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A SURVEY ON THE USE MADE OF HEALTH TEXTBOOKS
IN GRADES THREE THROUGH SIX
IN THE RURAL SCHOOLS OF MONTANA

by

BEE Z. BURTON

B. S. Intermountain Union College, 1938

Presented in partial fulfillment of the
requirements for the degree of
Master of Education

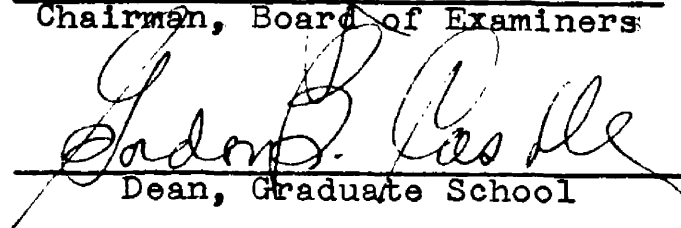
MONTANA STATE UNIVERSITY

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CHAPTER I

THE PROBLEM

Statement of the Problem

Sources of information unheard of fifty years ago are now being used in educating children in health habits. This information, combined with the fact that health is taught incidentally in other courses, leads to the question of whether or not the use of health textbooks in specific health classes in elementary grades is necessary. W. W. Charters¹ states that ". . . children should be allowed to obtain as much education as possible from undirected experiences upon a play level through intellectual roving."

Importance of the Study

Advancement in education must keep pace with the needs of the citizenry of our country if we are to survive as a democratic nation. As L. B. Stretch said:

. . . the social changes are not incorporated in the textbooks for the public schools until several years after the changes have taken place. The materials that have been placed in textbooks have been left solely with the textbook writers. In many instances these writers do not make as careful a study of the conditions and changes in society as they should. Many of them are interested in reflecting in their books the point of view of the different college or university professors under whom they have

¹ W. W. Charters, Curriculum Construction. (New York: The Macmillan Company, 1924), p. 81.

studied. Their attention is frequently centered upon the past more than it is upon the changing conditions of present-day life.²

Limitations of the Problem

To procure information on the use of health textbooks in all the schools within the state of Montana would have involved more time and expense than this project would have warranted. By asking the county superintendents to assist in a study of health textbooks used in the rural schools within their counties, the field was narrowed considerably. Such a survey of the rural schools aided in determining common practices with respect to the use of health texts and also suggested the direction in which the schools were moving in this aspect of their program.

This study, then, included only grades three through six in Montana rural schools. It concerned itself only with health teaching and depended entirely on the reports of county superintendents regarding this aspect of the school program.

Purpose of the Study

The purpose of this study was to determine the general practices followed in the use of health textbooks in grades three through six in the rural schools of Montana.

² L. B. Stretch, Curriculum and the Child. (Chicago: Educational Publishers, 1939), p. 25.

In order to accomplish this purpose, an attempt was made:

1. To determine to what extent health textbooks were used in regular class periods for grades three through six in the rural schools, and the amount of time given to health instruction.
2. To determine whether or not adopted health textbooks were used and the method of selecting the texts.
3. To secure the opinions of the several county superintendents with regard to integrating health and science classes.
4. To secure the opinions of the county superintendents concerning the elimination of the health textbooks.
5. To determine how health instruction was presented to the students and how the result of such teaching was measured.

CHAPTER II

RELATED LITERATURE

Related literature on the teaching of health indicates that health should be correlated more and more with other subjects. This does not in any wise minimize its importance in the curriculum or suggest its abandonment. Chappellear, in his study, "Health Subject Matter in Natural Science," which he conducted by questionnaires and analyses of texts and courses of study, made this statement:

Health deserves a prominent place in the curriculum of our public schools. This fact is so self-evident that it is axiomatic. It is difficult to imagine a preparation for the activities of life that would overlook so fundamental an element as the health of the individual.¹

Correlation and Integration. Defending his view that health can be successfully correlated with other subjects in the curriculum, Chappellear cited two facts from "A Health Survey of Eighty-Six Cities." (1) As the planners of this survey recognized that one accepted method of teaching health was by correlating it with other subjects, one question was included which dealt with this phase. Twenty-four of the eighty-six cities stated that they were then

¹ Claude S. Chappellear, Health Subject Matter in Natural Sciences, Contribution to Education, No. 341. (New York: Bureau of Publications, Teachers College, Columbia University, 1929), p. 1.

correlating health education with other studies in 100 per cent of their schools; this method should undoubtedly be used and extensive study carried on in this field. (2) Seasonal events, such as safety week, and classroom instruction should be correlated as far as possible with special work.²

In a study made by the American Child Health Association, it was pointed out that the isolation of health subject matter could not be maintained successfully. It is like character training, which is itself one phase of health education, in that it has a place in all subjects. Any part of the school curriculum that is related to health education should be used as a means of assisting the student in acquiring ideals and health habits which will build for a sound mind and a sound body.³

Relative to the placement of health education in the curriculum, The Joint Committee on Health Problems in Education of the N. E. A. and the American Medical Association, published in 1924, proffers the following:

Great emphasis has been justly placed in health education upon the incorporation of health teaching into various other subjects and projects. If the utilization of the appropriate in other subjects is

² Ibid., citing "A Health Survey of Eighty-Six Cities," Research Division of American Child Health Association, (New York City, 1925), pp. 152 and 594.

³ Some Tendencies in Health Education, American Child Health Association, 370 Seventh Avenue, New York City, 1926, p. 17.

deliberately planned and successfully supervised, needs for special periods devoted to health teaching will be minimized.⁴

The policy of integrating health instruction into the curriculum is evident in "Suggested School Health Policies," written under the auspices of the American Medical Association and published in 1950. The educational philosophy of this pamphlet is that health instruction should arouse interest, engender compelling motives, and stress the development of good health habits and attitudes as well as the acquisition of knowledge.

No one method of incorporating health and safety instruction into the curriculum will suffice. All opportunities for influencing health behavior and for providing an understanding of health should be utilized. A well organized program will give proper emphasis to direct health instruction and to supplementary or incidental instruction in other subject-matter areas.

At the elementary school level, health teaching consists largely in helping children to develop desirable habits of, and attitudes toward healthful living. An alert teacher will relate much of her health instruction to life experiences. Since health is considered one of the first objectives of education, the amount of time allotted to this

⁴ Thomas D. Wood, Chairman, "Health Education," Report of the Joint Committee on Health Problems in Education of the N.E.A. and the American Medical Association, 1924, p. 76.

subject should at least equal that devoted to any other major area of the curriculum.⁵

In discussing the pro's and con's of integrated programs, Oberteuffer points out that those who favor integrated programs contend that whereas certain specific knowledge of the anatomy and physiology of the body may not be dealt with, nevertheless, students emerge from one of the larger core units with a better understanding of health and health problems than if they had studied a specific and single health unit. The meaning of things is understood because it is taught in relation to living problems of human affairs. Those supporting specific teaching dislike the alleged "diluting of health material" by teaching it in association with larger problems and practice by seeking them directly with no diversion. Well taught, it may be safely assumed that any progressive and scientifically sound course of study will be productive of results in the lives of students.⁶

In a thesis written by George Moore, the physical education program was described as the medium where children are aided in developing healthy bodies and acquiring

⁵ Charlie C. Wilson, Chairman, "Suggested School Health Policies," (New York: Health Education Council, 1950), p. 14.

⁶ Delbert Oberteuffer, School Health Education, (New York: Harper and Brothers, 1951), p. 55.

proper health habits and attitudes toward clean and better living.⁷

In discussing single unity, A. N. Whitehead offers the following:

The solution which I am urging, is to eradicate the fatal disconnection of subject which kills the validity of our modern curriculum. There is only one subject matter for education and that is Life in all its manifestations.⁸

Community Cooperation and Suggested Health Practices. In the school health service section of "Physicians and Schools," the suggestion was made that in order to have the minimum essential of a practical school health program, there must be both school and community planning.

Each school system and each school must have administrative leadership with definite responsibility for the total health program and for cooperation and coordination with the medical and dental professions and with community health agencies, public and private.⁹

The Second National Conference reported by the

⁷ George Moore, "A Survey of the Material Environment of Physical Education Classes in Eight Schools in Western Montana," (unpublished Master's thesis, The University of Montana, Missoula, 1948), p. 3.

⁸ A. N. Whitehead, The Aims of Education and Other Essays. (Chicago: The Macmillan Company, 1929), pp. 10-11.

⁹ "Physicians and Schools," Report of Conference on the Cooperation of the Physicians in the School Health and Physical Education Program, (Chicago, Illinois: American Medical Association, 1947), pp. 7-8.

American Medical Association continues the policy of urging joint planning at the state and local level by the health department, the department of education, and the medical society. Community understanding and appreciation of the school health services must be preceded by or accompany their development. All those concerned in the program share the responsibility for this education.¹⁰

Edwin Obennauer stresses the importance of cooperation between school and community. This would include sending notices to parents following check-ups, keeping health records, and creating a healthful environment for all children.¹¹

A sampling of what some schools are doing in regard to health practices is found in Sister Aimee Ely's survey, "Health Education in Montana Catholic Schools." Grade school children were given instruction in hygiene and safety. Health references and bulletins were used. The means by which the instructions were given were not disclosed.¹²

¹⁰ "Physicians And Schools," Report of The Second National Conference on Physicians and Schools, (Chicago, Illinois: American Medical Association, 1949), p. 9.

¹¹ Edwin Obennauer, "Handbook of Information for Teachers in the Public School of Homer, South Dakota," (Unpublished Professional Paper, The University of Montana, Missoula, 1937), p. 8.

¹² Sister Aimee Ely, "Health Education In Montana Catholic Schools," (unpublished Master's thesis, The University of Montana, Missoula, 1932), p. 23.

The Fourth National Conference reported by the American Medical Association covered a phase of the rural health program as a result of the fact that those reporting felt that the physical aspects of the rural school environment should be developed in such ways as to give basic essentials for healthful living. A plan should be formulated for dealing with sudden illnesses and accidents that occur in school. Much can be done to alleviate this problem by stressing to the parents the need for keeping a sick child at home. A daily, alert health observation of the child should be practiced by the parents and teachers with the object in mind of referring cases to specialists for treatment.¹³

Texts and Courses of Study: Their Use and Misuse. According to Dewey,¹⁴ much of our present educational confusion can be ascribed to our too strict adherence to the logical organization of subject matter.

Ruth Strang, in her study, Subject Matter in Health Education, analyzed courses of study and textbooks in both urban and rural localities throughout the United States for the purpose of determining the subject matter used and its

¹³ "Physicians and Schools," Report of the Fourth National Conference on Physicians and Schools, (Chicago, Illinois: American Medical Association, 1953), pp. 21-22.

¹⁴ John Dewey, The Way Out of Educational Confusion. (Cambridge: Harvard University Press, 1931), pp. 17-18.

suitability for health education at the various grade levels. Strang points out that there is a lack of uniformity in the number, kind, and grade placement of statements which constitute the subject matter of health education; and that there is a need for more carefully determined statements and improvement in the material upon which teachers are so dependent in the teaching of health. She further states that in one course of study the health subject matter for the first four grades was condensed into two-thirds of a page, while other courses of study use from two to twenty-four pages to cover the material for the same grades. This wide variation shows that either one of two conclusions may be drawn: If the material can be stated in two-thirds of a page, then the students are being distracted from the meaningful habits by a vast amount of filler; if the twenty-four pages are actually needed, then those that devote only two-thirds of a page to health instruction are definitely lacking.¹⁵

C. E. Turner in his book, School Health and Health Education, offers the following views on the use of health textbooks. The basic textbook in health occupies a strategic position in class instruction. It is used by

¹⁵ Ruth Strang, Subject Matter in Health Education, Contribution to Education, No. 222. (New York: Bureau of Publications, Teachers College, Columbia University, 1929), p. 1.

the teacher as a reference, and is supplemented with various source material.

Information that is necessary and valuable for an intelligent comprehension of the health problems generally found at the different grade levels is concisely and accurately summarized in the modern textbook. The best texts present a program of health education and not a mere accumulation of facts.

The suggestion that the health textbook may be discarded without serious loss is rarely heard today. Instead, there is a more general agreement that the textbook must be the keystone of any permanent plan of teaching any subjects in the elementary school. It is easier to standardize authentic facts in textbooks than in teachers. The textbook may be used in various ways and in connection with almost any method. The textbook is used when the mastery of a certain material in the textbook is the immediate objective of the entire class period.

The experienced teacher is inclined to use the textbook lessons too much, which is likely to result in a lack of interest.¹⁶

According to Bagley, who made a study of "The Textbook and Methods of Teaching," texts were followed almost

¹⁶ C. E. Turner, School Health and Health Education. (St. Louis, Missouri: The C. V. Mosby Company, 1952), pp. 362-373.

to the point of slavishness; teachers failed to arouse the curiosity of the students as a means of stimulating interest; and teachers seldom encouraged the students to develop the "why" attitude. Everyone realizes that textbooks are an important part of education in that they determine to a large extent the content and the method of instruction. Naturally, this is especially true when teachers are poorly trained; when there is a lack of adequate professional supervision; and also when there is a scarcity of reference material that is suitable and applicable. In general practice, the textbook remains the course of study for many schools. In so far as teaching methods are concerned, a slavish memorization of the text is followed. In the small rural schools, it was found that many of the teachers lacked sufficient training and had not formulated a basic educational outlook; as a result, these teachers depended wholly upon the text for their material and presentation.¹⁷

According to Helen Coops, many teachers prefer to use textbooks in graded series in order to provide orderly and accurate instructional material. Textbooks are valuable when used as a common core of content for a class and as a frame of reference. The good teacher does not lean too heavily on textual material that is to be followed in a

¹⁷ William C. Bagley, "The Textbook and Methods of Teaching," Thirtieth Yearbook, National Society for the Study of Education, Part II, 1931, pp. 7-26.

limited or stereotyped manner. The textbook is supplemented by other available reading matter in the library or in a small, specially-selected, classroom collection.¹⁸

Ruth Graut, another to express her ideas on the use made of textbooks, insists that much teaching today is based almost wholly on textbooks and on courses of study. This is particularly true in older types of school systems or in the hands of inexperienced teachers. Most modern health textbooks give recognition to interests and needs at different age levels. They provide motivating materials and present health facts in an appealing form. The teacher should use the text as a supplement to her teaching and as an aid to the solutions of problems rather than as the entire substance of the teaching. Older courses of study, with prescribed subjects and course content, grade by grade, still hold a place of prominence in many school systems. The manner in which the course of study is used will depend upon the school system and the ingenuity of the teacher. There is a tendency today to use a flexible teaching guide.¹⁹

¹⁸ Helen Leslie Coops, Health Education in Elementary Schools, (New York: A. S. Barnes and Company, 1950), pp. 41-90.

¹⁹ Ruth E. Graut, Health Teaching in Schools, (Philadelphia: W. B. Saunders Company, 1948), p. 117.

Objectives. The Third National Conference reported by the American Medical Association reaffirmed the policies of the earlier reports, and in the conclusions and recommendations designated services which should be a part of the health appraisal of school children. Health services should contribute to the maximum effectiveness of the child as an individual and as a member of his community; assure fitness to receive an education; inform the school child, the school personnel, and parents regarding the child's health status; and to serve as a learning experience for children, parents, and teachers which will be a life-long program of healthful living.²⁰

The responsibility of schools, according to authorities, is to help every child attain the highest possible well being, to see that no child is deprived of growth because of physical handicaps, to find measures of detection and "follow through" leading to treatment or helpful adjustment, to act as a guide for the child, parent, and community in a better understanding of total health.²¹

²⁰ "Physicians and Schools," Report of the Third National Conference on Physicians and Schools, (Chicago, Illinois: American Medical Association, 1951), p. 49.

²¹ "The Responsibility of the School for Health Appraised," Education Digest, September, 1953, Vol. XIX; The Bulletin of the National Association of Secondary School Principals.

Dr. Howard S. Hayman cautions teachers to gear their teaching to the students' daily living, and to remember that neither extreme formal hygiene teaching nor extreme progressive health instruction will produce the results one has a right to expect from modern health instruction in the elementary school. The specific, detailed scope and sequence of the health program for any grade or class should be worked out by the teacher and students; and teachers should use more informal methods. It is also wise to select and use a wide variety of methods that will help each boy and girl in the class to develop desirable basic health interests, attitudes, and habits; and to organize the teaching around real student experiences in the home, community and school. The major emphasis should be placed on helping the student to attain mastery of healthful daily living.²²

All studies relating to health education seem to point in the same general direction; that is, a health program that is correlated with other subjects in the curriculum, with the health textbook used as a reference. This can be done, not only through physical education and science, but also through all subjects in the curriculum. Health is not a subject which should be isolated

²² Dr. Howard S. Heyman, Functional Health Teaching. (Goshen, Indiana: McConnell School Map Company, Inc., 1949), pp. 9-16.

as a single unit. It is an outgrowth of many things and a growing-up of the child. There is a definite need for further and more intensive study in this field. These references cited here may be construed as forerunners of things to come.

CHAPTER III

PROCEDURE

Since the purpose of this paper was merely to show the present practice and the trend in the use of health textbooks in rural schools in Montana, the writer exercised extreme caution in editing the information received.

In developing the procedure, it seemed logical to use the following form:

1. Source of data
2. Recording the data
3. Reporting from the master sheet

Source of Data

The statistical data used in this paper were gathered from questionnaires (See Appendix A for sample) sent to each of the fifty-six county superintendents in Montana during the latter part of February, 1954.

Each county superintendent was asked to check questions pertaining to the use of health textbooks and the various phases of the health program of their respective schools.

Form letters (See Appendix B for sample) were attached to the questionnaires asking the county superintendent's assistance and stating, in essence, the purpose of the survey and assuring the respondent that his identity would not

be exposed in any write-up of the data.

A follow-up questionnaire and letter, sent to the county superintendents who had not returned answered questionnaires by the first of April, 1954, resulted in only one additional response.

Returns were received from thirty-eight counties (See Table I, page 20, and Figure 1, page 21) out of a possible total of fifty-six, giving a state-wide response of 67.8 per cent. The geographical distribution of replies shows a poor response from the western counties.

Recording Data

In devising techniques for tabulating, the problem of separating the results into their respective places became manifest. As has been stated in Chapter I, the various phases of the study were grouped into related parts. Each grade was treated separately except where there was an almost exact response from all of the four grades studied. Comments from the questionnaires were inserted according to their content.

Reporting from the Master Sheet

The tabulations were arranged in the most logical way for easy interpretation and clarity of thought. Some information called for written explanations, while other was best expressed by tables, including percentages and/or

TABLE I
 NUMBERS AND PERCENTAGES OF MONTANA COUNTY
 SUPERINTENDENTS ANSWERING THE HEALTH TEXTBOOK QUESTIONNAIRE

	By Number	By Percentage
superintendents who did answer questionnaire	38	67.8
superintendents who did not answer questionnaire	18	32.2
Total	56	100

MONTANA

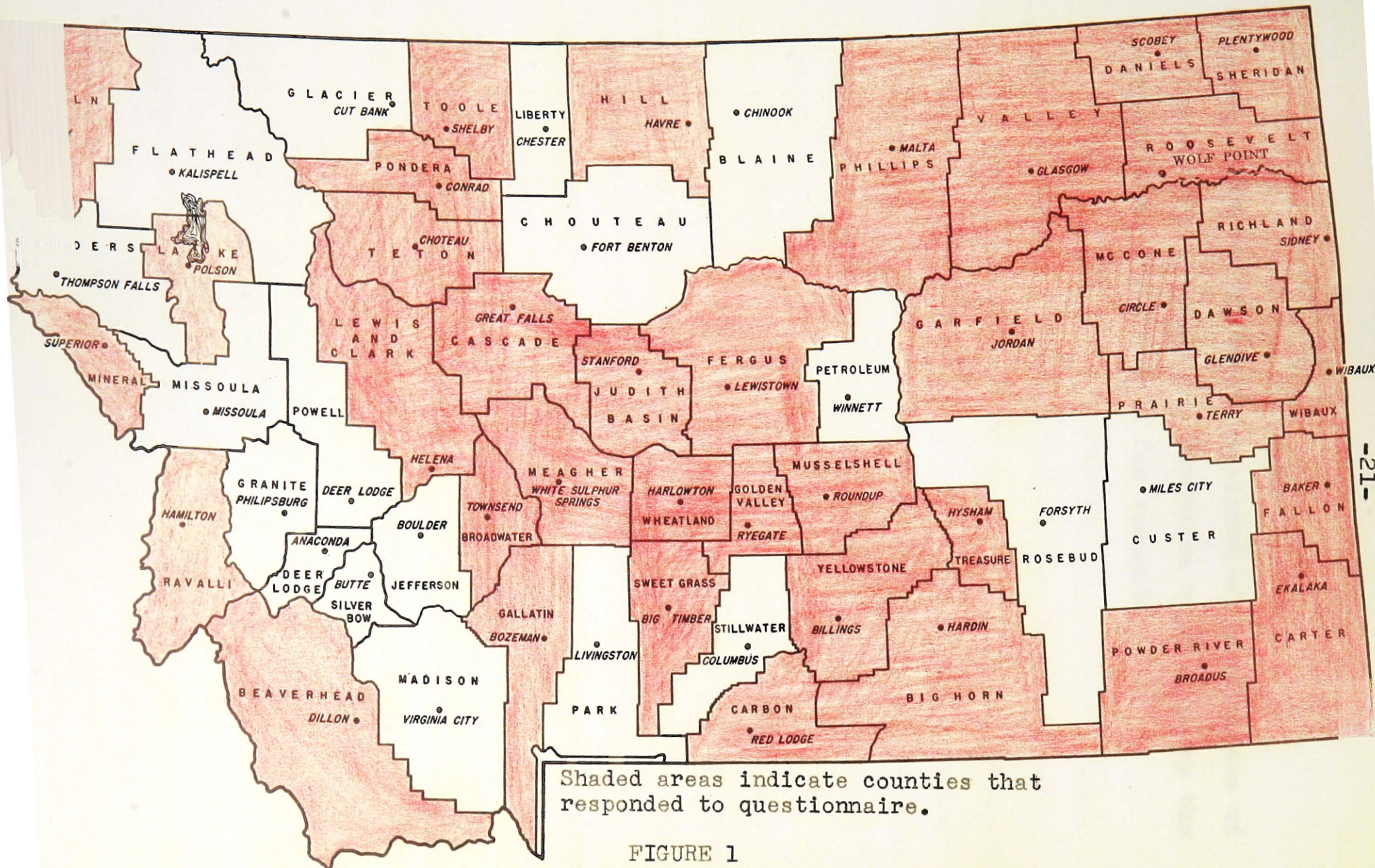


FIGURE 1

THE SCOPE OF THE HEALTH TEXT SURVEY
IN THE RURAL SCHOOLS OF MONTANA

figures. The master sheet consisted of computations of the results of the eighteen questions which made up the questionnaire, along with a few comments.

CHAPTER IV

THE USE MADE OF HEALTH TEXTBOOKS IN GRADES THREE THROUGH SIX IN THE RURAL SCHOOLS OF MONTANA

The purpose of this chapter is to present basic data pertaining to the use made of health textbooks in grades three through six in the rural schools of Montana. In order to separate facts from opinions, the questions pertaining to actual practices will be discussed in this chapter, leaving the questions asking for opinions for Chapter V.

As shown by Table II, page 24, about ninety per cent of the rural schools use textbooks most of the time; all schools use texts at least some of the time. A regular health textbook is used more commonly in the fifth and sixth grades than it is in the third and fourth grades.

In regard to the specific health text used, Table III, page 25, shows that the Scott Foresman,¹ Ginn and Company,² and Laidlaw Company,³ all well-established textbook companies, provided the texts which were being used

¹ Dorothy Baruch, Elizabeth Montgomery, and W. W. Bauer, Health and Personal Development Program. (Chicago: Scott, Foresman and Company, 1948).

² I. H., Goldberg and Grace T. Hallock, Safe and Healthy Living Series. (Chicago: Ginn and Company, 1951).

³ E. Jones, et al, The Road to Health Series. (Chicago: Laidlaw Brothers, 1950).

TABLE II
 FREQUENCY OF USE OF HEALTH TEXTBOOKS
 IN MONTANA RURAL SCHOOLS

Grade	Number of Schools	Regularly	Usually	Sometimes	Seldom	Never
3rd	38	71%	18%	11%	0%	0%
4th	38	71%	18%	11%	0%	0%
5th	38	84%	16%	0%	0%	0%
6th	38	81%	19%	0%	0%	0%

TABLE III
 FREQUENCY OF USE OF VARIOUS HEALTH TEXTS IN MONTANA
 RURAL SCHOOLS*

Company	Copyright Date	3rd Grade	4th Grade	5th Grade	6th Grade
Scott Foresman	1948	2	4	4	2
	1949	6	4	4	6
	1951	4	4	4	4
	1952	2	2	2	2
	Total		<u>2</u> 14	<u>2</u> 14	<u>2</u> 14
Ginn & Company	1945	5	4	5	4
	1949	4	4	4	4
	1952	2	2	2	2
	Total		<u>2</u> 11	<u>2</u> 10	<u>2</u> 11
Laidlaw	1949	3	2	3	1
	1950	5	5	5	5
	1952	1	1	1	1
	Total		<u>1</u> 9	<u>1</u> 8	<u>1</u> 9
Macmillan	1941	1	1	1	1
	1950	3	3	3	3
	Total		<u>3</u> 4	<u>3</u> 4	<u>3</u> 4
Winston	1938	0	0	0	1
	1946	0	0	0	1
	1948	0	1	0	1
	Total		<u>0</u> 0	<u>1</u> 1	<u>0</u> 0
American	1942	1	1	1	1

* 36 Schools Reporting

by most of the rural schools. By grade, the Scott Foresman, 1949 edition, led in the third and sixth grades; Laidlaw, in the fourth and fifth grades.

In answer to the question, "Do you have an approved health text for your teacher?" eighty-eight per cent of the county superintendents answered "Yes;" twenty-two per cent answered "No."

Table IV, page 27, shows that the general practice was for schools to utilize from forty to sixty minutes per week for regular health classes; a very few used as much as eighty minutes per week. Only thirty-one county superintendents check this question.

Out of the thirty-eight county superintendents who reported, thirty-five used health texts from more than one company. Two county superintendents did not have extra health texts; and in one county, only "some" of the teachers had health texts to be used as references.

The schools were in close accord regarding techniques of measurement, according to Table V, page 28. Not one county used any one particular technique entirely. The majority of the counties used the three types of measuring "in part."

The data given in response to the questions on instructional techniques, Table VI, page 29, shows that group participation had the highest percentage of use throughout the four grades. Projects rated second with the

TABLE IV

PERCENTAGE OF MONTANA RURAL SCHOOLS USING VARIED
TIME ALLOTMENTS PER WEEK FOR REGULAR HEALTH CLASSES

Grade	Number of Schools	40 Minutes	50 Minutes	60 Minutes	70 Minutes	80 Minutes
3rd	30	36%	20%	26%	6%	10%
4th	30	30%	26%	23%	10%	10%
5th	30	26%	23%	26%	16%	6%
6th	30	26%	20%	26%	16%	10%

TABLE V

FREQUENCY OF USE OF TECHNIQUES IN HEALTH MEASUREMENT
IN MONTANA RURAL SCHOOLS

Grade	Technique	Entirely	In Part	Not at All
3rd	Written Tests	0	34	4
	Oral Tests	0	37	1
	Observed Improvement	0	27	1
4th	Written Tests	0	37	1
	Oral Tests	0	37	1
	Observed Improvement	0	36	2
5th	Written Tests	0	37	1
	Oral Tests	0	37	1
	Observed Improvement	0	37	1
6th	Written Tests	0	37	1
	Oral Tests	0	37	1
	Observed Improvement	0	37	1

TABLE VI
 FREQUENCY OF USE OF VARIOUS TECHNIQUES
 IN PRESENTING HEALTH INSTRUCTION IN MONTANA RURAL SCHOOLS

Technique	Grade			
	3rd	4th	5th	6th
(a) Page by page assignment	57%	57%	65%	66%
(b) Student selection of topic	24%	32%	34%	36%
(c) Individual work	32%	47%	55%	50%
(d) Group participation	73%	76%	68%	76%
(e) Projects	57%	68%	71%	63%
(f) Demonstrations	52%	60%	50%	60%
(g) Topics chosen as need arises	47%	52%	52%	55%
(h) Questions and answers	50%	57%	60%	57%
(i) Others	0%	0%	0%	0%

highest percentage of use in the fifth grade. Page-by-page assignment came next, with the highest percentage of use in the fifth and sixth grades. There is a noticeable drop in percentage of use made of demonstrations in relation to the above practices, with the fifth grade using this technique least of all. The question and answer method is used less by the third grade and most by the fifth. The use made of topics "chosen as the need arises" increased in use from grade three through six. Individual work is stressed less in the third grade and most in the fifth. The least used, by far, is student selection of topics; however, this practice does increase consistently from grades three through six.

CHAPTER V

SUMMATION OF OPINIONS IN REGARD TO USE OF HEALTH MATERIAL

The prime objective of this chapter is to assemble the opinions of the county superintendents throughout the state of Montana in regard to how they believed health could or should be taught. With these opinions, in the light of the common practices given in Chapter IV, some general trends may be detected.

Thirty-two of the thirty-eight county superintendents were in favor of using a series of health texts published by one company and written by the same author or authors. Four were not in favor of the above practice, and one was in favor of a series by one company but would prefer having a change of authors. One did not check this item.

A study of Table VII, page 32, shows that twenty-eight out of thirty-eight of the superintendents would use both health and science texts in all four grades if the two classes were combined. In the third and fourth grades, health texts would be used more than in the fifth and sixth; and conversely, the science text would be used more in the fifth and sixth than in the third and fourth. One county superintendent would use neither the science nor the health text.

Table VIII, page 33, shows clearly that the county superintendents felt that health would stimulate more

TABLE VII

RESPONSES OF COUNTY SUPERINTENDENTS TO THE QUESTION:
"IF HEALTH AND SCIENCE CLASSES WERE COMBINED,
WHICH TEXT WOULD YOU PREFER HAVING YOUR TEACHERS USE?"

Grade	Number of Schools	Health	Science	Neither	Both
3rd	38	6	4	0	28
4th	38	7	3	0	28
5th	38	3	7	0	28
6th	38	3	6	1	28

TABLE VIII

RESPONSES OF COUNTY SUPERINTENDENTS TO THE QUESTION:
"WHICH SUBJECT DO YOU FEEL WOULD BEST STIMULATE
THE INTEREST OF THE CHILD, SCIENCE OR HEALTH?"

Grade	Number of Schools	Health	Science
3rd	31	17	14
4th	31	8	23
5th	31	5	26
6th	31	3	28

interest in the third grade, and science would stimulate more interest in the fourth, fifth, and sixth grades.

This tabulation also shows a tendency toward the choice of using science in preference to health through the fourth, fifth, and sixth grades. Three felt that both stimulated interest. This question was not checked in four of the questionnaires.

Fifty per cent of the county superintendents felt that "very little" health instruction could be given in regular reading classes, while thirty-nine per cent were of the opinion that "much" of the subject matter in the reading text could be used for health instruction. One felt that "some" of the reading material could be used; and one commented that about fifty per cent of the reading material could be used for health instruction. Two county superintendents did not check this question.

Table IX, page 35, depicts the opinions of the various county superintendents in regard to the questions, "Do you feel there is an unnecessary repetition of health facts year by year?" Fifty-two per cent indicated that they did not think there was unnecessary repetition; forty-two per cent felt there was; and six per cent did not report.

The opinions of county superintendents on the question of whether or not more "why" should be included

TABLE IX

RESPONSES OF COUNTY SUPERINTENDENTS TO THE QUESTION:
"DO YOU FEEL THERE IS AN UNNECESSARY
REPETITION OF HEALTH FACTS YEAR BY YEAR?"

	By Number	By Per Cent
No Unnecessary Repetition	20	53%
Unnecessary Repetition	16	42%
Counties Not Answering	2	5%
Total	38	100%

in the health textbook is shown on page 37, Table X. A large per cent of them would have more of the "why" of health included in the texts, especially in the fifth and sixth grades.

Table XI, page 38, has a list of subjects and situations, outside of the health class, which superintendents were asked to check once if they felt they were suitable for "some" health instruction and twice if they were suitable for "most" health instruction. Physical education was the only item checked by all the superintendents for "some" health instruction. It was also checked more than the other items for "most" health instruction. Better than fifty per cent checked all the items for "some" health instruction. With the exception of reading and lunch room, which were not checked for "most" instruction, the range for all other items ran from thirteen per cent to sixty-eight per cent.

On the question of eliminating the health class and giving health instruction incidentally and in other classes, Figure II, page 39, shows sixty-eight per cent "against" and thirty-two per cent "for" the elimination of the health class entirely.

Since many of the county superintendents had expressed their opinion on the use of health texts, it was not necessary for them to answer the following question:

TABLE X

RESPONSES OF COUNTY SUPERINTENDENTS TO THE QUESTION:
"DO YOU FEEL THAT MORE "WHY" OF HEALTH
HABITS SHOULD BE INCLUDED IN THE TEXT USED?"

Grade	Number of Schools	Per Cent Yes	Per Cent No
3rd	38	66	34
4th	38	66	34
5th	38	76	24
6th	38	79	21

TABLE XI

RESPONSES OF COUNTY SUPERINTENDENTS TO A LIST
OF ITEMS IN WHICH HEALTH MIGHT BE
TAUGHT OUTSIDE THE REGULAR HEALTH CLASS

Item	Per cent indicating "some" ¹	Per cent indicating "most" ²
Physical education	100	68
Minor accidents	92	28
Science	92	26
Lunch room	89	0
Dental visits	84	18
Nurse's call	81	23
Field trips	81	13
Reading	57	0
Opening exercises	52	13

¹ "Some" health could be taught by these items, outside the regular health class.

² "Most" health could be taught by these items, outside the regular health class.

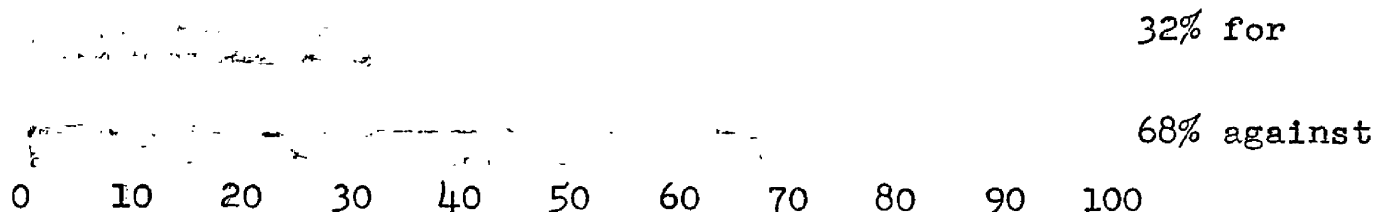


FIGURE 2

PERCENTAGE OF COUNTY SUPERINTENDENTS "FOR" AND "AGAINST"
ELIMINATING HEALTH CLASS AND TEACHING
HEALTH INCIDENTALLY AND IN OTHER CLASSES

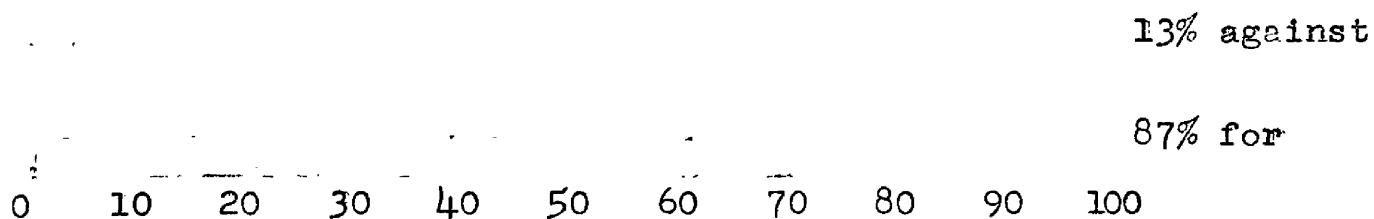


FIGURE 3

PERCENTAGE OF COUNTY SUPERINTENDENTS "FOR" AND "AGAINST"
TEACHING HEALTH OUTSIDE THE REGULAR
HEALTH CLASS WITH A TEXT AS A GUIDE

"If you believe health could be taught outside of a regular health class, would you recommend the use of a health text as a teacher's guide?" Of the twenty who checked this question, Figure 3, page 39, shows eighty-seven per cent answered "Yes" and thirteen per cent answered "No."

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary and Conclusions

This study concerned itself only with health teaching in grades three through six in Montana rural schools and depended entirely upon the reports of county superintendents regarding this aspect of the health program.

Since health is taught incidentally in other classes and activities, and since sources of information pertaining to the education of children in health habits have increased in the past few years, the question of whether or not the use of health textbooks in specific health classes in the elementary grades is necessary has made itself evident. In order to throw some light upon this issue, a questionnaire was sent to the county superintendents throughout Montana, asking them to check practices in their counties and to give their opinions with regard to the use of health textbooks. The items on the questionnaire pertained to the use of the health textbook, techniques of instruction, and measurement of results, as well as other phases of the health program.

On the basis of thirty-eight responses from the fifty-six counties of Montana, one can say that the general practice in the rural schools in grades three through six was

regular use of health textbooks. However, the present practice does not always bear out the expressed desire of many county superintendents. This desire was brought out by the various subjects which were selected as proper and fitting means of health instruction. A large number of the county superintendents also maintained that health could be taught outside a regular health class.

The most popular health textbooks were the Scott Foresman, Ginn and Company, and Laidlaw. A majority of the counties used an approved health text book, selected by committees composed of three teachers and the county superintendent. In most cases, a series of texts from one company by the same authors were approved.

If health and science classes were to be combined, most superintendents would suggest using both texts. Most rural schools have copies of health texts from other companies, which may be used for reference or comparison of presentation of material. The usual amount of time given to health instruction was forty minutes per week. In the event that the health class were eliminated, eighty per cent of the county superintendents indicated that they would use a health text as a guide.

Page by page assignments were still used by a majority of the schools; however, group participation ranked first. There was a marked increase in the use of "topics

selected as the need arises" from grade three to grade six. The common practice of measuring health instruction was by a combination of three techniques: written tests, oral tests, and observed improvement in the child's health habits.

There is a tendency to use more health materials in the third and fourth grades and to change to science in the fifth and sixth grades. Paralleling this, most county superintendents felt that health would best stimulate interest in the third and fourth grades and science in the fifth and sixth grades.

In respect to the health text, most county superintendents felt that more "why" should be stressed and that repetition was necessary. Fifty per cent of those who responded were of the opinion that little health should be taught in reading classes. Physical education was chosen by most counties as the place where the greatest amount of the health instruction, outside of the regular health class, should be given.

When it came to the question of whether or not health could be taught effectively without a regular health class, sixty-eight per cent were against eliminating the health class and thirty-two per cent were for elimination.

Recommendations

In comparing the practices used throughout Montana rural schools in health classes and the opinions of the

county superintendents in regard to the health program, the following recommendations were suggested:

1. Supplementary material should be used with the present health textbooks; or the health text should be revised to include more of the "why" of health habits.

2. Fundamental health habits should be well established by the end of the third grade in order that the students might devote more time to subjects which hold greater interest for them.

3. More use should be made of "topics chosen as the need arises" and "topics selected by the students" as methods of health instruction in order to stimulate interest which was reported lacking in the various grades.

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APPENDIX

APPENDIX A

QUESTIONNAIRE ON ELEMENTARY HEALTH TEXTS

1. To what extent are health text books actually used in class periods within your schools? (Check one blank in each line.)

In 3rd grade: regularly___ usually___ sometimes___
 seldom___ never___
 In 4th grade: regularly___ usually___ sometimes___
 seldom___ never___
 In 5th grade: regularly___ usually___ sometimes___
 seldom___ never___
 In 6th grade: regularly___ usually___ sometimes___
 seldom___ never___

2. If texts are used, list the author, title, publishing company, and copyright date of the book used in each of the following grades.

	Author	Title	Publisher	Date
3rd grade	_____	_____	_____	_____
4th grade	_____	_____	_____	_____
5th grade	_____	_____	_____	_____
6th grade	_____	_____	_____	_____

3. Do you have an approved health text for your teachers in

3rd grade? Yes___ No___
 4th grade? Yes___ No___
 5th grade? Yes___ No___
 6th grade? Yes___ No___

4. By whom is the selection of the health texts made?

Each Teacher___ District Superintendent___ County
 Superintendent___ Principal___ Other (specify)_____

5. If health is taught as a separate subject, approximately how many minutes per week do the rural teachers in your county spend on health?

In 3rd grade: 40 50 60 70 80 _____
 In 4th grade: 40 50 60 70 80 _____
 In 5th grade: 40 50 60 70 80 _____
 In 6th grade: 40 50 60 70 80 _____

6. Would you prefer to use in grades 3 through 6 a series of health texts published by one company and all written by the same authors? Yes ___ No ___
7. Do your teachers have health texts from more than one company available for comparison as to presentation of material and suitability for grade level? Yes ___ No ___
8. If health and science classes were combined, which text would you prefer having your teachers use? (Check one blank in each grade.)

In 3rd grade:	Health Text ___	Science Text ___
	Neither ___	Both ___
In 4th grade:	Health Text ___	Science Text ___
	Neither ___	Both ___
In 5th grade:	Health Text ___	Science Text ___
	Neither ___	Both ___
In 6th grade:	Health Text ___	Science Text ___
	Neither ___	Both ___

9. Which subject do you feel would best stimulate the interest of the child in the:

3rd grade?	Health ___	Science ___
4th grade?	Health ___	Science ___
5th grade?	Health ___	Science ___
6th grade?	Health ___	Science ___

10. To what extent do you feel that the subject matter in reading texts could be used for health instruction?

Much ___ Very little ___ Not at all ___

Explain _____

11. Do you feel there is an unnecessary repetition of health facts year by year? Yes ___ No ___

12. Do you feel that more of the "why" of health habits should be included in the text used:

In the 3rd grade?	Yes ___	No ___
In the 4th grade?	Yes ___	No ___
In the 5th grade?	Yes ___	No ___
In the 6th grade?	Yes ___	No ___

13. Check any or all of the following in which you feel some health should be taught. Put two checks by those in which you feel the most health should be taught.

Reading___ Science___ Social Studies___ Physical Education___
Opening Exercises___ Lunch Room___ Nurse's call___
Minor Accidents___ Dental Visits___ Field Trips___
Others (name) _____

14. Do you think the necessary instruction in health could be given through physical education, science, and other regular classes without using a health text?

In the 3rd grade: Yes___ No___
In the 4th grade: Yes___ No___
In the 5th grade: Yes___ No___
In the 6th grade: Yes___ No___

15. Do you think health could be taught effectively if the regular health class period were eliminated?

In the 3rd grade: Yes___ No___
In the 4th grade: Yes___ No___
In the 5th grade: Yes___ No___
In the 6th grade: Yes___ No___

16. If you believe health could be taught outside of a regular health class, would you recommend the use of health text as a teacher's guide?

In the 3rd grade: Yes___ No___
In the 4th grade: Yes___ No___
In the 5th grade: Yes___ No___
In the 6th grade: Yes___ No___

17. How are the results of health instruction measured in your schools?

In the 3rd grade
by written tests: entirely___ in part___ not at all___
by oral tests: entirely___ in part___ not at all___
by observed improvement in the child's health habits:
entirely___ in part___ not at all___

In the 4th grade
by written tests: entirely___ in part___ not at all___
by oral tests: entirely___ in part___ not at all___
by observed improvement in the child's health habits:
entirely___ in part___ not at all___

In the 5th grade

by written tests: entirely___ in part___ not at all___
by oral tests: entirely___ in part___ not at all___
by observed improvement in the child's health habits:
entirely___ in part___ not at all___

In the 6th grade

by written tests: entirely___ in part___ not at all___
by oral tests: entirely___ in part___ not at all___
by observed improvement in the child's health habits:
entirely___ in part___ not at all___

18. Check the techniques commonly used by your teachers in presenting health instruction.

In the 3rd grade: (a) page by page assignment by teacher___
(b) student selection of topics___
(c) individual work___
(d) group participation___
(e) projects___
(f) demonstrations___
(g) topics chosen as a need arises___
(h) questions and answers___
(i) others (specify)_____

In the 4th grade: (a) page by page assignment by teacher___
(b) student selection of topics___
(c) individual work___
(d) group participation___
(e) projects___
(f) demonstrations___
(g) topics chosen as a need arises___
(h) questions and answers___
(i) others (specify)_____

In the 5th grade: (a) page by page assignment by teacher___
(b) student selection of topics___
(c) individual work___
(d) group participation___
(e) projects___
(f) demonstrations___
(g) topics chosen as a need arises___
(h) questions and answers___
(i) others (specify)_____

- In the 6th grade:
- (a) page by page assignment by teacher_____
 - (b) student selection of topics_____
 - (c) individual work_____
 - (d) group participation_____
 - (e) projects_____
 - (f) demonstrations_____
 - (g) topics chosen as a need arises_____
 - (h) questions and answers
 - (i) others (specify)_____
-
-

APPENDIX B

LETTER THAT ACCOMPANIED QUESTIONNAIRE

February 28, 1954

Mrs. Frances Stalcup
Musselshell County Superintendent
Roundup, Montana

Dear Mrs. Stalcup:

Your help will be appreciated in gathering material for a survey on the use made of health texts in grades three through six in the rural schools of Montana.

The purpose of this survey is to gather a sample of the practices used in Montana rural schools and to attempt to detect trends in the use of health texts. The findings will be of help to teachers and administrators who work in the rural elementary schools.

You may be assured that the information received from you will be held in strict confidence and that your name will not be used in any write-up of the data.

May I assure you again that your help is needed to make this survey a success and that it will be sincerely appreciated.

Sincerely,

B. Z. Burton

BZBeb