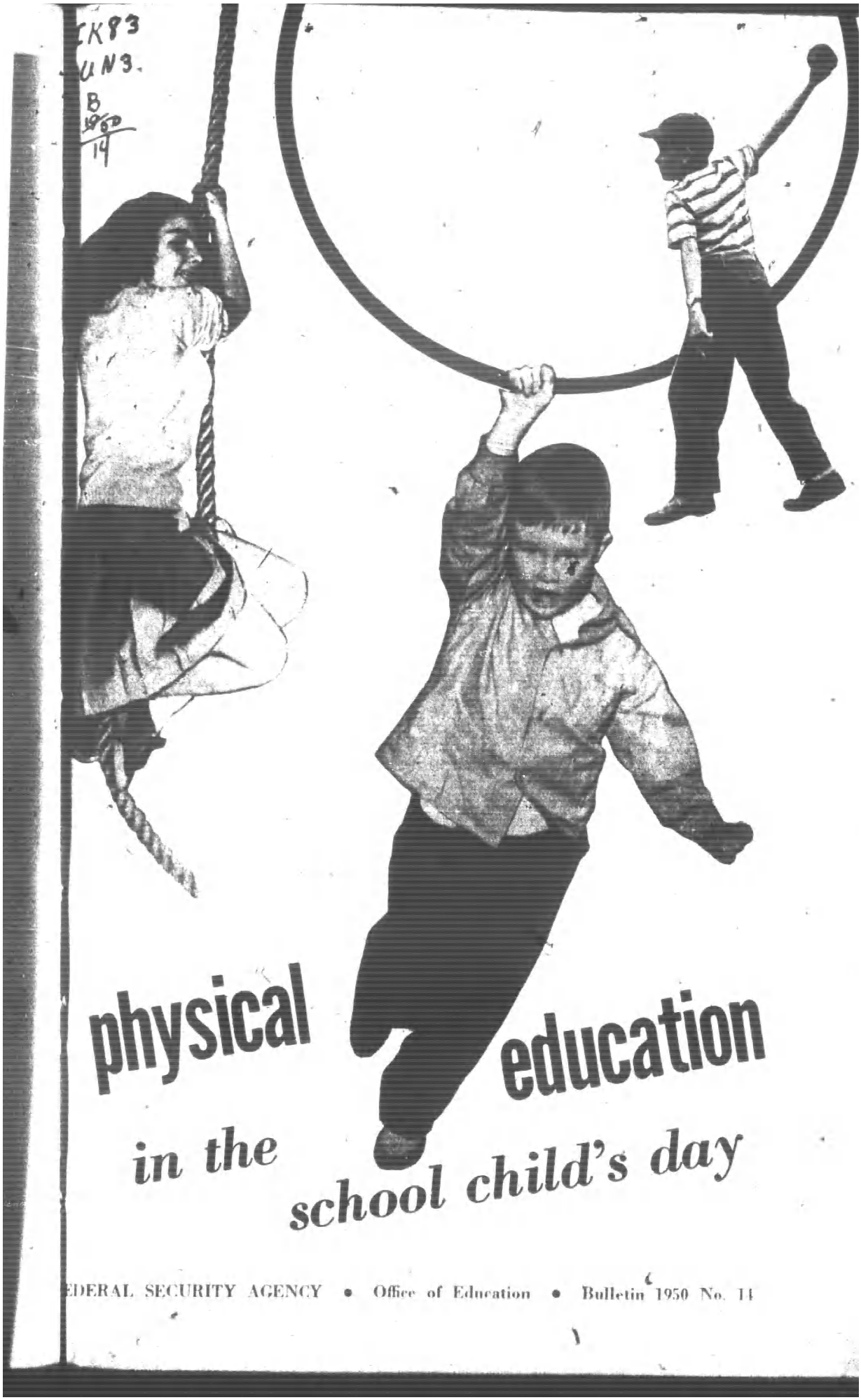


physical education in the school child's day

EDERAL SECURITY AGENCY • Office of Education • Bulletin 1950 No. 14

physical education

in the

school child's day

by
Simon A. McNeely
and
Elsa Schneider

FEDERAL SECURITY AGENCY
OSCAR R. EWING, *Administrator*

Office of Education
EARL JAMES MCGRATH, *Commissioner*

contents

foreword

THE ELEMENTARY school years are crucial in the life of a boy or girl. In this formative period, children's experiences profoundly affect their physical, social, mental, and emotional growth. Today's schools are challenged to provide meaningful experiences that will help these children realize their full potentialities.

Physical education is one of the ways in which elementary education seeks to meet the needs of children. A major function of physical education is to help boys and girls keep well and grow strong through participation in well-selected physical activities. It also has other purposes that relate to personal and social development.

The intent of this bulletin is to show how physical education in the elementary school can contribute to the growth and development of boys and girls. It also aims at suggesting the place of physical education in a total program of elementary education.

The teacher in service, as well as the prospective teacher, may find the bulletin useful for gaining insight into the purposes of physical education and the many opportunities the teacher may have to understand and help children. While full consideration of teaching methods and description of activities were not possible within the bulletin's limitations, it is hoped that the general suggestions offered will be helpful and will motivate further study by teachers who feel the need.

General supervisors, consultants or special teachers of physical education, and principals may find

assistance in interpreting the educational values of physical education for themselves and for teachers and in helping the latter improve their teaching.

There are values for school administrators, parents, and public-spirited citizens, too, because good physical education, like all phases of education, depends upon favorable administrative organization and support. The school program of physical education relates to many aspects of community life and should merit public confidence and cooperation.

The major hope in the publication of this bulletin is that through its use people who are close to children will be further motivated to continue to work for the happiness and well-being of America's future citizens.

GALEN JONES, *Director,*
Division of Elementary and Secondary Schools

introduction

EDUCATIONAL FOCUS must be on children at the beginning of and throughout any discussion of school matters. Therefore, chapter I of this bulletin attempts to bring together some of the important things we know about children of various ages—what they are like and what some of their needs are. This leads to a discussion in chapter II, telling what physical education is like and why a varied program of physical education has value for children.

In a general way, chapter III suggests how the school day may be organized to provide experiences in physical education for the pupils. It offers suggestions for teaching physical education and for conducting the recreational and intramural aspects. This chapter also suggests questions to be raised regarding interschool competition. It closes with brief statements relating to some developments in education, such as year-round program and school-community recreation. Chapter IV deals with the importance of facilities, supplies, and equipment in physical education. Suggestions are given on the kinds of facilities and materials needed and ways of making the most of what a school has.

With that much as background, chapter V attempts to help the reader understand how a child's behavior in physical education sometimes enables one to see certain of his characteristics and needs that may not be easily apparent in other situations. Knowledge of the child thus gained adds to better understanding of him.

The two following chapters deal with hypothetical but realistic situations. Chapter VI describes the kinds of things one might expect to see children do in a school whose physical education program, by no means ideal, is being given serious consideration by the school personnel. Chapter VII does a similar thing, highlighting experiences of some of

the children during after-school hours. The description brings out some good effects of physical education and indicates some gaps in the community's services for its children. This treatment attempts to point up in the two chapters some of the salient matters discussed earlier in the bulletin.

Chapter VIII contains a brief set of criteria that the teacher might use to find out how well participation by children in the physical education activities is contributing to their general growth and development.

Many teachers feel their inadequacies for giving leadership and guidance in physical education. They have not had sufficient professional education or experiences in that area. The purpose of chapter IX is to indicate ways in which teachers can be helped to become better prepared. The preparation of prospective teachers in teacher-education institutions is referred to briefly.

Finally, a list of pertinent references is given from which the reader can carry forward his interest in learning more about physical education in the elementary school.

The use of photographs from the following sources is gratefully acknowledged: The Public Schools of Erie, Pa.; Jeanette Sauborn, Bronxville, N. Y. Public Schools; William K. Streit, Cincinnati, Ohio Public Schools; Edwina Jones, Cleveland, Ohio, Public Schools; and the Grolier Society, New York City, 1950 Newspaper Photographers' Contest and the photographers and newspapers credited on the pictures; illustrations at beginning of Chapters II and III are from contest photographs by Sam Folk, *New York Times* and Herbert Wherly, *Pacific Grove Tribune*, respectively.

Chapter 1

are your children like these?

young children

You've seen the wriggly, peppy, eager, daring, questioning 5- and 6-year-olds. They love life and they love to play. They like to play alone and in small groups. Playing together puts a strain on their social abilities, though, and group play is usually of short duration. These boys and girls like to run, jump, swing, fall down, get up, throw, catch, dance, hop, and skip. They find it almost impossible to sit or stand still very long. The desire for constant motion must be reckoned with no matter where they are.

Even when they are 6½ and 7 years old, boys and girls continue to be individualistic, but they are able to play together for longer periods. They argue, shove and push, and have frequent emotional explosions. Like most of us, they find rules that interfere with their freedom annoying. In groups or as individuals they cannot stay at one thing very long. That is part of growing up. So is the noise they make!

They lose things, too. Often, they don't lose them; they just forget or misplace them. They take balls out to the playground, play with

them a short time, then go to something else and completely forget the balls. They leave sweaters on swings, forget to bring gymnasium shoes to school, and find it difficult to remember that mother isn't always around to pick up things.

5-, 6-, and 7-year-olds will try almost anything. Because they haven't learned how to follow good safety practices, they need careful supervision on the playground. Most of them can learn how to swing from the horizontal bar, to skin-the-cat, to climb the pole or rope, and to do a variety of stunts. Instruction in how to do these things safely prevents accidents which might occur if they try them without instruction.

Music fascinates them. They like to move to rhythm. They prefer to try out new ways to move rather than to follow stereotyped patterns. Their imagination is vivid. One minute they may be heavy, slow-moving bears; the next circus clowns having a gay time. They also like soft music, such as the "Skaters' Waltz." The floor or the ground—any place they happen to be—turns into an ice rink and away they go, gliding, twirling, and twisting.

They want to learn to throw, catch, bat, and bounce balls. Since their hand-eye coordination isn't always good, they have a little difficulty. They aren't sure what their arms, legs, and trunks should do in the process of catching or getting rid of a ball.

Not all children grow at the same rate, of course, but many of them do grow 2 to 3 inches in height and gain from 3 to 6 pounds in a year. If the children are weighed and measured several times a year, gain in height and weight can usually be observed, even at relatively short intervals. No teacher needs to be told that first- and second-graders lose their first teeth. A child frequently capitalizes on his winning, broad, and toothless grin!

During the fifth, sixth, and seventh years of life the large muscles develop faster than the small ones. Many children seem to find it difficult to maintain good posture. The right kind of all-round exercise helps them develop the muscular strength and control which makes better posture natural and possible.

The heart grows rapidly during these early years. Lungs are relatively small. Children tire quickly and need to rest often. They usually do not know how tired they are, particularly if there is something interesting to do. Because they do not know their own limitations, under stimulation they may play so long and hard that they become irritable. This sometimes happens in school when the program demands activities that are exciting or too hard for them. If there is too much excitement before bedtime, they may find it difficult to get to sleep quickly.

Like all children, 5-, 6-, and 7-year-olds want and need affection. They think teachers are wonderful and have great faith in them. They are happiest at school when they feel the teacher likes them.

These fun-loving children, who so hopefully expect to acquire a variety of knowledge and skills, present a great challenge to the teachers who are privileged to work with them!

8- and 9-year-old children

8- and 9-year-olds feel much more grown up than the 6- and 7-year-olds, but, of course, they should—they have had more experiences! Physical growth is still rather slow and steady. Children of these ages are less susceptible to disease than their younger friends.

8-year-olds like to feel that adults are paying attention to them. They are sensitive. What adults think of them, or what *they* think adults think about them, affects them greatly. This makes it particularly essential that parents and teachers work together toward helping all boys and girls develop a feeling of security and belonging.

8-year-olds are more interested in group activities than the 7-year-olds. The children are likely to gather around one who has possessions. A child with a ball and bat finds himself surrounded by anxious players. When play breaks up, the players make a "date" for the next afternoon. But friendship groups or gangs are transient affairs and by the next afternoon something of greater interest may have developed and the boy with the bat and ball finds himself deserted! 8-year-olds are not too much bothered by rules. They make them up or change them to fit their own abilities and desires. When they lose, they blame everything but themselves. But they do enjoy playing!

Many 9-year-old children like to play together in larger groups. They particularly like group games that are not involved or complicated. They like to win and are sometimes emotionally upset if they lose. Toward the end of this period, they place much value on gaining skill in games they like.

Stunts and self-testing activities are popular with 8- and 9-year-olds, but they approach them with less confidence than they did at 6 and 7. They like to test themselves against previous personal performance records and are pleased when they see improvement. If activities are geared to their physical and social maturity, they will, with a little encouragement and skillful help, concentrate on them until they are mastered. They like to be dealt with directly. They do not like subtlety or sarcasm; they usually do not understand it. They are themselves so eager for perfection that they do not appreciate being driven by adults. In fact, being driven to achieve more than they are ready for may be dangerous. The difference between fact and

fancy is not always clear even at these ages. Often children are unable to distinguish between what they think they can do and what they can actually do.

The drive for activity is great. Like the younger children, these boys and girls have to be guarded against fatigue. They do not always have the good judgment to stop before they are emotionally and physically fatigued. They like vigorous play—opportunities to run, climb, jump, and chin themselves; activities through which they can develop coordination and control; stunts, self-testing activities; game skills; experiences which help them learn how to get along together; simple games; and many opportunities for creative rhythms and couple and group dances.

How the boys and the girls they want as their friends feel toward them is of great importance to 9-year-olds. The desire to belong to a gang increases about this time. Although friendship groups still change fairly often, there is a deep loyalty to the gang of the moment. The standards of the friendship group greatly influence the actions and thoughts of the members. Gangs are exclusive and selective. Boys seldom admit girls to membership, and girls seldom admit boys. Perhaps because it sounds more feminine, girls' friendship groups are frequently referred to as cliques rather than gangs.

Whether this separation of sexes is natural or something our culture expects and wants is debatable. About this time, adults tend to call boys sissies if they associate with girls. Girls who like to take part in activities boys enjoy are called tomboys. Some adults seem to believe that it is not safe for boys and girls to play together too much. On the other hand, in schools where many activities tend to develop cooperation rather than antagonism between boys and girls, the two sexes get along together. It is true that our culture admires strong, agile, muscular men and graceful, poised women. This difference in ideal may be an influence which draws the sexes apart as they become more conscious of their sex identification. Actually, the need of physical activity for growing purposes is equally great for boys and girls.

Even though 8- and 9-year-old boys and girls are interested in planned and organized programs, they continue to like more or less spontaneous activities. To dig a deep hole, jump in and crawl out; to hunt and be hunted; to run a maze; and to climb to great heights give them a feeling of exhilaration, joy, and satisfaction. They make up games based on stories they read. They delight in dramatizing ideas they get when listening to the radio, watching television, or attending a movie. In leisure time, they take walks, ride bicycles, skate, camp out, construct airplanes and toys that move, and make collections of various sorts.

8-year-olds like to "fool around," and 9-year-olds, though more self-controlled, are little better about this. They challenge each other, tussle, and wrestle. And how they like to argue! But they are also increasing in their desire and ability to take responsibility. They want people to feel that they can be counted on. They delight in helping plan activities and in carrying out plans. They set high, sometimes unrealistic, standards for themselves and their contemporaries. Sometimes teachers must protect them from a sense of failure by helping them adopt standards within reasonable achievement and by helping them reach the goals they have set. Their span of attention is longer than it was when they were younger, and this makes it possible for them to carry on a given activity for a longer period.

10- and 11-year-old children

It is not easy to characterize 10- and 11-year-olds. To date, relatively little research is available which tells just how 10- and 11-year-olds are different from younger and older children. But parents, teachers, friends, and child-study experts who have observed and studied them make revealing observations about them. These children like to be independent. They dislike outward show of affection, but they need understanding and security. They like to talk things out and make decisions and plans. They like to look up the facts about things which interest them. They want to be useful in school and to help draw up rules and regulations which indicate how and when children will enter the building, pass in the halls, go to the assembly room, the playground, and special workrooms. They are getting to be more dependable when given responsibility. They tend to be fair in their judgments of each other; to many, sportsmanship and cooperation mean more than outstanding skills and abilities. They seem to have confidence in each other.

Children who are 10 and 11 sometimes seem to be rude to adults. Perhaps a fairer explanation of their actions is that many of them just don't think about adults. They are mainly concerned with themselves and others of their own age.

Dramatization is a keen interest. They like to design settings, write dialog, create dances, and make scenery. They like to do these things relatively independently.

Many 10- and 11-year-olds like team games, especially those that involve vigorous activity. They are confident of their ability, expect to be able to master new skills, and are willing to practice them. They can understand and follow fairly complicated rules. They begin to understand what team play and team work mean, and they enjoy team action.

Some of them participate enthusiastically in after-school intramural programs. In many communities, both boys and girls need such programs. When boys play, girls like to hang around and watch them; the boys like to stay around and tease the girls, too. Maybe they are just curious about each other! When asked how they feel about each other, boys often say they can't stand girls, and girls are likely to belittle boys.

10- and 11-year-olds don't like teachers who talk down to them. They like school programs which make them feel grown up. They expect and want the work in the fifth and sixth grades to be harder for them than it was in the earlier grades. But they want to be able to do it.

The boys are noisy and active. They often come into the room talking and laughing loudly. They loiter along the way to complete a conversation. They particularly like to shout, wrestle, fight in a good-natured way, and tease. They are not particularly interested in personal appearance and rather like to be messy. In part, this is due to their extraordinary drive for activity. While they are tussling, shirt tails will not stay put, hair just won't look combed, and hands and faces will get dirty.

Girls, some of them at least, are a bit more sedate. At this time, they are physically more mature than boys, and they feel and act more mature. Both boys and girls often think the antics of the opposite sex are childish and silly.

When free to choose playmates, boys usually turn to boys and girls to girls. Some of them like to play together, too. Boys are often amazed to find that many girls often play as skillfully as boys do. When boys and girls play together, they sometimes elect captains for their ability to lead, regardless of sex.

Sixth-graders, particularly when they are the oldest group in the elementary school, like to help younger children. Teachers of young children who feel that they themselves do not have good motor skills can profitably ask sixth-grade boys and girls to help them teach their children. Sixth-graders can help younger children learn to throw and catch balls, hang from a horizontal ladder, climb a pole or rope, turn somersaults, and perform other stunts.

12- and 13-year-old children

12- and 13-year-olds vary widely in characteristics. Some of them are preadolescent, others are well-advanced into adolescence. For the fast-growing, there is a kind of growth spurt which results in awkwardness. Just a few months earlier they may have been reasonably well coordinated. They knew what their arms and legs would do! Now

that boys and girls are heavier and their extremities longer, they are not quite masters of their movements.

Preadolescents are easily embarrassed. If they think they cannot succeed at something, they feel uncomfortable and show it. What others of their own ages think of them is of utmost importance. Often there is a conflict between standards set by the home and those set by friends.

Adults are frequently puzzled by the actions of the preadolescents. Boys and girls are changeable. Their desire to be self-directive and self-sufficient and their great drive to conform to the standards set by their peers frequently cause conflict at home and at school. It takes a sense of humor and a great deal of patient understanding to help them be happy.

Boys like organized team sports. Many of them want to make teams, develop strong bodies, and look masculine. The less mature girls continue to like to participate in vigorous sports and games, while the more mature are likely to be interested in quieter activities. This may be due in part to a feeling of awkwardness and self-consciousness about their increasing height and weight. The desire of the more mature to look "smooth" makes them feel that changing from street to gymnasium clothes, playing hard, and then changing back to street dress are too inconvenient! For a second time in one day they have to arrange their hair, dress, and put on make-up. In schools where the teachers understand the growth changes of girls, help them understand the values of exercise, and plan programs which help them learn to manage themselves comfortably, there is more interest in the instructional and intramural programs.

The desire for competition is keen during these ages—almost too important to some children. The desire to enter into all the activities offered by the school and community frequently leads to an overloaded and unbalanced schedule of living. Preadolescents, like other people, need some time to be alone! Schools and communities together should plan out-of-school activities for boys and girls. Programs should not be centered entirely on highly organized and keenly competitive team sports. Boys and girls should have opportunities to play badminton, paddle tennis, tennis, horseshoes, and table tennis together. Coeducational dramatics and music activities and the more social activities, such as square and social dancing, parties, hikes, picnics and outings, and others which help boys and girls learn how to get along together, should be included in the school and community recreational and instructional programs.

Because many boys and girls are uncomfortable and unhappy in early adolescence, special effort must be made to include them in school and community programs. It is not enough to meet the needs

of those who engage in a variety of school activities enthusiastically. The shy, self-conscious boy with acne, or the overweight, pudgy girl may want to join in the fun but feel that because of their "handicaps" they might not be wanted. Sometimes, the less mature are neglected. The school program is often upgraded to meet the needs of the fast-growing children, and those who tend to be more like sixth-graders are forgotten.

The importance of understanding adult leadership and guidance for these boys and girls cannot be overemphasized. With understanding comes the realization that seventh- and eighth-graders do not like nagging and faultfinding. Their increasing sense of maturity impels them to want to direct their own lives. Teachers and other adults can help them do this.

in summary

This sketchy review of some of the characteristics of boys and girls of elementary school age is both accurate and misleading. It is accurate in that the comments are based on studies made of real children in real situations. It is inaccurate because no two children anywhere are exactly alike. There are boys and girls in any school much like those described. They are in your school, too. And yet in every class or grade group, children come to school with different backgrounds and experiences. They come with different assets and liabilities. Some feel quite sure of themselves, while others feel insecure. Some come from homes where they are loved, understood, and respected; others come from homes where they are unwanted, neglected, or mistreated. Some are well on the road to becoming more reliable and self-directive; others continue to be dependent upon adults. Some are liked by their peers and have many friends; others are disliked, tolerated, or ignored. Some are confident, others are fearful. Some are well-nourished; others suffer from malnutrition. Some possess dynamic, positive health; others suffer from temporary or permanent disabilities. Although age levels have been used to describe children, their characteristics, their abilities, their problems, these are merely a rough indication for the teacher. She realizes that the elementary school period represents a total range within which a child from 5 to 13 may vary widely from his fellows. Whoever and wherever they are, teachers need to know things like these about children when planning programs of physical education. Only when a program is based on needs can it contribute toward the achievement of total fitness—physical, mental, emotional, and social.

what all this means to physical education

When the objectives of physical education grow out of the needs of boys and girls and are the basis of planning, programs will include a variety of suitable activities that are conducted in a safe, healthful, and wholesome environment. Young people, as they experience a good program of physical education throughout childhood and youth, will have opportunities to develop:

- Physical power, endurance, stamina, flexibility, agility, coordination, and sense of balance
- An understanding of why it is important to observe rules which make for better and safer participation
- Ability to assume and carry out responsibilities
- Competencies which make it possible to participate in activities others their own ages like
- Ability to accept success and defeat in a sportsmanlike way
- Ability to find release from emotional tensions in ways that are personally and socially acceptable
- Physical and social skills which enable them to participate in satisfying recreational activities at any age
- Skills that lead to safe living, such as, ability to change direction, gage moving objects, lift properly, and use equipment safely
- Consideration for the rights of others
- Ability to enjoy group activities in which all members are working toward the same goals

While it is true that the natural urge for activity makes play the business of childhood, the best outcomes in terms of self-realization will not be attained until all schools provide:

- Programs that are based on the needs and interests of boys and girls
- Teachers who understand children, who recognize the contributions physical education can make to growth and development, and who, by temperament and education, are equipped to teach the various activities
- Facilities, equipment, materials, and supplies adequate in kind, quality, and number to serve all children
- Time in the daily schedule adequate to meet, in part, the ever-present need for activity, characteristic of all children

Chapter II

what is physical education?

child development through varied experiences

Most modern educators believe that a child in any experience reacts as a whole. He is an integrated being; that is, his responses—physical, intellectual, emotional, and social—are all interrelated. These responses are experienced in some degree in every situation.

A child-development curriculum provides for many kinds of educational activities. It includes physical education experiences because those experiences are important to the child's complete development and because they can do some things for a child more effectively than can other phases of education. In some instances, experiences in physical education supplement those of other phases of the curriculum.

variety in physical education activities

Chapter I discussed what children are like at various ages and talked about some of their needs. The closing statements on the general objectives of physical education indicate that the purposes are broad and varied. They can be achieved only through many different kinds

of experiences. A child may obtain certain major benefits from one kind of activity and different values from others. Mere participation in activities, however, does not mean that the desirable outcomes will automatically result. Only when the teacher, or other leader, understands the physical and educational values and consciously tries to help the children attain them will participation in the activity serve its full purpose. Let us go over several kinds of activities which make up physical education and see how they affect children.

Rhythms.—Through the ages people have found satisfaction in expression through rhythm. People in the modern world enjoy many forms of dance. As rhythm is felt in the muscles, there is always physical response. All dance is based on fundamental rhythmic movements. Some movements are done *through* space: walking, running, leaping, sliding, hopping, jumping, galloping, and skipping. Others are done *in* space: swinging, swaying, bending, stretching, twisting, and turning. Variations and combinations of these fundamentals make possible different dance patterns and forms.

Values in rhythms: Engaging in rhythms gives children and youth opportunities to express thoughts and feeling through movement, to develop a sense of rhythm, to learn to appreciate music and other forms of accompaniment, to create dance patterns, and to exercise the body in varying degrees of vigor.

Folk, square, and social dancing provide additional opportunities for self-expression, for social participation, and for overcoming or preventing antagonisms which sometimes exist between boys and girls in grades 5 through 8.

All these outcomes, as well as opportunities to experience the feel-

fun, vigor, wholesome boy-girl relationships — all in a folk dance!

ings of exhilaration and joy which come from rhythmic activities, should be sought for all boys and girls.

Examples of progression in rhythms: Young children like singing games which stimulate them to improvise big, vigorous movements. They also like to try the different fundamental movements. These movements become dance when the children feel and follow the underlying beat of the accompaniment, whatever it is. When young children hear a tune, they walk, run, swing, and twirl in the way the music makes them feel. Older children do this, too, but they find greater satisfaction in creating more complicated dance forms and patterns.

From a simple folk dance like Shoemaker's Dance (Danish), which most first-graders can do, to an intricate dance like Tarantella (Italian), which most 8th-graders enjoy, folk dances have genuine appeal.

Children in the middle and upper elementary grades often enjoy simple American square dances, such as Captain Jinks and The Bear Went Over the Mountain.

In communities where social dancing is looked on with favor, it has often been introduced in grades 6, 7, or 8. Some children are ready for it in those grades. When they have learned to dance before adolescence, they seem to get along better in certain social situations during the "awkward" age. The social amenities are taught along with the steps.

Creative-dramatic activities.—These activities afford means of self-expression through dramatic play. So-called "story plays" are of this general type.

Values in creative-dramatic activities: A child's make-believe world is a fascinating flight into fantasy. Much child learning comes from dramatization and improvisation. Of particular value in the primary grades, these activities encourage self-expression and socialization. Under the right guidance, the activities provide for vigor, grace, and poise. From the physical education point of view, these actions are valuable when expressed, wherever appropriate, in big, vigorous movements involving various muscle groups of the body.

Games.—Games are social situations in which the participants either individually or as members of a team try, through skill and chance, to reach an objective. In most games there are opposing participants who in trying to reach their own objective also try to keep the others from reaching theirs.

There are all kinds of games, some for large groups, some for small. Some are played in circle formation, some in another space pattern, and some with little regard for space arrangements. Many games in-

volve the element of chasing and fleeing. Others call for manipulation of loose objects, such as balls, bats, ropes, or hoops, by kicking, throwing, catching, batting, twirling, spinning, or rolling. Some games involve hiding and seeking. Highly organized games are full of unexpected situations and strategies in which the purpose is to outwit and outmaneuver one's opponent. Each type of game has something to offer. Every child should play many different games appropriate to his level of development.

Values in games: Games provide for physical activity in all degrees of vigor. There is a game situation to fit every need. In many games participants learn to develop fine eye-hand-body coordination. They learn to gage moving objects, judge distances, move with speed and agility, change direction of movement hurriedly, start, and stop. Often the game calls for "staying with it," sustained effort and endurance. It often calls for teamwork or self-sacrifice for the good of the group. Many appealing games call for quick thinking in life-like situations. They call for responses which, under good leadership, afford excellent means of psychological and social development of the pupil.

All games have rules to be observed. In helping children learn to adhere to rules and restrictions, play leaders may help guide pupils in acquiring desirable standards of conduct. The give and take of games, the opportunities for practice of sportmanship, the possibilities of establishing friendship ties with others working for the same objective, and of learning to feel consideration for opponents, the opportunities for being an accepted member of a group—all these give games great value when there is understanding leadership. Some games provide vigorous activity during childhood, youth, and early adulthood. Others carry over and provide a means of interesting exercise until late in life.

Examples of progression in games: Some games have simple rules that can be learned quickly and usually require little or no equipment. These are sometimes called *hunting games*. The gradation is usually found in the increasing complexity of skills involved and in increasing requirements of distance, speed, and range of interest.

Run Rabbit Run is an example of a hunting game for young children. The players are divided into two teams, "foxes" and "rabbits." The rabbits form behind their base line. The foxes line up on their base line about 30 feet away from, and parallel to, that of the rabbits. The foxes have their backs to the rabbits, who venture toward the foxes' line. Suddenly, the leader of the foxes calls, "Run rabbits, run." The rabbits dash for "home," and the foxes try to tag them. All rabbits caught become foxes and help catch the remaining rabbits.

Crows and Cranes, briefly described on page 66, is a game having the same elements, but slightly more complex. It is usually played in the intermediate grades.

The term *athletic games* is sometimes used for games in which sports skills like throwing or batting or kicking figure prominently. On the various grade levels there are athletic games suited to the children's needs. A first-grade child who is learning to kick a soccerball at rest on the ground is having fun and at the same time developing body control, coordination, and balance. As he goes into the middle grades he finds the skill of kicking useful in simple games involving use of a soccerball. He improves his skill in kicking, learning to kick successfully with each foot and with the ball traveling on the ground and in the air. In grades 7 and 8, soccer itself is of interest to him, and he finds satisfaction in using the basic skills of kicking which he has developed earlier and is still improving.

One of the problems that face teachers in many elementary schools is created by children, mostly in grades 4, 5, and 6, who want to play team games but are not skillful nor mature enough to play the game with satisfaction. They see older boys and girls playing, read the sports pages, see college or professional games, or hear them on the radio, and are motivated. However, one who watches fourth- or fifth-graders try to play softball, basketball, football, or similar sport usually observes lack of adequate skill, possible injuries, interminable arguments, and generally dissatisfactory conditions. In such cases, it has been found desirable to encourage the children to take part in *lead-up* games. These games are simple, yet interesting, and include one or several of the basic skills of the more complex sport. These games meet the children's particular needs at the time, and help them develop the qualities that will lead to successful particpiation in the related organized athletic game in later years. Skill practice activities, sometimes called *skill-drills*, can be made to have a game appeal and can be used, with discretion, in the middle grades as well as grades 7 and 8. Ten Trips, described on page 65, and Ten Passes, page 69, are examples of lead-up games of about fifth- and seventh-grade levels, respectively. Three-on-Two, page 69, is an example of a skill-drill for seventh-grade boys.

Upon reaching grades 7 and 8, boys are usually ready for the team sports of touch football, basketball, volley ball, softball, soccer, and others. Girls may be interested in some of these, too. Team games on this grade level should be carried on in their most elementary form. Basic skills and fundamental rules should be stressed, and adjustments of such factors as distances and duration of time should be made in accordance with the age, size, and abilities of the children.

Individual and dual sports involve teams composed of an individual or partners. Some of these, such as box hockey or shuffleboard, have simple rules and are easy to learn sufficiently well for immediate enjoyment. Others, like tennis, golf, and bowling, are more complex in terms of rules and skills, and often require fairly expensive equipment. Games of this kind are not usually appropriate for primary grades. Children of grades 4, 5, and 6 are interested in games such as box hockey, shuffleboard, table tennis, horseshoes (junior court.) Many of these are also appropriate for grades 7 and 8, as are games such as deck tennis, paddle tennis, paddle badminton, and clock golf. Some elementary schools include tennis, badminton, bowling, golf, and archery, but equipment is expensive. Paddle tennis and paddle badminton are examples of adaptations of games that may be played with inexpensive equipment.

Self-testing activities.—The challenge of self-testing activities has great appeal. Such activities include stunts, tumbling, and use of apparatus in which a person tries mainly to test his own ability. Who has not heard a child at play say, "Watch me do this." "I wonder if I can do that?"

Values in self-testing activities: Doing stunts, using developmental playground equipment, tumbling, and performing other self-testing activities are extremely beneficial to the child in his physical development. Some of the physical outcomes are: Strength, especially of upper trunk, shoulders, and arms (often not developed in other activities); balance; agility; coordination; a sense of where-aboutness (feeling the position of the body in space); and endurance of the type related to sustained effort. Many self-testing activities call for courage and self-assurance. Many involve close coordination and teamwork between partners or among a whole group. Some help develop grace, poise, and good body mechanics. Self-testing activities have social value because of their wide appeal and because many of them can be done anywhere, anytime, and with little equipment.

Examples of progression in self-testing activities: *Stunts* may be simple or complex, and may be done with equipment or without, individually or with a partner.

Single stunts for primary-grade children are mentioned on page 63. They include Duck Walk, Cat Walk, and Frog Stand. These are basic to more intricate stunts where greater strength, balance, or agility may be necessary. A headstand and handstand are examples of stunts of increasing difficulty.

Tumbling is an enjoyable sport that involves projecting one's body through space. A forward roll is a simple tumbling stunt. Cartwheels, headsprings, and handsprings are progressively more difficult.

Playground equipment and other forms of gymnastic apparatus provide for innumerable self-testing activities. They range from exploratory play and simple stunts, such as Skin-the-Cat in primary grades, to more difficult ones like pull-overs and body circles on a horizontal bar in upper grades.

Certain *achievement tests of individual performance* may be included among activities for upper-grade children and some few perhaps for children in middle grades. The purpose is mainly to enable the child to determine his ability in recognized measurements of achievement, such as potato race (agility and speed), short dashes (speed and power), broad jump (leg power), and chinning (arm, shoulder, and trunk strength), and to encourage him to improve his own performance. These measures also help the teacher recognize needs of the children.

While *track and field events*, such as short dashes, running high jump, or ball throw for distance, do not belong under the self-testing label, they are similar to individual achievement tests. However, the purpose is to outdo other contestants, rather than one's previous record. Such events are of interest to children of fifth grade and above.

Combative activities.—The term "combative" is not as violent as it would first appear. It describes a group of activities such as rooster fighting, tug-o-war, or wrestling, which have the "you versus me" element. These are sometimes included in the self-testing category, especially those appropriate for children in the intermediate grades. The more highly competitive activities like tug-o-war or wrestling are not generally considered desirable for girls. Many authorities include the combative-type activities that are appropriate for girls in the self-testing group.

Values in combative activities: Most combative activities help build strength, speed, and agility. A child finds enjoyment and satisfaction in pitting his strength and cunning against those of an opponent. Combative activities may provide means for a person to work off his aggressions or tensions in a wholesome and socially accepted manner. Under good leadership and with common-sense controls, such as equally matched competitors, the activities may be carried on safely and without development of a spirit of overaggressiveness. Some of these activities help the individual learn to protect himself from physical danger in an emergency.

Examples of progression in combative activities: In the primary grades there should be very little emphasis on combative-type activities. "Rough and tumble" free play seems to take care of this need among little children.

In the middle grades combatives, such as Rooster Fighting, Bat Tussle, and Indian Leg Wrestle, are usually appropriate. These are sometimes listed as self-testing activities. Some games, such as King of the Mountain and Capture the Flag, have combative elements.

Many of those previously mentioned have interest and value for upper elementary grades and can be conducted on a higher level of skill and vigor. At this grade level an approach to wrestling might be in order. Boxing is not recommended as a competitive sport for any age level. *Instruction* in boxing is questioned by many authorities.

Relays.—Relays are competitive situations in which one group races to complete a pattern of activity before other similar groups complete the same pattern. The individuals in the group usually go through the pattern in turn, one beginning immediately after the team mate ahead of him finishes.

Values in relays: Relays are effective means of motivating interest in performing a skill or group of skills not only correctly but speedily. They usually are carried on with much excitement and competitive spirit. As children learn to play together, relays afford fine opportunities for education in cooperation and observance of rules of sportsmanlike behavior.

Some relays can be used to sharpen children's interest and skill in other activities. For example, there are relays involving ball-handling and there are stunt relays. Other relays, however, are carried on for fun and vigor and without regard to sports or other activities.

Progression in relays: Children in the primary grades are not usually interested in relays. In the middle and upper grades the relay *forms* do not vary much, but the complexity of movements, distances, and other such factors become increasingly greater. The relays described for the fifth grade, pages 65 and 66, and those for the seventh grade, pages 69 and 70, are examples.

Conditioning activities (including calisthenics).—All vigorous exercises have conditioning values, if other health factors are favorable. However, *conditioning activities* as such are those which have physical development as their major purpose. This is in contrast to games and self-testing and other activities which also help develop physical efficiency but which have additional outcomes and interest values. The conditioning activities are not generally recommended below the seventh grade, and then mainly for boys. They include calisthenics, ranger activities (vigorous movements or exercises done informally by large groups, usually in circle formation and over a sustained period), and carries (transporting another person).

Values: Conditioning exercises for older youth and adults are per-

formed sometimes for "warm-up" or "limbering-up" purposes, sometimes for a "work-out."

Under medical direction a trained person can administer corrective or therapeutic exercises. It is unfortunate that most elementary schools, because of lack of qualified personnel, are not in position to cooperate in such service. Efforts directed toward prevention or correction of defects pay greater dividends in the formative years of childhood than in later years.

Good posture and body mechanics are the result of good muscle tonus, of balance in the various muscle groups, plus rest, good nutrition, happy outlook, freedom from disease, and other factors. Teachers should not think that an occasional reminder to "sit straight" or "stand tall," plus a few exercises is all that is necessary for good body control.

Besides the immediate physiological benefits resulting from appropriate and correctly performed exercise, there may be useful "carry-over" values for the person who learns the principles of body mechanics and selects and does conditioning exercises. Many adults and some younger persons find themselves in circumstances in which conditioning exercises offer them the only opportunity for maintaining a high level of physical efficiency. The exercises take relatively limited space and no equipment and can provide a complete "work-out" in a short time.

Progression in conditioning activities: The needs of children in grades below the seventh can generally be met through running, stunts, and other activities done informally. The alert teacher will see that there is balance in vigorous activity and rest. Activities such as the ranger type are sometimes used more for their self-testing and other interests than specifically for conditioning purposes.

Children in grades 7 and 8, particularly boys, occasionally take part in conditioning activities such as the ranger type or running for warm-up or limbering-up purposes, or for exercise on a day when most of the other activities are not sufficiently vigorous (as, for example, on a day when individual and dual sports are being introduced). They might also learn several carries, preferably in conjunction with a unit on first aid.

Calisthenics for children below grade 7 have questionable value and in some cases do harm. Unless an exercise is performed properly, it may exaggerate the condition it was designed to improve. In most situations, children in the sixth grade and below have neither the interest nor the coordination to perform calisthenic exercises correctly. Many teachers do not now how to select the exercises or help the children learn to do them properly.

There may be slight conditions, such as mild postural defects, which can be helped through general conditioning activities and other kinds of activities carried on in the normal program. These should be done in coordination with the health service program in which such factors as seating, rest, and proper nutrition are also considered.

Exceptional children, such as those who are orthopedically handicapped, may need special corrective exercises. Therapeutic activities, whether at home or at school, must be carried on under the supervision of a physician.

Nature and outdoor activities.—There are deep satisfactions in "getting back to nature." A number of physical education activities, including hiking, cycling, and related activities such as camping or fishing have singular appeal.

Values: The health values of outdoor activities, carried on with respect for the laws of nature, are significant. They come from invigorating exercise, fresh air, sunshine, whetted appetite, and fun. There are mental health considerations, too, in forgetting for a time the tensions of modern living while enjoying the beauty and simplicity of nature or in thrilling to adventure in the out of doors. There are social values that come when there is comradeship and close association in elementary ways of life.

The place of physical education in outdoor education is referred to in chapter III.

Examples of progression: Nature and outdoor activities are enjoyed by children of all ages. The age and interests of children will determine the level of participation. The extent in terms of distance, ruggedness of terrain, and kinds of equipment should be simple to begin with. Several school systems now provide day camps. Others offer camping opportunities for a week or longer for a portion of the pupil groups, as, for example, all sixth-graders.

Water sports.—Because the medium is unique, swimming and other water sports are discussed as a separate classification.

Values: Unfortunately, few elementary schools have facilities for teaching swimming and other water activities. Some, however, are near natural bodies of water suitable for swimming and could offer swimming instruction part of the year. From the standpoint of well-rounded physical development, of social and recreational "carry-over" values, and of personal safety and feelings of adequacy in certain situations, water sports are probably unequalled. Much attention is now being given to development of facilities for school-community recreation which provide for swimming, diving, life-saving, and

similar instruction for elementary school pupils. Every child should have opportunity for these valuable experiences.

Examples of progression: Primary grades—security-giving activities like splashing, jumping in, "jelly-fish" floating, ducking, and beginning swimming; middle grades—elementary swimming and diving, junior life-saving, and simple water games; upper grades—advanced swimming and diving, junior life-saving, water games, and boating and canoeing.

Winter sports.—Some elementary schools, where climate makes it practicable, are teaching skating, skiing, sledding, and related winter sports.

Values: With proper concern for weather, winter sports are healthful and have high recreational value. Care should be taken not to give more than a reasonable proportion of *instructional* time to these activities.

Progression: Selection and progression of activities are very much dependent upon climate, facilities, interests of the children and their parents, and the individual abilities of the pupils and teachers.

The "why" of variety.—Perhaps this discussion of the various kinds of physical education activities has shown the wide range of possible experiences with accompanying responses. Thinking back over some of these we may see what a variety of activities means to children.

Here are some examples. A stunt such as wheelbarrow involves strenuous movement and develops strength particularly of the arms, shoulders, and neck; another stunt, headstand, is static, calls for balance and sense of feeling the body in space, and develops strength mainly in the muscles of the neck and trunk. To hang or to climb on playground apparatus involves coordination of the large muscles of the body; to meet a fast-moving ball with a bat calls for fine coordination of visual perception and body movement. To follow a dance pattern in a folk dance involves skill in and enjoyment of rhythmic response; to move the body to express an idea or feeling is to use dance as a creative medium.

Performing a high jump, swimming, and playing a game of paddle tennis "singles" are actions of individual responsibility; "boosting" a volley ball for one's team mate to "spike" and blocking an onrushing opponent so that one's fellow player can pass the ball are matters of teamwork. Boys playing basketball may do so to enjoy its competitive and aggressive elements; they may like mixed paddle badminton for its coeducational features. Relays and team games provide a kind of fun and adventure and call for respect of man-made rules which correspond in a way to the laws that civilized man has made to govern himself. Hiking and camping are different kinds

of adventure and fun; the successful outdoor man has to observe some of the age-old laws of nature rather than of man.

All of these kinds of experiences can be meaningful. The child who is to grow normally and fully must have many of them. The child whose play program is limited to one or two games which he repeats day after day is being cheated of many wonderful opportunities for broad and rich experiences.

building the physical education program

Up to this point we have mentioned several different kinds of activities. Perhaps we should now present a more complete concept of a good physical education program. Obviously, if elementary education is to be based upon the needs and interests of children, there should be variations and differences among school programs. There are common elements, however, that are basic. Individual adaptations are usually made within the framework of the basic elements.

the phases of physical education

Physical education may be considered to have three major phases —*instruction, recreation, intramurals.* There is also the phase relating to activities involving children of two or more schools. The nature and place of each in the elementary school program are discussed in the following sections.

Instruction.—Instruction is the firm foundation of physical education for all children. This means purposeful teaching, teacher-pupil planning, and teacher guidance to the end that all children may take part in meaningful, developmental, fun-giving activities suited to their particular needs and interests. Teacher and pupils have specific objectives in mind. They are working together with the purposes of attaining physical efficiency, ability in useful skills, and ability to cooperate with and get along with others, as well as of knowing the rules and other important facts related to a wide variety of activities. Children will not always recognize these objectives as they are given here, but with the teacher's help they will be motivated toward self-improvement which in the end will result in the attainment of the objectives. Children will gain some of the values of physical education through classroom discussion, but for the most part they will have to participate actively on play areas—indoor and outdoor—to attain physical, social, and emotional development.

Instruction should be emphasized during what is usually called the *physical education period.* From day to day and over a period of weeks and years there should be constant planning and evaluation among pupils and teachers to provide for a balanced, varied, and progressively developmental series of experiences.

There is a place in this *instructional* phase for every child in school, regardless of size, shape, or physical condition. Each one has his own needs that can be met through wise planning.

Consider all of the experiences in physical education which a child needs in order to develop fully. Consider, also, the many hundreds of hours of leisure that will challenge him to use the skills, knowledge, and appreciations that he has gained during the instructional phase! It is evident that there must be sufficient time in the school day for this purpose and that the time must be used intelligently and meaningfully!

Recreation.—*All* aspects of physical education have recreational values. The term is used here in a limited sense. The recreational phase of physical education gives the child opportunities to choose worth-while activities during leisure hours—that is, during free play or supervised play periods, recess, after-school hours, week ends, holidays, or vacations. These recreational opportunities will include free play, club activities, and outings. The emphasis will be upon fun and not upon organization or scores or team standings.

Through good instruction the child will learn to take part in a number of games, stunts, dances, and other activities and will become sufficiently skillful in them to have satisfaction in play and to enjoy status with his playmates. While there is a limited choice of activities during instruction, it is in the recreational phase that the child is most often challenged to choose. He may put into practice good things that he has learned or, lacking them, may find less desirable forms of leisure.

Physiologists tell us that a growing child in good physical condition probably needs 2 to 4 hours of vigorous play every day. Since the *instruction* period is necessarily limited by administrative factors to 30 or 40 minutes a day, usually in two short periods in primary grades, the need for provision of facilities, equipment, leadership, and encouragement for children to engage in health-giving, zestful *recreation* should be strikingly obvious. All children need these recreational opportunities—the children with special problems as well as the fit and able.

Intramurals.—Intramurals literally mean "within the walls." In some schools this phase of physical education has many of the aspects of the recreational phase—not free play so much, but organized games, or dancing, or swimming for fun where competition is not an important element.

In other schools and especially in grade 7 and above the term implies friendly competition among individuals and groups within the school in selected sports. The playing units might be class groups

(especially where there are numerous sections of grades), clubs, "teams," or similar groups that offer some kind of loyalty attachments. For example, in a school there might be a volley ball tournament involving boys' teams, girls' teams, or mixed teams representing the school's three sections of grade 7 and two sections of grade 8. There might also be a paddle tennis tournament open to all singles, doubles, and mixed teams in the upper grades. Such competition should be equalized, free of undue organization and pressures, and motivated and conducted for the most part by the children themselves.

A fuller discussion will be presented in the following chapter.

Activities involving children of two or more schools.—*Priority* of resources in terms of time, personnel, and funds should be given to the major phases of elementary school education—*instruction*, *recreation*, and *intramurals*. However, activities such as play days and sports days which involve children of two or more schools and have high social values are to be encouraged. On these occasions children from several schools come to one location for a day of fun. In play days teams or groups are made up of children from the several schools, all intermixed. Sports days, on the other hand, include activities in which the playing units are composed of members of the same school. In either case the emphasis is upon fun and social participation and the competitive aspect is subordinated.

Most of the needs of the children will be met in the phases of physical education described in the preceding paragraphs. After—*and only after*—these phases have been developed fully some consideration might be given to interschool athletic activities mainly in the form of limited invitational games between neighboring schools.

Interschool competition in elementary grades, if conducted at all, should be free of high pressure elements—such as publicity, all-star teams, awards and the like—and, except for certain kinds of activities, should not be extended below the seventh grade. Activities should be selected carefully with regard to the physiological maturity of the players and the safety factors involved. No children should be encouraged to take part in organized athletic programs unless the questions presented in the following chapter are answered honestly and satisfactorily.

some basic considerations in children's physical education

Health factors.—Development of physical efficiency is one of the primary objectives of physical education, and vigorous activity plays a prominent part in the process. Health considerations are paramount.

Medical examinations: One cannot "know" a child and his needs without knowing his physical status. The kind of activities in which he will be encouraged to participate should be determined by his physical condition.

Each child should have a complete medical examination upon entering school and at least three times thereafter—in intermediate grades, in late elementary or junior high school, and before leaving high school. In addition, any child who seems to need a medical examination should have one whether or not he is due for a periodic check-up. Such need may be indicated by the observations of teacher or nurse, by low vitality and poor physical achievement, by academic or behavior problems in school, or by other ways.

Relationships among teacher and other school personnel, nurse, physician, and parent, should be such as to permit interpretation of the child's needs and necessary adaptations of the school program. All people who are vitally interested in the child should work together to make sure that the best possible adjustments in school and out are made for him.

Illness and injury: Healthful and safe living in school and out is a major outcome to be sought at all times. Children physically below par should have modified activity or rest. Teachers and parents should have the guidance of a physician in determining the kind of physical activity that is suited to a child who has been ill. If it is not possible to have a physician's guidance, teachers should use good judgment and caution.

All precautions should be taken to eliminate hazards and to instruct children in safe participation. If, in spite of this, accidents occur—or if children become ill in school—first aid and emergency care should be carried out in accordance with established procedures.

Health records: These records help educators, physicians, and others see at a glance what a child or group is like, what his or their needs are, and what progress has been made over a period of time. Besides the records used in health services—medical examination cards, teacher observation records, and the like—there should be records of work in physical education as well as in other phases of schooling. Anecdotal records of observations of children at play, which tell how children are getting along with skills and with each other, and the progress they are making, are extremely revealing and helpful.

Healthful and safe facilities and equipment: The environment not only has an immediate influence on children in terms of sanitation and safety, but has more subtle effects relating to attitudes and feelings about health, safety, or physical education. Not all schools can have fine modern plants, but all should provide basic hygienic, safety, and esthetic controls. These include such things as safe water and sanitary drinking facilities, unobstructed play areas, dust-free and smooth surfaces of play areas, clean rest rooms, and clean tumbling mats.

In grades above the fifth and desirably in all grades beyond the primary, every effort should be made to provide for change of clothing and for showering after vigorous activity. Boys and girls who return to the classroom grimy and perspiring are not able to be comfortable with themselves or others.

Possibly the place to start is with adequate footwear. Most physical activities can be done effectively and safely only when footing is secure. Playing in barefeet or stocking feet is less satisfactory than in "gym" shoes because of the possibilities of foot injuries. There is also the likelihood of spreading infections such as athlete's foot.

Health and safety practices in physical education: The best way to learn health is to practice healthful living. The physical activity program offers many opportunities to put into day-to-day living the principles of good health. To the alert teacher, the following possibilties for healthful behavior may be sug-

gestive: (1) Wearing appropriate clothing and footwear—from the standpoint of personal cleanliness and safety, freedom of movement, avoidance of "cooling off" too quickly, and conformance with good taste; (2) engaging in exercise appropriate to one's physical condition; (3) stopping strenuous activity before excessive fatigue; (4) recognizing one's physical limits of strength, skill, balance, or endurance; (5) keeping a balance in exercise, sleep, rest, relaxation, work, study, and sedentary pursuits; (6) eating, as well as circumstances permit, a healthful diet; (7) using good judgment in regard to eating immediately before or after vigorous play—this includes "grabbing a bite on the fly," eating hurriedly, and eating just before, during, or just after an activity that has high emotional content; (8) planning, organizing, and following rules of conduct or regulations that have bearing upon sportsmanship, consideration of others, and safe participation.

Courtesy, Harold Vermon, St. Louis Star Times

handicapped in physical skills; normal in play interests.

Adjustments for exceptional children.—All children deserve the opportunities for self-realization which are inherent in physical education. The activities should be adapted to the needs of those who take part. The needs of some children, however, extend beyond the usual range and call for special consideration. Children who have such needs are called "exceptional."

Insofar as it is in keeping with medical advice, children with special needs should be included in the regular program. Among these chil-

dren are those who have a slight cardiac (heart) disturbance, those who are slightly crippled, hard-of-hearing, or partially sighted, or those who are temporarily in need of special consideration such as the children who have returned to school after recovering from an operation or other illness. Adjustments for them, particularly in regard to the vigor of activities, should be made in accordance with advice of a physician. Especial caution needs to be observed in some cases as, for instance, in the use of balls or other moving objects by the partially sighted. Many activities can be adjusted, as, for example, having a crippled child take his turn at bat and permitting another child to run for him.

Some children have more serious handicaps. The cerebral-palsied child or the severely crippled victim of poliomyelitis are examples of children who have special physical and recreational needs. Physical therapists, occupational therapists, physical education teachers, and others who are trained in this work, functioning under the guidance of medical specialists, are needed for children with such problems.

In all of these cases, slight or severe, the children do not need pity but do need opportunities to make adjustments for their afflictions, to find their place in the social order, to carry their own responsibilities to the extent that they are able, and to gain assurance and self-respect.

The personality development of atypical children requires serious and constant consideration. It is important to give the exceptional child as much responsibility as he can assume—but no more. There are many opportunities for leadership open to these children, such as being squad leader, team manager, scorekeeper, or referee. The teacher has to use discretion, however. No child wants to sit day in and day out and keep score while other children play.

Traditionally, the physically gifted child—the athlete—has found challenge and recognition in physical education activities. The problem often is one not of providing additional outlets for his abilities but of protecting him from exploitation.

The overage child.—Sometimes an overgrown or overage child does not fit into his group. Two avenues seem open if his abilities exceed those of most children in the group. Sometimes, if it seems desirable from the psychological standpoint, he might assist the teacher in instructing the other class members and in assuming similar responsibilities. Most often, he should have opportunities to participate in the instructional and other phases of physical education with children of like size or ability.

If a child is not as skillful as his group, the suggestions of the following section might apply.

The nonparticipating child.—Often there is in class the child who, seemingly normal in other respects, shows little desire to take part in physical education activities. There ought to be, first, a medical examination, including a check of basal metabolism—to be sure he is free of physical defects. Then he might be appealed to through his particular interests, such as reading or making things.

The child may feel inadequate in his group because he is unskilled and awkward. Perhaps, he may have had to compete with brothers, sisters, or peers who were generally superior in regard to physical skills. The teacher should help that child improve his abilities—beginning at whatever level he may happen to be. When other children understand, they, too, can sometimes help him. There should be many opportunities for success. Sometimes to begin with, a simple stunt or a hiking trip or other activity in which there is little of the competitive element will help him.

Many times motion pictures or other audio-visual aids, visits by a coach, or outstanding athlete, or similar motivations will encourage the "problem" child, as well as the others, to improve.

Coeducation.—The social values of most physical education activities are so important that, wherever appropriate, they should be carried on coeducationally. Participation in physical education activities by boys and girls helps them to know and understand each other better. To live happily, boys and girls have to learn their own sex roles in life. Coeducational physical education helps them to do this. Some activities have men's rules, girls' rules, and rules for "mixed" participation. Some activities have a boy's part and a girl's part. Certain courtesies, considerations, and ways of acting are part of the traditions or "unwritten laws" of some coeducational activities. Some activities, though, are traditionally masculine and some are feminine. In most instances, however, it is a matter of degree or emphasis which determines whether these activities should be coeducational.

Separation of boys and girls in school activities is not generally recommended at any age level. There are, however, some activities that, under certain circumstances, might be carried on separately. These are mainly the ones in which differences in strength or skill make it uninteresting or unsafe for girls to participate with boys, such as touch football, combatives, or other activities in which body contact is predominant. Stunts and similar activities are sometimes inappropriate on a coeducational basis because of conditions relating to dress or costume.

Integration.—Physical education is included in the elementary school program because it has unique contributions to make to the

well-rounded growth and development of children. That should always be the criterion against which any physical activity is evaluated before it is included in a child's school experience.

Certain physical education experiences, however, enrich other learning activities of the children. These should be used only when the relationships normally arise and when it is apparent that the broad objectives of physical education can still be achieved and a balance in program maintained. As an example, the teacher and pupils might plan the folk dances they consider to be worth while in their physical education program for the time when they are most meaningful in relation to a social studies project. It would not be desirable, however, to persist with a folk dance which the children do not particularly enjoy just because the dance happens to fit nicely with something else they are studying. Neither would it be wise to neglect other kinds of activities by spending a disproportionate amount of time on folk dances even though children do like them and they do relate to other studies.

The following are but suggestions of possible physical education interests that may sometimes relate naturally to other areas of learning. Alert and imaginative teachers and pupils will find innumerble additional opportunities.

Health, safety, and first aid.—One of the preceding sections of this chapter deals with several health and safety suggestions for physical education. There are other health implications throughout the bulletin. Many others could be mentioned, such as: Prevention and care of injuries; safe practices in all physical activities and particularly in vacation and outdoor activities—water sports, cycling, camping, and the like; safe practices on playgrounds and play apparatus; additional matters relating to communicable disease—the common cold, avoidance of athlete's foot, and other skin infections; safe drinking water; and the mental health aspects of physical activities—hobbies and other forms of recreation, making and keeping friends, and coeducational participation.

Language arts.—A child in describing or discussing a game can be learning about clarity of oral or written expression. Interest in reading may sometimes be increased when the subject is one dealing with sporting events or sport personalities. Children's play interests make for enjoyable dramatization in many forms. Using good techniques of group planning for physical education is important to its success.

Mathematics.—Many of the mathematical calculations involved in such operations as scoring or determining team standings are taken up with interest by boys and girls when they want to know the results.

hey can find practical use for graphs and records when these are ed to show the children's own progress. Pupils of all grades n measure and lay out the boundaries, courts, or patterns that are ed in their games, relays, and other activities. The teacher will pect the degree of precision and the mathematical operations to in keeping with the children's level.

Children often spend their own money for play materials and in at regard may be concerned with budgeting and buying wisely. the upper grades, they may help with school problems relating to e purchase of sports and other equipment and supplies.

Social studies.—Children may sometimes gain insight into the way life of our own people and people of other places and times rough learning about dances, stunts, games, and other activities those people. They may note the relationships between the ac- ities and the cultural and physical factors that bear upon them. ildren may learn techniques of planning and working together rough organizing and carrying out their play activities. The rela- nships of the social controls in play to those in civic life may understood in varying degrees by the children of various age els. Sharp issues which arise in relation to play sometimes provide cellent opportunity for development of problem-solving techniques.

Science.—Many elementary scientific principles, such as those relat- to leverage, force, inertia, balance, and friction, can be applied en children consider their own problems of body balance, move- nt, or lifting in various activities. When a child is interested in ing how far he can throw a ball or in throwing it accurately, he y be receptive to ideas on the simpler aspects of an object in tion. Children may be interested in climate or terrain when these ns relate to the choice of recreation or to care of play equipment t they value. As they decide the best way to keep mats clean to use the shower or locker rooms, they will want to base their isions on scientific facts relating to disease transmission.

Music and art.—The relationships of music to rhythms as used in sical education have been referred to in detail earlier in this pter. Through many physical activities the pupils may grow to reciate and enjoy beauty of form and graceful movement and use of color, space, and design.

ndustrial arts.—The industrial arts program may be a very helpful of physical education. Children can obtain practical experience le making equipment and supplies that are needed in the physical cation activities.

nterests in sports can relate to an understanding and appreciation he qualities of many kinds of materials used in physical education

facilities, equipment, and supplies. For example, an eighth-grade boy who wants to buy a set of bow and arrows learns that different kinds of wood have different qualities and that only certain woods are selected for good grades of archery tackle.

summary

In order that a child may develop to the full extent of his capacities, the school curriculum must afford many broad, varied, meaningful experiences, and provide understanding leadership. Among the experiences will be variety and balance in activities of the physical education program—rhythms, creative-dramatic activities, games, self-testing activities, combatives, relays, conditioning activities, nature and outdoor activities, water sports, and winter sports. The activities will be selected in accordance with the needs and interests of the child and will become progressively more complex in skill techniques and organization as the child, himself, grows and matures.

The school has a responsibility for providing *instruction* in physical activities so that each child may gain the skills, information, and appreciations which will enable him to meet his growth needs for activity, to profit from the social and emotional processes involved, and to develop personal resources for wholesome recreation. The school should also be concerned about providing encouragement, leadership, and opportunity for *recreational participation* in school and during out-of-school hours. Additional opportunities for physical, social, and emotional growth might be provided, especially for children of the upper grades, through an informal *intramural* program. After all the needs of all the pupils are provided for, first, through *instruction* and *recreation* for all pupils, and, second, through the additional recreational opportunities of *intramurals*, play days and sports days for children of middle and upper grades, then the elementary school might consider informal, invitational interschool participation in selected activities for children of grades 7 and 8. In all phases of physical education, modifications should be made for children who cannot participate in the regular program.

Certain basic considerations should apply from the beginning of planning for the physical education of children. Among these are: Protection of health and motivation of desirable health practices, adjustments for exceptional children, as well as the overage children, encouragement of the child who does not participate wholeheartedly, planning for coeducational participation wherever appropriate, and integrating the interests and learnings of physical education with those of other areas of the curriculum where there are natural, easy relationships and where the full values of physical education and other subjects can be maintained.

Chapter III

suggestions on the "how" of physical education

physical education and the general school day

At this point the reader may be wondering how to get in all the physical education and other learnings, too. To answer this, let us consider the school day as a whole. Flexibility is the keynote. By working together, the people of a school can organize and carry on their program in the way that is best for the children of that school. No two situations are alike. The following discussions are suggestive of what some schools are doing to facilitate physical education as part of a total program.

Play before school.—When bus schedules or other conditions cause some children to come to school early, arrangements should be made to have the school open and comfortable. Administrators, teachers, parents, and pupils planning together can arrange to have sufficient adult supervision on hand with recreational equipment and supplies available to see that the children will be well cared for and will have interesting, worth-while things to do.

Instruction during school hours.—The teaching of physical education requires a situation in which children can work purposefully

and safely. Since some schools have extensive facilities and resources, this offers no problem to them. Each teacher can take her class to a playroom or outside play area, or use a spacious classroom for physical education at the time that seems best and natural during the day.

Unfortunately, many other schools do not have this advantage; therefore an orderly procedure of scheduling has to be worked out to provide a teaching situation uncrowded and free of distractions. The principal, teachers, and children must plan cooperatively to share facilities and other resources equally and to use them efficiently. Throughout the day the various grades should take turns having their physical education period. The more limited the resources, the more necessary becomes a definite schedule in order that each child may have instruction in physical education daily.

Recreation and intramurals during recess, lunch, and activity periods.—The recess period of some schools gives opportunity for free play. An extended lunch period provides time for free play and organized recreational and intramural activities as well. However, many schools are reconsidering the use of these times and are working out other procedures such as those described in the four following paragraphs.

The recess period of the traditional type has been replanned. One of its former purposes has been eliminated since the children are allowed to use drinking facilities and toilet facilities as needed. There are also flexibility and freedom of movement in classroom activities and a friendly informal atmosphere. These changes plus the instructional physical education period and frequent "activity periods" have reduced the need for recess. There still is place in the schedule for a period in which children can have free play. Such a period is usually planned by teachers and principal for the days in which children will not otherwise have free play.

Some schools, in which most of the children eat lunch either at school or at their homes relatively close by, have found that only 30 to 45 minutes is needed for the lunch period (for each lunch section). Those who eat at school go to the lunchroom in shifts, several classes at a time. They are given sufficient time to wash their hands before eating—without penalty of losing place in line or being too late for warm or sufficient food. There is no particular rush. Handwashing and eating require about a half hour where facilities are adequate and organization is good. The children return to the classroom or to other places for their choice of restful activities during the remaining few minutes of their lunch period. Emotionally stimulating situations immediately after eating are avoided.

By reducing the necessity of recesses and by cutting down on the lunch period, these schools conserve time that can be used to schedule a period for activities that involve children of several grades at the same time. This period is sometimes called an "activity period." Depending on the situation and age of the children, it lasts from 30 to 60 minutes and is provided from one to several times a week. In this activity period, children plan and conduct their club activities such as hobby groups, Junior Red Cross, and the school band. They also plan and conduct their school organization units, such as the student council, health committee (if it is not part of the council), safety patrol, and bus patrol. Special activities like assembly periods, ceremonies, and holiday observances are carried on at that time. Sometimes this period is used for informl recreation or free play. Intramural activities are often scheduled during the activity period. The activity period is particularly desirable where some pupils cannot remain after school because they are transported by bus or for other reasons.

To avoid conflicts, teachers, pupils, and principal have to plan the use of the period in advance. They may schedule certain continuing activities on regular days.

Recreation, intramurals, and other activities after school.—Activities conducted after school classes are dismissed extend opportunities for participation. For those pupils who are free to participate, opportunities should be made available for informal play, club activities, intramural sports, and, under certain conditions, interschool activities.

Special days for special occasions.—Some activities have sufficient value to warrant an occasional scheduling of a block of school time for them. Among these activities might be mentioned play days or sports days, day camp or camping trip, cycling or other outdoor excursion, and pageants or festivals. Care should be taken, however, to insure that time which should be used to help children have a broad range of experiences is not used to perfect a festival or carnival.

conducting physical education activities

Chapter II discussed what a physical education program is like and what it does for boys and girls. This chapter offers some general suggestions on how these activities might be carried out.

features of instruction

Who shall teach, classroom teacher or special teacher? Some people say classroom teachers should do the work, others that specialists

can do it better, and still others that it is not a case of one or the other, but that both classroom teachers and specialists need to work together.

Classroom teachers who have a deep understanding of boys and girls look upon physical education as a part of the total school day. These teachers also think that they should have opportunities to teach physical education, first, because it gives them another way of knowing children better; and, second, because it enables them to provide a better-balanced school program.

Specialists in physical education know boys and girls, too. The specialists are usually more aware of the values of certain physical education activities to growing boys and girls. They are likely to know more about the procedures for selecting and teaching these activities and for organizing and using equipment. On the other hand, because the specialists usually teach more children than classroom teachers do, they may not know a particular group of boys and girls as well as she does.

When classroom teachers and specialists plan together and share the responsibility for teaching, good programs for children and youth are likely to result. Many communities are finding that classroom teachers like this way of working.

There is no *one* pattern to follow to determine who should teach physical education. The community in which the school is located, the needs of the boys and girls, the philosophy of the staff on the job, the preparation and abilities of the teachers now in the school system, the facilities available—all these and other factors determine how education goes on locally.

Teacher-pupil planning.—Even though children may differ widely in many other qualities, they have this characteristic in common—a desire to be recognized, to be considered important. The wise teacher understands this and guides the children toward increasing self-responsibility. She is careful to see that the children's tasks are challenging yet not frustrating because of frequent failures.

When children understand why they are working toward certain objectives and actually help set them up, their learning experiences take on real meaning and are more apt to be effective. When children help plan and carry out an activity, they become concerned with its success. When they come face to face with problems of organization or cooperation, they become more understanding of the duties of individual members in group undertakings.

Teacher and pupils planning the schedule of the school day will naturally consider the time, place, and purposes of their physical

education activities. They will also want to plan in the classroom specifically for the physical education period before going to the play area. This enables everyone to understand the procedures and activities, to know what each person and group agrees to do, and to avoid confusion and time-wasting. It also enables the class members to decide what equipment and supplies will be used, to have the necessary materials ready, and to agree on who will be responsible for getting them out and back. Such planning also permits discussion of ways of doing the activities and of individual-group relationships.

Planning for physical education relates to what is done over a period of years to help the children progress in their development. Similar planning is done for the year. In the plans for the year, particularly in the upper grades, related experiences are sometimes grouped into units.

Children will vary in the degree to which they can help plan over a long-term period. They assist mainly in the day-to-day planning. As they go up through the grades, they should be expected to grow in ability to understand the more general purposes for which they are working over a period of several weeks. They should also gain an idea of balance in activities and of planning for seasonal activities over the course of a year.

Class organization.—One way of organising the class for instruction in physical education is to group the children in squads. From 5 to 10 pupils is usually considered a desirable number for each squad. A child will remain, usually, with a squad over a period of several weeks. Teacher and pupils may decide to reorganize the squads as circumstances indicate. For example, an arrangement within squads, according to age, height, and weight, with boys and girls in separate squads, might be desirable for a seventh-grade group having a unit on stunts and tumbling or combatives. In the same grade it might be desirable during a unit on volley ball to have the squads made up of boys and girls together. In rhythms there is seldom any necessity for using squads.

Each squad has a squad leader and assistant. These help the teacher and other pupils with group management, teaching of skills, care and use of facilities, and other matters that arise. One of several ways may be used to give children opportunities for leadership: appointment by the teacher, election by the group, or automatic rotation at intervals. The duties of squad leader and assistant should be such as to permit almost any child in the class to undertake them and to find some measure of success. Often the assistant squad leader automatically moves up after serving his apprenticeship and a new

assistant is selected. The teacher and squad leaders together sometimes decide how the boys and girls will be distributed among the squads.

Some general suggestions on teaching.—Limitations of space prevent a full treatment of methods of teaching physical education. Several of the references in chapter X give detailed attention to this aspect. A few general suggestions are offered here.

pre-planning.

1. *Plan* to teach physical education just as a good teacher *plans* for other learning experiences.

2. Keep in mind the general objectives of physical education and try to break them down into specific objectives.

3. Remember that all teaching should be based upon the needs and interests of children.

4. *Know the activities* that you plan to teach or that the children are likely to choose—rules, regulations, courtesies, equipment, health and safety precautions, boundaries, ground rules, adaptations, variations, and other fundamentals. It also helps to know such things as historical development (if significant), social or carry-over values, prominent people or teams related to the activity, and other interesting information.

5. *Analyze the skills.* If you can't demonstrate the skills, at least know how they should be done. Those skills that you can't demonstrate yourself might be presented by older pupils or by pupils in the class (usually there are one or two who can). Sometimes special teachers of health and physical education or high-school pupils are available. There are many written descriptions of physical education skills and visual aids in many forms, including slow-motion pictures, which might be used.

planning with the pupils.

1. Try to picture some of the possibilities of class procedure before going to the play area. Know what activities will be taken up and generally in what order. Broadly these ideas apply:

(a) Have a warm-up activity first which all pupils can do successfully and with fun.

(b) Let some of the children sing while the others perform, and then alternate if a singing game or other rhythmic activity is especially vigorous.

(c) Consider interspersing the less vigorous among the more vigorous when the activities of the lesson vary in vigor.

(d) Decide the order of activities in part at least, with reference to the facilities and equipment being used so that changes from one activity to another may be speedy and orderly.

(e) Plan to end the class on a happy note with all children taking part.

2. Keep in mind individual differences. Challenge the gifted. Encourage the inadequate. Make adjustments for the incapacitated. To improve, children need motivation and opportunities to practice over and over again.

3. Plan for *every* pupil to achieve some kind of success *every time* he has physical education.

4. Check on equipment, supplies, and other necessities so that with pupil help these things may be ready in advance. Plan to go outdoors whenever possible.

on the play area.

1. Teacher interest, enthusiasm, and fun in physical education inspire the same responses in children.

2. Get the activity going as soon as possible. Avoid drawn-out discussions. Make explanations clear and concise. Allow only sufficient comment to get the activity underway, and then take up the details as situations arise.

3. Demonstrate or diagram where necessary.

4. Keep voice low and controlled. Stand so that entire group can see and hear you. Have children in fairly close formation while making explanations or demonstrations; however, some activities are best explained if children are in regular playing formation for that activity.

5. Help pupils analyse their own performances and, as far as they can determine, their procedures for self-improvement. It is sometimes necessary though, especially with small children, to actually place their bodies in position or move the body parts for them to help them "get the feel" of the skill.

6. Correct outstanding faults but let details go in the beginning in order to get the activity going. Avoid stopping the game too frequently to make corrections.

7. Keep as many children active as conditions allow especially in cold weather. Instead of having one or two large groups, try to have several small groups. Use the smallest number of players possible in each unit or team but use more units. Increase the number of runners, or balls, or chasers to fit the situation and give a maximum of physical activity. Vary the size of the playing space or modify the rules wherever appropriate and necessary to permit more people to play at the same time.

8. Be sure all children who are able take an active part. Do not allow the stronger players to monopolize the activity.

9. Pay especial attention to health and safety. Sometimes by moving a group a few yards, they avoid a safety hazard. Keep away from draughty, cold, damp places when pupils are inadequately dressed. Also, remember that a room heated comfortably for an inactive person may be undesirably warm for one taking part in vigorous activity. When children are playing a running game, do not allow them to run to a wall; use a line as a stopping or turning place.

10. Give a definite signal for starting and stopping the activity. Use a whistle where necessary but sparingly. Expect children to respond at once. (Let them be responsible for abiding by regulations they help make.)

11. Make the most of the social situations to encourage fair play, teamwork, and other socially desirable conduct. Be alert to observe individual children in their relationships with the group. Try to understand their strong qualities as well as manifestations of personality needs.

12. Watch for waning interest, especially with primary children. Change an activity before it "plays out." On the other hand, because pupils remain interested in an activity is no reason to continue it beyond its normal value in a complete and balanced program.

13. Encourage pupil leadership. Children may be referees, captains, score-keepers, and other types of leaders. They should be responsible for equipment.

after the activities are over.

1. When there are assignments or preparations to be carried forward from the lesson, the instructions should be clear and definite. The children should understand the purposes for such assignments or preparations.

2. Plan for continuing evaluation in which pupils have a part. What has been accomplished? What simple records should we keep? What does this mean for the pupils? How can these things we are doing be improved? These are key questions. The teacher may need the help of pupils, parents, and consultants in physical education to reach sound conclusions.

providing for recreation and voluntary participation within the school

Informal recreation.—Provision for and encouragement of informal play are important aspects of elementary education. By observing children in their voluntary play, teachers can learn many things about them.

Times for informal play are before and after school hours, during certain activity periods, during recess and lunch periods.

Activities appropriate for informal play are innumerable. They range from the traditional marbles and tops to any of the other activities mentioned in chapter II.

Adult supervision of free play is desirable. Its purpose is not to teach, to organize, to influence pupil choices, nor to act as a policeman. The adult is near the play area to observe the children, to make sure that proceedings go on safely, particularly where different age groups are relatively close to each other, and to guide pupils in desirable social behavior.

Recreation clubs.—During the time suggested for informal play, club activities can take place. The kinds of clubs have been suggested earlier in this chapter. They will vary in each school according to the interests of the pupils, their homes, and the community. Clubs usually have a faculty sponsor and pupil officers.

Play days and sports days.—Play days bring together a large group of school children, usually from neighboring schools, for a planned program of healthful, joyful activities. In play days the element of competition is held to a minimum. The emphasis is upon play for play's sake. Much attention is given to the social values; the children from the host school plan to make their guests comfortable and to help them have a good time.

Teams are usually made up of pupils from several schools who play together. This is in contrast to sports days in which a team from one school competes as a unit with a team from another.

Sports days are similar to play days except that teams keep their school identification. A large number of teams represent each school in the various activities. Emphasis is upon fun, and there are no costly awards, publicity, or other aspects of highly organized competition.

Play days and sports days, to be successful, call for detailed and thoughtful planning. Several of the references listed in chapter X contain descriptions of play days and sports days.

Intramural program.—The nature and place of intramural activities were discussed in the previous chapter. We will deal here with matters of organization.

In some schools, particularly six-grade elementary schools, intramural activities are carried on informally with little concern for organization or competition. Children and teachers plan the activities for certain times and the pupils usually in grades above the primary, are encouraged to come out. Teams are sometimes organized on the

spot and sometimes stay intact for a week or two. Games and other activities are played, and although scores may be kept, they have little significance beyond the time of the activity. In this sense, intramurals are very much like some of the aspects of the recreational phase described earlier.

In other schools, most of which include grades 7 and 8, intramural sports mean informal competition among teams of nearly equal ability. Each team remains as a unit over a period of time, and usually, results of games and other activities are recorded and winners are determined. The following suggestions apply mainly but not wholly to that kind of program. They are primarily made with reference to upper-grade children.

Playing units.—Thought should be given to finding suitable units of competition. A common practice is to have teams representing the several grades. This often favors the upper grades and results in unequal competition because of differences in growth and maturity and in abilities. Whether grade units or others are more desirable, however, will be a matter for individual schools to decide. Other choices sometimes found are: neighborhood groups, clubs, bus groups, teams selected by team captains (appointed or elected), or teams suggested by the teachers.

Whatever the unit, an attempt should be made to have teams which are evenly matched and whose members feel some group loyalty. Every effort should be made through team organization to diminish rather than to accentuate any cleavages which might exist among the children.

Much of the sport may be carried on coeducationally. Participation between "mixed" teams in appropriate activities is to be encouraged.

Time.—After-school hours and activity periods are the most desirable times for intramural sports. Other times, often used, are before school, at recess, and during the lunch period. In regard to use of the lunch period, an authoritative statement, reference No. 28, chapter X, says that physical activity may not be harmful following a meal, *but situations having high emotional content might be*. Teachers and others should therefore carefully consider the kinds of competitive activities, if any, to be carried on at lunch time.

In general, having intramural competition during the instructional period is not recommended. This does not mean, however, that during the teaching period the pupils should not be allowed to play the games and contests they are learning at the time.

Activities.—Many activities can be introduced into an intramural program. The following are suggestive: *Team Activities:* Dodge ball,

captain ball, newcomb, other simple athletic games, volley ball, basketball, touch football (boys), softball, field ball, field hockey and track and field events; *Group Contests:* Tug-o-war and relays; *Individual and Dual Activities:* Marbles, kite flying, yo-yo, hoop-rolling, rope jumping and similar contests, box hockey, shuffleboard, darts, deck tennis, horseshoes, quoits or washers, paddle tennis, table tennis, hand tennis, paddle badminton, aerial tennis, tether ball, and many others.

Each activity mentioned should be considered in terms of appropriateness for the various age levels as explained in chapter II.

Administration.—It takes planning, attention to detail, and cooperation to operate an intramural program successfully. One good practice is to have an Intramural Committee composed of teachers and pupils with perhaps one teacher designated as coordinator. The pupil members are usually representatives of the teams, pupil sports managers, and other representatives elected at large. Often the responsibilities for specific events are rotated among the teachers so that one may be teacher-sponsor for the volley ball competition, another for the table tennis tournament, and so on. Usually the teams have a captain and a manager.

Officiating, perhaps, is the phase of intramurals that most often is not given sufficient consideration. The desirable social outcomes of competitive activities depend upon good leadership and impartial and competent officials. Pupil leadership may be used effectively, but pupils must be given a chance to learn to handle responsibilities of referee, umpire, judge, scorer, timekeeper, or similar posts before being placed in situations of importance to the participants.

Methods of organizing competition include: elimination tournament, consolation and double-elimination tournament, round-robin tournament, and ladder and pyramid tournaments. Information on ways of organizing competition may be obtained from several references listed in chapter X.

Interschool athletics.—The increase in programs of highly organized athletic competition for children of elementary and junior high school age is the concern of many parents, teachers, and community leaders. The subject is being studied by committees of such organizations as the American Association for Health, Physical Education and Recreation, Society of State Directors of Health, Physical Education and Recreation, Department of Elementary School Principals of the National Education Association, and the National Council of State Consultants in Elementary Education. Timely statements by such groups represent up-to-date authoritative opinion. Such

statements can be found by looking into the professional literature or by writing to each organization's headquarters office.

The following statement of the Society of State Directors of Health, Physical Education and Recreation, adopted at its annual meeting in Boston, April 1949, is illustrative:

> Highly organized competitive athletic leagues are not desirable for children and youth of elementary and junior high school age (grades 1-8). Physical education in elementary and junior high schools should stress a well-rounded program of instruction for all children and—for as many as possible—an interesting, extensive program of intramural competition in team, dual and individual sports supplemented by sports days and play days. In schools where intramural competition is not possible, sports days and play days should be given particular emphasis.
>
> All athletic competition should be conducted in accordance with needs, capabilities and interests of growing children.

Some States have considered the problem on a State-wide basis. Through cooperative action of representatives of many official and nonofficial agencies, desirable practices and controls for athletics in elementary and junior high schools are being instituted.

The questions which follow seem to be important. They should be answered to the satisfaction of parents and educators before permitting children of elementary and junior high school age to participate in interschool competition or similar competition sponsored by nonschool groups:

1. Are we now meeting the needs of *all* children through *instruction* in physical education and *recreational* and *intramural* activities? What is the quality of these phases of the program? Must they still be improved to be reasonably good for all pupils? How much of our time, energy, and money would have to go into a program of athletics for the few? Can we afford it at this time or are there priorities?

2. What kind of leadership will the athletic program have? Are the leaders professionally qualified? Do they know and understand young children? Are they interested only in the welfare and happiness of boys and girls, or do they seek personal advantage—publicity, status, or financial gain through the exploitation of children?

3. Are the proposed sports and other activities appropriate for the age, maturity, skill, stage of growth, and physical make-up of the children?

4. Will there be adequate safeguards for health and well-being through: adequate protective equipment, adjustments in playing time and other rules, competent coaching and officiating, reasonable schedules in terms of frequency and time of day of contests, clean drinking water and other hygienic provisions, limited and safe travel

with responsible adults, and attention to healthful practices of all kinds and especially those relating to eating?

5. Is the program free of undesirable publicity and promotion? Will the child spectators and participants be permitted to grow up naturally, to be free of a distorted sense of values of individual importance and of other aspects of living? Will they be free of unnecessary and undesirable pressures and overstimulation?

6. Will the children who participate still have opportunity for a balance in interests and activities or will the demands of athletic competition restrict their experiences in other worth-while things, such as home recreation, Boy Scouts, camping trips, hobby groups, music, drama, and arts and crafts?

happy, healthful hours when school and community work together.

School-community recreation.—Recreation is being recognized today as a basic human need. Schools and communities are accepting their responsibilities by adding to the wholesome recreational life of their people. In localities where the school and community leaders plan and work together they are finding that they do much better for children and adults—and more efficiently—than school and nonschool recreation agencies going their separate ways.

Citizens might consider how the recreational needs of all children of the community can be met. They should learn what kinds of activities are appropriate for children of various age levels. This subject will be discussed again in chapter VII.

In planning new buildings and in developing existing ones, leaders should consider the possibilities of a school-park-recreation center

not only for sports and physical activities, but also for activities related to music, art, hobbies, crafts, discussion groups, book reviews, garden clubs, dramatics, social functions, youth groups, and the other undertakings that enrich school-community life during 12 months of the year.

Let us assume that citizens in the community study ways in which the school-community recreation program may best serve the people. More than likely, in most communities in the Nation, the citizens will find that it is the elementary school which must be developed as a neighborhood recreation center. For the most part, practical considerations of loyalties, conveniences, and economy of time indicate that the elementary school will have to develop facilities and program if a large segment of people is to be reached. Elementary school centers will supplement high-school facilities which serve a large geographical area.

To achieve these possibilities will require community interest, an honest self-evaluation by professional education and recreation personnel and lay groups of the present program for children and adults, and community teamwork in planning and improving recreational provisions.

Year-round program.—Parents and educators are becoming more and more concerned about something that they have known for a long time—that children learn many things in places other than school. Parents and educators are serious, too, about the educational impact on children of the ways in which they spend their leisure. One of the big blocks of free time comes during the traditional 3-month vacation period.

Many communities are planning for a year-round school program to insure that their children have opportunities for continuing development. Some are past the planning stage and are operating interesting programs. Many parents—and undoubtedly most pupils—will need immediate assurance that a year-round program does not necessarily mean that children will be doing for 11 or 12 months, more of the things they are now doing for 9 or 10 months. Undoubtedly many opportunities of the regular school term would be offered during the added months. But many new and different activities, or familiar activities in new settings, would be the rule.

Extended programs would be rich in recreational experiences. Generally the kind of school-community recreation program described in the previous section would constitute one of the major aspects of a full year's schooling.

Outdoor education.—Educators have long believed that the more direct and meaningful the experience, the more probable it is that

learning will take place. This would indicate that some things can be learned more effectively *outside* the classroom. Continuing growth of programs of camping and outdoor education point up this interest in bringing children to the environment which best suits the *particular educational objectives*. Some of the educational possibilities of outdoor education are to be found in the area of health and physical education.

The social and personal values that come to children from group work in the social-emotional environment of a camp are extremely significant. When teachers and children evaluate an outdoor education experience, they usually indicate that the most worth-while outcome is their getting to know and understand each other better than they were able to "back at school."

summary

When administrators, teachers, and children of a school plan together, physical education facilities, equipment, and materials can be shared and used to best advantage. The resources for physical education should be made available to boys and girls before school for recreation, during school for instruction, during recess periods, lunch time, the "activity period," and after school for recreation and a variety of organized activities.

Through cooperative planning, it is possible to work out such problems as allotment of time; use of space, equipment, and materials; provision of adult leadership and guidance; and ways of using student leaders.

The nature of the physical education activities will determine how the class can best be organized for instruction. Whether classroom teachers, special teachers, or classroom teachers with the consultative assistance of specialists in physical education shall teach the physical education must be decided locally. Many schools, however, are finding that the last-named arrangement makes for the best program for children.

In many places throughout the country educators and parents are working together to extend school services beyond those traditionally provided. School-community recreation programs, year-round school-sponsored programs, and camping and outdoor education are examples of what has already been done or what is being planned.

Good physical education has much to contribute to the whole range of school-community life for children and youth.

Chapter IV

spaces, places, and tools

importance of adequate facilities, equipment, and supplies

In the classroom the teacher helps children learn through the use of books, globes, maps, charts, desks, tables, chairs, clay, crayon, chalk, audio-visual aids, and similar materials. The tools of physical education for teaching and playing are balls, bats, paddles, nets, phonograph records, apparatus, and other things. Playing fields, courts, playrooms, gymnasiums, swimming pools, and outdoor places form the learning environment. To achieve the educational purposes of physical education, then, requires that the school provide the necessary facilities, equipment, and supplies. Some of these are inexpensive, some can be improvised, others are costly. The important thing is for the school administration to recognize the need for supplying physical education resources and to accept responsibility for providing them. This kind of support is being given in school systems where administrators consider carefully relative educational values in the budgeting of funds for various school purposes.

To develop skills children must have opportunity to try, to analyze their attempts, and to try again and again. For example, a first-grade child in learning to throw and catch must have many opportunities to handle the ball. Similarly, an older child who is learning to serve a volley ball must try many times during the instruction period. If he were to learn to serve just by playing volley ball, the opportunities to serve would occur perhaps only two or three times during a class period. Therefore, a volley ball is needed for each group of 5 to 10 children who are learning volley ball skills at a particular time. This general idea is no different from that in other learning situations. No teacher today would be expected to do a good job of teaching reading if her group of 35 pupils had only 1 book. One child would have to read a sentence or two and pass the book on to another who would do the same thing, and so on until each member of the class had had an opportunity to read a sentence. Neither can a teacher help 35 children acquire physical skills if they have only 1 ball. Under such conditions some children (usually those most in need) will have only one or two chances to put their hands on the ball during a play period.

some essentials on facilities

The development of the elementary school site as a "neighborhood park-school" to serve children's educational needs and those of the small community for park and recreational facilities as well is recommended in the "Guide to Planning Facilities for Athletics, Recreation, Physical and Health Education." This is in line with the discussion on "School-Community Recreation" in chapter III. Full details of the recommendations can be found in reference No. 43, on page 92, of this bulletin.

Outdoor space.—Ironically, one of the most basic of children's needs—space to play in—is lacking in many elementary schools. A standard of about 10 acres is generally recommended as a minimum for a park-school. Where the park-idea is not feasible, the elementary school site should occupy space equal to a base of 5 acres plus an additional acre for each 100 pupils. Thus, a school of 400 pupils should have a 9-acre area. Much of this should be in the form of unobstructed play area, turfed if possible, and free of holes, debris, and other hazards to safety. Some of the area should be hard-surfaced.

Multiple-use paved area.—Most elementary schools need a hard-surfaced area that can be used during the many times that the grounds are wet or snow-covered. This kind of area not only permits outdoor physical education on the days when children would ordinarily be confined indoors, but provides for a wide range of activities—court games, roller skating, and dancing—that can be done better on a paved surface than on turf. Some resilient type of bituminous surface is recommended. The specific kind depends upon climatic conditions and materials available in the locality. The size of the all-weather area need not be large, if it is to be shared throughout the day. However, it should accommodate one, two, or more classes at a given time on a wet day—whatever is necessary to enable each child to have some activity. A much larger area of paved space is recommended where used for school-community purposes.

Often county or city highway departments will assist in hard-surfacing part of the school yard with savings in cost.

Indoor space.—Every elementary school needs indoor play space in the form of a playroom or gymnasium, since physical education is a daily need regardless of weather. Many desirable activities can be carried on as well indoors as out and some even better.

A satisfactory size for an indoor play area to be used for elementary school-neighborhood purposes is 50 by 80 feet, with a ceiling 20 feet high. Shower and dressing facilities for children in the middle and

upper grades and for adults of the community are desirable. Full details can be found in reference No. 43, and others in chapter X.

If the playroom is not going to be used by older youth and adults, it is usually better to have one or more rooms, depending on size of school, much smaller than the size mentioned above. In the planning of new elementary schools, thought should be given to the needs of children in primary grades for indoor play space as well as to the needs of older children.

Making the most of facilities.—The accommodations for physical education suggested above are not impractical. The facilities in many schools exceed them. However, those of many other schools fall far short. All schools need to make the most of what they do have. The following suggestions might help.

Scheduling.—The more limited the facilities, the more necessary becomes definite scheduling. Teachers and principals planning together can work out a procedure for staggering the physical instruction sessions so that small groups may use the facilities throughout the day. Lunch periods may also have to be staggered. Similarly, agreement in advance on the use of facilities during the activity periods and recesses is desirable.

All groups using the same facilities at a given time also have to plan activities carefully to use the space effectively and to avoid conflict. For instance, one group might be using the play area indoors for rhythms, another the multiple-use paved area for court games like paddle tennis, while a third group might be using the turfed area for a game such as volley ball. Obviously, different kinds of equipment and supplies will be used by the various groups.

During inclement weather schools which do not have a playroom or gymnasium should try to use hallways, auditorium stage, if there is one, classrooms, and any other available space. Miss Smith, for instance, has to use her classroom for physical education on rainy days. So does Mrs. Green, whose room is directly below Miss Smith's. If they plan to have physical education at the same time, neither will disturb the other very much. If they don't plan together and Miss Smith's group is having physical education while Mrs. Green's group is trying to read, disturbance seems inevitable. In some schools, a play shed, erected over a small, paved area, has served for outdoor play during inclement weather. Covering over a large space, however, may cost more than it is worth.

Arrangement and improvisation of facilities.—Teachers and pupils should analyze their own situation and arrange to make maximum use of facilities. Every wall, every space, every piece of ground should be carefully considered in the light of pupils' activity needs. For

instance, a flat wall surface might be used in adaptations of wall games like handball or wall baseball, or it might be used in practicing skills like ball target throw or stroking paddle-tennis balls. A narrow court between two wings of a building might be an excellent place for horseshoes, deck tennis, or paddle badminton. Some unused strip of pavement might provide a suitable area for shuffleboard, sidewalk tennis, hopscotch, or other activities. It would be well to keep in mind that no game is so important that its rules cannot be revised to meet the special needs of a situation. It is important that all participants understand any deviations from the regular rules.

Sometimes just the removal of a tree or rearrangement of shrubbery will provide additional space or will remove a hazard. A little hard work and a lot of ingenuity can sometimes convert a first-floor classroom into a shower and locker setup or a cow pasture into a play field.

Every situation is different in its possibilities and in its challenge to the orginality, thoughtfulness, and initiative of teachers, pupils, and those who help them. Often civic groups, parents, and other volunteers will help an elementary school develop its play area.

In laying out the grounds for apparatus areas, ball diamonds, and play fields, leaders should give much thought to efficiency, avoidance of traffic problems caused by children going to and from the area while others are playing, separate areas for young children, directions in reference to the sun, and other such factors.

Additional suggestions on facilities.—Care and maintenance is a joint responsibility of custodian, administrator, teachers, and pupils. Children should learn to use and conserve the school facilities.

Safety and hygienic control are repeated here for emphasis. This, too, is a joint undertaking in which teacher and pupils have important roles. Among the things boys and girls can do are: help keep play areas free of obstructions, holes, and debris; play games that involve kicking, batting, and throwing balls only in designated areas; keep primary grade children in safe areas; keep jumping pits and areas under climbing apparatus safe and well-raked; observe "traffic" regulations relating to playing games or riding bicycles; wear "gym" shoes where the need is indicated by considerations of safety and cleanliness; and follow directions regarding the use of showers, locker rooms, toilets, and dressing facilities.

Laying off courts takes planning. Such things as these might well be kept in mind: Make the most of space; use the general north-south direction (perpendicular to the path of the sun) for the direction of pitcher's box to home plate, the direction of long axis of tennis courts, or the directions in other activities where it is desir-

able to avoid having a player face the sun; keep boundaries well marked for good social outcomes. For outdoor permanent markings, old fire hose or wooden boards sunk (and kept) level with the ground and painted are good. Dehydrated lime is used for temporary markings, or where wood or hose is unsatisfactory. Paint for permanent lines and show-card color or chalk for temporary markings are usable for lining off indoor or hard-surfaced facilities. Before permanent lines go down there should be careful planning, and, if feasible, a try-out with temporary markings.

supplies

Expendable materials should be made available in sufficient quantity for children to learn efficiently. What kind and how many supplies will depend upon the local program, facilities, and teacher-pupil interests. The following suggestions are intended to give some idea of what a reasonable supply would be: Children should not have to remain inactive because of lack of supplies. When ball skills are being taught, one ball for every group of five to ten children should be provided; similarly, materials for other activities should be available in proportionate quantity.

selecting supplies

In general, it is desirable to spend limited funds first for balls and other basic supplies and one or two pieces of playground equipment like a "jungle-gym" and horizontal ladder (see next section). Any increase in funds should be used first to obtain adequate supplies and *then* to obtain other pieces of playground equipment.

The supplies for an elementary school include:

Air pump
Awl (for lacing balls)
Badminton or aerial tennis—rackets or paddles, nets, and shuttlecocks
Balls—Sponge rubber, and
6-inch rubber "gameballs"
Volley ball-sized rubber "gameballs"
Basketballs (rubber for outdoors, also useful indoors)
Bean bags
Box hockey box, sticks, and ball (old baseballs will do)
Cord and measuring tape (for lining off courts and measuring distances)
Darts and dart board targets (magnetic or rubber suction kind for younger children)
Deck tennis rings or tenniquoits
Footballs (rubber)
Horseshoes and stakes
Indian clubs or pieces of wood 2" x 2" x 8" (for relays and games)
Paddle tennis paddles and balls (sponge rubber or old tennis balls will do)
Lime—dehydrated, for field markings
Paint and show-card color
Pateka
Phonograph records
Quoits
Ropes (long jump ropes and short individual ones)
Shuffleboard disks and cues
Soccer balls (rubber for outdoors, also useful indoors)

Soft ball or baseball—
- Balls
- Bases
- Bats
- Catchers' mask and protector

Table tennis—tables, paddles, balls, and nets
Tether ball and pole
Volley balls and nets
Whistles (for teacher and pupil referees)
First-aid kit

Additional supplies which are either more expensive or less essential:

Archery tackle
Bowling—duck-pins and balls
Codeball—balls and cones
Fishing gear
Tennis rackets, balls, nets

making the most of supplies

Central storage.—From the standpoint of economy and efficiency central storage of supplies, as contrasted to each class keeping some supplies in its own room, seems desirable. It would be difficult to have 5 volley balls, 5 basketballs, and 5 of other things for each of 6 sections of grades 6, 7, and 8, for example. But the same results could be had by having the sections use a set of materials on a staggered basis throughout the day. Thus, the same 5 volley balls might be used by five or six different groups at different times within a day. If each group had custody of its own balls, 25 or 30 volley balls would be necessary to give the same number of children the same amount of opportunity. Certain modifications of this procedure would have to apply for the primary grades.

Plans for storing, issuing, checking, repairing, cleaning, and processing supplies should be worked out cooperatively by teachers and representative pupils. A teacher, with whatever help he needed, would undoubtedly have to be specifically responsible for general supervision. Each teacher and probably all squad leaders would be responsible for materials used by their class.

A game library, as conducted in some schools, enables children to check out supplies overnight for home play, picnics, and similar use. In operation, it is very much like the book-lending library.

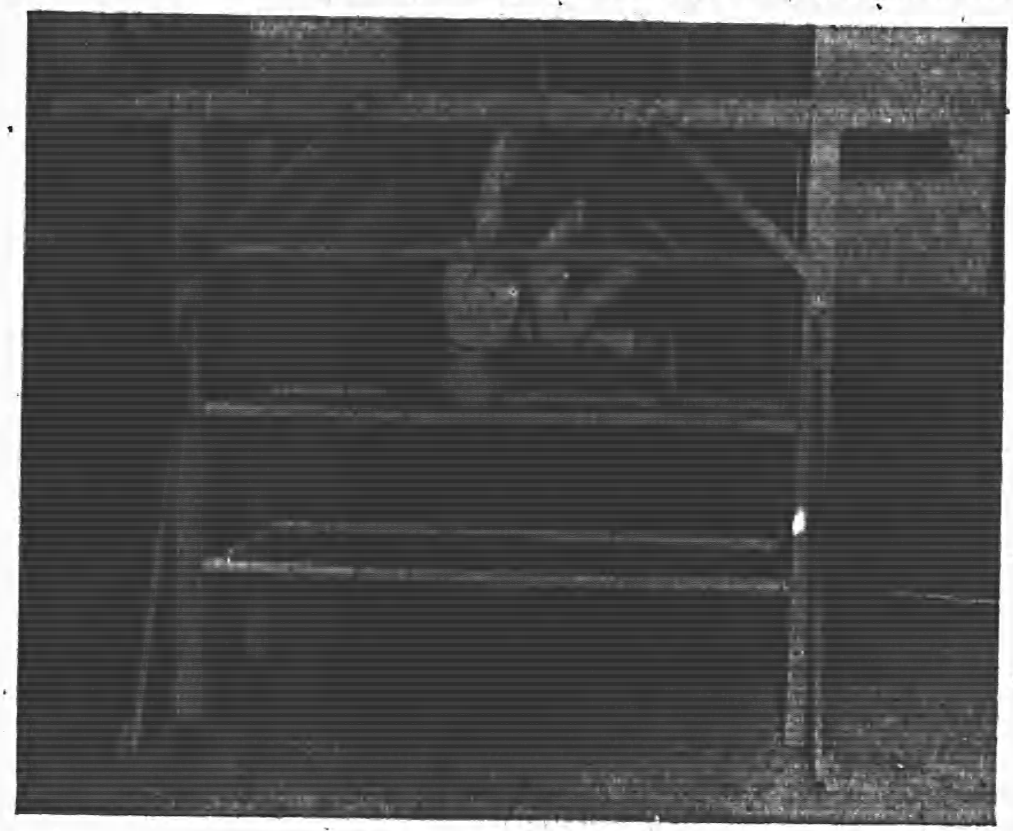
Home-made supplies.—Many of these supplies can be made by pupils or others at a great saving. The results will not always be comparable to commercial articles, but will usually be satisfactory. Here are a few examples: Paddles for table tennis, paddle badminton, paddle tennis, and similar games can be cut with a coping saw or jigsaw from apple crates, packing boxes, or plywood. Paddle badminton shuttlecocks ("birdies") can be made by placing a small sponge rubber ball (cost about 1 cent) in the center of a small square of scrap silk or similar cloth. If the ball is tied in the square with a rubber band so that the four corners and ends trail behind when in flight, a satisfactory "birdie" action may be obtained. Burlap

feed sacks or the net bags that oranges sometimes come in can be made into usable nets for table tennis, deck tennis, or other such games. Shuffleboard cues can be made from broomsticks and coat-hangers and the disks can be cut out of scrap wood just as paddles can. Baseball bats can be turned on a lathe, although from the safety standpoint only sturdy, resilient bats should be used. One length of sash cord will make a number of jump ropes.

There is hardly any limit to the useful articles which can be worked up through a little creative effort.

some essentials on equipment

As used here the term equipment means the more permanent materials such as horizontal ladder, "jungle-gym," and phonograph as contrasted to consumable supplies like balls, bats, and paddles. The first concern of those who provide playground equipment for



skin-the-cat — child's play!

school children should be that it helps them grow and develop. Priority should be given to equipment that enables children to hang, climb, turn upside down, and otherwise use the big muscles of their bodies, in contrast to equipment like swings and seesaws on which the children mainly ride.

selecting equipment

The following are suggested items of equipment:

PRIMARY GRADES
Phonograph or piano
Tumbling mats, covered with waterproof material or with separate mat covers
Playground equipment somewhat in order of priority:
"Jungle-gym" (climbing tower)
Horizontal bars—triple-fixed heights
Horizontal ladder
Parallel bars (child-sized, for free play)
Sandbox—benches
Balance ridge and balance beam
Trapeze or rings
Automobile tire suspended on rope
Vertical climbing pole
Slide (6 feet high)
Swings (hung from frame 8 feet high —some with chair seats)

UPPER ELEMENTARY GRADES
Phonograph or piano
High-jump standards and crossbar
Mats (as in primary)
Basketball goals (some 8 feet high) and backboards
Stop watch
Lining apparatus (for laying off courts)
Playground equipment somewhat in order of priority:
Uprights for volley ball nets and other net games
Removable soccer goals
Horizontal ladder
Horizontal bar—triple-fixed heights
Manila climbing ropes
Automobile tire suspended from rope
Trapeze or rings
Parallel bars
Traveling rings, circular or straight line
Vertical climbing pole
Slide (maximum 8 feet high)
Swings (hung from frame 10 to 12 feet high)

making the most of equipment

The same general ideas that were expressed regarding efficient use of facilities apply to using equipment. Scheduling and sharing help the equipment serve more people.

Much of the playground equipment can be home-made. Many suggestions for selection, care, maintenance, and home-made construction have been made in a publication of the Office of Education, *Education Brief No. 16, Playground Equipment that Helps Children Grow,* See reference No. 13, chapter X.

Mats can be made by stuffing ticking or canvas with felt, moss, cottonseed hulls, or similar material. A fair outdoor substitute for a mat, other than thick turf, can be made by softening the ground as in a jumping pit, but not quite so soft, and stretching a canvas across it.

care, maintenance, and safe use of equipment

Good maintenance is imperative for the safety of the children. It also adds to the life of the equipment. Bars, rings, ropes, ladders, and swings should be checked regularly. Reference No. 13 gives further suggestions on this.

Mats should be stored on a "mat truck" or in a clean place or hung by clamps from the wall. They should be carried rather than dragged in moving them short distances. Over long distances, they should be transported by a "mat truck," cart, or wagon. Since mats are heavy, teachers should exercise caution in having children move them. Mats should have a waterproof covering for easy cleaning or, if made of canvas, should have separate covers that can be laundered. Mat covers in use should be stretched tight to avoid tripping the pupils.

budgeting, financing, and education

Educational considerations point up the necessity of the school board's providing in the school budget for adequate materials for physical education. All too frequently the elementary school is forced to obtain such materials from other sources. This has led to many undesirable practices. Sometimes the Parent-Teachers Association is overburdened with providing necessities. It is not unusual to find an elementary school selling candy, cakes, and carbonated drinks to the children in order to make money to buy physical education equipment and supplies.

These situations result in the inconsistency of encouraging questionable health practices to provide materials for healthful exercise. Often pupils are exploited, as in the selling of votes for a May queen in order to obtain school funds. Sometimes donations from outside groups are sought. These donations often bring with them pressure from the contributing organizations to direct or influence activities and policies which should be primarily the responsibility of the school. Often the elementary school has to be content with "hand-me-downs" from the high school—which are usually worn-out or over-sized, or both!

If a school activity has educational meaning, then it should be supported with school funds.

Chapter V

what teachers see when children play

play is revealing

When you watch children play, don't you often wonder where they get all their energy and drive? Don't you envy boys and girls their ability to laugh, to enjoy each other, and to lose themselves in an activity which has so much meaning for them? And don't you wonder about the few who don't seem to fit in? Children tell a great deal about themselves as they play. Somehow, barriers are let down and true character comes to the fore.

Alert teachers take advantage of opportunities to watch their children at play. In this way they increase their knowledge and understanding of each child. Such observations, added to other things that the teachers know about children, enable them to do better teaching and to give sympathetic guidance. What can teachers see? They see how children get along together, how they accept each other. They see children who have learned to be good sports and those who need help in this direction. Teachers can observe in action those children who play skillfully enough to make the activity fun, those who willingly perform some of the chores that make play possible, those who accept well-intentioned criticism, and those who consider group success more important than personal achievement. These qualities and many others come to light in the dynamics of group and individual play. The brief sketches that follow are but simple illustrations of what teachers can observe—and by observing do—to help the children with whom they deal.

roger

Mrs. Greene discovered many things about Roger as she watched him and his fifth-grade classmates. She noticed that no one was very happy about having Roger on a team. This puzzled her. Because he was smart, the children respected him in the classroom, but on the playground they didn't seem to like him. As Mrs. Greene moved about from squad to squad, helping individuals here and there, she discovered why the players didn't want Roger around. If he couldn't have his own way, he sulked and wouldn't try. He made fun of those who couldn't play well. He liked to be "big shot," but he thought

it was beneath him to chase balls, put up the net, and perform the commonplace tasks. These characteristics did not show up in the classroom.

In talking with Roger, Mrs. Greene discovered that he did not know how to play the games the other children enjoyed. He had moved into the community recently. In the other schools he attended, no attempt was made to teach children how to play. During recess the boys and girls did what they wanted with the result that the good players got together, but the poor ones were excluded from the games. Roger did not want his classmates to know how unskillful he was. He did annoying things so that they wouldn't want him around.

Mrs. Greene worked with Roger and helped him develop some of the fundamental skills. The children were understanding once they learned the nature of Roger's difficulties. Today, Roger is an important member of the group—in the classroom and on the playground.

susie

Susie was in the second grade. Whenever it was time to play Susie offered to clean the boards, straighten out the library shelves, or perform any other housekeeping tasks. At first, Mrs. Thompson, the teacher was delighted to have such a thoughtful helper. After a bit, though, she began to wonder why Susie wanted to stay in rather than play. She watched the children before and after school and at noon. Susie was always alone. No one asked her to join them as they jumped rope, played tag games, or dramatized some ideas they had. Mrs. Thompson talked quietly with several children. She wondered if Susie's problem could be "mother trouble." It seemed that her mother told her that no nice girl got hot or dirty, that a lady never played boisterously!

At first the children had coaxed Susie to play because they liked her, but after many refusals they decided to let her play alone so that she could be quiet and clean! Susie needed sympathetic understanding. Her mother needed help, too. Mrs. Thompson did a good job of working with Susie and her mother. The child soon played enthusiastically with others, and the children seemed to enjoy her. Undoubtedly, Mrs. Thompson helped Susie's mother understand (1) that all children need activity and that when they are active, they do perspire and get dirty, and (2) that being accepted and liked by playmates is very important to the happiness of a 7-year-old.

bill

Bill was a quiet and listless student in the sixth grade. Some of the tests Mrs. Jacobs gave to all the children indicated that Bill was

not working up to capacity. Bill's parents were worried about him. They were hopefully saving money for his college education, but his lack of interest in reading gave them great concern. Mrs. Jacobs assured them that she would do all in her power to understand Bill and to see if she could find some way of motivating him to take a more active part in classroom activities.

As Mrs. Jacobs observed Bill in the gymnasium and on the playground, she could see that he was popular with his classmates. She noticed that Bill's motor skills were excellent. She also noticed that the children liked to have him act as captain of the team. They told her that they could count on him, and that he didn't act superior or make fun of the boys and girls who weren't as good players as he. They felt that when he was captain he was nice to everyone and not just to his special friends. Mrs. Jacobs decided that his reading needed to be just as alive as he was. She wondered if he would like to read about sports. Through reading materials based on sports, number work involving major league baseball standings, and written work centered on sports heroes, she aroused in Bill a hitherto untapped enthusiasm in school. He became the sports authority in school. She capitalized on his ability to get along with his classmates. Bill was finding school more interesting than ever before.

peggy

Peggy was a shy child. She was the tallest girl in the third grade and rather fragile looking. She seemed to be interested in all that went on in the classroom but frequently failed to finish things she started. On the playground, she wanted to play but tired easily and often asked if she might drop out of activities. After this happened a few times, Miss Jessen wondered why Peggy was so different from most of the 8-year-olds in the class who never seemed to get enough activity. She called Peggy's mother and asked her if Peggy had had a health examination recently. The mother told her that Peggy hadn't been ill since she entered school and so there had been no need to visit the family doctor. Miss Jessen explained why she was calling and suggested that it might be a good idea for Peggy to have a physical checkup. The mother agreed that it might be wise to take Peggy to a physician over the week end. On Monday morning Peggy's mother telephoned to tell Miss Jessen that her daughter had been ordered to bed for 6 weeks. Upon examining Peggy, the physician discovered a heart condition that he thought could be corrected if Peggy followed a prescribed routine of rest, relaxation, sleep, and diet. The mother thanked Miss Jessen for her interest in Peggy and told her that the doctor had said Peggy's heart might have been

damaged permanently if the condition had not been discovered at that time.

ronnie

Ronnie, a first-grader, was sullen, unresponsive, and belligerent. He was the only child. His father had been killed in the war. Ronnie's mother kept telling him that he was all she had. She and Ronnie lived together in a small apartment. It didn't permit much movement and noise. Because Ronnie's mother wanted to be sure she was taking good care of him, she didn't permit him to play with children—he might get hurt. One day on the playground, Ronnie asked Miss Goode if he could run around the playground five times! As the playground was big, Miss Goode knew he couldn't get around that many times; but it was the first time he had ever asked to do something on his own. When she gave him permission, he tore off at great speed. As he passed her on the first lap, he grinned and waved. He almost made it around the second time, then threw himself down on the ground and shouted, "Gee, that felt good." For Ronnie, that running was an emotional outlet. After that, Miss Goode gave much more thought to the kind of experiences she provided for Ronnie and his classmates. She recognized that through vigorous activity, children get rid of pent-up emotions. Miss Goode talked with Ronnie's mother and invited her to visit the school. As the mother saw Ronnie with his classmates, she began to understand 6-year-olds better. She discovered that Ronnie would be less likely to be hurt physically if he developed motor skills and greater endurance. She learned, too, that he would be less likely to get hurt emotionally if he learned *how* to get along with other children.

dick

Dick had many problems. He was in the seventh grade. He didn't seem to be outstanding in anything. He just got by in the classroom. When leaders were appointed for physical activities and teams were chosen, he was always the last one to be asked to join a team and then he knew he wasn't wanted.

Mr. Elton, Dick's teacher, had never taught before. He was baffled. "Understand the child," "Try to find something outstanding about each boy and girl," "Help each develop a feeling of security and belonging," these were things that had been drummed into him in college. He knew Dick felt inferior. The truth was that Dick *was* inferior, in ways that mattered to boys whom he wanted for friends. Mr. Elton knew that to be liked by his own age group was the thing

that Dick wanted most. A short-cut to acceptance had to be found if he was to help Dick. At this particular school noon-hour social dancing was a popular activity. Dick couldn't dance! The after-school intramural program was of great interest to most of the boys. Currently, the activity was soccer. Dick couldn't play the game! Mr. Elton decided to go see Dick's father at his office.

It didn't take long for Mr. Elton to discover that the father was disappointed and disgusted with Dick. He himself had been a great athlete, at least that was what he said. When Mr. Elton asked him if he spent much time with the boy, he said he did not have time. The pressure of work made it impossible. Mr. Elton tried to point out that what Dick needed from his father was understanding and help. As Dick's father listened he began to understand that perhaps it was important to give a different kind of attention to Dick's problems. He agreed to go to the "Y" and work with Dick in a variety of activities which would help him develop necessary motor skills. The father suggested that perhaps he and Dick's mother might teach the boy to dance. He even suggested that it might be a good idea to encourage Dick to ask a few friends over now and then. Only time will tell how well things worked out!

rosedale's children

Things were happening at the Rosedale School this Wednesday afternoon in October. It was 4 o'clock. In the big gymnasium, boys and girls were playing volley ball on two courts. At the far end of the gymnasium, other boys and girls were playing mass badminton on a third court. In the smaller playroom, still others were playing table tennis and shuffleboard. The chairs and tables were pushed back in the cafeteria and there the boys and girls were square dancing. At first, it looked as if there were no teachers around. But, after a while Mr. Davis was spotted. He was having a good time playing volley ball with one group. Miss Jordan was off in a corner helping a few children learn the badminton serve. Mr. Gimble was in the cafeteria swinging his partner as a student called "Paw Paw Patch."

It seems that the seventh- and eighth-grade boys and girls of Rosedale asked if they could plan a recreation time every Monday and Wednesday after school. They felt that they could organize and carry out the activities themselves. Throughout the school program great emphasis was placed on helping children learn how to get along together. A student-planned recreation program would give the teachers an opportunity to see how well the boys and girls really do plan and work together. When they got the "go" sign, the children elected leaders to plan activities.

Now the pupils are organized into groups of ten. A system of rotation makes it possible for each group to participate in every activity at regular intervals. Almost everyone in the seventh and eighth grades turns out each activity period. The boys who have paper routes come for part of the hour. Parents recognize the importance of this recreation period and try not to make demands on the children's time on those afternoons.

Activities change every 6 weeks or so. The activities are taught during the instructional physical education periods. This gives everyone a chance to learn them. Having a good time is the most important thing. The groups are chosen in a variety of ways, and every effort is made to balance them as far as playing skill goes. Johnny, the shortest boy in the room, has the same chances to play as Tom, the best athlete. Grace, the quiet newcomer to Rosedale, is a member of a group, as is Pamela, who according to the sociogram is well accepted by her classmates.

It is gratifying to see the way children play together, more for the fun of playing than for winning. Adults frequently underrate the ability of children to plan, organize, and carry out their ideas. It is adult opinion, too, that forces prejudices upon young children with regard to social and economic status, color, race, religion, size, shape, and looks. Otherwise these characteristics do not usually affect play relationships with other children.

in summary

Lest there be some misunderstanding, citing these examples does not imply that only through observing students in physical activities can teachers learn what boys and girls are like. Everything they do, say, and write is revealing. In the gymnasium or on the play fields, however, where running, climbing, throwing, catching, and similar activities are encouraged, where challenges are sometimes keen when emotions are aroused, and where the degree of personal skill is rather easily evaluated, the alert teacher can discover things about his students which are sometimes not obvious in the regular classroom. The good teacher looks everywhere for evidence about his children, puts together all the things he learns about each student, looks at the whole picture, and uses the information as a basis for helping every boy and girl develop the highest degree of physical fitness and mental and social well-being possible.

Chapter VI

a day at piney springs school

Let's spend a while at the Piney Springs School. It's not the best elementary school in the State, nor the worst. Each year education at Piney Springs gets better, because the teachers and parents are sincerely concerned about the needs and interests of the 400 or so boys and girls who attend the school. Along with others of the community, school people and parents are working cooperatively to make this school a better place for their children.

These interested adults have been giving attention to the physical education program during the past several years because they consider it an important phase of education. They seek for their children the well-being, vitality, and general good feeling that spring from health and physical efficiency. They recognize the many contributions of physical education to this objective. They want their boys and girls to develop skills and interests in a variety of physical activities so that they may enjoy the satisfaction of wholesome recreation and wise use of leisure. They see opportunities in physical education for helping boys and girls learn to get long together, to be effective and useful members of a group, to practice sportmanship in their day to day living. They are working for these and other outcomes and they believe they are making progress. They think they can see it in the development of the children and in other ways, some measureable, some not. One of the significant results of their efforts is the observable interests and satisfaction of the teachers in a part of their school work in which they formerly felt inadequately prepared.

On this cool day in late November we want to see some of the physical education work going on at Piney Springs. It will not be possible, we feel sure, to see every class or every activity. We know that the activities of a given day represent only a fraction of the total experiences that teachers and pupils plan for themselves throughout the year. Let us look for evidences of year-round and year-to-year planning — for a program of activities that are progressively developmental in order to meet the needs and interests of children as they grow and mature.

a second-grade group

Now here we are with Miss Gordon's section of the second grade. Everything seems so informal and friendly. Miss Gordon has a pleasant smile and she treats the children as though she honestly feels the inherent worth of each. The room is clean and cheerful, and the chairs and tables are arranged so that the children can work in groups. The boys and girls move freely about the room as their own interest in the learning activities and consideration of the rights of others dictate. Michael, in one group, goes to the bookshelf and chooses a new book. Donny in another group, working on a mural depicting important people and places in "our community," goes to the storage cabinet for water colors. Gretchen, in the same group, has spilled some water on the floor and is busy wiping it up — with the help of a few classmates.

We ask the teacher about this procedure. She expresses her belief that this freedom of movement, if used properly, helps the children develop self-responsibility. It is more nearly like the normal situations in which people live and work. Learning is stimulated by working informally on matters of interest which are directly related to a recognized problem or purpose. Miss Gordon with a smile reminds us of something, known by most adults who have observed children, that 7- and 8-year-olds have a great deal of energy which soon shows itself in squirming, shuffling, and lack of attention if they are kept quiet in rigid desks very long.

Miss Gordon believes that children are individuals, each with his own biological rhythms. Therefore, the children are permitted to take care of their toilet needs or get a drink of water as nature indicates, and not according to the recess bell. This second-grade classroom is not equipped with adjacent toilets. The school was built before such conveniences were considered worth their cost. The children take pride in being able to go quietly down the hall to the toilet room, use the facilities properly, and return independently. After all, they have known no other way and have been helped to develop such self-direction since kindergarten days.

"Is this physical education?" a visitor asks.

Miss Gordon answers, "I'd call it recognition of physical needs. But physical education is more than that. Children *need instruction* in a variety of activities and opportunity for free play as well." Further observation of the class helps us understand what she means.

The morning is well along now. The teacher and pupils clear enough space to have room for doing stunts and other activities. Movable furniture makes it possible to have room to do such things safely. While the joy of doing is the primary interest of the children, Miss Gordon,

in planning with them, has helped them see that the exercise will stretch their bodies and help them become strong and skillful. The class had visited a farm the day before, and the enthusiasm remains with them. Some of the stunts they do today remind them of the animals and other things they had seen. Several of these stunts they have enjoyed before; a few are new.

The class members form a large circle around the room. Each has chosen a partner. The ease and speed with which they organize is impressive—as is the fact that it doesn't seem to matter to the boys or girls whether or not the partner is one of his own sex. The partners assist each other and Miss Gordon is ever alert and helpful. She tries to have the children get the feel of the activity and analyze their own performance by asking questions or making suggestions. "Try holding your head up." "See if it will help to place your hands with fingers pointing straight in front of you." "Do cats *clomp* along, or do they walk softly?" "Remember that beautiful horse?" "How did he look as he galloped about?" "Did he hold his neck and head proudly?" Sometimes Miss Gordon has to assist the child by actually putting his body in the correct position, for some 7-year-olds have had little chance to use their bodies in stunts or similar activities. Every so often a child who can do a stunt well is asked to demonstrate. Stunts that involve walking, running, or hopping are usually done with the class moving in a clockwise direction to keep the traffic smooth. Sometimes, however, the children are encouraged to move about as they like. This is especially true in activities in which the children create their own movements.

Among the things we see the children do are these:

Horses—Prancing, high-stepping horses; running, lifting knees high; galloping; kicking like a bronco.

Cat Walk—Walking on all fours with elbows and knees straight, and back arched like a cat awaking from a sleep in the warm sun.

Human Loop—Clasping hands in front, step through this loop, first with one foot and then the other, holding hands in back; reverse the action.

Frog Stand—Hands on floor balancing body in frog-like position by supporting the knees on the upper arms, elbows slightly bent, feet off the floor.

Duck Walk—Moving while squatting in deep-knee bend, head erect, hands on hips, elbows akimbo for "wings."

Coffee Grinder—Supporting the body extended sidewise on feet and one arm (elbow straight); then "walking" the body in a circle around the supporting arm by swinging first one leg and then the other, keeping knees straight.

Other stunts, many of which the children "invented."

Each child has a chance to try most of these. Each has his own record card on which he checks the stunts that he can do successfully.

Everyone seems to be having a good time. While there is some noise, it does not seem to be particularly disturbing to nearby classrooms.

The activities seem to be well chosen. They are challenging, yet every child experiences some success. For the most part, the activities are vigorous and involve use of the large muscles, including those of the arms and trunk which are often not used sufficiently. They call for coordination, balance, flexibility, agility, and strength.

The children need no persuasion. All except two participate energetically. The two who have to modify their activity are Johnnie, who has just returned to school after several days of illness, and Edwin, who had polio and now wears a brace on his left leg. It is good to see the way Miss Gordon helps them understand their limitations. Johnnie is cautioned not to do anything vigorous. He tries such things as Cat Walk and Human Loop. He assists other children and their partners. Edwin tries almost everything. He hops and jumps on his right foot almost as well as some of the others do on two. Since his brace is hinged at the knee, he can in his own way do things like Proud, Parade Horses, but he doesn't have the strength in his left leg to do Duck Walk. Sometimes, as in Coffee Grinder, Johnnie helps Edwin around by supporting the weak leg. The children treat Edwin matter-of-factly, giving a little extra boost when needed.

Transition to a quiet activity is made easily and minds that were stimulated by vigorous activity now begin to concentrate on other things.

Sometime later the class sings about things close to the farm. "Old McDonald Had a Farm" brings forth a lot of happy squeals. "Let's play our phonograph records, Miss Gordon," suggests one. "If you want to later," replies the teacher, "but you all were singing so nicely, wouldn't it be fun to sing one more song and try out some ideas?"

"Rig-A-Jig-Jig" is sung and dramatized with plenty of action. We visitors comment quietly upon the many movements the children try and the apparent satisfaction that comes from creative self-expression. Our comments are drowned out by childish laughter at their own antics in portraying the class parody, "12 Blind Mice."

We must leave the second grade, for there are many other interesting experiences in store for us today.

"Do try to come back this afternoon," invites Miss Gordon, "As you heard us discuss in the planning session this morning, we are going outside for about 15 minutes when we feel we need some fresh air and vigorous activity." We learn that during this time the class will divide into three equal groups. Each group will have two large rubber balls and will practice ball skills. Through experimentation they learn that throwing and catching at a distance of 15 feet apart is about right

for most of the children, although some need to be closer and some can do well a few feet farther apart. The children like to bounce and throw balls to one another. They will play a few running games, too.

mrs. talbot's fifth grade

Grade 5 at Piney Springs is a group of 36 children. Most of them seem to be relaxed. They meet visitors graciously. A person can't help noticing the differences in size and appearance. There are several who catch the eye at once: the sturdy handsome boy, the healthy-looking blond girl who is larger than most of her classmates, the fellow who appears to be 2 years older than the others, the frail little boy who looks fatigued and malnourished, and the girl with thick lenses in her spectacles.

"You got here just in time," Mrs. Talbot greets us. "We're going to talk over our plans for physical education and then go outside."

The discussion that follows leaves no doubt of the importance of this planning together. "How can we keep some of the players from starting before being touched in the relays?" "What equipment will each squad need?" "Let's not have any arguing." "Let's go over the rules again." "Can Michael be the referee?" These and many other problems are worked out satisfactorily. The children and Mrs. Talbot try to see that the discussion is carried on with regard to desirable oral expression and according to good group procedure. They are not always successful in this, especially when the topic is a "hot" one, but they are learning to talk things out.

On the playground no time is lost. The major interest of the boys and girls at present is in games and relays involving ball-handling skills. So that everyone may have a chance to take part in vigorous activity, they play "All Run." They line up across the play field. On signal, all of them run to a designated spot and back three times. As they catch their breath, they go into squad formation for the next activity. The children had decided in the classroom what each of several groups called squads would do and where they would play. There are nine players on a squad; boys and girls are distributed equally throughout the squads. They are going to play Ten Trips. The leader of each group has a soccer ball. On signal, the leader throws the ball to the player on the left, who throws it to the next player and so on around the circle. When the leader gets the ball he calls "one" and immediately starts the ball around on its second trip. The object of the game is to see which squad can successfully complete ten trips first. The boys and girls are learning how to throw and catch with control and accuracy. They know from experience that

carelessness and haste result in inaccuracy and loss of time. The game is repeated several times.

Next the squads form lines for relays. They play two—Over and Under Relay and Pass-Roll-Run Relay. In the first, the squads are lined up evenly alongside each other with at least 3 feet between squads. The squad members are in single file, an arm's length apart. On the signal "go," the person at the head of each squad (called a "file" in this kind of relay), hands the ball over his head to the person next in line, who immediately hands it between his legs to the person behind him, who hands it overhead, and so on alternately over and under until the ball reaches the last person in line. This person runs as fast as he can to the head of the file; the ball is handed back again over and under; the last person again runs it forward. As the end persons move up, all others in the file drop back a little so that the general position of the file remains the same throughout the interchange. Obviously, the squad which completes the sequence first—returning the original first person to the head of the file — wins!

The Pass-Roll-Run Relay is done with the squads in the same relative positions. This relay involves a first person, a Number 1 man, who is about 20 feet in front of his squad, facing it. He passes the ball to the person in front of the file who catches it and rolls it down the line between the spread legs of other members. The members in line can help roll the ball through. When the ball reaches the last one in line he runs with the ball to the position originally occupied by Number 1 man. The Number 1 man has in the meantime run to the head of his file and is ready to receive the pass, and start the ball rolling through the legs of the squad members behind him. And so it goes until a winner is determined.

By this time we are able to note many differences in playing abilities. We also see that Mrs. Talbot divides her time among the squads helping individual members. The squad leaders help, too. The pupils carry out pretty well the responsibilities that were agreed upon during the class discussion.

The last game for today is Crows and Cranes. Earlier in the day, Joe and Paul had marked the playing field. They drew two parallel lines (A and B) about 60 feet apart. Then midway between these lines, and parallel to them, they drew two other parallel lines (C and D) 3 feet apart. Lines A and C are the boundaries for one group and lines B and D for the other. Squads one and two line up on line C and are called the crows. Squads three and four line up behind line D and are called the cranes. The crows and cranes face one another. The children take turns being leader. The leader calls "c-r-r-anes" (or "c-r-r-ows"). When the crows are called, they turn and try to run to safety behind

line A before the cranes catch them. If cranes are called, the reverse happens. When a player is tagged, he goes over to the side of the person who tagged him. The side having the greatest number of players when time is called is the winner. During the planning period the children had agreed that there would be no pushing, tearing of clothes, or unnecessary roughness.

a sixth grade in action

But we must leave the fifth grade and go to see the sixth grade in action. As we walk back we discuss the observable progress in skills from the second to the fifth grade. We begin to realize how helpful to these fifth-graders were the simple activities that we saw the second-graders doing—learning to control the body in various positions and movements, changing direction suddenly, throwing, catching, and bouncing a ball. "But it isn't too remarkable," comments one of our group, "We take for granted the same kind of progress in skills of reading, spelling, use of vocabulary. . . ."

The sixth grade is in the playroom. This playroom is not prepossessing, but it shows how facilities can be adapted. It was made by knocking out the wall between two adjacent classrooms, finishing off rough edges and corners, and protecting the light fixtures and windows. Piney Springs has enjoyed this "luxury" for just a year—since the new junior high school was built.

The sixth-grade pupils are already moving joyously and vigorously when we arrive. Their physical education for the past several days, we learn, has consisted mainly of rhythmic activities. They chose to have folk and square dancing at this time of the year because some of the dances, although primarily selected for their physical education values, tie in with the big problem, Living in One World in which the sixth-graders are interested. Besides the joy and the physical and social outcomes that these dances afford, several of them help children learn about the traditions and customs of other people.

The folk dance the boys and girls are enjoying is Little Man in a Fix, a Danish dance. This apparently is a review for they are dancing it with grace and ease and with a good "feel" for the music—supplied by one of the school's two phonographs. As we watch, Miss Graham, their teacher, helps them learn a new dance, Gustaf's Skoal, a Swedish dance. Miss Graham does not dance herself, but one can tell by the way she teaches that she has the feeling of the music, knows the steps, and has assurance in her knowledge of the way the dance is done. She is skillful in the way she asks the boys and girls to demonstrate various steps to each other. It is apparent that discussing the dances and reading about them before coming to the playroom have helped the

children to understand the meaning of the dance and some of the dance terms and to have a general idea of the patterns and steps.

Considerable progress is made in learning Gustaf's Skoal. Soon Miss Graham calls attention to the fact that 20 of the 30 minutes that the class has planned for this activity are past. The class ends the period with a short but satisfying review of the two square dances they have learned, Captain Jinks, and The Bear Went Over the Mountain. During part of this time several couples have formed a separate square to help Tommy who has been at home the last 2 days with a cold and several others who need more help in "catching on" to these two dances.

Miss Graham spends a few minutes with us while the children rearrange their clothing, get a drink, go to the toilet, or otherwise make themselves comfortable for classwork.

"Yes," she answers in response to a question, "The boys and girls find this an interesting tie-in with the large class project. They like to read about dances, costumes, and ceremonies or celebrations. And they get great joy out of doing the dances.

> But I would like to emphasize that anything we do as physical education is done because it *is good* physical education. If any of these folk dances were not basically enjoyable, challenging, and appropriate, it would not be given one minute of our physical education time regardless of how well it correlates with other studies. Now recently in this class, we have done a lot of reading to find games, stunts, and other activities played by children in other places. We have selected only a few of the small number that we found and have rejected the others because they didn't appeal and would not provide any values different from those that grow out of many characteristically American activities.

To another question Miss Graham replies,

> In my opinion, we have to be careful not to give a disproportionate amount of time to folk dances and creative rhythms. It's easy to become overbalanced because rhythms fit in naturally with almost any big interest in social studies, language arts, or other areas. Children need many different kinds of physical activity.

Miss Graham excuses herself and we talk of what we have seen. Once again we think of the second-grade class. Children grow in ability to respond to rhythm and music, too! And wasn't it interesting that some of the movements the little ones did spontaneously were found in a bit more elaborate form in the dances we just saw!

grade seven outdoors

Grade 7, the high and mighty; in the top grade of Piney Springs School is carrying on a variety of activities. Because play interests of boys and girls are markedly different at this age, they play separately

part of the time. They do, however, come together some of the time. Today is one of the "separate" days!

The boys—19 of them—are organized into two squads, 10 in one and 9 in the other. One squad uses an "odd" basketball goal and practices "pass and shoot" and "dribble-pass-and-shoot" drills. The other squad is playing Keep Away, a game in which members of a group attempt to pass a ball to one another within a limited area, keeping an equal number of opponents from intercepting the ball. This squad also practices the defensive drills of "three-on-two" and variations, in which 3 men attempt to advance the ball down a court and 2 players try to get the ball from them and prevent them from scoring. After a while they change areas and Squad Two gets to use the "odd" goal for practice of drills involving shooting.

After 20 minutes of practice they play two games, each using one goal and one-half the court. Squad One divides into two teams of five each. Squad Two has a game with four on a side and one person acting as referee. The boys each take turns acting as referee for a short period.

As we walk toward the place where the girls are playing, we hear them squealing with excitement. They are playing a game called Ten Passes. The colored bands the girls have tied around their waists identify two teams, the Blues and the Greens. One of the players steps out to tell us about the game. The players are scattered over the play area. One of the girls serves as referee. The referee throws a basketball into the air. The player who catches it throws the ball to a member of her own team. If the girl catches the ball before it hits the ground, she calls out "*one*," throws it to another girl who calls "*two*" if she catches it before it hits the ground. In the meantime, the players of the opposing side try to to intercept the passes.

If a player who has just passed the ball receives it again before at least two other players of her team do, the ball is given to a member of the opposite team. If the ball touches the ground, all of the score is canceled and the player who recovers the ball once again starts it on the way. When a team completes 10 passes, 1 point is scored. The ball is then given to the opposite team. A player loses the ball if she runs with it or charges into another player.

After about 15 minutes of this game, the girls organize into four relay teams for Pass and Run Relay. The teams are arranged so that each team has pairs of partners in line, one pair behind the other. All teams line up behind a common starting line (A) facing another line parallel to (A) and 35 feet away. This is the turning line (B).

On signal, the first two players of each team, who are in the front position of their respective files, run forward passing the basketball

back and forth at least five times before crossing line B. After crossing this line, they return the same way, handing the ball to the next pair in line, waiting at line A. The team first to get all of the partners to line B and back wins.

The teacher, Mrs. Schultz, divides her time between the boys and girls, but we see that the boys are reaching a point in their skill development where she cannot help them much anymore. In conversation with us, she expresses her pleasure at having this year a consultant in physical education working out of the superintendent's office. "He has helped me a lot with my planning and teaching," she says, "And helps sometimes by teaching a difficult skill to the boys or girls." "If he were only able to work with us more often!"

The conversation with Mrs. Schultz brings out several other interestings facts. During the fall when the weather was generally good the seventh grade had engaged mainly in outdoor activities. The girls played soccer. The boys played touch football. Both boys and girls spent a great deal of time on skills and were very much interested in physical achievement tests that they had developed. On the days the boys and girls played together, they had a variety of activities. Sometimes they played group games and relays; on other days they had square and social dancing.

The long-range plans provide for seasonal sports, mass badminton, box hockey, paddle tennis, party games, and other activities. The class will take a few days for individual physical achievement tests from time to time to compare their personal progress scores with those made earlier. And the much anticipated spring highlight will be an all-day hiking and fishing expedition to nearby Lake Moraved! Many of the activities like dancing, individual and small team sports, and the outing will be carried on coeducationally. Some like volley ball, softball, and stunts are coeducational at some times, not so at other times. The team sports of basketball, touch football, and speedball are played in separate groups.

The seventh-grade children, Mrs. Schultz informs us, find their interest in basketball lending support to other learning activities. For instance, they are taking up "the place of recreation in our community" as part of their big unit of study, "Improving Our Community." Boys and girls are finding ways of improving recreational facilities at home and in the neighborhood. Several driveways and backyards are now improved with improvised backboards and goals, hand tennis and paddle tennis courts, and other facilities.

"Why we learned a few things about the right triangle and rectangle in setting-up courts and making backboards!"

"We have also found use for arithmetic and economics in con-

sidering the purchase, care, and repair of equipment. Problems involving percentage are fun when they deal with team standings and 'win and lose' comparisons!"

a brief meeting with the faculty

The school day is almost over. Somehow, as we watch the children's faces while they are playing—reflecting as they do both joy and purpose—we can not help thinking how good it is that they can aattend a school like this.

The principal has invited us to meet with the faculty. "This is our day for 'taking stock' and further planning, anyhow," he says. "We do this for a brief time once a week and find it exceedingly helpful. Our Planning and Evaluation Committee invites others to sit with us from time to time in accordance with the topics to be considered. They have suggested that you might want additional information about our physical education program and we certainly want to hear your general reactions and suggestions."

We enjoy the discussion and are impressed with the way the people of this school plan together. They are making a concerted effort to see that all the school experiences have challenge and interest value, and that they are progressively developmental from grade to grade.

looking back over the day

As we look back over the day, the school's organizational pattern has more meaning than it had when we listened to a brief discussion of it by the principal this morning. We can now see how the facilities and supplies serve more efficiently because the teachers "staggered" the physical education periods. We understand, too, how sharing can be done happily when a good spirit of give and take exists. We shed no tears for the old-time methods when we see the children free to move about, take care of their needs as they arise, and share in planning the activities they engage in. We understand how the lunch period at Piney Springs, which was cut from 60 to 40 minutes, still gives enough time for a healthful lunch, followed by quiet recreation. This conserves time which, with the minutes also saved from recess, can be devoted to physical education at other periods in the school day.

Although it has also raised a lot of questions upon which we will seek more information, our visit to Piney Springs has helped us gain a little better insight into what an on-the-spot program of physical education is like.

Chapter VII

after school in piney springs

The school cannot provide the 2 to 4 hours of vigorous physical activity daily that the physiologists tell us all growing children need. Under adult guidance, boys and girls should have opportunities to decide for themselves how they will spend the out-of-school hours, and the home and community should make it possible and safe for them to do so. If the school helps children develop interests and skills which they find useful, their leisure will reflect these learnings.

What do boys and girls do after school? A look around the Piney Springs neighborhood tells us that their choices are varied.

dotty plays at home

Dotty, age 7, tried to skin-the-cat at school today. Now she is alone in her backyard, playing on the turning bar, which her father made from some pipe left over from repairs. Dotty tries several times to skin-the-cat, but can't quite make it. With an extra bit of determination, she tries again. Success at last! A look of triumph covers Dotty's face. To her friends in the second grade, the ability to skin-the-cat is a mark of distinction! It is good to accomplish a feat which matters so much.

Dotty isn't aware of the number of factors which made for her success. First, her body had to be developed enough to do the stunt, and it was. Then, she really had to want to be able to do it. The challenge of testing oneself for courage, strength, and skill and the desire to maintain status with her friends took care of that. Practicing this particular stunt helped her develop the strength and skill needed. Practicing others using the same muscles helped, too. You'll remember the stunts we saw when visiting the second grade. These are some of the many stunts children try as they learn how to control their bodies in space and develop a sense of "where-aboutness." Skin-the-cat is pulling the body completely around, feet first, while hanging from a bar with both hands; the body passes between the outstretched arms. Without a sense of "where-aboutness" and a feeling of what to do it can be a somewhat frightening experience for children.

Dotty did not need to wait long to demonstrate her ability because 6- and 7-year-old neighbors had formed the habit of coming over to share her play equipment after they had gone home to change clothes. Dotty's yard was big. The grass was thick and soft. The children could tumble on it safely. Dotty's parents were wise in providing sturdy and safe play equipment that children of this age like. The boys and girls played on the apparatus for a long time, repeating old stunts, and trying new ones. Boastful shouts filled the air, "Watch me!" "Can you do this?" "I can do it better than you." "I could do it if I wanted to." Finally, they tired of this, and when someone suggested that they play "Cowboys and Indians," off they ran.

Strenuous play such as this does not occur without an occasional crisis. Sometimes all the children want to do the same thing; sometimes majority and minority opinions clash, but such occurences weigh little when compared to the positive values. For Dotty and her friends the equipment and the back yard offer inestimable opportunities not only for physical growth but for all-round good growing.

jack lives in the country

Jack, a third-grader, arrives home at 4 p. m. He feeds the chickens and picks up a few eggs. Mama has other chores for him. Then, he climbs up on the tractor seat and pretends he is driving it. Very soon it is dark, and he and his two older brothers and baby sister have supper. The boys help with the dishes, do their home work, and go to bed early so that they can get up the next morning in time to catch the bus.

Jack has many opportunities to climb trees, fish in the brook, run after the cows in the pasture, and ride his pony. He may get plenty of activity, but there is no guarantee that he will. Only a knowledge of his home activities will show that. What he probably lacks most is the opportunity to play with others his own age. For Jack and the other children who do not live near others of the same age, the school and the community must make special effort to provide social experiences.

a fifth-grader named bud

Bud, the tall and slim fifth-grader we noticed at Piney Springs because of his outstanding ability to handle the basketball, goes directly from school to a playground across town to practice with a basketball team—the one that represents "George's Greater Groceries" in the league sponsored by a local civic organization. Bud's team is in Class C for boys 10-14 years of age. Bud has been with the team a couple of weeks, since someone saw him play in the Sunday

School league. There is a recreation center near his home, but the leaders there think that boys should have chances to play in a variety of activities, not just basketball. Bud thinks that basketball is the only activity for him!

The back door of Bud's home slams shut as he rushes in from practice. "Supper ready, Mom?" "Come on, Son, waiting on you," chimes in Pop. "You'll have to hurry to make it in time for the game." Pop is mighty proud of Bud's playing. He has often mused to himself, "He's coming along nicely—if he continues this way, he'll be a cinch to make the high-school team and then—maybe—a college scholarship. Didn't have that kind of a chance when I was his age—I'd really have gone to town."

The game involves Bud's church team in the basketball league. They don't usually play on school nights but this game has to be made up because of a conflict in use of the auditorium last Friday.

Now that Bud is on two teams, he plays several times a week—sometimes twice in a day. He still gets around the floor pretty well, but he doesn't feel as peppy as he did a few weeks ago. His weight, as recorded on the Classroom Growth Record in Mrs. Talbot's room, shows no increase since October.

It turns out to be an exciting game. Bud and Pop return home about 10 o'clock. After a little "rehashing" for Mom's benefit, Bud goes to bed. It isn't until midnight that physical fatigue wins the decision over stirred-up emotions and Bud falls asleep.

Let us look at what is involved in the kind of activity in which Bud took part. There is great difference of opinion on the place of highly organized competitive athletics for children of elementary school age. Medical opinion indicates that for children who are physically fit, vigorous activity may do no physical harm unless there are excessive motivation and insufficient rest or recovery time. A complete medical examination is necessary to determine whether a boy or girl is fit.

Many educators, physicians, psychologists, and growth and development experts question the effects of highly organized competition on mental and social health of children. Many educators believe the welfare of modern and future society requires an emphasis on cooperation rather than on competition.

For Bud the "diet of activities" consisted of just one thing—basketball. His own goal is to be on a winning team. He is passing up his own neighbors and going across town to play on a publicized team. His father's goal is to have Bud play basketball well enough to win a college scholarship 7 years hence. He is eager for Bud to do what he was unable to do.

All too often adults who are not versed in the facts of child growth stimulate in children an unnatural or premature interest in highly competitive sports. They feel that if boys start to play basketball early in the elementary school, the town is more likely to have a championship high-school team. It is not hard to whip up enthusiasm in some 10-year-old boys for basketball. But science has shown that for the most desirable growth and development, boys and girls need a balance in activity. Bud and others like him are not getting this. If year by year, all boys are given opportunities in keeping with their own level of maturity for developing strength, endurance, power, stamina, flexibility, agility, coordination, ball-handling, and other skills, they will for the most part be able to learn the special skills of basketball easily at the time when games of this kind are good for them.

allen and his friends

Let's look at what Allen, another fifth-grader does, with basketball. Allen got a basketball goal for his birthday. He and seven friends are putting it up on the front of the garage. Bill has his basketball with him. After the goal is up, the boys pass, catch, dribble, shoot, and recover for a while. Then they play "21," a game in which the players get points for baskets made at different angles. After that, they play Keep Away, a game which involves most of the elements of basketball, including shooting for the basket, but which is not concerned with the involved rules of the real game. Play is informal —it doesn't make much difference who is ahead. The love of activity is motivation enough. The boys "fold up" once in a while to rest. As they sit and talk, they analyze their playing. Such comments as the following can be heard: "Gee, I missed a lot of 'crips,' 'specially with my left hand"; "I'll have to figure out a way to get away from you, Dick, you sure guard close"; "Boy, that long shot you made was a 'beaut', Sid"; "Lucky!" "Maybe my Dad can show us some things Saturday. He was real good in college."

Maybe Bud would not have been happy with this group, but Allen and his friends are certainly enjoying what they are doing!

some 10-year-old girls

Jean and her fifth-grade girl friends give evidence of the characteristic brought out in an earlier chapter, namely that many girls of 10 and 11 are sedate and feel quite mature. The girls are in Jean's room exchanging confidences. Jean's mother calls from downstairs, "Don't you girls think you ought to be outside? It is such a beautiful afternoon." "Let's play batball," says Mary and out they go. They had

learned the game earlier in the year. Since there are only five of them, the rules have to be modified. Jean owns the ball. She bought it with money she saved. Because it is Jean's ball and her yard, she gets to be first batter. Four of them go into the field. Normally, one whole team is at bat, and one in the field. The object of the game is to hit the volley ball into the field in such a way as will give the batter a chance to run down to a designated base and back again without being hit by the ball. The fielders recover the ball and throw it at the runner. Fielders cannot walk or run with the ball or hold it for more than 3 seconds. The fielders are numbered. When Jean is out, fielder number one becomes batter and Jean becomes fielder number four, "three" becomes "two," and "two" takes over as number one. As they play, neighbor children come over and join them. By the time they have to go home, there are 12 players.

Jean's mother realized that although the girls were enjoying the conversation in Jean's room, it was perhaps better for them to be out in the fresh air and sunshine. The fact that the girls chose a game they learned at school indicates that they liked the game. The afternoon's activity also shows that group play is contagious; children are drawn toward others who are doing things that look like fun.

the sixth-grade group

Now what about the sixth-graders we saw earlier in the day? Is there immediate carry-over from today's folk dancing to today's after-school activities? No, we probably will not find boys and girls spontaneously forming into groups for folk dancing. But there is no need for all physical education activities to have immediate carry-over values. Some activities are not repeated after school though they have values which transfer into like situations. You will remember that among other things, folk dancing helps develop a sense of rhythm and timing, the ability to get along together, and the ability to move one's body through space.

These attributes become a part of the children. They have certain transfer values. Learning how to do the polka step may help in learning to jump rope, and rope-jumping is a popular out-of-school activity. Learning how to walk and run with the help of music makes for more efficient use of the body in walking and running in other activities. Folk dancing in the elementary years not only is enjoyable as an end in itself, but helps the children develop a love for dancing that carries over into desirable social skills in the teens.

But let's get back to the sixth-grade children. Many are still at school taking part in the intramural program. This chance to play

with friends means more to them at this age than going home and playing in the backyard. Then, too, many of them live in apartment buildings where there is limited play space. In some instances, both parents work and the opportunities the school offers children to be together keeps them occupied. They like organized and planned after-school activities.

Some of these children, though, like many others, are too dependent on scheduled and planned activities. Their desires to be on-the-go sometimes lead them into more activities than are good for them. Everyone needs to be alone part of the time, and should learn how to be alone and like it! Relaxation and rest come into the picture, too, and sixth-graders should be helped to see the necessity for balancing vigorous activities with more quiet ones. 11- and 12-year-olds should be expected to assume some responsibility at home. If every afternoon is filled with school-sponsored activities, parents might well question the effect of the school program. When home and school plan together, a better balance in time-demands on children results.

Most of the sixth-graders who aren't taking part in the intramural program find things to do near home. Some activities are interesting, some are not. Some are active, such as playing "shinny" on skates; some are quiet, such as building a model plane. Several of the children just "fool around" throwing stones at fence posts and doing similar things. Others are working to earn money by delivering evening papers.

Ann stops after school to visit with some friends. When she gets home she finds her dance experiences of the morning put to immediate use. The Square Dance Club that her mother and dad joined recently meets tonight and Ann's mother needs help in learning the buzz step. Naturally the mother doesn't want to be embarrassed by not being able to swing with her partner!

about seventh-graders

The seventh-graders, too, are doing a variety of things during their leisure hours. Some of the boys are at school taking part in intramurals. Tomorrow the girls will have a similar opportunity. Some of the boys are down at the "Y" swimming. A group of six boys and girls and the "youngish" mother of one of them are bicycling to the forest preserve. They are taking food along and will cook it.

* * * * * * *

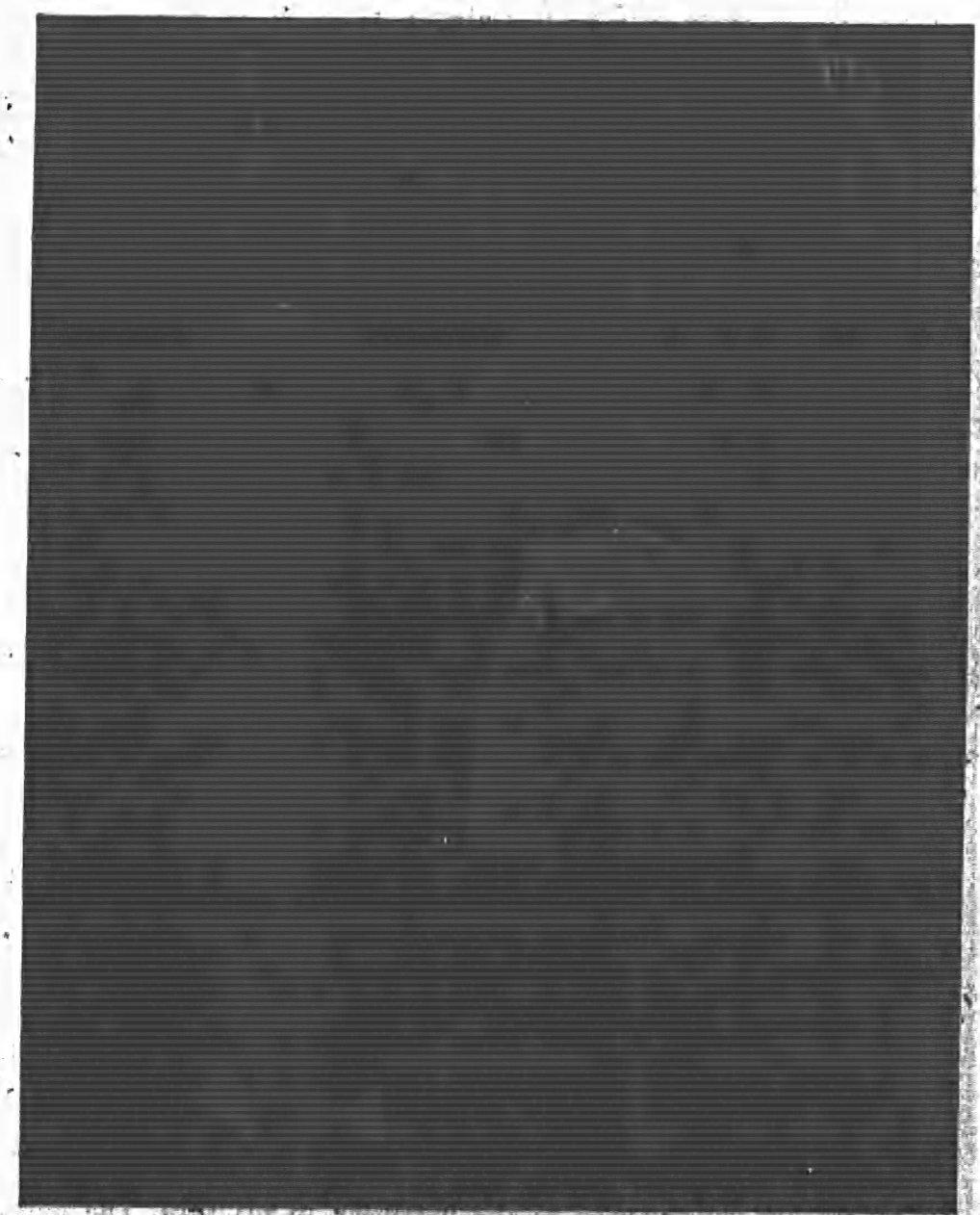
Ray has almost collapsed in the hammock in his yard. The day was too much for him. He is one of the boys who grew rapidly this past year. He is tall and lanky. School made many demands on his

energy. When he got home, he had to rake the yard. Ray doesn't need more activity now—he needs food and rest.

* * * * * * *

Lester is a slow-maturing boy. He is more like a sixth-grader than a seventh-grader. He chooses as out-of-school friends boys who are a year below him in school. Right now he is with the sixth-graders who are playing "shinny."

* * * * * * *



Courtesy, Earl Seubert, Minneapolis Star and Tribune

out-of-school hours are enriched through interests and skills developed in school.

This evening is another hectic one in Mary Lou's life. She scarcely has time to rush from a club meeting at school to dancing class at the Studio. Mary Lou is taking tap, ballet, and acrobatic dancing and has a lesson in one kind of dance or other twice a week. She also takes piano lessons and must practice tonight between supper and home-work time. These activities may seem desirable enough, but when augmented by those of church group and social club this seventh-grader has very little time that is not devoted to organized activity. This is another instance in which home-school planning is needed.

* * * * * * * *

Pat lives on a farm. He is feeding the animals now. After supper he is going over to the Grange Hall to a Boy Scout meeting. He will have to walk or ride his bicycle 2 miles to get there, but the chance to be with other fellows is well worth the effort. On scout nights, Pat eats earlier than the rest of the family. Pat's parents, along with the parents of the other scouts, decided it would be desirable to have the meeting as early in the evening as possible, so that the boys could get back home and get to bed. Most of them have to ride the bus to school and that means getting up early.

* * * * * * * *

Rosemary's house has a large recreation room in the basement. It is a favorite spot for Rosemary and her special friends. Four of them are playing table tennis, two are throwing darts at a target, and several are looking at magazines. The amount of chatter that is going on makes one wonder whether the games or the talk is most important to the girls.

* * * * * * * *

The booths in the corner drug store are crowded with 12½- and 13-year-old boys and girls. Those who cannot find a place to sit, crowd around the booths. They are noisy, tease one another, laugh heartily, and seem to be enjoying themselves as they drink their malted milks. The bantering and laughing annoy some of the adults who come into the store. If they were close to children of this age, they would know that these actions are typical of them.

* * * * * * * *

Lawrence sits in his living room watching the recently acquired television set. He not only finds this new entertainment intriguing, but welcomes it as a means of occupying spare hours. Lawrence isn't interested in sports. He likes to paint and draw. To Lawrence it seems that the girls are interested only in good athletes. He has

few friends among the boys. It is easy to see why he welcomes the television programs. Perhaps as Lawrence matures he will find more boys and girls who have interests similar to his.

in summary

As we looked in on the childrens' out-of-school participation, we saw them taking part in many different kinds of activities. We found that children of the same ages tended to play together. It was interesting to note that many of the things they chose to do were a direct outgrowth of skills learned at school. This led us to believe that the Piney Springs teachers knew children and selected learning activities which would be useful to the boys and girls.

Most of the children seemed to be happy. They had friends they enjoyed. There was a big contrast in the kinds of activities which afforded pleasure to the second-graders on Dotty's lawn and the seventh-graders at the Grange Hall and in the drug store! But, for both age groups, the activities satisfied needs.

In some instances, the children with places to congregate and things to do with found themselves popular. Dotty's play apparatus, Allen's basketball goal, and Rosemary's recreation room illustrate this.

There seems to be a need for closer home-school planning. Mary Lou's heavy schedule, Bud's one-sided interest in basketball, the sixth-graders with overcrowded out-of-school programs, and Lawrence, the lonely one, could all be helped if parents and teachers worked together.

One of the greatest needs of the community is for cooperative planning for the recreational needs of children and adults. A survey of the recreational opportunities may show that several agencies have overlapping programs; that a variety of activities, such as crafts and hobby clubs, might well be added to the program of the Recreation Department; and that opportunities for parents and children to play together on Community Play Nights would furnish fun for many.

It is probable, too, that a survey of out-of-school activities might show that some children are doing too much. Many adults today feel that "being on the go" is a measure of success. They have made children feel that way, too. Children must be guarded against undue physical and emotional fatigue. In providing after-school programs for children, leaders should remember that a balance in vigorous and quiet activities and a balance in work, play, recreation, rest, and sleep are essential for growing boys and girls.

Chapter VIII

what did they gain?

Evaluation is not something which takes place only at the completion of an activity, the end of the semester, or the closing weeks of school. Constant appraisal of progress is one way the teacher has of determining just how much meaning the physical education program has to children. Teachers know that children naturally like to play and will play with or without adult leadership. And, good teachers know that the quality of play influences outcomes. These teachers find ways that help them know if children are learning, if they are finding satisfaction, happiness, and fun in what they are doing, and if they are developing physical fitness and mental, emotional, and social well-being.

Perhaps the following questions will help teachers find out where the boys and girls are now. Teachers can help children and youth most by working closely with parents in seeking the answers. The findings may point up gaps in the school-community program that need filling in.

do I know all I need to know about the health status of each child?

Are complete examinations given each child at periodic intervals? Are those whose needs indicate the necessity for more frequent examinations getting them?

Do I know what the examinations show and am I using the findings as one basis of program planning?

Is there a follow-up program of correction of remediable disabilities?

Is there modified physical education to meet the needs of those unable to take part in the regular program?

are the children developing physical fitness?

Are they gaining in physical endurance, power, strength, coordination, flexibility, agility, and good body mechanics?

Is there evidence which indicates that as children gain in these things they are better able to engage in new activities? In related activities?

Do they recover quickly from fatigue?

As they mature are they able to concentrate on tasks at hand for a longer time?

After vigorous activity are they able to go reasonably quickly into quieter activity?

Do they understand that their own physical fitness is dependent upon nutrition, work, rest, and relaxation as well as exercise?

are the children developing mental, emotional, and social well-being?

Do they like to play together? Do they get along together? Are they considerate of each other in taking turns? Are they learning to control tempers? Are they finding outlets for emotional tensions in ways that are satisfying and acceptable?

Are they becoming increasingly more self-reliant in ways that bring both individual and group satisfaction? Do they welcome constructive criticism? Are they growing in their ability to resolve their differences? Are they developing poise and confidence? Are they using their leisure hours constructively?

Are they learning to evaluate their own progress? Are they interested in doing things well, recognizing at the same time that they cannot all reach the same standards of performance? Do the more skillful help the less skillful in an understanding and kind way? Are those who need individual attention getting it?

Are they learning and practicing the skills of leadership and group membership? Are they learning to plan together? Are they willing to be responsible for getting equipment and supplies to and from the play space? Do they understand why it is necessary to observe rules? Do they help formulate rules?

Answers to these questions will help the teacher know whether the activities included in the program "fit" the children, whether the teacher's methods of teaching and motivation are good, and whether the boys and girls are getting out of the program more than just the exercise of muscles. An appraisal of the things the questions reveal will help the teacher with immediate and long-range planning.

Teachers will have to look at the program critically, realizing all the time that through a well-directed, balanced, and suitable program of physical activities, boys and girls are more likely to have opportunities to develop PHYSICAL, MENTAL, EMOTIONAL, and SOCIAL WELL-BEING.

Chapter IX

helping teachers help children

in-service education

Teaching can be fun! Physical education goes a long way toward making it fun. Most children like to play. They want to learn to play skillfully. Many teachers believe that they need help in understanding what physical education is. For teachers-on-the-job, in-service education offers a solution to the problems they face. It is true that in-service education takes time, but when teachers feel secure and comfortable about teaching, there is less strain, stress, and unhappiness.

The next few pages are brief explanations of the ways some teachers are learning more about physical education. No two situations are alike, and yet all of them have the same objective—better programs for boys and girls.

* * * * * * *

The noise and laughter that came from the kindergarten room were not made by children. It was the third- and fourth-grade teachers of the county! They were having a workshop in physical education. It seems that last spring they asked the county superintendent of schools if some way could be worked out to help them become better acquainted with physical education activities. They felt that they needed to know more about the kinds of physical activities 8- and 9-year-olds like. Most of them had had little or no pre-service preparation in this area. The only childhood games most of them could remember were the Farmer in the Dell and Three Deep!

The county superintendent arranged to have a member of the physical education staff of the nearest teachers college come to the High Crest school for 12 consecutive Thursdays. Since many of the teachers had to travel a rather long distance, they arranged to meet from 4 to 6 p. m. The teachers decided to bring food for a potluck supper, and the local principal arranged to have hot coffee brought in at a small cost. The teachers wanted the program to be voluntary, flexible, and definitely centered on local conditions. They did not ask for college credit. The county superintendent, with the help of local school boards, financed the program.

The regular attendance and enthusiastic participation of the teachers are adequate proof of their interest. They play games and relays, learn stunts and self-testing activities, do folk and square dances, and create dance patterns of their own. Sometimes children are brought in, and teachers try out activities with them. Not all the teachers want to participate, but by observing, listening, reading, and teaching each other, they feel they are learning a great deal. All the workshoppers are becoming acquainted with activities which third- and fourth-graders need and like. They are learning how to teach the different skills, how to evaluate progress, how to interpret behavior of children in play, and how to enrich other areas of the school program through natural integration with dance, games, and other phases of the physical activity program. They are becoming more aware of the relationships which exist between nutrition, sleep, rest, relaxation, work, exercise, and health. They are learning that "free play" makes contributions to children, but that instruction and a well-balanced program of physical education are essential *if* the needs of boys and girls are to be met.

• • • • • • • •

ARGO PUBLIC SCHOOLS

DEAR PARENTS: All elementary school children will be dismissed at 2:00 p.m. on Thursday, January 16. On that day, Miss Steele from the Office of the State Superintendent of Education will conduct a physical education clinic for teachers. If any of you would like to attend the meeting, we would be glad to have you come. The meeting will be held in the Audubon School gymnasium.

Sincerely yours,
SUPERINTENDENT OF SCHOOLS

All schools in the State in which Argo is located are urged to include a daily period of physical education for all students. After consulting with county and city superintendents of schools, teachers, and supervisors, the State superintendent of education found that many teachers felt they needed help in improving physical education programs. As a result, the services of the State division of health and physical education staff were made available to local communities. Upon invitation, they met with local groups all over the State. Demonstrations were given in which local children participated. Because relatively few elementary schools had gymnasiums, an attempt was made to demonstrate activities which could be conducted in the kind of space most often found in the schools of the particular locality. Following the demonstrations, discussions were carried on. Problems teachers found puzzling were discussed. The teachers and administrators felt that the meetings paid dividends in improved programs. Local school board members and parents frequently attended and participated in the meetings.

Released time for teachers is possible because the Argo school personnel and the citizens always work together. The citizens realize that not all the in-service education of teachers can take place after school hours.

• • • • • • • •

One specialist in physical education serves the six elementary schools of Delville. She cannot do all the teaching and the teachers wouldn't want her to. She serves as a consultant to the teachers. Sometimes, at their request, she does teach the class, and the teachers enter into the activities with the students. In some instances, the specialist meets with groups of teachers to discuss problems that are important to them. At present, she is conducting a workshop centered in activities that can be carried on in the classroom during inclement weather. Only one school in Delville has adequate indoor play space. The others have no gymnasium, or playroom, and the halls are too narrow for activities. Attendance is voluntary but nearly all the teachers in the system are coming to the workshop. Principals are participating, too. They feel that they will be better able to help teachers if they learn more about what can be done to meet the activity needs of children on days when they can't go outside.

• • • • • • • •

An interesting thing is taking place in the North Shore area of Rock County. Each of five towns has an elementary school system but one high school serves the entire area. The population is fairly stable.

One night, during an informal meeting of a few elementary and high-school teachers, the discussion centered on the repetitious nature of the physical education program. One sixth-grade teacher pointed out that her children had played softball and soccer every year for 3 years. A seventh-grade teacher said her children rebelled at folk dancing because they had been forced to dance year after year. Another teacher said he had had a difficult time teaching boys how to shoot "free throws" in basketball. They told him the previous teacher had taught them there was only one way to throw a ball. As a result of this discussion, the teachers suggested to their various principals that there was a need for developing a progressive program of physical education. Machinery was set up to make this possible. At one of the early meetings, members of the high-school physical education department for boys met with the elementary school teachers. "A laboratory in throwing and catching" best describes what went on. The men explained and demonstrated "best" ways to throw and catch balls of different sizes. The teachers practiced these ways. In a similar

way, time will be spent on all kinds of fundamental skills. In the long run, children will profit from these meetings because the teachers will be better able to help them develop good motor skills and this will make it possible for the children to take part in a wide variety of activity with success and pleasure.

* * * * * * * *

Marthaville School is a small rural school. Its 280 or so children are divided among all 12 grades. At the beginning of this particular school year the teachers and principal decided that one of the most important things for the school to work on was improvement of the physical education program.

In getting underway, and occasionally during the school year, Marthaville had assistance of specialists in health and physical education from a nearby State teachers college and from the State department of education. But mainly they helped each other.

Every Friday afternoon when weather permitted, all the students assembled on the outdoor play area. Marthaville is in the South where the weather is favorable to outdoor play most of the year. The play area was divided into four sections. The primary children were assigned to one section; grades 4, 5 and 6 to the second section; grades 7 and 8 to the third; and the high-school students to the fourth. The teachers of the various groups and student committees planned beforehand the program of the afternoon. In each of the four groups a similar pattern was followed. Students and teachers demonstrated activities and skills they had learned during the week. The teacher of each grade, with the help of students, made a record of skills and activities that were new to them. As the students became proficient in making useful and informative notes, they assumed more and more responsibiltiy for record keeping.

During this first year, the teachers weren't too much concerned with grade level of materials. Most of the activities were new to most of the children. The Friday afternoon outdoor period lasted about an hour.

The time was made available by taking from 5 to 10 minutes from the regularly scheduled classes of the high school. Since the elementary school program was flexible, adjustment in time to allow for activities that seemed important to children was easy. Most of the children who attended the Marthaville School were transported by bus. This made it essential to schedule all activities within the normal school day.

The children and teachers liked the Friday afternoon opportunities for learning new activities. They felt that the demonstrations gave them an opportunity to build a "vocabulary" of new skills and ac-

tivities. Teachers learned effective ways to teach the activities. Students learned new things to do and profited when they practiced them during their daily play periods. And, generally, both students and teachers developed a broader understanding of physical education.

* * * * * * * *

At least one representative from each of the 35 schools of Lockport County is going to spend the last 3 weeks of June at Fort Deposit State Park. They are going to develop a curriculum guide in physical education for the schools of the county. Although a State course of study is available, they feel that they want to develop materials which will be geared more specifically to the needs of the children of the county, the kinds of facilities available, the climatic conditions, and the local resources.

The teachers decided that they would work better if they could get away from home and business responsibilities, hence the decision to go to the State park. The county board of supervisors has allotted a sum of money which will cover the living expenses of the participants. The teachers will pay travel expenses. Since the park is centrally located and since many of them have cars and can share rides, this will not be a big item. The board has also provided a limited amount of money for consultative services. The teachers will decide soon whom they want to work with them. They have already asked a specialist in human growth and development from the university, two persons from the State department of education, and a physician and a nurse to spend a few days with them. They may want two physical education specialists. They are hoping that representatives of the YMCA and the recreation department will spend at least a week with them to work on plans for better use of community resources. The teachers have asked the State director of conservation to set aside 3 days in which he can help them to set up plans for some outdoor education experiences in a nearby forest preserve.

Last year another group of teachers worked on the language arts program. That group accomplished so much, it gives this year's group encouragement and hope!

* * * * * * * *

There are 36 elementary schools in Waterbury. There is one physical education supervisor. Until recently, she spent a half day in some schools, and a day in others. She taught one class after the other; usually she worked only with upper-grade children. That meant she met each group about once a month. No one was happy with this arrangement. Teachers felt they needed more help than she was able to give. Students told her they often played the games she taught every day between visits.

In an effort to improve conditions the supervisor talked with many teachers. This is the plan they have developed and are trying out this year for the first time:

1. The supervisor's program is more flexible. It is possible for her to work work with teachers who most need her help—the new ones, those who are having special problems, those who want to include activities they can't teach without the help of the supervisor.
2. The supervisor tries to spend some time with each teacher, observing the children, making helpful suggestions to the teacher in conference, evaluating progress, pointing up needs of children, and helping in other ways. (Because the teachers want this kind of help, inter-personal relationships are excellent.)
3. The supervisor sets aside certain time for office hours. Teachers feel free to come to the office to consult with the supervisor. In addition, materials of all kinds are available to them.
4. The supervisor and teachers together plan workshop-type meetings at which new activities are presented, ways of working with children are discussed, plans are developed, and problems are discussed. Usually teachers from all over the city meet together by grades.
5. The supervisor, along with other supervisors and principals, has made arrangements for teachers to visit others in their own system or to go to other cities. The school board provides substitute teachers for 2 visiting days a year.

These illustrations indicate that local schools are working out plans based on need and available resources. State departments of education and institutions of higher education are ready to assist local communities in any way they can.

pre-service education

In many elementary schools, classroom teachers are responsible for all phases of the school program, including physical education. Many of the larger cities and some of the small ones employ specialists who teach all the physical education. This is the exception rather than the rule. Many educators feel that children profit most when they spend all of their time with one teacher. This does not imply that the services of a consultant are not valuable.

If classroom teachers are to teach physical activities, it would seem that their pre-service education should include opportunities to learn about physical education programs for elementary-school-age children. All too often, college physical education experiences are limited to a 2- or 3-credit theory course in methods and materials and a few service courses, usually team games such as soccer, baseball, basketball, and hockey, and individual sports such as archery and fencing. The value of such service courses to the individual cannot be minimized, but they are not intended to prepare a teacher to work with children.

Many teacher-education institutions are now encouraging all prospective teachers, early in their college years, to observe children at play and work. These institutions also provide opportunities for young men and women who are going to be teachers to work with boys and girls in recreation programs, youth centers, clubs, camps, and other community organizations so they may learn more about children and youth in action.

Pre-service education is now concerned with helping future teachers learn more about what children and youth are like, how they grow and develop, and how they learn. This kind of background should lead to an understanding of what the total school program must include if education is to be effective. Prospective teachers will develop, among other things, an appreciation of the contributions physical education can make to growing boys and girls. They will have background courses which give them a working knowledge of the philosophy, purposes, and principles of physical education. They will learn how to plan, organize, and administer progressive and continuous programs, to use local resources, to motivate learning, to select equipment and supplies, to use space effectively, to utilize student leadership, to plan extra-class activities, to evaluate progress, and to interpret the program to children and parents.

In many colleges and universities, directed student teaching experiences are concerned with all phases of the school program—music, fine and practical arts, health and physical education, as well as the so-called academic areas. These teachers-to-be are having more realistic contacts with children and school than those who got their training a few years ago. When more of them join school staffs, perhaps in-service education in physical education will lose its "catch-up" nature and take on a more forward look!

Chapter X

you can find out more about physical education

The references that follow are but few of the many helpful sources on elementary school physical education and related subjects.

Perhaps these will serve to point up interesting and useful materials for the classroom teacher and elementary school administrator, as well as the specialist in physical education. Many of the references listed contain bibliographies.

office of education publications

(Except as noted for certain items, copies of publications listed below may be purchased from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., at the prices stated)

1. BATHURST, EFFIE G. *Schools Count in Country Life.* (Bulletin 1947, No. 8) 60 p., illus. 20 cents.
2. ——BLACKWOOD, PAUL E., MACKINTOSH, HELEN K., *and* SCHNEIDER, ELSA. *The Place of Subjects in the Curriculum.* (Bulletin 1949, No. 12) 33 p., 15 cents.
3. GOODYKOONTZ, BESS. *The Elementary School of Tomorrow—Its Possible Structure.* Reprint from *Childhood Education*, 1946. Free from Office of Education.
4. ——*Know Your Community.* (Leaflet No. 57) 1941. 35 p. 10 cents.
5. HAMPEL, MARGARET T., *and* GABBARD, HAZEL F. *Open Doors to Children.* Extended School Services. 1945. 30 p., illus. 15 cents.
6. MACKIE, ROMAINE P., *Crippled Children in School.* (Bulletin 1948, No. 5) 37 p. 15 cents.
7. MACKINTOSH, HELEN K. *Camping and Outdoor Experiences in the School Program.* (Bulletin 1947, No. 4) 41 p., illus. 15 cents.
8. MANLEY, HELEN. *Health Education for the Elementary School.* Reprints from *School Life*, 1946-47. 9 p., illus. 10 cents.
9. ROGERS, JAMES F. *What Every Teacher Should Know About the Physical Condition of Her Pupils.* (Pamphlet No. 68, Revised 1945) 19 p. 15 cents.
10. STAFFORD, FRANK S., *and* KILANDER, H. F. *Teacher Education for the Improvement of School Health Programs.* (Bulletin 1948, No. 16) 38 p. 15 cents.
11. *Organization and Supervision of Elementary Education in 100 Cities.* By a committee of the Elementary Education Staff. (Bulletin 1949, No. 11) 84 p. 25 cents.

*12. *Selected References*

No. 2. *Office of Education Publications Related to Elementary Education.*
No. 4. *Physical Education in the Elementary School.*
No. 7. *Recent Publications in Elementary School Health.*
No. 9. *Sources of Materials on Child Development and Parent Education.*
No. 10. *Child Growth and Development.*
No. 21. *About Children in Grades Seven and Eight.*
No. 22. *Supervision of Schools.*

*13. *Education Briefs*

No. 7. *Good Posture for Boys and Girls.* (May be purchased at 5 cents each or $2 per hundred from the Superintendent of Documents.)
No. 10. *Workshop Techniques in Elementary Education.*
No. 11. *Games and Self-Testing Activities for the Classroom.* (May be purchased at 10 cents each from the Superintendent of Documents.)
No. 14. *Planning Programs About Education.*
No. 16. *Playground Equipment That Helps Children Grow.*
No. 17. *Planning Elementary School Buildings.*

general elementary education

14. AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS. *American School Buildings.* 27th Yearbook. Washington, D. C., National Education Association. 1949.

15. ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT. *Toward Better Teaching.* 1949 Yearbook. Washington, D. C., National Education Association.

16. ——— *Fostering Mental Health in Our Schools.* 1950 Yearbook. Washington, D. C., National Education Association.

17. CASWELL, HOLLIS A. *Education in the Elementary School.* Yonkers, N. Y., American Book Co., 1942.

18. LEE, J. MURRAY *and* LEE, DORRIS MAY. *The Child and His Curriculum.* New York, Appleton, Century-Crafts. Rev. 1950.

19. KRUG, EDWARD. *Curriculum Planning.* New York, Harper and Co., 1950.

20. OTTO, HENRY J. *Elementary School Organization and Administration.* New York, D. Appleton-Century Co., 1944. Second Edition.

* Single copies free from Office of Education, Federal Security Agency, Washington 25, D. C.

general references on child growth and development

21. AMERICAN COUNCIL ON EDUCATION/ COMMISSION ON TEACHER EDUCATION. *Helping Teachers Understand Children.* Washington, D. C., The Council, 1945.

22. BRECKENRIDGE, MARIAN, *and* VINCENT, E. LEE. *Child Development.* Philadelphia, W. B. Saunders Co., 1949.

23. GESELL, ARNOLD, *and* ILG, FRANCES. *The Child From Five to Ten.* New York, Harper and Bros., 1946.

24. JENKINS, GLADYS C., SHACTER, HELEN, *and* BAUER, W. W. *These Are Your Children.* New York, Scott, Foresman and Co., 1949.

25. JERSILD, A. T., CHAYER, M. E., FELHAM, G. H., *and* YOUNG, M. *Child Development and Curriculum.* New York, Teachers College, Columbia University, 1946.

physical education program—activities and methods

26. AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION, *and* DEPARTMENT OF RURAL EDUCATION. *Health, Physical Education and Recreation in Small Schools.* Washington, D. C., National Education Association, 1948.

27. ——— ——— *Physical Education in Small Schools.* Washington, D. C., National Education Association, 1948.

28. ——— NATIONAL WAR FITNESS CONFERENCE. *The Role of Exercise in Physical Fitness.* Washington, D. C., National Education Association, 1943.

29. AMERICAN MEDICAL ASSOCIATION. *Physicians and Schools.* Chicago, The Association, 1947.

30. AMERICAN MEDICAL ASSOCIATION. *Report of The Second National Conference on Physicians and Schools.* Chicago, The Association, 1949.

31. BANCROFT, JESSIE H. *Games.* New York, The Macmillan Co., 1938.

32. BLANCHARD, VAUGHN S., *and* COLLINS, LAURENTINE B. *Modern Physical Education Program for Boys and Girls.* New York, A. S. Barnes and Co., 1940.

33. EVANS, RUTH, *and* GANS, LEO. *Supervision of Phyiscal Education.* New York, McGraw-Hill Book Co., Inc., 1950.

34. HORNE, VIRGINIA LEE. *Stunts and Tumbling for Girls.* New York, A. S. Barnes and Co., 1943.

35. JOINT COMMITTEE ON HEALTH PROBLEMS IN EDUCATION OF THE NATIONAL EDUCATION ASSOCIATION AND THE AMERICAN MEDICAL ASSOCIATION. *Health Education: A Guide for Teachers and a Text for Teacher-Education.* Washington, D. C., The National Education Association, 1948.

36. JACK, HAROLD K. *Physical Education for Small Schools.* New York, A. S. Barnes and Co., 1941.

37. JONES, EDWINA, MORGAN, EDNA, *and* STEVENS, GLADYS. *Methods and Materials in Elementary Physical Education.* Yonkers, N. Y., World Book Co., 1950.

38. LASALLE, DOROTHY. *Guidance of Children Through Physical Education.* New York, A. S. Barnes and Co., 1946.

39. ——— *Physical Education for the Classroom Teacher.* New York, A. S. Barnes and Co., 1937.

40. MASON, BERNARD S., *and* MITCHELL, ELMER D. *Active Games and Contests.* New York, A. S. Barnes and Co., 1939.

41. ——— ——— *Social Games for Recreation.* New York, A. S. Barnes and Co., 1935.

42. NATIONAL CONFERENCE ON COOPERATION IN HEALTH EDUCATION. *Suggested School Health Policies.* Chicago, American Medical Association, 1945.

43. NATIONAL FACILITIES CONFERENCE. *Guide for Planning Facilities for Athletics, Recreation, Physical and Health Education.* Chicago, The Athletic Institute, 1947.

44. National Section on Women's Athletics. *Official Sports Library for Women.* 1201 Sixteenth Street, N. W., Washington, D. C.
Current Editions of:
The Official Basketball Guide
The Official Field Hockey-LaCrosse Guide
The Official Recreational Games-Volley Ball Guide
The Official Softball-Track and Field Guide
The Official Soccer-Speedball Guide
Educational Films in Sports.

45. Neilson, N. P., *and* Cozens, F. *Achievement Scales in Physical Education Activities for Boys and Girls in Elementary School and Junior High School.* New York, A. S. Barnes and Co., 1934.

46. ——— *and* Van Hagen, Winifred. *Physical Education for Elementary Schools.* New York, A. S. Barnes and Co., 1932.

47. O'Keefe, Patric Ruth, *and* Fahey, Helen. *Education Through Physical Education.* St. Louis, Mo., C. V. Mosby and Co., 1949.

48. Rodgers, Martin. *A Handbook of Stunts.* New York, The Macmillan Co., 1928.

49. Salt, E. B., Fox, Grace, Douthett, Elsie, *and* Stevens, B. K. *Teaching Physical Education in the Elementary School.* New York, A. S. Barnes and Co., 1942.

50. Sehon, Elizabeth, Anderson, M., Hodgin, W., *and* VanFossen, G. *Physical Education Methods for Elementary Schools.* Philadelphia, W. B. Saunders Co., 1948.

51. Staley, S. C. *Games, Contests and Relays.* New York, A. S. Barnes and Co., 1924.

52. Troester, Carl A., Jr. *Everyday Games for Children.* Dansville, N. Y., F. A. Owen Publishing Co., 1950.

additional references on rhythms

53. American Association for Health, Physical Education and Recreation, National Section on Dance. *List of Selected Recordings for Teaching Dance.* Washington, D. C., National Education Association, 1949.

54. Ashton, Dudley. *Characteristic Rhythms for Children.* New York, A. S. Barnes and Co., 1931.

55. Barnett, Cecille Jean. *Games, Rhythms, Dances for Primary and Elementary Teachers.* Oshkosh, Wis., J. O. Frank and Sons, 1941.

56. Balwebber, Edith. *Group Instruction in Social Dancing.* New York, A. S. Barnes and Co., 1938.

57. Burchenal, Elizabeth. *Dances of the People.* New York, G. Schirmer, Inc., 1934.

58. Chicago Park District. *The Square Dance Book.* Chicago, Burnham Park, 1940.

59. Duggan, Anne Schley, Schlottman, Jeannette, *and* Rutledge, Abbie. *Folk Dances of European Countries.* New York, A. S. Barnes and Co., 1950.

60. Ford, Henry, *and* Ford, Clara. *Good Morning.* Dearborn, Mich., Dearborn Publishing Co., 1943.

61. HORRICAN, OLIVE K. *Creative Activities in Physical Education.* New York, A. S. Barnes and Co., 1929.

62. HOSTETLER, LAURENCE. *Walk Your Way to Better Dancing.* New York, A. S. Barnes and Co., 1942.

63. KIRKELL, MIRIAM H., *and* SCHAFFNIT, IRMA K. *Partners All—Places All!* New York, E. P. Dutton and Co., Inc., 1949.

64. LASALLE, DOROTHY. *Rhythms and Dances for the Elementary School.* New York, A. S. Barnes and Co., 1929.

65. RYAN, GRACE. *Dances of Our Pioneers.* New York, A. S. Barnes and Co., 1939.

66. SCHWENDENER, NORMA. *Legends and Dances of Old Mexico.* New York, A. S. Barnes and Co., 1934.

67. SHAFTER, M. S. *American Indian and Other Folk Dances.* New York, A. S. Barnes and Co., 1927.

68. SHAW, LLOYD. *Cowboy Dances.* Caldwell, Idaho, Caxton Printers, Ltd., 1947.

69. SUTTON, RHODA R. *Creative Rhythms.* New York, A. S. Barnes and Co., 1941.

☆ U. S. GOVERNMENT PRINTING OFFICE 1950—892169

United States
Government Printing Office,
Washington: 1950

For sale by the Superintendent of Documents, U. S. Government
Printing Office, Washington 25, D. C. Price 30 cents