

UNIVERSITY PUBLICATIONS

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No. 4220: May 22, 1942

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THE SCHOOL AND PRE-MILITARY TRAINING

State Program under Health and Emergency
Medical Service

Texas Civilian Defense

A Plan for Pre-military Training on
Voluntary Basis

Elementary, Junior High School and
Senior High School

Sponsored by the University Interscholastic League
in the Bureau of Public School Extracurricular
Activities

Division of Extension



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The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government.

Sam Houston

Cultivated mind is the guardian genius of Democracy, and while guided and controlled by virtue, the noblest attribute of man. It is the only dictator that freemen acknowledge, and the only security which freemen desire.

Mirabeau B. Lamar

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INTRODUCTION

IT DOES not take a seer to anticipate the terrific strain which a weakened public school system will be under next fall; and still there is no cause for alarm if everyone will sit steady in the boat and do his part to the best of his ability.

Teacher Shortage

Many teachers are being taken into the armed forces, and many others are leaving the profession for auxiliary services. This only presents a greater opportunity for those who remain. Tire-rationing, and soon, perhaps, travel-rationing, will interfere with, or maybe completely disrupt, interschool competitive contacts. But that leaves plenty of room for intramurals and other activities. These conditions, far from being taken as a discouragement, should be welcomed as presenting a greater opportunity for service.

In the present bulletin, we are undertaking to give the administrative background for the organization of Victory Physical Fitness Clubs. The first article should put at rest any concern which the administrator should feel concerning the educational value of the program or the soundness of the principles upon which it is based. A study has been made by the highest authorities, and the conclusions reached justify undertaking the program which has been outlined under the supervision of the State Health and Emergency

Medical Service, of which Dr. Geo. W. Cox is State Chairman and in which Dr. D. K. Brace is State Supervisor of Physical Fitness.

Foundation Bulletin

The foundation of this work is set forth in the bulletin entitled "Victory Physical Fitness Clubs—Instruction Manual," and is mailed from the University Interscholastic League Office (Box H, University Station, Austin, Texas) free on request. This Manual presents the basis or core of the program. Upon this the Clubs will build many other activities. It is proposed, for instance, that the hiking trips prescribed in the program be articulated and motivated by tours to Texas historical shrines.* Furthermore, nature study can be very easily correlated with this activity, as can surveys of watersystems, and other projects undertaken by the chapters of the Junior Academy of Science. A series of programs will be issued tying the activities of the Victory Clubs up with other parts of the extra-curricular program, to the end that there may be an economy of organization and increased motivation.

"Apostles" of Health

It is the purpose of these clubs not only to contribute to the physical fitness of the members, but also to develop an enthusiasm for physical fitness throughout the school and community. To this end there will be speaking and dramatic programs offered which will furnish a field for exercise of

*Professor W. P. Webb contributes this suggestion in an article published in the April issue of *The Leaguer*.

talent of this kind that we hope every club will find among its members. We look forward to having in every school a group of ambitious, patriotic, exceptionally gifted pupils serving the school and community as apostles of health and of a more abundant life through development of correct mental attitude and physical vigor.

Nor will there be an absence of competitive motivation. Levels of accomplishment are set up, and appropriate insignia will be awarded to distinguish pupils whose attainments merit special recognition. There must also be provided meetings among the clubs of various schools for conferences, mutual encouragement, and social pleasures. While this may seem to necessitate travel, it does not mean travel by automobile, and it does not mean long trips. It is hoped that groups or clusters of schools conveniently located one to the other may be formed for this purpose, possibly based on Interscholastic League Districts.

The Sponsor

The administrator may fear that he does not have the teachers equipped to sponsor this movement. The program has been designed for this very situation. It is not necessary to have a trained physical education instructor, although such training is certainly to be desired. The average teacher, man or woman, who has a willingness to serve and who has sufficient energy and ambition to undertake something new and challenging, can sponsor such a club and make a great success of it.

There is no time to lose. If school is still in session when you

read this, and the plan appeals to you, perfect a preliminary organization of this work for next fall. Many schools are undertaking a summer program. In a number of the sessions in colleges this summer, special attention is being given to training teachers for work as club sponsors.

Military Skills

Many other events, especially military skills, will be introduced into the schedule as rapidly as their practicability can be demonstrated. Hand-grenade-throwing is now being introduced; obstacle races,, reproducing as nearly as possible military conditions, are under consideration; skills of use in air raid protection may be included. Indeed, the State Office will welcome suggestions coming from the field, especially suggestions that have been tried out and show promise. The present program is largely experimental. It will be subject to change as experience shows that alterations contribute to the purpose for which it is undertaken.

It should be emphasized that back of this whole program is the development of physical fitness and the attendant improvement in health, strength, endurance, skill, and mental health and morale essential to a vigorous people who will fight to victory for themselves, their State and their Country.

Any school in the State, public or private, white or colored, below collegiate rank is eligible to the service that is being offered.



*Director,
University Interscholastic League*

I. THE WAR-GEARED SCHOOL

THE Wartime Commission of the U.S. Office of Education, met on March 25, 1942, and gave consideration to reports of studies made by divisional committees and subcommittees, among which was a report on "The Best Kind of High-school Training for Military Service." This report was approved and ordered published,* as follows:

Why Not Military Drill?

The attack on Pearl Harbor by the Japanese before war was declared, and the subsequent operations against the United States by the Axis Powers have brought about an upsurge of patriotic fervor in our country such as has no parallel in the memories of living men. Teachers and pupils in high schools share in this enthusiasm and are asking insistently, What can *we* do?

Many high-school leaders have thought that one answer to the question would be to introduce military drill into the high school. Indicative of this viewpoint is the fact that the number of inquiries regarding military drill coming to the U.S. Office of Education has risen rapidly since December 7 and is continuing to mount.

The reply which has been given to these inquiries is that the United States Army finds it impossible at this time to supply equipment or

*See pp. 3 and 4, Education for Victory, Vol. I, No. 4.

to detail officer personnel as instructors in high schools desiring to introduce military drill. While this is usually accepted by the schools as a reasonable answer, it is far from being a satisfactory answer to young and enthusiastic patriots who want to do their bit.

Rely Upon the Schools

Without prejudice to courses in military training already in existence, it may be stated that no one should be disappointed over lack of opportunity to take military drill before he enters the Army or the Navy. The armed services are equipped to give him the necessary drill in a short time after he enlists or is inducted.

For some of his training in other respects, equally important to his military efficiency, the Army and Navy prefer to rely upon the schools. Because of deficiencies of many of those that come to them, the armed services, however, are constantly compelled to instruct recruits in areas and subjects in which the schools are entirely competent to supply the training. In the pages which follow an effort is made to indicate in broad outline the contribution which schools can make to preinduction training. *The courses proposed are not a substitute for military training; they are military training in as real a sense as is military drill.*

The statement has the approval of the United States Office of Education Wartime Commission and of the designated officers in charge of training in the United States Army and the United States Navy.

Competent, Disciplined Men

The Army and Navy need competent, alert, loyal, brave, and

healthy men who are able both to give orders and to obey them. No amount of technical or military skill can be considered a substitute for these essential qualities. They are produced through study and discipline, contact and association, competitive games and sports, and observance of the laws of health. The best agency available to American democracy for developing these characteristics in all youth has been and continues to be the schools, public and private.

Healthy Men

The rigors of military discipline demand robust, toughened bodies in a sense not required in ordinary civilian pursuits. The effective soldier or sailor is not only free from disqualifying defects; he is strong, vigorous, energetic, healthy, aggressive, and courageous. Work involving the large muscles can contribute abundantly to this objective.

In the schools the physical education program can be made to yield important results through emphasis on healthful living and beneficial exercise for all, boys and girls alike, as never before. The paramount importance of good health leads to the conclusion that every pupil should be given periodic health examinations with additional examinations whenever the need appears; teachers should be watchful of pupil health at all times to identify cases needing attention. Of equal importance is the follow-up of the findings of health examinations with the homes and social services to make sure that necessary dental and medical care is supplied, that nutritious foods are provided, and

that physical defects are corrected insofar as possible.

Skills and Information Needed

Over and beyond this there are certain skills and information which are useful in the armed forces. Many of them are of great importance also in civilian life and should, therefore, not be denied to other pupils, both girls and boys who are ineligible to enter the armed forces. Some of the more important of these are listed below.

A. One group of *activities* is *important for survival under war conditions*. Efficiency in these activities may mean the difference between life and death for the pupils themselves. They are equally significant for girls and boys and ought to be included in the school program for all pupils. These are:

1. Air raid and fire drills with adequate instruction about the protection of themselves and their homes. Military values, as well as added safety, result if the drills are carried out with exactness and precision.
2. First-aid, home hygiene, and life-saving instruction.

B. Certain *activities and skills* are *useful in the armed forces*. Because of their character these probably may most appropriately be introduced into physical education courses although some schools may wish to develop special classes in them. Since the activities are designed to develop endurance and strength, a thorough physical examination should precede the assignment of any boy to this pre-military training program.

A more generous total time allotment than usually given to physical education is recommended. Necessary equipment should be provided, but elaborate facilities are not essential to an effective program; for instance, an open field may be substituted for a heated gymnasium. The armed forces fight under all conditions and in all kinds of weather, summer or winter. Given selected, sturdy boys the activities should tax their endurance and skill, due allowance being made for their strength and age; hard soldiers cannot be developed by soft methods. The following activities are illustrative:

1. Hard - driving competitive sports and games involving physical contact.
2. Swimming.
3. Tumbling.
4. Boxing and wrestling.
5. Strenuous "setting-up" exercises.
6. Hiking and pitching camp.
7. Jumping and running.
8. Skiing.

C. A third classification may be made of *areas of information useful in the armed forces*. Much of the pretraining for military service under this classification may be achieved by changes of emphasis in the established high-school courses. More of the English for use, especially practice in understanding and preparing directions, dispatches, and accounts, whether orally or in writing; in social studies why we are at war, the historical background and the current changes in the war situation, what we must do to win the war, and the moral obligation of each one to

serve country and community; in mathematics a nearer approach to 100-per cent mastery of fundamentals; in science the elements of physics and chemistry—these are knowledges and informations which the Army and Navy especially desire that their personnel should have.

In addition it is advantageous for each recruit to have specialized knowledge in one or more areas. Such specialization, however, should not be at the expense of a thorough knowledge in the basic areas already mentioned. The pupil should be advised regarding the type of specialized information most useful to him by the guidance service set up by the school.

In large schools special premilitary courses may be introduced. Differentiation in assignments, special units, home projects, and committee undertakings are methods by which a teacher may provide specialized information in any school, large or small, without having a whole class give extended attention to an enterprise which is of special significance only to some of its members. Some of the specialized information needed is:

1. International Morse code.
2. Radio and telephone operation and repair, including transmission and receipt of messages.
3. Automobile and airplane maintenance and repair.
4. Machine shop work.
5. Foundry work.
6. Photography.
7. Map reading.
8. Personal hygiene and nutrition.

9. Home nursing (especially for girls).*

Summary

The program that is here suggested for premilitary training in high schools stresses—

1. Good health, physical fitness, endurance, safety from war hazards. In most schools these results will be achieved principally through the health and physical education program.
2. Fundamental information and patriotic motives for fighting men gained through basic subjects such as mathematics, science, English, and social studies.
3. Specialized knowledge and vocational skill useful in the armed forces to such extent as the school is equipped to meet the need.

The foregoing report was prepared by Carl A. Jessen, senior specialist in secondary education, U. S. Office of Education, in coöperation with representatives of secondary education both in the Office of Education and outside and with representatives of the training divisions of the Army and the Navy.

*This list can be materially lengthened. In making additions, however, the school should give consideration to: (1) whether it has the facilities in equipment, teaching materials, and personnel to offer effective instruction in the specialized areas; and (2) whether the Army and the Navy may not be equipped to do a better job in the specialized areas while the school centers its attention on instruction in subjects where it is in position to make the best contribution.

II. LEAGUE COÖPERATION

IN THE Physical Fitness Program, which functions under the Texas Civilian Defense, Division of Health and Emergency Medical Service, George W. Cox, M.D., Chairman, the University Interscholastic League, through the State Supervisor of the Program, D. K. Brace, has been asked to undertake the formation of Physical Fitness Clubs in Texas schools.

Physical Fitness Clubs

This the League is only too glad to undertake, using the machinery that is already set up as a basis for organization of this activity. In each county and in each sizeable community there is already appointed a local chairman of the Health and Emergency Medical Service, under whose general direction the Physical Fitness Program will be administered. He is empowered to appoint local supervisors in the Physical Fitness Program, and it is through this individual that the League organization will make contact and operate to the end that there may be formed in every school wishing to undertake such an enterprise a Physical Fitness Club, or Clubs.

Of course, the Physical Fitness Program, of which Dr. Brace is State Supervisor, includes much more than the school clubs, which is a detail of a larger program, having no less than five main divisions. Each of these five divisions will be in charge of men and

women supervisors, except for some of these divisions, which will be consolidated in small communities.

The work in which the League has undertaken to be of assistance to this vast and patriotic enterprise, is concerned with the organization of Physical Fitness Clubs for boys and girls in all schools, large and small, in the State. This service is given in response to a request from State Supervisor of Physical Fitness and with the approval of the Chairman, Dr. George W. Cox, and will be pursued under his general direction with the immediate technical assistance of Dr. D. K. Brace, Professor of Physical and Health Education in The University of Texas.

Physical Fitness Standard

It is a part of the plan that physical fitness standards be set up for girls and boys on different school levels, one elementary, one junior high and two for senior high school. Suitable recognition is provided for club-members qualifying; and recognition also for schools undertaking the enterprise. Each club, under the plan contemplated, has a teacher-sponsor who will be provided with training-guides and conditioning suggestions in the form of bulletins and circulars prepared under the direction of Dr. Brace and published by the Division of Health and Emergency Medical Service. This material will be furnished free of charge to participating schools, and will be ready for distribution shortly.

In the meantime, any teacher, principal or superintendent inter-

ested in this program as proposed in the schools may get on the mailing list by dropping a card indicating interest to the Interscholastic League. Anyone interested in the Physical Fitness Program as a whole may receive information by addressing the State Chairman, Dr. George W. Cox, attention D. K. Brace, State Office Building, Austin, Texas.

"The Glory That Was Greece"

OUT OF these [Olympic] athletic contests first held 776 years before Christ, and repeated every four years, were gathered the citizen armies that successfully maintained a state of freedom against a foreign aggressor for over 1200 years. Out of these monster exhibitions of democratic participation in running, jumping, wrestling and boxing, came physical fitness and national well-being that permitted a handful of small Greek city states to cope successfully with the mightiest armies of the world, armies which outnumbered them 100 to one.—From an address by Paul V. McNutt, Federal Security Administrator, broadcast over the Columbia Broadcasting System to the American Association for Health, Physical Education, and Recreation in New Orleans, April 17, 1942.

III. QUESTIONS AND ANSWERS

SO MANY inquiries have come into the League office since the announcement in the March issue of the *Interscholastic Leaguer* of the plan for organization of Physical Fitness Clubs that it has been necessary to compile and answer them in question-box form.

A bulletin describing the Physical Fitness Program in detail, so far as it affects schools, is published now and ready for distribution.

The following questions and answers cover the great majority of inquiries so far received:

1. Can any school in Texas organize Physical Fitness clubs sponsored by the University Interscholastic League? Yes, any private, parochial or public school may organize Physical Fitness clubs in the school.

2. May clubs be organized for girls as well as boys? Yes. There are separate standards for girls and for boys.

3. Whom shall I write to for complete information on the Physical Fitness program as a whole? Dr. George W. Cox, State Chairman on Health and Emergency Service, attention Dr. D. K. Brace.

4. Is there a Physical Fitness Club Bulletin available for the elementary, junior and senior high schools? Yes, a special Bulletin for sponsors of Physical Fitness

clubs has been prepared for the elementary and secondary schools. Write to the University Interscholastic League for a copy of the "Instruction Manual for Victory Physical Fitness Clubs."

5. How does the school fit into the general plan of the Physical Fitness Program? There are several divisions of the Physical Fitness Program, namely: (1) School and College Division, (2) Out-of-School Recreation, (3) Close Order Drill and Conditioning Exercises, (4) Industrial Recreation, and (5) Publicity. All elementary and high schools function under the School and College Division.

6. Where shall we write for information about the Physical Fitness Club Program in the school, and how to organize Physical Fitness clubs? Interscholastic League, Box H, University Station, Austin, Texas.

7. What person in the school may take the initiative and organize a Physical Fitness Club Program? Any interested person in the school may organize a club. The physical educator, a teacher, athletic director, or science teacher would make ideal sponsors.

8. Should schools attempt to organize Physical Fitness Clubs this late in the school term? Yes, clubs can be organized and encouraged to function during the summer months. Attractive club programs will be arranged for summer meetings of the club.

9. What is the first step in organizing a Physical Fitness Club? (1) Secure a Physical Fitness Club Bulletin and study carefully; (2) Invite a group of interested pupils

and explain aims and purposes of the program; (3) Pupils that desire to be members of the club should sign the Physical Fitness Pledge; (4) As soon as the Pledge has been signed club members should begin work on activities that will prepare them for passing the standards.

10. How can the sponsor motivate interest in the passing of Physical Fitness standards? Explain to the pupils the real meaning of Physical Fitness, how a healthy and strong person is able, when difficulties arise, to adjust himself physically, mentally and socially to meet the new situation. A bibliography to aid club sponsors will be found on pp. 30-33 of this bulletin.

11. Is it the responsibility of the club sponsor to supervise the passing of the standards? Yes. The sponsor should supervise the passing of standards, but he or she can secure help from the physical education teacher or the athletic coach in supervising the passing of standards.

12. Should boys and girls be urged to pass standards as soon as possible after a club is started? No. The purpose of the standards is to motivate the development of physical fitness and to insure that certain standards are reached. The development of physical fitness takes time. Work for continuous and gradual development.

13. How many clubs should a school have? As many as possible. Try to get every able-bodied boy and girl into a club.

League Designated Sponsor

THE plan of organizing Physical Fitness Clubs in schools is only one aspect of the general Physical Fitness Program of the division of schools and colleges. At the request of the State Supervisor of Physical Fitness Program and with the approval of the State Chairman on Health and Emergency Medical Service, Dr. George W. Cox, the duty of promoting and guiding Physical Fitness Clubs in elementary, junior and senior high schools has been assigned to THE UNIVERSITY INTER-SCHOLASTIC LEAGUE, under the direction of Mr. Roy Bedichek, Director of the Bureau of Public School Extracurricular Activities, and Mr. R. J. Kidd, Athletic Director, Bureau of Public School Extracurricular Activities, Division of Extension, The University of Texas.

IV. EXTRACURRICULARS MORALE BUILDERS

PSYCHOLOGICALLY speaking, it is sound to maintain many peace-time extra - curricular activities during war, in the opinion of Dr. Paul White, University of Texas psychiatrist.

“I think that the University is wise in keeping Round-Up this year, as well as in planning for continuance of football games and related events,” he declared. “Healthy excitement takes the students out of themselves; it helps them maintain emotional equilibrium. Constant pre-occupation with difficulties does not result in solution.”

Example of England

In England, where the entire population has been markedly affected by the war, there has been a decided drop in neuroses. People there have neither the time nor the opportunity to think about themselves so much.

Apparently the same effect among college students is the result of large football games, final examinations and such large social events as Round-Up. Dr. White has found there is a pronounced drop in the number of students coming to him for help before such events, but that this may just be an indication of procrastination.

“In most universities, approximately 10 per cent of the students

are emotionally maladjusted at one time or another, but it is still too early to know to what extent the war will change the number of students needing a psychiatrist's help," Dr. White said.

War Impact Yet to Come

The bulk of University students are still unaffected by the war he said. "Except in individual cases when a boy's draft number is called or when a girl's sweetheart is called into service, the majority of college students are still emotionally incognizant that a war is going on," he declares.

"The lives of most citizens have not as yet been touched directly by the war, and consequently they are not greatly psychologically upset," he explained. "When students must give up their cars or go entirely without sugar or when the war comes to our own shores it will probably be another matter.

"Students as a whole underwent real shock after the attack on Pearl Harbor, but they have absorbed the shock and have readjusted their lives," he declared.

Unless a capacity for thinking be accompanied by a capacity for action, a superior mind exists in torture.—Benedetto Croce.

It's not so much the size of the dog in the fight, as the size of the fight in the dog.—E. J. Young.

Man has a task of happiness.—
Robert Louis Stevenson.

V. PHYSICAL FITNESS AND MORALE

(By Henry M. Foster, Professor
of Physical Education, University
of Washington)

A GAIN the attention of the country is directed to the physical fitness of its manpower and the morale of its civilian population. Again the schools occupy a strategic position with reference to both problems. In order to focus the attention of school administrators on the part the schools can do in the war emergency, the following outline is submitted for consideration.

The Problem

1. The health and physical status of American youth today is more favorable than that of previous generations, but it is far from what it should be, could be, and perhaps must be, if we are to withstand aggression and solve our domestic problems.

2. It is not for war alone that we should prepare youth, but for the preservation of the democratic way of life. The wars now raging in the world may end tomorrow, but our national needs for good citizenship, morale, patriotism, and faith in the American way will still go on.

3. Our schools play a significant role in developing social and physical fitness, but the traditional curriculum with its emphasis on

academic achievement is inadequate. A broader, more realistic point of view must prevail. In this new conception, physical education, health education, recreation education, and student activities must not be considered adjuncts but essential phases of liberal education.

4. In the main, no radical changes are indicated in the content of local programs, but instead a reaffirmation should be made in the belief that games, sports, athletics, hygiene, and health service are the best instruments for preparedness.

5. In order to provide adequate facilities and services, it may be necessary to have financial support from the Federal Government. There is now a bill before Congress which, if approved, will make available to local school boards financial aid for health and physical education.

6. More emphasis should be placed on community planning to the end that all legitimate social agencies shall make an effective coördinated attack on the problem.

Proposed Measures

A. *Health Education.* The following should be provided in every school under the direction of educational authorities:

1. A health service program. This would include a thorough health appraisal of every boy and girl and a follow-up program designed to secure the correction of remedial defects.

2. A healthful school living program which would emphasize healthful school environment and healthful teacher-pupil relationships.

3. A program of health teaching beginning in the first grade and running through the twelfth, based on the needs at the grade age levels and properly motivated.

B. *Physical Education.* The following should be provided:

1. A required graded program, sufficiently diversified to meet the needs of every child in school.* This program should include games, sports, athletics, gymnastics, rhythmic and adapted activities. Every boy and girl should have a balanced program. The required program should be essentially an instructional program with emphasis placed on the acquisition of knowledges and skills, since the ability and disposition to participate in the activities taught is more significant than the amount of perspiration or muscular contraction induced at a given time.

2. A laboratory program should supplement the required instructional program. This program should include many recreational activities as well as the more vigorous games and sports, and again the carry-over type of activity should be emphasized.

Specific Recommendations

1. Evaluate what we are doing in light of approved standards.

2. Make a thoroughgoing survey of facilities, equipment, and leadership available.

3. Determine desirable administration policies in the light of No. 2.

4. Appoint a curricular committee and sub-committee to develop a graded curriculum based

*This requirement is met in large measure by the League's present program of Physical Fitness Clubs.

on the needs of pupils of various age levels.

5. Establish in-service training courses designed to improve the leadership, and employ only men and women who are professionally qualified.

6. Set the stage for effective integration of school and community effort.

7. Assume leadership in community planning in those areas that are properly within the scope of education.

8. Emphasize the importance of health education, physical education, and recreation at teachers' meetings and educational conferences, and carry on a strong publicity campaign designed to enlist public support for these vital activities.—*College Education Record*.

IN THIS emergency I believe that we who know the value of body building for competitive sports should work for the restoration of a physical education program which has not lost its "phys"; for an athletic program geared to the times; for a program for both boys and girls which will give them an actual foretaste of what is in store for them. In this way our nation's armed forces will benefit immeasurably and this unholy war will be ended victoriously, that much sooner. Isn't this common sense and a practical program for your youth today?—Walter B. Spencer, Executive Secretary, Connecticut High School Athletic Association.

VI. GENERAL SUGGESTIONS

(By State Supervisor, Dr. D. K. Brace)

1. Endeavor to have every student receive a health examination during each school year. Use the suggested report slip in the Instruction Manual on Victory Physical Fitness Clubs in obtaining the signature of the family physician reporting that the examination has been given, and indicating advice as to physical education activities.
2. Study the individual health needs of each pupil as related to physical fitness. Discuss these needs with the pupil.
3. Base the physical education program on the needs of the pupils. Provide a system of individual pupil records.
4. Expand physical and health education programs to require a daily period for every pupil. No pupil who can attend school should be exempt from some form of health and physical education participation.
5. Survey the physical and health education program in the school system on the basis of the standards for accreditation of the State Department of Education.
6. Get school systems accredited with the State Department of Education.
7. If the system is accredited, check it to see that it really deserves accreditation.
8. Survey schools and their programs from the standpoint of safety and safety education—Remove safety hazards.

9. Get school authorities to open school buildings for community recreation purposes.
10. Coördinate physical education programs with out-of-school recreation facilities and programs.
11. Start a program of daily health inspection by each teacher. Let the teachers work together in preparing a plan for daily health inspection. Coördinate health inspection with school and community health services.
12. See that pupils are informed about and visit community health services.
13. Get all teachers to take advantage of all opportunities to give health instruction.
14. Give instruction in first aid to all students, leading to the junior or advanced Red Cross First Aid Certificates.
15. See that schools are provided with ample, readily accessible first aid supplies.
16. Have a more vigorous physical education program of activities. Stress the following:
 - a. Study the special needs of each student.
 - b. Give some body building conditioning exercises to students who are especially weak.

Do not make the whole program consist of calisthenics.
 - c. Have some apparatus work, such as climbing, hanging, vaulting and jumping.
 - d. Include chinning and dipping exercises.
 - e. Stress track and field activities.

- f. Continue to stress team sports.
 - g. If trained instructors are available, teach some boxing and wrestling to high-school boys.
 - h. Insist on correct performances and vigorous participation for boys and girls.
 - i. Allow no one to be excused from some form of physical and health education, and especially do not accept band, pep-squad, monitor duty, etc., in place of physical education.
 - j. Devote some part of each period to stress on health matters, but do not substitute "health lectures" for the daily physical education periods. Additional periods for health education are needed in high schools.
17. Encourage the formation of Physical Fitness Clubs. Get every pupil in a club. Get teachers to act as club sponsors.
 18. Stress forms of mass competition in which all take part. Reduce any over-emphasis on single school teams.
 19. Make wider use of student leaders.
 20. Inter-school contests can be held in the form of "telephone" meets in which each team stays at home and telephones the records made to another school to decide which school wins.
 21. In inter-school contests play teams close at home. Avoid long trips. Have a school represented by several teams in a sport rather than by one team only.

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PRELIMINARY REPORT BLANK

(Please use lead pencil)

Please check (✓)

1. Have Physical Fitness clubs been organized in your school? Yes No
2. Are you interested in organizing a summer Physical Fitness program for the school children in your community?..... Yes No
3. Have you received copies of the Physical Fitness Manual?.. Yes No
4. Do you need additional copies?.. Yes No
5. If additional copies are needed, how many? _____
6. Does your school devote a regular class period to Physical Education? Yes No
7. Please fill in below names of sponsors:

8. Do you wish to be retained on our "Physical Fitness" Mailing List? Yes No
- Name _____
- School _____
- P. O. Address _____

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