

A PROPOSED PHYSICAL EDUCATION PROGRAM FOR STEPHEN F. AUSTIN  
ELEMENTARY SCHOOL, YOAKUM, TEXAS, AND A SUMMER RECREATION  
PROGRAM FOR THE ELEMENTARY SCHOOL CHILD

THESIS

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## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION . . . . .	1
A. Statement of the Problem . . . . .	1
B. Importance of the Study . . . . .	2
C. Procedures for the Study . . . . .	2
D. Sources of Materials . . . . .	3
E. Limitations . . . . .	4
F. Definition of Terms . . . . .	4
II. REVIEW OF RELATED LITERATURE . . . . .	6
A. The Physical Education Program . . . . .	6
B. Recreational Programs . . . . .	35
III. PRESENT PHYSICAL EDUCATION PROGRAM IN THE STEPHEN F. AUSTIN ELEMENTARY SCHOOL, YOAKUM, TEXAS . . . . .	54
A. Stephen F. Austin Elementary School . . . . .	54
B. Physical Education Program . . . . .	55
C. Summary . . . . .	61
IV. RECOMMENDED PHYSICAL EDUCATION PROGRAM FOR THE STEPHEN F. AUSTIN ELEMENTARY SCHOOL . . . . .	62
A. Curriculum . . . . .	63
B. Schedule . . . . .	66
C. Health . . . . .	67
D. Personnel . . . . .	67
E. Equipment and Supplies . . . . .	68
F. Play Areas . . . . .	68
G. Safety . . . . .	69
H. Physical Education Classes . . . . .	69
I. Grading . . . . .	70
V. PRESENT PRACTICES AND AVAILABLE FACILITIES FOR COMMUNITY RECREATION IN YOAKUM, TEXAS . . . . .	71
A. Equipment and Facilities . . . . .	71
B. Personnel . . . . .	73
C. Finance . . . . .	74
D. Program . . . . .	74

## TABLE OF CONTENTS (continued)

Chapter	Page
VI. PLANNED RECREATION PROGRAM . . . . .	76
A. Program . . . . .	76
B. Personnel . . . . .	76
C. Equipment and Supplies . . . . .	78
D. Schedule . . . . .	79
VII. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . .	82
APPENDICES . . . . .	87
APPENDIX A. TABLES CONCERNING THE PHYSICAL EDUCATION PROGRAM . . . . .	88
APPENDIX B. GRADED PROGRAM OF ACTIVITIES . . . . .	92
BIBLIOGRAPHY . . . . .	115

## CHAPTER I

### INTRODUCTION

Physical education in the public school curriculum is important in the development of the child physically, mentally, and socially. David K. Brace, Chairman of the Department of Physical Education and Health, University of Texas, states,

Education for democratic living is a principal obligation of public education and all elements of school and college life must contribute to this goal. Different school subjects and different phases of education can contribute in different ways. Happily, physical education offers many<sup>1</sup> opportunities for training in democratic action.

It should be a function of the school physical education program to give each child an opportunity to participate in activities which will provide for growth and development in intellectual, physical, spiritual, and social areas.

#### A. Statement of the Problem

This study attempted to prepare an organized physical education program which would meet the needs of the pupils in the Stephen F. Austin Elementary School and to propose a

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<sup>1</sup>David K. Brace, "Contributions of Physical Education to Total Education," Journal of the American Association for Health, Physical Education and Recreation, XX (December, 1949), 635-637.

planned summer recreation program for the elementary school age children of Yoakum, Texas.

#### B. Importance of the Study

A study of the physical education program of the Stephen F. Austin Elementary School of Yoakum, Texas, revealed that no special curricular emphasis was placed on the physical development of the child, that no physical education teacher or supervisor was provided, and that limited supplies and equipment were available for physical education activities.

Further, even though the city operates a municipal park with limited facilities for recreation, no organized recreational program exists to serve the elementary school age child.

This study was considered important because an effort was made to obtain information which can aid in improving the physical education program in the given school system and in setting up a municipal recreation program to serve the elementary school age child during the summer months.

#### C. Procedures for the Study

The procedures for this study were: (1) reviewing current literature on physical education in the elementary school and literature dealing with summer recreational

programs; (2) describing the existing physical education program in a given school; (3) making recommendations for the improvement of the physical education program in the school; (4) describing the existing physical municipal park facilities of the city; (5) determining what community facilities and personnel might be used in setting up a summer recreation program; and (6) presenting a proposed recreation program for the elementary school age child of that city.

#### D. Sources of Materials

Extensive reading of books and periodicals dealing with health, physical education, and recreation preceded this study and served as a means of obtaining data. These publications were obtained from the library of Southwest Texas State Teachers College, the library of the University of Texas, and from various outstanding commercial organizations such as life insurance companies.

Additional information was obtained from prominent persons in the fields of education and recreation. Vast knowledge has been gleaned from teachers' guides, principally from those states interested in the advancement of physical education programs. Personal experiences in the Yoakum Public Schools were important to this study.

### E. Limitations

This study is intended to suggest a plan for a physical education program for the elementary school children of the Stephen F. Austin School of Yoakum, Texas, and for a summer recreational program for the elementary school age children of the city. The nature of this study required that selected references be used rather than multitudinous references of many sources.

This study is a plan only, and does not attempt to establish fixed policy for future planning. Facilities and equipment have been a definite limitation to this physical education program as well as to the summer recreation program presented.

### F. Definition of Terms

Physical education.--According to Maryhelen Vannier, Director of Women's Division, Department of Health and Physical Education, Southern Methodist University:

Physical education in schools is directed, purposeful activity centered around the total body, its movements, care and ease. As such it stresses the development of skills, physical, social, and mental.<sup>2</sup>

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<sup>2</sup>Maryhelen Vannier and Mildred Foster, Teaching Physical Education in the Elementary School, p. 5.

Primary grades.--Primary grades are grades one, two, and three.

Intermediate grades.--Intermediate grades are grades four, five, and six.

Teachers' guides.--Teachers' guides are booklets prepared for teachers concerned with information on teaching physical education.

Health education.--Jesse Feiring Williams, Professor Emeritus, Columbia University, and past professor of physical education of that university, defines health education as "the sum of all experiences which favorably influence habits, attitudes, and knowledge relating to individual, community, and racial health."<sup>3</sup>

Health education in this study is referred to only as it relates to physical education.

Recreation.--Charles Bucher, Associate Professor of Education and Coordinator of Undergraduate Physical Education for Men and Women, School of Education, New York University, defines recreation as follows: ". . . the field of endeavor concerned with those socially acceptable and worthwhile activities in which a person voluntarily participates during leisure hours."<sup>4</sup>

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<sup>3</sup>Jesse Feiring Williams and Ruth Abernathy, Health Education in Schools, p. 7.

<sup>4</sup>Charles A. Bucher, Methods and Materials of Physical Education and Recreation, p. 22.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

Prominent educators throughout the nation have given the problem of physical education in the elementary school a considerable amount of attention. Periodical literature seems to offer a vast amount of information on current trends in physical education. In recent years, textbook authors have given careful thought to the general problems of physical education.

This study has been limited to selected references on the topic. Information on the physical education program for children in the elementary grades one through six is presented.

The review of the literature was confined to five areas of the physical education program in the modern elementary school. Those areas are: (1) purposes and objectives, (2) curriculum content, (3) schedule, (4) physical facilities and requirements, and (5) physical education personnel.

#### A. The Physical Education Program

N. P. Neilson, Professor and Head of the Department of Health, Physical Education, and Recreation, University of Utah, says:

From a biological standpoint the need for a physical education program in the elementary school is apparent to the majority of parents and educators. Civilization has shaped the activities of the human race. The industrial age has changed the activities of children and adults from those requiring the large muscles of the body to those requiring peripheral muscles and interpretive activity. Children and adults no longer spend a great deal of time outdoors. The restraints of indoor life tend to develop postural defects and careless ways of sitting, standing, and walking. Play activities which involve the use of large muscles<sup>1</sup> will be helpful in counter-acting these tendencies.

Bucher states:

The industrial revolution brought the machine which has given many leisure hours. More free time will be had with the utilization of atomic energy. This means that man will have more and more leisure. If this country is to be strong, society has the responsibility of seeing that man spends this leisure time in a manner which will be conducive to his well being.<sup>2</sup>

Purposes and objectives.--Well-balanced growth and development of the whole child socially, emotionally, spiritually, as well as mentally and physically, should be the concern of modern education. There seems to be general agreement among educators today that the basic philosophy which underlies the educational program of the elementary school as a whole applies equally well to physical education.

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<sup>1</sup>N. P. Neilson and Winifred Van Hagen, Physical Education for Elementary Schools, pp. 5-6.

<sup>2</sup>Charles A. Bucher, Methods and Materials of Physical Education and Recreation, p. 72.

Williams says:

Physical education should aim to provide skilled leadership and adequate facilities which will afford an opportunity for the individual or group to act in situations which are physically wholesome, mentally stimulating and satisfying, and socially sound.<sup>3</sup>

Elizabeth Sehon, who is Associate Professor of Physical Education at the University of California, has this to say in regard to the aim of physical education:

It is the aim of physical education to contribute to the complete education of the individual through psychomotor activities-- activities in which one learns to control and direct movement.<sup>4</sup>

Bucher believes that physical education is a very important part of the educational process and is not a "field" or an "ornament" which has been tacked on to the school program as a means of keeping children busy. Instead it is a vital part of education. He believes that through a well-directed physical education program children develop skills for the worthy use of leisure time, engage in activity which is conducive to healthful living, develop socially, and contribute to their physical and mental health.<sup>5</sup>

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<sup>3</sup>Jesse Feiring Williams, Principles of Physical Education, p. 222.

<sup>4</sup>Elizabeth L. Sehon and others, Physical Education Methods for Elementary Schools, p. 3.

<sup>5</sup>Bucher, op. cit., p. 25.

The democratic aspect of social living should be an outgrowth of a well-designed physical education program. Many examples of the principles of physical education are derived from the philosophy of freedom. This is clearly stated as follows: "Physical education aims to provide experiences through which children and youth learn to live rightly and well as citizens in a democratic society."<sup>6</sup> Williams expresses the same tenet:

All children should experience an adequate physical education; the good of the individual rather than the good of the institution should control in managing athletics; discipline of self should be sought rather than the formal discipline of authority; in accordance with their ability, pupils should share in planning and managing their activities.<sup>7</sup>

The foregoing statements call attention to the democratic functions of the physical education program. This ideal cannot be achieved without effort. Vannier and Foster state:

If we would develop strong, courageous, loyal citizens, conscious of their role in society, we, as adults, must help children to do better things they will do anyway and teach<sup>8</sup> them to do those things they can and might do.

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<sup>6</sup>Joint Committee Representing American Association for Health, Physical Education and Recreation, "Problems in Physical Education," National Association of Secondary School Principals, Bulletin No. 195, p. 49.

<sup>7</sup>Williams, op. cit., pp. 7-8.

<sup>8</sup>Maryhelen Vannier and Mildred Foster, Teaching Physical Education in the Elementary School, p. 6.

C. H. McCloy, who is Research Professor of Physical Education at the State University of Iowa, believes that since the children of any community represent its most important wealth, and because they will be adult citizens of this country, these children must learn to accept certain privileges and responsibilities which will be determined largely by their physical, mental, and emotional fitness. Physical education is one of the areas presenting abundant experiences which can aid children in gaining skills, attitudes, appreciations, and understandings of permanent value.<sup>9</sup>

Physical education curricula should contain a list of specific, attainable objectives. The physical education teacher should strive to accomplish these specific objectives in teaching any group of children. McCloy states that the physical education program should include serious and well thought out efforts to achieve the following objectives:

1. Education of the physical; this implies physiological changes for the betterment of the organism as a whole.
2. Education in terms of increased skills of performance in appropriate activities.
3. Education in terms of the betterment of character and personality.
4. Education in terms of improved cultural status.<sup>10</sup>

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<sup>9</sup>C. H. McCloy, Physiological Basis for Physical Education, p. 26.

<sup>10</sup>Ibid., pp. 104-105.

If administrators and teachers concerned with the physical growth, development, and education of children would set up physical education programs that make the achievement of the above objectives feasible, they would have programs of physical education comparable with those of any other subject matter area.

Planning the physical education curriculum.--The physical education curriculum should be in keeping with a sound concept of education. Planned physical education programs should be considered flexible and tentative, because of ever-present and significant variable factors in any community. Available facilities and equipment, and location of the school site will condition both material and emphasis in the selection of program content.

E. Benton Salt, Professor of Health and Physical Education, University of Florida, writes:

A total program of physical education for the elementary school should be a balanced one of a wide range of activities, planned so that there is definite progression throughout the grade levels. Careful observation and instruction in body mechanics should be planned and continued throughout the conduct of all activities. The correct performance of the basic motor skills is the basis for efficient use of the body and is the underlying principle of all physical education activities. Limited activities and program adjustments should be planned and provided in order that typical children may receive instruction and participate in physical education

activities suited to their needs and limitations. Activities should be determined upon advice from the medical specialist, and supervision should be provided by a special teacher with training in adapting activities suited to the handicapped.<sup>11</sup>

Determining the scope and content of a physical education program for a particular grade is one of the most difficult problems in setting up a good physical education program. The needs of boys and girls are conditioned by society and by growing up in a critical time of world strife and trouble. Physical education must provide effective physical fitness for those in need of such programs and must insist that all pupils meet adequate standards of physical fitness.

Specific activities to be used in the program and planning for the daily and weekly time allotments are of particular importance. Salt and others state:

No more is physical education to be thought of as a system which exists primarily for muscular exercise, as a physical developer, or an energy release mechanism. Neither is physical education merely the playing of games for the sake of playing.<sup>12</sup>

In constructing the physical education program, the basic philosophy and the immediate objectives of physical education should be kept clearly in mind. A knowledge of

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<sup>11</sup>E. Benton Salt, B. K. Stevens, and Dora A. Hicks, "Planning the Physical Education Program of the Elementary School," Education, LXXV (October, 1954), 84.

<sup>12</sup>E. Benton Salt and others, Teaching Physical Education in the Elementary School, p. 18.

physical and social development of the children as well as an understanding of their needs and characteristics are fundamental to such planning. Calisthenic and gymnastic drills alone will not be included in this program because such drills are not related to the basic interest of children.

Many authorities feel that pupils should have a definite part in the planning of the programs. Delbert Oberteuffer, Professor of Physical Education, Ohio State University, stated that:

Too many programs now reflect only what the teachers think students should be taught--what is supposed to be good for them. Modern education accepts student participation in planning. What activities will be good this month? What, mainly, can we do in the time that we have at our disposal? What goals are ours? What purposes shall we seek to attain? Shall we play basketball all winter? Are there other sports we would like to learn before the year is over? How shall we balance our daily period? These and dozens of other questions which can be asked and discussed with students in an effort to share the planning responsibility. The teacher can guide the group discussions. The whims and enthusiasms of students are not always reliable.<sup>13</sup>

In situations where pupils participate in the planning of a physical education program, the majority must recognize the rights of the minority and vice versa.

Neilson and Van Hagen classify the physical education activities for the elementary grades under the following headings:

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<sup>13</sup>Delbert Oberteuffer, Physical Education, pp. 33-34.

1. Story plays--grades one and two. Story plays aim to give the child well-balanced big muscle activity and to help develop his dramatic ability.
2. Hunting or active games--grades one through six. Because of their simple organization the games of this type are quickly learned and require that a greater variety and number be taught than of activities more highly organized. The hunting type of game is used less often as the child grows older, being supplemented by the simple team games.
3. Stunts--grades three through six. Stunts are forms of play arising from the desire to test one's ability. They lend themselves especially well to group organization, and give opportunity for pupil leadership.
4. Relay races--grades two through six. Relay races require little or no equipment, will accommodate a small number or a large number of pupils, and may be used to perfect specific skills. These activities are highly exciting and give the child opportunity to develop control over his emotions.
5. Rhythmic activities--grades one through six. Rhythmic activities include singing games, folk dances,

or folk games, gymnastic dancing, creative dancing, and social dancing.

6. Individual athletic events--grades five and six. Individual athletic events are elements of athletic games which can be performed and scored without dependence upon one or more other players. They carry the spirit of individual rivalry, and thus furnish incentives to improvement, are easily adaptable to most conditions of time, organization, and facilities, give experience in game elements, can be practiced individually after being learned, permit each pupil to be taught and observed as an individual, and present an opportunity to set up definite standards of achievement.
7. Athletic games--grades three through six. Athletic games are competitive team games in which an organized group scores as a unit through cooperative effort against another similar group. Its value lies in the cooperation of the players working toward a common end, in the players thinking more of what is best for the team rather than using their efforts for individual glory.<sup>14</sup>

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<sup>14</sup>Neilson and Van Hagen, op. cit., pp. 27-30.

Intramural athletics, or activities conducted among groups of pupils within one school, should be included in the physical education curriculum. Successful intramural programs depend upon near equality between competing teams. Such factors as age, height, and weight should be carefully considered in grouping the pupils for this activity. Probably the greatest gain which competition has to offer a child is the development of sportsmanship. He must play as part of a team and not as an individual. He learns to take defeat, get up and fight again. Neilson and Van Hagen have this to say in regard to intramural athletics:

A strong program in intramural athletics should be developed in the elementary school for grades five through eight. Adult supervision, with student leadership and management, is the pivot around which the success of the scheme revolves. Pupils should be rotated in their positions of responsibility so that all may have the experience of being leaders as well as followers.<sup>15</sup>

In planning the physical education curriculum, activities in health and safety should be considered as important to the total program. Children should be given periodic health examinations to determine their physical fitness for engaging in the regular physical education program. Modified activities can then be planned for those found to be physically unable to participate in the regular program. The following suggestions

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<sup>15</sup>Ibid., p. 39.

by Neilson and Van Hagen, if carried out, should prevent many common injuries on the school ground.

1. Provide adequate play space exclusive for the younger children. Do not permit the use of hard baseballs or soft balls within range of the space used by the younger children.
2. See that all upright posts are firmly planted in concrete which does not protrude above the ground. The height of traveling rings, horizontal bars, and horizontal ladders should be carefully regulated so they will be appropriate for the children who use them. Fasten horizontal bars so they do not turn and come out. The ground beneath every piece of apparatus should be kept loose and not allowed to become packed and hard.
3. Give every pupil careful instruction in the proper use of the apparatus upon which he or she is permitted to play.
4. Inspect all playground apparatus carefully and frequently as a measure of safety and accident precaution.
5. Fence the playground part of the school site with a good quality material.
6. To help prevent the development of nasal and

sinus infections, study the dust problem. If such a problem exists, steps should be taken to eliminate the dust.<sup>16</sup>

Very little attention has been given to the subject of grading. The markings in physical education should conform to the policy and procedure established for the school as a whole.<sup>17</sup>

The foregoing discussion indicates the many points to be considered in planning a school curriculum in physical education. If a school is to provide an adequate physical education program, it must consider each of these points in planning its curriculum.

Physical education classes.---The ideal size of the physical education class is from twenty-five to thirty. The group can play together in simple activities, being divided into squads of six or eight for games and skill practices and be brought into larger groups for team competition.<sup>18</sup>

In general, boys and girls should not be separated in their physical education activities in grades one through

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<sup>16</sup>Ibid., pp. 92-93.

<sup>17</sup>Jesse Feiring Williams and Clifford Lee Brownell, Health and Physical Education for Public School Administrators, p. 101.

<sup>18</sup>Salt, Stevens, and Hicks, op. cit., p. 86.

four. Beginning with the fifth grade, however, boys and girls should be separated for team games or gymnastics.<sup>19</sup> Since boys and girls are going to be together outside of school, some coeducation is desired. Corecreation helps boys and girls to understand each other, to understand the physical capabilities, possibilities, and limitations of the opposite sex.

The physical education class should be considered as an instructional period. It should be used for the teaching of skills, understandings, and attitudes. The teacher must plan the physical education program in the same thorough manner as any of the other phases of the instructional program. Daily and weekly plans will tend to be definite, while monthly and yearly programs will necessarily be tentative.<sup>20</sup>

Elsa Schneider, Specialist for Health Instruction and Physical Education, United States Office of Education, states:

In general, the activities for handicapped children which are under the direction of the regular teacher should be more recreational than corrective. It is not possible to make a statement as to the type of program which will best meet the needs of all handicapped children.<sup>21</sup> Each case must be given individual consideration.

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<sup>19</sup>Loc. cit.

<sup>20</sup>Salt and others, loc. cit.

<sup>21</sup>Elsa Schneider, Health, Physical Education, and Recreation in Small Schools, p. 14.

Schedule. Most educational authorities agree that the physical education periods should be scheduled daily and that all activities should be engaged in the outdoors whenever possible. They do differ somewhat on the amount of time to be devoted to physical education each day. Neilson and Van Hagen believe:

A daily instructional period of at least thirty minutes should be assigned to physical education activities in each grade. This time may be divided into two periods in the primary grades. In addition, other free periods such as time for recess, the noon period, and time after school should be utilized for supervised play in the activities learned during the instructional period.<sup>22</sup>

Schneider differs somewhat in the recommended schedule for physical education. She believes that a minimum of two thirty-minute periods, one in the morning and one in the afternoon, would be desirable. One of the thirty-minute periods would be for instruction and the other for supervised activity.<sup>23</sup>

Young children require several hours of physical activity daily. It is the responsibility of the school to provide children with as many physical activities as is possible in the limited time the children are in school. It would seem

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<sup>22</sup>Neilson and Van Hagen, op. cit., p. 84.

<sup>23</sup>Schneider, op. cit., p. 23.

that a minimum of thirty minutes must be allowed for physical education periods.

If the playground area is limited and it is impossible for all classes to schedule physical education activities at the most desirable time, then a time schedule must be worked out. The youngest group of students should be given the periods in the middle of the mornings and afternoons, the next age group the next best time, and so on through the school.

The element of time allotment should be adjusted according to the curriculum. The Texas Commissioner of Education has ruled that such a program shall consist of no less than one hundred fifty minutes of physical or health instruction per week for elementary schools.<sup>24</sup>

A thirty-five minute daily program seems to provide sufficient time for the desired experiences and activities. According to Table I in the Appendix of this study, authorities seem to differ somewhat as to the amount of time that should be on the various activities.

The time of the day most satisfactory for the program will vary with the rest of the school program. The period following lunch is usually a poor time because quiet and relaxation are desirable.

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<sup>24</sup>Texas Education Agency, Principles and Standards for Accrediting Elementary and Secondary Schools, Bulletin No. 560, p. 6.

Facilities, equipment, and supplies.—Adequate facilities, equipment, and supplies are imperative for a good physical education program. Since balls, bats, mats, and similar equipment might be considered the "pencils, paper, and books" of physical education, a child should not have to stand and wait in line to use them. There must be enough material and equipment so that every child may have opportunities to use them.

The needs of different groups of children must be kept in mind when arranging the play areas. Equipment to be used by the smaller children should be located near the school building.

Separate apparatus areas should be provided for the primary and intermediate grade children. Other areas to be considered are the paved multiple use area where a great variety of games may be played, the paved court area for court activities, and the turfed area for the preferred field sport.<sup>25</sup>

Whenever possible, courts should run north and south so as to avoid the glare of the morning and afternoon sun in the eyes of the players. Softball diamonds should be situated so that the home plate is in either the northeast or the southeast corner of the diamond.<sup>26</sup>

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<sup>25</sup>Neilson and Van Hagen, op. cit., p. 87.

<sup>26</sup>Ibid., p. 90.

Playground areas should be as level as possible, free from stones, and have a slope of four inches to one hundred feet for rapid drainage. The surface may be sand and clay mixed in correct proportions, dirt treated with a saline solution, grass, concrete, oil macadam, or asphalt. Concrete or a concrete base with bituminous covering is recommended for tennis and basketball courts.<sup>27</sup>

The ground, tanbark, sand, or sawdust beneath the playground apparatus should be dug up frequently to lessen the chances of injury from falls.<sup>28</sup>

Every elementary school should have an unobstructed play area for primary-grade children and a similar area for children in the upper grades. It is necessary to provide courts for basketball, bat ball, captain ball, end ball, handball, hit pin baseball, kickball, and softball; fields for soccer, fieldball, and speedball; pits for broad jumping; and a one-hundred-yard straightaway track. Courts and play areas may be superimposed in schools where the enrollment does not justify separate areas.<sup>29</sup>

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<sup>27</sup>Loc. cit.

<sup>28</sup>Loc. cit.

<sup>29</sup>Ibid., pp. 90-91.

Teaching children obedience to rules in games is one of the important objectives of the physical education program. In order to do this all courts and fields should be properly marked. It is almost impossible to keep all the courts marked properly with dry lime or wet lime. The lines may be painted on a bituminous or concrete surface. Some fields may be marked by digging a shallow V-type groove which serves as a line. Perhaps the most practical method of marking is to bury two-inch planks end to end so that the exposed edges are flush with the surface of the ground. The exposed edges can be painted white so they can easily be seen. This method of marking provides a permanent and satisfactory boundary line. Small field courts may be marked in this way.<sup>30</sup>

It is best to make all bases, corner marks, range marks, and location marks permanent by sinking in the ground at the proper places bricks, or wooden or concrete blocks. This will eliminate the trouble of making remeasurements when lines have become obliterated. To keep children from stumbling over markers, they should be flush with or slightly below the surface of the ground.<sup>31</sup>

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<sup>30</sup>Loc. cit.

<sup>31</sup>Ibid., pp. 91-92.

Lines should be two inches wide. Whitewash or cold-water paint may be used for liquid marking. For dry marking, slaked lime is best. "In the interest of economy the grounds should be kept marked by school custodians or other service employees."<sup>32</sup>

In order to provide adequate programs when fields cannot be used, a gymnasium or other indoor play space should be available. The gymnasium should be well-lighted, ventilated, and clean. Windows, mirrors, and lighting fixtures should be protected from balls, the play area free from obstructions, and the floor surface smooth. It should have walls of concrete or brick, hardwood floors, recessed lights and radiators, and sufficient storage space.<sup>33</sup>

Locker and shower rooms should join or be beneath the gymnasium. Each student should have a locker and a standard combination lock. Each locker room should also contain stationary long benches, mirrors at the end of each row of lockers, and scales. "The shower room should join the locker; preferably it should be a separate unit. Gang showers are recommended for boys; semi-private showers usually are best for girls although gang showers may be found suitable."<sup>34</sup>

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<sup>32</sup>Ibid., p. 92.

<sup>33</sup>Sehon and others, op. cit., pp. 19-20.

<sup>34</sup>Vannier and Foster, op. cit., p. 50.

Equipment is material which is relatively permanent. If elementary school children are to engage in the physical education activities recommended, the following equipment must be available:

- Balance beam (2" wide, 12' long, and 8" above the ground)
- Baseball backstop
- Basketball backstops and goals
- Chairs (for first grade)
- Climbing ropes
- Corrective room equipment
- Frame (inside dimensions, 18" x 37")
- High jump standards
- Piano
- Record player (amplifying)
- Sand box (6' x 12' or 8' x 20')
- Scales (with height attachment)
- Softball backstops
- Tables (for first grade)
- Tennis posts
- Tether ball pole
- Tumbling mats (3' x 9')
- Tumbling mats (5' x 7')
- Volleyball standards (portable)
- Safety climbing tree
- Safety platform slide
- Horizontal bars (low, graduated)
- Horizontal bars (intermediate, graduated)
- Horizontal bars (high, graduated)
- Parazontal bars
- Horizontal ladder (low)
- Horizontal ladder (high)
- Travel rings
- Giant stride
- Climbing structure<sup>35</sup>

All permanent equipment or apparatus should be located around the outside of the school grounds so as to leave unbroken play space for games. "In general, horizontal

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<sup>35</sup>Neilson and Van Hagen, op. cit., pp. 93-94.

ladders, parazontal bars, and slides should parallel the fence. Permanent apparatus should be used only during periods when there is supervision.<sup>36</sup>

Jungle gyms and slides are especially adapted for kindergarten, first, and second grades. Climbing up the ladder, on the slides, and on the climbing tree develops the legs and gives the child confidence.<sup>37</sup>

Horizontal bars should be nonadjustable. The area beneath the bars should be covered with eight inches of damp coarse sawdust, tanbark, or sand. Posts should be five feet apart, and the diameter of the crossbars should be suited to the size of grip of the children who use them. For the primary grades bars should be 52", 58", and 65" from the ground. For grades four, five, and six the bars should be 65", 68", and 74" from the ground. These figures should be useful in installing other equipment and apparatus at proper heights for the children who use them.<sup>38</sup>

The horizontal ladder is approximately fifteen feet long and has rungs placed in the uprights to aid children in reaching the ladder. For third, fourth, and fifth grades the ladder should be five and one-half feet from the ground. It

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<sup>36</sup>Ibid., pp. 94-95.

<sup>37</sup>Ibid., pp. 96-97.

<sup>38</sup>Ibid., p. 98.

should be seven feet from the ground for the sixth, seventh, and eighth grades.<sup>39</sup>

Rotating equipment is sensational in nature and has little value for pupil development. Travel rings should not revolve. By remaining stationary they permit the children to swing from ring to ring pulling, stretching, and developing their arms, shoulders, backs, and abdominal muscles.<sup>40</sup>

Children should be taught to use the giant stride. When several children are playing at one time those who wish to stop should be taught to go to the pole, taking their ladders with them, and remain there until all are finished. This permits others to continue around the circle. Rungs should be made of wood or aluminum to prevent injuries. The giant stride should always be located in an area where children do not play games.<sup>41</sup>

A variety of climbing structures, jungle gym, monkey jungle, child climb, castle tower, gym climb, nursery climber, steelclimb, steeltower climber, have been designed. This kind of equipment is of value for children in kindergarten and the primary grades. A number of stunts and games can be performed on the climbing structures.<sup>42</sup>

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<sup>39</sup>Ibid., pp. 96-97.

<sup>40</sup>Ibid., p. 98.

<sup>41</sup>Loc. cit.

<sup>42</sup>Ibid., pp. 98-99.

"Parazontal bars consist of two horizontal bars, ten feet of inclined horizontal ladder, and ten feet of inclined parallel bars. It can accommodate ten or twelve children at a time."<sup>43</sup>

Besides all this equipment, there must be supplies, or articles which must be replaced rather frequently as contrasted to relatively permanent equipment. Ordinarily, supplies are purchased from funds provided in the school budget. Each elementary school should develop definite plans for the storing, issuing, repairing, and cleaning of supplies. Central storage seems most desirable as it permits the use of the same articles several times each day by different groups of children.<sup>44</sup>

Vannier and Foster consider the variety of materials listed below as minimum essentials needed to conduct an adequate program in elementary schools. The quantity of materials will depend upon the number of pupils enrolled.

Jump ropes, 3'8" sashcord  
 Individual 6' 7' 8'  
 Long 12' 15' 20' 25'  
 Phonograph needles  
 Shuffleboard sets  
 Squad cards  
 Tape measure, 50'  
 Tempra paint  
 Tom Toms

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<sup>43</sup>Ibid., p. 97.

<sup>44</sup>Ibid., p. 100.

Bases  
 Air pump  
 Stop watch  
 Nets<sup>45</sup>

The following is offered only as a practical minimum that should be available to any class of about thirty during its instructional period:

4 basketballs, junior size  
 4 footballs, junior or intermediate size  
 4 soccerballs  
 4 volleyballs  
 2 volleyball nets  
 15 softballs  
 6 softball bats  
 2 long jump ropes  
 15 short jump ropes  
 10 utility balls, 5-inch rubber  
 15 beanbags  
 1 hand pump with gauge<sup>46</sup>

Rubber-covered, inflated balls are recommended for elementary school children. They are more desirable and less expensive. Leather is the best for quality.<sup>47</sup>

Physical education teacher.--The teacher of physical education in the elementary school may be the classroom teacher, the special teacher of physical education, or a combination of the two, with divided areas of responsibilities.

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<sup>45</sup>Vannier and Foster, op. cit., pp. 52-53.

<sup>46</sup>Sehon and others, op. cit., p. 21.

<sup>47</sup>Loc. cit.

In the smaller schools the classroom teacher is often assigned responsibility for the physical education program. In the larger city systems, however, a trained physical educator is usually assigned either full responsibility for the program or is designated as supervisor, a resource person, or an itinerant teacher to assist the classroom teacher. "A significant trend is the co-operative planning of activities through the pooled judgment of teachers, pupils, principals, and supervisors."<sup>48</sup>

Integration and correlation of the physical education program with classroom activities is usually better if the classroom teacher handles all phases of the school program. The classroom teacher is in a position to "analyze needs and interests of the children, to plan a broad program for the total development of pupils, and to adapt motor skills, understandings, and social adjustments necessary to achieve objectives."<sup>49</sup> He may, however, be inadequately trained in analyzing physical skills and teaching correct form and body mechanics. Some leaders in physical education feel that "the classroom teacher shows a natural neglect of some important skill trainings and may not understand the proper scope and sequence of activities recommended for the ideal program."<sup>50</sup>

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<sup>48</sup>Salt, Stevens, and Hicks, op. cit., pp. 82-83.

<sup>49</sup>Loc. cit.

<sup>50</sup>Loc. cit.

When the classroom teacher is in charge of the physical education program, there must be a simplified plan for the total program of physical education with easy reference to basic materials. The major phases and activities of the program must be described, and concrete suggestions as to methods for conducting each phase should be given.<sup>51</sup>

The specialized teacher is better qualified than the classroom teacher to teach good basic skills and techniques, to prepare pupils for satisfactory future physical education activity. When the specialized teacher is in charge of the physical education program, the major problems of planning become those of obtaining firsthand, pertinent knowledge of the abilities, interests, and needs of children; of integrating activities with other phases of the school program; and of arranging a satisfactory schedule for the physical education classes. This will require a careful study of available pupil records, pooling of information relative to the background and present status of pupils, and cooperative planning by those responsible for the total educational program.<sup>52</sup>

The most desirable physical education program seems to be the one conducted through the combined efforts of the

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<sup>51</sup>Loc. cit.

<sup>52</sup>Ibid., p. 16.

classroom teacher and the physical education specialist. The division of responsibilities must be determined before procedures in planning may be undertaken.<sup>53</sup>

There are arguments pro and con as to who should teach physical education in the primary grades. Some educators maintain that it is better for the children in the primary grades to have their physical education classes and playground periods supervised by their own classroom teacher. Those who support this school of thought claim that since play is so significant it is important for the teacher, who will be with the children for the longest period of time, to see how they play so that she can best guide them into desirable physical and social growth patterns. Other educators believe that only those persons trained and certified to teach physical education should do so. Those clinging to this line of thought believe that children learn faster when they are taught correctly from the beginning by a trained physical educator.<sup>54</sup>

The increasing practice in many elementary schools is for the classroom teacher to handle the program of physical education under the direct supervision of a highly trained and experienced special teacher of physical education. The

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<sup>53</sup>Loc. cit.

<sup>54</sup>Vannier and Foster, op. cit., p. 21.

supervisor guides the teacher by assisting in planning the program of activities and in teaching proper skills and body control. "The major problems of planning become those of acquainting teachers with the scope of a total program of physical education, and of rendering effective special help where needed."<sup>55</sup>

Characteristics desired of leaders in physical education are high standards of personal behavior; reasonably good skill in performing and demonstrating a variety of activities; buoyant health; a well-balanced integrated personality; ability to work with people; understanding of the philosophy, principles, and methods of modern education and the place of physical education in a total school program; and knowledge of human growth and development.<sup>56</sup>

Sehon and others state that "if the teacher is to make physical education meaningful to his pupils, he must have an appreciation and understanding of the field and recognize the values of play and recreation as aspects of good living."<sup>57</sup>

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<sup>55</sup>Ibid., pp. 83-84.

<sup>56</sup>Neilson and Van Hagen, op. cit., p. 10.

<sup>57</sup>Sehon and others, op. cit., p. 12.

Summary.--The physical education program in the elementary school is no longer considered a period for supervised play, or a period for mass exercise done to commands. The modern physical education program "includes all of the directed and purposeful instructional and extra-class activities which alter the development of skills; physical, social, and mental, through the movement, care, and use of the total body."<sup>58</sup>

The recasting of the scene for physical education is not a superficial move but a tendency toward deeper growth. It holds that one needs to aim higher than health, and victorious teams; higher than strong muscles, than profuse perspiration. Physical education is seen primarily as a way of living, and seeks to conduct its activities so as to set a standard that will surpass the average and the commonplace.

It would be desirable to have a summer recreational program that would carry on through the summer months varied activities to meet the needs of the child. A discussion of summer recreational activities to meet these needs follows.

#### B. Recreational Programs

Importance of recreation.--Recreation is a fundamental and universal human need. Like work, love, and worship,

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<sup>58</sup>Salt, Stevens, and Hicks, op. cit., p. 82.

recreation has been a form of human activity. During the past few decades recreation in its various forms has expanded to an unprecedented degree. Leaders in all walks of life are heralding the significance and values of recreation, and the desire for recreational opportunities is so widespread that the American people have been spending several billion dollars annually for them.

According to Harold D. Meyer, Chairman of Recreation Curriculum, University of North Carolina, and to Charles K. Brightbill, Professor of Recreation, University of Illinois, recreation is now accepted as a major force in social well-being. Recreation takes its place with education, health, religion, and work as an essential process molding individual personalities and creating abundant community living. All these elements in proper balance constitute the nucleus of total social stability.<sup>59</sup>

Meyer and Brightbill state further:

In checking juvenile delinquency and adult crime there is considerable evidence in favor of recreation. Studies, research, and clinical investigation support the contention that where juvenile delinquency exists and organized recreation is installed delinquency rates drop. It is common sense to recognize the fact that

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<sup>59</sup>Harold D. Meyer and Charles K. Brightbill, Community Recreation: A Guide to Its Organization and Administration, p. 7.

wholesome community recreation with a full and well balanced program can contribute to positive living and help check tendencies to crime.<sup>60</sup>

Although there are countless activities that may be considered recreation, it is generally agreed that all recreation activity has certain basic characteristics. One is that a person engages in it because he desires or chooses to do so. Another is that the activity brings immediate and direct satisfaction to the individual. In recreation the individual finds opportunity for self-expression and from it he derives fun, relaxation, or pleasure. It might be stated then that the fundamental aim of recreation is to assure joyful experiences and happiness through wholesome activity.<sup>61</sup>

Objectives of recreation as listed by Meyer and Brightbill are as follows:

1. Happiness. The primary objective of recreation is to give pleasure, enjoyment, and happiness to individuals and groups. In all matters relating to evaluation, measurements are in terms of the abundance of joy, happiness, and pleasure that accrue to individuals and to groups.

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<sup>60</sup>Ibid., p. 23.

<sup>61</sup>Ibid., p. 21.

2. **Satisfaction.** Recreation satisfies many of the primary desires. There is great satisfaction in achievement as a member of a team or as a partner, or individually, in learning a skill or reaching a goal. Recognition and response are important in these satisfactions.
3. **Balanced growth.** Since technology is a powerful force in modern life and affects individual and group culture, opportunities must be provided for balanced growth of the organism. This can be obtained in modern society through appropriate activities during leisure time.
4. **Creativeness.** Technology also causes loss of manual skills. The proper utilization of leisure in creativeness can restore these skills and revitalize the forces of culture. It brings people a functional relationship to the arts.
5. **Competition.** Everyone desires to achieve or to excel. Man is a competitive being. Life with his fellows or with nature finds him in competition. In recreation there is full opportunity to satisfy this urge.
6. **Learning.** Recreation is a definite part of the learning process. A game, a dramatic production,

storytelling, a song, an adventure in the woods and hills, the acquisition of skill in crafts, are all examples of opportunities not only to enjoy and satisfy but also to learn pleasantly. Recreation goes hand in hand with education.

7. Health. Recreation assists in the development of good health, for both the individual and the group. Physical, mental, and spiritual health are essential objectives of the community recreation program.
8. Citizenship. Citizenship is a sound objective for recreation. Being part of a group or a team, in a play, or in an orchestra, all demand cooperation and emphasize belonging, loyalty, teamwork, sportsmanship, and other characteristics necessary in sound citizenship.
9. Character. It must be understood that recreation alone does not mold character. The activity itself can assist the individual in acquiring traits that society designates as acceptable. The manner in which people spend leisure weighs heavily in character building. The traits are not molded by teaching, but by doing and being.
10. Development of talents. Development of talents is a primary goal of recreation leadership. Through the

recreation program individuals can find opportunity to express their talents. This can be done in all fields of recreation: athletics, sports, and games; dramatics, music, and dancing; literary and social activities; and nature and outing activities.

11. Socialization. To enrich family living is a cardinal objective for recreation. Family recreation can be a primary force in individual and group well-being. A community recreation program that takes this fact into account can greatly enrich family relationships.
12. Individualization. The individual is the unit of society, but many social forces break down individualization. There is thus urgent need for opportunities for the individual to be himself. Recreation can afford this opportunity in many ways. Individual sports, arts and crafts, music, reading, and nature and outing activities are valuable from this point of view.
13. Prevention and cure. Recreation has preventive and curative values. It can assist in the elimination of individual and group pathology. Recreation alone, however, cannot accomplish a great deal. In combination with other influences, recreation can be of much value.

14. Democracy. Some of the finest opportunities for promoting democratic habits can be found in recreation. Richness in group experiences is essential. Recreation can, therefore, aid in solving some of the social problems through the medium of wholesome activity.<sup>62</sup>

A modern recreational program will be discussed from the standpoints of program, personnel, equipment and facilities, and finance.

Program.--In planning the recreation program, Meyer and Brightbill recommend that the following be considered:

1. Age. One of the outstanding elements in program planning is the consideration given to age in determining ability and capacity for the activity. The program can be built according to age classifications, and the major divisions subdivided into such other categories as early childhood, from six to nine, and late childhood, from nine to twelve; or early adolescence, from twelve to fifteen, and late adolescence, from fifteen to twenty years of age. Mixing age groups occasionally is refreshing and beneficial to young and old.

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<sup>62</sup>Ibid., pp. 24-28.

2. **Sexes.** There are many situations in recreation programs in which sex forms an essential element of effective program planning. While no single activity is determined by it, long years of custom have classified some activities as those particularly enjoyed by one sex or the other. The physiological aspects of sex must be considered in their influence upon activity.
3. **The individual and interest.** Constant attention must be given to individual wants and needs. The emphasis is on opportunities for individual participation. Not all recreation desires can be satisfied through group activity. Abundant opportunities should be provided to allow the individual to participate as an individual with frequent opportunity for learning skills which can be pursued alone.
4. **Opportunities.** Program opportunities and their planning are influenced by many factors. Even such things as adequate transportation to and from activities and the timing of events can prevent or facilitate participation.
5. **Time.** The time element in program building is important. This includes the timeliness of activities in connection with holidays and festivals, seasonal

interests, events, and conditions. Consideration must also be given to the best time of the day to schedule activities. A program must be planned to sustain interest, and its length is an essential consideration. Programs, too, should start on time and not exceed the length of time originally planned.

6. **Schedule.** The schedule shares with time a position of importance. Schedules should be publicized well in advance so that the people of the community may know when and where events occur and what will be presented.
7. **Attendance.** Attendance at community recreation activities is optional, and therefore there is always the difficulty of ascertaining who will be present, how many will come, and at what time. This freedom of attendance is one of the finest characteristics of the recreation movement, but it increases the difficulty of program planning. A declining attendance is highly indicative of program difficulties.
8. **Size of group.** The number of members present determines to some extent the activity possible at a given time. The leader will of necessity have to give careful study to the size of the group and take steps to

satisfy the needs of the moment, changing the program planned, when the group is too large or too small for the activities intended.

9. **Type of group.** What is the make-up of the group? The type of organization conditions the program as well as the purpose in arranging it. Whether it is a formal or informal group, a permanently organized entity, or a mixed group of different ages, there are considerations that call for understanding. Acquaintance within the group is a factor also.
10. **Skill.** The skill of participants is an element that can make or mar the program. In the beginning, at least, individuals and groups at the same skill levels should participate together--beginners with beginners, and experts with experts. Occasionally the experts should assist the beginners for the greater good of all.
11. **Substitution.** Recreation leadership should be prepared at all times to make substitutions in the program. Too many or too few may arrive for the events scheduled. The weather may change suddenly so that plans cannot be followed. Many unexpected things can happen, and adjustments, adaptations, and substitutions must be made. Leaders should

have a large repertoire of activities at hand so that no matter what situation arises, adjustment can be quickly made.<sup>63</sup>

Meyer and Brightbill suggest the following activities for the summer recreation program: (1) arts and crafts, (2) dancing, (3) dramatics, (4) storytelling, (5) music, (6) nature, (7) social events, and (8) sports and games.<sup>64</sup>

Personnel.---Howard Garby Danford, Professor of Physical Education at Florida State University, recommends that at least two leaders, a man and a woman, should be assigned to each normal-size playground. On playgrounds where the attendance is large or where the grounds are kept open mornings, afternoons, and evenings, the number of leaders should be increased. Where two workers are assigned to a playground, one is selected as the playground director and the other as the assistant playground director. Additional employees charged with the responsibility of leading clubs or groups and organizing activities under direction are termed recreation leaders. It is recommended that the playground director be a graduate from a college of recognized standing, preferably with a major in recreation and that he have at least one year of successful experience as an assistant director, at least six months of

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<sup>63</sup>Ibid., pp. 515-519.

<sup>64</sup>Ibid., pp. 529-541.

which shall have been related to an outdoor recreation area.<sup>65</sup>

George D. Butler, Chairman of the Research Department of the National Recreation Association, states that the chief purpose of play leadership is to fill the child's play hours with gripping, creative, varied activities which foster the free expression of his play interests, and to conduct these activities in such a way that every child on the playground is assured of a happy and richly satisfying playtime. The play leader provides not merely the opportunity for children to play the games, to sing the songs, and to make the things they want, but the infectious enthusiasm which gives a zest to the activities. He organizes the program in such a way as to minimize quarrels arising out of the conflicting desires of different children. He takes into account the children's individual interests and abilities. He fosters the children's creative planning ability and encourages exploration in new fields of activity. He pays special attention to the needs of the timid and awkward child. He introduces new activities so the children will have a greater range of choices. By helping them develop skills, he increases the satisfaction and enjoyment which they gain from taking part in the activities.<sup>66</sup>

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<sup>65</sup>Howard Garby Danford, Recreation in the American Community, pp. 132-133.

<sup>66</sup>George D. Butler, Introduction to Community Recreation, p. 83.

Meyer and Brightbill list the following as general qualities expected in every leader:

1. Broad interest in society, a genuine enthusiasm for one's work, ideals, good judgment, integrity, responsibility, initiative, and resourcefulness.
2. Patience, dependability, devotion, a sense of humor, and courtesy.
3. The related qualities of efficiency, thoroughness, accuracy, promptness, and industry.
4. Feeling that the leader has a good amount of common sense and with it, a scientific attitude and approach to the job.<sup>67</sup>

Equipment and facilities.--The following recommendations regarding equipment and facilities are given by Meyer and Brightbill:

1. Recreation building. The major recreation building should be centrally located for efficient control of activities on the several related outdoor areas, and adjacent to a main street for ease of access. It is also essential that players using sports areas be able to reach toilets and dressing rooms with ease. The building may include a gymnasium, an auditorium, a social hall, lounge, clubrooms, and craft shop.

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<sup>67</sup>Meyer and Brightbill, op. cit., p. 375.

This building might also include storage rooms, and possibly a staff office.

2. General playfield. This is the largest unit of the entire plan, designed for field games requiring considerable space. The principle of multiple-use has been applied, making possible to include three softball diamonds and a baseball diamond with bleachers. There is sufficient space for marking of courts for the other types of field games. The area is designed primarily for the use of adults and youth, although by proper scheduling it can be utilized for children's field games.
3. Children's playground. A small area is devoted to a children's playground separated from the adult area for safety purposes by trees and a multiple-use court. The space is sufficient for a children's softball diamond, free play area, and an apparatus area. Immediately adjacent to the recreation building is a small children's area or "tot-lot" to serve the needs of children of preschool age.
4. Multiple-use area. This is a service court to provide for such games as volleyball, badminton, basketball, and shuffleboard. Net posts and goal posts should be set in sockets so they can be

- removed, clearing the entire area for roller skating and social activities.
5. Tennis courts. Eight tennis courts should be provided close to the street for ease of access.
  6. Outdoor theater. This facility will do much to provide for activities in dramatics, music, and dancing. While not in use for organized entertainments, it can be utilized for storytelling and craft activities in connection with the adjacent children's playground.
  7. Parking space. Space for the parking of approximately 160 cars has to be provided on the grounds. Many play fields in the past had no special provision for parking.
  8. Swimming facilities. In locating and building a swimming pool, provision should be made for bath house facilities. Where possible, facilities for wading should be included and in the case of pools should be completely separated by a fence or considerable ground area. The size of the pool will be determined by the number of people it is intended to serve. Sufficient facilities to serve three per cent of the population at one time and approximately twelve square feet of water space per swimmer, should be provided.

9. Supplies. Essential supplies are provided by the authorities, but children often might bring additional materials to the playground. Care in the use and conservation of supplies is a responsibility of the playground workers.<sup>68</sup>

Butler lists the following supplies as types commonly used:

1. Game supplies.---These include handballs, horseshoes and stakes, softballs, bats and bases, volleyballs and nets, play balls, soccer balls, rainy-day materials, and paddle tennis outfits. As a rule, children provide their own tennis racquets. If the playground includes a baseball diamond or running track, additional supplies are needed. Quiet game materials such as bean bags, peg boards and pegs, ring toss, checkers, caroms, and dominoes are of great value and can be made by the children as a craft project. Materials used in conducting social games and parties are needed at playgrounds having buildings serving as indoor centers.
2. Craft supplies.---These consist primarily of tools and equipment such as hammer and nails, knives, scissors, pliers, files, sandpaper, paste, crayons, and paints; and craft materials such as clay, cloth, wood, leather, magazines, and yarn. Materials supplied by the department are often supplemented by those bought by the children or obtained by the leaders from the neighborhood stores or local factories.
3. Accessories.---Many types of supplies are needed for the music, nature, or drama program. A victrola and records are useful for folk dancing. Equipment is also needed for the office. Every playground needs a flag, bulletin board, repair kit, and first-aid kit.

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<sup>68</sup>Ibid., pp. 445-455.

4. The playground library.--A set of publications of playground operation and activities is a part of the essential equipment of the director's office. Books containing rules for games, publications on program features, manuals, and other instructions issued by the department office, and standard publications on playground work have a place in the playground library.
5. General supplies.--Necessary maintenance supplies include materials for marking courts, dust binders, sawdust, grease, and janitor's supplies. Office forms and other materials are also needed.
6. Tools.--Regardless of the system used for maintaining playgrounds, at least a few tools are required at every area.<sup>69</sup>

Finance. There are many factors which influence community expenditure for recreation. Meyer and Brightbill list the following: (1) the financial condition of the community, (2) the legal tax structure limitations, (3) the efficiency of over-all municipal financial administration, (4) the peculiar needs of the community, (5) the capacity and generosity of those in a position to make voluntary contributions, (6) the physical plant (recreation areas and facilities) available, (7) the amount of time which people can give to help administer and supervise the program, (8) accessibility of recreation opportunities other than those provided and supported by the community, and

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<sup>69</sup>Butler, op. cit., p. 276.

(9) prevailing local costs of personnel, services, supplies, and equipment.<sup>70</sup>

Many municipal recreation programs are operated through funds provided in the department budget. In some programs all activities are free; sometimes a fee is charged for admission to special events, for enrollment in a particular class, or for the use of a facility such as a swimming pool or bowling alley. Such charges give persons served a chance to pay part of the cost and provide funds for extending needed services. On the whole, however, the programs are open to the public without charge, and no attempt is made to help meet the cost of operation by charging admission or by use of rental fees. Recreation authorities are therefore free to plan the program so as to serve the best interests of the people rather than to yield the maximum revenue.

Items in the operating budget of a recreation program are salaries and wages of leadership and maintenance personnel, fuel, light, water, recreation and office supplies, telephone, insurance, janitorial supplies, repairs, and miscellaneous expenses.

The ideal physical education program for the elementary school and recreation programs have been discussed. Desirable

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<sup>70</sup>Meyer and Brightbill, op. cit., pp. 460-465.

features according to leading authorities have been presented. The recommendations by authorities have been observed in setting up the physical education program and the recreation program that follow.

## CHAPTER III

### PRESENT PHYSICAL EDUCATION PROGRAM IN THE STEPHEN F. AUSTIN ELEMENTARY SCHOOL, YOAKUM, TEXAS

In order to determine the adequacy of the physical education program of the Stephen F. Austin Elementary School, an informal study was made. The areas of the physical education program included in the study were: (1) curriculum, (2) types of activities, (3) physical education classes, (4) schedule, (5) health, (6) personnel, (7) equipment and supplies, (8) play areas, (9) safety, and (10) grading. The present status of the program in the Stephen F. Austin Elementary School regarding the above areas is described. First, however, a brief description of the Stephen F. Austin Elementary School is given.

#### A. Stephen F. Austin Elementary School

The Stephen F. Austin Elementary School is a six-grade elementary school located in Yoakum, Texas, a town of approximately seven thousand people. The average enrollment of the school is approximately 265 children who are taught by eleven teachers. There are two teachers each for grades one through four; two teachers who teach departmental work in the fifth and sixth grades; one teacher who is principal and

teaches half-time in the sixth grade; and one teacher who teaches music in the fourth, fifth, and sixth grades in the afternoon. Grades one through three are self-contained, grade four is self-contained except for music, and grades five and six are departmental.

#### B. Physical Education Program

Children in all grades participate in supervised play under the direction of the classroom teachers in the Stephen F. Austin School. This is considered by the school as a physical education program, although little instruction in physical education is given. No attention has been given to the planning of a physical education curriculum. Activities are not planned so a definite progression throughout the grades will result. No attempt is being made to plan activities that are appropriate for the various stages of physical development of the children.

In the primary grades safety, related health habits, and social attitudes are stressed in the physical education program. In the intermediate grades, rules, safety, related health habits, skills, some body mechanics, and social attitudes are stressed more in relation to the health program. The child with superior ability is often given leadership opportunities. He is often chosen captain of the team or asked by the teacher to demonstrate a skill.

The time allotments for the different phases of the instructional program as suggested by the authorities are not followed in the program. The activities are based on the pupils' interests and seasonal games.

The types of activities included in the primary grades are rhythms and games. Girls of the primary grades also jump rope. Both boys and girls of the second and third grades play a modified form of softball. The majority of the time in the intermediate grades is spent in playing team games. Some rhythm is taught in the music classes in the intermediate grades.

No lesson plans are made for the physical education classes. Also no planning is devoted to teaching skills. The scope and sequence of the program is not provided throughout the grades. Each teacher plans his own activities with little consideration as to the applicability of the activity to the stage of growth of the children. Team games are usually limited to the seasonal sports.

Classes.--The boys and girls are not separated for physical education activities in the primary grades. In the fourth grade the boys and girls are separated most of the time. Boys and girls in the fifth and sixth grades are separated for physical education; however, occasionally they play volleyball together.

The physical education periods are considered by most of the teachers as periods of supervised play. The most common practice is for the teacher to referee or keep score for the game.

Some of the teachers do not require all of the children to participate in the activities. If the child does not wish to play, he is permitted to be a spectator, referee, or a scorekeeper. Most of the children want to participate and are eager to join in the game when given the opportunity.

Schedule.--Physical education classes are scheduled twice daily in all grades. The primary grades have a fifteen minute period in the morning and a fifteen minute period in the afternoon as do the intermediate grades. Because of the limited play area, the primary grades have their physical education classes first each morning and afternoon followed by a similar period of time given to the intermediate grades. Physical education classes are held outdoors when the weather permits. At times when the weather is inclement, a five minute recess period is given, and children then return to their home rooms for quiet games.

Health.--The children are not required to have a health examination for participation in the physical education activities. The teachers are alert, however, for symptoms

of illness; and since there is no school nurse, the teacher is the judge as to whether or not a child should participate in the physical education activities.

Personnel.--The classroom teacher is in charge of all phases of the physical education program. The primary grade teachers usually supervise their own children on the playground. Since there are two fourth grades, one teacher supervises the boys while the other teacher supervises the girls. The fifth grade home room teacher supervises the fifth and sixth grade girls, while the sixth grade home room teacher supervises the boys. This arrangement has proved to be quite satisfactory and makes it possible to relieve each teacher of the responsibility of supervising two activities.

Supervision of the program is done by the classroom teachers and the principal. Each teacher supervises her own part of the program, and the principal is concerned with supervision of the over-all physical education program. The principal's supervision consists of helping the classroom teachers schedule the physical education classes and giving suggestions for conducting seasonal games.

Equipment and supplies.--The equipment and supplies are very limited. There are seven pieces of playground apparatus for the primary grade children--three slides and four sets of

swings with four swings each. The only equipment for the intermediate grade children consists of three softball diamonds with backstops, two basketball backstops and goals set about thirty feet apart, one volleyball net strung on two poles, one horizontal bar set about five feet from the ground. Baseball diamonds, volleyball courts, and basketball courts are not kept lined off. If the children are to have a special game, they themselves line the courts with dry lime provided by the principal. Almost the entire play area is unlevel; weeds grow on parts of the area during the entire school year; and large areas are very rocky.

The Parent-Teacher Association of the school finances the entire physical education program. All equipment and supplies are purchased from funds set up in the association's annual budget. The principal has the sole responsibility for making purchases as he sees necessary.

Each primary grade is provided with one softball, one softball bat, one rubber utility ball, and one jump rope. Children of other primary grades often share supplies, and usually a pupil is appointed to borrow and return them. Each intermediate grade is provided with one softball, one softball bat, one jump rope, and one rubber football for each grade. The fifth and sixth grade children share one basketball and one volleyball which serves both boys and girls.

Each teacher must see to the repair of the supplies. When supplies are worn out, they may be replaced by the principal provided the funds are available from the budget.

Play areas.--The limited playground space is perhaps the greatest handicap to a good physical education program. Since the area is limited, it is necessary for space near the building to be used for softball which results in broken windows in the building quite frequently.

All of the play area is located back of the school building. A flagpole with a four-foot concrete base is located midway in the space at the east end of the playground, and there are also three small shade trees on the grounds. These items are quite a hazard.

A major highway bounds the south side of the play area. No fence is provided at any point on any side. Balls frequently roll into the highway.

Since the school building is located in the southeast corner of the block, the play area is "L" shaped. The ground behind the building has a decided slope to the north. Other parts of the area are relatively flat but quite uneven.

Safety.--The school is quite safety conscious about children's crossing the street, running through the halls, riding bicycles, and similar items, but does very little to

eliminate safety hazards on the playground. There are no prepared pits for any of the playground apparatus. There are two small bicycle racks provided for parking bicycles; however, these are not ample for the number of bicycles and very little attention is given to the order in which bicycles are parked. They are restricted to a specific area.

Grading and reporting.--Grades for participating in physical education are not given on the child's report card. Under the present system no reporting of any kind is made.

### C. Summary

The present physical education program in the Stephen F. Austin Elementary School is very inadequate. Some of the major weaknesses are: (1) there is no over-all integrated program and no objectives have been set up for the physical education program; (2) many of the teachers feel inadequately trained for teaching physical education; (3) sufficient supplies and equipment are not available for conducting a well-balanced program; (4) there is no gymnasium nor room inside the building for play during inclement weather; and (5) the playground space is inadequate and not suitable for most games.

## CHAPTER IV

### RECOMMENDED PHYSICAL EDUCATION PROGRAM FOR THE STEPHEN F. AUSTIN ELEMENTARY SCHOOL

The ideal type of physical education program that should exist in a modern elementary school as recommended by authorities is presented in this study. Recommendations are given for improving the physical education program of the Stephen F. Austin Elementary School in the areas of:

(1) curriculum, including types of activities; (2) schedule; (3) health; (4) personnel; (5) equipment and supplies; (6) play areas; (7) safety; (8) physical education classes; and (9) grading.

These recommendations are offered in the hope of stimulating interest in a long-range plan of improvement of the school's physical education program. These recommendations are also made in an effort to place the physical education program of Stephen F. Austin Elementary School as nearly as possible in the same level with the types of programs recommended by authorities.

A program of activities for each grade is given in the Appendix. The activities listed were chosen from Physical Education for Elementary Schools by N. P. Neilson and Winifred Van Hagen. This publication was selected to be used as

reference because in the opinion of the writer it contains the best collection of activities which are available in many good references. Only one example of each activity in each grade level is given since it is to serve only as a guide in setting up a complete program.

#### A. Curriculum

To bring the physical education curriculum of the Stephen F. Austin Elementary School more nearly in line with the curriculum recommended by authorities, it is recommended that the school establish a physical education program with definite and attainable objectives stated in writing and the classroom teachers plan and carry out their individual classes in keeping with the general objectives and philosophies of this over-all plan.

The total program of physical education will be balanced with a wide range of activities, planned so there is a definite progression throughout the grades. The types of activities taught, the percentage of time allowed for each type, and the specific game under each type will be planned in accordance with the suggested program given in Tables II and III of the Appendix. The physical education program and the methods of teaching will be adapted to the varying needs of the children.

In presenting the first grade activities three categories are presented: story plays, dance activities, and hunting or active games. Special attention must be given to elementary rhythms so that all pupils may have opportunity early in life to express themselves creatively and to respond to traditional rhythmic activities.

At the second grade level relay races are included in the physical education program. Hunting games, dance activities, and story plays are continued in the program.

At the third grade level the normal child's small muscles are developing, and manipulative skill is increasing. He now has a wider range of interests and a longer attention span, and at this age he is beginning to be interested in teams and will abide by group decisions. In addition to hunting or active games, dance activities, and relay races, stunts and athletic games are added to the physical education program for the third grade.

The same categories of activities which were presented at the third grade level are listed for the fourth grade. Boys and girls are separated for their physical education instruction in most activities. However, they will participate in the dance activities together and occasionally play together in simple hunting and active games. Children at this grade level like to play in self-made groups and will play together

over longer periods. They also want freedom in setting up their own standards and rules, yet strongly desire understanding and sympathy from adults. A wide variety of activities in each category must be planned for the children of the fourth grade.

As the child reaches the fifth grade, his interest in learning more and new activities increases. He now takes a decided interest in the improvement of his own skills. Generally speaking this is a transitional period. Muscular growth is very rapid; awkwardness is prevalent. Children will differ widely in physical maturity and in temperament. The increase in size and strength of muscles leads to greater interest in outdoor activities. Often the unskilled child is self-conscious about undertaking new activities.

Activities for the fifth grade are listed as athletic games, individual athletic events, relay races, dance activities, stunts, and hunting or active games. For most of the physical education program at the fifth grade level, the boys and girls are separated. It is desirable to combine boys and girls for dance activities. Games of increased organization such as softball will be needed for at this level competition is keen and respect for good sportsmanship will be developed.

Boys and girls of the sixth grade level will be separated for most of their physical education instruction. They will participate in dance activities together and occasionally be

brought together for other activities of interest to both boys and girls. An intramural program for both boys and girls of the fifth and sixth grades is highly desirable. At the sixth grade level the gang interest is shifting to one or two best friends. Girls at this age are usually taller and heavier than boys. Children at this level are strongly individual and differ widely in physical maturity and in temperament. Interest in social dancing is a characteristic of the sixth grade boy and girl.

Boys at this age are highly interested in individual athletic events. Dashes, broad jump, and high jump are all highly appealing to them. For the sixth grade activities listed are: athletic games, individual athletic events, relay races, stunts, dance activities, and hunting or active games.

#### B. Schedule

Children in the first and second grades are dismissed at two-thirty each day, so in setting up the physical education schedule, the most desirable time in the mornings will be given to the primary grades. At least thirty minutes will be devoted to all physical education periods with the periods before school, at noon, and after school designated as supervised play periods.

The children in the intermediate grades will be given time for their physical education period following that of the primary grades. This period will be for instruction and time before school, at noon, and after school will be supervised play.

#### C. Health

A health examination to determine the child's physical fitness for engaging in the regular physical education program is most desirable. Local doctors will be called on to assist in this examination. From past practices it is felt that the Parent-Teacher Association will be helpful in setting up this particular phase of the physical education program.

Modified activities will be planned for those who are physically unable to participate in the regular program. Limitations of each child's particular capacity for activity will determine these activities.

#### D. Personnel

Each classroom teacher in grades one through three will be responsible for teaching her own pupils. The classroom teachers in the fourth, fifth, and sixth grades will work as a team, with one teacher instructing the boys and the other one the girls. The school system will be encouraged to offer

an in-service training program to give all the elementary teachers a broader knowledge of an effective physical education program.

#### E. Equipment and Supplies

The writer does not believe that the practice of the Parent-Teacher Association's being solely responsible for financing the physical education equipment and supplies is desirable. The school board will be requested to set up a fund for this purpose.

In addition to the equipment and supplies that the school has provided in the past, it is recommended that the following be provided for the primary grades: horizontal bars (low, graduated), a horizontal ladder, bean bags, Indian clubs, Indian drum (with sticks), and additional records for dance activities.

Additional equipment and supplies for the intermediate grades are: travel rings, four portable volleyball standards, additional phonograph records for dance activities, catcher's masks and body protectors, horseshoes and stakes, colored cloth to designate teams.

#### F. Play Areas

The following improvements in the playground will be made that it might more adequately serve the physical education

program: (1) the entire playground will be graded and leveled; (2) the flagpole which is located in the playing area will be removed; (3) a pit and standards for broad jumping will be provided; (4) space for a straightaway track will be designated; (5) two drinking fountains will be installed on the playground; (6) softball diamonds will be situated so that the home plates are in either the northeast or the southeast corner of the diamonds; (7) separate apparatus areas will be provided for the primary and intermediate children; (8) all courts and fields will be properly marked; (9) all playground apparatus will be installed according to safety specifications.

#### G. Safety

A mixture of sand and tanbark will be spread under all permanently installed pieces of apparatus. Play space will be provided exclusively for the younger children. Children will be given careful instruction in the proper use of the apparatus upon which they are permitted to play. As a measure of safety and accident precaution, the playground apparatus will be inspected frequently. The side of the playground adjacent to the highway will be fenced.

#### H. Physical Education Classes

In grades one through three the physical education classes will be taught by each home room teacher. Boys and girls will

participate within their own classes. The fourth, fifth, and sixth grades will be divided for most of their physical education instruction; one teacher will be in charge of boys, and the other teacher will instruct the girls. At times when the activities are scheduled together, the teachers will share the instructional duties. All children will be required to participate in the physical education program. When it is possible all classes will be held outdoors. In inclement weather activities that might be carried on within the classroom will be provided.

#### I. Grading

No letter grade will be given in physical education at regular reporting periods. An annual graduated check list of achievement in skills, attitudes, and knowledge will be made.

## CHAPTER V

### PRESENT PRACTICES AND AVAILABLE FACILITIES FOR COMMUNITY RECREATION IN YOAKUM, TEXAS

#### A. Equipment and Facilities

The city of Yoakum owns and operates a municipal park spread over 138 acres. The park has a large picnic area shaded with beautiful oak trees. In this area are twelve picnic tables with benches which will accommodate approximately eight persons each, two picnic tables with benches to accommodate twenty people each, and one extra large picnic area equipped with benches and tables for large gatherings such as reunions and public barbecues which will accommodate about one hundred persons. Eight barbecue pits are located at convenient sites through the picnic area. The entire picnic area is well lighted for night use.

Adjacent to the picnic area is a children's playground equipped with six sets of swings, with four swings each; a large jungle gym; three slides; and a small whirl-a-round.

Within easy access to the picnic area is a small sheltered building which is enclosed on three sides and open on one. This building is thirty feet by twenty feet and has a concrete slab floor. It is furnished with benches and two tables. This building may be used in inclement weather by picnickers,

and is used regularly by the Boy Scouts for a meeting place. The building is well lighted for night use. Both men's and women's rest rooms are located in the picnic area.

The swimming pool is located near the picnic area and just north of it. The pool is fifty feet by one hundred ten feet. Included in the swimming pool area are dressing and shower rooms for both men and women, a basket check room, and a wading pool fifteen feet square. The wading pool is adjacent to the big pool but is fenced separately. The entire pool area is fenced with a four-foot chain link fence. The pool is lighted for night use.

A concession stand and storage building is located near the pool. Adjacent to the concession stand is a lighted concrete slab forty feet by sixty feet which is marked for volleyball, shuffleboard, and paddle tennis. Two standards for nets are located just off the slab and midway between the ends. Alongside the slab and about ten feet away are two horseshoe pits.

North of the concession stand are two regulation size tennis courts with nets and backstops. The courts are not lighted for night use.

The baseball area is at the far north end of the park. This includes two diamonds which are lighted. They are marked for softball and Little League baseball. Also there is a

hard baseball diamond which is enclosed with a corrugated iron fence. This diamond is not lighted.

To the east of the baseball area and running back and around the swimming pool area is a nine-hole golf course. The park also includes a rodeo arena with bleachers for spectators. Bleachers are also located at all ball diamonds and at the swimming pool.

Midway in the park is a five-room house which is occupied by the park custodian. There are also two small buildings used to store maintenance equipment.

#### B. Personnel

The city council appoints a park board comprised of five members. This board has the responsibility of directing all municipal park affairs. The board hires the director, and assistant director, the park custodian; makes all necessary recommendations to the city council; and supervises all park activity.

The park director has charge of all activities at the park during the summer months. He supervises all hiring of personnel necessary to operate the program, makes purchases, and is directly responsible to the park board. He is assisted by an assistant director who works with him. In the past the park director and the assistant director have been athletic directors or teachers in the public school system.

The park custodian has charge of all grounds, repair of equipment, and maintenance of grounds. He supervises traffic through the park and maintains the golf course.

Other park employees are lifeguards at the pool, concession stand workers, check room assistants, and workers who keep the baseball diamonds.

#### C. Finance

All operational expense of the park is provided from a fund derived from revenue from the swimming pool, concession stand, and rental from recreational equipment. The Lions Club and the Veterans of Foreign Wars organization contribute regularly to the park recreation fund. The Lions Club finances and sponsors the Little League Baseball program each summer. The park fund is supplemented when necessary from the city general maintenance fund.

#### D. Program

There is no organized recreational program. The swimming pool is open each day from 9:30 A.M. to 9:00 P.M. Swimming instruction is given throughout the summer to beginner and intermediate swimmers at the nominal fee of three dollars for ten lessons.

The tennis courts, shuffleboard, horseshoes, and volleyball courts are available to anyone who desires to play. No reservations are made for courts; however, if private parties wish to engage the lighted concrete slab for parties they may do so free of charge. A nickelodeon is located near the slab for dancing and may be played at any time.

The park playground is open the year round. The swimming pool opens the second week in May each year and closes the second week in September.

A schedule for Little League Baseball is arranged early in May each year, and games are played on the diamonds as per schedule. Managers of the various teams assisted by the park director make all arrangements for schedule and playing. No program of activities of any kind is provided for girls.

## CHAPTER VI

### PLANNED RECREATION PROGRAM

In order that a more adequate recreation program for the elementary school age children of Yoakum, Texas, might be set up, the following recommendations are made.

#### A. Program

The following recommendations should be considered:

1. The needs of all children of grades one through six should be considered in planning the program.
2. All activities should be organized and scheduled on a daily basis as well as on an over-all program for the summer months.
3. Provisions should be made to offer in the program such activities as: (1) handicrafts, (2) nature study, (3) group games, (4) storytelling, (5) swimming, (6) music, (7) dramatics, and (8) stunts and relays.
4. A complete daily schedule should be posted on the bulletin board.

#### B. Personnel

In selecting personnel to direct the summer recreation program, the following are recommended:

1. The local school board should be urged to consider the summer recreation program and desirable qualities of recreational directors in hiring athletic directors for the school.
2. The person employed as director of summer recreation should be experienced in all phases of the recreational activities suggested in the program.
3. The assistant director preferably should be a woman well qualified as a recreational leader by previous experience in working with children and in directing such activities as listed in the program.
4. All persons in charge of the program should have high moral standards, good common sense, abundant initiative, a good sense of humor, and a broad interest in society.
5. Volunteer community personnel should be utilized to enrich the program. Some of these volunteer workers might be for: (1) storytelling, members of the various community literary clubs, (2) handicrafts, interested and talented persons who have hobbies such as leather tooling, woodworking, and metal tooling in copper or aluminum, (3) music, singing and folk dancing by those interested in music and members of

the Square Dance Club, (4) team games and skills, by older boys or young adults who have developed their own skills and are willing to help, and (5) dramatics, by members of the various literary clubs.

6. Additional personnel should be employed as successful operation of the program demands it.

### C. Equipment and Supplies

In addition to the present available equipment, the following should be made available:

#### 1. Supplies

- 1 croquet set
- 6 softballs
- 8 softball bats
- 2 soccer balls
- several bean bags
- record player
- records for folk dancing
- 2 quoits
- ring toss game
- 2 checker games
- 4 sets of dominoes
- several card games
- 2 10' jump ropes
- 2 badminton sets
- 2 volleyballs
- 2 ping pong sets
- Adequate craft supplies such as scissors, paste, paintbrushes, tempera paint, leather, leather tooling set, hammers, nails, saws, crayons, and pliers.

2. The children should bring additional supplies such as old newspapers and magazines, storybooks, apple crates, and any other such supplies as might be needed.
3. Two ping-pong tables should be provided.
4. Handicraft classes, music, and dramatics will be conducted at the Scout building. Storage facilities should be provided for supplies at this building.
5. Folk dancing will be conducted at the large slab. A table for the record player and case for storing the record player and the records should be provided in the concession stand.

#### D. Schedule

Children participating in the summer recreation program will be divided into two groups; the primary will consist of children in grades one through three, and the intermediate will consist of children in grades four through six. The schedules listed here are suggested as a guide for setting up the weekly schedule.

The schedule should also include special events to be presented at various phases of the program such as swimming contests; volleyball, shuffleboard, badminton, ping-pong, and softball tournaments; hobby show; and display of arts and

crafts as well as folk dancing and music performance for parents.

Schedule for Primary Children

A.M.

9:00 - 9:45-----Group games  
 9:45 - 10:30-----Music and dancing  
 10:30 - 11:00-----Swimming  
 11:00 - 11:45-----Storytelling and dramatics  
 11:45 -----Dismiss for noon.

P.M.

2:00 - 2:45-----Handicraft  
 2:45 - 3:30-----Stunts and relays  
 3:30 - 4:00-----Nature study  
 4:00 -----Dismiss

Schedule for Intermediate Children

A.M.

9:00 - 10:00-----Handicraft  
 10:00 - 10:30-----Stunts and relays  
 10:30 - 11:00-----Storytelling and dramatics  
 11:00 - 11:45-----Swimming  
 11:45 -----Dismiss for noon

P.M.

2:00 - 2:45-----Nature study and hobbies  
 2:45 - 3:30-----Music and dancing  
 3:30 - 4:00-----Group games and team sports  
 4:00 -----Dismiss

Boys and girls of the fourth, fifth, and sixth grades will participate in softball and Little League Baseball. As many teams as possible will play in the girls' softball league. Games for the girls will be scheduled on Wednesday and Friday nights, two games each night beginning at 7:00 P.M. Games will be five innings in length, and at the completion of the scheduled games there will be a Round Robin tournament.

Boys of Little League age will play their games under the existing Little League rules. These games will be played on Tuesday and Thursday nights, two games each night.

## CHAPTER VII

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The writer has attempted to acquaint the teaching personnel and laymen with the modern concepts and philosophies of the elementary school physical education program and with a summer recreation program. It is hoped that persons connected with Stephen F. Austin School will become interested in establishing an adequate physical education program for that school and that the citizens of Yoakum will become interested in promoting an adequate summer recreation program for the elementary school children. No long range plan has been proposed, but it is hoped that this study will lead to an extended program where the school facilities may be utilized during the summer months in the recreation program. Use of the school playground facilities, the school gymnasium, and the public library will add considerably in the broadening of the summer recreation program.

By presenting the situation as it exists in the Stephen F. Austin Elementary School, it is evident that the physical education program now in effect is limited when compared with most desirable programs. If the program is limited in the areas indicated, the children of Stephen F. Austin Elementary School are being deprived of an integral part of their

education. The most outstanding shortcomings of the school's physical education program are as follows:

1. The school does not have a real physical education program of any kind at the present time; physical education is merely supervised play.
2. The children are not given periodic health examinations to determine their physical fitness to engage in the regular physical education program.
3. The majority of the teachers in the school feel inadequately prepared to teach elementary school physical education.
4. Supplies and equipment are too limited for an adequate physical education program to be conducted.
5. Playground space is inadequate.
6. The playground part of the school site is not fenced.
7. There are no prepared pits under permanently installed playground apparatus.

A number of recommendations are made in regard as to how the physical education program of Stephen F. Austin School can be improved. Some of the more important recommendations are:

1. That the school establish a physical education program with definite and attainable objectives.
2. That the total program of physical education be planned so there is a definite progression throughout the grades.

3. That there be at least thirty minutes devoted to physical education instruction each day.
4. That all children be given periodic health examinations.
5. That teachers in grades one through three be responsible for the physical education instruction in their own grades.
6. That classroom teachers in the fourth, fifth, and sixth grades work as a team, with one teacher instructing the boys and the other one, the girls.
7. That the school board be requested to set up a fund for physical education equipment and supplies.
8. That the entire playground area be graded and leveled.
9. That adequate play space be provided for the younger children.
10. That the side of the playground adjacent to the highway be fenced.
11. That all children engage in the physical education program if they are physically fit.

Although the city of Yoakum owns and operates a fine municipal park, no organized program for recreation is offered. Existing equipment and facilities are not utilized adequately to offer to the children of Yoakum a well-rounded

summer recreational program. At present the facilities are made available on a first come, first served basis. Instruction in swimming and direction in playing Little League Baseball seem to be the only organized types of instruction given. No provisions for recreation for girls are made. The park director and his assistant do little more than hire the workers necessary to operate the park and supervise activity at the swimming pool and baseball diamonds.

The following recommendations are offered in order to set up an adequate summer recreational program:

1. The needs of all children from grades one through six be considered in setting up the program.
2. Activities such as handicraft, nature study, group games, storytelling, swimming, music, dramatics, and stunts and relays be included in the program.
3. The recreational director and the assistant director be persons well qualified by previous experience in conducting activities listed in the program.
4. All personnel in charge should have high moral standards, good common sense, abundant initiative, a good sense of humor, and a broad interest in society.
5. Volunteer community personnel should be used to enrich the program which is planned and directed by the director and his assistant.

6. Equipment and supplies needed to operate the program should be purchased.
7. The park board should urge the city council to find ways and means as soon as possible for providing a recreation building.
8. Parking area with parking racks should be provided for bicycles.
9. The city council should prepare a budget specifying the amount to be allocated toward operation of the city recreation program. The amount should be determined in light of the total funds available and in relation to the recreational needs as compared with the needs of other departments of the city.
10. In addition to the amount set up in the budget, each child should be charged a small fee for craft supplies and use of the swimming pool.

**APPENDICES**

**APPENDIX A**  
**TABLES CONCERNING THE PHYSICAL EDUCATION PROGRAM**

TABLE I  
RECOMMENDED PERCENTAGES OF TIME DEVOTED TO MAJOR TYPES OF  
ACTIVITY OF THE PHYSICAL EDUCATION PROGRAM\*

Activities	Salt, Fox, Douthett, Stevens	Vannier, Foster**	Van Hagen, Dexter, Williams	Sehon, Ander- son, Hodgins, Van Fossen	Voltmer, Ess- linger**
<b>Grade 1:</b>					
Rhythms, Dance	40	50	50	40	70
Games, Sports	60	30	25	60	25
Stunts, Tumb., etc.	0	15	25	†	0
<b>Grade 2:</b>					
Rhythms, Dance	40	45	50	40	70
Games, Sports	60	30	25	60	25
Stunts, Tumb., etc.	0	20	25	†	0
<b>Grade 3:</b>					
Rhythms, Dance	20	35	50	40	40
Games, Sports	70	40	25	60	25
Stunts, Tumb., etc.	10	20	25	†	0
<b>Grade 4:</b>					
Rhythms, Dance	20	20-30	35	40	25
Games, Sports	70	45-55	50	60	50
Stunts, Tumb., etc.	10	15	15	†	15
<b>Grade 5:</b>					
Rhythms, Dance	20	15-30	35	40	20
Games, Sports	70	45-55	50	60	55
Stunts, Tumb., etc.	10	10-15	15	†	15
<b>Grade 6:</b>					
Rhythms, Dance	20	15-30	35	40	20
Games, Sports	70	45-55	50	60	55
Stunts, Tumb., etc.	10	10-15	15	†	15

\*Elmer E. Seefeldt, Physical Education Methods for Elementary Grades, p. 86.

\*\*Remaining percentages are devoted to aquatics.

†Body mechanics and self-testing activities are included in games and sports.

TABLE II  
PROGRAM FOR THE PRIMARY LEVEL\*

Type of Activity	Recommended Time
1. Rhythmical Activities Farmer in the Dell; Looby Loo; Jolly Is the Miller; Old Roger Is Dead; Chimes of Dunkirk; The Swing; etc.	25%
2. Mimetics and Story Play Animal imitations; mechanical imitations; athletic imita- tions; driving automobiles; circus; nutting; cowboys; etc.	20%
3. Hunting Games Cat and Mice; Chase the Animal around the Circle; Hound and Rabbit; Midnight; Lane Fox and Chicken; Huntsman; etc.	20%
4. Relays Gross over relay; bean bag passing relay, around the row; line ball; tag relay; etc.	15%
5. Stunts and Self-testing Activities Duck Walk; rabbit hop, crab walk; frog hand stand; forward roll, cartwheel; backward roll, etc.	10%
6. Athletic Games of Low Organization Boundary ball; dodgeball, kickball; etc.	10%

\* Adapted from N. P. Neilson and Winifred Van Hagen, Physical Education for Elementary Schools, p. 33.

TABLE III  
PROGRAM FOR THE INTERMEDIATE LEVEL \*

Type of Activity	Recommended Time
<p>1. Athletic Games of Low Organization</p> <p style="padding-left: 2em;"><u>Basketball Type</u>: Captain ball, Captain basketball, corner line basketball, nine court basketball, newcomb; etc.</p> <p style="padding-left: 2em;"><u>Playground Ball Type</u>: Bombardment; bat ball; circle stride; end ball; long ball; etc.</p> <p style="padding-left: 2em;"><u>Soccer Type</u>: Advancement; circle soccer, corner kick ball, field ball; rotation soccer, soccer dodge ball, soccer keep away; etc.</p> <p style="padding-left: 2em;"><u>Volleyball Type</u>: Bound ball, net ball, schoolroom volleyball, feather ball, sponge ball; etc.</p>	35%
<p>2. Rhythmical Activities</p> <p style="padding-left: 2em;">Broom dance, Dutch Couple Dance, Virginia Reel, Hansel and Gretel; Clap Dance, Ace of Diamonds; Norwegian Mountain March; etc.</p>	20%
<p>3. Hunting or Active Games</p> <p style="padding-left: 2em;">Ante over; center stride ball; circle kickball; going to Jerusalem; hook on; etc.</p>	15%
<p>4. Individual Athletic Events (Self-Testing)</p> <p style="padding-left: 2em;">Batting for accuracy; base running; baseball throw for accuracy; pull-up; push-up; broad jump; etc.</p>	10%
<p>5. Relays</p> <p style="padding-left: 2em;">Arch goal ball; bullfrog; pass and squat; over and under; shuttle; run, toss, and catch; etc.</p>	10%
<p>6. Stunts</p> <p style="padding-left: 2em;">Head stand; forward roll; backward roll, heel click; jump the stick; Indian wrestle; front foot flip; etc.</p>	10%

\* Adapted from N. P. Neilson and Winifred Van Hagen, Physical Education for Elementary Schools, p. 33.

**APPENDIX B**  
**GRADED PROGRAM OF ACTIVITIES**

## GRADED PROGRAM OF ACTIVITIES\*

## First Grade

The first grade activities are classified in three categories: story plays, dance activities, and hunting or active games. Very few supplies are needed for the first grade activities other than bean bags and balls, and it is suggested that a balance beam and a drum would be helpful.

Story plays.--The story play which follows is presented with a theme, motivating ideas, and guided responses for types of movement which grow out of the activities suggested in the story. Teachers may follow similar plans to the one suggested herein in presenting other story plays. Suggested topics for additional story plays are: A Day in the Country, Cowboys, Building a House, and Mowing the Lawn.

## "Autumn"

Theme: In autumn, the leaves turn red or brown or yellow on the trees and drop off to cover the ground. The days get shorter and the air is cool. On autumn days we like to go to the woods to tramp through the dry leaves. Let's pretend we're going to the woods on a crisp autumn afternoon!

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\*Selected activities presented are from N. P. Neilson and Winifred Van Hagen, Physical Education for Elementary Schools, pp. 123-404.

Motivating Ideas

1. Walk through the leaves and rustle them with your feet.
2. Gather the leaves with your hands and arms.
3. Rake the leaves into a pile.
4. Run and jump into the pile of leaves.
5. Lie down in the pile of leaves and cover yourself with the leaves.
6. Watch a leaf that is about ready to fall, swing back and forth on the twig, and finally whirl to the ground.
7. Cross a little brook in the woods.
8. Recross the brook.
9. Run home quickly.

Guided Responses

- Walking softly, kicking or stirring imaginary leaves.
- Stooping to fill the arms with imaginary leaves, carrying them to imaginary pile.
- Imitating the movements of raking the leaves into a pile with large reaching movements.
- Running and jumping softly.
- Lying down and pretending to cover the body with the leaves starting at the feet. Resting.
- Imitating the movement of the leaf that is ready to fall by swaying, running, and whirling to the floor.
- Walking, balancing carefully on the stepping stones.
- Jumping across the imaginary brook.
- Running.

Dance activities.--"How D'ye Do, My Partner"

Type: Traditional; Swedish

How d'ye do, my partner,  
How d'ye do today?  
Will you dance in the circle?  
I will show you the way.

Chorus:

Tra, la, la, la, la, la,  
Tra, la, la, la, la,  
Tra, la, la, la, la, la,  
Tra, la, la, la, la, la.

Formation: Double circle, partners facing, boys on the inside.

Teaching Procedure: Girls make a peasant curtsy to partners as they sing (line 1). Boys return the greeting with a deep bow from the waist as they sing (line 2). Partners join both hands (line 3). All turn to face counterclockwise around the circle. At the close, the girls step forward to face a new partner and the game is repeated.

Hunting or active games.--"Chase the Animal around the Circle."

Space: Playroom, hallway, auditorium, gymnasium, or playground.

Supplies: Bean bags or similar objects.

Formation: 4-12 players, sitting or standing in a single circle, facing center. The teacher joins the group.

Procedure: The teacher assigns an animal's name to the bean bag or object, such as Rabbit. He starts the Rabbit around the circle by giving it to the player on the right. When the Rabbit gets back to the teacher, he starts it around again. Then he designates a second bean bag as Fox and sends the Fox around the circle to chase the Rabbit. When the Fox catches the Rabbit, the game ends.

Suggestions: Instruct the children to listen carefully to all directions so that they will be alert to all changes in the game. This is an excellent game for the training of quick reflexes and the development of young children's ability to handle various size objects.

## Second Grade

As in the first grade, a minimum of supplies is required for the second grade activities. Balls, books, bean bags, and a clean handkerchief are all which are needed. Activities for this grade appear under the headings: hunting or active games, dance activities, story plays, and relay races.

### Hunting or active games.---"Midnight"

**Space:** Playground or auditorium. Mark a fox's den and a sheepfold in diagonally opposite corners.

**Formation:** 6-20 players. One player is the Fox; the others are the Sheep. The Fox is in his den and the Sheep are in the sheepfold.

**Procedure:** The Fox leaves his den and wanders about the rest of the playing space, called the meadow. The Sheep come forth from their fold and approach as close to him as they dare. They keep asking him, "What time is it?" If he says, "Three o'clock," or "Eleven o'clock," or anytime other than midnight they are safe; but if he says, "Midnight!" they must run for the sheepfold. The Fox chases them, tagging as many as he can. All Sheep tagged before reaching the fold become Foxes. They then assist the Fox in capturing the remaining Sheep. When there is more than one Fox, each Fox should hold up his left hand while chasing the Sheep. The last Sheep caught becomes the Fox for a new game.

**Suggestion:** Encourage Sheep to be brave in approaching the Fox and leaving the general vicinity of the sheepfold.

Dance activities.---"A-Hunting We Will Go"

Type: Traditional; English

Oh, a-hunting we will go,  
 A-hunting we will go,  
 We'll catch a fox and put him  
     in a box,  
 And then we'll let him go.

Chorus:

Tra, la, la, la, la, la, la,  
 Tra, la, la, la, la, la,  
 Tra, la, la, la, la, la, la, la, la, la,  
 Tra, la, la, la, la, la.

Formation: 6 couples in a double line, partners facing.

Teaching Procedure: The head couple, joining hands in skater's position, turning toward each other to face the foot of the line, skips down between the ranks while the other players stand in place, clapping their hands in rhythm (lines 1 and 2). The head couple reverses directions, turning toward each other, without losing the grasp, to face the head of the line, and skips back in the same manner (lines 3 and 4). On the chorus all join hands in skater's position and skip counterclockwise in a semicircle, following the head couple. When the head couple reaches the place previously occupied by the last couple, they form an arch under which all the others skip. The second couple now becomes the head couple. The game is repeated until all have regained their original positions in the double line formation.

Story plays.---"Indians"

Theme: Indians lived in this country long before anyone else. They got food and clothes in ways very different from the ways we secure them today. Do you know some of the things they did?

Motivating Ideas

1. Paddle a canoe.
2. Walk softly through the forest stalking a bear.
3. Shoot the bear.
4. Return with the bear.
5. Paddle home.

Guided Responses

- Kneeling on one knee, or both, to imitate movements of paddling a canoe.
- Walking noiselessly in different directions while looking one way, then another.
- Placing an imaginary arrow in an imaginary bow and drawing the bow to shoot the bear.
- Running, lifting the bear to the shoulder, and carrying it slowly back to the canoe with the body bent forward from the weight of it.
- Kneeling on one knee, or both, to imitate the movements of paddling a canoe.

Relay races.---"Automobile Race"

- Space:** Playground or gymnasium. Draw two lines, a starting line and a goal line, 30 or 40 feet apart.
- Formation:** Any number of players in equal teams of 6-8, in file formation behind the starting line. Each team chooses the name of an automobile.
- Procedure:** The first person in each team runs to the goal line and back, touching the left hand of the second player in his line upon his return. The first runner goes to the end of the line while the second player runs to the goal and back. This continues until every member of the team has run, and the first player is once again at the head of the line. The automobile team which is back in the original order first with right hands raised wins.

**Suggestion:** Caution each player to keep his feet behind the starting line until the runner tags his left hand. Instruct runners to touch the opposite goal line before turning around and running back to their team. Encourage the teams to raise hands when they complete the race.

### Third Grade

The third grade program includes hunting or active games, dance activities, relay races, stunts, and athletic games. If the supply closet has half a dozen basketballs or volleyballs, a soft rubber ball, bean bags or erasers, numerous jump ropes, four bases and three sizes of cardboard or wooden boxes, all activities included for the third grade can be carried on.

#### Hunting or active games.--Ball Passing

**Space:** Playground or gymnasium.

**Supplies:** Five or six basketballs or volleyballs.

**Formation:** 10-40 players, divided into two or more teams, depending upon the number of players. Each team has a name. All players form a single circle, facing center. The teacher has the balls.

**Procedure:** The teacher starts a basketball around the circle. The ball is passed from player to player. The teacher introduces more balls until five or six are going rapidly around the circle. If a player drops a ball, he must retrieve it and a point is scored against the team. At the end of a designated period of time, the team wins which has the lowest score.

**Suggestion:** Use balls of varying sizes and weights to increase the difficulty of the game. Instruct players not to pass a second ball to a child who is already having difficulty holding the first one. Appoint scorers for each team if the children become too excited to keep track of the points.

Dance activities.—"Jump Jim Crow"

**Type:** Traditional; American.

Jump, jump, and jump Jim Crow,  
Take a little twirl and then away we'll go,  
Slide, slide, and stamp just so,  
Then take another partner and jump Jim Crow.

**Formation:** Double circle, partners facing.

**Teaching Procedure:** Partners join hands and dance in place with two slow and three quick jumps (line 1). With both hands joined, partners turn once around clockwise in place with light running steps (line 2). Partners drop hands and everyone moves to his own right with two even step-close steps and then stamps three times in place (line 3). All join both hands with new partners, turn once around in place with four steps, and finish turn with three quick jumps in place (line 4). Repeat dance with new partner.

Relay races.---Line Ball

**Space:** Classroom. Draw one line on the floor in the front of the classroom about two feet from the wall and another line, the restraining line, in each aisle even with the front desk.

**Supplies:** A bean bag or ball for each team.

**Formation:** 6-40 players, divided into equal teams. Each team has a leader. The leaders, each with a bean bag, stand behind the line at the front of the classroom, facing their teams. The other players sit at their desks.

**Procedure:** The player in the first seat stands and toes the restraining line. His leader then tosses a bean bag to him which he quickly returns, and then he sits down in his seat. The second player advances to the restraining line. The procedure continues until all team members have caught and thrown the bean bag or ball to the leader. When the leader has thrown to all members of his team, he runs to cross the restraining line while holding the ball. The team whose leader first crosses the restraining line with the ball in his hand wins.

**Suggestion:** Permit a player to advance to the restraining line only when the player in front of him has returned to his desk.

#### Stunts.---"Measuring Worm"

Extend the body along the floor, face down with the weight on the arms and toes. Hold the arms straight, shoulder width apart and directly under the shoulders. Keep the body in a straight line from head to heels. With hands held stationary, bring the feet up as close to the hands as possible without body sag and using little steps. Next, keep the feet stationary, and move the hands forward with hand steps until the starting position is reached.

#### Athletic games.---Boundary Ball

**Space:** Playground or gymnasium. Divide an area 60 feet long and 60 feet wide, by a center line which is parallel to the goal (end) lines.

**Supplies:** Two volleyballs, soccer balls, or utility balls.

**Formation:** 8-16 players, divided into two equal teams. Each team occupies one half the court. One player on each team, the Captain, has a ball.

**Procedure:** On signal, the two Captains start the game by trying to throw the ball so that it rolls or bounces across the opponents' goal line. Members of each team attempt to prevent the ball thrown

by the other side from crossing its goal line. After the first throw, players throw the ball back and forth at will. All team members may move about freely within their own territory but may not cross the center line into their opponents' territory. Each player who secures the ball must throw it himself; he cannot pass it to a teammate. Players must run up to the center line with the ball to throw it. Balls going across the goal line on the fly do not count. If the ball passes beyond the boundary lines, the nearest player retrieves it, runs to his goal line, and throws it to a team member, who puts it in play.

The team that succeeds in throwing the ball across their opponents' goal line first wins the game, and the Captain starts a new game; or, a time period may be set with one point being scored each time a legal ball crosses the goal line. One point is awarded the opposing team if a player steps on or runs over the center line. The team scoring the most points during the specified period of time wins.

Suggestion: Shorten the width of the area if only a few children play.

#### Fourth Grade

In this grade, the activities are classified as athletic games, relay races, hunting or active games, dance activities, and stunts. Children will still enjoy playing some of the games they know from the previous grade. However, they will welcome new activities from all of the sections within the fourth grade.

To get the most out of the game and athletic program it is essential to have an outdoor playing field, at least as large as a softball diamond, and an indoor gymnasium. However, if these facilities are not available most of the games can be conducted within smaller areas. Though many games, races, and stunts can be played without special supplies, possession of the following items insures a most varied selection of activities: softballs, bats and bases, volleyballs, soccer balls, tennis balls, Indian clubs, bean bags, jump ropes, and wands or broomsticks.

Athletic games.--Bounce Ball

**Space:** Playground or auditorium containing a playing area of 25 by 50 feet. Draw a line through the middle to form two courts 25 feet square.

**Supplies:** A tennis ball, rubber ball, or volleyball.

**Formation:** 10-20 players, divided into two equal teams. Number the players on Team A and Team B so that they can take turns in serving. Each team stands in a court. The first player on Team A serves the ball over the center line into Team B's court. To serve, a player bounces the ball once, then bats it with an open hand. If the first try fails to send the ball within the boundaries of the opponent's court, the ball is retrieved and the server gets a second try. If he fails on the second serve, the ball goes to the opponents. No points are scored if the service is incomplete; the serving side merely relinquishes the serving privilege to the opponents.

After a legal serve by Team A, members of Team B try to return the ball into Team A's territory. No one may catch the ball (if this happens, Team A scores a point and gets the serve again); however, after one bounce the ball may be batted with the open hand among B players (or A) and may bounce several times before someone legally bounces it into the opposite court. When a ball is not returned by a team, a point is scored by the opposing team which also gets the next serve. The game continues with the ball being hit back and forth between the two teams until someone fails to make a legal return. A legal return or serve requires that the ball go over the center line from a bounce.

**Relay races.**--"Carry and Fetch"

**Space:** Playground or gymnasium. For each team, draw a starting line and a circle 14 inches in diameter, 15 feet from the starting line.

**Supplies:** A bean bag, eraser, or block of wood for each team.

**Formation:** 12-40 players, divided into equal teams of 4-6. The teams line up in file formation behind the starting line, each team facing a circle. The first player in each team is the captain.

**Procedure:** The captain of each team runs forward, places the bean bag in the circle, then runs to the rear of his line, tagging the next player in the row as he passes. The second player runs forward, picks up the bean bag, runs back and hands the bag to the third player. The second player goes to the end of the line while the third player is running to place the bean bag in the circle. This continues until every player has run. The bean bag must be in the circle; it cannot touch the circle's circumference. Players must remain behind the starting line until they are tagged or receive the bean bag. The team whose captain first receives the bean bag from the last runner wins.

Hunting or active games.---"Animal Keeper"

**Space:** Playground or gymnasium. Draw two pens about 10 feet square, 50 feet apart.

**Formation:** 8-30 players, divided into two groups. Each group occupies a pen. One player, the Animal Keeper, stands in the middle between the two pens. A leader names the players within each pen after different animals; so there are several Bears, Wildcats, Coyotes, and so forth in each pen.

**Procedure:** The Animal Keeper calls the name of an animal. Players bearing that name try to run to the opposite pen without being tagged by the Animal Keeper. The first player tagged becomes the new Animal Keeper and the former one takes his place in the pen and gets the name of an animal from the leader. The game continues until the playing period is over.

Dance activities.---"Broom Dance"

**Type:** Traditional; German.

One, two, three, four, five, six, seven;  
Where's my partner, nine, ten, eleven?  
In Berlin, in Stettin,  
There's the place to find him in.

**Formation:** Double circle, facing counterclockwise. An extra child stands in the center of the circle with a broom in his hand.

**Teaching Procedure:** As the class marches counterclockwise around the circle, the child with the broom gives it to someone in the circle, at the same time taking his place. The one who receives the broom quickly runs with it to someone else, taking this new place, and so it goes around the circle. The one who has the broom as the last word of the song is sung takes it to the center (measures 1-8). While the other members of the class sing the chorus and skip gaily counterclockwise around the circle, the extra child must dance alone in the center with the broom (measures 1-8) repeated. Repeat entire dance as many times as desired.

Stunts.--"Knee Dip"

Raise the right arm sideward for balance and raise the left foot backward bending the left knee. Grasp the left foot at the instep with the left hand. Bend the right knee until the left knee touches the floor lightly. Then straighten the right knee. Stand erect.

Raise the left knee upward, clasping both hands at the ankle of the left leg; bend the right knee deeply and straighten the right knee.

Raise the left leg and arms forward; bend the right knee deeply, straighten right knee.

Perform the same stunts using the opposite leg.

### Fifth Grade

As the children advance through the grades, their interest in learning more and new activities increases. The activities for the fifth grade are classified under the headings of athletic games, individual athletic events (pupils now take a decided interest in the improvement of their own skills), relay races, dance activities, stunts, and hunting or active games. Equipment and supplies similar to those needed for the fourth grade program are needed for this program, with the addition of feather balls, shinny sticks, horizontal bar, balance beam, and baseball, basketball, and track essentials, including goals and crossbars. Because of the individual athletic events, teachers will need a stop watch, measuring tape, scorebooks, and score sheets.

Athletic games.--"Corner Kickball"

**Space:** Playground or gymnasium with a court 40 by 70 feet, and with a parallel line 6 feet from each end line. These two areas constitute the end zones.

**Supplies:** A soccer ball.

**Formation:** 12-24 players, divided into two equal teams. A team occupies each end zone with the players standing in a straight line. The ball is in the center of the field.

**Procedure:** Two end players of each team run to the center to try to kick the ball through their opponents' end zone. These four players are now center players and do not return to the end zone until one team scores. When the ball enters an end zone, the end zone players try to stop it with their bodies and then kick it out to one of their two players in the center. Two points are scored for the team that kicks the ball across the end line no higher than the defending players' heads. After a goal is made, the center players return to the middle of their own team's line and on signal two new end players on each team run to the center of the field to kick the ball. The winner is the team with the most points after two 10-minute halves or the team which first makes an agreed number of points.

Individual athletic events.--"Potato Race"

**Space:** Playground or gymnasium. Draw a starting line and three circles one foot in diameter. Circle 1 is behind and tangent to the starting line; circle 2 is 34 feet from the line (measured from the center of the circle); circle 3 is 42 feet from the line. A straight line through the centers of the circles should be perpendicular to the starting line if the circles are correctly laid out.

**Supplies:** 2 blocks of wood (potatoes), stop watch.

**Formation:** Any number of players. One, the runner, stands with both feet behind the starting line and facing the circles 2 and 3. Use three players as checkers, one at each circle, to check on the runner. The teacher stands at the starting line with the stop watch to check the runner's time. Place one potato in the center of circles 2 and 3.

**Procedure:** On signal the teacher starts the watch and the runner runs to circle 2, picks up the potato, and carries it to circle 1; then he runs to circle 3, picks up the potato, and carries it to circle 1. Immediately, he picks up the first potato and carries it back to its original place, returns for second potato and carries it to its original place, then races back across the starting line. As he finishes his race the teacher stops the watch and records the runner's time. Potatoes must not touch the circumference of the circle; therefore, if the checkers report that the potatoes were not placed within the circular areas, the test must be run again. At the end of the test period, the runner with the best score--shortest time--is the most agile and fastest person in the group.

### Relay races.---"Bullfrog"

**Space:** Playground, gymnasium, or auditorium. Draw a starting line and mark a base 20 feet from this line.

**Supplies:** Chair (base) for each team.

**Formation:** 8-40 players, divided into equal teams in file formation behind the starting line. Each team faces a chair or base.

**Procedure:** The first player in each line places his hands on his hips, takes a deep knee bend, and jumps forward and around his team's base or chair. Once he is around the base, he rises and runs back, tagging the next player in the file who proceeds in the same fashion. The runner has moved up one spot. The winning team is the one which finishes first.

**Suggestion:** Have children practice deep knee bends before starting the relay. Warn them that if they do not stay behind the starting line until they have been tagged by the runner, their team will be disqualified.

### Dance activities.--"The Schottische"

The simplest version of the schottische, often called the barn dance step, consists of three runs and a hop in an even rhythm. The step is sometimes performed with the body leaning slightly forward on the runs and leaning slightly backward as the free leg is extended forward on the hop. Two barn dance steps are often combined with four even step-hops.

The regular version of the schottische can be developed from the barn dance step by walking or gliding the first three steps instead of running, closing the feet together on the second step. When the schottische is understood and has been thoroughly mastered it can be performed in different directions, in couples, or in groups in various formations, or it may be combined with other simple steps.

Suggested activities involving the schottische are:

1. Two schottische steps forward with the free leg extended forward alternated with two schottische steps forward with the free leg extended backward.
2. Two schottische steps forward; two schottische steps backward; two schottische steps sideward right; two schottische steps sideward left.
3. Two schottische steps forward and four even step-hops backward.
4. Two schottische steps backward and four even step-hops forward.
5. Two schottische steps turning and four even step-hops forward or backward.

Stunts.--"Seal Crawl"

Assume a push up position (body extended straight at arms length from floor, head erect, weight on top of feet and hands). From this position without letting the body sag and keeping the legs straight, walk forward on the hands, feet dragging.

Hunting or active games.--"Catch of Fish"

**Space:** Playground or gymnasium. Mark off two parallel goal lines, 20 feet long and 50 feet apart.

**Formation:** 10-40 players, divided into two equal teams. Each team takes a position behind one of the goal lines. The players behind one goal line join hands and stand along the line; they represent the Net. The players at the other goal are the Fish.

**Procedure:** At a given signal, the teams try to change goals. The Net tries to catch as many Fish as possible by surrounding them. The Fish may escape only through the opening between the ends of the net; they may not go under the arms of the players. Fish may not run outside the boundary to escape capture by the Net. When the two ends of the Net close together, all Fish caught within must join the Net team. The groups return to their goals. The Fish then join hands to become the Net and the game continues, each group alternating being Fish and Net, until all players on one side are caught. The players who catch the most children from the opposing side win.

### Sixth Grade

Sixth grade activities are classified under athletic games, individual athletic events, relay races, stunts, dance activities, and hunting or active games. Indoor and outdoor playing space is essential for a good program as well as

supplies and equipment similar to that used in the fifth grade. In addition a volleyball net and standards, paddle tennis paddles and ball, horizontal ladder, high jump bar, and jumping pits are needed. Beginning with this grade, the dance activities become more interesting to both boys and girls.

Athletic games.--"Net Ball"

Space: A volleyball court.

Supplies: A volleyball, net, and standards.

Formation: 4-18 players, divided into two equal teams. Each team stands on one side of the net. One team has the ball.

Procedure: Play this game like volleyball except that the ball is thrown and then caught by the opposing side instead of served and then volleyed.

Additional Rules: A player must throw the ball from the place where he catches it. If he walks with the ball, a foul is committed by the catchers; loss of the throw results if the foul is committed by the throwing side. If the impact in catching the ball forces the catcher to take one or more steps, this is not considered walking and he may return the ball from the spot where he stops, whether inside or outside the court. The ball must be thrown completely over the net by the catcher; there are no assists. The first team to score 21 points wins.

Individual athletic events.--"Shuttle Broad Jump"

Space: Playground or gymnasium. Draw a starting line.

Formation: Any number of players, divided into two equal teams, A and B. One player, the marker, has a piece of chalk or a marker. First player from Team A stands at the starting line.

**Procedure:** First player on Team A, from both feet, jumps as far ahead as he can. The marker places a mark at this jumper's heels. The first jumper from Team B toes this mark and jumps in the opposite direction toward the starting line. The marker notes the distance of this second jump. The shuttling back and forth from team to team continues until all players on both teams have jumped. If the last jumper from Team B crosses the starting line, his team wins. If he falls short of this line, Team A wins.

Stunts.--"Human Arch"

A couple stunt. One takes the crab-walk position. Then he is on his hands and knees, back to ground, with back arched and rigid. Two approaches from the direction of One's legs, places each hand on a knee, his head on the stomach of One and does a head stand, rising to full height, legs straight and knees together.

Dance activities.--"Sicilian Circle"

**Type:** Traditional; American.

**Formation:** Double circle, couples facing, ladies on right side of gentlemen.

**Teaching Procedure:** The step used throughout this dance is an easy walking step, two steps to a measure.

All forward and back (measures 1-4).

Partners join inside hands and walk forward four steps, bow, and walk backward four steps.

Circle four hands round (measures 5-8).

Both couples join hands in a circle and move once around clockwise.

Ladies chain (measures 9-16).

Opposite ladies join R hands; pass R shoulders; give L hands to opposite gentlemen who place R arm around their waists and turn them around; return to place in the same manner.

Right and left through (measures 17-24).

Opposite couples advance and pass each other; each gentleman separates from his partner so that the opposite lady will pass between him and his partner; when in the opposite couple's place, the gentleman takes his partner's L hand in his L hand, puts his R arm around her waist and turns her halfway around; all return to place in the same manner and turn around to face again.

All forward and back (measures 25-28).Forward again and pass through (measures 29-32).

In passing through, each couple drops hands and passes on to meet a new couple.

Repeat entire dance as often as desired. To end the dance, call: Join hands forward and back, turn partners, and promenade to seats.

Hunting or active games.--"Ball Stand"

**Space:** Playground or gymnasium. Designate boundary lines 30 feet wide by 90 feet long.

**Supplies:** A volleyball or soccer ball; a wall.

**Formation:** 6-20 players stand in a line facing the wall, 3 feet from it. Players number off in consecutive order. Player No. 1 has the ball.

**Procedure:** The player with the ball throws it against the wall and calls out a number. All the players except the one whose number is called run as far away from the ball as they can within the boundary lines. The player whose number is called secures the ball, stands at the spot where he caught it, and calls loudly, "Ball stand!" Each player stops running and stands with his back to the player with the ball. The latter throws the ball from his place, trying to hit someone on the back. If he is successful, the one who has been

struck calls out, "Hit!" The other players then run while the one who has been hit picks up the ball and calls, "Ball stand!" The game continues as before. If no one is hit on the back by the ball, all the players return to the wall and the one who failed to hit anyone starts the game over again.

**Suggestion:** Caution the players not to look back after the signal, "Ball stand!"

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