A MANUAL OF PHYSICAL AND HEALTH EDUCATION FOR THE RURAL SCHOOLS OF OREGON

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INTRODUCTION

Purpose of the Study

The purpose of this Manual of Physical and Health Education for the Rural Schools of Oregon is to lay before the rural teachers and their school boards suggestions on organization and instruction in physical and health education in their schools. Those teachers whose training in the field of physical education has been limited will find in this manual, in convenient form for their guidance, valuable helps, suggestions and directions. Those teachers who have had adequate training in the field of physical education will find here supplementary material for their program of activities.

A manual of physical education for the elementary schools of Oregon prepared by the State Department of Public Instruction is now available, but like most other state manuals it has given more attention to the larger problem of the elementary schools as a whole in the state without giving special consideration to the many perplexing problems of the one-room rural teacher. According to the latest figures available from the State Department of Public Instruction, there are in Oregon approximately 1150 rural one-room elementary

schools with an enrollment of 19,700 pupils.

Special consideration is given throughout this manual to the many duties of the rural teacher and the already crowded curriculum. It is not the purpose to place additional burden upon the teacher, or to ask for more time than is already alloted to physical education, but to place in her hands the materials and methods which will enable her to utilize the time devoted to this part of the school program in a more efficient manner. Thus we hope that physical and health education will be better able to play their significant part in helping the child to develop to the maximum degree his capacity to function successfully in the environment in which he lives.

Rural School Education

Before attempting to engage in the definite steps of preparing this manual, the writer explored to some extent into the modern philosophy of education with special reference to the rural school in order to get the modern viewpoint of prominent educators and their feeling as to the part physical education should play in the rural elementary school. The following quotations have been chosen with the idea that they illus-

trate the modern trend of rural school philosophy:

Mrs. Cora B. Ryman states,

> "Upon the rural schools of today is imposed a perplexing and challenging task. They must educate youth for the new conditions of rural life. The school must not turn the dreams of the ambitious youth to the city as the only challenge for worthy achievement but must make the farm a more attractive place in which to live and stimulate material prosperity and happiness of the nation."[1]

To continue along this line, Mr. A. D. Mueller makes the following statement:

> "The educational opportunities of rural children have been but a fraction of those enjoyed by urban children. In organization and administration of schools; in supervision of instruction; in length of school term; in the quality of teaching; in the type of school and equipment enjoyed; in the matter of health and sanitation; in the type of curriculum offered; in the amount of money expended per capita; in high school opportunities offered; in fact, in every factor bearing upon the efficiency of education, the rural child has been (short changed) by democracy".[2]

Then, in The Educational Frontier, Mr. H. G. Hullfish says:

> "It is reasonable to expect the school to set up an environment in which all of its members,

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1. "Rural Problems and the County Superintendent of Schools," Address and Proceedings, National Education Association, 1933, p. 459.

2. Mueller, A. D., Progressive Trends in Rural Education, New York: The Century Co., 1926, p. xi.

> through active participation in its organization and control may move progressively to a more complete appreciation of the deeper significance of the democratic way of life."[3]

These excerpts tend to give somewhat of an idea of the modern philosophy of rural school education. It may be seen that in order to meet the demands of modern educators, changes must be made in our rural schools. Special consideration should be given to teach the children to become better citizens by giving more attention to the environment in which they are living and in which most of them will continue to live. The rural teacher has many problems not encountered by the urban teacher. Materials and methods of teaching cannot be the same as they were in the past and the teacher needs to have a different point of view than the teacher of a few years ago. The physical, mental, moral and social welfare of the child should at all times be considered.

Rural School Physical Education.

The following statement by the Society of State Directors of New York may well be applied to the rural school physical and health education situation in

3. Hullfish, H. G., The Educational Forntier, New York, The Century Company, 1933, p. 193.

Oregon:

> "It is obvious that some phases of the health and physical education program cannot be attempted by those with the limited training now available for rural school teachers. However, in many phases of the program, it should be possible for rural children to have training which closely parallels that of those residing in urban communities. At least the following types of activities could be rather consistently followed:
>
> 1. Health education.
> 2. Organized play including games and athletics.
> 3. Rhythmic and dramatic activities.
> 4. Self-testing activities, stunts and achievement tests.
> 5. Posture training.
>
> "The problems which seem to be the most essential for rural schools might be enumerated as follows:
>
> 1. Physical examination or inspection of pupils leading wherever possible to the remedying of physical defects found.
> 2. The need for a definite time element in the curriculum for the teaching of health and physical education.
> 3. Better preparation in health and physical education for those teachers in the rural field.
> 4. Adequate space.
> 5. Need for equipment to carry on the program of activities."[4]

Although the aims and objectives of physical education are clearly stated in the chapter on Organization

4. Society of State Directors of Health and Physical Education, Pamphlet Report of Committee, New York City, December 31, 1929.

so that they may be brought to the minds of the teacher along with the numerous factors involved, it is not out of place to quote the following statement from the report of the Recreation and Physical Education Committee of the White House Conference on Child Welfare and protection (1930):

> "Some of the general objectives for a rational program of physical education are: to inculcate health habits; to develop the body harmoniously through systematic exercises; to correct physical defects; to form habits of exercise for use in after school days; to provide situations which will arouse and increase the qualities of courage, fair play, self sacrifice and loyalty; and to give instructions in citizenship through leadership and response to commands."

In order to get a clear picture of the situation and the needs of the rural schools of Oregon, and to further act as a guide in assembling material for the manual, the writer prepared a questionnaire. Twenty-one schools in Union, Wallowa, and Baker counties were visited. The teacher at each of these schools was interviewed and answered the questions on the questionnaire. The outstanding facts that were revealed by this survey were as follows:

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4. Report of the Recreation and Physical Education Committee of the White House Conference on Child Welfare and Protection, 1930.

1. The average enrollment was small. The average for the 21 schools visited was 15.3 pupils.
2. The play space at a good many schools was limited. Size, topography, obstructions and type of soil were factors that caused the lack of play area.
3. With but few exceptions there was a lack of play equipment.
4. Very few of the schools had indoor play facilities.
5. Teachers as a whole seemed to be aware of their responsibilities in play supervision.
6. At no school visited was the state law providing for 20 minutes in each school day, exclusive of recess periods, being devoted to physical education activities, observed to the full extent.
7. Books on health and physical education in the school libraries were few.
8. The average amount of money available for the purchasing of new books was less than 5 dollars per year.
9. Only two schools gave any attention to an intramural program.
10. Five schools participated in interscholastic athletic competition.
11. Two schools participated in a Field Day or May Day Both of these schools were represented by teams that

competed for the school's honors.

12. All of the teachers interviewed believed that a manual of physical and health education for the rural schools of Oregon with a weekly program of activities outlined for grades 1-4 and 5-8 would be practical for their schools.

CHAPTER I

PHYSICAL EDUCATION LEGISLATION

Purpose of the Chapter

The purpose of this chapter is to present the state legislation that affects physical education in the rural schools of Oregon and to show the widespread nature of physical education legislation throughout the United States. Also, to make a general comparison of the state physical education legislation of Oregon with that of other states.

Oregon Physical Education Legislation

Section 35-3201 of the school laws of Oregon provides for compulsory physical education in all elementary and secondary schools of the state. The law states that an average of 20 minutes in each school day, exclusive of recess periods shall be devoted to physical education activities.

Section 35-3202 states that the course of instruction shall consist of such activities as will promote correct physical posture and bearing, mental and physical alertness, self control, disciplined initiative,

sense of patriotic duty and spirit of cooperation under leadership.

Section 35-3204 gives the Superintendent of Public Instruction power to inspect and regulate the work and methods of physical education in the elementary public schools of the state.

Section 35-3301 and section 35-3302 provide that the superintendent, principal or teacher in every elementary public school of the state is responsible for each child having a physical examination within the first month of each school year. The examination is for the purpose of determining defects of vision, hearing, breathing, dentition or other obvious external physical defects which will prevent or interfere with the normal education of the child.

Section 35-3303 states that the superintendent, principal or teacher shall report any physical defects of any child under his supervision as soon as the defect or defects are apparent to observation or revealed by the examination.

Section 35-3304 provides for the exemption of all children from physical examination whose parents or guardian sends a written objection to the teacher.

Section 35-2401 enumerates the duties of the teacher. One of the duties listed under this section

pertains to physical education. It is as follows:

> "Every public school teacher shall give vigilant attention to the temperature and ventilation of the school room, and shall see that the doors and windows are open at each intermission for the purpose of changing the atmosphere in the room. He shall require his pupils to take proper exercise, and shall encourage healthful play at recess, but he shall strictly prohibit all dangerous and immoral games and amusements."

Physical Education Legislation in the United States

Most of the legislation relative to physical education in the various states of the United States has been enacted since the World War. North Dakota, Ohio, and Idaho were the only states to have physical education legislation prior to 1914. Now, thirty-six states have compulsory physical education in the public schools. Well over 90 per cent of the children of the country are living in these states that provide for physical education in the public school curriculum.[5]

Twenty states have provided for courses of study and state supervisors or directors of physical education, to represent the state school superintendent in supervising the teaching and administering the legal provisions for physical education throughout the state.[6]

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5. Nash, J. B., The Administration of Physical Education, New York: A. S. Barnes and Company, 1931, p48

6. Rogers, J.E., Journal of Health and Physical Education (March 1932)

These states are: Alabama, Arizona, California, Connecticut, Florida, Illinois, Kentucky, Maryland, Michigan, Minnesota, Mississippi, Missouri, New Jersey, New York, North Carolina, Ohio, South Carolina, Utah, Virginia,and Wisconsin.

Laws pertaining to the purposes or aims of physical education are found in a good many of the states. California, Missouri, Indiana, and Arizona seem to have devoted more attention in this direction than any of the other states, since rather extensive statements regarding the purpose or aims of physical education are found in their laws.

Conclusion

From the legislation that has been enacted in Oregon during the last few years, it appears quite evident that the people of this state are realizing more and more that physical education has an important part in the public school curriculum. From the physical education legislation that has been enacted in the various states of the United States since the World War, it seems that, while Oregon is not among the leading states in the matter of physical education legislation, she cannot be classed as unprogressive in this respect.

CHAPTER II

PHYSICAL EDUCATION SPACE AND EQUIPMENT

Purpose of the Chapter

An attempt is made in this chapter to show what constitutes adequate play space and equipment for the rural schools of Oregon.

An observation of the rural schools of the state seems to reveal the fact that, except in rare cases, adequate space for games never occurred to those responsible for the location of the schools. As a rule the school building is located on a small plot of ground which does not provide enough space for the type of activities which children enjoy. Quite often the school is located on the side of a hill or the ground is so rocky or the drainage so poor that the school ground is almost useless for play purposes.

In visiting and making a survey of some twenty rural schools in three counties of the state, the writer discovered that many schools have to struggle along with inadequate space and equipment. Whenever there is a minimum of equipment lacking, the physical education program will inevitably suffer.

Physical Education Space

Since the amount of space available in a large percentage of the one-room rural schools of Oregon is less than one acre, it is thought advisable to recommend that a larger space be provided wherever this is possible.

At the annual meeting of the Society of State Directors of Health and Physical Education in New York in December 1929, it was found that in reports from thirty-one states the amount of playground space required or suggested for one and two room schools varied from one-fourth acre to a maximum of ten acres. Two, three and five acres were the figures mentioned most often.

The minimum amount of space recommended for amall rural elementary school sites by N. F. Neilson and Winefred Van Hagen in their Manual of Physical Education for the Elementary Schools of California is three acres.[1]

Some states have legislation controlling the amount of play space for elementary schools. For instance, in Delaware the State Board of Education must

1. Neilson, N. P. and Van Hagen, Winefred, Physical Education for the Elementary Schools, New York: A. S. Barnes and Company, 1930, p. 49.

approve all elementary school sites before construction is started. Their requirements pertaining to space is as follows: "For a one-room school there shall be not less than two acres; for a two-room school not less than three acres; for a three and four room school not less than four acres."[2]

Recommendation of the Playground and Recreation Association of America

The following excerpt from the Normal Course in Play written by the Playground and Recreation Association of America shows what is perhaps an ideal amount of play space for elementary schools:

> "It is at the present time a pretty generally accepted principle that no school should be built on less than a city block as an absolute minimum. At the Recreation Congress in 1923 the following standards were suggested as the ideal toward which school and recreation authorities should work: For Elementary Schools, the minimum total area should be eight acres including the land on which the school is located."[3]

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2. Playground and Recreation Association of America, The Normal Course in Play, New York: A. S. Barnes and Company, 1926, p. 140.

3. Playground and Recreation Association of America, The Normal Course in Play, p. 140.

The number of square feet of space necessary for some of the highly organized games can be gained from the following:

Dodge ball	2000 square feet
Volley ball	1650 square feet
Captain ball	2275 square feet
Basket ball	4000 square feet
Playground ball	4900 square feet
Tennis	6608 square feet
Field hockey	89,400 square feet
Base ball	105,625 square feet
Football	52,800 square feet

These requirements were estimated by William A. Stecher, Director of Physical Education, Philadelphia Public Schools.[4]

It is quite obvious that some of the games listed such as baseball and football will be played by few if any of the rural children of Oregon. However, in some of the rural districts the school and the school playground may be used as a community center.

Grading

The playground should be graded so that it will drain quite rapidly without washing away the surface.

4. The Normal Course in Play, ibid. p. 141.

In ordinary soil a grade of 5 inches per 100 feet is satisfactory.[5] For schools along the coast of Oregon or in the Willamette Valley where rains are frequent during the school year and the soil is of a texture that will not permit fast drainage, a grade of eight inches would be better.

Surfacing

The Bureau of Education at Washington, D. C. furnishes the following information regarding surfacing:

> Clay and sand make a good surfacing for playing courts. Spread the clay about 2 inches deep, then sprinkle on a layer of sand and roll with a roller. For the general playground a surface of loam containing 20 per cent of sand is said to be satisfactory. If only one smooth playing area is available, this one area should be surfaced and used for a variety of games so that in damp weather outdoor activities will not have to be dispensed with on account of a muddy playground.[6]

Laying out Grounds

In planning the school playground, care should be taken to provide a special place for the small children. Naturally, they should not be permitted to play where

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5. Ready, Marie M., "Games and Equipment for Small Rural Schools," Physical Education Series No. 8, Bureau of Education, Department of Interior, Washington D. C. 1927, p. 9.

6. Ibid.

they will interfere with the play of the older boys and girls, and where there is danger of injury. Apparatus such as swings, seesaws, etc. should be arranged so as to prevent danger of collision. Also, attention should be given to the arrangement of all apparatus so as to use a minimum amount of space.

By marking off the various courts in a north and south direction the players will be able to avoid the glare of the sun and thereby do away with an unfair advantage.

The Need of Equipment

A minimum amount of game equipment is necessary in carrying on any good program of physical education. Playground apparatus is not entirely necessary, although it will provide more variety in types of physical activity and will create a more favorable environment for the boys and girls. However, one criticism against a great deal of apparatus might be that some teachers would rely on the apparatus and neglect the other activities which are of more permanent value.

TABLE OF MINIMUM EQUIPMENT
SHOWING APPROXIMATE COST

Item	Cost
4 Horseshoes (2½ lb.)	----
6 Bean bags	----
2 Short skipping ropes (10 ft.)	----
1 Long skipping rope (30 ft.)	----
1 Sand box (6 ft. square)	----
1 Set high jump standards	----
3 Bamboo fishing poles (or rope on either end)	.75
2 12 inch playground balls	1.50
2 Playground bats	1.20
1 Soccer ball (may be used for volley ball)	3.50
1 Ball inflater	.60
1 Volley ball net	2.00
5 Pairs Indian clubs (to be used as ten pins)	5.25
TOTAL	$15.00

NOTE: No cost is given for the first six items in this table. By soliciting help from the children and parents of the district, these items can be supplied without cost to the school.

CHAPTER III

ORGANIZATION

Purpose of Chapter

The purpose of this chapter is to bring to the minds of the teachers the numerous factors involved which must be considered for the successful promotion of a physical education program for the rural schools of Oregon.

Grouping of Pupils

The grouping of pupils for the various physical activities needs some attention on the part of the teacher. However, in a large group of children it will be found that the children, to a reasonable extent, will group themselves naturally into three groups for playing: those from six to ten years of age; those from ten to twelve years of age; and those above twelve years of age.[1] For the school with enrollment of from ten to thirty pupils the teacher may find it advisable to group the children in the following manner: Pupils in grades 1,2,3 or 1,2,3, and 4 might be placed in the younger

1. New Mexico Common School, Course of Study, pp. 255-256.

group and pupils in grades 4, 5, 6 or 5, 6, 7, and 8 in the older group depending upon the number of grades in the school.[2] Children in the first group should engage in activities that are quite elastic and free from much formality, especially if the group is made up mostly of first and second graders. It will be found that they will be interested in imitative and dramatic activities.[3]

For the short relief period exercises, there need not be any grouping but the entire group taken as a whole.

Sex differences are to be considered by the teacher in all rural schools. They may be ignored as a rule in the first four grades, and it may not be wise to always separate the older boys and girls as much of the social value will be lost. It is quite obvious though that care should be exercised in the selection of games especially avoiding those games that cause bodily contact.

The Aim of Physical Education

Perhaps the most important consideration to be borne in mind by the teacher is the aim of physical edu-

2. Delaware Course of Study for Rural Schools, 1932, p. 13.

3. The Commonwealth of Massachusetts, Bulletin of the Department of Education, 1928, No. 1.

cation. Physical education includes aims and objectives which belong to education as a whole. A proper physical education program in the rural schools should contribute to the physical, mental, social and moral development of the pupil and thereby make a better and happier citizen for the state.

Objectives

1. Facilities for the development of strength and endurance to a certain extent.
2. The securing of good posture.
3. The development of proper coordination between the nervous system and the muscular system.
4. The development of the ability to act in a crisis.
5. Training in leadership.
6. Training in the spirit of fair play.
7. Create an interest in healthful activities that will carry over into later life.
8. Promote cultural training.
9. The formation of proper health habits.

Time Allotment

9:00 A. M. Health inspection.

9:35 -- 10:10 A. M. Language, science, health and physical education. Coordinate subjects whenever possible.

10:30 -- 10:45 Recess period. Supervised play.

12:30 -- 12:55 P. M. Noon. Supervised play.

2:30 -- 2:45 P. M. Recess period. Supervised play.

Daily relief periods of approximately two minutes duration to be introduced during the day at the discretion of the teacher.

This time allotment conforms with the daily program schedule in the Oregon Manual for Rural Elementary Teachers issued by Mr. C. A. Howard, Superintendent of Public Instruction.

Supervised Play Periods

The ordinary recess period is a very important time from the physical education standpoint and the success or failure of the whole physical education program may depend upon the attitude of the teacher during this period. This should not be a time for the teacher to forget the children for a few minutes and do other work such as correcting papers, outlining the other school subjects, etc. A good many successful teachers take an active interest in the play of the children. In that way they are better able to always maintain admiration and respect of their pupils.

Relief Periods

These periods of approximately two minutes each should be introduced at least once during the morning and once during the afternoon. It should not be necessary to set a definite time for these periods, but they should be announced whenever the children seem tired or restless.

Student Leaders

When the pupils are divided into two or more groups, student leaders may be selected to serve for a week or two week period. The teacher may give the leaders their instruction regarding the activities in a few minutes on the first day of their term of leadership. Naturally, the teacher should rotate leadership and as many of the pupils as possible should be given the privilege of acting as leaders. This offers training for the pupils and at the same time helps the teacher with her work and aids in solving the discipline problem.

The duties of the leaders may be listed as follows:

1. Responsible for proper use and care of equipment.
2. Assist in refereeing.
3. Assist in scoring.
4. Record records in tests.

5. Help instruct and direct play of the smaller children.
6. Assist in any other way in which the teacher may see fit.

Schools with a Small Number of Older Pupils

In schools where there is but one or two pupils in the older group, the pupils may learn the fundamentals of the highly organized games by playing with the teacher. For example: In playground ball, practice can be got in pitching, catching, batting, and fielding. In the same manner the elements or fundamentals of volley ball, captain ball, dodge ball, basket ball, etc. may be learned.

CHAPTER IV

CLASSIFICATION OF ACTIVITIES

Section 1. Posture

Of all the health habits that need attention in the elementary grades, there is none more important than that of posture. The teaching of correct posture and the providing of proper seating so as to prevent physical defects are responsibilities of the school. The alert teacher will find that the teaching of posture as with the teaching of many other health habits may be correlated with many of the school subjects.

Correct posture means the right use of the body in any situation. Sitting, standing and walking are the three types with which the rural teacher needs be concerned. The following points should be noted in judging posture:

(a) Sitting.

1. Head up.
2. Chin in.
3. Sit erect.
4. Hips against back of seat.
5. Both feet on floor.
6. Elbows two or three inches from body.

(b) Standing.

1. Head up.
2. Chin in.
3. Chest up.
4. Shoulders on same level.
5. Abdomen in.
6. Legs straight.

(c) Walking.

1. Head up.
2. Chin in.
3. Chest up.
4. Abdomen in.
5. Toes pointed straight ahead.
6. Carry weight of body forward on outer edge of foot.

Section 2. Marching

The value of marching from a physiological standpoint is probably negligible, but some attention should be given to this activity due to other factors that are involved. It provides postural exercise, cultivates a sense of rhythm and trains in habits of attention and quick response.

Piano, organ or victrola music is desirable, but where this is not possible counting in rhythm, clapping

hands or singing may be used.

As a rule, two or three minutes is ample time to devote to marching.

The commands used in marching consist of three parts: (1) the perparatory command; (2) the pause; (3) the command of execution. For example, in the command "Forward . . . March!" the comman "forward" is the preparatory command which tells the pupil what he is to do the pause allows time for understanding the preparatory command and "march" is the command of execution telling when it shall be done. The final command should be given in a sharp tone which calls for immediate obedience.

"Forward . . . March!"

At the command "Forward," shift the weight of the body to the right leg.

At the command "March!" step off with the left foot, then step with the right and continue marching. Swing the arms naturally at the side.

"Class . . . Halt!

The command "Halt!" is given as either foot strikes the ground. Take one step and bring the rear foot to the side of the front foot.

"Mark time . . . March!"

Marking time is marching in place. The feet should

be raised only about two inches from the ground.

"Double time . . . March!"

At the command "March!" bring the forearms to a horizontal position with the hands clenched lightly and begin an easy run; about 180 steps per minute.

"Backward . . . March!"

Take steps of about 12 inches straight to the rear.

"Right (left) step . . . March!"

Take steps of about 12 inches to the right (left).

"March on toes . . . March!"

At the command "March!" change to marching on toes.

"Forward . . . Skip!"

Take a step and a hop with one foot then a step and a hop with the other foot and continue.

Section 3. Relief Periods.

Relief periods should be about two minutes in length. Movements should be vigorous and should be done while pupils are standing by their seats. The counting for the exercises should begin with the initial movement and proceed through the exercise. The counting may be in groups of two (1-2, 1-2) or four (1-2-3-4, 1-2-3-4) or eight (1-2-3-4-5-6-7-8). Following are some suggestive exercises for relief periods:

1. Either all or part of the period might be taken up in marching.
2. Arm movements.
   a. "Arms upward . . . Raise!" Bring arms to level of shoulders, fingers touching shoulders, with elbows well back. The next four exercises are started from this position.
   "Arms upward . . . Stretch!" Extend arms upward with the fingers extended and the palms turned toward each other.
   "Arms forward . . . Stretch!" Extend arms straight forward with the fingers extended and palms turned down.
   "Arms sideward . . . Stretch!" Extend arms straight out to the side with fingers extended and palms turned up.
   "Arms downward . . . Stretch!" Extend arms straight downward with fingers extended and palms in.
   b. "Hands on hips . . . Place!" Place the hands on the hips with the fingers toward the front and the thumbs toward the back.
   c. "Arms sideward . . . Raise!" Raise arms straight out from the side to a horizontal position with fingers extended and palms down.
   d. "Arms sideward upward . . . Raise!" Raise arms

straight out from the side to an extended position above the head, palms toward each other.

e. "Arms forward . . . Raise!" Raise arms straight forward with palms turned toward each other.

f. "Arms forward upward . . . Raise!" Raise arms straight forward and upward, arms extended over head with palms toward each other.

3. Trunk movements.

a. "Trunk forward . . . Bend!" Bend trunk forward at command "Bend!" and go back to starting position on the next count. (Done best with hands on hips.)

b. "Trunk sideward right (left) . . . Bend!" Bend trunk to side at command "Bend" and go back to starting position on next count.

c. "Trunt to the right (left) . . . Turn!" Turn trunk to the right (left) at command "Turn" and go back to starting position on next count.

4. Leg movements.

a. "Feet sideward . . . Place!" At the command "Place" jump spreading the feet and placing them about two feet apart. Go back to starting position on next count.

b. "Right (left) leg forward . . . Raise!" At command "Raise!", raise leg forward to about knee

high. Do not bend the knee. Point the toe. Go back to starting position on second count.

c. "Right (left) leg sideward . . . Raise!" At command "Raise!" raise leg straight out to side. Do not bend knee. Point the toe. Go back to starting position on second count.

d. "Right (left) leg forward . . . Lunge!" At command "Lunge!" the foot is carried straight to the front three times its own length. Forward knee is bent, body is inclined forward and weight is over the forward foot. Go back to starting position on second count.

e. "Right (left) leg sideward . . . Lunge!" At command "Lunge!" the foot is carried straight to the side three times its own length. Knee is bent and weight of body is shifted to this foot. Trunk is held erect. Right (left) leg straight. Go back to starting position on second count.

f. "Right (left) knee upward . . . Bend!" At command "Bend!" raise knee upward so that both knee and hip are at right angles. Go back to starting position on second count.

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Section 4. Story Plays and Mimetic Exercises

Story plays are especially for children in grades 1, 2 and 3, although frequently children of the 4th and 5th grades may become interested in them. The mimetic exercises may be adapted to children of all grades. The story play is the dramatizing of a story and appeals to the imitative and dramatic instincts of the child. Mimetic exercises are very similar to the story play except that they are somewhat more formal. In these exercises the children go through the movements of some well-known activity. Both types of activity may be used to good advantage during relief periods or during the rugular play periods, when the weather will not permit outdoor play.

A good many story plays and mimetic exercises may be made up by the teacher and pupils. This is an excellent way for the teacher to capitalize on the children's imagination and experience. The plays and exercises may be experiences related to activities of the home, industrial activities, seasons or to school work.

Following are a few points which the teacher should keep in mind:

1. The best results come when the teacher plays with the children.

2. The success of the game depends to a great extent upon the spirit which the teacher puts into it.
3. The movements should be vigorous so as to get the greatest benefit from them.

Suggestive list for story plays and mimetic exercises. Home activities: Sweeping, dusting, washing, ironing, washing dishes, chopping wood, feeding chickens, driving horses, driving automobile, pumping water, etc. Industrial activities: Carpenter, fireman, soldier, blacksmith, shoemaker, mailman, policeman, etc. Seasonal activities: Fall -- nutting, picking apples, raking leaves, hunting, preparing for Thanksgiving, Halloween, Jack Frost, etc. Winter -- snowballing, coasting, skiing, skating, Christmas toys, Valentine Day, Washington's Birthday, etc. Spring -- making garden, picking flowers, preparing for a storm, flying kites, a day at the circus, playing ball, mowing the lawn.

The following list of story plays and mimetics may be found in Physical Education for Elementary Schools by N. P. Neilson and Winifred Van Hagen (New York: A. S. Barnes and Company, 1930):

Story Plays:

Title	Page No.
The Playground	68
A Day in the Country	68
The Sleeping Princess	68
Circus	69
Autumn in the Woods	69
Cutting the Grass	70
Halloween	70
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Nutting	70
Preparing for Thanksgiving	71
Coming to This Country	71
How Animals Get Ready for Winter	71
Firemen	72
Clever Wood Mice	72
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Play in the Snow	73
Skating	74
Snow Fort	74
Dear Old Santa	74
Christmas Tree	75
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Betsy Ross Making the Flag	76
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Birds Learning to Fly	77
Toy Shop	77
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Indians	109
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Farm Chores	111
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Building an Eskimo Home	114
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Santa Claus Visit	115
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Ice Play	116
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Cleaning House	118
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Mimetics:

Animal Imitations	92 - 93
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Climbing Ladders	121
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Weather Vane	121
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Bouncing Ball	145
Cowboy Throwing Lasso	145
Furling Sail	145
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Skating	146
Striking the Anvil	146
Archery	191
Firecrackers	191
Jack in the Box	191
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Sewing Machine	191
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Chopping Wood	234
Crosscut Sawing	234
Pumping up Bicycle Tire	235
Scythe Swinging	235
Signaling	235
Standing Broad Jump	235
Thread the Needle	235
Baseball Batting	271
Jump and Clap	271
Locomotive	271
Pull up Anchor	271
Screw Driver	272
Steam Boat	272
Teamsters Warming Up	272
Windmills	316
Start of Race	316
Revolving Light	317
Jumping Jack	317
Baseball Play	317
Baseball Pitching	317
Basketball Goal Throw	333
Basketball Passing	333
Driving Golf Ball	333
Kicking Football	333
Stretching	333
Tennis Serve	333

Section 5. Rhythmical Activities

Rhythmical activities have a definite place in the physical education program of the rural schools. Participation in these activities gives training in muscular coordination, development of self expression, poise and posture.

The following list of Rhythmical Activities may be found in "Physical Education for Elementary Schools," by N. P. Neilson and Winifred Van Hagen (New York: A. S. Barnes and Company, 1930):

Title	Page No.
The Camel	80
Did You Ever See a Lassie	81
Ducks	82
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Round and Round the Village	87
Shoemaker's Dance	88
Chimes of Dunkirk	98
Danish Dance of Greeting	99
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Hansel and Gretel	178
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Jump Jim Crow	182
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Pop Goes the Weasel I	185
Rovenacka (Bohemian)	186
Bleking (Swedish)	218
Csabogar	220
Finish Reel (Skvaller Ulla)	221
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Virginia Reel (Sir Roger de Coverly)	225

The Ace of Diamonds	258
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Little Man in a Fix	262
Lottie Is Dead (Swedish)	263
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Polly - Wolly - Doodle	264
Sicilian Circle	266
The Crested Hen (Danish)	300
Highland Schottische	301
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Rye Waltz	304
Schottische Couple Dance	305
Uncle Sam's Frolic	306
Badger Gavotte	334
Come Let Us Be Joyful	336
Mallebrok	337
May Pole Dance	338
Military Schottische	339
Minuet III	340
The Girl I Left Behind Me	342
Rheinlander	344

Section 6. Stunts

Stunts are forms of activity which owe their popularity to the rivalry and the desire for self-testing which they create. They contribute to the development of skill, courage, self confidence and determination, and by conducting them with student leaders they may give training in leadership.

The teacher should encourage the children to bring in stunts of their own and should see that none of the stunts involve any serious strain. Stunts involving tumbling have purposely been omitted in this manual due to the lack of safety equipment and suit-

able costume.

Bear Walk or Bear Run. Walk or run forward, backward or sideward on hands and feet.

Duck Walk. Assume a full squat position with hands on knees; walk forward without lifting hands from knees.

Indian Walk. Bend trunk forward with arms hanging downward; walk forward.

Crab Walk. Reach backward and put hands on floor; walk forward on hands and feet keeping back parallel with floor.

Elephant Walk. Bend body forward with arms hanging downward and hands clasped; arms represent elephant's trunk; walk forward swinging arms from side to side.

Frog Jump. Bend body forward placing hands on floor; jump forward with feet going outside of hands.

Rabbit Hop. Take full squat position with thumbs touching side of head and fingers extended; jump forward.

Heel Knock. Jump into the air and click heels together twice before landing.

Russian Dance. Squat with one leg extended forward; quickly pull the extended leg under the body and

at the same time extend the opposite leg; keep arms extended for balance or vary by placing hands on hips.

Goose Step. Walk forward with feet raising high in front; keep knees extended and toes pointed.

Toe Touch Jump. Hold hands at varying heights in front of body; jump up and touch both feet simultaneously with both hands without lowering the hands.

Jump Over Foot. Place one foot against the wall at varying heights; jump over it with the other foot. Then try jumping back over it.

Knee Dip. Stand on right foot; reach behind and hold the left foot with the right hand; dip downward until left knee touches floor and rise again. Try it with the other foot.

Book Balance. Place a book on the top of the head; place hands on hips; rise on toes then take a full squat position; return to standing position. See how many times this can be done without the book falling.

Kneel Down and Up. Place the hands on hips; kneel down and get up without moving hands or feet.

Bridge. Lie on three chairs with heels on one and head on another; remove the middle chair and maintain the weight of the body with the heels and head.

Push Back. Take a position about three feet from and facing the wall; extend arms forward; lean body

forward until hands touch wall;push back to standing position; continue by gradually moving feet backward.

Full Squat. Grasp the right wrist with the left hand behind the body; extend the fingers; squat until able to touch floor with fingers.

Jump over Stick. Hold a stick with both hands in front of the body; jump over stick without letting go of it. Try jumping back over the stick.

Siamese Twins. Two children sit on the floor with backs together; lock arms; both get up to a standing position without unlocking the arms.

Hand Wrestle. Two children face each other; grasp right hands; extend left foot to rear; try to push or pull each other off balance.

Get up. Lie on back with arms folded; rise to standing position without unfolding arms.

Jump up and Turn. Jump into the air and make a complete turn landing with both feet in a specified area. Vary by assuming different poses upon landing.

Wheelbarrow. One child holds the legs of another as the second walks forward on his hands.

Pulling Sticks. Two children sit on floor facing each other with toes touching; both have hold of a stick; each tries to pull the other up off the floor.

Blind Balance. Clasp hands behind head; stand on one foot; bring opposite knee to height of waist;

close eyes and maintain position for ten seconds.

Knee Spring. Take a kneeling position; jump to standing position landing with both feet together.

Heel Slap. Jump into the air and slap both heels in back with hands.

Knee Rest. Fold arms behind back; assume a kneeling position; get up without losing balance.

High Kick. Try to kick as high as own head.

Winding Through Stick. Hold a stick horizontally in front of the body with the hands quite far apart; place the left foot around and outside of the left arm and over the stick from the front; place the right hand with the stick over the head and across the shoulders; slide the stick down over the back and hips; complete the winding by stepping backward over the stick with the right foot.

Section 7. Games

Games find a very definite place in the lives of children. With proper supervision and instruction, they can contribute much to the physical, mental, moral and social development of the children.

Points of information for the teacher:

1. Choose simple games for the lower grades; games which are imitative and involve a good deal of repetition.

2. Choose games that are more highly organized and which have a great deal of competition in them.
3. Use leaders whenever possible and choose clever children to start a new game.
4. Make definite rules and stick to them.
5. Don't play confusing games.
6. Encourage the backward or timid children to be daring.
7. Don't spoil the fun by making the game too serious.
8. Understand the game thoroughly before you try to teach it.
9. Enter into the spirit of the game.
10. Encourage the children to be alert and know when it is their turn to act.

There is no definite rule that can be followed regarding the exact age or grade in which games will appeal, but an attempt has been made in each of the following divisions of games to place the simple games first and gradually work up to the more complicated games. It is realized that the teacher of a rural one-room school has a much more difficult problem in choosing suitable games than has the teacher of a single grade.

Indoor Games

I SEE

1. Teacher begins by saying: "I see something that is red" (or "green," or "blue"). The children in turn guess what it is. The winner then chooses something, etc.
2. Same game but with "I see something made of iron," etc.
3. Same game but with "I see something made of wood," etc.
4. Same game but with "I see something, the first letter of which is 'a'"(for example, 'Apron') and the children guess in turn what it is. The child who guesses correctly chooses something (in sight) beginning with the letter "b" (for example, "book," or "blotter"). Each time the winner chooses some article beginning with the next letter of the alphabet. (Grades 1, 2, 3.)

WHO IS KNOCKING AT MY DOOR

Children sit quietly. One child is chosen to sit on a chair in front of the room and shut his eyes tightly.

Some other child (chosen by teacher) goes up and knocks on the floor behind him.

Child with closed eyes says, "Who is knocking at my door?" Child knocking says, "It is I." Child with closed eyes guesses who it is. He has three guesses. If he can not guess, he looks, and then another child is chosen to knock. If he guesses correctly then the "knocker" becomes "it" and the teacher chooses another "knocker." (Grades 1, 2, 3.)

CAT AND MICE

One player is chosen to be "cat" and hide behind or under the teacher's desk. After the "cat" is hidden the teacher beckons to two or three other players, who creep quietly up to the desk and scratch on it with their fingers to represent the nibbling of mice. As soon as the teacher says "Catch them" the "cat" scrambles out from under the desk and chases the "mice," who may save themselves only by getting back to their holes (seats). If a "mouse" be caught the "cat" changes places with him for the next round of the game. If no "mouse" be caught, the same "cat" may continue, or the teacher may choose another. (Grades 1, 2, 3, 4.)

PUSS IN THE CORNER (5 or more players)

Each player but one has a goal. It may be a chair, desk, corner, or other object. The one who has no goal goes up to another player and says, "Pussy wants a corner." The answer is, "Ask thy next-door neighbor." During this time the others change goals, and the odd player tries to get one. If he has tried several times without success he may go to the center of the space and call, "All change," and all must change goals, giving him a better chance. The one left out is "it" and the game begins as before (Grades 1, 2, 3.)

DROP THE HANDKERCHIEF

All the players, except one who is "it," stand in a circle. "It" runs around on the outside of the circle, carrying a handkerchief which he quietly drops behind one of the players in the circle. As soon as this player in the circle discovers that the handkerchief has been dropped behind him, he must pick it up and run around the circle in the same direction as the player who dropped it, trying to catch him before he reaches the place left vacant in the circle. If "it" is caught he must be "it" over again; if not, the other player becomes "it" and the game is repeated. (Grades 1, 2, 3.)

CHARLEY OVER THE WATER

One player is chosen to be "Charley," and if there are more than 20 players there should be two or more "Charleys," to make the action more rapid. "Charley stands in the center; the other players join hands in a circle around him and dance around, repeating the rhyme:

"Charley over the water,
Charley over the sea,
Charley catch a blackbird,
Can't catch me."

As the last word is said the players stoop, and "Charley" tries to tag them before they can get into that position. Should he succeed, the player tagged changes places with him. (Grades 1, 2, 3.)

SLAP JACK

The players stand in a circle clasping hands. One player runs around the outside of the circle and tags another as he runs. The player tagged immediately leaves his place and runs in the opposite direction. The object of both runners is to get back first to the vacant place. Whoever succeeds, wins, and remains in that place, the one left out becoming the runner the next time.

This is sometimes varied by having the players bow and shake hands as they meet. This adds an element of self control, but detracts from the vigor and sport of the game.

In the schoolroom the game is played with all of the pupils seated except one. The odd player walks or runs through the aisles, touches some player, and runs on around the room in the direction he is going. The one touched at once leaves his seat and runs around the room in the opposite direction. The one wins who first gets back to the vacant seat. Dodging through aisles to shorten distance is not allowed; the run must be around the outer aisles of the room.

This game can be played on the schoolground as well as in the schoolroom. (Grades 1, 2, 3.)

BEANBAG CIRCLE TOSS

There should be a bean bag for each of the players except one. The players form a circle, separated from each other by a small space. At a signal from a leader each player turns toward his right-hand neighbor and tosses his bean bag to him, turning at once to receive the bag which is coming to him from the left. The game should move rapidly, but, of course, this is a matter of skill and may have to be acquired. With very little children it may be advisable first to play the game with only half as many bags as there are children, till they grow accustomed to tossing and turning quickly to catch. Balls may be used instead of bean bags if desired.

When the tossing has gone once or twice around the circle to the right, the direction should be changed to the left. It is well to have one of the bean bags of a different color from the others, so as to know when the circle has been completed. Any player failing to catch a bag must pick it up and toss it regularly to his neighbor. (Grades 1, 2, 3.)

DUCKS FLY

All the players except one may be seated or may stand in the aisles. One player stands in the front and waves his arms and mentions the name of something that does or does not fly. For examply, he may say "Ducks Fly," "Birds fly," or "Kites fly," and the other players should wave their arms as he does or drop out of the game. If the leader should say "Cats fly," or "Dogs fly," or in other words, if he should make a s statement that is not true when he waves his arms, and any other children imitate him and wave their arms also, they must drop out of the game. The game may be played for several minutes and the row which has the greatest number of players in the game is the winner. (Grades 1, 2, 3, 4.)

SQUIRREL AND NUT

All the players but one sit at their desks with heads bowed on the arms as though sleeping, but each with a hand outstretched. The odd player, who is the "squirrel," carrying a nut, runs on tiptoe up and down through the aisles, and at his discretion drops the nut into one of the waiting hands. The player who gets the nut at once jumps up from his seat and chases the "squirrel," who is safe only when he reaches his "nest" (seat). Should the "squirrel" be caught before he reaches his nest, he must be "squirrel" the second time. Otherwise the player who receives the nut becomes the next "squirrel." (Graded 1, 2, 3, 4.)

HINDU TAG

A player is safe from being tagged only when his or her forehead is touching the floor. (Grades 3, 4, 5, 6, 7, 8.)

I SAY STOOP

The players stand in a circle, and in front of them stands the leader or teacher. The leader says quickly, "I say stoop!" and immediately stoops and rises again. The players all imitate the action; but when the leader says "I say, stand!" at the same time stooping, the players should remain standing. Any who make a mistake and stoop when the leader says "I say, stand!" are out of the game. (Grades 3, 4, 5, 6.)

BEAN BAG RING THROW

This game may be played with bean bags, or, when out of doors, with small blocks of wood, stones, or shells. The players are divided into several groups or equal numbers. A small ring measuring from 12 to 18 inshes in diameter is drawn on the ground or floor opposite each group of players, who stand in single file. The leader of each file "toes" a line drawn across the floor from 10 to 15 feet from the circles. Each file of players is provided with 6 bean bags or other objects for throwing, as indicated above.

At a signal the leader of each file throws his bags one by one toward the circle, and scores one point for each bag that lands within the circle. A bag that touches the line does not count. The player then takes up his bags and runs back to the rear of the file, giving the bags as he passes to the front player of his file, who should have moved up to the line. These second players in turn, all begin throwing on a signal. The file wins which has the highest score when all have thrown.

It is advisable to have some one to act as scorer for all of the files, though it is practicable for the first player in each file to act as scorer for his file. (Grades 3, 4, 5, 6.)

APPLES RED

Take several different colored balls or several small objects, such as a blackboard eraser, a piece of chalk, a pencil; let one child pass these around, giving each article to a different child. The children hide whatever they are given, then the child who has given out the things goes around and asks each child for the exact article he gave him. (All grades.)

WHO HAS GONE FROM THE RING

Children stand in a circle, or sit in their seats. One child is "it." He closes his eyes. The teacher then motions for another child to leave the room. The first child, "it," opens his eyes and tries to name the child who has gone from the ring. If he fails, he closes his eyes again and the child outside returns to his place in the room and "it" opens his his eyes and guesses who has returned. The second child, if named correctly, is then "it" and the game is repeated. (All grades.)

MAGIC MUSIC

One player is sent from the room; while he is absent one of those remaining hides a thimble, a cork, or some other small object which has been previously shown to the absent one. When the object is hidden, the absent player is recalled and proceeds to hunt for the hidden object. While he is doing this the others sing or clap their hands, the sound being very soft and low when the hunter is far away from the object, growing louder as he approaches it. Piano music is desirable, but for schoolroom use singing is found to be more interesting for all. (All grades.)

FOX AND SQUIRREL

The players sit in their seats facing toward the aisles, so that each two adjacent lines have their feet in the same aisle and face each other. The game consists in passing or tossing some article, such as a bean bag, volley ball, or baseball--the "squirrel"--from one player across the aisle to another and back again, zigzagging down each aisle to be followed at once by a second article, the "fox"; the object being to have the "fox" overtake the "squirrel" before the end of the line is reached. The line that finishes first wins.

With very little children, passing is better than tossing; but with older children, or even with little ones when more experienced, it is well to use the game as a practice for tossing and catching. (All grades.)

PASSING OBJECT RELAY

A relay game may be played while all the children are seated at their desks. Place an object on the desk of the child at the front seat of each row. The aim of the game is to have the object passed from the front to the rear, pupils using only their right hands, and then back to the front again by using their left hands. Failure of any player to use the correct hand in passing disqualifies his row from winning. Whichever row succeeds in getting the object back to the front desk first wins the game. (All grades.)

CHANGING SEATS

This game begins with all the children sitting at their desks. The teacher or leader stands in the front

and gives the commands, such as "Change right," "Change left," "Change back," or "Change front." As each command is given the children move one seat in the direction commanded. With each command a row of children is left standing either at the front, rear, left, or right side of the room. Those left standing must run around to the side opposite the command to secure a seat again; i.e., if the command is Change left" the pupils change to the seats next on the left, and the children in the row on the extreme left, now standing in the aisle, run forward and take the seats in the row on the extreme right. The last player to be seated after each command may be made to stand in front or back of the room, or he may be made to take a seat and stay there without moving as the others do until the game is over. Gradually all the pupils are standing in the front or back of the room, or the seats all become occupied with players who do not participate. The game continues till only one player is left to take the commands. This player wins the game. (All grades.)

NORTH, EAST, SOUTH, WEST

The four sides of the schoolroom may be named for the four directions, north, east, south, and west, respectively. A leader stands in front and calls out one of these directions, or other points of the compas, as northeast, southeast, etc. The children then turn, facing the direction called. Whoever makes a mistake must drop out of the game and sit down. The last child to remain standing wins the game. (All grades.)

INDIAN RUNNING

Four or five children go out of the room and run in again in "Indian" (single) file. They run around the room once and then go out again and return in a group to their seats. The teacher then chooses one child to replace the "Indian runners" in their original order or to name the order in which they ran.

This can also be played by arranging a group of children in a certain position. After a minute they return to their seats and another child is chosen to tell how they were arranged. (All grades.)

HAND-OVER-HEAD BEAN BAG

This is a relay passing race, the different rows of players competing with each other in passing bean

bags backward over the head.

The players should all be seated, there being the same number in each row of seats. On each front desk a bean bag should be laid. At a signal the first player in each row lifts the bean bag over his head and drops it (it should not be thrown) on the desk behind him, immediately clasping his hands on his own desk. The next player either catches the bag or picks it up from his desk, and passes it backward in the same manner. It is thus passed quickly to the rear of the line. When the last pupil receives it he runs forward at once to the front row. As soon as he reaches the front desk the entire row of players moves backward one seat, and the player who ran forward takes the front seat, immediately passing the bag backward to the player next behind him.

The play thus continues until the original occupant of the front seat has again returned to it. As soon as he is seated he should hold the bean bag up with outstretched arm, as a signal that his row has finished. The row wins whose leader does this first. (All grades.)

CARRY A BOOK RELAY

Divide the children into two teams. Let one team stand in the front of the room and the other one stand in the back. Number the players in each line, 1, 2, 3, 4, etc. At a given signal player 1 in each line places a book on his head and walks completely around the room. If the book falls off the player must stop, pick it up, and put it back on his head and continue walking. Each time the book falls a point is scored for the opposite side. After all the players on each side have tried this, whichever side has the largest score wins the game. (Caution: Tie a string around the book, so that it will not be torn by falling.) "All grades.)

BEAN BAG BOARD

A board about 2 feet wide by 3 feet long is necessary for this game. Four holes to represent the eyes, nose, and mouth of a face should be cut in the board--two circles 5 inches in diameter for the eyes,

an 8-inch triangle for the nose, and a 10 by 4 inch ellipse for the mouth. The board should be placed against the wall or be supported by a hinged prop. The players stand at a line from 10 to 15 feet from the board. Each player has five bean bags, or five may be used by the entire group, the bags being recovered for each thrower in turn. A bag thrown into the mouth counts 5; into the nose, 10; into either eye, 20. The player wins who first scores 100, or the player having the highest score after all the players have had four turns to throw the bean bags may be considered the winner.

Where there are a large number of players it is desirable to have more than one board, so that the players may be divided into several groups and make the game more rapid.

FIRE, AIR, WATER

This game may be played with all of the players in their regular seats except one, who is "it." The one who is "it" stands at the front of the room and throws a small ball or a knotted handkerchief at some player and at the same time calls either "Air," "Fire," or "Water," and then quickly counts "1, 2, 3, 4, 5, 6, 7, 8, 9, 10," aloud, while the player at whom the handkerchief is thrown must quickly name some animal living in the air if "it" calls "Air," or name some fish if "it" calls "Water." If "Fire" is called, the player at whom the handkerchief is thrown must remain silent. No child may name any animal or fish previously called by another child. Should the player who is hit by the ball fail to answer correctly before the one who is "it" counts 10, he changes places with the thrower. (All grades.)

TAG-THE-WALL RELAY

The players should all be seated, an even number in each row of seats. At a signal the last player in each line runs forward and tags the front wall. As soon as this player is out of the aisle, the others all move backward one seat. This leaves the front seat vacant, and the runner, having touched the wall, returns immediately and takes this vacant front seat. As the player sits down he raises his hand, which is a signal for the player who is now the last one in the line to run forward, the line moving backward one place as soon as he is

out of the aisle. He in turn, having touched the wall, takes the vacant front seat. The play is continued in this way until everyone in the row has run.

The line wins whose player, sitting originally in the front seat, first returns to his seat.

As in all schoolroom games where there is running, the seated players should be very careful to keep their feet under the desks, so there will be nothing in the aisles over which the runners may trip. (All grades.)

DUMB CRAMBO

The class is divided into two groups. One group goes out of the room and those who remain choose some verb. The outside group is then told some word that rhymes with the chosen verb. They consult together (outside the room), and decide on a verb which they think is the chosen verb and then return to the schoolroom and, without speaking, act the word. If it is right, the class claps hands, but if wrong they merely shake their heads "no." The acting group goes out of the room again and decides upon another verb that rhymes with the word. They continue to act verbs until they have guessed the right one.

For example: The verb "eat" is chosen. The group outside is told that the word rhymes with "heat." Then the group decides that perhaps the verb is "beat," and they act "to beat." As this is not correct, they try "to meet," but again without success. At last they try "to eat." When the word is guessed the groups change places and the game is played again. (Grades 7, 8.)

CHARADES

The class is divided as in Dumb Crambo. The group which is outside chooses a word of several syllables and then they go back into the room and act out each syllable separately and then the whole word. They can talk or do anything they wish in dramatizing the word.

For example:

Kingdom----------King-Dumb
Infancy----------In-Fan-See

(Grades 7, 8.)

Outdoor Games.

GOOD MORNING

All the players except one form a circle. That player runs around on the outside of the circle, taps another player on the back, and continues running in the same direction; the player tapped runs in the opposite direction. When the two meet they stop, bow, and say "Good morning." They then turn halfway around and run back in the reverse direction. Whichever one reaches the vacant place first keeps it; the player left without a place must run around again as in the beginning. (Grades 1, 2, 3.)

CAT AND RAT

The players join hands and form a circle. One is chosen "rat" and stands inside the circle. Another is the "cat" and takes her place outside the circle. The "cat" tries to catch the "rat." The players favor the "rat" and allow him to run in and out of the circle, but they try to prevent the "cat" from following him by raising and lowering their arms, but they must not bend their knees. When the "rat" is caught the "cat" and "rat" join the circle and the players at the right of each become "rat" and "cat." When there are many players two "cats"may be chosen. (All grades.)

CHICKEN MARKET

One player acts as a market man, one player acts as a buyer, and all the others are chickens. The chickens must stoop and clasp their hands under their knees. The buyer tells the market man that he wishes to buy some chickens, and that he wishes to test them to see if they are good ones. The test consists of trying to make the chickens laugh or break their hold. The buyer first tries to make the children laugh. He and the market man then lift up by his elbows any player who did not laugh. If the child lifted up breaks his hand grasp under his knees he is not bought. Any chicken who smiles or breaks his hold must pay a forfeit. The forfeits are redeemed at the end of the game. (Grades 1,2,3)

LAUGHING GAMES

Many varieties of laughing games may be arranged. One is to divide the children into two sides, each of which has a chance to try to make the other side laugh. Usually the time allowed each side is two minutes. Whenever any child laughs he must change over to the opposite side. The side having the greatest number after a certain number of minutes is the winner. (Grades 1, 2, 3.)

MIDNIGHT

One player is the "fox" and the others are "sheep." The fox may catch the sheep only at "midnight." The game starts with the "fox" standing in a "den" marked in one corner of the playground and the "sheep" in a "sheepfold," marked in the corner diagonally opposite. The "fox" leaves his den and wanders about the meadow (playground), whereupon all the "sheep" also come out and scatter around, approaching the "fox" as close as they dare. They keep asking him, "What time is it?" and he answers with any hour he chooses. Should he say, "Three o'clock," or"eleven o'clock," they are safe; but if he should say "Midnight" they must run for the "sheepfold" as fast as possible, the "fox" chasing them. Any "sheep" caught changes places with the "fox," and the game is repeated. (Grades 1,2,3.)

TEN STEPS

This game is the foundation upon which many games are formed. All the players stand on a given line for beginning the game; one of them, who is "it," closes his eyes and counts 10 out loud. Meanwhile the other players run forward as soon as the counting begins. As the one who is "it" says "Ten" and opens his eyes he calls back to the starting point any player he sees moving. The game continues till all the players have been able to advance a specified distance, say 35 feet. The last player to arrive at the goal agreed upon must be "it" for the next game. (Grades 1, 2, 3, 4.)

HIDE AND SEEK

All the players stand touching a goal line. The one who is "it" shuts his eyes, says "Go," counts 10 out loud, and then says "Stop." Any player seen moving when the one who is "it" opens his eyes must return to the original starting place and try again to get out of sight on the next count of 10. When all the players have succeeded in getting out of sight of the one who is "it" the game continues just as any other game of I Spy or Hide and Seek. (Grades 1, 2, 3, 4.)

BEAN-BAG GAMES

A variety of games may be played with bean bags. The simplest of these consists of having all the children except one stand in a row. That player stands at a given distance from the line of players and tosses the bag successively to each of the players, who tosses it back to him. If a player in the line misses the bag he must go to the end of the line; if the leader misses it he must change places with the player who tossed it to him. The game continues as long as the children enjoy playing it, or until all the players have missed the bag. (Grades 1, 2, 3, 4.)

HAVE YOU SEEN MY SHEEP?

Players form in a circle. One player is chosen as "shepherd." He goes around the outside, taps a player on the back, and asks, "Have you seen my sheep?" The player asks, "How is he dressed?" The "shepherd" then tells something of the dress of one of the players in the circle, as "He wears a blue coat and low shoes." The player tries to guess who is being described. When he guesses correctly the "shepherd" says "yes," and the guesser chases the one described. Both must run on the outside of the circle. If the chaser catches the runner before the runner has returned to his place, the chaser becomes "shepherd"; if he does not, the runner becomes "shepherd." Notice that the "shepherd" does not run. (Grades 1, 2, 3, 4.)

SQUIRREL IN TREES

This game is very like "Hound and Rabbit," but is a little less exciting and under some circumstances better adapted to very young children.

Most of the players stand in groups of three with hands on each other's shoulders, forming "hollow trees." In each "tree" is a player representing a "squirrel," and there is also one odd "squirrel" without a "tree;" the teacher or leader claps her hands, when all the "squirrels" must run for other "trees," and the odd "squirrel" tries to secure a "tree," the one who is left out being the odd "squirrel" next time. (Grades 1, 2, 3, 4.)

STONE RACE

Put a small stone on the toe of one shoe of each of those contesting. The one who walks or runs a certain distance first without the stone falling off wins the game. Every time the stone falls off the shoe of a player he must go back to the starting line and start again. (Grades 3, 4, 5.)

ANIMAL TAG

In this tag game no player may be tagged if he has both feet and one hand touching the ground. The player who is tagged because he is not in this position becomes "it." (Grades 3, 4, 5.)

STILL POND

One player is blindfolded; the others scatter about the playground. The blindfolded player is led to the center of the playground, and asked: "How many horses has your father in his stable?"

He replies, "Three."

"What color are they?"

"Black, white, and gray."

"Turn around three times and catch whom you may."

The blindfolded player is then spun around so as to confuse his sense of direction. He then says, "Still pond; no more moving," whereupon the other players must stand still, being allowed only three steps thereafter. The blindfolded player begins to grope for the others. When he catches one, he must guess by touching the hair, dress, etc., whom he has caught. If he guesses correctly,

the player changes places with him; if incorrectly, he must go on with his search. The players may resort to any reasonable devices for escaping the hands of the groping "blind man," such as stooping or dodging, so long as they do not take more than three steps. When caught, a player may try to disguise his identity by making himself shorter, etc. (Grades 1, 2, 3, 4.)

TRADES

The players are divided into two groups. A home line for each group is drawn about 40 feet from the other line. One group decides to represent a certain trade, and then advances to within several feet of the other group and announces its presence by saying "Here we are from New York." The group staying at home says "Have you a trade?" The first group replies "Yes." The second group then orders them to "Get to work." The first group makes movements to represent the trade to which they belong. The second group tries to guess what the trade is. Whenever the correct trade is guessed the players representing the trade must run for the home line. Any player who is tagged before reaching his home line must cross over and play on the opposite side. This is alternated, and the other side then has a chance to represent a trade and goes through the actions as before. The game may be played for a certain number of trades or for any length of time. Whichever side has the largest number of players at the close of the game wins. (Grades 3, 4, 5.)

BLACK AND WHITE

This game is played with a three inch cube of wood which has been painted white on three sides and black on the other three sides. The players are divided into two equal groups. One group is called the "Blacks" and the other the "Whites." Two goals are chosen, one for the "Blacks" and one for the "Whites," equally distant from a center dividing line. A leader, who may be an extra player or the teacher, stands on the center line. The "Blacks" stand on a line parallel to the center line, 5 feet to the right of the leader, and the "Whites" on a similar line, 5 feet to the left of the leader. The leader tosses the cube up and when it falls to the ground, if a white surface is up, the "Whites" must run for their goal, the "Blacks" chasing them to tag as

many as possible before they reach their goal. If the cube falls with a black surface up, the "Blacks" must run for their goal, the "Whites " chasing them. The players who are tagged must go over to their opponents' team. The game ends when all the "Blacks" have been caught by the "Whites," or vice versa. (Grades 3, 4, 5, 6.)

FOLLOW THE LEADER

One player is chosen as the leader. This player performs a series of gymnastic movements or stunts of whatever kind he wishes. The other players must follow his lead and do everything he does or drop out of the game. The games go on rather informally and usually furnish much amusement. (All grades.)

JAPANESE TAG

In this variation of tag, whoever is tagged must hold his left hand on the place where "It" tagged him. Much amusement is afforded by children trying to hold some very awkward position. (Grades 3, 4, 5, 6.)

NOSE-AND-TOES TAG

Players are safe from being tagged when the nose is held with one hand and (at the same time) toes of foot with the other hand. (This game is very amusing, especially to "break in" a group.) (Grades 3, 4, 5, 6.)

STIFF-KNEE TAG

All players keep stiff knees and play tag. (Grades 3, 4, 5, 6.)

JACOB AND RACHEL

All of the players but two form a circle, with clasped hands. The two odd players are placed in the center, one of them, "Jacob," being blindfolded. The object of the game is for "Jacob" to catch the other player, "Rachel." "Rachel" does all she can to avoid being caught by "Jacob."

"Jacob" begins the game by asking, "Rachel, where are you?" "Rachel" replies, "Here I am, Jacob," and immediately tiptoes to some other point in the ring, trying to avoid being caught, or she may dash from one side of the ring to the other, or resort to any tactics except leaving the ring. "Jacob" may repeat his question whenever he wishes, and "Rachel" must answer each time.

When "Rachel" is caught, "Jacob" returns to the ring, and "Rachel" is blindfolded and chooses a new "Jacob," this time taking the aggressive part and seeking him with the question, "Where are you, Jacob?" (Grades 4, 5, 6.)

BALL TAG

A number of children stand in a scattered formation on the playground and throw a ball to one another. The player wo is "it" tries to tag whoever is holding the ball. If successful he changes places with the player tagged. (Grades 4, 5, 6.)

ANIMAL BLIND MAN

A blindfolded player stands in the center of a circle with a stick or wand in his hand. The other players skip or march around him in a circle. When the blindfolded player waves three times with his stick all the players stand still. The blindfolded player then lifts his stick and holds it in a horizontal position pointing toward some one, asks the player at whom he is pointing to make a noise like some animal, and tries to guess from the sound made which player made the noise. If he guesses successfully he is released to join the circle; if not, the game continues, repeating the process as before with the same one blindfolded. Whenever the blindfolded player identifies the player who made the noise that player must be blindfolded and take his place. (Grades 4, 5, 6.)

THREE DEEP

All the players but two form in a double circle facing inward, one player directly behind another. There are several methods of forming players into this double circle. One method is to have the players march

in columns two by two, form in a circle and all face inward. Another method is to have the players form in a circle in single file, then every second player step in front of his neighbor on the right.

The two odd players, of whom one is the runner and the other the chaser, start outside of the circle, generally one of them starting on one side of the circle and the other one opposite. The object of the game is for the chaser to tag the runner. The runner may save himself by running into the circle and stopping in front of any couple, whereupon, that file having been made "three deep," the outer player or third man can be tagged, so he becomes the runner and tries to evade the chaser. He may save himself in the same way by stopping in front of a couple.

Should the chaser tag the runner, they exchange places, the runner becoming the chaser and the chaser becoming the runner.

Both runner and chaser may dash through the circle, but may not pause for a moment withing the circle, except when the runner stops in front of some couple. When players confuse the play by hesitating while running through the circle, this privilege of running through is sometimes forbidden, all the chasing being confined to the outside of the circle.
(Grades 4, 5, 6.)

POM POM PULLAWAY

Two lines are drawn with a space of from 30 to 50 feet between them. All players stand on one side behind one of the dividing lines, except one player who is "it" and who stands in the open ground between the two lines. He calls:

"Pom Pom Pullaway!
If you don't come, I'll pull you away!"

Whereupon all the players must run across the open space to the safety line on the opposite side, the one who is "it" trying to tag as many as possible before they reach that line. Anyone tagged by the one who is "it" joins him in helping to catch other players as they dash across the open space; but the one originally "it" remains the caller throughout the game. The player who is "it" again calls "Pom Pom Pullaway," etc., and all the uncaught players must run for their original goal.

The players run from one goal to the other in this way until all have been caught. Then the game starts all over again. The first one to be caught in one game becomes "it" for the next game. (All grades.)

BLACK TOM

Two parallel lines are drawn on the ground with a space of from 30 to 50 feet between them. All the players except one stand beyond one of these lines. In the middle territory between the lines the one player who is chosen to be "it" takes his place and cries, "Black Tom! Black Tom! Black Tom!" repeating the words three times as here given; whereupon the other players must all rush across to the opposite line, being chased by the center player, who tags any that he can. Any one so tagged joins him thereafter in chasing the others.

The particular characteristic lies in the fact that the center player, instead of saying "Black Tom," may trick or tantalize the runners by saying "Yellow Tom," or "Blue Tom," or anything else that he chooses. Any player who starts to run upon such a false alarm is considered captive and must join the players in the center. This is also true for any player who starts before the third repetition of "Black Tom."

Another way of giving a false alarm is for any of the center players except the original "it" to give the signal for running. Any runner starting in response to such a signal from any of the chasers, except the original "it" thereby becomes captive and must join the players in the center. The first one to be caught is center player, of "it" for next game. (Grades 4, 5, 6.)

CHAIN TAG

One player is chosen to be the first link of the chain. When he has tagged a player, this player locks arms with him and forms the second link. These two links, without separating, add a third link by tagging another player who locks arms with the first player caught. In like manner other links are added. The chain lengthens until it includes all the players as links. (Grades 4, 5, 6, 7, 8.)

PARTNER TAG

All the players but two hook arms in couples. Of the two who are free, one is "it" or chaser, and the other the runner. The runner may save himself by locking arms with either member of any couple he chooses. Whenever he does so, the third party of that group becomes runner and must save himself in like manner. If the runner be tagged at any time he becomes "it" or chaser; and the chaser becomes runner. (Grades 4, 5, 6, 7, 8.)

CROSS TAG

"It" starts after any player he chooses, but must change his course to pursue any other player who runs between "it" and the one he is chasing. Thus a fresh runner may at any time divert "it" from a tired player who is nearly tagged. (Grades 4, 5, 6, 7, 8.)

THIRD MAN

This game is another form of Three Deep, but instead of the circular formation the players are scattered irregularly over the playground. All of the players but two take partners and scatter in any irregular way. The players forming each couple stand facing each other, with the distance of a long step between them. To make a success of the game the distance between the various couples should be considerable.

Of the two odd players, one is runner and the other chaser, the object of the latter being to tag the runner. The runner may take refuge between any two players who are standing as a couple. The moment that he does so, the one toward whom his back is turned becomes "third man" and must in turn try to escape being tagged by the chaser. Should the chaser tag the runner they exchange places, the runner immediately becoming chaser and the chaser becoming runner. (Grades 4, 5, 6, 7, 8.)

THIRD SLAP

The players should be divided into groups of from 5 to 10 each. One in each group is chosen to be "it"; the others line up in front of him, all standing at a

distance of from 30 to 50 feet from a goal previously decided on. The players in the line hold their hands estended forward the length of the forearm. The elbows being bent and touching the sides; the palms should be turned downward.

The one who is "it" tries to slap the hands of any of the players, who may evade him by bending the hands downward, upward, or sideways at the wrist, but may not withdraw the arm or change the position of the elbow, Any player who receives three slaps, whether on one or both hands, immediately upon receiving the third slap, chases the one who is "it" toward the goal. Should the slapper be caught before he reaches the goal, he must continue as before, but if he succeeds in reaching the goal in safety, he changes places with his pursuer, who becomes "it" or slapper for the next round.

This game may have much sport in it, if the one who is taking the part of slapper be very alert and agile in his movements, dodging quickly from one player to another, and making many false moves to throw the players off their guard as to where he is going to slap next. (Grades 4, 5, 6, 7, 8.)

DODGE BALL

The players are divided into two equal groups. One group forms a circle (this is not marked on the ground). The larger the circle the more sport in the game. The other group stands within the circle, scattered about. The object of the game is for the circle men to hit the center men with a basketball or volley ball, the center men dodging to evade this. They may jump, stoop, or resort to any means of dodging except leaving the ring. Any player hit on any part of his body at once joins the circle men. The last player to remain in the center is considered the winner. The groups as originally divided then changes places for the next game, the center men becoming circle players, and the circle men going to the center.

The center players merely dodge the ball. The ball is returned to the circle either by a toss from a center man or by a circle man stepping in for it if it should not roll within reach. When two center men are hit by one throw of the ball, only the first one hit leaves the center. (Grades 4, 5, 6, 7, 8.)

LAST COUPLE OUT

An odd number of players is required for this game. One is chosen for catcher, who stands with his back to the other players. The other players stand in couples in a long line behind, facing in the same direction that he does. The catcher should be not less than 10 feet in front of the first couple.

The catcher calls, "Last couple out." Then the last pair in the line run toward the front (the right hand one on the right side of the double line, and the left hand one on the left side) and try to join hands in front of the catcher before he tags either of them. He must not chase them before they are in line with him, and must not turn his head to see when or whence the runners are coming. The runners should vary the method of approach, sometimes both circling far out beyond each side, or one of them doing this and the other running close to the lines.

If the catcher succeds in catching one of the players before that player clasps hands with his partner, the player tagged becomes the catcher and the former catcher and the other player form a couple and take their places at the head of the line, which should move backward to make room for them. If neither is caught, they take their places at the head of the line, and the catcher calls again for the "Last couple out." (Grades 5, 6, 7, 8.)

STREET AND ALLEY

The players stand in rank and file, with four or more players in each rank and in each file. The files should be far enough apart so that the children in one file can just clasp hands with the children in the next file. The ranks should be as far apart as the files. There are two extra players, one a "thief" the other a "policeman." The players join hands across the ranks, forming "streets," while the "thief" and "policeman" run, the "policeman"trying to catch the "thief." At a given signal, all players face right and join hands along the file, forming passageways at right angles to the "streets." These are called "alleys." The command to change from "street" to "alley," or vice versa, may be given by blowing a whistle or by calling "street" and "alley" alternately. To make the game lively, the command to change from "street" to "alley" should be given often. The "thief" and "policeman" may run only where the passageways are open. They are not permitted

to break through the joined hands or duck under them. When the "policeman" catches the "thief" two players from the ranks are chosen to take their places and the former "thief" and "policeman" step into the places left vacant in the ranks. (Grades 5, 6, 7, 8.)

BULL IN THE RING

All but one of the players stand in a circle with hands firmly clasped. The odd player stands in the center and is the "bull." The "bull" tries to break through the ring by parting the hands of any of the players. If he breaks through, the two players whose hands he parted immediately give chase to him, and the one catching him becomes the "bull."

This game is better for boys, as it may be rough. (Grades 5, 6, 7, 8.)

DUCK ON ROCK

Equipment: Bean bag or stone.

Each player is provided with a bean bag or a stone, called a "duck," about the size of a baseball. A large rock or post is chosen as the "duck rock," and 25 feet from it a throwing line is drawn. One player places his "duck" on this "duck rock" and stands by it as a guard. (This guard is selected at the beginning by all the players throwing their "ducks" at the "duck rock" from the throwing line. The one whose "duck" falls nearest to the rock becomes the first guard.) The other players stand behind the throwing line and take turns in throwing at the "duck" on the rock, trying to knock it from the rock. After each throw a player must recover his own "duck" and run back "home" beyond the throwing line. Should he be tagged by the guard while trying to do this, he must change places with the guard. The guard may tag him at any time when he is in front of his throwing line, unless he stands with his foot on his own "duck" where it first fell. He may stand in this way as long as necessary, awaiting an opportunity to run "home"; but the moment he lifts his "duck " ffom the ground, or takes his foot from it, he may be tagged by the guard. Having once lifted his "duck" to run "home" with it, a player must not again place it on the ground.

The guard may not tag any player unless his own "duck" be on the "rock." Before he may chase the thrower, he must therefore pick up his own "duck" and replace it should it have been knocked off. This replacing gives the thrower an opportunity to recover his own "duck" and run "home," but should the "duck" not have been displaced from the "duck rock," the thrower may have to wait either at a safe distance or with his foot on his own "duck" if he can get to it, until some other thrower has knocked the "duck" off the rock. Several players may thus be waiting at one time to recover their "ducks," some of them near the "duck rock," each with a foot on his "duck," others at a distance. Any player tagged by the guard must change places with him, placing his own "duck" on the "rock." The guard must quickly recover his "duck" and run for the throwing line after tagging a player, as he in turn may be tagged as soon as the new guard has placed his "duck" on the "rock."

A stone that falls very near the "duck rock" without displacing the "duck" may also prove disastrous to the thrower. Should a stone fall within a nand span (stretching from finger tip to thumb) of the "duck rock" without knocking off the "duck," the guard challenges the thrower by shouting "Span!" and proceeds to measure with his hands the distance between the "duck rock" and the other player's "duck." oShould the distance be less than a hand's span, the thrower of the stone has to change places with him, put his own "duck" on the rock, and become the guard. This is a boys' game. (Grades 5, 6, 7, 8.)

CENTER CATCH BALL

The players stand in a circle, with an odd player in the center. He tries to catch the ball, which is tossed rapidly from one circle player to another. If he catches the ball, the one who last touched the ball changes places with him. (Grades 5, 6, 7, 8.)

PIN BALL

Equipment needed: An indoor baseball, or playground ball, a baseball bat, and two Indian clubs for pins. (If Indian clubs are not available empty tin cans or sticks may be used for pins.)

Players: Pitcher, catcher, and any number of fielders for each team.

The ground: The game is played on a baseball field with only one base. Batter's box should be 4 feet wide and 5 feet long. Pitcher's box should be 4 feet wide and 6 feet long. Distance from center of batter's box to center of pitcher's box should be 30 feet. Distance to first base should vary with the skill and age of the players. It should not be more than 27 feet. The pins are placed 3 inches back of batter's box, 1 foot apart.

The batter strikes at balls thrown by the pitcher as in baseball. The ball must be thrown underhand. The batter may be put out any time his bat is not touching the ground within the limits of the batter's box, by an opponent's bowling one or both of the pins down. He runs for base (1) when he hits the ball, (2) when the catcher fails to catch the ball, or (3) any other time when he thinks he has a chance to get to the base and back before his pins can be bowled down. He scores every time he gets to base and back without being put out. He remains at bat until he is put out. Any opponent may bowl the pins down when the bat is not touching the ground within the batter's box, but it is usually best to throw the ball to the catcher and have him bowl them down.

A caught fly ball is out.

Three outs end the inning.

There are no strikes or fouls.

(Brades 5, 6, 7, 8.)

VOLLEY BALL

Equipment: Volley ball, volley ball net (tennis net may be used), two posts set in cement, 7 feet 6 inches above ground. The posts should be 4 x 4 inches.

Size of court: 25 feet wide by 50 feet long, divided by the net into two equal parts. The serving line shall be the rear boundary line. For small children or inexperienced players, the serving line may be moved nearer the net.

Height of net: The regulation height of the net is 7 feet 6 inches, but it may be lowered to suit the age and experience of the players.

Players: The players are divided into two equal groups placed on opposite sides of the net. The players are numbered and play the different positions by rota-

tion. The rotation of players occurs when the team receives the ball for service.

The game: The game shall consist of eleven or twenty-one points. Teams exchange courts after each game. The losing team has the first serve.

The object of the game is to bat the ball over the net with open hands. One or both hands may be used. One player starts the game by serving. To this he stands with both feet back of the rear boundary line, tosses the ball up, then bats it upward and over the net. The ball is in play as long as it is batted back and forth across the net; as soon as one side fails to return it, whether by letting it fall to the ground, knocking it outside the court, or letting it fall to the ground, play ceases and is started again by serving. If the team that served fails to bat the ball over the net, it loses the right to serve and the ball goes to the opponents to be served. If the other team fails to bat the ball over the net, one score is made by the team that served. Only the serving team can make scores.

The server: 1. The members of each team shall take turns in serving, according to the way in which they are numbered.

2. Either one or two trials for the server may be agreed upon.
3. The server must stand with both feet back of the back boundary line, or the serving line as agreed upon.
4. On the serve the ball may not be touched by another player before it crosses the net.
5. If a served ball hits the net and then falls in the opposite court, it shall not count as a point, but the server shall have the right to serve again.
6. The server must bat the ball with the open hand. Failure to do so counts as a trial.
7. The server may bat the ball only once before it crosses the net.
8. If the served ball fails to cross the net or is served out of bounds, it counts as a trial for the server.
9. The server continues to serve until he fails in his serve, or his team loses the ball by knockint it out of bounds, failing to return the ball over the net or by fouling.

After the service: 1. The ball may not be touched more than twice in succession by a member of either team.

2. Failure of the receiving team to return the ball over

the net counts one point for the serving team.

3. A ball falling on a boundary line is considered in bounds.
4. If the ball strikes the ceiling or any object other than a player outside the court and bounds back again, it shall not be in play and counts against the team which last touched it.
5. One point shall be scored by the serving team when (a) a good serve is not returned; (b) a ball in play is not returned by the receiving side; (c) the receiving team makes a foul.

The ball is dead and goes to the other team:

(1) If ball fails to go over net on serve.
(2) If ball is caused to go out of bounds by serving side.
(3) If a player touches the net.
(4) If the ball is touched more than twice in succession by any player.
(5) If a player does not serve in his turn.
(6) If a player reaches over the net.
(7) If a player permits the ball to come to rest in either one or both hands.
(8) If a player hits the ball with closed fingers.

For interscholastic competition or for technicalities not covered in the foregoing rules, consult Spaldings' Volley Ball Guide. (Grades 5, 6, 7, 8.)

PLAYGROUND BALL

Equipment: One outseam playground ball (12 in.) and a light bat.

Size of diamond: Thirty-five feet between bases; from home plate to second base and from first base to third base is 48 feet 6 inches; thirty feet from home plate to pitchers box. Home plate is 12 inches square; bases are 18 inches square.

The distance between bases may be increased to 45 feet for older children.

Teams: Two teams of 10 players each. The players are arranged in the same manner as in regular baseball, with the exception of the tenth man who is called the short fielder and may play any place between the outfielders and the infielders.

Length of game: Five, seven, or nine innings may be agreed upon to constitute a game. Three men out constitute a half-inning.

Pitching: The ball shall be pitched with a full underhand motion with the arm parallel to the body. The pitcher shall stand with both feet on the base line of the box and may only take one step forward in the act of pitching.

Fair ball: A fair ball is a batted ball which strikes and remains in the diamond, or strikes outside and rolls in the diamond. If a batted ball strikes on fair territory in the outfield and rolls out, it is considered a fair ball.

Foul ball: A foul ball is a batted ball which does not land in fair territory, or which rolls out of the diamond between home plate and first base, or home plate and third base, after landing in fair territory.

Strike: On a strike the ball must pass over home plate between the knees and shoulders of the batter. Any pitched ball struck at and missed, or any foul strike until the batter has two strikes, is counted as a strike.

Balls: A pitched ball which is not a strike. If the pitcher while standing in the pitchers box makes any motion to throw to home plate, first base, or third base without actually throwing the ball, it is considered a ball. If the pitcher without the ball takes his position in the box as if to pitch, it is considered a ball.

Batter is out: 1. If he has three strikes.
2. If opponents catch a fly ball before it strikes any object.
3. If he is hit by ball on third strike.
4. If the third strike is a foul tip which is caught by the catcher.
5. If a foul fly ball is caught by any of the opponents.
6. If he is intentionally interfers with the catcher.
7. If he bats out of turn.
8. If he bunts a foul ball on the third strike.

Batter may take his base: 1. When he makes a fair hit.
2. When four balls have been called.
3. When he is hit by a pitched ball.

Base runner is out: 1. If he is hit by a batted ball.
2. If he runs more than three feet outside the base line to avoid being tagged.
3. If he fails to return to his base after a fly ball is caught.
4. If he fails to touch any base.
5. If he is tagged out while off a base, except when he is returning to a base after a foul ball.
6. If on a fair hit he fails to reach first base before the ball is thrown to that base.
7. If he is forced out by the batter knocking a fair ball which is thrown to the base to which he is ad-

vancing.

Base runner must return to his base: 1. After a foul ball. If the foul ball is caught he may, after touching his base, advance to the next base providing the opponents do not tag him with the ball.

2. If the base is left before a pitched ball passes the batter.

Over throws: On an over throw over home, first, or thirs base, the base runner may advance but one base. (Grades 4, 5, 6, 7, 8.)

BASKET BALL

See Spaldings' Official Basketball Guide.

SOCCER

See Spaldings' Official Soccer Guide, or Physical Education for Elementary Schools by Neilson and Van Hagen, p. 287.

Section 8. Intramural Contests.

Although an intramural program may not be practical for a good many rural schools on account of small enrollment, some schools with a fairly large enrollment may find it useful in promoting the competitive spirit and at the same time perform the service of encouraging all students to participate.

One or two play periods each week may be devoted to intramural contests. If it is found not practical to run the program throughout the school year, it may be run for several weeks in the fall and again in the spring.

Following is a rather simple plan for organizing and administering an intramural program:

1. Divide the school into two permanent teams. The teams should be as nearly equal as possible in ability.
2. A captain should be elected by each team.
3. The captains should be given as much responsibility as possible. This affords an excellent opportunity for training in leadership.
4. Rules covering all contests should be thoroughly understood by all contestants.
5. The teacher should supervise all contests.
6. The teacher, or an appointed scorer, should keep a record of all contests played and should post the results with the team standings after each contest. The following form may be used:

Last contest played Volley ball Date Oct. 25

Won by: Reds Score 21 - 18

TEAM STANDINGS

Team	Games played	Won	Lost	Percentage
Reds	12	7	5	.583
Blues	12	5	7	.417

The percentage of each team is found by dividing the number of games won by the total number played, expressing the result decimally to three figures. For

example: 12 is the number of games played. 7 is the number of games won. 7 (number of games won) divided by 12 (number of games played) equals .583.

Suggestive list of games that may be included in an intramural program:

Indoor Games	Outdoor Games
Passing Object Relay	Pom Pom Pullaway
Going to Jerusalem	Dodge Ball (Time limit)
Hand-Over-Head Bean Bag	Pin Ball
Carry a Book Relay	Volley Ball
Bean Bag Board	Playground Ball
Bean Bag Ring Throw	Basketball
Tag-The-Wall Relay	Relay Races
	Track and Field Events

Tournaments.

In some of the large rural schools, it may be possible to run various types of tournaments in some of the activities. Tournaments aid greatly in stimulating interest in an intramural program.

Round-Robin Tournament. The round-robin tournament makes it possible for each team in the league to play each of the other teams once. The standings of

the teams are figured on a percentage basis taking into consideration the number of games won and lost.

Perhaps the most difficult part of arranging a round-robin tournament is the matter of scheduling games so that one team will not have to play two games in one day against opponents who play only once. The following schedule gives the routine of games for leagues of three to eight teams:

Round-Robin Schedules

3 teams	6 teams	7 teams	8 teams
1 - 2	1 - 2	2 - 7	1 - 2
1 - 3	3 - 6	3 - 6	3 - 8
2 - 3	4 - 5	4 - 5	4 - 7
			5 - 6
4 teams	1 - 3	1 - 3	
	2 - 4	4 - 7	1 - 3
1 - 2	5 - 6	5 - 6	2 - 4
3 - 4			5 - 8
	1 - 4	2 - 4	6 - 7
1 - 3	3 - 5	1 - 5	
2 - 4	2 - 6	6 - 7	1 - 4
			3 - 5
1 - 4	1 - 5	3 - 5	2 - 6
2 - 3	4 - 6	2 - 6	7 - 8
	2 - 3	1 - 7	
5 teams			1 - 5
	1 - 6	4 - 6	4 - 6
2 - 5	2 - 5	3 - 7	3 - 7
3 - 4	3 - 4	1 - 2	2 - 8
1 - 3		5 - 7	1 - 6
		1 - 4	5 - 7
2 - 4		2 - 3	4 - 8
1 - 5			2 - 3
		1 - 6	
3 - 5		2 - 5	1 - 7
1 - 2		3 - 4	6 - 8
			2 - 5
1 - 4			3 - 4
2 - 3			
			1 - 8
			2 - 7
			3 - 6
			4 - 5

A good way to build a schedule is to arrange the names of the teams on two sides of a square, as in the diagram which follows. Each small square, except the diagonal row from the upper left hand corner to the lower right hand corner represents a game between two teams. One-half of the large square has just enough small squares to make up one round of play. The date, or the order in which the games are to be played, may be inserted in each small square along with the names of the teams which are to play.

Single Elimination Tournament. The single elimination tournament is a much shorter tournament. It is not quite so satisfactory as the round-robin because half the teams are eleiminated in the first games played.

In this tournament, the teams draw lots for positions. As soon as each team draws, its name is inserted on the diagram. Such a tournament is simple to arrange when there are 4, 8, or 16 teams or any perfect power of two.

When the number of teams is not a perfect power of two, a plan is used that reduces the number to a perfect power of two for the second round. It is called the"system of byes." To find the number of byes, subtract the number of teams that enter from the next per-

fect power of two above; for example, if there are 13 teams in the tournament, the next perfect power of two is 16, and 16 - 13 leaves 3. This is the number of byes, which means the number of teams not playing in the first round. These three teams together with the five winners of the first round make eight, which is a perfect power of two for the second round. The diagrams which follow illustrate an eight team and a thirteen team tournament.

Double Elimination Tournament. In the double elimination tournament, each team must lose two games before it is eliminated from the championship race. This tournament differs from the ordinary single elimination and consolation tournament in that a team may lose one game and still win the championship.

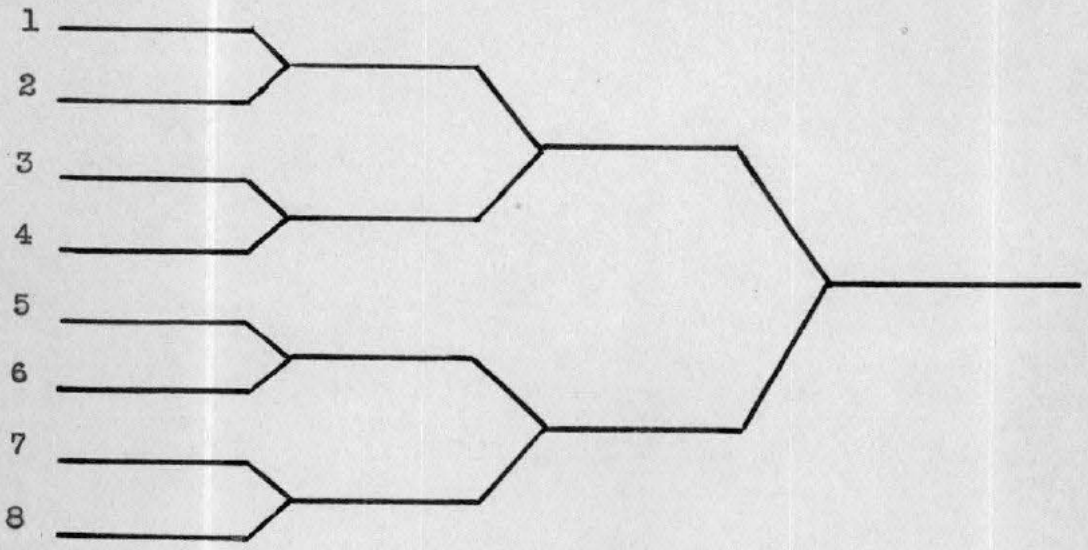
The number of teams to start the tournament must be a perfect power of two. In the following diagram the solid lines represent the progression of the winning teams and the dotted lines represent the progression of the losing teams.

The following diagrams illustrate the methods of arranging the teams for round-robin, single elimination, and double elimination tournaments:

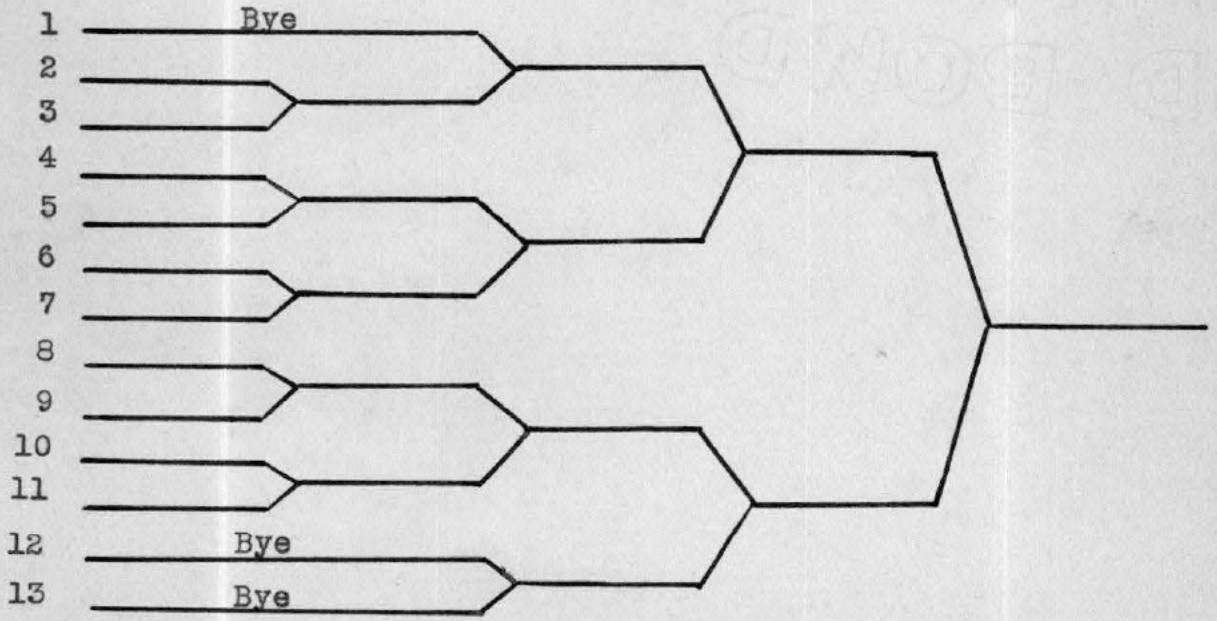
ROUND ROBIN TOURNAMENT

	1.	2.	3.	4.	5.	6.	7.	8.
1.		1 vs. 2	1 vs. 3	1 vs. 4	1 vs. 5	1 vs. 6	1 vs. 7	1 vs. 8
2.			2 vs. 3	2 vs. 4	2 vs. 5	2 vs. 6	2 vs. 7	2 vs. 8
3.				3 vs. 4	3 vs. 5	3 vs. 6	3 vs. 7	3 vs. 8
4.					4 vs. 5	4 vs. 6	4 vs. 7	4 vs. 8
5.						5 vs. 6	5 vs. 7	5 vs. 8
6.							6 vs. 7	6 vs. 8
7.								7 vs. 8
8.								

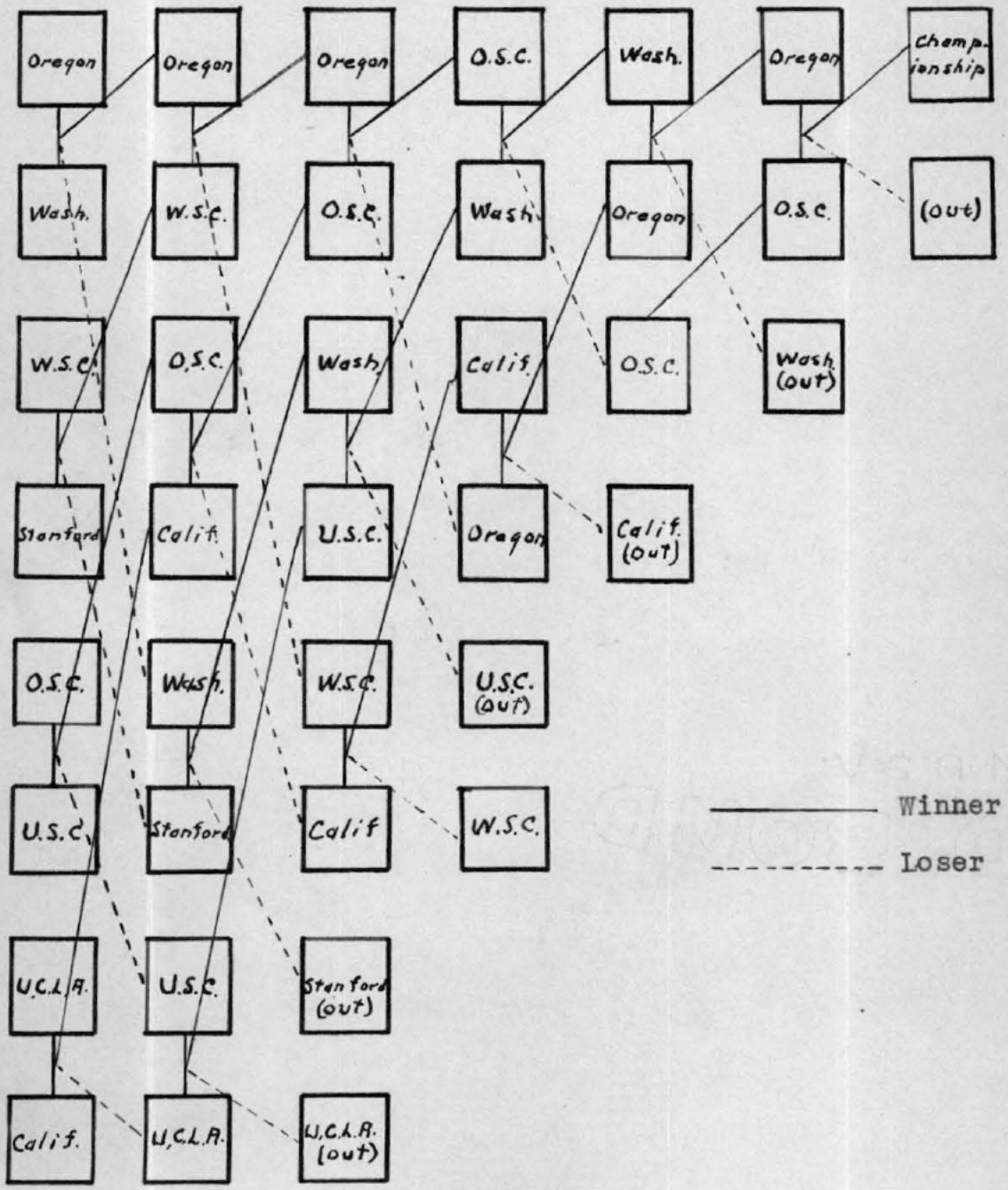
SINGLE ELIMINATION TOURNAMENT
(8 teams)



SINGLE ELIMINATION TOURNAMENT
(13 teams)



DOUBLE ELIMINATION TOURNAMENT



Section 9. Play Days

A play day is a day set aside during the school year when the children and adults of the community, or of several communities, get together and enjoy themselves by every one participating in some form of play. It is a substitute for the old grammar school track and field meet where only a few of the select pupils from each school were permitted to compete for individual honors or for the honor of their school. In the play day there is still room for a certain amount of individual or group competition, but they are only secondary considerations. The primary purpose is competition and participation for all.

In the rural communities of Oregon where very few of the schools now engage in such an event, the movement may be started by one school acting as hostess and inviting one or several near-by schools to participate with them. The activities that are to be included on the program should be decided upon several weeks in advance so that each school may prepare for it. A good many of the events chosen may be well known so that little preparation is necessary. Every child and every adult present should have an active part as an actual

participant, or as an official with a special duty.

Procedure: Several weeks before the play day the teacher of the hostess school should call a meeting at which each of the invited schools has a representative. At this meeting, a General Committee should be appointed. This committee should appoint individuals or other committees to handle the various details. Following is a list of duties that may be assigned to individuals or committees: programs, equipment, transportation, dressing rooms, awards, check rooms, parking, refreshments, selection of officials, first aid, and finance.

Information regarding the number of events to be entered and the number of participants in each event should be obtained from the different schools several days in advance so as to facilitate the scheduling of events.

For competitive purpose, a point system for the various events may be worked out so that the points earned in each event will contribute toward the final rating of the teams. The children may be assigned to different teams that are distinguished from each other by colors. It is not necessary to limit the membership of a team to one school. The smaller schools may join together to form one team, or children from one school may be taken over to another team so as to bal-

ance the teams. The teams should be balanced in such a manner that will make it possible for the children in the lower grades to compete against each other. The adults may act as officials with perhaps a few special events such as horse shoe pitching, playground ball, fat man race, shuttle relay, etc.

For track and field events it will be necessary to classify the children in order to have fairness of competition. It will be found that three, or possibly four, classifications for both boys and girls will be necessary.

Prizes of intrinsic value should not be awarded. Inexpensive ribbon or pennant awards serve the purpose of giving recognition to individual or group achievement. It must be kept in mind that the purpose is not to decide championships, but to benefit all the boys and girls.

Following is a suggestive list of events that may be included in the program:

1. 25 - 50 - 60 - 70 - 100 yard dashes for boys.
2. 25 - 50 - 60 - 70 yard dash for girls.
3. Running high jump for boys.
4. Running broad jump for boys.
5. Shot put (8 lb.) for boys.
6. Baseball throw for boys and girls

7. Basketball throw for boys and girls.
8. 100 - 200 - 220 - 440 yard relays for boys.
9. 100 - 200 - 220 yard relays for girls
10. Shuttle relays for boys and girls
11. Potato Races for boys and girls.
12. Volley ball for boys and girls.
13. Playground ball for boys and girls.
14. Dodge ball for boys and girls.
15. Pin ball for boys and girls.
16. Passing Object relays for boys and girls.
17. Obstacle relays for boys and girls.

CHAPTER IV

WEEKLY PHYSICAL EDUCATION PROGRAM

The following weekly physical education program presents an outline of suggestive material in the differend activities for each week during the entire year. This outline is not dogmatic. It is hoped that each teacher will use it as a guide and make changes or substitutions as may be found necessary to improve it for use in her particular school.

In order to obtain the fullest use of this program, the teacher must have access to copies of "Physical Education for Elementary Schools" by Neilson and Van Hagen and "Achievement Scales in Physical Education Activities" by Neilson and Cozens. These books may be purchased from A. S. Barnes and Company, New York. The prices are $2.00 and $1.60, respectively.

An attempt has been made in this program to present the material wherever possible following the rules of progression--beginning with the simple and progressing to the complex.

Indoor and outdoor games are suggested for each week so that weather conditions can be met.

Story Plays, Mimetics, and Rhythmical Activities are to be taken from "Physical Education for Elementary Schools" by Neilson and Van Hagen. The abbreviation for this reference as used in the program is (N. & V.).

During the winter months, a tendency toward indoor activities prevails in order to better suit the limited space and equipment. In a good many schools, the building and available space will hinder progress and often may tax the ingenuity of the teacher. In Western Oregon during the rainy season and in Eastern Oregon during the winter months, outside activities will necessarily be limited. During these winter months or inclement weather is the proper time for the teacher to make use of indoor games, rhythmics, dances and story plays. Basketball and volley ball are given through these months for those schools that have gymnasium facilities.

The Achievement Tests given in the program for Grades V, VI, VII, and VIII in the fall and spring months are found in "Achievement Scales in Physical Education Activities" by Neilson and Cozens.

WEEKLY PHYSICAL EDUCATION PROGRAM

Grades I-II-III-IV — September, 1st week

INDOOR GAMES

I see

Cand and Mice

STORY PLAYS AND MIMETICS:

Autumn in the Woods (N. &.V.) p. 69

Cowboys (N. & V.) p.73

Animal Imitations (N. & V.) p. 92

OUTDOOR GAMES:

Ten Steps

Midnight

RHYTHMICAL ACTIVITIES:

Did You Ever See a Lassie (N. & V.)p 81

STUNTS AND SKILLS:

Bear Walk

Duck Walk

Grades V-VI-VII-VIII — September, 1st week

INDOOR GAMES:

Going to Jerusalem

I Say Stoop

OUTDOOR GAMES:

Jacob and Rachel

Stone Race

Soccer

INTRAMURAL CONTESTS:

None

RHYTHMICAL ACTIVITIES:

Ritsch, Ratsch (N.&V.) p. 224

STUNTS AND SKILLS:

Classification of pupils for achievement tests. See pages 3-10 in "Achievement Tests in Physical Education Activities" by Neilson and Cozens.

Grades I-II-III-IV — September, 2d week

INDOOR GAMES

Ducks Fly

Fox and Squirrel

OUTDOOR GAMES

Good Morning

Hide and Seek

STORY PLAYS AND MIMETICS:

In the Barn (N.&V.)p. 110

Indians (N.&V.) p 109

Climbing Ladders (N.& V.) p. 121

RHYTHMICAL ACTIVITIES:

Did You Ever See a Lassie (N.&V.) p.81

STUNTS AND SKILLS

Indian Walk

Crab Walk

Grades V-VI-VII-VIII — September, 2d week

INDOOR GAMES:

Fox and Squirrel

Apples Red

OUTDOOR GAMES:

Three Deep

Pin Ball

Soccer

INTRAMURAL CONTESTS:

Select teams

RHYTHMICAL ACTIVITIES:

Ritsch, Ratsch (N. & V.) p. 224

STUNTS AND SKILLS:

Achievement tests: Boys --- Ball Put
Base Running

Girls -- Base Running

Grades I-II-III-IV — September, 3d week

INDOOR GAMES:

Squirrel and Nut

Apples Red

OUTDOOR GAMES:

Laughing Games

Bean Bag Games

STORY PLAYS AND MIMETICS:

Cutting the Grass (N. & V.)p. 70

Coming to This Country (N. & V.) p. 71

Follow the Leader (N. & V.) p. 93

RHYTHMICAL ACTIVITIES:

The Farmer in the Dell (N. & V.) p. 83

STUNTS AND SKILLS:

Children bring own stunts

Grades V-VI-VII-VIII — September 3d week

INDOOR GAMES:

Squirrel and Nut

North, East, South, West

OUTDOOR GAMES:

Ball Tag

Pin Ball

Soccer

INTRAMURAL CONTESTS:

Sodge Ball (time limit)

RHYTHMICAL ACTIVITIES:

Captain Jinks (N. & V.) p. 260

STUNTS AND SKILLS:

Achievement tests: Boys --- Basketball Throw for Distance
Basketball Throw for Goal
Basketball Throw (special event).

Girls --- Basketball Throw for Distance
Basketball Throw for Goal

Grades I-II-III-IV — September, 4th week

INDOOR GAMES:

Bean Bag Circle Toss

Charlie Over the Water

STORY PLAYS AND MIMETICS:

Clever Wood Mice (N. & V.) p. 72

Countries (N.& V.) p. 110

Rooster (N. & V.) p. 121

OUTDOOR GAMES:

Follow the Leader

Black and White

RHYTHMICAL ACTIVITIES:

The Farmer in the Dell (N. & V.) p. 83

STUNTS AND SKILLS:

Elephant Walk

Frog Jump

Grades V-VI-VII-VIII — September, 4th week

INDOOR GAMES:

Bean Bag Board

Passing Object Relay

INTRAMURAL CONTESTS:

Dodge Ball (time limit)

OUTDOOR GAMES:

Partner Tag

Pom Pom Pullaway

Soccer

RHYTHMICAL ACTIVITIES:

Captain Jinks (N. & V.) p. 260

STUNTS AND SKILLS:

Achievement tests: Boys --- Hobble Race
Jump and Reach

Girls --- Hobble Race
Jump and Reach

Grades I-II-III-IV — October, 1st week

INDOOR GAMES:

Who is Knocking at my Door

Changing Seats

OUTDOOR GAMES:

Have You Seen My Sheep

Chicken Market

STORY PLAYS AND MIMETICS:

At the Seashore (N. & V.) p. 78

Farm Chores (N. & V.) p. 111

Bouncing Ball (N. & V.) p. 145

RHYTHMICAL ACTIVITIES:

The Camels (N.&V.)p.80

STUNTS AND SKILLS:

Follow the Leader

Grades V-VI-VII-VIII — October, 1st week

INDOOR GAMES:

Hand Over Head Relay

Changing Seats

OUTDOOR GAMES:

Cross Tag

Dodge Ball

Center Catch Ball

INTRAMURAL CONTESTS:

Pin Ball

RHYTHMICAL ACTIVITIES:

Polly-Wolly-Doodle (N. & V.) p. 264

STUNTS AND SKILLS:

Achievement tests:

Boys --- Playground Baseball Throw for Accuracy
Playground Baseball Throw for Distance

Girls --- Playground Baseball Throw for Accuracy
Playground Baseball Throw for Distance

Grades I-II-III-IV — October, 2d week

INDOOR GAMES:

North, East, South, West

I Say Stoop

OUTDOOR GAMES:

Stone Race

Bean Bag Games

STORY PLAYS AND MIMETICS:

Modes of Travel (N. & V.) p. 113

Aeroplanes (N. & V.) p. 77

Striking the Anvil (N. & V.) p. 146

RHYTHMICAL ACTIVITIES:

The Camels (N. & V.) p. 80

STUNTS AND SKILLS:

Rabbit Hop

Heel Knock

Grades V-VI-VII-VIII — October, 2d week

INDOOR GAMES:

North, East, South, West

I Say Stoop

OUTDOOR GAMES:

Dodge Ball

Pin Ball

Soccer

INTRAMURAL CONTESTS:

Pin Ball

RHYTHMICAL ACTIVITIES:

Polly-Wolly-Doodle (N.& V) p. 264

STUNTS AND SKILLS:

Achievement tests: Boys --- Potato Race
Pull Up
Push Up
Run and Catch

Girls --- Potato Race
Run and Catch

Grades I-II-III-IV	October, 3d week
INDOOR GAMES:	OUTDOOR GAMES:
Magic Music	Animal Tag
Cat and Mice	Squirrel in Trees
STORY PLAYS AND MIMETICS:	RHYTHMICAL ACTIVITIES:
Washing Clothes (N. & V.) p. 114	Review
M Motorcycle (N. & V.) p. 119	
See saw (N. & V.) p. 145	
STUNTS AND SKILLS:	
Bean Bag Board	

Grades V-VI-VII-VIII	October, 3d week
INDOOR GAMES:	OUTDOOR GAMES:
Magic Music	Chain Tag
Fox and Squirrel	Volley Ball
	Pin Ball
INTRAMURAL CONTESTS:	RHYTHMICAL ACTIVITIES:
Volley Ball	The Ace of Diamonds (N. & V.) p. 258
STUNTS AND SKILLS:	
Achievement tests: Boys ---	Run 40, 50,60 and 70 yards Running Broad Hop Running Broad Jump Running High Jump
Girls ---	Run 40, 50, and 60 yards

Grades I-II-III-IV — **October, 4th week**

INDOOR GAMES:

Passing Object Relay

I See

OUTDOOR GAMES:

Good Morning

Laughing Games

STORY PLAYS AND MIMETICS:

Halloween (N.& V.) p.70

Mining Coal (N. & V.) p. 115

Chopping Wood (N. & V.) p. 234

RHYTHMICAL ACTIVITIES:

Review

STUNTS AND SKILLS:

Review

Grades V-VI-VII-VIII — **October, 4th week**

INDOOR GAMES:

Passing Object Relay

Who Has Gone From the Ring

OUTDOOR GAMES:

Volley Ball

Soccer

Nose and Toe Tag

INTRAMURAL CONTESTS:

Volley Ball

RHYTHMICAL ACTIVITIES:

The Ace of Diamonds (N. & V.) p. 258

STUNTS AND SKILLS:

Achievement tests:

Boys ---
- Soccer Dribble
- Soccer Kick for Distance
- Soccer Place Kick for Accuracy
- Soccer Throw In for Accuracy

Girls ---
- Soccer Dribble
- Soccer Kick for Distance
- Soccer Place Kick for Accuracy
- Soccer Throw In for Accuracy

Grades I-II-III-IV — **November, 1st week**

INDOOR GAMES:

- Who Has Gone From the Ring
- Changing Seats

OUTDOOR GAMES:

- Black and White
- Have You Seen My Sheep

STORY PLAYS AND MIMETICS:

- Moving Day (N.& V.)p.117
- Policeman (N.& V.)p.120
- Locomotive (N.& V.) p. 271

RHYTHMICAL ACTIVITIES:

- Old Roger is Dead (N. & V.) p.103

STUNTS AND SKILLS

- Follow the Leader

Grades V-VI-VII-VIII — **November, 1st week**

INDOOR GAMES:

- Changing Seats
- Tag The Wall Relay

OUTDOOR GAMES:

- Chain Tag
- Volley Ball
- Basketball (boys only)

INTRAMURAL CONTESTS:

- Volley Ball

RHYTHMICAL ACTIVITIES:

- Review

STUNTS AND SKILLS:

Achievement tests:

Boys ---
- Standing Broad Jump
- Standing Broad Hop
- Standing Broad Step
- Standing Double Broad Jump

Girls ---
- Standing Broad Hop
- Standing Broad Step

Grades I-II-III-IV — November, 2d week

INDOOR GAMES:

Puss in the Corner

Who is Knocking at My Door

OUTDOOR GAMES:

Stone Race

Hide and Seek

STORY PLAYS AND MIMETIDS:

The Fire (N. & V.) p. 109

Building a House (N. & V.) p. 76

Pumping Up a Bicycle Tire (N. & V.) p. 235

RHYTHMICAL ACTIVITIES:

Old Roger is Dead (N. & V.) p. 103

STUNTS AND SKILLS:

Russian Dance

Grades V-VI-VII-VIII — November, 2d week

INDOOR GAMES:

Hindu Tag

Going to Jerusalem

OUTDOOR GAMES:

Last Couple Out

Volley Ball

Basketball (boys only)

INTRAMURAL CONTESTS:

Volley Ball

RHYTHMICAL ACTIVITIES:

Review

STUNTS AND SKILLS:

Achievement tests:

Boys ---
Standing Hop Step and Jump
Standing Leap and Jump
Standing Three Hops
Standing Triple Broad Jump
Standing Whole Hammon

Girls ---
Standing Leap and Jump
Standing Three Hops

Grades I-II-III-IV — November, 3d week

INDOOR GAMES:

Drop the Handkerchief

North, East, South, West

OUTDOOR GAMES:

Squirrel in Trees

Animal Tag

STORY PLAYS AND MIMETICS:

Pilgrims (N. & V.) p. 112

How Animals Get Ready for Winter (N. & V.) p. 71

Cowboy Throwing Lasso (N. & V.) p. 145

RHYTHMICAL ACTIVITIES:

Indian War Dance (N. & V.) p. 130

STUNTS AND SKILLS:

Goose Step

Grades V-VI-VII-VIII — November, 3d week

INDOOR GAMES:

Carry a Book Relay

North, East, South, West

OUTDOOR GAMES:

Street and Alley

Volley Ball

Basketball (boys only)

INTRAMURAL CONTESTS:

Basketball

RHYTHMICAL ACTIVITIES:

Lottie is Dead (N. & V.) p. 263

STUNTS AND SKILLS:

Heel Knock

Russian Dance

Grades I-II-III-IV — November, 4th week

INDOOR GAMES:

Ducks Fly

Fox and Squirrel

OUTDOOR GAMES:

Ten Steps

Trades

STORY PLAYS AND MIMETICS:

Preparing for Thanksgiving (N. & V.) p. 71

Lumbering (N. & V.) p. 117

RHYTHMICAL ACTIVITIES:

Indian War Dance (N. & V.) p. 130

STUNTS AND SKILLS:

Review

Grades V-VI-VII-VIII — November, 4th week

INDOOR GAMES:

Bean Bag Board

Fire, Air, Water

OUTDOOR GAMES:

Bull in the Ring

Center Catch Ball

Basketball (boys only)

INTRAMURAL CONTESTS:

Basketball

RHYTHMICAL ACTIVITIES:

Lottie is Dead (N. & V.) p. 263

STUNTS AND SKILLS

Toe Touch Jump

Jump Over Foot

Grades I-II-III-IV — December, 1st week

INDOOR GAMES:

Apples Red

Changing Seats

STORY PLAYS AND MIMETICS:

The Sleeping Princess
(N. & V.) p. 68

Christmas Toys
(N. & V.) p. 75

Bell Ringing
(N. & V.) p. 121

OUTDOOR GAMES:

Still Pond

Japanese Tag

RHYTHMICAL ACTIVITIES

Review

STUNTS AND SKILLS:

Follow the Leader

Grades V-VI-VII-VIII — December, 1st week

INDOOR GAMES:

Apples Red

Changing Seats

INTRAMURAL CONTESTS:

Passing Object Relay

Basketball

OUTDOOR GAMES:

Duck on the Rock

Cat and Rat

Basketball (boys only)

RHYTHMICAL ACTIVITIES:

The Crested Hen
(N. & V.) p. 300

STUNTS AND SKILLS:

Children bring own stunts

Grades I-II-III-IV — December, 2d week

INDOOR GAMES:

I Say Stoop

Magic Music

STORY PLAYS AND MIMETICS:

Christmas Tree
(N. & V.) p. 75

The Toys Jubilee
(N. & V.) p. 111

Elevator (N. &. V.) p. 121

OUTDOOR GAMES:

Have You Seen My Sheep

Stiff Knee Tag

RHYTHMICAL ACTIVITIES:

Review

STUNTS AND SKILLS:

Toe Touch Jump.

Grades V-VI-VII-VIII — December, 2d week

INDOOR GAMES:

Magic Music

Tag The Wall Relay

INTRAMURAL CONTESTS:

Passing Object Relay

Basketball

OUTDOOR GAMES:

Still Pond

Pom Pom Pullaway

Basketball (boys only)

RHYTHMICAL ACTIVITIES:

The Crested Hen
(N. & V.) p. 300

STUNTS AND SKILLS:

Knee Dip

Book Balance

Grades I-II-III-IV — December, 3d week

INDOOR GAMES:

Passing Object Relay

North, East, South, West

OUTDOOR GAMES:

Follow the Leader

Stone Race

STORY PLAYS AND MIMETICS:

Dear Old Santa
(N. & V.) p. 74

Santa Claus Visit
(N. & V.) p. 115

Jack in the Box
(N. & V.) p. 191

RHYTHMICAL ACTIVITIES:

Chimes of Dunkirk
(N. & V.) p. 98

STUNTS AND SKILLS:

Heel Knock

Grades V-VI-VII-VIII — December, 3d week

INDOOR GAMES:

Who Has Gone from the Ring

Indian Running

OUTDOOR GAMES:

Partner Tag

Volley Ball

Basketball (boys only)

INTRAMURAL CONTESTS:

Going to Jerusalem

Basketball

RHYTHMICAL ACTIVITIES

Review

STUNTS AND SKILLS:

Follow the Leader

No program for December, 4th week.
(Vacation)

Grades I-II-III-IV — January, 1st week

INDOOR GAMES:

Squirrel and Nut

Puss in the Corner

OUTDOOR GAMES:

Japanese Tag

Trades

STORY PLAYS AND MIMETICS:

Snow Fort (N. & V.) p. 74

Coasting with New Christmas Sled (N. & V.) p. 115

Weather Vane (N. & V.) p. 121

RHYTHMICAL ACTIVITIES:

Looby Loo (N. & V.)p.86

STUNTS AND SKILLS

Review

Grades V-VI-VII-VIII — January, 1st week

INDOOR GAMES:

Hindu Tag

Hand Over Head Bean Bag

OUTDOOR GAMES:

Three Deep

Bull in the Ring

Basketball (boys only)

INTRAMURAL CONTESTS:

Hand Over Head Bean Bag

Basketball

RHYTHMICAL ACTIVITIES:

Rye Waltz (N. & V.) p. 304

STUNTS AND SKILLS:

Kneel Down and Up

Bridge

Grades I-II-III-IV — January, 2d week

INDOOR GAMES:

I Say Stoop

Charley Over the Water

OUTDOOR GAMES:

Pom Pom Pullaway

Nose and Toe Tag

STORY PLAYS AND MIMETICS:

Play in the Snow (N. & V.) p. 73

The Eskimos (N. & V.) p. 114

Bicycling (N. & V.) p. 145

RHYTHMICAL ACTIVITIES:

Looby Loo (N.& V.) p. 86

STUNTS AND SKILLS:

Children bring own stunts

Grades V-VI-VII-VIII — January, 2d week

INDOOR GAMES:

I Say Stoop

Carry a Book Relay

OUTDOOR GAMES:

Ball Tag

Dodge Ball

Basketball (boys only)

INTRAMURAL CONTESTS:

Hand Over Head Bean Bag

Basketball

RHYTHMICAL ACTIVITIES:

Rye Waltz (N. & V.) p. 304

STUNTS AND SKILLS:

Push Back

Full Squat

Grades I-II-III-IV — January, 3d week

INDOOR GAMES:

Indian Runnine

Fox and Squirrel

OUTDOOR GAMES:

Partner Tag

Still Pond

STORY PLAYS AND MIMETICS:

Skating (N. & V.) p. 174

Ice Play (N. & V.) p. 116

Snowballing (N. & V.) p. 121

RHYTHMICAL ACTIVITIES:

Review

STUNTS AND SKILLS

Follow the Leader

Grades V-VI-VII-VIII — January, 3d week

INDOOR GAMES:

Indian Running

Fox and Squirrel

OUTDOOR GAMES:

Stiff Knee Tag

Duck on the Rock

Basketball

INTRAMURAL CONTENTS:

Carry a Book Relay

Basketball

RHYTHMICAL ACTIVITIES:

Review

STUNTS AND SKILLS:

Jump Over Stick

Siamese Twins

Grades I-II-III-IV — January, 4th week

INDOOR GAMES:

Hindu Tag

Who Is Knocking at my Door

OUTDOOR GAMES:

Stiff Knee Tag

Squirrel in Trees

STORY PLAYS AND MIMETICS:

A Day in the Country (N. & V.) p. 68

Newsboys (N. & V.) p. 113

Crosscut Sawing (N. & V.) p. 234

RHYTHMETICAL ACTIVITIES:

Review

STUNTS AND SKILLS:

Review

Grades V-VI-VII-VIII — January, 4th week

INDOOR GAMES:

Fire, Air, Water

Dumb Crambo

OUTDOOR GAMES:

Center Catch Ball

Third Man

Basketball (boys only)

INTRAMURAL CONTESTS:

Carry A Book Relay

Basketball

RHYTHMICAL ACTIVITIES:

Review

STUNTS AND SKILLS:

Children bring own stunts

Grades I-II-III-IV — February, 1st week

INDOOR GAMES:

Tag The Wall Relay

Bean Bag Board

OUTDOOR GAMES:

Have You Seen My Sheep

Nose and Toe Tag

STORY PLAYS AND MIMETICS:

Circus (N. & V.) p. 69

Building an Eskimo Home (N. & V.) p. 114

Rooster (N. & V.) p. 121

RHYTHMICAL ACTIVITIES:

Hot Cross Buns (N. & V.) p. 129

STUNTS AND SKILLS:

Children bring own stunts

Grades V-VI-VII-VIII — February, 1st week

INDOOR GAMES:

Tag The Wall Relay

Bean Bag Board

OUTDOOR GAMES:

Follow the Leader

Black Tom

Basketball (boys only)

INTRAMURAL CONTESTS:

Bean Bag Board

Basketball

RHYTHMICAL ACTIVITIES:

Mallebrok (N. & V.) p. 337

STUNTS AND SKILLS

Hand Wrestle

Get Up

Grade I-II-III-IV — February, 2d week

INDOOR GAMES:

Bean Bag Circle Toss

Changing Seats

STORY PLAYS AND MIMETICS:

Toy Shop (N. & V.) p. 77

At the Beach (N. & V.) p. 79

Pull Up Anchor (N. & V.) p. 271

OUTDOOR GAMES:

Animal Blind Man

Three Deep

RHYTHMICAL ACTIVITIES:

Hot Cross Buns (N. & V.) p. 129

STUNTS AND SKILLS:

Jump Over Foot

Grades V-VI-VII-VIII — February, 2d week

INDOOR GAMES:

Changing Seats

North, East, South, West

INTRAMURAL CONTESTS:

Bean Bag Ring Throw

Basketball

OUTDOOR GAMES:

Cross Tag

Cat and Rat

Basketball (boys only)

RHYTHMICAL ACTIVITIES:

Mallebrok (N. & V.) p. 337

STUNTS AND SKILLS:

Jump up and Turn

Wheelbarrow

Grades I-II-III-IV — February, 3d week

INDOOR GAMES:

Magic Music

I Say Stoop

OUTDOOR GAMES:

Good Morning

Three Deep

STORY PLAYS AND MIMETICS:

Maple Sugar (N. & V.) p. 111

Mining Coal(N. & V.) p. 115

Jump and Clap (N. & V.) p. 271

RHYTHMICAL ACTIVITIES:

Beans Porridge Hot (N. & V.) p. 127

STUNTS AND SKILLS:

Follow the Leader

Grades V-VI-VII-VIII — February, 3d week

INDOOR GAMES:

Magic Music

I Say Stoop

OUTDOOR GAMES:

Pom Pom Pullaway

Last Couple Out

Basketball (boys only)

INTRAMURAL CONTESTS:

Tag The Wall Relay

Basketball

RHYTHMICAL ACTIVITIES:

Uncle Sam's Frolic (N. & V.) p. 306

STUNTS AND SKILLS:

Pulling Sticks

Blind Balance

Grades I-II-III-IV — February, 4th week

INDOOR GAMES:

Slap Jack

Indian Running

OUTDOOR GAMES:

Black and White

Partner Tag

STORY PLAYS AND MIMETICS:

Washington's Cherry Tree (N. & V.) p. 75

George Washington (N. & V.) p. 116

Signalling (N. & V.) p. 235

RHYTHMICAL ACTIVITIES:

Beans Porridge Hot (N. & V.) p. 127

STUNTS AND SKILLS:

Book Balance

Grades V-VI-VII-VIII — February, 4th week

INDOOR GAMES:

Carry a Book Relay

Cumb Crambo

OUTDOOR GAMES:

Partner Tag

Third Slap

Basketball (boys only)

INTRAMURAL CONTESTS:

Tag the Wall Relay

Basketball

RHYTHMICAL ACTIVITIES:

Uncle Sam's Frolic (N. & V.) p. 306

STUNTS AND SKILLS

Knee Spring

Heel Slap

Grades I-II-III-IV — March, 1st week

INDOOR GAMES:

Hand Over Head Bean Bag

I See

STORY PLAYS AND MIMETICS:

Betsy Ross Making Flag (N. & V.) p. 76

March Winds (N. & V.) p. 76

Teamsters Warming Up (N. & V.) p. 272

OUTDOOR GAMES:

Japanese Tag

Laughing Games

RHYTHMICAL ACTIVITIES:

Review

STUNTS AND SKILLS:

Full Squat

Grades V-VI-VII-VIII — March, 1st week

INDOOR GAMES:

Hand Over Head Bean Bag

Bean Bag Board

INTRAMURAL CONTESTS:

Pom Pom Pullaway

OUTDOOR GAMES:

Nose and Toe Tag

Duck on the Rock

Volley Ball

RHYTHMICAL ACTIVITIES:

Come Let Us Be Joyful (N. & V.) p. 336

STUNTS AND SKILLS:

Knee Rest

High Kick

Grades I-II-III-IV — March, 2d week

INDOOR GAMES:

Drop the Handkerchief

I Say Stoop

OUTDOOR GAMES:

Trades

Animal Blind Man

STORY PLAYS AND MIMETICS:

Playing in the Wind (N. & V.) p. 78

The Wind (N. & V.) p. 117

Toad Jump (N. & V.) p. 121

RHYTHMICAL ACTIVITIES:

Review

STUNTS AND SKILLS:

Children bring own stunts

Grades V-VI-VII-VIII — March, 2d week

INDOOR GAMES:

Apples Red

Tag the Wall Relay

OUTDOOR GAMES:

Three deep

Cross Tag

Volley Ball

INTRAMURAL CONTESTS:

Pom Pom Pullaway

RHYTHMICAL ACTIVITIES:

Come Let Us Be Joyful (N. & V.) p. 336

STUNTS AND SKILLS:

Winding Through Stick

Review

Grades I-II-III-IV — March, 3d week

INDOOR GAMES:

Carry a Book Relay

Ducks Fly

STORY PLAYS AND MIMETICS

Gathering Flowers (N. & V.) p. 78

Repairing Roads (N. & V.) p. 116

Skating (N. & V.) p. 191

OUTDOOR GAMES:

Follow the Leader

Cross Tag

RHYTHMICAL ACTIVITIES

Jolly Is the Miller (N. & V.) p. 132

STUNTS AND SKILLS:

Bean Bag Board

Grades V-VI-VII-VIII — March, 3d week

INDOOR GAMES:

Carry a Book Relay

Charades

INTRAMURAL CONTESTS:

Pom Pom Pullaway

OUTDOOR GAMES:

Japanese Tag

Pom Pom Pullaway

RHYTHMICAL ACTIVITIES:

Review

STUNTS AND SKILLS:

Achievement tests: Boys --- Ball Put
Base Running

Girls --- Base Running

Grades I-II-III-IV — March, 4th week

INDOOR GAMES:

Squirrel and Nut

Who Has Gone from the Ring

OUTDOOR GAMES:

Bean Bag Games

Black and White

STORY PLAYS AND MIMETICS:

The Windmills (N. & V.) p. 119

Spring Play (N. & V.) p. 118

Archery (N. & V.) p. 191

RHYTHMICAL ACTIVITIES:

Jolly is the Miller (N. & V.) p. 132

STUNTS AND SKILLS:

Wheelbarrow

Grades V-VI-VII-VIII — March, 4th week

INDOOR GAMES:

Squirrel and Nut

Who Has Gone from the Ring

OUTDOOR GAMES:

Street and Alley

Dodge Ball

Volley Ball

INTRAMURAL CONTESTS:

Pom Pom Pullaway

RHYTHMICAL ACTIVITIES:

Review

STUNTS AND SKILLS:

Achievement tests: Boys --- Basketball Throw for Distance
Basketball Throw (special)
Basketball Throw for Goal

Girls --- Basketball Throw for Distance
Basketball Throw for Goal

Grades I-II-III-IV — April, 1st week

INDOOR GAMES:

Hand Over Head Bean Bag

Magic Music

OUTDOOR GAMES:

Ball Tag

Stone Race

STORY PLAYS AND MIMETICS:

A Day at the Playground (N. & V.) p. 112

Flower Play (N. & V.) p. 118

Jumping Rope (N. & V.) p. 191

RHYTHMICAL ACTIVITIES:

Old Dan Tucker (N. & V.) p. 135

STUNTS AND SKILLS

Siamese Twins

Jumping Rope

Grades V-VI-VII-VIII — April, 1st week

INDOOR GAMES:

Hand Over Head Bean Bag

Magic Music

OUTDOOR GAMES:

Have You Seen My Sheep

Black Tom

INTRAMURAL CONTESTS:

Relay Race

Playground Ball

RHYTHMICAL ACTIVITIES:

The Girl I Left Behind Me (N. & V.) p. 342

STUNTS AND SKILLS:

Achievement tests: Boys --- Hobble Race
Jump and Reach

Girls --- Hobble Race
Jump and Reach

Grades I-II-III-IV — April, 2d week

INDOOR GAMES:

Bean Bag Ring Throw

I Say Stoop

OUTDOOR GAMES:

Chain Tag

Black and White

STORY PLAYS AND MIMETICS:

Birds Learning to Fly (N. & V.) p. 77

Coming to This Country (N. & V.) p. 71

Scooping Sand (N. & V.) p. 93

RHYTHMICAL ACTIVITIES:

Old Dan Tucker (N. & V.) p. 135

STUNTS AND SKILLS:

Follow the Leader

Jumping Rope

Grades V-VI-VII-VIII — April, 2d week

INDOOR GAMES:

Dumb Crambo

Charades

OUTDOOR GAMES:

Jumping Rope

Cross Tag

Playground Ball

INTRAMURAL CONTESTS:

Relay Races

Playground Ball

RHYTHMICAL ACTIVITIES:

The Girl I Left Behind Me (N. & V) p. 342

STUNTS AND SKILLS

Achievement tests:

Boys --- Playground Ball Throw for Accuracy

Playground Ball Throw for Distance

Girls --- Playground Ball Throw for Accuracy

Playground Ball Throw for Distance

Grades I-II-III-IV — April, 3d week

INDOOR GAMES:

Charley Over the Water

Hindu Tag

OUTDOOR GAMES:

Jacob and Rachel

Chain Tag

STORY PLAYS AND MIMETICS:

Swimming (N. & V.) p. 109

Cleaning House (N. & V.) p. 118

Furling Sail (N. & V.) p. 145

RHYTHMICAL ACTIVITIES:

Review

STUNTS AND SKILLS:

Get Up

Jumping Rope

Grades V-VI-VII-VIII — April, 3d week

INDOOR GAMES:

Hindu Tag

Bean Bag Board

OUTDOOR GAMES:

Stiff Knee Tag

Center Catch Ball

Playground Ball

INTRAMURAL CONTESTS:

Relay Races

Playground Ball

RHYTHMICAL ACTIVITIES:

Review

STUNTS AND SKILLS:

Achievement tests: Boys --- Potato Race
Pull Up
Push Up
Run and Catch

Girls --- Potato Race
Run and Catch

Grades I-II-III-IV — April, 4th week

INDOOR GAMES:

Going to Jerusalem

Apples Red

OUTDOOR GAMES:

Midnight

Third Man

STORY PLAYS AND MIMETICS:

A Day in the Country (N. & V.) p. 68

Countries (N. & V.) p. 110

Firecrackers (N. & V.) p. 191

RHYTHMICAL ACTIVITIES

Review

STUNTS AND SKILLS:

Jump and Turn

Jumping Rope

Grades V-VI-VII-VIII — April, 4th week

INDOOR GAMES:

Going to Jerusalem

Apples Red

OUTDOOR GAMES:

Jumping Rope

Duck on the Rock

Playground Ball

INTRAMURAL CONTESTS:

Relay Races

Playground Ball

RHYTHMICAL ACTIVITIES:

Races

STUNTS ANS SKILLS:

Achievement tests; Boys --- Run 40, 50, 60, 75 yards
Running Broad Hop
Running Broad Jump
Running High Jump

Girls --- Run 40, 50, 60 yards

Grades I-II-III-IV — May, 1st week

INDOOR GAMES:

Tag the Wall Relay

Fire, Air, Water

OUTDOOR GAMES:

Cross Tag

Center Catch Ball

STORY PLAYS ANDMIMETICS:

Making a Garden (N. & V.) p. 119

Aeroplane (N. & V.) p. 77

Baseball Batting (N. & V.) p. 271

RHYTHMICAL ACTIVITIES:

A Hunting We Will Go (N. & V.) p. 100

STUNTS AND SKILLS:

Children Bring Own Stunts

Grades V-VI-VII-VIII — May, 1st week

INDOOR GAMES:

Fire, Air, Water

Charades

OUTDOOR GAMES:

Cross Tag

Center Catch Ball

INTRAMURAL CONTESTS:

Track and Field

Playground Ball

RHYTHMICAL ACTIVITIES:

May Pole Dance (N. &. V.) p. 338

STUNTS AND SKILLS:

Achievement tests:

Boys ---
- Soccer Dribble
- Soccer Kick for Distance
- Soccer Place Kick for Accuracy
- Soccer Throw In for Accuracy

Girls ---
- Soccer Dribble
- Soccer Kick for Distance
- Soccer Place Kick for Accuracy
- Soccer Throw In for Accuracy

Grades I-II-III-IV — May, 2d week

INDOOR GAMES:

Bean Bag Board

Carry a Book Relay

OUTDOOR GAMES:

Nose and Toe Tag

Third Slap

STORY PLAYS AND MIMETICS:

May Queen (N. & V.) p. 79

Building a House (N. & V.) p. 76

Scythe Swing (N. & V.) p. 235

RHYTHMICAL ACTIVITIES:

A Hunting We Will Go (N. & V.) p. 100

STUNTS AND SKILLS:

Bean Bag Board

Grades V-VI-VII-VIII — May, 2d week

INDOOR GAMES:

Carry a Book Relay

Dumb Crambo

OUTDOOR GAMES:

Ball Tag

Black Tom

Playground Ball

INTRAMURAL CONTESTS:

Track and Field

Playground Ball

RHYTHMICAL ACTIVITIES:

May Pole Dance (N. & V.) p. 338

STUNTS AND SKILLS:

Achievement tests:

Boys --- Standing Broad Hop
Standing Broad Jump
Standing Broad Step
Standing Double Broad Jump

Girls --- Standing Broad Hop
Standing Broad Step

Grades I-II-III-IV — May, 3d week

INDOOR GAMES:

Going to Jerusalem

Tag the Wall Relay

OUTDOOR GAMES:

Ball Tag

Pom Pom Pullaway

STORY PLAYS AND MIMETIDS:

Indians (N. & V.) p. 109

In the Barn (N. & V.) p. 110

Sewing Machine (N. & V.) p. 191

RHYTHMICAL ACTIVITIES:

Pop Goes the Weasel (N. & V.) p. 185

STUNTS AND SKILLS:

Playground Ball Throw and Catch

Jumping Rope

Grades V-VI-VII-VIII — May, 3d week

INDOOR GAMES:

Tag the Wall Relay

Hindu Tag

OUTDOOR GAMES:

Dodge Ball

Still Pond

Playground Ball

INTRAMURAL CONTESTS:

Track and Field

Playground Ball

RHYTHMICAL ACTIVITIES:

Review

STUNTS AND SKILLS:

Achievement tests: Boys --- Standing Hop Step and Jump
Standing Leap and Jump
Standing Three Hops
Standing Triple Broad Jump
Standing Whole Hammon

Girls --- Standing Leap and Jump
Standing Three Hops

Grades I-II-III-IV — May, 4th week

INDOOR GAMES:

Bean Bag Circle Toss

Passing Object Relay

STORY PLAYS AND MIMETICS:

Policeman (N.& V) p. 120

Cowboys (N. & V.) p. 73

Thread the Needle (N. & V.) p. 235

OUTDOOR GAMES:

Cat and Rat

Three Deep

RHYTHMICAL ACTIVITIES:

Review

STUNTS AND SKILLS:

Review

Grades V-VI-VII-VIII — May, 4th week

INDOOR GAMES:

Dumb Crambo

Charades

INTRAMURAL CONTESTS:

Track and Field

Playground Ball

OUTDOOR GAMES:

Three Deep

Bull in the Ring

Playground Ball

RHYTHMICAL ACTIVITIES:

Review

STUNTS AND SKILLS:

Follow the Leader

Review

CHAPTER V

TESTS AND MEASUREMENTS

A testing program in physical education will provide the teachers of a large elementary school a means of classifying the pupils into relatively homogeneous groups for competition; but for the rural school teacher, who has but a few pupils to start with, the problem of suitable competition may still be unsolved. However, a testing program which will classify the children and at the same time provide achievement tests in physical education can be a valuable tool in the hands of the rural teacher.

In rural schools, where the enrollment is small, children often tire of physical education activities because of the lack of suitable competition. They need some motive to stimulate their interest. A testing program that will facilitate the measuring of a child's progress in certain activities at frequent intervals will often spur him on to greater effort. It is only natural that a child likes to know how he stands in athletic ability in comparison with other children of his own age, height and weight. Also, it is natural

that he be interested in how fast he is improving in certain abilities. He likes to compete against himself and try to improve his score.

The State of California has perhaps the outstanding testing program in physical education for elementary school children. A book which has recently been put into use in the California Schools, and which might be used to great advantage by the rural teachers of Oregon, is "Achievement Scales in Physical Education Activities for Boys and Girls in Elementary and Junior High Schools" by N. P. Neilson and Fredrick W. Cozens. Published by the California State Department of Education, Sacramento, California, 1934, this book gives a simple method of classifying children according to age, height and weight, and provides achievement scales in the following events:

1. Ball Put
2. Base Running
3. Basketball Throw for Distance
4. Basketball Throw for Goal
5. Basketball Throw for Goal (Special Event)
6. Hobble Race
7. Jump and Reach
8. Playground Baseball Throw for Accuracy
9. Playground Baseball Throw for Distance

10. Potato Race
11. Pull-up
12. Push-up
13. Run and Catch
14. Run -- 40 yards
15. Run -- 50 yards
16. Run -- 60 yards
17. Run -- 75 yards
18. Running Broad Hop
19. Running Broad Jump
20. Running High Jump
21. Soccer Dribble
22. Soccer Kick for Distance
23. Soccer Place Kick for Accuracy
24. Soccer Throw-in for Distance
25. Standing Broad Hop
26. Standing Broad Jump
27. Standing Broad Step
28. Standing Double Broad Jump
29. Standing Hop, Step and Jump
30. Standing Leap and Jump
31. Standing Triple Broad Jump
32. Standing Three Hops
33. Standing Whole Hammon

ATHLETIC BADGE TEST FOR BOYS

The National Recreation Association of America has adopted the following standards as a test of athletic ability for boys:

First test:

1.	Either Pull-up (chinning)	4 times
	Or Rope climb (using both hands and legs)	12 feet
2.	Standing broad jump	5 feet 9 inches
3.	Either 60-yard dash	9 seconds
	Or 50-yard dash	8 seconds
4.	Either Baseball throw (accuracy)	3 strikes out of 6 throws at 40 ft.
	Or Baseball throw (distance)	130 feet

Second test:

1.	Either Pull-up (chinning)	6 times
	Or Rope climb (using both hands and legs)	16 feet
2.	Either Standing broad jump	6 feet 6 inches
	Or Running broad jump	12 feet
3.	Either 60-yard dash	8 seconds
	Or 100-yard dash	13 2/5 seconds

	Either		
	Baseball throw (accuracy) ----------	3	strikes out of
4.	Or	5	throws at 45ft.
	Baseball throw (distance) ----------195		feet

Third test:

	Either		
	Pull-up (chinning) ----------	9	times
1.	Or		
	Rope climb (using hands only) ------	16	feet
	Either		
	Running high jump ----------	4	feet 4 inches
2.	Or		
	Running broad jump ----------	14	feet
	Either		
	220-yard dash ----------	28	seconds
3.	Or		
	100-yard dash ----------	12	3/5 seconds
	Either		
	Baseball throw (distance) ---------	220	feet
	Or		
4.	Baseball throw (accuracy) ----------	5	throws at
	Or	50	feet
	8-pound shot put ----------	28	feet

It has been found that boys of 12 years of age should be able to qualify for the badge under the first test, elementary school boys of 13 years and over for the second test, and high school boys for the third test. It does not seem, however, that the different standards should be limited to these age groups. Accordingly, no age or even weight limit is fixed. Any boy may enter any test at any time.

It is generally agreed among those of the greatest experience in the field of physical education "that climbing, jumping, running, and throwing should be considered the four fundamental activities to be included in any physical efficiency test," and accordingly each of the three tests makes use of four events. Certain options are allowed to make the tests adaptable to varied local conditions, and to allow choice of those activities most interesting to the boys of any locality. To pass a test a boy must qualify in four events, one from each of the four classes, climbing, jumping, running and throwing. All tests must be made without the aid of spiked or cleated shoes of any sort; tennis or gymnasium shoes are allowed.

DIRECTION FOR EVENTS

Climbing Tests

Pull-up (chinning). A portable chinning bar in a doorway, a horizontal bar in the gymnasium, or the rungs of a ladder set at an angle against a building may serve the purpose.

Each contestant begins with his hands on the bar. Then, with his arms straightened at full length he pulls up without a kick, snap, jerk, or swing until his chin

is above the bar. Lowering himself again until his arms are straight, he repeats the "pull up." One trial is allowed.

Rope Climb. The standard rope for this event is 1½ inches in diameter, but any rope will be allowed provided it does not have any assisting devices of any sort, such as knots or balls. It must not be fastened at the bottom. Points 12 feet and 16 feet from the ground should be marked by a white or colored string or cloth, and the climber must touch with his hands the mark indicating the height for his event. The start must be made from a standing position without a jump or spring. One trial is allowed.

Jumping Tests

Standing and Running Broad Jump. Whenever possible it is best to prepare a jumping pit by digging up a piece of ground about 4 feet by 25 feet and have a wooden or metal strip 2 inches by 5 inches embedded in the ground at one end of the pit flush with the surface to serve as a "take off." Toes may not project over the front of the "take off" board, nor touch the ground in front of it, in making the jump. Each competitor is allowed three jumps, his best jump being taken as his record.

In the standing jump the feet of the competitor may be placed in any position, but shall leave the ground once only in making an attempt to jump. When the feet are lifted from the ground twice, or two springs are made in making the attempt, it shall count as a trial jump without result. A competitor may rock back and forward, lifting heels and toes alternately from the ground, but may not lift either foot clear of the ground, nor slide either foot along the ground in any direction.

All measurements shall be made from the front of the "take off" board to the nearest point at which any part of the body touches the ground.

In the running broad jump there is no limit to the distance that may be run before making the jump. If a competitor runs over the "take off" board it shall count as one of his three trials. The same rule of measurement applies as in the standing jump.

Running High Jump. In the running high jump three trials are allowed. The bar shall be a thin stick and shall rest on pins which shall project not more than three inches from the uprights. When this bar is removed, it shall constitute a trial jump without result.

The height shall be measured from the middle of the bar to the ground on a direct line.

Each boy shall be allowed three trial jumps at each height.

Running under the bar in making an attempt to jump shall be counted as a balk, and three successive balks shall constitute a trial jump.

Running Tests

A stop watch is very desirable for timing these events. An ordinary watch with a second hand in the hands of a careful and conscientious man can be used for the events which require even seconds (no fifths), if he watches his watch closely and gives the signal with a handkerchief on his arm, both for starting the race and to indicate the expiration of the specified time. When this signal is given, the judges must mark any competitors not over the finish line.

When a stop watch is used, each individual competitor takes his position on the starting mark. The starter gives the signal by saying: "On the mark," "Get set," "Go." At the word "Go" the starter gives the signal sharply with a handkerchief or arm and the timekeeper who is at the finish line starts his watch. As the runner crosses the finish line (60 yards, 100 yards, or 220 yards from the starting line), the timekeeper stops his watch. The time indicated on the

stop watch is the runner's time.

A false start is one where any part of the person of a competitor touches the ground in front of his mark before the starter gives the signal.

Throwing Tests

Baseball Throw for Accuracy. Make a target 15 inches by 24 inches of wood or canvas, to represent the area within which a "strike" must be thrown. Suspend this target about a foot or two in front of a backstop of wire, a fence, or a mat in the gymnasium. The lower edge of the target should be 24 inches from the floor. A strike is any throw that hits the target enough to move it at all. (Care must be taken to see that the ball hits the target directly and not on the rebound.) Only one trial is allowed.

The thrower shall stand facing the target with both feet upon the line indicating the distance specified for his event. In delivering the ball he may step forward with either foot, but his other foot must be upon the line when the ball is thrown.

Baseball Throw for Distance. The primary consicer-ation here is distance, although the balls should be kept within a fairly well-defined area, say the width of a road or track. Any number of steps shall be

allowed, but the thrower must not step over the line in making the throw. Measuring may be simplified by placing markers at the specified distance. Three trials are allowed.

Eight-Pound Shot Put. A lead or iron shot put should be used and care taken to get one of exact weight. The test calls for a put and not a throw; that is, the shot must be propelled from above and in front of the shoulder. The put is made from within a 7-foot circle. Touching the ground in front of the circle with the foot, hand, or any part of the body, before the measurement is taken makes the put count as a trial without result. The measurement is taken from the spot where the shot first touched the ground to the nearest point on the circumference of the circle. Three trials are allowed.

ATHLETIC BADGE TEST FOR GIRLS

The Playground and Recreation Association of America has adopted the following as standards which every normal girl ought to be able to attain. One event should be selected from each group.

First test:

1. Balancing (1 deep knee bend) ----- 24 feet, 2 trials

	Either	
	Potato race	22 seconds
	Or	
2.	All-up Indian club race	30 seconds
	Or	
	50-yard dash	8 seconds
	Either	
	Basketball throw (distance)	35 feet
3.	Or	
	12-inch indoor baseball throw (accuracy)	2 strikes out of 5 throws at 25 ft.
	Either	
	Volley-ball serve	2 in 5
	Or	
	Tennis serve	3 in 6
4.	Or	
	Basketball goal throw (10 ft.)	2 in 5
	Or	
	12-inch indoor baseball throw and catch	3 errors allowed

Second test:

1.	Balancing (book on head; one deep knee bend)	24 feet; 2 trials
	Either	
	Potato race	20 seconds
	Or	
	All-up Indian club race	28 seconds
2.	Or	
	Run and catch	19 seconds
	Or	
	50-yard dash	7 3/5 seconds
	Either	
	Basketball throw (distance)	45 feet
3.	Or	
	12-inch indoor baseball throw (accuracy)	3 strikes out of 6 throws at 30 ft.
	Either	
	Volley ball serve	3 in 6
	Or	
4.	Tennis serve	3 in 5

	Or	
	Basket ball goal throw (12 foot line)--	3 in 6
	Or	
	12-inch indoor baseball throw and catch -----	2 errors allowed

Third test:

1.	Balancing (book on head; knee bends) 3 deep ------	24 feet; 2 trials
	Either	
	Potato race ----------	18 seconds
	Or	
2.	Run and catch ----------	17 seconds
	Or	
	50-yard dash ----------	7 1/5 seconds
	Either	
	Basket ball throw (distance) ---------	55 feet
3.	Or	
	12-inch indoor baseball throw (accuracy) --------	3 strikes out of 5 throws at 36 feet
	Either	
	Volley ball serve ----------	3 in 5
	Or	
	Tennis serve ----------	3 in 4
4.	Or	
	Basket ball goal throw (15 foot line)-	3 in 5
	Or	
	12-inch indoor baseball throw and catch ----	1 error allowed

The events have been chosen as representing those which are best suited for use throughout the country under all sorts of conditions. A test to be carried on only by trained physical directors and for use with a group which has had considerable athletic training

might well include many of the athletic activities which have been used for boys. The committee, however, has thought it best to provide tests for general use under all circumstances. These include: First, balancing for poise and muscular coordination; second, running for short distances and introducing where possible the element of skill as well as speed; third, throwing events, and, fourth, events which require ability in the fundamentals of games.

There are no height, weight, or age limits in the Athletic Badge Tests for Girls, but an attempt has been made to provide tests of progressive difficulty. Certain options have been provided to make the tests adaptable to local conditions and to allow a choice of those activities most interesting to the girls in any locality. To win a badge in any test a girl must qualify in one event in each of the four groups in that test.

DIRECTION FOR EVENTS

Balancing Test

A standard balance beam 12 feet long and 2 inches wide may be used, or a 2 by 4 inch plank set on the 2-inch side. The length shall be 12 feet.

There is no time limit in this event, but there should be an endeavor to meet the requirements promptly

without haste, and with perfect poise. Two trials are allowed in the balancing events.

In the first test the girl starts from the center of the beam, walks forward to the end, without turning walks backward to center, makes a half turn, and balancing with toes on beam, holding head up and body erect, makes deep knee bend, coming to full squat on heels. Rising she completes turn, walks forward to end of beam, makes full turn and walks to center of beam, the starting point.

The second test is the same as the first except that the girl must throughout the test have a book balanced on her head. For the sake of uniformity this book should be 12mO (5 inches by 7 inches) with stiff board covers weighing from three-quarters of a poind to one pound. The person giving the test should see that the girl's hair is not arranged in such a manner as to assist in supporting the book or making the balancing easier.

The third test is the same as the second except that the girl must keep her hands on her hips throughout the test and must make three deep knee bends in succession in place of one.

Running Tests

Only one trial shall be allowed in running events. A stop watch is very desirable for timing these events. If one is not available, an ordinary watch with a second hand in the hands of a careful and conscientious person can be used for the events which require even seconds (no fifths). In this case the starter should also serve as timer and stand at the finish line. The watch should be watched closely, and the signal given with a handkerchief or with the arm both for starting the race and to indicate the expiration of a specified time. When the latter signal is given the judges stationed at the finish line must mark any competitors not over the finish line.

When a stop watch is used each individual competitor takes her position on the starting mark. The started gives the signal by saying: "On the mark," "Get set," "Go." At the word "Go" the starter gives a signal sharply with handkerchief or arm and the timekeeper who is at the finish line starts the watch. As the runner crosses the finish line the timekeeper stops the watch. The time indicated on the s top watch is the runner's time.

Potato Race. Secure two wooden cubes measuring 2½ inches. (Potatoes of uniform size or bean bags may be used.) Mark upon the floor or ground 5 yards in front of the starting line a square measuring 12 inches in outside dimensions. Five yards farther on mark a circle 6 inches in diameter, and 5 yards beyond this a second 6-inch circle. Distances should be measured to center of square and circles. Place a block in each of the 6-inch circles. At the word of command contestant runs from the starting line, picks up the nearer block and places it in the square, runs and secures the farther block, touches square with it and replaces it in farther circle, then goes back, picks up the other block, places it in the nearer circle, and returns to the starting line. Total distance is 70 yards. Blocks may not be dropped or thrown, but must be placed in every case. One try only is allowed, but the event must be run over if either of the blocks is placed outside of the circle or the square. It is permissible to have the block on the line if it is more in than out.

All-up Indian Club Race. Draw two tangent circles, each 3 feet in diameter. In one of the circles place three Indian clubs. At a point 30 feet distant from a

line passed through the centers of the circles and parallel to it draw a line to be used as a starting line.

On the signal the girl runs from the starting line, transfers the three clubs, one after the other, to the vacant circle so that they remain standing, and runs back to the starting line. The girl makes three such trips, finishing at the starting line. Only one hand may be used in transferring the clubs. The surface withing the circles should be smooth and level. A wide board may be used when the test is made out of doors. Total distance is 60 yards.

Running and Catching. At a distance of 30 feet from the starting line and parallel to it stretch a cord 10 feet from the ground.

On the signal the girl runs from the starting line, tosses a basket ball or a volley ball over the cord, catches it, and runs back to the starting line. Three such trips are made, finishing at the starting line. In case of failure to catch the ball, it must be secured, tossed over the cord (either direction), and caught before running is continued.

The starting line and the cord should both be well away from any wall, back stop, or other object, so that neither the contestant nor the ball shall touch any ob-

struction during the run. Total distance is 60 yards.

Throwing Tests

Three trials shall be allowed in the throwing events.

Basket Ball Throw for Distance. The primary consideration here is distance, although the ball should be kept within a fairly well-defined area, possibly the width of a road or track. Any number of steps shall be allowed, but the thrower must not step over the line in making the throw, as this counts as one trial. Measuring may be simplified by placing markers at the specified distances.

The "official" basketball should be used. Any style of throw is allowed, side-arm or over-hand, one or two hands.

12-inch Indoor Baseball Throw for Accuracy. Make a target 15 inches by 24 inches of wood or canvas to represent the area within which a "strike" must be thrown. Suspend this target about a foot or two in front of a back stop of wire, a fence, or a mat in the gymnasium. The lower edge of the target should be 24 inches from the floor. A strike is any throw that hits the target enough to move it at all. (Care must be

taken to see that the ball hits the target directly and not on the bounce or the rebound.)

The thrower shall stand facing the target with both feet upon the line indicating the distance specified for the event. In delivering the ball, which should be the official 12-inch indoor baseball, she may step forward with either foot, but her other foot must be upon the line when the ball is thrown. Either underhand or overhand delivery shall be allowed.

Five or six throws, as the case may be, shall count as one trial.

Tests Based Upon Games

Two trials shall be allowed in each event.

Volley-ball Serve. A volley-ball net or piece of cord shall be stretched at a height of 8 feet across the center of the playing space. Twenty-four feet distant a line shall be drawn on the floor or ground parallel to the net. The contestant with volley ball in hand shall stand facing the net and toeing the line with either foot. She tosses the ball with one hand as in tennis and strikes it with the other hand over the net so that it will fall within a square 10 by 10 feet. This square shall be marked on the floor or ground, 10 feet from the net and at right angles to it.

If the contestant steps forward over the line before the ball strikes the ground, no score is allowed, but it counts as one serve.

Five or six serves, as the case may be, shall count as one trial. The serve may be made either underhand or overhand.

Tennis Serve. Upon a wall mark a space 13½ feet long and 30 inches wide, the lower line of the rectangle being 36 inches from the floor or ground. A line is drawn on the floor or ground 38 feet from the wall and parallel to it. Upon this line is marked a 13½-foot space directly opposite the 13½ foot space on the wall. In making the serve the girl must stand behind this 38-foot line, but she may not be within the 13½-foot space marked on this line. The ball may strike the upper line and be good but must clear the lower line.

This event may be given upon a standard tennis court, and in this event a second tennis net must be stretched above the regular net, leaving a space of 30 inches between the two nets, the serve being "driven" through this space into the service area. This is designed to prevent qualification for this event by an easy "lob" into the service area--no real test of ability to serve.

Four, five, or six serves, as the case may be, shall count as one trial.

Basket-ball Goal Throw. The regular basket ball goal may be used or a ring 18 inches in diameter (inside). It should be placed 10 feet above the ground and the inside rim should extend 6 inches from the surface to which it is attached. From a point directly under the center of the goal, semicircles should be drawn with radii of 10, 12, and 15 feet, for throwing lines.

The girl may stand at any point outside of but touching the throwing line for her event. The basket ball used shall be of standard size and weight.

The goal may be made either by a clear throw or by bouncing against the backboard.

Five or six throws, as the case may be, shall count as one trial.

Indoor Baseball Throw and Catch. On an indoor or playground diamond with 36-foot base lines and a 30-foot pitcher's box, place a pitcher and three pasemen. Contestant stands at home. She must catch the ball delivered from the pitcher, throw to first, catch the return, throw to second, catch the return, throw to third, and catch the return. She thus must catch four throws and throw to each of the three bases,

giving a possible seven errors. A throw by the girl or to her shall be judged as being good if both hands can be placed upon it by stretching with either foot on the base. In case of a bad throw to her the throw should be repeated. A bad throw by her shall be an error.

The official 12-inch baseball shall be used.

RULES

It is necessary to qualify at one time in all four events in any test in order to win a badge. If a candidate fails in the tests one day, he should be permitted to practice until he can pass the test.

No boy or girl may earn more than one badge in each of the three tests, nor having received a badge, may he or she compete for a badge of higher class until six months have elapsed.

Even though boys and girls have not received a first-test badge, they may qualify for a badge of higher order.

Any responsible adult may give the tests.

In order to prevent the badges from falling into the hands of boys and girls who have not passed the tests and are therefore not entitled to have them, the badge test committee has found it wise to allow

no sample badges to be sent out. It is suggested, in instances where it seems desirable, to have badges at once for the purpose of arousing interest in the badge test, that a few boys and girls be given the test immediately. Certification blanks will be sent from the office of the Playground and Recreation Association of America upon request, and prompt attention will be given to orders for badges.

GRADING PLAN FOR PHYSICAL EDUCATION

The subject of grading in physical education is moreimportant than some teachers believe it to be. A sound plan of grading is important to the best welfare of the pupil because it affects his attitude toward the program in the school and toward physical education activities in general. Also, it helps to guide his teacher with respect to condidions and needs. The following plan of grading is suggested:

I Formal Exercises

Marching

Story plays

Rhythmical activities

Stunts

Mimetics ---------- 20

II Posture

Standing

Sitting

Marching

Walking ---------- 20

III Play (Games and Sports)

Effort

Skill

Conduct

Cooperation ---------- 30

IV Health

Cleanliness

Care of body

Cooperation ---------- 15

V Attitude

Toward physical education

Toward teacher

Toward other pupils ---------- 15

Total 100

CHAPTER VI

HEALTH EDUCATION

The scope of health education in this manual comprises the following major divisions:

I Health Service and Supervision

II Health Instruction

I. HEALTH SERVICE AND SUPERVISION

The object of health service is to determine the health status of all pupils and to maintain and improve that status. Naturally there is only a limited amount of health service that can be performed by the teacher but perhaps that amount is more than is usually believed. Health service to the rural teacher includes more than it does to the modern city elementary school teacher who is able to delegate most of the responsibilities of this phase of health education to a school nurse or a school physician. It includes the daily inspection of the pupils, physical examinations, first aid, health inspection of school buildings and general supervision of the children's health habits and environment.

Every child should have a physical examination each year by a competent physician, but until that

time comes, every school should provide at least for a careful examination of each child on his or her entrance to school.

Is it asking too much of the rural teacher to make physical examinations of her pupils where the examination by regular physicians cannot be secured? The opinion of a good many authorities is that the teacher can very well be expected to do this.

As to the examination by teachers in the city of Detroit, Dr. John Sundwall, Director of Hygiene and Public Health, University of Michigan, says:

> "There is no doubt a great deal of the examination of school children that must be and will be contributed by the school teacher. In the past two or three years tests along that line have been conducted in the city of Detroit under the careful supervision of the Detroit City Health Board. In several schools where the results have been tabulated carefully it was found that teachers, after some instruction in the fundamentals of inspections and examinations, have done very well along these lines.

In Virginia there is both a daily inspection and an annual examination by the teachers. On this subject Dr. Mary Evelyn Brydon, Director of the Bureau of child Welfare for the State Board of Health at Richmond, made the following statements in the International Health Education Conference:

> "Being a physician, it was only natural that my original bias was toward inspections to be undertaken by physicians, but the results of

our three years' experience justify me in believing, certainly so far as Virginia is concerned, that the physical inspection of children in all the public schools, elementary or high, is properly the work of the teacher."

"During the past year about 80 per cent of the children in the rural public schools of Virginia were inspected. The teachers weighed and measured approximately 375,000 children, looked at their teeth and inspected their vision and hearing. Without the teachers' contribution to this work it would have been impossible to inspect this large number of children . . . .

"The inspection is a personal introduction of the physical side of the child to the teacher. Teachers testify that they get a very much better understanding of the physical condition of their pupils by inspecting them themselves than they can by looking over cards recording some one else's inspection. This knowledge gained by doing makes the teacher more alert to the physical well-being of her pupils . . . .

"After carefully reviewing the arguments for and against our plan for the physical inspection of school children from every point of view and surveying the whole field of public health our conclusion is that its far-reaching benefits to the children of our present generation cannot be measured. We realize that it is not perfect, but we believe results justify our claim for it that it is the most effective plan in conducting a well-rounded p program that has for its purpose--to enable the great number of children to reach their highest development."

In a publication of the Bureau of Education on "What Every Teacher Should Know About the Physical Condition of Her Pupils" (Health Education No. 18), Dr. James F. Rogers, Chief of the Division of Physical

Education and School Hygiene, says:

> ". . . A half dozen states have seen the wisdom of this and require by law that the regular teacher shall make physical examinations. Any time which may be spent by the teacher at or near the beginning of the year in making estimations of the physical condition and capacity of her pupils is time well spent.
>
> "When it comes to the recognition of communicable diseases in schools, there can be no substitute for the teacher, as neither a doctor nor a nurse can always be present; while the teacher knows, or should know, better than anyone else the normal behavior of her children and can the more readily detect variations from that normal condition which may indicate the onset of disease.
>
> "It has been the good fortune of the writer to teach medical students, normal school pupils, and young teachers in methods of physical examination, and notwithstanding the time that has been spent by the first group in the previous study of anatomy and physiology, the teachers and normal school students acquired the technique of examination as readily as did the first group, and their proficiency was truly gratifying."

Daily Health Inspection

The daily health inspection should be held every morning at the beginning of the session. At this time the children should be observed for cleanliness, neatness, signs of physical abnormality, injury or illness. The teacher should always be on the alert for signs of health disorder.

The following conditions should call for immediate attention:

Coughs

Sore throat

Vomiting

Dizziness or faintness

Fever

Chills

Sore eyes

Swollen glands in neck

Acute pain

Skin eruptions

Puffiness of face and eyes

Shortness of breath

Other conditions which the teacher should be alert to observe are:

Underweight

Overweight

Lack of interest in play

Pallor

Mouth breathing

Deafness

Headaches

Eye disorders

Holding book too near face

Squinting

Decayed teeth

Enlarged or infected tonsils

Adnoids

Emotional disturbances

Nervousness

Lack of concentration

Backwardness in studies

Faulty posture

Any of these conditions should be reported to the child's parents. If the teacher is tactful and has a real interest in the welfare of the child, there is little doubt that a ready response and cooperation from the parents will be found.

Physical Examinations

The following items may be included in a physical examination that is conducted by the teacher:

Eyes. While a thorough examination of the eyes is a difficult problem it is comparatively easy to test a child with a Snellen Card accurately enough to tell whether or not glasses are needed. Children with defective eyesight should be seated where they can have sufficient light on their desks and where they can see

the blackboard without unnecessary strain.

Ears. The following instructions for the ear tests are used in Detroit and are recommended for use in the Missouri Schools:[1]

"The whispered voice test is to be used in preference to the watch test. Care should be taken to use a uniform whisper throughout the testing. Examine one child at a time, testing first one ear and then the other. The child should stand with the ear to be examined toward the examiner and put his finger in the other ear. Whisper some instruction such as "How old are you?" or "Raise your right hand," or have him repeat numbers such as 6, 27, 49, etc. In using numbers the use of 3, 5, and 8 should be avoided. Avoid repeating the same question. Insist on an answer to the question. The child's response will indicate the acuteness of hearing. If unable to hear at 20 feet move up to 15 and then to 10 if necessary. If the child hears at 20 feet, his hearing is normal. If the child hears at 15 feet, his hearing is 1--20/30. If he hears at 10 feet but not at 15 feet he should be marked 2X which is 20/40. If he can not hear at 10 feet his hearing is 3X, or worse than 20/40.

1. Physical Education Syllabus Part II, State of Missouri Department of Education, 1925, p 27.

"The child with one-half to two-thirds hearing is not as a rule aware of his deficiency. The deal child does not hear accurately and makes unintelligent answers. He does not catch the lessons when they are given out nor the explanations of the teacher. He is often laughed at and thought stupid. This tends to make him unsocial and disagreeable.

"The deaf child should be seated near the front of the room where he can hear what is said. In many cases deafness is due to catarrah or adenoids and an operation for adenoids will cure the deafness."

Adenoids and Enlarged Tonsils. Adenoids are soft spongy growths behind the soft palate, between the nose and throat. A child with adenoids has difficulty in breathing through his nose. There is nearly always a strained expression on his face. He often looks stupid.

The tonsils are glands in the throat, one on each side of the root of the tongue and when they are in a healthy condition they are barely visible. Enlarged tonsils are often diseased. Sometimes white pus pockets are plainly seen.

Teeth. Bad teeth probably rank first among the preventable defects of children. The following is taken from "Health and Medical Inspection of School

Children" by Dr. W. S. Cornell, Director of Medical Inspection, Philadelphia, as presented in the "Syllabus for Physical Education in the Elementary and Secondary Schools of the State of Washington."

> "Dental decay or caries, notwithstanding its frequency, is an unnatural event and one caused largely by improper habits existing in civilized life. The effects of dental decay are (1) lowering of the general health, (2) increased liability to infectious diseases, (3) improper occlusion (meeting) of the teeth with resulting deformities and irregularities of the teeth.
>
> "Every individual should have his teeth examined at least twice a year. Considering merely the item of expense it would cost less to have semi-annual examination of the teeth of an entire family than to have the neglected teeth of one adult member of the family put into condition. When a tooth has ached the best time for saving it has gone by. A child rarely has a good set of second teeth if the first teeth are neglected. The formation in childhood of correct habits in the care of teeth would eliminate a vast amount of ill health in later life. In fact there is no other matter of health where the proverbial ounce of prevention will go so far."

Heart and Lungs. A reliable examination of heart and lungs requires the service of a competent physician. But the rural teacher should be on the look-out for signs of weakness of these organs.

Feet. Flat feet are more common among girls than boys. They are largely caused by high heels and pointed toes and shoes that are too tight. Most of these depressed arches are not painful, but are likely to become

so as the condition grows worse.

The Endocrine Glands. The ductless glands play an important part in the growth, temperament and general attitude toward life. Whenever a child is found not to be growing and developing properly some trouble in these glands is to be suspected.

First Aid. There is always a few cases of injuries of a more or less serious nature on the school grounds that calls for the teacher's immediate atten tion.

Every rural teacher should be able to give first aid to such injuries as bruises, sprains, fractures, wounds, nose-bleed, foreign objects in the eye, clothing on fire, burns, scalds, frost-bite, and fainting.

Every rural school library should have at least one book on first aid. A book that will serve this purpose very well is "First Aid Text-Book" prepared by the American Red Cross and published by P. Blakiston's Son and Company, Inc., 1012 Walnut Street, Philadelphia, Pa., 1933.

The following suggestions for a school first-aid cabinet was taken from Physical Education Series No. 3 Department of the Interior, Bureau of Education, Washington, D. C.

Aromatic spirits of ammonia (stimulant), 3 ounces.

Soda mints (for stomach), 1 bottle.

Oil of clove (for toothache), 1 dram.

Tincture of iodine (antiseptic), 3 ounces.

Boric acid, saturated solution (for eyes), 3 ounces.

Medicine droppers (for use with boric acid), 3.

Chloramine T solution (antiseptic).

Solution basin.

Adhesive tape (1 inch by 5 feet), 1 roll.

Gauze (1½ inch), 6 rolls.

Bandages (2 inch), 6.

Scissors (sharp points).

Dressing forceps.

Vaseline (in tubes--easier to keep sterile).

Jar of zinc ointment.

Tongue depressors (wood).

Clinical thermometer.

Box of toothpicks.

Cotton (in cartons).

Ventilation and Heating

The open window and window board method of ventilating is perhaps the best means that is available for the average rural school. The Rockefeller Institute in New York, after testing all different known methods,

rejected fan ventilation in favor of window ventilation.[1]

It is well for the teacher to remember to open the windows a little at the top as well as at the bottom. No child should sit where the wind blows directly upon him.

The temperature of the room should be 68 degrees; never below 66 nor above 70 degrees F.

Excessive dryness of the air may be combatted by wise use of the windows, through plenty of green potted plants about the room and through basins of water kept around the radiators or stove.

Lighting

The standard in school lighting is that the light should be one-fifth of the floor space and that the light should come from the left. Cross-lights which occur when windows are on two or more sides of the room are very trying to the eyes.

It is very doubtful if most of the rural schools of Oregon have enough light on dark days or in the late afternoon in winter. This may be further cut down by

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1. Missouri Physical Education Syllabus Part II, 1925, p. 41.

shades or curtains and by windows that are not washed as frequently as they should be.

The color of the walls is important. A white wall will reflect a great deal of light. Rooms that do not have sufficient light should have a white ceiling and white or nearly white upper walls. In rooms that are exceptionally well lighted, a light tint of green is a good color. Green is restful to the eyes and does not absorb a great amount of the light.

Drinking Water.

If a sanitary drinking fountain is not available, either individual or paper cups should be supplied.

Facilities for Washing.

A health habit that should be formed by the children is that of washing their hands before eating their lunch, after going to the toilet, and after playing games. It is quite difficult to teach such a habit if the school does not have adequate facilities for washing. However, if there is no better way, the children may stand in line before entering the school after lunch or recess and one child may pour water on their hands while another sprinkles powered soap on them.

Each child should then use his own towel.

II. HEALTH INSTRUCTION

The object of health instruction is to promote desirable health habits and attitudes in the lives of the children. Perhaps the most important phase of the health education program for the teacher is to see that the children really practice rather than talk about health habits. Factual knowledge with regard to health is not worth much unless it is accompanied by the formation of correct health habits.

The teacher should be alert to utilize every natural situation that may arise to teach health. These situations are often referred to as the "psychological moment." She should try to promote a lasting health consciousness that will tend to carry over to the homes and the community.

Aids and Devices for Successful Health Teaching.

The teacher will do well to apply psychology to the planning and teaching of health just as she would in other lessons. Motives which may be made use of and which will naturally vary from grade to grade are: pride; emulation; imitation; class, group and individ-

ual rivalry; activity; approbation; ambition; sportsmanship; curiosity; the soldier interest; inventiveness; the athletic interest; the social interest; the dramatic interests, etc.

Instruction in how to use these motives and the following aids and devices may be found in "Educational Hygiene" by Lawrence A. Averill, published by Houghton Mifflin Company, San Francisco.

1. Health Club
2. Dramatic presentations.
3. The health project.
   (a) Learning about the local board of health.
   (b) Finding out about the local disease incidence.
   (c) Investigating the water supply.
   (d) Learning about the milk supply.
   (e) Finding out how diseases are spread.
   (f) Finding out about the fly nuisance.
   (g) Poster work.
4. The health bulletin board.
5. The health scrap book.
6. Height and weight records.
7. Health rhymes, jingles, and creeds.
8. Health crusaders.

Health Instructional Material.

Following is a list of suggestive health instructional material:

I Personal Hygiene.

1. Bathing
2. Care of the hair.
3. Care of the teeth.
4. Care of the nails.
5. Care of the eyes.
6. Care of the mouth.
7. Care of the nose.
8. Care of the throat.
9. Care of the ears.
10. Habits of elimination.

II Clothing

1. Care of the clothes.
2. Value of neatness.
3. Cleanliness.
4. Injurious effects of too much clothing.
5. Injurious effects of too little clothing.
6. Injurious effects of tight clothing.
7. Proper and improper shoes.
8. Necessity of wearing rubbers.

III Nutrition

1. Necessity of clean food.

III Nutrition (continued)

2. Diet for growing children.

3. How to eat.

4. Food laws and regulations.

5. Effects of stimulants.

IV Recreation

1. Beneficial effects.

2. Why outdoor recreation is best.

3. Necessity of sleep.

4. Good sportsmanship.

5. Value of a good posture.

V Sleep and Rest

1. Night clothing.

2. Ventilation.

3. Activities before going to bed.

4. Necessity to growing child.

5. Rest periods during the day.

6. Number of hours of sleep.

VI Home and School Hygiene

1. Temperature

2. Ventilation.

3. Lighting.

4. Safety.

5. Attractiveness.

6. Sewing.

VI Home and School Hygiene (continued)

7. Cooking.

8. Gardening.

VII Safety and First Aid.

1. Danger of matches.

2. Walking on highways.

3. Railroad crossings.

4. Danger of inflammable substances.

5. Poison oak and ivy.

6. Danger of riding with strangers.

7. Danger of scissors, knives, etc.

8. What to do if clothes are on fire.

9. Care of injuries.

10. Dangers of infection in wounds.

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