards.
- d. Food handlers were required to have health certificates.
- e. The department of physical education made no provision for corrective exercises or the use of physical fitness tests for determining the students fitness index.

4. West Texas State Teachers College

- a. Employed two physicians and one registered nurse.
- b. Required a physical examination at least once each year.
- c. Health services were available for students only.

- d. The dietary service employed a trained dietitian to supervise the planning and preparation of the food and to act as a dietary consultant for individual needs. The service required all food handlers to have health certificates.
- e. The department of physical education did not help administer the physical examinations. The physician determined the type of corrective exercises to be used.
- f. Students with physical disabilities were excused from taking physical education activities.

5. Sul Ross State Teachers College

- a. Employed one physician and one registered nurse.
- b. Required a physical examination at least once each year.
- c. The medical service department was listed as the health service council and the health services were available to students only.
- d. The health and safety inspection of the college housing units was made.

- e. The medical staff and services were available to the students at all times.
 - f. The dietitian made inspections of the kitchens and lunchroom.
 - g. Information was not received pertaining to standards of sanitation, heat, water supply, lighting and surfacing of grounds.
6. Stephen F. Austin State Teachers College
- a. Only State Teachers College to maintain a dentist on the medical staff in addition to one physician and one registered nurse.
 - b. Health services were available to the students only.
 - c. Inspection of the college housing facilities was made once each semester.
 - d. The food handlers were required to have health certificates, and the preparation of the food was supervised by a trained dietitian.
 - e. The physician and the directors of the physical education department decided what type of corrective exercise that was to be given.

- f. The items of heat, sanitation, water supply, lighting and surfacing of grounds conformed to school standards.
7. Sam Houston State Teachers College
- a. Supplied a medical staff of one physician and one registered nurse.
 - b. A physical examination was required of each student upon entrance to the school.
 - c. Health services were available to the students and college employees.
 - d. Monthly inspections were made of the college housing units. Janitorial force was supervised in maintaining school standards in sanitation, heat, water supply, lighting, and surfacing of the grounds.
 - e. The dietary service required all food handlers to have a health certificate. A trained dietitian supervised the planning and preparation of the food.
 - f. Regular inspection of the lunchroom and kitchen were made by the dietitian daily and by the physician twice each month.

- g. The department of physical education, the physician, and the nurse determined what corrective exercises were to be used.

An all over evaluation of the college health service programs ranked the colleges in this order:

1. Sam Houston State Teachers College
2. Stephen F. Austin State Teachers College
3. North Texas State Teachers College
4. East Texas State Teachers College
5. Southwest Texas State Teachers College
- 6.5 West Texas State Teachers College
- 6.5 Sul Ross State Teachers College

BRANDT, DAY

UNIT COURSE OF STUDY FOR INSTRUCTION IN HEALTH
EDUCATION FOR BOYS OF HAWTHORNE JUNIOR HIGH SCHOOL
(AUGUST, 1947).

A. Problem

This paper was an attempt to formulate a tentative guide for health instruction, and was to be a foundation upon which a well-rounded course was built for the boys of Hawthorne Junior High School in San Antonio, Texas.

B. Method of Procedure

An introduction of the problem constituted the first five chapters of this paper, that is, the historical development of the school health program, an analysis of health education, the objectives of health instruction, the important principles of selection and organization of subject matter, and the technique employed in developing the units.

Chapter six consisted of instructional material which had been organized around three integrating areas, namely, (1) Protection and care of life, (2) Structure, Functions, and Needs of the Body, and (3) Care of the Body. Each area was broken up into a sufficient number of separate units to make the material clear and meaningful to the students.

C. Limitations

The following factors served as limitations to this study.

1. Only the materials to be used in the instruction of children were considered in this study, rather than an exhaustive study of every phase of health education.
2. No experimentation was contemplated.
3. The material used was submitted in the form of a guide. This guide was executed for use in the instruction in health for the boys of the seventh, eighth, and ninth grades of Hawthorne Junior High School in San Antonio, Texas.

D. Findings

The unit course of study included in this paper, in health instruction, was concerned with habits, skills, knowledges, and attitudes. The teaching of health facts, the integration of health knowledge, and the guidance of children in matters pertaining to health were the three divisions of health instruction directed toward the attainment of this aim. Children of the junior high school age, the age with which this study was chiefly concerned, were eager for adventure, romantically

disposed, concerned with vacations, and devoted to friends. This child must be "shown." Therefore, this tentative guide for health instruction was built around the characteristics of the age of the child being taught. It was stated that the instruction should be graphic and applicable to facts of significance to the child. The teaching should always be pointed toward actions and habits. It should also teach him to discriminate wisely between the good and evil of the health advertising to which he is always exposed. The selection of subject matter to be taught in health instruction should be based on what experts agree should be included in the program. However, at the same time, there must be provisions for freedom in adapting the work to the variable needs and conditions as found in different classes, schools, and communities. Materials should be organized around activities which surround the child, and on the student's interest in various health activities.

BROWN, JUNE

A BRIEF STUDY OF THE EFFORTS OF A REGULAR PROGRAM OF
PHYSICAL ACTIVITY ON BASAL METABOLISM (AUGUST, 1945).

A. Problem

"It is the general purpose of this study is to endeavor to throw further light on the subject of the effects of physical activity on basal metabolism."

B. Method of Procedure

This study was conducted over a period of one month. Three subjects were selected for the study who were college women between the ages of nineteen and twenty-one. They were healthy and normal in every respect, as far as could be determined by observation. Each subject's daily work was of a different nature. Two tests were conducted on the subjects each week in the mornings between eight and ten o'clock. On the morning a test was to be given, the subject came to the laboratory with as little exertion as possible and lay quietly for one-half hour before the test. To determine the basal metabolic rate of each subject the following method was employed. The record of the test was taken from a kymograph.

The temperature of the apparatus and the barometric reading in millimeters was recorded.

C. Limitations

1. "The study was limited to a period of one month. Scheduling of individual tests depended upon the subjects' daily schedules and most of the tests were given during a free period, or between one class and the next."
2. "This is the first study of its kind to be conducted at Southwest Texas State Teachers College."

D. Findings

The factors which tended to influence basal metabolism rates in these three women included:

1. Menstruation in Women.
2. Emotional upsets.
3. Physical Activity.
4. Race.
5. Age and Sex.

COLLALANDER, BEN U.

A SURVEY OF SIX-MAN FOOTBALL IN TEXAS (AUGUST, 1941)

A. Problem

The purpose of this study was to discover if possible, ways and means for the improvement of six-man football in Texas. The study aimed to cover common current practices in Texas since six-man football was first started in this state.

B. Method of Procedure

The writer used the normative survey method. The questionnaire and check-list methods were used in securing data from the schools of the State of Texas. This questionnaire was mailed to the Superintendents of two hundred high schools playing six-man football in Texas. The main purpose of the questionnaire had to do with current practices and conditions in six-man football.

C. Limitations

The study was limited to six-man football as played in Texas except that a brief historical account was given in order that the present study could be understood better. This study was not concerned with eleven-man football, injury to players, actual play and techniques

of play, style of play, and rules except the changes that have been made or the additions to the official rules. At the time of making the study six-man football was only three years old in Texas.

D. Findings

Based on the information presented in the summary of data, the following conclusions were drawn.

1. Districts Participating

"It is most unusual for a writer to get a seventy-five per cent return and, at the same time, get a representative coverage of the entire state. Therefore, it is conservative to say that this study is a representative survey of six-man football in Texas."

2. Enrollment of School

"It is found that only a few of the larger high schools are playing six-man football. In the classification of enrollment, only fourteen schools have more than 125 in high school."

3. Insurance

"Insurance and medical care of football players in Texas in the small schools is very poor. One of the major problems of

the school administrators is to set up proper insurance and medical program for the athletic teams."

4. Type of Field and when Game is Played.

Most schools have developed good fields. A majority of the schools played their football games on Friday afternoon.

5. Transportation

The average miles varied widely because of the brief time the game has been played in Texas. Some of the districts were sparsely settled. However, as the game grows in popularity and more schools are added to the various districts, the average miles will gradually be lowered. Funds for transportation were furnished either from Board of Education funds or the athletic departments.

6. Other Findings

Those who work with the teams, as well as the boys who play six-man football, will be extremely pleased if the following major points can be realized:

- (1) Coaches' Association; (2) Championship;
- (3) Limit on size of school; (4) Insurance;
- (5) Standardized Officiating.

CORDER, WILLIAM N.

SELECTING ATHLETIC ACTIVITIES FOR MEN STUDENTS AT
TEXAS LUTHERAN COLLEGE (AUGUST, 1948).

A. Problem

It was the purpose of this study to select activities to recommend for intercollegiate, intramural, physical education, and recreation purposes for men students at Texas Lutheran College.

B. Method of Procedure

Surveys were conducted of student interest, local faculty interest at Texas Lutheran College, and other Junior College practice in Athletic activities for men in Texas. The data were tabulated and arranged in table form. The various findings were brought together and summarized to arrive at a final ranking of the activities for use in recommending activities for the program.

C. Limitations

Questionnaires listing forty activities were circulated among the students at the Texas Lutheran College to find out which activities they liked to engage, and in which activities they cared to learn more about, and which ones they liked best.

The information of the questionnaire did not indicate the activities the students would like to see as an intercollegiate or intramural program. Forty boys filled out the questionnaire.

D. Findings

These ranks were determined by averaging the percentile rankings by men students, faculty and staff suggestions as to possible carry-over value, and Daniels National survey of facilities available to colleges. The following activities were those selected and classified by the writer, as a result of the research done in this field of study.

1. "The six intercollegiate activities ranked highest were basketball, football, track, tennis, golf, and baseball."
2. "The eight intramural activities ranked highest were softball, basketball, tennis, volleyball, track, ping pong, swimming, and touch football."
3. "The eight physical education activities ranked highest were tennis, basketball, swimming, softball, volleyball, golf, badminton, and archery."

4. "The eight recreation activities ranked highest were softball, swimming, volleyball, tennis, basketball, horseshoes, archery, and ping pong."

EHLERT, BERRY W.

A PHYSICAL EDUCATION PROGRAM FOR EXCEPTIONAL
CHILDREN (AUGUST, 1948).

A. Problem

The problem involved in this study was to set up a physical education program to provide recreative values for the handicapped child. Many of the activities were of necessity altered somewhat in order to fit the individual differences and abilities. There were many activities that came under the heading of recreation. The term re-creation was frequently used in this paper instead of recreation. The hyphenated term was preferred by the writer because it tended to suggest the re-awakening of the desires for recreation in the handicapped child.

B. Method of Procedure

This program was based on the observation and study of each of the six types of handicapped children who were enrolled in Eloise Japhet School for Exceptional Children, San Antonio, Texas.

1. Deficient Vision
2. Deficient Hearing
3. Orthopedic

4. Speech Disorders
5. Lowered Vitality
6. Nervous Disorders

C. Limitations

This program was based on personal observation and study of the ninety pupils of the Eloise Japhet School for Exceptional Children, San Antonio, Texas. At the time of writing the thesis, this particular school was the only public school of this type in Texas. This school does not enroll the mentally affected child.

D. Findings

The following activities were suggested for this group:

1. Bar chinning
2. Weight lifting
3. Stationary bicycling
4. Rowing
5. Ring swing
6. Shuffleboard
7. Bounce ball
8. Wheel chair soccer
9. Tumbling
10. Quoits

11. Croquet
12. Tennis ball throw
13. Paper bag shot-put
14. Spoon-ball relay
15. Horseshoe pitching
16. Washer pitching
17. Spring-pulley
18. Punching bag
19. Medicine ball

Other activities for groups in proportion to available facilities and abilities were:

1. Rhythmics
2. Tag games
3. Relays
4. Ping pong
5. Volleyball
6. Kick baseball
7. Softball
8. Punt ball
9. Badminton
10. Basketball
11. Basketball free throw
12. Basketball dribble relay
13. Basketball twenty one
14. Rope jumping

15. Push ups
16. Sit ups
17. Island fight
18. Hole bowl
19. Jump and reach
20. Standing broad jump
21. Rope climbing
22. Medicine ball throw
23. Handball

According to the writer the program of activities "conforms to the accepted principles and ideas of education, and meets the requirements of the general and specific objectives of physical education. This group, composed largely of cerebral palsy, poliomyelitis, and spina bifida victims, will of necessity be started together. Select one activity and have all members participate. Try to stay with one activity for a period of five days. The teacher should not be too concerned about the efficiency on the parts of the participants. The children should be given a large variety of activities to afford a wider range of muscle usage."

The writer recommended that:

1. "Students be divided into groups as to

age and ability."

2. "Activities be selected on a weekly basis."
3. "One teacher be assigned two or three groups depending on the type of groups involved."
4. "Students be used for officials and umpires whenever possible."
5. "The teacher be constantly on the alert to stimulate the spirit of competition."
6. "Any improvement on the part of a participant, no matter how slight, is to be praised by the teacher."
7. "All corrections be made with sympathetic understanding."

EVANS, CLAUDE T.

AN OBJECTIVE METHOD OF MARKING IN HEALTH EDUCATION
FOR THE ELEMENTARY SCHOOL, SAN MARCOS, TEXAS
(AUGUST, 1941).

A. Problem

"The problem that is undertaken in this study is to develop an objective method of marking in health education for the boys in the Elementary School of San Marcos, Texas, by means of a health and physical appraisal. Its purpose is not to grade the individual, but to give the physical education instructor a means of studying the individual objectively and of planning his program according to individual needs."

B. Method of Procedure

A health appraisal was made of the elementary boys in grades four, five, and six. One hundred and thirty boys comprised these grades, with ages ranging from nine to fourteen years.

A card was prepared for each boy which included the following items: name, age, weight, height, pulse rate; defects including vision, hearing, tonsils, teeth, and skin; ailments divided into breathlessness, ease of fatigue, digestion, constipation, colds, coughs, ears, eyes, headaches,

and nervousness; and physical test--the shot-put.

C. Limitations

1. The health examination was of the type that would be administered by the Physical and Health Education instructor, rather than the type administered by a medical doctor. Therefore, it would be only as accurate as examinations under such conditions can be.
2. The periods in which the examinations were made were short and the number of students large (one hundred and thirty boys). The writer of this study worked alone and administered the health examinations only during school class periods. The study was, however, accurate enough to be helpful to the instructor and the student as well, since defects and ailments are discovered and can be corrected.

D. Findings

The health examination used in this study was divided into five divisions, namely, weight, height, defects, ailments, and physical ability.

1. Height Mark--each individual was measured and his height was subtracted algebraically from the mean height of boys of San Marcos. In order to obtain a mark for this division of the health study the standard deviation for boys of the nation was arranged into a marking scale as shown on pages 22 and 24 of this study. Each individual's deviation was located in this scale and a mark assigned accordingly.
2. Weight Mark--each individual was weighed and his weight subtracted algebraically from the mean weight according to his age and height as shown on the chart on page 19 of this study. The deviations were arranged and the frequencies tabulated. Each individual's deviation was located on a marking scale and a mark assigned accordingly.
3. Defect--each individual was checked for the following defects: vision, hearing, tonsils, teeth, and skin. The number of defects were located on the defect marking scale and the corresponding mark assigned.
4. Ailments--the following ailments: breathlessness, easily fatigues, constipation, colds,

cough, ears, eyes, headaches, and nervousness were checked for each individual by means of a questionnaire and by observation and the number of ailments recorded. This number was located on the ailment marking chart and the corresponding mark assigned.

5. Physical Ability Mark--each individual was given the test and the distance he put the shot was recorded. His mark was obtained by locating his distance and grade on the marking scale and assigning the corresponding mark.
6. Final Health Mark--this was obtained by assigning each individual's marks a point value, according to a scale given in the study. Each individual's points were then added, arranged into intervals, and their frequencies tabulated. Each individual's total points were located on the marking scale, and the proper mark assigned.

*It must be remembered that this is not a method of determining a grade for the individual's report card, but it is an objective means of marking the individual and showing where he stands with reference to the group so that the instructor

may have a definite basis for the study of both his group and the individual in that group."

EVANS, MRS. RUTH

PROCEDURE FOR DETERMINING AND METHODS OF RECORDING
HEALTH AND PHYSICAL-FITNESS STATUS OF THE SAN
MARCOS ELEMENTARY SCHOOL (AUGUST, 1946).

A. Problem

The purpose of this study was to describe a procedure for obtaining both the health and physical-fitness status of each child and to set up a card form for recording them.

B. Method of Procedure

The method of procedure and technique for this study were set up under observation, appraisal, examination, and testing of each child in this particular school. (1) The teacher was to observe for signs of unusual physical appearance, irritability, and complaints of unusual tired feeling, not feeling well and the like during class or recess periods. (2) Each child was given a screening examination to check for defects, ailments, and communicable diseases at the beginning of the school year. (3) Each child was to have a health examination before entering school. (4) The following physical-fitness factors were appraised for each child: strength, stamina, endurance, and coordination.

C. Limitations

1. The writer was aided in this study by four of her colleagues, namely, Misses Martha Bennett, Christine Boyce, Rosemary McGee, and Mrs. Dixie Lee Smith.
2. Eighty-six boys and girls in the fourth grade of the San Marcos Elementary School, San Marcos, Texas, were used as subjects in this study.

D. Findings

The study described in this problem developed procedures for obtaining methods of recording the health and physical-fitness status of the fourth-grade boys and girls in the San Marcos Elementary School. The procedures were very simple; they were planned for execution by the classroom teacher so that she could obtain the information about her students in a short time. The methods were also simple and were planned in such a way that only a minimum of writing and marking would be necessary. The health status of the child could be obtained through a health appraisal test. The procedure would be to check on ailments, communicable diseases, immunizations, and defects. An individual

record of all information of each child could be made on a health appraisal card. A physical-fitness test card was also presented to record the score of each individual which would readily give a picture of the child's physical-fitness. It was shown that from these tests, the child, parents, and teachers could find out that which was needed to be done, and the ailments would be known that might be hindering the child. The physical-fitness card showed whether or not the pupil was physically fit.

"The following suggestions are valuable in keeping the health and fitness records:

1. A health appraisal record to appear on the front of the card and the physical-fitness record to appear on the back of the same card. This was the complete health and fitness record for the individuals and may be located and studied in a short time. The card on which the records appear should be of a convenient filing size, perhaps eight by ten inches.
2. The record should be kept for each individual in the school just as a record of each individual's academic activity is kept. The record

can be used throughout the student's attendance in school. It is advisable to mark the health record in pencil so it can be changed from year to year. Once the teacher has the health and fitness of each child, it will be a great help to understand him better. Everyone would agree that we can expect only a maximum amount from those who have good health and are physically fit."

GRINNEL, WILEY B.

THE ORGANIZATION AND DEVELOPMENT OF A SUMMER CAMP
FOR BOYS (MAY, 1946).

A. Problem

The purpose of this study was:

1. To assist those who may be interested in organizing and developing a summer camp for boys.
2. To present the trends in organized camping.

B. Method of Procedure

In making this study, (1) the methods of camp organization and development and (2) the trends in organized camping as observed by the writer in summer camps were used as sources of materials. This study and observation were done over a period of five years, while the writer served as counselor, camp director, and observer at various camps in Texas and Michigan.

Also at the disposal of the writer was the W. K. Kellogg Foundation Library of Camping at Clear Lake Camp, Dowling, Michigan, during the summer of 1945.

C. Limitations

1. This study dealt primarily with the privately owned and operated camp, which operates during

the months of June, July, and August for sessions varying from three to eight weeks.

2. The study of the many types of camps for boys, such as the private camp, school camp, church camp; and various organization camps such as Boy Scout Camp, Y. M. C. A. Camp, and the Welfare Agency Camp was not attempted in this study.
3. A privately owned and operated camp is one which is owned by an individual, or individuals, who have complete control over the material lay-out of the camp and who control camp policies. In this type of camp a set tuition is paid by the camper.

D. Findings

"As a result of this study, the following conclusions were reached:

1. That the summer camp is a very important part of the education of the child.
2. That, for the most part, summer camps are operating along educational lines.
3. That the camp directors are becoming more and more accepted as educators.
4. That the philosophy of most camps, or of camping education, is: to direct and

improve the camper in social living.

5. That more steps will be taken by colleges and universities to produce better qualified and more highly trained leadership for camps.
6. That definite steps are being made by some colleges and universities to sell camping education through camping education courses and related subjects.
7. That the summer camp as purely a profit making organization, in the future, will be relegated to a place of secondary importance.
8. That camp programing is becoming more and more informal with the camper being given more opportunity to aid in the planning."

HACKNEY, ROBERT S.

A TENTATIVE COURSE OF STUDY IN HEALTH AND PHYSICAL
EDUCATION FOR HIGH SCHOOL BOYS (AUGUST, 1948).

A. Problem

The purpose of this study was to provide a tentative course of instruction in health and physical education for first-year senior high school boys.

B. Method of Procedure

A questionnaire was sent to one or more of the accredited four-year high schools of each of the State supervisory districts. Reports were obtained from each of the twenty-four districts and the returns tabulated. By this means, a sampling of the physical education programs of the state was obtained.

C. Limitations

The following served as limitations to this study:

1. This study was limited to freshman boys' program of health and physical education on the senior high school level.
2. The curriculum was so developed that it might be adjusted to the needs of a particular situation.

3. The curriculum was of a tentative nature and should be revised to fit conditions.
4. The health phase of this study was limited to a series of ten health lessons which might be used during the semester at such periods as appears to be wise in terms of the total program.

D. Findings

The questionnaire served as a basis of data for the planning of a course of study in health and physical education, which was included in this thesis.

Interesting data obtained from the questionnaire is given below:

1. The number of students participating in the various programs ranged from fifty students to one thousand students.
2. Seventeen schools followed no course of study, and seven reported the use of one.
3. Of the seven schools reporting the use of a course of study, all courses had initial dates of 1944 through 1948. No revision dates were reported.
4. Of these seven courses of study, four needed revision, three needed no revision.

5. All schools reporting the use of a course of study made provision for the strengthening of special parts.
6. Seven schools reported that if a course was available it was used. Two schools reported having a course of study but made no use of it.
7. Ten schools reported they would be willing to use a course of instruction if it were made available. Five schools reported they would not be interested.
8. Sixteen schools reported having Bulletin 444, the Handbook on Health and Physical Education. Eight reported they did not have a copy.

The activity program was presented as a result of the answers to the questionnaires, and the research done in connection with the health and physical education needs of high school boys.

HOUSTON, JOHN ALBERT

A SURVEY OF TEACHING LOADS OF MEN COACHES IN
REGION X A OF THE UNIVERSITY INTERSCHOLASTIC
LEAGUE (AUGUST, 1942).

A. Problem

The purpose of this study was to determine the teaching load of men coaches in Region X A of the University Interscholastic League.

B. Method of Procedure

The first chapter of this study clearly defined the term "teaching load." In order to arrive at a definition of a teaching load or to set up standards for estimating a teaching load, a unit of measure had to be defined. The unit of measure that was used in this study was the clock hours per week.

The purpose of the second chapter was to present a review of the literature on the work load of teachers and to show the lack of common standards in the methods of computation of teacher work load, particularly in physical education and coaching in high school.

Chapter three dealt with the particular questionnaire used in this survey of the teaching loads of men coaches in Region X A of the University

Interscholastic League, and a copy of it was given in the appendix.

The fourth chapter dealt entirely with the data obtained from the questionnaires. The questionnaire was sent to all high school coaches in Region X A of the University Interscholastic League. The data were given in the tables included in this study and were calculated on a basis of total clock hours per week.

C. Limitations

1. This study was limited to the high school coaches of Region X A of the University Interscholastic League.
2. The questionnaire that was sent out to the coaches asked information only on the sports of football, basketball, and track because of the fact that when this study was started, these were the only major sports included in the University Interscholastic League program.

D. Findings

The most important information brought out in the study was:

1. That the work load for teachers exceeding a maximum of forty-eight hours per week may be considered as endangering educational efficiency.

2. That the total work load of coaches was
62.49 hours per week during the school year.
3. That the average time spent by coaches per
week during a season was:

football.....	48.26
basketball.....	20.08
track.....	15.52
4. That the average time spent by coaches per
week during the school year was:

teaching.....	36.62
football.....	16.82
basketball.....	5.32
track.....	3.73

Considering the forty-eight hour week as a standard working load, the load for the group studied was as follows:

1. The coaching of football was .35 of a load.
2. The coaching of basketball was .11 of a load.
3. The coaching of track was .08 of a load.
4. The coaching of football and basketball was .46 of a load.
5. The coaching of football, basketball, and track was .54 of a load.

The average coach in Region X A carried 1.3 of a load.

JOHNSON, EUGENIA

A SURVEY OF GIRLS' CAMPS IN TEXAS TO DETERMINE THE EDUCATIONAL, SOCIOLOGICAL, AND RECREATIONAL STANDARDS MAINTAINED (AUGUST, 1948).

A. Problem

The purpose of this problem was to study the social, educational, and recreational values to the individual obtainable through camping experience.

B. Method of Procedure

The normative survey was selected as the method to be used in the development of this study. The materials used for this project were secured from a survey of existing conditions in girls' camps in Texas.

A questionnaire was sent to the Young Women's Christian Association Camps, The Camp Fire Girls' Camps, The Girl Scouts' Camp, and The Commercial Camps in the state. Seventeen camp directors returned answers for the study.

C. Limitations

This study was limited to a survey of private or commercial and organizational girls' camps in Texas.

D. Findings

"The following conclusions may be drawn from the data obtained from the seventeen camps:

1. The aims of the camps are all similar, as given by each director.
2. One learns by doing, and this is the purpose of the camp, since all resort in carrying out the plans.
3. Every camp has developed a recreational program to obtain maximum development of each camper's realization of the value of recreation.
4. The aims of the campers fifty years ago are similar to those of today.
5. All the camps have similar traits, such as the means of selecting a counselor; the type of special events sponsored; the requirement of a health certificate of all campers; offering certain activities under instruction such as swimming and nature study; and to insure the health and care of every camper.
6. Valuable social traits are required during the camper's participation in the camp program by developing leadership ability by actual participation in planning the programs in the evenings.

7. Camps usually accept campers with certain defects such as a bad heart and a hearing defect, but the directors usually require the approval of a physician.
8. The schools of today are wanting to add a camping program in the school system, so that all children will have a chance in camping experiences, which will promote educational values, sociological values, and recreational values."

MARTIN, ROBERT LEE

COMPARISON OF TEACHER OPINION ON TRAITS OF HIGH SCHOOL FOOTBALL BOYS AND FINDINGS OF RESEARCH STUDIES (AUGUST, 1947).

A. Problem

The primary purpose of this study was to compare teacher opinions of the character traits possessed by athletic participants in the game of football with the results of some objective studies that have been made on the subject.

B. Method of Procedure

One hundred graduate students in the teaching profession enrolled at Southwest Texas State Teachers College, San Marcos, Texas, were given a mimeographed questionnaire which had seventeen questions relating to character conduct, positively stated, to be answered yes or no. A short definition of each trait was appended to be read before the answers were attempted.

These questions dealt with: aggressiveness, initiative, decision, self-confidence, thoroughness, sportsmanship, respect, loyalty, perseverance, alertness, cooperation, integrity, politeness, and being respectful.

C. Limitations

This study was limited to the traits of boys of

high school age who were athletic participants in the game of football.

D. Findings

From the summary of total responses of the questionnaire the following characteristics of athletes were noted:

1. Sixty-nine per cent were of the opinion that football boys possessed ease of manner.
2. Ninety-five per cent believed that football boys were popular.
3. Ninety-six per cent thought that football boys possessed self-confidence.
4. Ninety-nine per cent believed football boys were cooperative.
5. Forty per cent of all answers indicated that the athletes did not apply themselves in class, which suggested why athletes would make slightly lower grades than non-athletes.
6. Only sixty-seven per cent believed that football boys were thorough, which may account for the fact that these boys made better grades when they were not engaged in a sport.

"From several objective comparisons of intelligence and scholarship of athletes and non-athletes, the following conclusions were reached:

1. The scholastic record and intelligence was slightly lower for athletes than non-athletes, but on the basis of scholarship, the non-athletes had very little advantage.
2. Scholarship was high for all leaders in all fields of student activities. The athletic leaders were the lowest of the groups of leaders in scholarship, but were average in the class.
3. No justification that letter boys were any different in ability from other high school boys.
4. The athletes were chosen or elected for more extra-curricular activities than non-athletes.
5. The athletes did better work in school when they were not competing in sports.
6. The grades were not different between the groups, but the I.Q.'s of the athletes were slightly higher.
7. There was little or no difference in the athletes and non-athletes in scholarship or achievement."

McCARLEY, PAUL

A SURVEY AND COMPARISON OF VARIOUS METHODS OF
ORGANIZATION AND ADMINISTRATION OF SUMMER CAMPS
FOR BOYS WITH PARTICULAR REFERENCE TO KERR COUNTY
OF TEXAS (AUGUST, 1948).

A. Problem

The purpose of the problem was to make a survey and comparison of various methods of organization and administration of summer camps for boys with particular reference to Kerr County of Texas.

B. Method of Procedure

1. An investigation of the area to be surveyed was made, and a list of the camps located near by was compiled.
2. The questionnaire sent to the directors of the camps was developed after a study of "best practices," by outstanding authorities on camping. The first group of questions dealt with the history of the camp, its age, growth, and development. The background of the founder, his education, training, previous experience, and occupation, revealed the source of the policies and ideals that permeated the camp. The second group of questions concerned personnel.

3. Questionnaires were mailed to the directors of the camps and results returned. A chart of the replies was made for compiling results and comparing the practices found in the various camps.
4. The directors from the camps were interviewed.
5. A study of the catalogs of each of the camps was made to determine location, personnel, equipment, program, and policies.
6. Comparisons were made between the findings of the various camps.

C. Limitations

This study was made alone by the writer, and it included only the organization and administration of six camps for boys, located in Kerr County of Texas. Boys from the age of six to eighteen were included in the study.

Private Camps—Camp La Junta, Camp Rio Vista, and Camp Stewart.

Organization Camps—Catholic Boys, Y. M. C. A., and the Boy Scouts Camps.

D. Findings

Private camps afforded each camper an opportunity for all-round development and growth through limitation of the enrollment, through the policy

of grouping boys by age, and through the practice of maintaining a rather extended camping period. The organization camps, while caring for fewer boys and for shorter periods of time, provided camping for many boys who would not otherwise have had the opportunity. Quite a difference was found between the fees charged by the private camps and the organization camps. While the original fee in the private camp included practically all activities offered, there were a few extra charges made for such items as laundry, tutoring, riflery, movies, and crafts.

The camps fostered religious observances as well as encouraged physical and moral growth. Non-denominational vesper services were held in all camps at sundown each Sunday evening, and Catholic faiths were taken to Kerrville to mass each Sunday morning.

Each of the camps welcomed the visits from the parents, but requested limited visits. In private camps the directors suggested that the visits be no more often than once every two weeks.

All of the camps used withholding of privileges as a means of disciplining campers, and none resorted to physical punishment. In some cases, dismissal from camp was used as a final resort. From the findings of the questionnaire, it was noted that the campers were carefully guarded for the health and safety of each member. They were immunized against different diseases, checked for personal cleanliness, and quarters were inspected thoroughly.

Well trained men were in charge of the campers; these men took an interest in working with boys and had years of service in that field. They were paid a good salary for the summer months and were given time off.

All camps appeared to be well-located, with a sufficient number of acres in each site to afford room for the number of boy campers staying there. The camp that had the smallest enrollment had the smallest camp site; while the camp with the largest enrollment had the largest camp site.

It was evident from the enrollment and the fees charged that the gross income of the private camps ran into five or six figures. The profit

occurring from the year's operation was a factor that camp directors disliked to divulge.

PAGEL, LYDIA ELEANOR

A STUDY OF HEALTH IN BRACKENRIDGE HIGH SCHOOL
(AUGUST, 1939).

A. Problem

This study consisted of a procedure to determine the extent of health information gained by girls of the Brackenridge High School, San Antonio, Texas, through Health Instruction, Text Books, and general course work, and to construct a health program based on the information gained through the study.

B. Procedure

To determine the status of health instruction in Brackenridge High School, and to obtain materials for a health program, the following procedures were used.

- "1. A study was made of the literature in this field.
2. An integrating of health instruction in Brackenridge High School was conducted by means of:
 - a. A questionnaire was given to the girls to see what they read outside of school, and to find the topics of greatest interest to them.

- b. Examination of text books to find health content.
 - c. Check list submitted to teacher and an examination of daily programs to determine the extent of integration.
 - d. Reasons for absences were studied to find their relation to illness.
 - e. By questionnaire the student's reaction on results of medical examination were determined.
3. A study of health programs was made in order to determine the most desirable subject matter.

This was done by:

- a. An examination of health curricula, text books on health and readings on health topics.
 - b. Submitting a check list of health topics to teachers interested in health instruction in order to obtain their reaction on the desirability of topics presented by checking.
4. A health program based on the results of this study, and on the present physiology course, was constructed."

C. Limitations

This study was limited to the Brackenridge High School, and only data concerning girls were used.

D. Findings

1. As the result of the questionnaires it was found that the girls did not select health topics for outside readings.
2. By examination of the text books and the students' daily program, it was found that very little integration existed.
3. There was a large percentage of absences due to illness.
4. Special physical education offered to students was of no value to them other than just meeting the class.

The findings of this study were deemed sufficient evidence to proceed with the building of a health program, which the writer constructed and included in this thesis. The writer suggested that further study be made in regard to causes of absences, that instruction be offered to those permanently or temporarily disabled for regular physical activities.

RUNNELS, FRANK CARSON

FOOTBALL AS CONDUCTED BY THE INTERSCHOLASTIC
LEAGUE OF TEXAS (AUGUST, 1940).

A. Problem

The problem was directed toward an analysis of the program of football as a part of the University Interscholastic League.

B. Method of Procedure

The writer investigated the problem first giving the growth of the University Interscholastic League and the history of the organization of football as to the development of its schedule and rules of the league from 1920 to 1940. Special attention was given to facts bearing on athletic injuries and their treatment.

C. Limitations

The writer of this study worked alone on the problem and obtained most of his materials from the Interscholastic League Headquarters in Austin, Texas. Two phases of importance pertaining to football in the high schools of Texas were omitted in this study. These were (1) the rules of the present organization, (2) and the financial issues.

D. Findings

By 1910 football had been accepted as a popular college sport, and a few high schools were playing the game. The University Interscholastic Athletic Association was organized in 1912, at which time a constitution, by-laws, rules and regulations for the annual meet were printed in a handbook. It was not until 1914 that football was included in the League activity. Not until 1920 was there a definite plan for championship games of football. It was found that very few changes had been made in the playing of the game of football from 1920 to 1940, except the introduction of six-man teams for smaller schools. There have been some rules changing during this period: (1) a rule requiring line-men to stay on the line of scrimmage until play is completed; (2) a rule that cleats on the shoes must not be pointed; (3) the eight semester rule was replaced by the 18-year rule; (4) no team could assemble for fall practice before September 1; (5) spring practice was not to last longer than thirty calendar days; and (6) players were required to wear their helmets during the participation of all games.

"In general, causes of injuries may be summed up as follows:

1. Failure to give adequate time to training and fundamentals.
2. Failure to remove injured boys promptly from participation.
3. Failure to insist on a thorough examination.
4. Failure to give proper attention to equipment.
5. Failure of coaches to consider boys' health rather than winning scores.*

Proposed remedies for injuries may be summed up as follows:

1. Several weeks of practice be required before a scheduled game.
2. A thorough physical examination should be required by the family doctor for each boy.
3. Longer intermission between quarters and halves than is provided by interscholastic rules.
4. Work should be continued on proper safety standards for equipment.
5. Thorough training should be given coaches and officials in the administering of the rules.
6. Schedules should be limited to eight games or less.
7. Insist on use of interscholastic rules and train players, coaches, and officials in

accordance with interscholastic interpretations.

SARROTT, CHARLOTTE J.

ACTIVITY TEACHING FOR THE FIRST GRADE (LATIN-AMERICAN CHILDREN) (AUGUST, 1948).

A. Problem

The purpose of this study was to construct a descriptive compilation of the activities that could be used in teaching first grade children, with special reference to the Latin-American.

B. Method of Procedure

The background of activity teaching, its origin, and its development was first established.

Selection was then made of the activities best suited to teaching in active play. Since the beginning child does not receive close supervision, the activities selected were ones that could be taught quickly and without detailed explanation. The writer had number and word flashboards, flannel board and pictures; prepared material, record player and records, strip film, projector, volleyball or some suitable ball, and the regular classroom materials available at the beginning of the program. The activities taught in this study dealt primarily with the American system of education. The activities selected were those that placed

emphasis upon the speaking and the reading vocabulary of the first grade Latin-American child, while at the same time, gave added skill to the Anglo-American child.

C. Limitations

The writer worked alone on this study, but had helpful suggestions from the faculty of Crockett Elementary School, San Antonio, Texas. The study included only the first grade and dealt primarily with Latin-American children.

D. Findings

Teaching by games applied the principle of pupil self-participation. The children did not choose their own program; the program was planned to help the teacher utilize play in the nature and training of children by suggesting types of activities especially adapted to the mental and physical needs of a particular group. The teacher so manipulated the learning situation that the pupils chose the activities which she had pre-selected. The activity program admitted that a minimum of drill was indispensable, but it emphasized the fact that the technique for drill should be perfected and made more pleasant through greater individualization of method. The beginning teacher would find it hard to

teach English by repeating over and over and to provide drills in other subjects for Latin-American children. All of the activities used or selected were proved successful for the teacher.

Some of the activities taught were:

1. Language Activities
2. Spelling Activities
3. Reading Activities
4. Arithmetic Activities
5. Physical Education Games

SCHMID, MARGARET

THE ORGANIZATION AND ACTIVITIES OF THE JUNIOR RED
CROSS IN THE ELEMENTARY SCHOOLS (JUNE, 1944).

A. Problem

The problem was a study of the organization and activities of the Junior Red Cross in the elementary schools of the United States.

B. Method of Procedure

The method of procedure used in the study was as follows:

1. A brief history was made of the Red Cross as an International Organization.
2. The early work of the Red Cross in the United States was given.
3. An explanation of the origin of the Junior Red Cross was given.
4. A review was made of the activities of Junior Red Cross in the elementary schools.
5. A unit on Red Cross activities was worked out, giving a day by day classroom plan for the "Junior Red Cross enrollment for service campaign."

C. Limitations

The limitations of this study were as follows:

1. It was devoted to a discussion of the American Red Cross.

2. The greater part of the discussion was limited to a survey of the organization and activities of the American Red Cross.

D. Findings

It was said that the philosophy of the Junior Red Cross is "to live and help others live." Since World War II began, over \$250,000 has been given for the relief of children in Finland, Poland, France, Spain, Greece, China, Great Britain, the Soviet Union, and Iceland. This was only a sample of what the Junior Red Cross has done in the way of bringing aid, relief, and happiness to others. It was believed that the Red Cross projects in our schools were distinctly a proper and desirable addition to educational processes, since the very core of the Red Cross work is social understanding and appreciation of human needs.

Included in this paper was a unit on Red Cross activities, giving a day by day classroom plan.

SHANNON, WILLIAM PATRICK

EFFECT ON MOTOR SKILLS OF ALTERNATING PRACTICE AND
NON-PRACTICE PERIODS OF DIFFERENT LENGTHS (AUGUST,
1948).

A. Problem

This study was a comparison of the effects of alternating practice and non-practice periods on learning a specific motor skill. This skill was bouncing a basketball from a chest-pass position against a hard surface over a distance of six feet. It involved a high degree of muscular coordination, muscle tone, timing, and opposition, along with a certain degree of strength.

B. Method of Procedure

A conditioning period was used for equating the four groups in the experiment and for acquainting the subjects with the motor skill.

The practice period followed, during which time Group II would alternate practices, playing three and resting three for sixty-one days; Group III alternated six non-practice days for the same period; and Group IV alternated nine days of practice with nine of non-practice for the sixty-one days.

The ranking of the four groups over the entire period was determined by the comparison of composite means and was as follows:

1. Group II
2. Group I
3. Group III
4. Group IV

C. Limitations

The experiment was limited to sixty-one sixteen year old boys enrolled in physical education classes at the San Antonio Vocational and Technical High School, San Antonio, Texas.

D. Findings

The results appeared to show conclusively that the method of practice used with Group II, consisting of alternating three days' practice with three days of non-practice, was superior to that of all other methods, with respect to efficiency in learning the motor skill used.

Although Group II spent less than half as much time in actual practice as the third group, it showed a marked mean improvement over the third group.

The final analysis of the results of this study seemed to indicate that a method of alternating short practice periods with short non-practice

periods, would produce more efficient learning of the skill involved than would be obtained by long practice periods, alternated with long non-practice periods, or from practice periods daily.

SPECK, BEATRICE F.

A STUDY OF THE RECREATION DEPARTMENT OF AUSTIN,
TEXAS (AUGUST, 1948).

A. Problem

It was the purpose of this study to present an overview of the Austin Recreation Department, to compare it with other city recreation programs with similar populations, and in the light of other programs, to offer suggestions for enlarging and improving the Austin program.

B. Method of Procedure

A study was made of the philosophy, aims, and organization of the municipally operated Austin Recreation Department. A check list was compiled and mailed to key recreation people in cities of comparable population between 50,000 and 150,000 population. From the tabulated results of the replies, conclusions were drawn as to how the Austin program compared with the other programs. Suggestions were made as to how Austin's recreation program might be improved.

C. Limitations

The study was limited to the Austin Recreation Department and the recreation departments of fifteen cities of between 50,000 and 150,000 population.

D. Findings

The Austin program was not ideal, but it planned a functioning program as long as finances allowed. The program was in the direction of securing for all ages of people in the municipality which it serves, a well-rounded program for a wholesome use of leisure time. It recognized the need of correctly trained adults as leaders in the community and of children being trained in the skills that had carry-over values for later life. The program was broken down to handle the three races of the populace: Latin-American, Negroes, and White. It provided for all groups, meeting the needs of the individual for mental, physical creative, and social activities. This program was non-commercial and received no awards, and offered none, except the personal pleasure and the moral building of the individual and the family group. It should help to educate the youth and to re-create in adults the skills in and desire for good recreation. It stressed the use of leisure time as an important process of living rather than a wasted opportunity. A study of fifteen cities in the United States with similar population showed that activities most

frequently used were coordinated in the Austin program. It also showed that Austin ranked high in the budget and attendance, compared with other large cities.

The check-list proved that in every instance regularly scheduled activities were supplemented with special events for city-wide enjoyment, that facilities were of vital importance in carrying on a far reaching program; and that recreation was a growing concept.

In order to provide activity for all the nationalities residing in the city, the Recreation Department should set up a program to include activities for the pre-school child, the school child, the teen-ager, the housewife, the business people, and the older group.

Physical, mental, and social needs should be met. There should be programs to help develop the body skills and fine arts programs to create mental interest.

SNYDER, NELLIE ERSKINE

SURVEY OF MUNICIPAL RECREATION IN SAN ANTONIO
(AUGUST, 1941).

A. Problem

The purpose of this study was (1) to survey municipal recreation in San Antonio from its beginning to 1940 and (2) to show the progress, if any, that had been made during that time. This particular survey showed the presence or absence of recreational interest in San Antonio for the past four decades.

B. Method of Procedure

The data obtained from a survey of municipal recreation in San Antonio, Texas, were analyzed in terms of recreational facilities and were as follows:

1. Space
2. Location
3. Expenditure
4. Leadership
5. Attendance at the facilities

The information obtained was correlated in tabular form where this was possible. The percentage of relationship was used so that it could be compared with the information of 1929, the beginning point

of the active study. Only descriptive references were available for factors of location, training of leaders, and the program of activities given by the leaders.

C. Limitations

This study was limited to the city of San Antonio and did not include anything outside the city limits. It included the facilities such as athletic fields, swimming pools, tennis courts, and playground activities. It excluded such facilities as museums, golf courses, polo fields, and zoos. Only the Recreational Departments were considered in this study. The growth of the facilities were considered for the years 1929, 1931, 1936, 1938, and 1948. The first year, 1929, was selected because that year, they had a paid director, who was employed by the city of San Antonio. The years of 1930, 1932, 1934, 1935, 1937, 1939, were not used because the municipal recreation in San Antonio was practically out of existence. This study tried to show how well these agencies and individuals succeeded in promoting the work in San Antonio.

D. Findings

The four factors of space, expenditures,

leadership, and attendance at the playground was compared. There was a large increase in expenditures with the increase in number of facilities. There was an increase of 98.8 per cent in expenditures which reflected a 16 per cent increase in number of facilities.

The leadership was affected by the increase in expenditures. The 98.8 per cent increase of expenditures showed a 11.1 per cent increase in leaders.

There were five main factors that were considered in this survey of municipal recreational facilities in San Antonio for the past eleven years. The first factor, that of space, showed that park space only increased .002 per cent from 1929 to 1940, while the population increased 9.6 per cent from 1930 to 1940.

The second factor had to do with the location of facilities. The northwest, north, northeast, and southern sections needed more playgrounds. The number of recreational buildings were inadequate in some parts of the city. The north, northwest, west, and southwest needed more buildings, since there were only three buildings to serve this large area. The swimming pools were more evenly

distributed than the recreational buildings. The next factor, that of leadership, showed a relative increase in the number of leaders. The selection of leaders was low in the past, but at the present time the picture is better. Attendance, as far as the data were available, showed an excellent increase in 1940 over 1929. Even though there was an increase in attendance, and a general advancement had been made, the municipal recreational facilities in San Antonio were still poor in 1941 when the size of the city is taken into consideration.

STOREY, ROBERT W.

RELATIONSHIP BETWEEN BODY MEASUREMENTS, BODY WEIGHT
WOOD-BALDWIN TABLES AND THE QUIMBY WEIGHT FORMULA
(AUGUST, 1941).

A. Problem

The purpose of this study was to determine the correlation between: actual weight with the Quimby weight formula, actual weight with the Wood-Baldwin weight tables, actual weight with the chest depth, actual weight with the chest width, actual weight with the hip width, and actual weight with the height.

B. Method of Procedure

The data for this study were taken from the boys' physical education department of the Smithville High School during the school year of 1940-1941. Six measurements were taken of fifty boys between the ages of sixteen and nineteen years. The formula weight was then calculated by applying the Quimby weight formula to each case. The coefficients of correlation of the above named sets of data were found and also the P. E. of the difference of the relationship between the two groups and between the relationships one with another within each group.

The Pearson product-moment correlation formula was used in this investigation.

C. Limitations

This study was limited to fifty high school boys between the ages of 16 and 19. Twenty-five were selected from an athletic group and twenty-five from a non-athletic group.

D. Findings

The correlation of Measurements and the Probable Error for this group were as follows:

	Athletes		Non-Athletes	
	r	PE r	r	PE r
Actual Weight-Table Weight	.63	.08	.44	.11
Actual Weight-Formula Weight	.87	.03	.98	.01
Actual Weight-Chest Depth	.77	.05	.89	.03
Actual Weight-Chest Width	.94	.02	.87	.03
Actual Weight-Shoulder Width	.94	.02	.90	.03
Actual Weight-Hip Width	.94	.02	.84	.04
Actual Weight-Height	.63	.08	.36	.12

According to the data presented in this study, the following statements were found to be true:

1. All the correlations except actual weight with table weight and actual weight with height in the non-athletic group had a low coefficient of correlation.

2. Quimby's formula was a better criterion for predicting the weight of non-athletes than of athletes.
3. Formula weight, chest width, shoulder width, and hip width was a better criterion for predicting weight than was the Wood-Baldwin weight tables in the athletic group. Likewise, formula weight, chest width, shoulder width, and hip width was better than using height. Shoulder width and hip width was better than chest depth.
4. Formula weight, chest depth, chest width, shoulder width, and hip width was a better criterion for predicting weight than was the Wood-Baldwin weight tables in the non-athletic group. Likewise, formula weight, chest width, shoulder width, hip width, and chest depth were better than height, and formula weight was better than chest width or chest depth.
5. Formula weight, chest width, shoulder width, and hip width were better criteria for predicting weight than were the Wood-Baldwin weight tables or height.

TRAMP, MINNIE H.

HEALTH EDUCATION MATERIAL SELECTED FROM PRIMARY
TEXTBOOKS PUBLISHED SINCE 1925 (AUGUST, 1948).

A. Problem

The problem of this study was to survey the primary textbooks for the purpose of collecting and organizing data in health education.

B. Method of Procedure

A survey was made of textbooks since 1925 for the primary grades for the purpose of (1) determining the amount and nature of the health instruction content, and (2) to organize this material under the subjects appropriate for the first three grades.

C. Limitations

The writer of this study worked alone on this study and used 292 textbooks that had to do with health instruction in the first three grades.

D. Findings

It was found that the three most emphasized topics were Food, Play and Exercise, and Fresh Air and Sunshine.

"This study reveals that there is too much emphasis in the material placed on the topic of food in relation to the amount devoted to some of the other topics. There should be more

material on the topic of posture. The importance of good posture and affairs concerning the correction of good posture are important problems confronting the teacher. It is evident that the books in adoption correlate rather closely with the activity subjects suggested by the Texas State Course of Study." Books of recent years showed the influence of educators in the field of health in awakening the authors to the health and fitness needs of school children. Many of these books showed a tendency to organize suitable subject matter around health.

"In keeping with the principles and objectives agreed upon by the leaders in the field of health education, the material thus gathered was finally organized as follows":

1. Care of the Body
2. Clothing
3. Fresh Air and Sunshine
4. Play and Exercise
5. Posture
6. Proper Food
7. Safety
8. Sleep, Rest, and Relaxation

The thesis then gave detailed instructions for teaching the phases of health given above.

BARBER, W. L.

IS PHYSICAL EDUCATION BEING TAUGHT FOR THE SAKE OF PHYSICAL EDUCATION OR TO SATISFY THE STATE REQUIREMENT (AUGUST, 1939).

A. Problem

This study was to determine whether physical education is being slighted in our educational program.

B. Method of Procedure

The questionnaire was first written and questions checked by a member of the graduate council and a member of the coaching staff. The mimeographed sheets were then handed out to one hundred teachers of a physical education class who were attending school the first summer term of 1939, at Southwest Texas State Teachers College.

First, the answers concerning the high schools were studied and tabulated. These answers were recorded and showed the practices concerning the problem in high schools.

Second, the answers concerning the grade schools were studied, tabulated, and recorded on a separate sheet to show the practices in the grade schools.

Third, the results for both grade schools and high schools were combined in another sheet.

This showed the average practice concerning the problem in all the schools as a whole.

C. Limitations

This study included the actual physical education teaching practices in one hundred schools over the state. The questionnaires were handed out to one hundred teachers of physical education who were attending Southwest Texas State Teachers College; therefore the selection was random. The results were tabulated on all the schools as a whole with no regard as to size of town or number of students.

D. Findings

According to the data presented in this study the following statements were found to be true:

1. One-third of the schools did not teach health as a part of the regular physical education program.
2. Almost seventy-five per cent of the schools gave no tests in physical education, yet seventy-five per cent gave physical education grades on their report cards.
3. Only thirty-two per cent of the schools required students to take physical education over if they failed it.

4. Less than one-third of the schools used physical education uniforms.
5. Showers were available to less than one-third of the physical education students.
6. Towels were not furnished.
7. Physical examinations were required of less than fifteen per cent of the schools and one-half of these were given by teachers or other individuals who were not qualified to give a complete physical examination.

BUTLER, MARGARET

A STUDY OF THE RELATIVE VALUE OF FIRST AID IN
EMERSON HIGH SCHOOL, SAN ANTONIO, TEXAS (MAY, 1940).

A. Problem

The purpose of this study was to show the relative value of first aid as it was taught in Emerson Junior High School, San Antonio, Texas.

B. Method of Procedure

Seventy-five 8A students from Emerson Junior High School, who finished the American Red Cross First Aid standard course in May, 1939, were used as subjects in this experiment. The tests were given to this class seven months after the completion of the standard course so that the "carry-over" value could be determined. The same tests were given to eighty-five 8A students in Nathaniel Hawthorne Junior High School, eighty-one students from the 8A class in Horace Mann Junior High School, and eighty-five students from Joel Chandler Harris School who had not had the course. Two mimeographed tests of fifty questions each were given the students in the four junior high schools named above. One test was a true-false list of statements based on the first aid course. The other test was composed of fifty

essay-type questions sent out by the American Red Cross, which could be answered in a short, concise manner. The tests were given by the Health and Physical Education instructors of the four schools. The scores for each student from the two tests were added and recorded as the final score for that student.

C. Limitations

Three hundred and twenty-six students were used as subjects for testing in this comparative study. These students were from the 8A classes and included both boys and girls. They were grouped as follows:

Group I. Emerson: 75 students tested; completed American First Aid course in May, 1939.

Group II. Hawthorne: 83 students tested; had received no special training in first aid other than regular health education work.

Group III. Horace Mann: 85 students tested; no first aid course other than regular school work.

Group IV. Harris: 81 students tested; no special first aid training other than regular health education work.

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D. Findings

Emerson students scored higher in every way than the students in the other three schools. Furthermore, the class having the standard course made much better scores than the other groups in the test repeated seven months later, which indicated that the "carry-over" value was worth while.

The median test score of the Emerson group was 53.40, that of Hawthorne was 24.0, Mann was 17.39, and Harris was 11.58.

The upper, middle, and lower one-third of the grades from the four schools was presented in four circle graphs. The graphs showed that Emerson students made grades between 60 and 89, the upper one-third of the grades. The other schools fell in the middle and lower one-third, with grades ranging from 30 to 59.

C. Limitations

The tests were administered by the Physical Education Department, Southwest Texas State Teachers College. The number of boys that were used was fifty-five, and all were in the boys' physical education classes. The tests were limited to the stair-climb and the jump and reach, in order to permit comparisons of each.

D. Findings

The correlations actually obtained, were so small, and the probable errors so large, that it could be concluded that there was no relationship between physical abilities and knowledge of vocabulary for the fifty-five subjects used in this study. These correlation coefficients would have no value in predicting success in one ability from performance in the other.

COFFEY, HESTER

THE CAUSES AND CORRECTIVES APPLIED TO POSTURE DEFECTS
OF GIRLS IN DICKINSON HIGH SCHOOL (AUGUST, 1945).

A. Problem

The purpose of this problem was to give a corrective exercise program that would construct or reconstruct a well balanced and efficient body through the reduction of faulty mechanics of movement, and to teach the causes of faulty posture, and to correct it through means of adjustment.

B. Method of Procedure

Each girl was given a blank to be filled out by her physician, stating the type of exercise she was capable of participating in. The students were then placed in groups, according to the information received from their physician. Normal students capable of vigorous exercise were placed in one group. Those listed in the second grouping were able to take a moderately active program with lower organized team games. Other students were classified in group three which offered only a moderate use of the body. The students were checked daily and their faults recorded. A program was set up in the high school to correct these body faults and to teach correct posture.

C. Limitations

This study was limited to the posture defects and correctives of the girls of Dickinson High School.

D. Findings

Types of Exercises and Activities offered by the Health and Physical Education Department, Dickinson High School, were as follows:

Group 1.

Classification: Vigorous. Included jumping, running, and bodily contact.

Activities: Tumbling, tennis, softball, soccer, basketball, volleyball, and rhythm.

Group 2.

Classification: Moderate. Included moderate use of the body in running and jumping.

Activities: Rhythm, badminton, archery, and games of low organization.

Group 3

Classification: Mild. Included only moderate use of the legs, arms, shoulders.

Activities: Croquet, ping-pong, checkers, dominoes, dart throwing, and shuffle board.

The causes of postural defects have been classified under fatigue, illness, malnourishment, environment,

heredity, ignorance, health, and body movement-fads. "Malnutrition may be attributed to faulty health habits, faulty food habits, over fatigue, defective adenoids, and decayed teeth. Illness, heredity, and ignorance leads to the improper use of the body. This may result in incorrect standing, sitting, or performing daily activities. The correction of physical defects will enable the body to develop and maintain a strong respiratory system. The heart will be able to perform its full duty of supplying the body with adequate oxygen. The organs of the viscera cavity will be supported by firm muscles giving the proper body functions. The strengthening of weak feet will enable the body to stand with weight evenly distributed, aiding good posture."

COFFEY, HESTER

THE NEED AND VALUES OF A SUMMER RECREATION PROGRAM FOR STUDENTS OF THE DICKINSON HIGH SCHOOL (AUGUST, 1946).

A. Problem

The purpose of this study was to set up a summer recreation program for the students of the Dickinson High School. This program was to be carried on in cooperation with the Dickinson community.

B. Method of Procedure

A study was made of selected recreational programs in an attempt to discover the best practices in the field throughout the United States. An effort was made to set up a recreational program for the Dickinson High School students, based on the needs of the community and upon the recreational trends of the country.

C. Limitations

1. This study was limited to a summer recreation program of activity.
2. It only includes the students of Dickinson High School.

D. Findings

"Recreation is coming to be thought of as an integral part of education. Education and

Recreation may, in a large degree, be one and the same, each employing discipline, order, regularity, and devotion to duty."

The objectives of the recreational program that was set up in this study were: (1) to build healthy individuals in body, mind, and spirit; (2) to help develop useful citizens who appreciate the advantages of the democratic form of government and who are willing to contribute to, and share in its preservation.

"In starting a recreational program, an adult advisory as well as a youth council must be organized. The two committees working together make a financial estimate of cost of the project, locate available facilities, determine the type of administrative organization to be used which will allow for maximum youth participation, and secure a competent leader."

DEALY, ROY M.

A SURVEY OF WHAT IS DONE WITH THE FOOTBALL BOYS
DURING PHYSICAL EDUCATION PERIOD DURING THE FALL
SEMESTER (AUGUST, 1940).

A. Problem

The problem was to make a survey of that which is done with the football players in the physical education period during football seasons in selected schools of at least one thousand students.

B. Method of Procedure

Check list and questionnaires were sent to the head high school coaches in each of the following cities of Texas: Dallas, Fort Worth, Houston, San Antonio, and Waco. The coaches were asked to answer according to the situation in their schools and not according to their opinions. After the information had been accumulated, it was analyzed and presented in chart form; the charts were included in this paper.

C. Limitations

The study was limited to high schools of Texas that had an enrollment of 1,000 students or more. The schools selected for the study were in Dallas, Fort Worth, Waco, Houston, and San Antonio.

D. Findings

Interesting data obtained from the questionnaire is given below:

1. Fifty per cent of the coaches reported that football boys seemed to be in the way during the physical education period.
2. Eight coaches reported that football boys might either study or go to the library during physical education period.
3. One hundred per cent of the coaches stated that football boys averaged at least ten hours a week in practice or games.
4. Eight coaches found that football players were a problem during the physical education period.
5. Forty-six per cent of the coaches stated that football players took an active part in and were leaders during the physical education period.
6. Eight coaches reported that the grades of the players were above the average.
7. One hundred per cent of the coaches would like for all of the football players to be in a physical education period.

From the varied opinions expressed and from some of the experiences that were related in answering the questionnaires, absolute conclusions relative to this study could not be drawn. However, in interpreting the available data, the writer presented the following conclusions:

1. "Football players should not be allowed any privilege or opportunity of getting to play football.
2. Football players should be encouraged to be leaders in the physical education period.
3. Do not spoil the 'ideal' of football by spoiling the players,
4. Give the players an opportunity to get as much education as they possibly can, because the touch-down they made ten years before will not buy food ten years later.
5. Players should not be able to do as they please during physical education period.
6. General principles to be applied in specific cases should be made and agreed upon by the coaches and administrators to solve this important problem in our high schools of Texas."

FREEMAN, LOUIS W.

THE DEVELOPMENT OF PHYSICAL EDUCATION IN NUECES
COUNTY (AUGUST, 1941).

A. Problem

The main problems of the development of Physical Education in Nueces County were: to find the aims and the objectives for physical education in these schools, and to find the main physical education difficulties confronting these schools.

B. Method of Procedure

In gathering data for this paper it was necessary to contact many people personally connected with the Physical Education programs of Nueces County. Many superintendents were interviewed in regard to their personal opinion as to what they believed to be most important features of a well rounded physical education program.

A general survey questionnaire was sent to the director of physical education in the County Schools asking for general information in regard to their own particular work. Other valuable data were obtained through: (1) interviews with superintendents and physical education teachers; (2) the office of the County Superintendent; and (3) a number of books suggested by teachers as good sources of information.

C. Limitations

This study was limited to the development of physical education in Nueces County.

D. Findings

"It was found that the aims and objectives of the County Schools are the same as those set up by Tanton and Stuthers. These objectives are: (1) health, (2) command of fundamental processes; (3) worthy home-membership, (4) vocation, (5) citizenship, (6) worthy use of leisure time, and (7) ethical character."

"Among the weaknesses found in the Physical Education system of Nueces County are: (1) a scarcity of facilities, (2) deficiency in the training of Physical Education Teachers, and (3) lack of cooperation between Physical Education Teachers and students. When these weaknesses are corrected the schools will be in a much better position to put into successful operation a stronger and more effective program of Physical Education."

A proposed program for the Banquete Schools of Nueces County was constructed by the writer and was included in this study.

GARVIN, ERCIL G.

GUIDANCE OF ADOLESCENT GIRLS THROUGH PHYSICAL
EDUCATION (JUNE, 1943).

A. Problem

The purpose of this paper was to make a study in an effort to find methods of guidance of the adolescent girls through the field of physical education.

B. Method of Procedure

The writer divided this study into three main parts: (1) The General Needs and the Possibility for Guidance Through Physical Education, (2) Guidance for Both the Average and the Exceptional Adolescent Girl, and (3) A Physical Fitness Program.

Current magazines on Health and Physical Education and Literature on Adolescence development of girls was the source of material used.

C. Limitations

This study was limited to girls of the adolescent age in Edison High School, San Antonio, Texas.

D. Findings

"It has become the duty of the public school teacher of today to guide the adolescent youth along the proper channels so that she reaches

maturity easily and happily. Girls have always loved to play, and the majority of them have at one time or another wished to be boys so that they could play boys' games, and thus have access to the added pleasures of additional sports and games. Now is time to instill in their minds, and in the minds of their parents, how necessary and how easy it is for girls to indulge in and healthfully enjoy all the sports that boys have enjoyed through the ages."

"The physical fitness program being introduced in all the high schools of Texas during the 1942-43 school year has already done much to provide an escape from the complacent life wished on so many adolescent girls through generations of belief that girls were not capable of such rough and tumble pleasures. They are learning how surprisingly easy it is to do the things hertofore considered as taboo for well mannered girls. In the years to come we will find girls rapidly changing to a fuller, happier life partially through the careful guidance of their teacher in physical education."

"Physical fitness shall be considered in the light of a stimulus to the promotion of health and

fitness to fight, to work, and to keep high morals. We want to encourage young girls to strive for and maintain a condition of good health, muscular strength, and physical alertness, and endurance that will help them to be of service in civilian defense, or in any service of our nation for the safety and continuance of democracy."

GONDER, JOHN C.

A PLANNED PHYSICAL-HEALTH EDUCATION PROGRAM FOR
AN ELEMENTARY SCHOOL (AUGUST, 1940).

A. Problem

The purpose of this study was to formulate a vitalized remedial health-education program to meet the needs of a small elementary school, and to evaluate the planned program in light of results obtained over a two year trial period.

B. Method of Procedure

"This study will have three main objectives.

First, to make a survey of the health conditions as they exist in a particular school and community. Secondly, to plan a remedial health program in order to improve existing conditions; and thirdly, to recognize the health studies in the elementary grades so that health work will be integrated as much as possible with reading, social studies, and art work."

C. Limitations

The school that furnished the basis for this study is located in Tilden, Texas.

School population was approximately 200. About 150 of the children were Latin-American.

The study was limited to the elementary school.

D. Findings

The results of the survey of the health conditions in the community were as follows:

1. The town of Tilden had no water system. About one-third of the homes had running water, and it was not fit for drinking purposes.
2. There was no sanitary sewage disposal system.
3. The housing conditions of the town were fair; however, a majority of the Latin-Americans lived in over-crowded huts with two or three small rooms.
4. Neither a Doctor nor a Nurse resided in McMullen County. The nearest Doctor was thirty miles away.
5. Only ten per cent of the school children were immune to smallpox, typhoid, and diphtheria.
6. "Fifty percent of the school children showed effects of either eyes, hearing, or teeth."

The results of the survey of the physical school plant were as follows:

1. The Tilden School District maintained two separate school buildings. They were completed in 1937 and were modern and well equipped. The larger building was used for the high

school, and the other was used for the elementary grades for the American children.

2. There was a slightly crowded condition at the ward school.
3. Both schools lacked playground equipment and efficient teaching equipment for health work.

The health program that was set up and included in this thesis was based on the needs of the school and community as shown in the results of the health surveys. The actual integration of all health work was carried out by each individual instructor. The integration of health materials was carried out in addition to the regular classes in health work in the fourth, fifth, sixth, and seventh grades. During the school year 1938-39, the foundation of the program was laid. There was not much visible improvement in health or health conditions at the end of the first year. If any accomplishment was made it was an awakening of the school and community to the fact that there were some health problems that needed attention.

The second year, 1939-40, of the program showed more concrete results than were shown the first

year. The immunization program reached full realization. A County Health Officer was employed on a part time basis. There was a definite improvement shown in health attitudes since the program was begun. Practically all school children were safe from three dreaded diseases by means of immunization. Average daily attendance increased ten per cent, and average class scores on objective physical-health examinations were raised nearly one grade level in some instances.

GORDEN, W. C.

AN ANALYSIS OF THE PHYSICAL EDUCATION PROGRAM FOR
HIGH SCHOOL BOYS IN THE SAN ANTONIO INDEPENDENT
SCHOOL DISTRICT (AUGUST, 1946).

A. Problem

The purpose of this study was: (1) to survey the administration, equipment and facilities of the activity program, and professional qualifications of teachers for the boys' physical education program in the San Antonio High Schools; (2) to establish standards for the schools; (3) to compare the existing program with the standards established for schools; and (4) to recommend specific improvements which will raise the physical education program of the San Antonio Independent School District High Schools.

B. Method of Procedure

After standards were established by the writer, a chart for a check list was made. A personal visit and survey was made by the writer to all the schools. Each school was checked in the order in which standards were established:

1. Administrative
2. Finances
3. Equipment and Facilities

- a. Outdoor
- b. Indoor
- c. Office
- 4. Program and Content
- 5. Qualifications
 - a. Teachers
 - b. Class size
 - c. Playing area

C. Limitations

This study included only boys taking part in the physical education program of the high schools in the San Antonio Independent School District.

D. Findings

The most important findings in this paper are herewith summarized:

Administration: In the survey, all schools came up to standards.

Finances: All schools met the established standards.

Equipment and Facilities: Lanier High School fell short of established standards. Burbank met some standards, but not all. Brackenridge and Jefferson High School met all standards, with the exception of a few. Tech High School did not meet any standards.

Program: All five schools show some type of program, with only Brackenridge and Jefferson meeting the largest number of standards. In the two larger schools there was evidence of over-loading of classes.

Recommendations: "The modern day demand has outgrown the surveyed system. It is desired that the situation of crowded classes and a shortage of equipment and facilities, should be relieved in order that physical education may keep its place in the educational field. Programs and needs must be corrected to meet the established standards."

GORDEN, W. C.

AN ANALYSIS OF THE PHYSICAL EDUCATION PROGRAM FOR
ELEMENTARY BOYS IN THE SAN ANTONIO INDEPENDENT
SCHOOL DISTRICT (AUGUST, 1946).

A. Problem

The purpose of this paper was to study the various physical education programs established by schools and outstanding educators in the field of physical education for elementary schools. As a result of this study, the writer planned to establish a standard for physical education in the elementary schools of San Antonio, Texas. After standards were established, the writer desired to use it as a basis for a survey of the San Antonio physical education program for boys.

B. Method of Procedure

After standards were established for the elementary school, a chart was made for each school, with space to check the school against standards established.

In checking the schools, the writer felt that by going to each school and checking the school, rather than by means of questionnaires, the results would be more nearly complete.

C. Limitations

This study took in only the establishment of standard programs for elementary boys in physical education. In the San Antonio Independent School District, the seventh, eighth, and ninth grades were separate from the elementary school and the high school, making these grades junior high school. The writer considered only the junior high school grades in this paper.

D. Findings

The most important findings in this paper were summarized briefly.

By checking the charts used in this paper, one could gain an accurate picture of each school. The writer then referred to the schools as a whole.

Administration: The survey made of the administrative divisions of the program showed that all schools met the standards established.

Finances: In the San Antonio Independent School District all schools were financed alike and met all standards established.

Equipment and Facilities—Indoor and Outdoor:

Indoor: A check of indoor equipment revealed

that no school met all standards established.

Outdoor: A check of outdoor equipment revealed that no school met all standards established.

Program: In checking the program of all the schools, it was found that, except in a few schools, standards were being met by all. One standard that was not met in any school was that no provision was made for the student who was physically handicapped.

Teacher Qualifications: Standards were met in all schools in teacher qualifications.

HUGHES, SIDNEY C.

A STUDY OF THE INTER-CONSISTENCY OF FOUR MEASURES
OF PHYSICAL EDUCATION (AUGUST, 1939).

A. Problem

The purpose of this study was to determine what relationship exists, if any, between the Tuttle Test, the Sargent Test, the Baldwin Age-Height-Weight-Index, and a composite rating by instructors and majors in physical education.

B. Method of Procedure

Fifty male students were chosen from the physical education classes of Southwest Texas State Teachers College during the spring term of 1939 and used as subjects. The ages of these subjects ranged from seventeen to twenty years. The subjects were weighed in trunks. The height in inches was secured. The Sargent Test was given in the gymnasium by the use of a blackboard, chalk, and tape measure.

The Tuttle Test or Pulse Ratio Test was given by the use of a thirteen-inch-high stool, stop watch, and metronome. Each student was given this test separately. The data that were secured from these tests and measurements were assembled in tabular form. All measurements were then ranked and the relationship was determined by use of the formula

$$\rho = 1 - \frac{6 \sum D^2}{N^3 - N}$$

The probable error of Rho was found by the formula

$$P.E._\rho = \frac{.6745}{\sqrt{N}} \times 1.0471 (1-\rho^2)$$

C. Limitations

The limitations of this study were as follows:

1. Only fifty male students served as subjects for the tests given.
2. Ages of the subjects ranged from 17 to 20 years.
3. The subjects of these tests were students at Southwest Texas State Teachers College during the spring term of 1939.

D. Findings

While there were no marked correlations found in this study, there were two which appear to have some significance. There were small negative correlations between the Tuttle Test and the Sargent Test, and the Tuttle Test and physical condition as rated by instructors and majors in physical education. It may be concluded that, with this group of fifty college men, if the Tuttle Test was a measure of physical condition, then the other tests were not. Furthermore, if

any one of the other tests was a valid measure of physical condition, then no one of the remaining tests was. One of these might be a test of general physical condition, but because of the low positive and negative correlations it is probable that no two taken together constituted a measure of general physical condition. However, it could be possible that each test measured some factor of condition, but was not a measure of general physical condition.

KENNEDY, PAYTON I.

AN EXPERIMENT IN TEACHING A NUTRITIONAL PHASE OF
HEALTH EDUCATION AT THE KINDERGARTEN LEVEL
(JANUARY, 1947).

A. Problem

The purpose of this study was to attempt an experiment in teaching a nutritional phase of health education at the kindergarten level.

B. Method of Procedure

A survey of the need for improving nutritional health habits of the kindergarten pupils was made by the experimenting teacher. Each parent was interviewed at length as to health and nutritional habits of his child. Each parent was requested for the duration of the unit to refrain from any comment or urging in regard to the selection or eating of foods. Each child was to be fed three times daily a good, nutritionally-sound meal plus the usual mid-afternoon milk or fruit juice with cracker and nothing else, with no comment, regardless of whether or not the food was eaten. The food was to be left one-half an hour, then removed, whether eaten or not. Each parent agreed to give full cooperation.

As the unit was undertaken in the spring of the year, all the children participated in the planting of a vegetable garden. Interest of the children continued throughout the unit. The biggest thrill of all to each of them was the taking home of the vegetables as they ripened and the cooking and eating of them. This project was utilized to promote good health attitudes as well as to extend the child's knowledge of the place and importance of vegetables in the diet.

All art work during the course of the unit was concerned with good health habits in regard to nutrition. Each day at the story hour the teacher selected a book that dealt with nutrition in one way or another. Science activities also centered around the central theme; in fact, every phase of teaching centered around the theme of nutrition in relation to food selection and consumption.

C. Limitations

This experiment was made of children in one particular kindergarten in San Antonio, Texas, where twenty-five children were enrolled.

D. Findings

As the result of the experiment made it was found that:

1. Enough change in nutritional habits was reported to justify the time spent in developing the unit.
2. The least improvement was reported by the parents of the five children who presented the worst problems. The parents admitted that they did not follow the instructions completely; because of that, a true evaluation of the unit was impossible.
3. The parents who reported the greatest success were the parents of those children who liked only a limited number of vegetables. These parents reported noticeable improvement in eating habits and food selection.
4. The parents observed no harmful results from the unit. In other words, if the work on nutrition at school failed to produce any positive improvement at home, it did not produce or promote new nutritional problems.
5. The net results seemed to indicate that nutritional health units in the kindergarten were steps in the right direction for health education.

KIRK, BILLIE

HEALTH INSTRUCTION MATERIAL IN SUBJECTS OF CORPUS
CHRISTI HIGH SCHOOL (AUGUST, 1941).

A. Problem

The purpose of this study was as follows: first, to determine the nature and amount of health instruction material contained in senior high school subjects; second, to determine the frequency with which health topics occurred in the different subjects; and third, to evaluate the amount of health instruction material in the department that could be used in integrated teaching.

B. Method of Procedure

The method used in beginning this study was a thorough search of all the sources, and recording of all health education material relating to the teaching of health information, attitudes, and activities in the Corpus Christi High School. To determine what type of health was being taught, the health topics were placed in chart form under various headings. The information was charted for the following departments: Biological Science, Commercial, English, History, Home Economics, Industrial Education, Journalism, Physical

Education, Physical Science, Art, Foreign Language, Mathematics, Music, and Public Speaking.

The survey of the sources of material was made to see if enough Health Instruction material was available in the high school courses to warrant it being taught through correlation. Then too, it was hoped that the study might help to ascertain unnecessary neglect of certain phases of important health instruction material in any department where it might be introduced. In the main, the source most used was textbooks since most courses used textbooks that were based on the course of study.

C. Limitations

This study was limited to courses in high school; that was only of the tenth, eleventh, and twelfth grades of Corpus Christi High School.

D. Findings

The three best equipped departments from the standpoint of amount and nature of both health information and health activities were Home Economics, Physical Science, and Biological Science. It was found that the Home Economics department was best fitted to teach food and

water, home and community health, clothing, personal hygiene, first aid and social relation. The Biological Science department logically specialized in physiology of disease and heredity. Physical Education was best suited to teach play and recreation, rest, keeping well, first aid, and safety. The Physical Science department was best adapted to teach medical aids, sanitation, food and water. The History department correlated well in health history, public health, industrial health, and mental hygiene. The English department was best suited for building up health attitudes in many of these core topics, especially safety.

There was too much emphasis in the materials placed on food and water, disease and physiology in relation to the amount devoted to the other core topics. There was not enough material on such topics as mental health, social relations, sanitation, public health, and industrial health. It was the writer's opinion that there should be a separate required health course, or some required subject already in the curriculum delegated to teach health education.

MAHLER, FRED L.

THE ADAPTABILITY OF THE ARMY AIR FORCE PHYSICAL
FITNESS TEST FOR USE WITH HIGH SCHOOL BOYS (AUGUST,
1948).

A. Problem

The purpose of this study was to determine the adaptability of the Army Air Forces Physical Fitness Test for use with high school boys.

B. Method of Procedure

The following procedure was used in the administration of the Army Air Forces Physical Fitness test for use with high school boys.

1. Selection of the Boys for the Test.

Seventy-seven boys from the Thomas Jefferson High School in Port Arthur, Texas, were selected to take the examinations. Each boy participated in some varsity sport. Only boys that were under the observation of all the raters were selected to take the test. Therefore, each rater was familiar with each boy and had a reasonable idea of the boy's general physical condition.

2. Ranking the Boys as to General Physical Fitness.

Raters A, B, C, and D ranked the boys from one for the best to seventy-seven for the poorest.

The raters worked alone and without any type of previous test. Each boy was assigned a code number. After each rater had completed his ranking, a composite rank was worked out by adding the four rank numbers of each boy and taking the average.

The writer of this study included in this paper all ranking charts of raters A, B, C, D, and also a composite rank of all 77 boys taking the Army Air Forces Physical Fitness Test.

C. Limitations

1. This study was limited to seventy-seven boys at Thomas Jefferson High School, Port Arthur, Texas.
2. The writer was aided in this study by four judges who recorded all scores and times of the testees.
3. The testees used in this study were participating in some type of sport at the time the test was being given.

D. Findings

"Correlations were computed between each rater's judgement of physical fitness and the composite rank with that of the test. A correlation of .81 was found for the composite rank and the P.F.R.

scores. Critical ratios were less than three times the difference between any two scores, but were approaching significance. This necessitated further investigation. Correlations were then computed between each rater-rank scores, and then between each rater-rank score and the composite rank. Critical ratios were again found to be less than three times the difference of any two correlating scores." Results of the correlations indicate that the test was valid to determine the physical conditions of high school boys at Port Arthur, Texas. In view of the fact that the boys selected were a rather select group, since most of them were out for a varsity sport, and that scores would probably be higher for this group than for an ordinary high school group of boys, it was believed that the same results could be found to be true on the general high school level except with a probable lower mean score. This study indicated that the test would be as valid, as longer and more time-consuming tests that are available in the field.

MAHLER, FRED L.

COURSE OF STUDY IN PHYSICAL EDUCATION FOR HIGH SCHOOL BOYS, THOMAS JEFFERSON HIGH SCHOOL, PORT ARTHUR, TEXAS (AUGUST, 1948).

A. Problem

The purpose of this study was to write a course of study for the boys of Thomas Jefferson High School, Port Arthur, Texas, in which recreational activities were selected that were wholesome, mentally stimulating, and physically satisfying. It was believed that such activities as pass ball, basketball, handball, and the like offered this opportunity to each high school boy.

B. Method of Procedure

Courses of study from schools such as San Antonio Public Schools, Austin Public Schools, Southwest Texas State Teachers College Course of Study for High School Boys were studied to determine what subject matter was taught in various schools. "In addition to these studies, the material on grading, testing, class procedure, and the different sports outlines were used in the school year 1946-1947 and were found to be, not only useful but practical."

C. Limitations

This course of study was for Physical Education for boys of Thomas Jefferson High School, Port Arthur, Texas.

D. Findings

The activities for the school year, as shown in the course of study included in this paper, were pass ball, basketball, handball, track and field, volleyball, tumbling, and softball. These activities were chosen for the yearly activity program because of student interest and available facilities.

Large classes made it necessary to have sports that could be carried on both on the outdoor playing area and inside the gymnasium.

"This course of study was written with the purpose that it be used, criticized, and improved. It is to be used as a guide for the Instructors and as a general yearly procedure for the Boys Physical Education Department. Constant revision of subject matter involved will be necessary to meet changing conditions. Courses will be added as far as facilities will permit; others will be dropped as student interest wanes."

MARSHALL, LILA RAINES

THE ORGANIZATION AND ADMINISTRATION OF EDUCATION
FOR PHYSICALLY HANDICAPPED CHILDREN IN SAN ANTONIO
(MAY, 1946).

A. Problem

The purpose of this study was to show the method of organization and administration of an educational program for physically handicapped children in San Antonio, Texas.

B. Method of Procedure

Following considerable study of the problem and its solution in other cities, the organization of twenty-five men and women under the leadership of Mrs. Eloise Japhet, began the active work of establishing a suitable school for crippled children. Numerous conferences were necessary among the sponsoring groups before a feasible plan of action could be outlined and decided upon. The Board of Education, Administrative Staff, Crippled Children's division of the State Department of Education, medical authorities, and community organizations all had representatives in consultation on the project. The organization and administration of the program was given in this paper.

C. Limitations

Only the organization and administration of the program have been considered. The study has been limited to that education provided and administered under the direction of the San Antonio Independent School District.

D. Findings

1. The method of organization of the Eloise Japhet School in San Antonio was as follows:

- a. Initiation of the Movement

The Board of Education had an abandoned school building in mind which could be reconditioned and remodeled at a small cost to meet special needs, so in August, 1944, the Board approved the annual budget of the school for Crippled Children's Unit. Immediately upon the authorization by the Board of Education, the project was launched, and work began on the physical plant.

- b. The Physical Plant

- (1) Necessary repairs were made to the exterior and interior of the building to be used.
 - (2) Ramps for cars and wheel chairs were constructed.

c. Equipment of the School

- (1) Tables and chairs were made for some of the pupils; stationary desks were used for others.
- (2) Two swimming machines were available for exercising the muscles of the arms and legs.
- (3) The infirmary was well equipped.
- (4) Two buses were used for transportation of pupils to and from school each day.

d. Pupil Personnel

Most of the children enrolled were either polio victims, congenital cripples, or spastic paralytics.

e. The School Staff

- (1) Two instructional teachers
- (2) One office secretary
- (3) One graduate nurse
- (4) One full time maid, one part time maid
- (5) One combination cook and cafeteria manager
- (6) One man combination janitor and truck driver

f. The School Program

- (1) Students arrived at 8:30 and 9:00 a.m.

- (2) Classroom activities included instruction in the tool subjects.
- (3) Thirty minutes was allowed each child daily for rest and relaxation.
- (4) Games were played which afforded mild exercise in the sunshine and fresh air.
- (5) Plate lunches were served at noon.
- (6) Children left at 2:30 and 3:30 in the afternoon.

g. Financing the School

- (1) Board of Education
- (2) Community Committee for Crippled Children
- (3) Gifts and cash donations

2. Administration of the School

a. Local School District

General directions of the school were given from the central office of the San Antonio Independent School District.

b. State Department of Education

A division of Special Education was created in the State Department of Education, and it set forth certain specified functions for the schools in Texas for Exceptional Children.

MUNK, HARRIETTE RUTH JOINER

THE ORGANIZATION AND ADMINISTRATION OF SPORTS DAYS
FOR HIGH SCHOOL GIRLS (AUGUST, 1942).

A. Problem

The present study was made concerning the organization and administration of the athletic activity of the Sports Days for High School Girls.

B. Method of Procedure

The study was based on (1) a survey of literature pertinent to the problem and (2) on the years of experience of the writer with the actual organization and administration of sports days for the high school girls of Texas.

C. Limitations

There was no attempt made in this study to project any new principles or laws pertaining to competitive athletics for girls, nor was it the purpose of the writer to offer this material as a panacea for the problem of athletic competition for girls.

The study was limited to the high school girls of the state of Texas.

D. Findings

The organization and administration of sports days demand careful and efficient planning. Student

committees are valuable in administering the procedures and events included in a sports day program. It has been clearly demonstrated in this study that sports days offer large numbers of students the opportunity for educational experience in organization and administration, for valuable social experiences in meeting other students, and for wholesome competitive recreation. It may be concluded that the advantages of this method of play surpass the benefits gained in developing highly specialized teams for inter-school competition. Included in this paper are the plans of six sports days that the writer has directed.

NEELY, HUBBARD M.

A PLAY DAY AS A SUBSTITUTE FOR THE UNIVERSITY
INTERSCHOLASTIC LEAGUE ACTIVITIES (AUGUST, 1940).

A. Problem

The purpose of this study was to place at the disposal of the school teachers and administrators of this state a play-day program which could serve as a substitute for the University Interscholastic League activities.

B. Method of Procedure

In presenting this suggested play-day program, the writer made a comparative study of play-day and the University Interscholastic League activities, and gave a full account of the play-day which was held annually in the Runge Public Schools. To accomplish the comparative study of the two programs, student participation, sportsmanship, convenience and expense, and value to the students and to the community have been considered. The headings have been made to contrast the league activities with the activities of the proposed play-day. In presenting the Runge Play-Day Program, the topics had to do with origin, rules of organization, and results.

C. Limitations

The materials have been drawn chiefly from two sources: first, the rules and records resulting from play-day in the Runge Public Schools for the past two years; second, the "constitution and rules of the University Interscholastic League."

D. Findings

From the comparative study of Play-Day and Interscholastic League activities the following principle thoughts and conclusions have been stated so that they can be seen clearly in relation to one another.

"In comparison:

1. More students participate in a play day.
Fewer limitations need be placed upon the selection of participants.
2. A play day affords a better situation for the development of a proper attitude toward sportsmanship.
3. A play day is more convenient and less expensive.
4. A play day affords training for more students and is of more value to the community."

The Runge Play-Day Program

1. Origin

The first annual Runge Play-Day was instituted March 23 and 24, 1939. Mr. B. H. Story, Superintendent of Schools, Runge, Texas introduced the idea of an annual Play-Day for the Runge school in March of 1938.

2. Rules of Organization

- a. Two captains were elected by the student body from four seniors nominated by the high school faculty.
- b. The senior captains appointed assistants, with the advice and help of the home room teachers, in grades six through eleven, and one captain for each side in elementary school.
- c. Assistant captains chose an even number of boys and girls in their own home room.
- d. The school was divided into two sides—the Purple and the Gold. There were three divisions—Senior, Junior, and Elementary.
- e. No student represented his side in more than two literary events or more than three athletic events.

- f. Representatives in the Junior and Senior divisions were chosen by the respective sides in each home room.
- g. Three weeks were given over to preparation for the Play-Day.
- h. First place winners were permitted to enter the University Interscholastic League Meet if they so desired.

2. Results

"Taking everything in consideration, the results of Play Day in the Runge Public Schools have been very gratifying and satisfactory. There has been no regret of substituting Play Day for the Interscholastic League activities." The extent of student participation increased more than five fold over that in the league. The necessary eligibility limitations imposed on selection of participants were relatively few. Play-Day afforded a situation wherein the proper sportsmanship attitude could be developed. Moreover, Play-Day was more convenient and less expensive, and finally was of more value to the individual student and to the community as well. With these facts revealed, the writer felt justified in again

recommending Play-Day as a feasible substitute for the activities of the University Interscholastic League.

NEWTON, K. E.

RELATION BETWEEN PHYSICAL FITNESS RATING TEST AND
THE OBSTACLE COURSE TEST AS GIVEN TO THE AIR CREW
STUDENTS AT SOUTHWEST TEXAS STATE TEACHERS COLLEGE
(94th. G.T.D.) (JULY, 1944).

A. Problem

A study was made of the relationship of scores in physical fitness rating tests and scores (times) that were made in running the obstacle course by personnel of the 94th. College Training Detachment, Army Air Crew training program at Southwest Texas State Teachers College during 1943 and 1944, in order to determine the degree of correlation between the two tests.

B. Method of Procedure

The procedure used in administering the test was in accordance with the directions in the Army Air Forces Regulation No. 50-14, Headquarters Army Air Forces, Washington, D.C., August 15, 1942. The individuals were paired and the "buddy" system was used. The first item of the three in the rating test was the sit-up test. The subject lies on the ground with his hands interlaced behind his head, the feet apart with his partner

holding the legs at the ankles. The testee then lifts his trunk upward touching his right elbow to his left knee and then lowers the trunk so the body is flat on the ground; he continues, without rest when on the ground or in the upright position, alternating the left elbow to the right knee and the right elbow to the left knee.

The second item of the test was the pull-ups. To begin, the testee lowers himself until his arms are straight; he drops to the lowest point and lifts himself until his chin is over the bar; he is not permitted to kick, swing, or rest. A practice trial was permitted if desired.

The last item of the test was the shuttle-run (300-60 yard shuttle). To get the necessary 300 yards the testees are started at one end of a 60-yard course and after running the 60 yards five times, back and forth around stakes at each end, the runners finish at the opposite end from which they started. The obstacle course test was given to each group of testees one time each week throughout the training period, except for two weeks when they participated in track. The testees were timed in minutes and full seconds, and times recorded by the instructor.

On days when the tests were given, the testees were not given any other form of physical exercise prior to the test.

C. Limitations

1. The study was limited to ninety-four Army Air Crew students of the 94th. College Training Detachment.
2. The writer of this study was aided in the giving of these tests by the "buddys" who recorded the testees scores on each testees score sheets.
3. The study was observed over a five months period.
4. Eight members of the group to which the tests were given were not used for this study, because they did not complete all of the tests during this training period.

D. Findings

The four correlations that were made in this study and the results of each were as follows:

1. A correlation between the initial Physical Fitness Rating Test and the first obstacle course test.

Result: $r = +.45$

P. E. $r = .005$

2. A correlation between the initial Physical Fitness Rating Test and the last obstacle course test.

Result: $r = +.38$ P. E. $r = .059$

3. A correlation between the final Physical Fitness Rating Test and the average obstacle course test.

Result: $r = +.39$ P. E. $r = .059$

4. A correlation between the final Physical Fitness Rating Test and the last obstacle course test.

Result: $r = +.41$ P. E. $r = .058$

The four above correlations were used in reaching the following conclusions:

1. There was a positive relationship between the Physical Fitness Rating test and the obstacle course test as shown by the correlations of $+.38$, $+.39$, $+.41$, and $+.45$.
2. The correlations were not sufficient to conclude that the obstacle course test could be used as a test of physical fitness with the same results as the Physical Rating test.
3. The obstacle course was a physical conditioning activity. The ninety-four students used in this study increased their average Physical

Fitness Rating Test score from 52 to 59,
an average gain of 7 points.

4. The obstacle course, as run each week,
furnished a weekly measure of each individual student's improvement, both for the
student and for the instructor. It was
observed that each student was competing
against his record of the preceeding week,
and was not satisfied with his performance
unless he had shown remarkable improvement.

PEABODY, LELA MERLE

THE USE OF A HEALTH KNOWLEDGE TEST IN THE GUIDANCE
PROGRAM OF THE DEPARTMENT OF HEALTH AND PHYSICAL
EDUCATION FOR WOMEN IN SOUTHWEST TEXAS STATE
TEACHERS COLLEGE (MAY, 1947).

A. Problem

The purpose of this study was to determine how one phase of testing contributed to the guidance program in the department of Health and Physical Education for Women in Southwest Texas State Teachers College. This phase was that of health knowledge.

B. Method of Procedure

The Department of Health and Physical Education for Women at Southwest Texas State Teachers College selected the Kilander Health Knowledge of High School and College Students Test to give to all the girls enrolled in physical education classes. The purpose was to see how much knowledge of health the students had.

The staff members of the department were instructed in each instance in the method of administering the test. Each class in physical education, including academic classes in the department, took the test. It consisted of thirty-three multiple

choice items representing various phases of health habits and nutrition. The test was planned to take the average person about fifteen minutes. The items in the test were planned also to come within the experience of the middle class individuals and students of average ability.

In 1947, 170 freshmen, 80 sephomores, 50 juniors, and 50 seniors participated in the test. After the scores were tabulated, each student held a conference with the instructors. This was done so the instructors might aid the student in understanding her particular problems better, and in that way she might develop her assets and overcome her liabilities.

C. Limitations

The writer limited the selection of the group tested to all women enrolled in the physical education classes of Southwest Texas State Teachers College, San Marcos, Texas.

D. Findings

First, the tests showed on a whole that the students ranked low in health information. Twenty items were answered correctly by less than 75 per cent of the students. With the

test consisting of thirty-three items, that meant that the students did not have a sufficient amount of health information. Ten items of the twenty items were answered correctly by 60-75 per cent of the students; the other items were answered by less than 60 per cent of the students.

Secondly, seventy-five per cent of the group lacked the information concerning skin infections. Consequently it was concluded that more emphasis should be placed on the importance of information concerning skin infections.

Third, the test showed that the high schools were not offering a great deal in health information that was of lasting value to the students who were entering college.

Fourth, results of this test suggested the need for a greater emphasis upon the subject matter relating to health, particularly in Biology, Health and Physical Education, Education and Psychology, and Home Economics.

POLLARD, SHELBY

A ONE-SEMESTER COURSE OF STUDY IN HEALTH FOR THE
USE OF TEXAS HIGH SCHOOLS (JULY, 1941).

A. Problem

The purpose of this study was to create a one-semester course of study, which could meet the needs of the modern generation, and be specifically designed for the use by both instructor and student.

B. Method of Procedure

The writer divided this study into three main units; namely, First Aid, The Human Machine, and Respiratory Diseases. Each unit included five parts. At the end of each unit was a summary and questions asked on the lesson. The writer organized all material in logical order so that it could be presented easily.

C. Limitations

The writer of this study worked alone in creating this course of study. It was done without the aid of a questionnaire or experiments. The course was developed for students of high school age in the schools of Texas.

D. Findings

The course of study included in this paper was

divided into three units which were as follows:

1. First Aid--included accidents, bandaging, burns and scalds, dog and cat bites, snake bites, nose bleed, earache, objects in the eye, ear, or nose; sunburn, bruises, strains, sprains, fractures, fainting, and poisoning.
2. The Human Machine--included general structure, the skeletal system, the digestive system, the nervous system, the sense organs, the circulatory system, the muscular system, the reproductive system, the excretory system, the respiratory system, the tegumentary system, and the endocrine system.
3. Respiratory Diseases--included the common cold, influenza, pneumonia, diphtheria, and tuberculosis.

The writer so organized the material of this study so that it could be presented easily and might aid both the student and instructor.

SMITH, GWENDOLYN

GREEK ORIGINS OF ACTIVITIES IN A MODERN PHYSICAL
EDUCATION PROGRAM (AUGUST, 1939).

A. Problem

The purpose of this problem was to compare the Greek activities of the Spartan and Athenian system to that of the modern Physical Education program of today.

B. Method of Procedure

1. To bring to the foreground of attention the Greek system of education, with special reference to the place accorded physical activities.
2. To present an outline of a typical modern physical education program.
3. To determine the extent to which a modern physical education program of activities was included in the Greek program.

C. Limitations

The writer limited the study to the Greek and American activities. It was further limited to a historical research of Physical Education activities only.

D. Findings

Greek education was divided into two departments--mental education and physical education. Physical

education aimed rather at beauty and grace than at strength.

"Education in Sparta aimed at the development of soldier citizens, trained to the highest degree of physical fitness and to such moral and intellectual virtues as would be most effective in maintaining Sparta as a military power."

"The education was almost entirely physical. Bodily development was the supreme goal rather than the cultivation of finer intellectual qualities."

An outline of the activities that a modern program should contain was as follows:

- I. Aquatics
- II. Restricted Program
- III. Self-Testing Activities
- IV. Rhythmic Activities
- V. Outing Activities
- VI. Team Sports
- VII. Recreational Activities
- VIII. Individual and Dual Sports
- IX. Track and Field

The activities participated in by the Greeks in their palestrae and gymnasiums included the following ones that were found in the physical education programs of today.

1. Archery
2. Ball Games
3. Boxing
4. Broad Jump
5. Children's Games--such as hopscotch, tug-of-war, ducks and drakes, and pitch and toss.
6. Dancing
7. Throwing the Discus
8. Fencing
9. Javelin
10. Riding
11. Rowing
12. Swimming
13. Wrestling

CHAPTER III

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The Theses and Research Papers have been classified under general headings and have been listed below:

1. Health	
a. High School.....	8
b. Elementary.....	1
2. Physical Fitness Tests	
a. High School.....	6
b. Elementary.....	1
3. The Curriculum and Courses of Study	
a. High School.....	10
b. Elementary.....	3
c. Special.....	2
4. Recreation.....	3
5. Football.....	3
6. First Aid.....	2
7. Sports Days for Girls--High School.....	11
8. Teaching Load of High School Coaches.....	1
9. Markings in Health Education.....	1
10. Effects of Physical Education.....	1
11. Activities on Basal Metabolism.....	1
12. Greek Origins of Activity Teaching.....	1

It has been found in the present study that most of the theses and research papers have been written on health, physical fitness tests, and courses of study. It was noted that only five studies were done in the elementary field of physical education, and only four studies were done for high school girls, as compared with fifteen studies done for boys of junior high school, high school, and college levels.

Conclusions and Recommendations

1. The most difficult task in the preparation of these abstracts was to find in many of these theses and research papers a concise statement of the findings or results which answered the problem as it was stated in the purpose. It is recommended that the above criticism be noted by those who are writing a thesis, and that this information be made easily accessible.

2. It will be noticed that little work has been done in elementary physical education and studies for girls, and it is recommended that these fields be given more attention.

3. Since so many cities and towns are developing a summer recreational program, it is recommended that more study be directed toward that field of physical and health education.

4. It is recommended that the present study be continued each five years in order that all information included in the theses and research papers be made available to instructors, undergraduates, and graduates.