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**A PHYSICAL TRAINING MANUAL  
FOR KENTUCKY SCHOOLS**



Published by

**DEPARTMENT OF EDUCATION**

**H. W. PETERS**

**Superintendent of Public Instruction**

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# A PHYSICAL TRAINING MANUAL

*for*

KENTUCKY HIGH SCHOOLS

Thomas Herman McDonough

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DEPARTMENT OF EDUCATION

H. W. PETERS  
*Superintendent of Public Instruction*



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## FOREWORD

The material contained in this bulletin was prepared by Thomas Herman McDonough, Director of Physical Education and Athletics in Eastern Junior High School, Louisville, Kentucky. It was submitted to George Peabody College for Teachers in partial fulfillment for the requirements of the Degree of Master of Arts.

As the title indicates, it contains information which should be helpful in teaching physical education in all types of schools in Kentucky, and especially in the smaller schools. After careful examination of the material contained in this study, it appeared to me that it should be of use to the school teachers of this Commonwealth. The author has kindly consented to have it published as an official bulletin of this Department. I recommend it with the hope that it will assist in developing a more adequate physical education program for the schools of this State.

H. W. PETERS,  
*Superintendent Public Instruction.*

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# A PHYSICAL TRAINING MANUAL FOR KENTUCKY SCHOOLS

BY

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Director of Physical Education and Athletics

EASTERN JUNIOR HIGH SCHOOL

Louisville, Kentucky

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SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF  
MASTER OF ARTS

IN THE

DEPARTMENT OF PHYSICAL EDUCATION  
GRADUATE SCHOOL OF EDUCATION

OF

GEORGE PEABODY COLLEGE FOR TEACHERS

AUGUST, 1928

APPROVED:

Major Professor: (1) A. D. BROWNE.

Minor Professor: (2) F. B. DRESSLER.

SHELTON PHELPS,

Chairman of Committee on Graduate Instruction.



## ABSTRACT

The problem involved in this thesis is to prepare a physical training manual applicable to conditions in Kentucky. The purpose of this manual is to give a new stimulus and serve as a practical guide to the teachers of Physical Education in the State of Kentucky.

The first chapter contains the definitions and aims of physical education, a study of local conditions, and methods of teaching the motor activities. The second, third, fourth, and fifth chapters contain a segregation of formal, hunting, athletic, self-testing and rhythmic activities in groups suitable for the primary grades (one, two, and three), the intermediate grades (four, five, and six), the junior high school (seven, eight, and nine), and the senior high school (ten, eleven, and twelve), respectively.

The method used in the development of this manual was based on the material used in eight manuals of States of the United States; a study of the statistical reports of the State Superintendent of Public Instruction of Kentucky; two years' experience as Coach in New Middleton High School, New Middleton, Tennessee; one year experience as Coach in Central High School, Nashville, Tennessee; two years' experience as Coach in Selma High School, Selma, Alabama; nine years' experience as Director of Physical Education and three years as Health Counselor in Eastern Junior High School, Louisville, Kentucky; six years' experience as Instructor and Supervisor for the Louisville Department of Recreation; and one year of investigation and study in George Peabody College, Nashville, Tennessee.

T. H. McDONOUGH.

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## Chapter I

## ORGANIZATION AND ADMINISTRATION

Physical Training is that phase of education concerned with the rational motor activity and the development of big muscle activities through the means of play. "Play is nature's method of teaching children." Play is a tendency characteristic of all the instincts and capacities to seek an outlet in physical and mental activity. It provides an "opportunity for the individual to act in situations that are physically wholesome, mentally stimulating and satisfying and socially sound." It provides an opportunity for the activities of life in a way that is not provided elsewhere. Here, the child must express himself, respect the rights of others, and in the things that deeply interest him, his life habits are formed. Play only reveals the true nature of the child, and here it must be developed through competent guidance.

Through play the future life of the child is unlocked by the development of these qualities:

## I. General Aims:

1. To develop a stable organism by guiding the play so that it will bring about a perfect coordination of the nervous system with the muscular activities.
2. To promote good health.
3. To attain physical strength.
4. To encourage the child in a proper use of the maximum of energy.

## II. Social Aims:

1. Formation of friendship.
2. Obedience to rules and law.
3. Honesty.
4. Justice and fair play.
5. Courage and determination.
6. Resourcefulness.
7. Loyalty and unselfishness.
8. Good sportsmanship.
9. Courtesy and politeness.
10. Personal cleanliness.
11. Alertness, and quickness of perception and action.
12. Happiness and pleasure of the child.



### Study of Local Conditions.

A Physical Training program that would adequately meet the needs of all the schools, county and city, of this State would of necessity be too full because of the big differences in playgrounds, equipment, facilities, teacher load, etc. However, there are those activities that will best suit the greatest number of schools and some activities to suit all schools. This manual is an effort to present these in a usable form.

The data below are taken from the report of the State Superintendent of Public Instruction of Kentucky for the year ending June 30, 1935. From them we get some idea as to the number of pupils and schools to be served by this manual.

#### NUMBER OF SCHOOLS IN STATE

One-teacher schools .....	5,367
Two-teacher schools .....	995
Three-or-more-teacher schools .....	1,230
Total.....	7,592
Number of Public High Schools .....	759
Number of Private High Schools .....	89
Total.....	848
Enrollment County Elementary	
One-teacher schools .....	193,094
Two-teacher schools .....	80,943
Three-or-more-teacher schools .....	112,653
Total.....	386,690
Enrollment Independent Elementary .....	142,580
Enrollment County High Schools .....	37,439
Enrollment City High Schools .....	59,127

We get from the above figures that the rural school population is several times that of the city. In recognition of this fact provision has been made for schools without, as well as with gymnasium. There are activities for inclement as well as for fair weather, and all of it is planned so that the teacher without training in physical educational work can carry out the program with very little difficulty.

#### Suggested Methods for Teaching Motor Activities

##### General Suggestions:

The most important factor in the accomplishment of the best results in physical training is a competent playground teacher. Too much importance cannot be placed upon the method of instruction.

The success of the work depends to a large degree upon the personality of the teacher. The teacher should assume an attitude of

encouragement and enthusiastic helpfulness. She should exercise patience and firmness, and infuse into the work the wholesome spirit of "fair play."

The lesson should be thoroughly prepared before presenting it to the class. The teacher should never consult the manual during the teaching of the lesson. Much of the success will depend upon her knowledge of the subject matter and her ability to demonstrate when necessary. If the following suggestions are kept in mind any of the material in this Manual will prove successful:

1. In order to save time, have all classes march from rooms to the playground or gymnasium and form lines. While in the line formation, let class select game. The teacher may influence by suggestion, but insist on a quick decision. Give necessary directions while still in line formation. March to play formation. At the close of the period, the whistle should be sounded and a line formed as at the beginning. A few minutes may be devoted to announcements or instructions, and the class dismissed in an orderly manner. This makes better order and more time is saved.

2. Abide strictly by the rules of the game.
3. Give each child a chance; watch each forward or selfish child.
4. Deal severely with cheating or rough play.
5. Be impartial; guard against attracting attention to the timid child.
6. Permit nothing but best conduct at all times.
7. Encourage children to be cheerful losers and modest winners.
8. Encourage good, vigorous, happy play.
9. Boys and girls under ten should play together.
10. Separate sections should be provided for girls ten to thirteen, and a section for girls over thirteen.
11. Separate sections should be provided for boys ten to thirteen, and a section for boys over thirteen.
12. Play should be furnished to every child. Each one taking an active part every day.
13. Children of the same age and sex should play together on account of similar interests.
14. The same children should play together every day, because friendship formed creates better team work.
15. Promising pupils should be selected and given separate instruction, and developed into group leaders.
16. The regular forty-minute period should ordinarily include two minutes marching, five minutes calisthenics, and the remaining



time for games, folk dances, "stunts", etc. For a longer or shorter period a proportional amount of time should be given to each activity.

17. Keep before the child that the play time is his, in which to relax, rest, and have a cheerful time.

18. Lastly, enter into the game yourself and play as you expect the child to play.

### **Formal Activities**

Formal activities are divided into the following classification:

I. Marching.

II. Formal drills.

1. Postural instruction and corrective drills for the purpose of preventing or correcting postural defects.

2. Disciplinary drills in which emphasis is placed on individual alertness and quick and accurate response to commands.

3. Developmental drills for the purpose of developing neuro-muscular system.

Marching is adapted to all ages of pupils. It should be the first and perhaps the last exercise in the daily program. The formation of a line of march when entering the school building and fire drills for emergency use are common practices that are to be commended. Marching has a foremost place in the physical training program, not because of its value as an exercise, or its appeal to the student, but because it is a necessary part of the daily routine. It offers a means of controlling and directing large numbers.

### **Posture Exercise**

Dr. C. Ward Crampton in "Pedagogy of Physical Training" has given the following posture exercises:

"The problem of posture training is one of general hygiene, for everything which promotes vitality promotes good posture. Plenty of sleep, good lighting and ventilation, and adjustable desks at schools, right habits of eating and exercise in the fresh air are necessary. A slouching posture in a poorly ventilated room will quickly take the tone out of the muscles. To sit for a day in a classroom observing indications of physical and mental strain and fatigue is to be convinced beyond question that the schoolroom work and conditions induce a tremendous nervous strain. This can be largely and quickly relieved by happy play in the sunshine. Fifteen minutes of free spontaneous activity in the fresh air is a wonderful 'tonic' for muscle tone

Bad posture, assumed through prolonged continuance of faulty attitude, can only be corrected by formal gymnastic work selected and taught for that purpose; but much more important is prevention gained by play and hygienic conditions.

The child should be taught to recognize correct posture, to know how it looks and how it feels. This can be done by use of pictures and by showing him good posture in others. A full length mirror in which pupils can see their defects and finally their good posture is very valuable in good-posture work. 'Elevation cues' are helpful if given in the right way. 'Stand tall'—'Head high'—'Stretch the head upward'—'Chest high'—'Waist flat'—'Lift the waist up'—'Stretch the knees'—'Stretch the body upward', and many others can be given to advantage. Ease and freedom from tension should be emphasized.

Good posture indicates mental and physical poise. The body is well balanced in a position of ease, with the weight borne equally on both feet, the knees and hips extended, but not hyper-extended; the body should be held as tall as possible without strain; the head erect with no tension in the neck; chest elevated; abdomen flat; and the arms should hang easily from the shoulders. The hips should not be thrown too far back for that exaggerates the lumbar curve. The child should be taught to learn the muscular co-ordinations which enable him to control the position of the pelvis as the inclination of the pelvis controls the position of the spine.

In this position the bones, muscles and organs of the child are allowed to grow and function as they should; and the psychological effect of good posture is just as important as the physiological. It is a psychological fact that 'The assumption of an attitude expressive of a certain emotion tends to produce that emotion'."

### Drills

Formal drills occupy a place of minor importance in the school program. An exercise that is strictly formal soon loses its interest appeal to both elementary and high school pupils. Professor Rapeer in a report on "Minimum Essentials in Physical Education" says: "The progressive physical educator of today is in favor of using as many instinctive play activities as possible, but he realizes that our highly artificial systems of schooling, with their present buildings, grounds, equipment, and courses will long resist the transforming tendencies of the modern theories and science of education. For this reason he offers a limited amount of formal physical training indoors when necessary, because of weather, yard, or street condition, outdoors whenever possible."



Developmental drill is adapted to emergencies only. They should never be used when more vigorous outdoor exercise such as Hunting Activities, Athletic Activities, and Rhythmic Activities can be carried on. The exercise in these activities is superior to formal drill for development and the interest on the part of the student is not to be compared.

### **Explanation of Certain Positions Common in Formal Activity**

#### **Fundamental Standing Positions:**

Command. Class . . . Attention!

Heels together, toes slightly turned out, weight of the body resting equally upon the heels and balls of the feet; waist in, chest high, chin in, hips level and drawn back slightly, and arms and hands hanging naturally with palms resting against the outer side of thighs.

Elevation cues: Heads up! . . . Lift the head! . . . Chest up! . . . Raise the chest! . . . Waists flat! . . . Stand tall! . . . Stretch the knees! . . . Stretch the ankles!

#### **At Ease:**

Command. At Ease!

Left foot is placed directly to the side, about a foot length, the weight being equally distributed between the feet.

#### **Sitting Position:**

Sit as far back on chair as possible, with whole spine supported by back of chair, feet placed firmly on the floor. Head and chest should be carried high.

#### **Forward . . . March!**

At the command "Forward!" shift the weight of the body to the right leg, left knee straight. At the command "March!" move left foot straight forward, full step, near floor, and plant it without shock; next, in like manner, advance right, continue the march. The arms swing naturally.

#### **Double time . . . March!**

If at a halt, at the first command, shift the weight of the body to the right leg. At the command "March!" take up an easy run with cadence of double time, allowing a natural swinging motion to the arms. If marching in quick time, at the command "March!" given as either foot strikes the floor, take one step in quick time, then step off in double time.

### **Class Halt!**

At the command "Halt!" given as either foot strikes the floor, plant the other foot as in marching (1); raise and place backward foot by side of the other (2).

### **To the rear . . . March!**

At the command "March!" given as the right foot strikes the ground, advance and plant the left foot; turn to the right about on the balls of both feet and immediately step off with the left foot.

### **Counter-March left . . . March!**

The head of the column turns (180 degrees) and marches in the opposite direction. The rest follow when they arrive at the place of turning.

### **Column left (right) . . . March!**

A column may be a single file, or two, four, or more abreast. The head of the column turns to the left (right) and the rest follow when they arrive at the place of turning.

### **Change step . . . March!**

At the command "March!" given as the right foot strikes the ground, advance and plant the left foot; plant the toe of the right foot near the heel of the left and step off with the left foot.

### **Touch Step: Left foot (right) forward . . . Touch!**

The foot is moved forward (or sideward, backward, etc.) according to command. Touch toe lightly with heel as high from floor as possible. Weight remains on the foot that is not moved.

### **Mark time . . . March!**

If marching, at the command "March!" given as either foot strikes the floor, advance and plant the other foot; bring up the foot in the rear and continue the cadence by alternately raising each foot about two inches and planting it in place. If at a halt, at the command "March!" raise and plant feet as described above.

### **One Step forward . . . March!**

At command "March!" move left foot straight forward, full step, raise and place right foot by side of left on second count. Vary direction sideways and backward.

### **Two steps forward . . . March!**

Beginning left foot, take two steps forward, bring heels together on third count. Three steps forward, backward and sideways . . . March! Bring heels together on fourth count. Vary direction backward, and sideways. (In stepping forward or backward) count one



step more than the number of steps given. In stepping to the left or right double the number of steps given; thus one step left count two; three steps left count six.

**Right . . . Face!**

Raise right toe and left heel and face to the right (90 degrees), turning on the right heel assisted by push of left toe; place the left foot by the side of the right. Left face is executed by pivoting on the left heel and pushing with the right toe.

**About . . . Face!**

Carry the toe of the right foot about a half-foot length to the rear and slightly to the left of the left heel; face to the rear, making a turn of 180 degrees to the right on the left heel and right toe; place the right heel by the side of the left.

**Hands on hips . . . Place!**

Hands on hips with thumbs back and fingers close together in front. Wrists straight. This position should be done with the palm fitting comfortably over the pelvic bone at the side and not with the thumbs almost together in the back. The last position tends to increase the hollow in the back and to force the stomach forward.

**Arms forward . . . Raise!**

Raise extended arms quickly forward until they are parallel with the floor; palms toward the floor. Arms remain separated by the width of the chest. Shoulders should not be raised, or carried forward.

**Arms sideward . . . Raise!**

Raise the extended arms quickly sideward until they are parallel with the floor; palms toward the floor; fingers extended; hands "shoulder height."

**Arms forward upward . . . Raise!**

Raise the extended arms quickly forward and upward until they are in a position slightly forward of the vertical. Wrists and fingers should be fully extended; palms toward each other and shoulder width apart.

**Arms sideward upward . . . Raise!**

Raise the extended arms quickly sideward and upward until they are in a position slightly forward of the vertical. Wrists and fingers should be fully extended: palms toward each other and shoulder width apart.

**Hands on Shoulders . . . Place!**

Arms raised so that finger tips rest on shoulders, upper arms horizontal and elbows slightly back. Do not raise shoulders.

**Hands back of neck . . . Place!**

The hands are placed on the back of the neck, with straight wrists, the finger tips just meeting; elbows well back, chest raised, head erect.

**Knees . . . Bend!**

Bend the knees, raise the heels at the same time, and go as far down to the floor as pupils can without bending forward; back should be kept straight.

**Knee forward . . . Raise!**

The leg is bent sharply at the knee joint; the knee raised to the level of the hip.

**Leg forward, sideward, backward . . . Raise!**

The leg is raised in the direction indicated; it remains straight; foot extended, the movement taking place at the hip joint.

**Left foot forward . . . Place!**

Left (right) foot placing. The foot is moved forward (or sideward, backward) according to command, and placed firmly on the floor a distance of two foot lengths from its original position. Place toe on floor first, and end with whole foot down. Weight is equally distributed upon both feet.

**Trunk forward . . . Bend!**

Bend the trunk slowly forward from the hips to an angle of 90 degrees; back and knees straight.

**Trunk to left (right) . . . Bend!**

Bend trunk slowly sideward, keeping head in line of trunk. Keep both feet flat on floor and avoid twisting the trunk. Left (right) lunging (forward and sideward).

The foot is planted firmly upon the floor a distance of about three foot lengths in the direction indicated, at the same time bending the knee of the leg moved, and throwing the weight upon it. The other knee should be kept fully extended and both feet flat on the floor. Head and trunk should be kept erect.

**Re-Turn!** Use this command to secure return movements.

**Position!** Command used to return to fundamental standing position.



Example: Hands on Hips . . . Place! Trunk Forward . . . Bend!  
Re-turn! Po-sition!

### Relief Drills

(a) Aim: To relieve tired muscles that have become cramped through maintenance of more or less fixed posture for some time, to afford an outlet for nervous energy showing itself as restlessness, and to refresh the blood supply of brain by increasing blood circulation through the body.

(b) Suggestions for Teacher:

(1) The relief drill should have a regular place in day's schedule. It is suggested that they be placed between two academic subjects in which pupils are forced to sit still at their desks. If weather is favorable always take pupils out of doors. Two or three minutes should be given between each class for relief drills.

(2) Open all windows during the drill. Appoint monitors or health leaders at the beginning of the term and assign to them the duty of immediately opening windows as their desks are cleared, and to close them at end of drill.

(3) Do not waste time. Command and demonstrate movements at same time, and begin immediately. To eliminate explanation have the drill written on the blackboard, explain and practice in first relief period and follow it automatically thereafter. Simply command "Begin" and "Halt" with the counts in between. The pupils will follow the order on the board. If the blackboard method is used the exercise should be changed each week.

(4) For deep breathing have pupils face toward windows or the class may face in that direction throughout the lesson.

(5) Self-testing activities (stunts) and rhythmic activities may be given as relief work.

A brisk walk, run or skip across the school yard is more valuable for relief than formal activities.

In the junior and senior high school formal activities may be used with fair success.

Everyone must engage in this activity and it must be vigorous.

### Hunting Activities

Hunting activities include games of traditional and social activity which have arisen out of the hunger for activity and the hunting and instinctive responses.

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"The hundreds of chasing, fleeing, tag games are all dramatizations of situations in the social relationships of children which express the old racial instincts and emotions of hunting, attacking, fleeing, escaping as in acquisition of goods and in the protection of self—that is in getting food and in keeping from becoming food, or from being destroyed by human enemies. As such, they express in the social relationships of children the deepest instincts of human behavior. These instinct tendencies have no comparable exercise in any other activity of child life."—Hetherington, "School Program in Physical Education".

### Athletic Activities

"Athletic Activities are big muscle, social fighting plays which can be measured or scored for individual or social comparison. They arise out of the impulse to test one's prowess and skill in social relationships without the egoistic feelings dominant in the social comparison, thus they exhibit rivalry in its most striking form and exercise the instincts involved in all social struggles."

Athletic activities are divided into three groups:

1. Individuals against standards.
2. Individuals against individuals.
3. Group against group.

The organization and direct leadership of athletic activities should be done by adults.

The usual school athletic plan emphasizes special team training and individual athletic performance. It is desirable to organize athletic activities in the school on a basis that will bring all the pupils into activity.

An article by A. D. Browne, M. D., George Peabody College for Teachers, Nashville, Tennessee:

There are two distinct classes of interests in school athletic programs.

- (a) The interests of the pupil.
- (b) The interests of the spectators.

It is well for teachers and school officials to distinguish between these two classes and administer the athletic program of the school from these standpoints.

The interest of the pupils is primarily educational, and like all educational tendencies in children, develops or breaks down according to favorable or unfavorable social influences. Adult leadership should certainly be provided. The program should emphasize the



instinctively impelled activities which are adapted to the age periods of the children and their capacity for doing things in order to establish play habits and ideals which will function in the play life away from the immediate influence of the school.

The spectators' interest has developed all the fighting spectacles of history: the chariot race, gladiatorial contests, bull fight, prize fight, modern football and baseball, etc. It is this spectator interest as a force which has developed the spectacular school contest of America. This class of interest offers a problem requiring the trained leadership of adults with educational ideals. Without the trained leadership with educational ideas the program will be conducted primarily for the enjoyment of the spectator. The spectator, then comes to dominate the social organization, of the activities, their management and objectives. The program then ceases to be an educational one and the bad influences will balk the school in its educational efforts.

### **Athletic Activities**

Athletic Activities are those motor activities that are measured and scored for comparison.

- a. Individuals against standards.
- b. Individual against individual.
- c. Group against group.

### **Organization**

The emphasis in any athletic program should be placed on practice, and tests should be held every little while to note improvement.

Opportunity should be given all children to practice during the physical training period. If the period is used chiefly for competition, the timid and poor performers will quickly lose interest.

The class (boys and girls above ten years of age should be separated) may be in single file or in twos or fours, and from this formation the leading one do the exercise and return to the rear of the line and await his turn. Divide large classes into several groups.

A leader should be selected to instruct the group in some event or element of a game, and to have charge of equipment.

### **Suggested List of Athletic Activities**

A few athletic exercises are offered here as suggestions:

1. Standing start to command, Ready, "Go"!
2. Crouching start.
3. Leaping over a hurdle.

4. Running high jump, running toward bar from each side and from in front.
5. Standing broad jump.
6. Running broad jump.
7. Hop, step and jump.
8. Throwing baseball for accuracy to baseman or at target.
9. Throwing baseball for distance.
10. Basketball goal shooting.
11. Basketball throwing for accuracy and distance.
12. Kicking football for distance.
13. Throwing football for accuracy (place pupils who receive catches various distances from the thrower).
14. Catching baseball, football, basketball.
15. Tennis, volley ball serving.

### Mass Athletics

In mass athletics the object is to obtain a team score which will represent the total effort of the entire group. Each individual effort is a contribution to the final goal. Inter-group, inter-school contests can be held, as this method places the individual events on the same basis as team games. At least 80 per cent of the group, class or school should enter the events for comparing scores with the rival group.

(a) **Running.**—The group is lined up back of the starting mark and the teacher, with watch in hand, takes his position at the finish line. The first pupil takes his place on the starting mark, the teacher waits until the second hand of his watch points to sixty, then instantly, by a quick downward motion of the hand, signals the pupil to start. The teacher immediately raises his hand and at the instant the runner crosses the finish line, he gives the signal for the next pupil to start. This is repeated until the whole group has run. The time elapsed during the running of the entire group is divided by the number of boys taking part, thus giving the group record.

(b) **Running Broad Jump.**—Each competitor has three jumps, his best jump, or the average of the three jumps, or the total of the three jumps is taken as his record. The sum of all the records in the group is divided by the number of competitors. The quotation obtained is the group record.

NOTE.—In the standing and running broad jump, the jump should be measured from where the pupil actually left the ground to behind the mark at the end of the jump.

(c) **Standing Broad Jump.**—The team is lined up behind the starting line. The first jumper toes the mark and takes one (or three)



jumps. A judge marks behind the mark made on the ground at the end of the jump. The second pupil toes the mark and jumps from there, and so on down the field until all have jumped. The distance is measured and the distance is divided by the number of jumpers to get the average group record.

(d) **Standing and Running High Jump.**—The best jump of each competitor is his record. The sum of the individual records divided by the number of competitors gives the group record.

(e) **Basketball Goal Shooting.**—Give each pupil three or five throws from the foul line (15 feet from the goal) and his score is the number of goals he throws. Add the total goals thrown and divide by number of pupils for group score.

#### Round Robin Tournament

	I	H	G	F	E	D	C	B	A
A.									
B.									
C.									
D.									
E.									
F.									
G.									
H.									
I.									

As the contests are played off each team should be given its percentage standing as follows:

Divide the number of games played by the number of games won. Example.—If a team has played three games and won two—

$$2 \div 3 = 0.666 \frac{2}{3}$$

$$\frac{18}{20}$$

$$\frac{18}{20}$$

$$\frac{18}{20}$$

$$\frac{18}{20}$$

$$\frac{18}{20}$$

$$\frac{18}{20}$$

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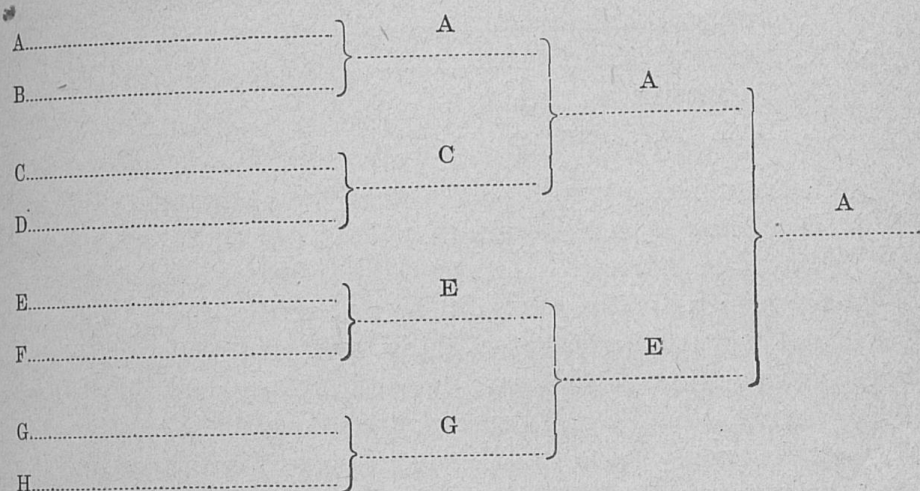
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number of games  
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If time does not permit then the Elimination Tournament, the one which only the winners survive, should be held.

### Elimination Tournament



### The Shuttle Method

1. The shuttle method: This name is derived from the manner in which a shuttle travels back and forth in the loom. This method of conducting track and field athletics fulfills practically all of the above requirements. The plan is as follows: Let us take for example the standing broad jump with two teams of ten men each, lined up in the following manner: A mark, preferably a tennis tape, is put down. No. 1 of team A jumps from this mark. No. 1 of team B toes the heel mark made by No. 1 of team A and jumps back toward the mark. This is continued until all the men have jumped. If the last man of the team which has the last jump falls short of the mark, his team loses. If he heels the mark his team ties. If he lands beyond the mark, his team wins.

Note that the twenty men have jumped without a single jump being measured or anybody being eliminated.

2. List of events to which the team shuttle method can be applied:
  - a. Standing, single, double or triple hop—forward or backward.
  - b. Standing, single, double or triple jump—forward or backward.
  - c. Standing, single, double or triple step—forward or backward.
  - d. Standing, hop, step and jump—from one foot.
  - e. Shot put without the turn. If the man “puts” with the right arm he places his left foot on the mark left by the shot put by



his opponent. The right foot may be raised during the put but must not be placed beyond the mark during or after the put.

f. Throwing a weight with both hands:

1. Forward from overhead.
2. Forward directly from a swing between the legs.
3. Backwards over the head.
4. Backwards between the legs.

g. Relay running races. Distance anywhere from 50 yards up, depending upon the space available. The shuttle relay is conducted as follows: Each team lines up one half of its team at each end of the course. The first man at the left end runs and touches the first man at the right end of the course who in turn runs back toward the left end and touches the next runner, etc. To make sure that each runner is touched off it is customary to have each runner deposit in the hands of the next runner a stone, or stick or flag. Of course the last runner of each team decides which team has won.

With these simple methods hundreds of men can compete at the same time with very little machinery of administration. The captains act as judges and scorers. One or more men can be detailed to collect the scores or take charge of a certain group. No teams are eliminated but everybody is in the game all the time. All that the recruits need to do is to take off their hats and possibly their coats and go at it. We have conducted contests with over 500 men in one event by dividing the team into groups of four teams and getting the first, second, third, and fourth teams of one group to compete against the first, second, third, and fourth teams of another group, etc. It is a matter of simple organization. In arranging the groups have the proper number of teams, say 4, 8, 12, 16, 20, 24, 28, 32, etc., so that no team will draw a "bye".

3. Team competition in the running broad jump, high jump, and pole vault:

- a. Running broad jump. Two teams are lined up at each jumping pit. Each member jumps once as follows: No. 1 of team A jumps first. The captain of team B picks a man to beat the jump of No. 1 of team A. If this second jumper beats his opponent, B is credited with one point. This method of scoring is then repeated until all have jumped. Note that

nobody is eliminated and furthermore, that the actual distance covered need not be measured. The teams with the most points win.

- b. Pole vault and high jump. The teams are lined up and jump alternately as for the running broad jump. Two methods of scoring are used for the high jump and pole vault as follows:

1. As soon as a man misses he is eliminated and the number of men in each team that clear given heights is recorded. The team having the most men to clear the various heights wins. The objections to this method of scoring is that the men are eliminated and compelled to stand by and look on.

2. Instead of eliminating any one on his first failure he is allowed to miss at two or more different heights before being eliminated. Each failure, however, is charged against his team. This method allows men to remain longer in the contest. Note again that the height jump need not be measured.

3. If desired, the best performance of each jumper can be measured and the score of the entire team added; the total score may then be divided by the number of men in the team to get at the average. This takes time, however.

### Athletic Star Tests

The star test is competition, not against individual rivals, but against standards. Any list of individual athletic events might be selected and standardized as a test, but the star test represents a very simple list for each age period of important events selected and standardized for children of Tennessee.

It should be used as a simple test for grading children in physical efficiency and development, and also to stimulate interest in athletic activities. They can be made events in individual and inter-group contests by organizing meets between individuals and groups.

The star test, so called because proper stars may be awarded those children successful in the events, has the following advantages:

1. It is so simple that it may be conducted anywhere.
2. It provides a program of athletic activities for all pupils at a small cost of \$4.00 for the entire program.
3. It represents definite levels of achievements which every boy or girl ought to be able to reach.
4. It sets standards which stimulate ambition.



5. It gives boys and girls in small isolated schools the opportunities to compete against the standards of their class.
6. It gives adults a simple standard for comparing pupils. The tests are arranged by age periods or grades; however, the tests are not arbitrarily limited to these periods.

### Organizing Star Tests

The test is an incentive to practice or train, hence it should be managed with as many broad physical training values as possible. To this end the following points should be observed:

- (a) The practice or training for the tests should be an organized part of the physical training period.
- (b) One event may be given each week, or events may be practiced and the tests given at the end of the month, or all the tests may be given at the close of the term.
- (c) The pupils may be organized to supervise the tests, take care of equipment, and to record the pupils' achievements on the bulletin board.
- (d) A blackboard in each room should be set aside for listing the names of pupils, events and pupils' records.
- (e) If it is desired to conduct inter-group contests arrange the children in each age period in social groups and hold tests, record records and make awards to the winners.

If inter-school meets are desired the teachers in charge should select the events and conduct the meet as any inter-school meet might be conducted. A rule should require that at least 80 per cent of the grade or school enrollment should compete.

### Athletic Star Tests

**First Test.**—Boys and Girls, Grades 1, 2, 3 (or up to 10 years of age).

1. Hop 25 feet, change to other foot and hop back.
2. Ball Bouncing: Use soft rubber ball, size of tennis ball or smaller; 1st grade bounce 15 times, others 25.
3. Rope Jumping: Run in, jump twice and run out.
4. Knee Raising: Place hands on hips, raise each knee to horizontal position four times without losing balance.
5. Standing Broad Jump: 3 feet, 4 inches, allow three trials if time permits.
6. Circle Target Throw: Use bean bag, throw in 18-inch circle 15 feet away, 3 out of 5 trials.
7. Forward Roll or Front Somersault: From standing position

squat, fall forward, striking on the hands, turn completely over to standing position.

### Arrangement for Bulletin Board

Name	1. Hop	2. Ball Bound- ing	3. Rope Jump- ing	4. Knee Raising	5. Broad Jump	6. Target Throw- ing	7. For- ward Rolling
1.							
2.							
3.							
4.							
5.							
Any Number							

Equipment: Rubber ball, 10 cents, or tennis ball, 50 cents. Rope, use plow line or get 12 feet of three-eighth-inch cotton rope, 20 cents.

Beanbag, 4 inches by 6 inches. Made of heavy material, filled with beans or substitute.

**Second Test.**—Boys, Grades 4, 5, 6 (or up to 13 years of age).

1. Rope Jumping: Run in, jump 4 times, run out.
2. Circle Target Throw: Use bean bag, throw in 18-inch circle 20 feet away, 3 out of 5 trials.
3. Standing Broad Jump: 4 feet, 6 inches, give three trials if time permits.
4. Baseball Distance Throw: 120 feet, give three trials if time permits.
5. Running Broad Jump: 8 feet, 6 inches, give three trials if time permits.
6. Baseball Accuracy Throw: 3 strikes out of 6 throws 40 feet away
7. Head Stand: 10 seconds.



### Arrangement for Bulletin Board

Name	1. Rope Jump- ing	2. Target Throw	3. Broad Jump- ing	4. Base- ball Dis- tance	5. Run. Bd. Jump- ing	6. Base- ball Accu- racy	7. Head Stand
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
Any Number							

Equipment: Use plow line or trunk rope or get 12 feet of three-eighth-inch cotton rope at 20 cents.

Beanbag, 4 inches by 6 inches, made of heavy material, filled with beans or a substitute.

Baseball, regulation size, 5 oz.

Target, 15 inches by 24 inches of canvas or wood, or use an ordinary wheat sack. Suspend target on fence, tree or wall 24 inches from the ground.

**Second Test.**—Girls, Grades 4, 5, 6 (or up to 13 years of age).

1. Rope Jumping: Run in, jump 4 times, run out.
2. Circle Target Throw: Use bean bag, throw in 18-inch circle 20 feet away, 3 out of 5 trials.
3. Standing Broad Jump: 2 feet, 6 inches, give 3 trials if time permits.
4. Basketball Distance Throw: 30 feet; or Soccer Ball Distance Throw: 40 feet; or 12-inch Indoor Baseball Accuracy Throw: 2 strikes out of 5, at 25 feet; or Baseball Distance Throw: 110 feet.
5. Running Broad Jump: 6 feet.

6. Ball Bounding: Bound soft ball against wall 10 feet away, catch 4 out of 6.
7. Knee Bend: (Balancing) hand on hips, heels together, rise on toes, bend knees until sitting on heels, stand. Keep trunk erect. Repeat without losing balance.

### Arrangement for Bulletin Board

Name	1. Rope Jump- ing	2. Target Throw- ing	3. Stand Broad Jump	4.	5. Run- ning Jump	6. Ball Bound	7. Knee Bend
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
Any Number							

Equipment: Rope, use plow line, trunk rope or 12 feet of three-eighth-inch cotton rope, cost about 20 cents.

Beanbag, made of heavy material, filled with beans or a substitute.

Basketball, soccer ball, indoor baseball or baseball, use apparatus available.

If indoor baseball accuracy throw is used make a target 15 inches by 24 inches or use ordinary wheat sack. Suspend target on fence, wall, tree or some backstop, having lower edge 24 inches from ground or floor. Strike is thrown that hits target.

**Third Test.**—Boys, 7, 8, 9 grades.

1. Standing Broad Jump: 6 feet, 6 inches, three trials.
2. Baseball Distance Throw: 195 feet in three trials.
3. Running Broad Jump: 12 feet, three trials.
4. Baseball Accuracy Throw: Three strikes out of five throws or 45 feet.



5. Running Hop, Step and Jump: 20 feet.
6. Head Stand: For one minute; or Hand Stand or Cart Wheel.
7. Jump Stick: Hold stick lightly by tips of fingers, jump over stick without letting go of it. Draw knees well up.

#### Arrangement for Bulletin Board

Name	1. Stand Broad Jump	2. Base- ball Dist. Thr.	3. Run Broad Jump	4. Base- ball Accu- racy	5. Hop St. Jp.	6. Head Stand	7. Jump Stick
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
Any Number							

Equipment: Baseball, 5 oz.

Target, 15 inches by 24 inches or wheat sack, suspend from fence, tree or wall, lower edge of target 24 inches above ground.

#### Third Test.—Girls, 7, 8, 9 grades.

1. Standing Broad Jump: 4 feet, 2 trials.
2. Basketball Distance Throw: 42 feet; or Soccer Ball Distance Throw: 48 feet; or Baseball Distance Throw: 150 feet.
3. Running Broad Jump: 6 feet, 6 inches.
4. Tennis Serving: 4 in 8 trials; or Basketball Throw from 12-foot line, 3 in 6; or 12-inch Indoor Baseball Throw for accuracy, 3 out of 6, 30 feet away.
5. Running Hop, Step and Jump: 16 feet.
6. Ball Throw and Catch: Use 12-inch indoor baseball; soft ball may be substituted. Place pitcher and three basemen on playground diamond, 36-foot base line and 30-foot pitcher's box. Contestant stands at homeplate. Catch ball from pitcher,

throw to first, catch return, throw to second, catch return, to third and catch return. A throw is good if reached by moving only one foot. One person, the one who is giving the test, may serve as pitcher and baseman. Two errors allowed in the seven throws. If helper makes error, throw is repeated.

- ### Arrangement for Bulletin Board

Equipment: In each case use apparatus available, as several events have been suggested.

Fourth Test.—Boys, 10, 11, 12 grades.

- baseball; soft ball  
basemen on play-  
eet pitcher's box.  
all from pitcher,



### Arrangement for Bulletin Board

Names	Event Number						
	1	2	3	4	5	6	7
1.							
2.							
3.							
4.							
5.							
6.							
7.							
Any Number							

Equipment: Baseball, 5 oz., cost \$1.00. Baseball target, same as tests two and three.

**Fourth Test.**—Girls, 10, 11, 12 grades.

1. Standing Broad Jump: 4 feet, 6 inches.
2. Basketball Distance Throw: 55 feet; or Soccer Ball Distance Throw: 60 feet; or Baseball Distance Throw: 195 feet.
3. Tennis Serving: 5 out of 8 trials; or Basketball Goal Throw: foul line, 3 out of 5 trials; or 12-inch Indoor Baseball Accuracy: 3 in 5 trials, 36 feet away.
4. Running Broad Jump: 7 feet.
5. Ball Throw and Catch: Same as in test three, except only one error allowed.
6. Running Hop and Step, and Jump: 16 feet, 10 inches.
7. Knee Bend: 3 times, otherwise same as in third test.

### Arrangement for Bulletin Board

Names	Event Number						
	1	2	3	4	5	6	7
1.							
2.							
3.							
4.							
5.							
6.							
Any Number							

Equipment: In each case use apparatus available, as several events have been suggested.

#### Equipment for entire program:

Soft ball .....	\$0.10
Tennis ball .....	.50
Rope for jumping .....	.20
Bean bags (made at home) .....	
Baseball .....	1.00
12-inch Indoor Baseball .....	1.25
Baseball Target (make out of a sack) .....	
Tape Line (may use yard stick) .....	.50
Basket ball, soccer ball and tennis racket to be used if available.	

### Athletic Badge Tests

Physical efficiency is necessary for the accomplishment of the maximum amount of mental work. In order to enable the children of the public schools to raise their physical standards, the National Recreation Association has adopted the Athletic Badge Test which every normal child should achieve. These tests have been carefully thought out and made to comply with the average physical efficiency of many children. They are arranged in the order of their difficulty, and may be used for the ages between twelve and fifteen.

The efficiency test is one of the best means of motivating the physical education program. The badge given for the mastery of one test is an incentive for them to continue in their training effort. Each test should be given at the close of each semester, or at some other period after the proper training has been done. When the badges are awarded much interest can be added to the occasion by having a special program prepared for the candidates.



Badges can be secured from the National Recreation Association, 315 Fourth Avenue, New York, by the instructor furnishing on the blanks of the association the names and addresses of the boys and girls passing the tests. The price of badges postpaid, either singly or in quantity, is fifteen cents each.

### **Organizing Athletic Badge Tests**

Since the test is an incentive to practice or train, it should be managed to give as broad physical training values as possible. To this end the following points should be observed:

a. The training for the tests should be an organized part of routine athletics.

b. The test should be given twice each school year toward the close of the first and second terms and a special test given at the beginning of the first term for pupils who can give evidence of having trained through the summer months.

c. All three events in each test should be given each season, thus giving the incentives for a more or less all-round training.

d. Preliminary tests should be made by the class teacher, but where possible they should be made, or checked by, an outside official. The running events can be timed by an ordinary watch, but if possible, a stop watch should be used.

### **Athletic Badge Test for Boys**

The National Recreation Association has adopted the following standards which every boy ought to be able to attain:

#### **First Test**

Pull Up (chinning) 4 times.

Standing Broad Jump, 5 feet, 9 inches.

60-Yard Dash, 8  $\frac{3}{5}$  seconds.

#### **Second Test**

Pull Up (chinning) 6 times.

Standing Broad Jump, 6 feet, 6 inches.

60-Yard Dash, 8 seconds.

Or 100-Yard Dash, 14 seconds.

#### **Third Test**

Pull Up (chinning) 9 times.

Running High Jump, 4 feet, 4 inches.

220-Yard Dash, 28 seconds.

## Directions for Events

### Pull Up (Chinning)

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

Each contestant begins with his hands on the bar. Then with his arms straightened at full length he pulls himself up without a kick, snap, jerk, or swing, until his chin is above the bar. Lowering himself until his arms are straight, he repeats the "pull up".

### Standing Broad Jump

Whenever possible, it is best to prepare a jumping pit by digging up a piece of ground about four feet by twenty-five feet and have a wooden or metal strip two inches by four inches imbedded in the ground at one end of the pit, flush with the surface, to serve as a "take off". It is also well to mark off five feet nine inches and six feet six inches from the "take off". Each competitor is allowed three jumps, his best jump being taken as his record.

"The feet of the competitor may be placed in any position, but shall leave the ground once only in making an attempt to jump. When the feet are lifted from the ground twice, or two springs are made in making the attempt, it shall count as a trial jump without result. A competitor may rock back and forward, lifting heels and toes alternately from the ground, but may not lift either foot clear of the ground, nor slide either foot along the ground in any direction." (The rules quoted are, with slight adaptation, the rules laid down in the Official Handbook of the Public Schools Athletic League.)

### 60-Yard Dash, 100-Yard Dash and 220-Yard Run

A stop watch is necessary for timing the boys in this event. Under the direction of a starter each individual competitor takes his position on the starting mark. The starter gives the signal by saying: "On the mark", "Get set", "Go". At the word "Go", the timekeeper starts his watch. As the runner crosses the finish line (60 yards, 100 yards, or 220 yards from the starting line), the timekeeper stops his watch. The time indicated on the stop watch is the runner's time.

"A false start is one where any part of the person of a competitor touches the ground in front of his mark before the starter purposely gives his signal. The third false start shall disqualify the offender. The competitor shall keep his hands behind the mark assigned to him."



### **Running High Jump**

"The bar shall be a thin stick and shall rest on pins which shall project not more than three inches from the uprights. When this bar is removed it shall constitute a trial jump without result."

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

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

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

### **Rules**

No boy is permitted to receive more than one badge in any one year. It is necessary to qualify at one time in the four events in any one test to win a badge. If the boy fails in the test one day he should be permitted to practice until he can pass the test.

Any responsible adult may give the tests.

All tests must be made without the aid of spiked or cleated shoes of any sort; tennis or gymnasium shoes are allowed.

There shall be one trial only in the chinning, and the running events. Three trials are allowed in the jumps.

### **Athletic Badge Test for Girls**

The National Recreation Association has adopted provisionally the following as standards which every girl ought to be able to attain:

#### **First Test**

All-Up Indian Club Race, 30 seconds.

Or Potato Race, 140 yards, 42 seconds.

Basketball Throwing, 2 goals out of six trials.

Balancing 24 feet, 2 trials.

#### **Second Test**

All-Up Indian Club Race, 28 seconds.

Or Potato Race, 140 yards, 39 seconds.

Basketball Throwing, 3 goals out of six trials.

Balancing (bean bag on head), 24 feet, 2 trials.

#### **Third Test**

Running and catching, three trips in 20 seconds.

Throwing for Distance, Basketball, 42 feet.

Volley Ball Serving, three aces in five trials.

## Directions for Events

### All-Up Indian Club Race

Draw two tangent circles, each three feet in diameter. In one of the circles place three one-pound Model B Indian Clubs. At a point thirty feet distant from a line passing through the center of the circle, and parallel to it, draw a line to be used as a straight line.

On the signal the girl runs from the starting line, transfers the three clubs, one after the other to the vacant circle, and runs back to the starting line. Three such trips are made, finishing at the starting point. Only one hand is to be used in transferring the clubs.

To win a Class A badge, a girl must make the three trips to the circle in thirty seconds.

To win a B Class badge, a girl must make the three trips to the circle in twenty-eight seconds.

### Potato Race

On a direct line draw four circles, each twelve inches in diameter and five yards apart from center to center. Five yards back of the center of the first circle and at right angles to the direct line, draw a line to be used as a starting line. This is also the finish line.

On the first circle place a basket or other receptacle not over two feet in height and with an opening not exceeding three feet in circumference.

On the signal the player runs from the starting line, takes one potato from the basket and places it in the first vacant circle (one nearest the basket); runs back to the basket, passes between it and the starting line; takes the second potato from the basket and places it in the second circle; returns to the basket, passes between it and the starting line; takes the third potato from the basket, and places it in the third and runs back to the starting line. From the starting line the player runs to the first circle, picks up the potato, and replaces it in the basket, passes between the basket and the starting line, runs to the second circle, picks up the potato and replaces it in the basket, runs to the third circle, picks up the potato, replaces it in the basket and runs across the finish line. If a potato is dropped anywhere but in the circle where it should be placed or in the basket, it must be picked up and properly placed before another is touched.

To win a Class "A" badge, a girl must cross the finish line within forty-two seconds from the time the signal to start is given.

To win a Class "B" badge a girl must cross the finish line within thirty-nine seconds from the time the signal to start is given.



### **Basketball Goal Throwing**

Standard basketball and goal are used. From a point directly under the center of the goal draw a semicircle with a radius of 15 feet, for a throwing line. The person throwing stands at a point outside, but touching the throwing line. The goal may be made by a clear throw or one touching the backboard.

To qualify in this event for a Class A badge, a girl must make two goals in six trials.

To qualify in this event for a Class B badge, a girl must make three goals in six trials.

### **Balancing**

Standard balance beam, 12 feet long and 2 inches wide, may be used, or a 2 by 4 inch plank, set on the 2 inch side. The length shall be 12 feet. There is no time limit in this event.

In the first test, the girl starts from the center of beam, walks forward to the end, without turning walks backward to the center, turns and walks forward to other end; turns and walks forward to starting point.

In the second test the girl starts from the center of beam with a bean bag or book balanced on her head and walks forward to end; turns and walks forward to entire length of the balance beam; without turning, walks backward to starting point. Two trials are allowed in each test.

### **Running and Catching**

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

On a signal the girl runs from the starting line to the cord three times, and each time tosses a basketball or volley ball over the cord and catches it. In case of failure to catch the ball it must be secured, tossed over the line before continuing to run.

To qualify for a badge in this event three trips must be made in 20 seconds.

### **Throwing for Distance**

A circle 6 feet in diameter shall be marked off on the floor or ground. In throwing contestants must not touch the ground outside the circle until the ball has touched the ground. If any part of his body touches outside the circle the distance made shall not be recorded, and the throw shall count as a trial. Three trials are allowed and the best throw shall be taken as the record. The throw is made with one hand and the distance required to qualify is 42 feet with a basketball and 44 feet with a volley ball.

### Volley Ball Serving

A volley ball net or piece of cord shall be stretched at a center height of 8 feet across the playing space. Twenty-four feet distant a line shall be drawn on the floor or ground parallel to the net. The contestant shall face the net and toe the line with either foot. She tosses the ball with one hand as in tennis and strikes it with the other hand over the net so that it will fall within a square 10 by 10 feet. The square shall be marked 10 feet from the net and right angles to it. Five trials are allowed to make three aces. If a contestant steps forward over the line before the ball strikes the ground, no score is allowed, but it counts as a trial.

### Rules

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

The following general rules shall govern the final: Unless otherwise stated in these rules there shall be but one trial in each event. If a girl fails in the tests one day she should be permitted to try until she can pass the test.

It is necessary to qualify at one time in all four events in any test in order to win a badge.

A girl may not earn more than one badge in each of the three tests, nor having received a badge may she compete for a badge of a higher class until six months have elapsed.

Even though a girl has not received a badge in a lower grade, she may qualify for one of a higher order.

### Self-Testing Activities

Self-testing activities are those forms of play that arise out of the desire to test one's self; to experiment with the motor power, and to satisfy the longing for achievement.

Self-testing activities may be classified as follows:

1. Locomotor activities, including walking, running, jumping, skipping, hopping, swimming, etc.
2. Lawn or floor stunts, including tumbling, pyramid building, rolling hoops, shooting marbles, playing with balls, etc.



3. Apparatus stunts including climbing trees, a ladder, a rope, a fence, walking a balance beam, running hurdles, etc.

By self-testing activities the child gains confidence and courage. He learns to test himself under all conditions. He receives training in "Safety First" skills. He learns to protect himself reflexly.

Many stunts serve as excellent material for indoor work on rainy days. One of the best ways to make stunts popular and easy to conduct is to introduce the spirit of rivalry. Perhaps the best way to stimulate rivalry is to write the names on the blackboard or bulletin board of the pupils who succeed in doing the stunts.

### Rhythmic Activities

The most important factor in the success and value of play is the pleasure children derive from it. Nothing gives a child more pleasure than rhythmic motion; through it he expresses his various states and degrees of feeling and thought. Rhythmic activities include walking, running, skipping, hopping, leaping, and whirling.

Rhythmic activities should be a form of self-expression rather than a performance for the audience. The child should get real joy from dancing rather than being seen. "We can turn to folk dances and know that we are on safe ground, for they are spontaneous, genuine and sincere. They are the wild flowers of the dance world, unspoiled by the hand of man. They have sprung naturally from the hearts of simple wholesome country folk in response to the human needs for expression."

The teaching of folk dances should be done informally. There should be a minimum amount of explanation, as they should be learned by doing them.

Dances that are interesting and appealing, full of vigorous actions, and easy for the children to learn and pass on to others, should be taught.

Good music is essential for successful teaching of folk dancing. A great many folk dance records have been made by the "Victor" and by the "Columbia" people. Any music store will order them for you.

### Rhythmic Steps

1. **Gallop step:** Slide right foot sideward (1), close the left foot to the right (and), slide the right foot sideward (2), close with left (and). Continue in same direction.
2. **Step hop:** Step left forward (1), hop on left foot (2), same

- right (3-4). During the hop on the toes the free foot may be raised backward with ankle extended.
3. **Step-swing-hop:** Step forward left (1); raise the right leg forward, foot turned outward, and hop on left leg (2); repeat right (3-4).
  4. **Cut-step forward forward:** Raise right foot forward. Step down on right foot and hop, raising left leg backward. Swing left leg downward to quickly replace the right which is again raised forward and hop on left. Continue by cutting forward and backward and hopping in place.
  5. **Step-courtesy:** Step left sideward (1), cross right foot in rear of left and bend knees (2). Same, stepping right (3-4).
  6. **Polka:** Hop on right foot (and), step forward left foot (1), close right foot to left (and), step forward left foot (2). Hop on left foot with right foot raised forward (and).
  7. **Heel and Toe Polka:** Place left heel forward and hop on right foot (1); place left foot backward with toes on floor, and hop on right foot (2), polka forward left (3-4); repeat right (5-8).
  8. **Schottische:** Slide forward on left foot (1), close right foot to left (2), slide forward on the left (3). Hop on the left and swing right across in front (4). Can be performed forward, sideward, or backward.
  9. **Waltz balance step:** Step forward left (1); close with right and rise on toes (2); lower heels (3). Same beginning right (4-5-6). May be performed obliquely forward, sideward, or backward.
  10. **Mazurka:** Slide left foot sideward (1); displace left foot with a hop on right, the left foot being raised sideward (2); hop on the right foot and bend the left knee so that left foot is to side of right knee (3). Repeat. Three mazurkas left, three stamps (left, right, left), three mazurkas right.
  11. **Three-step turn:** Step left sideward (1); step sideward right, moving in same direction with half turn of body facing rear (2); step left sideward in same direction and complete turn to again face front (3); close right foot to left (4).
  12. **Minuet:** Touch the right toe diagonally forward, keeping the knee straight (1); raise right leg and touch toe again in same spot (2); repeat count (2-3). Step forward with the right foot (4); bring left toe back of right heel and bend knees (5). Straighten knees (6); repeat alternately left and right. All face center and bow on six counts.



## **GEORGE PEABODY COLLEGE FOR TEACHERS**

### **Department of Physical Education, Bulletin 4.**

By A. D. Browne, M. D., Professor of Physical Education.

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### **Special Physical Training Activities for Boys and Girls Incapacitated for Usual Vigorous Program**

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This bulletin has been prepared to aid principals and teachers in the organization of physical training for groups and under conditions which require special adaption. It has been our observation that in many schools physical training programs function admirably for the normal pupils, but they function poorly, or not at all, for pupils who cannot engage in the routine activities. The attempt is made therefore to suggest procedures and activities which will help solve these two problems.

#### **Who shall be excused and exempted and when?**

Disabilities, exempting children from physical training activities or modifying the form of exercise given them, may be temporary or permanent.

Individuals who are injured or suffering from acute illness are entitled to temporary excuse, but there is no child, able to attend school regularly, who will not benefit by some form of properly adapted physical training procedure. No excuses from physical education for a term or more should be granted unless the instructor in charge is unable to adapt a program for the individual needs or a physician is not available who can make proper recommendations.

This assumes that there may be classes organized in physical education, ranging all the way from the regular program of activities down to breathing exercises and rest and specially prescribed hygienic regimen.

Objectives.—The list of activities adapted to the age periods of children is suggested in order that the boys and girls in your schools, incapacitated for the regular, vigorous physical training program either temporarily or permanently, may not be denied.

1. The thrill of participating in and of acquiring a perfected skill in events and games suited to their particular needs;

2. The experience of team membership with all the responsibility and discipline in good sportsmanship that such membership entails;

3. The joy of a contest finely played;

4. The opportunity to acquire skill in games that may be enjoyed in years to come and to develop recreational habits that will be constructive, wholesome, and satisfying.

Organization of Incentive.—Tournaments and contests should be arranged for the older pupils, assigned to the activities listed below. Arrange the children in groups and conduct tests among the groups so that the activities will lead to satisfaction and thus further activities. The pupil's own initiative and capacity for social organization should be led and developed. The interest of pupils in the activities makes it advisable to let them do all they can under adult leadership.

In selecting activities consideration should be given to the "x seasons" of plays and games. A boy will be more interested in throwing a ball at a target in the spring months than in the fall because of his interest in baseball. Basketball goal shooting should be made a winter event.

Any of the pupils incapacitated for the regular, vigorous program, may enter some of the standard athletic tests; such as basketball goal-throwing and walking on the balance beam.

Grading of Pupils.—Pupils in a limited program as well as those participating in the regular vigorous activities, should be graded; skill, earnestness of effort, and spirit of cooperation shown should be among the determining factors in giving grades.

Getting All into the Game.—Many of those incapacitated pupils should be called upon to act as official timekeepers, scorers, line-men, etc., in the various school contests. Calling on them to help develop their interest in wholesome activities removes the feeling among them that they are incapacitated and different from others.

Equipment for the Special Group.—It is important that school officials supply the incapacitated pupils with necessary equipment for their physical training. It will be well to keep the materials and supplies needed for these activities for the exclusive use of those in the limited class.

#### Abbreviations and References:

B.	Bancroft, Jessie. "Games for Playground, Home, School, Gym. MacMillan .....	\$2.00
J.	Johnson, G. E. "Education by Plays and Games". Ginn & Co.....	\$0.90
S-43	Spaulding Athletic Library. Group XII, No. 43R.....	\$0.10
S-86	Spaulding Athletic Library. No. 86R .....	\$0.10



Suggested Form for Use in Public Schools Requiring Physical Education:

Physical Examination

To the Department of Physical Education.....City  
School 1.

To be mailed to M..... Principal.

This certifies that I have examined.....and that  
in my opinion, because of.....Diagnosis.....he, or  
she cannot safely take part in the activities which I have checked below:  
for a period of..... months:

Calisthenics—Folk games—Individual Athletics—Running games and  
plays.

I recommend that exercise be given for the correction of (underscored):  
Poor posture, weak muscles, flat feet, injuries, circulatory disturbances,  
eliminative disturbances.

I recommend complete rest during the physical training program  
(underscored).

Signed.....

Date.....

## Chapter II

### PRIMARY DIVISION—GRADES I, II, III

#### Introduction

This period is particularly important in the life of the child as it is a transition age marked by cessation of rapid brain growth, slower physical development, change in the circulatory system with a tendency toward heart weakness and fatigue. Interests begin to awaken in competition and he begins to play games according to form and rule with other children. Imagination is active, beginning to be of a more definite creative type.

At the beginning of this period the child is too weak and undeveloped to perform exercises designed primarily to increase muscular growth, or to develop special sets of muscles. Because of this fact, exercises have been selected for this period which engage chiefly the large muscle masses, and which at the same time stimulate respiration and circulation.

Another viewpoint in preparing exercises for this period was to select those exercises which would counteract the detrimental effects of the school room upon health and to give an opportunity for spontaneous action of the will power. Exercises of this type include games of chasing, hunting, throwing, experimentation, and singing.

Whenever it is possible, it should be the rule that exercises are performed out of doors. No indoor exercise can be compared in its effect upon blood enrichment to the value of the same exercise when performed out of doors in the sunlight. When bad weather makes it impossible to exercise in the open, the lesson should consist of exercises for increasing good posture, vigorous trunk exercise, of marching, and of rhythmic steps.

For pupils of low mentality simple hunting games, and the song games with arm or leg movement are very valuable. For the extremely nervous type the work should consist mainly of rhythmic exercises (not of exercises performed upon command). Exercises with properly selected music, also, are very valuable in such cases.

The essentials to be emphasized in this period are:

- A. Good posture in standing and marching.
- B. Vigorous trunk exercise with simple arm and leg movement.
- C. Elementary rhythmic steps in alternation with marching.



Certain exercises for emphasizing these essentials are given here under the headings of Hunting Activities, Self-Testing Activities, and Rhythmic Activities.

### **Hunting Activities**

#### **Cat and Mice**

One player is chosen to be the cat and hides under the teacher's desk, or behind it. After the cat is hidden the teacher beckons to several other players, the mice, who creep softly up to the desk. When all are assembled the mice scratch with their fingers against the wood, and as soon as the cat hears them, she scratches from her hiding place and gives chase to the mice who immediately scamper for their seats. If one is caught he becomes "It" next time and takes the part of the cat, but if no mice are captured the cat may continue in that capacity or another may be chosen. A new set of mice should be selected for every round, or the pupils may choose mice to take their places.

#### **Hide the Thimble**

The teacher or one who is "It" hides a thimble or some other similar object in plain view of pupils. While this is being done, children close eyes with heads down. At signal "Ready", children move about and look for object. When discovered, she whispers to leader and takes place by wall. This trains the power of observation. To indicate when a player is near, clap hands or sing.

#### **Squirrel and Nut**

All the pupils but one sit at their desks with heads bowed on the arm as though sleeping, but each with a hand outstretched. The odd player, who is the squirrel and carries a nut, runs on tiptoe up and down through the aisles, and at his or her discretion, drops the nut into one of the waiting hands. The player who gets the nut at once jumps up from his seat and chases the squirrel, who is safe only when he reaches his nest (seat). Should the squirrel reach his nest without being caught, he may be squirrel the second time. Otherwise the player who received the nut becomes the next squirrel.

#### **Jack Be Nimble**

Some small objects, a candlestick if available, or any obstacle six or seven inches long is placed upright on the floor. The players are arranged in a line formation while the players all say:

"Jack be nimble  
Jack be quick  
Jack jump over the candlestick."

The pupil leading the line runs on tiptoes up to the object timing himself so as to be in position to jump at the last line of the verse.

The lines are repeated again and again until all have jumped over the stick and are back in position. After two or three times of informal jumping, the teacher can make the game more interesting by drawing a line eighteen or twenty inches from the object part which no player must step. Anyone failing to keep from "falling" in the "ditch" is counted out. The players should be instructed to jump taking off one foot, lifting the knees high and throwing the hands fore-upward over the head.

#### **Stone**

Players move in a circle around "It", who stoops in the middle. When "It" calls out "Stone" players drop hands and run to the bases already chosen. If "It" catches any of the players, they become "stones" with him until all are caught.

#### **Frog in the Meadow**

Players stand in a circle. The frog sits in the middle. Circle players taunt frog by seeing how near they can approach frog without being touched. When a player is touched he becomes the frog.

#### **Circle Tag**

"It" stands inside large circle. Players venture inside circle and tantalize "It", who tries to tag them without getting outside the circle. When a player is tagged he becomes "It". At beginning of game "It" must be in the center of the circle.

#### **Little Johnny Stoop**

The children march around the room while the teacher keeps time by tapping on the desk. When she taps loudly once the boys stoop, but girls continue marching. When the teacher taps twice loudly the girls stoop, and at three taps all stoop. If a girl stoops at the wrong time she makes a score for the boys. If a stoop is made at the wrong time by a boy a score is made for the girls.

#### **Blackboard Relay**

Children are arranged in two equal groups. At the signal "Go", the leader runs to the board, takes chalk and writes figure (the figure and place having already been agreed upon), and runs back and gives chalk to next pupil. This continues and the first row to finish wins.

#### **Bean-Bag Race**

Children are in seats with equal number in row. The leader of each row sits at the right. Leader gives signal "Go", and the bags are passed to left and back to right and to leader. The first row to finish wins the game.



### **Cat and Mouse**

The players stand in circles facing inward, grasping hands. The teacher chooses one child as cat, who stands on the outside, and another child as mouse, who stands on the inside of the circle. The cat tries to catch the mouse who runs in and out the circle. The players try to prevent the cat from catching the mouse, by suddenly lowering their arms after the mouse has slipped through the circle. When the mouse is caught, or when the teacher finds they have run enough, they return to their places in the circle, and the next two to the right become the cat and mouse.

This game can be made more difficult by arranging the class in two concentric circles, and having two cats and one mouse.

### **Two Deep**

Players stand in a circle. Two "Its" are chosen, one to chase the other. When second "It" sees he is about to be caught, he steps in front of one of the circle players and is then safe, but the one in front of whom he slipped must take his place in being pursued. The game continues in this manner until one is caught. This one turns and gives chase to his pursuer, who steps in front of a circle player, etc.

### **Brownie and Fairies**

Two goals thirty or forty feet apart; the players, in two equal groups, stand in the goals. One group (fairies) turn back while the other brownies creep up as quietly as possibly. One fairy is watching and when they are near calls "Look out for the brownies". The fairies then chase the brownies to their goal and tag as many as they can. All who are caught are fairies. Then brownies turn backs and fairies come up quietly, etc. The side having the greatest number at the end of time wins.

### **School Room Tag**

Make a circle on the floor in front of the room. One child is chosen to be "It" and stands near but not in the circle and calls the name of three players. The players rise and try to reach circle without being tagged. They may run in any aisle. The first one tagged is "It". If none are caught, three more are named.

### **Midnight**

One child is the fox and all the others are sheep. The fox stands in his den marked at one end of the playground; and the sheep stand in a sheep fold at the other end of the playground. The fox may catch the sheep only at midnight. The fox leaves his den and strolls into the meadow and the sheep scatter about calling: "What time is

it, Mr. Fox?" The fox answers with any hour he chooses—"Three o'clock". Any hour except "Midnight" or "Twelve o'clock" they are safe; but when he says "Midnight" they must run for they can be tagged unless they are safe in their fold. Any sheep caught changes places with the fox and the game is repeated.

### **Flying Dutchman**

Children join hands in a circle. Two children join hands and run around the outside of the circle. As they run the child nearest the circle of players taps the clasped hands of two of the players in the circle. The players who have been tapped continue to join hands and run in the opposite direction around the circle. Both try to get to the vacant place first. The couple that is left is "It" for the next game.

### **Ball Tag**

Players scatter about the ground. One player is chosen "It". Then he tries to hit one of the others with a bean bag or ball. Any player who is hit becomes "It". When a player fails to hit the one for whom he aims, the thrower must pick up his bag, except in the school room where the adjacent player may pick up the ball and throw it back to the one who is "It". The players may dodge in any way, by jumping, stooping, or by sideways movements. A light gas ball or bean bag should be used in the school room. Elsewhere a light handball or basketball would be suitable.

### **Black and White**

One player is chosen as leader. The other players are divided into two equal parts—one division having white handkerchiefs on the left arm to indicate that they belong to the Whites; those in the other division are called Blacks. The players stand around on the floor promiscuously, the Whites and the Blacks being mingled indiscriminately. The leader stands on a stool at one side and twirls a disc which is white on one side and black on the other. He stops the disc with only one side visible to the players. If the white side should be visible, the party known as the Whites may tag any of their opponents who are standing upright. The Blacks should therefore drop instantly to the floor, as in Stoop Tag. Should the black side of the disc be showing, the Blacks may tag the whites. Any player tagged scores one point for the other side.

### **Dodge Ball**

Draw large circles on the ground. Players number by fives. Number ones take place within circle. Others outside the circle have a basketball with which they try to hit those inside, who try to dodge.



When one is hit he takes his place outside with others. The last one hit is winner of his relay. Next number twos enter the circle; then number threes, until all have played. The final is played by having the winner of each relay go within the circle. The dodgers must be hit below the knees. Primary children generally roll the ball.

### **Drop the Handkerchief, or Itisket, Itasket**

Form a circle, facing inward. "It", carrying a handkerchief around the circle, chants or sings, while whole circle sing with him:

"Itisket, Itasket, a green and yellow basket;  
I wrote a letter to my love and on my way I dropped it,  
I dropped it, I dropped it, and on my way I dropped it."

Before the last phrase "It" must drop handkerchief and start on a quick run in and out of circle. The one behind whom the handkerchief is dropped tries to catch "It". If "It" is caught, he must step into the circle. Should a player not discover he has the handkerchief, he enters a center and frees another player, if there. Player in center may free himself by securing handkerchief. (Chanting or singing may be omitted.)

### **Rabbit's Nest**

Nests are formed by groups of three children holding hands. In the center of each group stands a child called a rabbit. A dog and rabbit are chosen who stand outside the nest. The dog chases the rabbit, which, to escape pursuit, runs to a nest and is then safe, but the rabbit which was in the nest must run out, and, being chased by the dog, darts into another nest. This play is continued until a rabbit is caught by the dog. Then the one caught is the dog and turns to chase the one who was pursuing him, who is then the rabbit.

### **Squirrel in Trees**

Three players stand so as to represent a hollow tree, facing center with hands to one another's shoulder; a fourth player stoops within to represent a squirrel. There must be an extra player who is a squirrel without a tree. When the teacher gives the signal all the squirrels must change trees, and the homeless squirrel tries to get a tree. This leaves another squirrel out. Have each squirrel change places with the players of the tree.

### **Huckle, Buckle Bean Stalk**

All the children, save one, sit at their desks with heads bowed; hands over closed eyes so they cannot see. Give the chosen child any small object. She hides the object where it can be seen without moving any object. When the object has been placed, the players

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begin the hunt. As soon as he spies the object he goes to his seat quietly and says: "Huckle, buckle, bean stalk: The games continue until all have discovered the object. The first one that finds the object hides it in the next game.

### **Squat Tag**

"It" chases the other. A player may escape being tagged by stooping, or "squatting", but may stoop only three times. After the third stoop, a player may resort only to running to escape being tagged.

### **Cross Tag**

Players escape being tagged by another player running between the first player and "It", who then chooses the second player.

### **Couple Tag**

Players stand in couples, holding hands. Two "Its" hold hands and chase couples to tag them.

### **Japanese Tag**

"It" tags players, who place their hands on spot touched by "It", and in that position must chase the other players, being relieved only when they succeed in tagging others.

### **Somersault Tag**

The same as squat tag except that the players may escape being tagged by turning a somersault tag.

The same as squat tag except that the players may escape being tagged by turning a somersault.

### **Jump Over**

The pupils stand in the aisles, facing their seats. At the command "One", they place their hands on their desk and the back of their seats, rising on their toes; on "Two" they jump over the seats, landing on their toes in the next aisle. Left about face and repeat a few times.

### **Running Races**

Arrange your class in ranks of six or eight. Put a chalk-mark on the floor where the first rank stands and another one about twenty to thirty feet away. At the commands "Get Ready" and "Go" the ones in the front rank run toward the goals. They re-form a few steps back of the goal line, while the second rank step up to the starting line.

Races over a short distance may also be had by allowing the contestants to hop on one foot instead of running.



### **Ball Games**

In the lowest grades beanbags (about 5x6) are used. Each pupil should have a beanbag. Arrange your class in a circle facing inward. (a) First let the children toss the bags upward, catching them with both hands. (b) Let them toss up and catch with both hands. (c) Arrange your class by twos, facing each other, one bag for two players. Upon command let them toss from one to the other. Increase the difficulty by having children catch with one hand, and increase the distance.

### **Bag in the Ring**

Three concentric circles are drawn, the largest about six inches in diameter. The players stand at a distance in accordance with their skill, and each throws a beanbag so that it will alight in the center of the circle, or as near as it is possible. If it alights in the center one, it counts fifteen points; in the next larger, ten, and in the largest, five. If most of the bag is over the line it is counted as being in the circle. The players scoring the largest number of points in a given number of trials in a certain length of time wins the game.

### **Stand-Dodgeball**

A light beanbag. In front of the room mark off a circle three feet in diameter. A boy takes his place here with one foot in the ring. From a mark about half way across the room, each pupil, one after the other, gets a chance to throw at the one in the circle. He is allowed to dodge the missile, but must keep one foot in the circle.

### **King's Land**

The King stands at one end of plot and player at the other end. In front of each is a line. The King stands a few feet back of his line while players approach, put one foot over the line, hold it there, and say:

"I am on the King's land  
The King is not at home  
He cannot catch me  
Till I say 'come'."

When the word "come" is said, all run to beyond their line, pursued by the King. All caught remain with the King and assist him in catching the remainder of players.

### **Tommy Tidder's Ground**

Ground is divided into two equal parts. One side belongs to Tommy Tidder, and the other to the other players. Each stands on his side. The players venture across the line into Tommy's ground, taunting him with the remark, "I am on Tommy Tidder's ground

picking up gold and silver". Tommy tags anyone who ventures too close to him, and anyone so tagged changes places with Tommy. While Tommy is chasing one person, the others invade his ground. Tommy cannot cross the line.

### **Blind Man's Buff with Wand**

Players stand in a circle. "It" stands blindfolded in center, holding wand. Players move in a circle until "It" touches one with the wand and calls, "Still pond, no more morning". He then tries to guess the person whom he has touched. If he does not guess the right person in three trials, the game continues until he has guessed the person touched. This person becomes "It".

### **Self-Testing Activities**

1. Hop on one foot, change and hop on the other.
2. Circle Target Throw: Use beanbag. Throw in an eighteen-inch circle from any convenient distance.
3. Forward Roll or Front Somersault: From standing position squat, fall forward, striking on the hands, turn completely over to standing position.
4. Bounce Rubber Ball: First bounce with both hands, then bounce with one hand and catch with both.
5. Rope Jumping: Two pupils hold each end of a rope. They swing the rope toward the class. Let two or three run through and jump at the same time.
6. Single Rope Jumping: Each pupil has a small piece of rope about a yard long. He swings the rope to the ground, as it nears the ground he jumps over it, first on both feet, later alternating with each foot.
7. Standing Broad Jump: Stand with toes of both feet touching straight line. Make jump with throw of body without moving toes before the jump is made.

### **Rhythmic Activities**

(For Music, See Appendix)

#### **Here We Go Round the Mulberry Bush**

1. "Here we go round the Mulberry bush  
The Mulberry bush, the Mulberry bush,  
Here we go round the Mulberry bush,  
So early in the morning."



2. "This is the way we wash our clothes, etc.,  
So early Monday morning."
3. "This is the way we iron our clothes, etc.,  
So early Tuesday morning."
4. "This is the way we scrub the floor, etc.,  
So early on Wednesday morning."
5. "This is the way we mend our clothes, etc.,  
So early on Thursday morning."
6. "This is the way we sweep the floor, etc.,  
So early on Friday morning."
7. "This is the way we stir our bread, etc.,  
So early on Saturday morning."
8. "This is the way we go to church, etc.,  
So early on Sunday morning."

#### The Farmer In the Dell

One child is chosen to be the farmer and stands in the center of the ring, while the others join hands and circle around him singing,

"The farmer's in the dell, the farmer's in the dell,  
High, oh, for Rowley O: The farmer's in the dell".

The first child chooses and leads to the center of the circle a second one; the second chooses a third, and so on, while the rest sing the following verses:

"The farmer takes a wife—  
The wife takes the child—  
The child takes the nurse—  
The nurse takes the dog—  
The dog takes the cat—  
The cat takes a rat—"

The rat goes outside the circle of players. Players who form the circle try to keep the "Farmer", "Wife", etc., from breaking through to catch the rat. The one who succeeds in catching the rat is the "Farmer" for the next game.

#### Did You Ever See a Lassie?

The children march around the room in a circle while singing the first two lines of song. Stop facing center. On first "Do this way and that", one child who stands in center imitates some activity. During the last two lines of song all children imitate leader.

"Did you ever see a lassie, do this way and that?  
Did you ever see a lassie, a lassie, a lassie,  
Do this way and that way, do this way and that way,  
Did you ever see a lassie do this way and that?"

The different activities may be, bowing, alternating to right and left, swinging folded arms in front of body, motion as if waving

flag, rocking horse, changing weight from one foot to other, etc.  
(Laddie is swung if boy is leader.)

## Soldier Boy

"Soldier Boy, Soldier Boy,  
Where are you going?  
Waving so proudly  
The Red, White, and Blue?"

I am going to my country,  
Where duty is calling,  
If you'll be a soldier boy  
You may come, too."

Children are in a circle formation. One boy, carrying a flag, marches around the circle, while the other sings the first four lines which are answered by the "Soldier Boy" who sings the last four lines. At the last word he salutes another player and together they march around the circle. This action is repeated for each performance.

## Frog Went A-Courting

Single Circle, all hands joined.

1. Frog went a-courting, he did ride, Um-hm;  
The frog went a-courting, he did ride  
Sword and pistol by this side, Um-hm.  
(Marches around circle through verse 1.)
2. Froggie come to Mousie's door, Um-hm.  
(Turns to face partner.)  
"Mistress Mouse, are you within?"  
(Boy lifts hat high.)  
"Yes, kind sir, I sit and spin, Um-hm.  
(Girl spins, circle right hand, top left foot.)
3. "Mistress Mouse, will you ride with me?"  
(Boy bows low, hand across chest.)  
"Yes, kind sir, I'd happy be, Um-hm."  
(Girl makes low courtesy.)
4. So they had a merry ride, Um-hm.  
So they had a merry ride  
(Skip around circle in couples).  
Frog and Mouse side by side, Um-hm.  
(End with courtesy.)

## Hunting

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

Children form two equal lines, facing about five feet apart.

Children at top grasp hands and skip down and back between the two lines for first two lines; last two lines these drop hands and race around behind lines seeing who can get to front first. Each goes behind his own line.



### London Bridge

1. London Bridge is falling down,  
Falling down, falling down.  
London Bridge is falling down,  
My fair lady!
2. Build it up with iron bars,  
Iron bars, iron bars.  
Build it up with iron bars,  
My fair lady!
3. Iron bars will bend and break,  
Bend and break, bend and break.  
Iron bars will bend and break  
My fair lady!
4. Build it up with gold and silver,  
Gold and silver, gold and silver.  
Build it up with gold and silver,  
My fair lady!
5. Gold and silver will be stolen away,  
Stolen away, stolen away.  
Gold and silver will be stolen away,  
My fair lady!
6. Off to prison he must go,  
He must go, he must go.  
Off to prison he must go,  
My fair lady!

Two of the tallest players represent a bridge by facing each other, clasping hands, and holding them high for the others to pass under. The other players, in a long line, holding each other by the hand or dress, pass under the arch while the verses are sung alternately by the players representing the bridge and those passing under, those forming the arch singing the first and alternate verses and the last "Off to prison". As the words, "My fair lady", in the fifth verse are sung, the players representing the bridge drop their arms around the one who happens to be passing under at the time. The succeeding verse is then sung. During the last part the prisoner is led off to one side to a place supposed to be a prison, and is there asked in a whisper or low voice to choose between two valuable objects, represented by the two bridge players who have previously agreed which each shall represent, such as a "diamond necklace" or a "gold piano". The prisoner belongs to the side which he thus chooses. When all have been caught, the prisoners line up behind their respective leaders (who have up to this time been the holders of the bridge), clasp each other around the waist, and a tug of war takes place, the side winning which succeeds in pulling its opponent across a given line.

Where a large number of players are taking part, say over ten, the action may be made much more rapid and interesting by form-

ing several spans or arches to the bridge instead of only one, and by having the players run instead of walk under. There is thus much more activity for each player, and the prisoners are all caught much sooner.

#### Danish Dance of Greeting

Clap, clap, bow;  
Clap, clap, bow;  
Step, step;  
And turn yourself about.

Formation: Single circle players facing the center with hands on their hips.

Meas. 1-2: Clap hands twice. Turn to partner and bow. Clap hands twice, turn and bow to neighbor.

Meas. 3: Stamp right, stamp left.

Meas. 4: Turn to place with four running steps.  
Repeat measures 1-4.

Meas. 5-8: All join hands in a circle. Take sixteen running steps to the right.

Repeat measures 5-8. Sixteen running steps to left.

Repeat the entire dance.

#### Captain Jinks

I'm Captain Jinks of the horse marines  
I feed my horse on corn and beans  
And swing the ladies in their teens  
For that's the style in the army.

I teach the ladies how to dance,  
How to dance, how to dance.  
I teach the ladies how to dance  
For that's the style in the army.

Salute your partner and turn to the right  
And swing your neighbor with all your might  
And promenade with the ladies right  
For that's the style in the army.

Formation: Double circle.

8 marching steps forward .....	4 meas.
Hands joined with partner's. Turn partner around to left with skip .....	4 meas.
Hands joined, arms sideways, 4 slides face to face .....	2 meas.
Back to back with hands joined, 4 slides .....	2 meas.
Repeat above 4 measures .....	4 meas.
Salute partner, girls curtsy, boys bow .....	1 meas.
Both turn to right .....	1 meas.
Swing the one diagonally across once to left .....	2 meas.
8 marching steps forward with new partner .....	4 meas.



### Indian War Dance

- Formation: Seated cross-legged in a single circle; to offer prayer to the great Spirit and to smoke the pipe of peace.
- Pantomime
- Meas. 1-4: Raise the arms overhead and sway the body forward. Raise the trunk. Repeat, bending and raising twice.
- Meas. 5-8: Repeat bending right and left.
- Meas. 9-12: Bring arms down to the side and raise them slowly overhead. Repeat twice.
- Meas. 13-16: Smoke the pipe of peace four times. An imaginary pipe is passed from one to the other. Jump up on the last count, fling the arms overhead and yell, "Wow!"
- Dance:
- Meas. 1-16: Face in circle and advance counter-clockwise with Indian step. Crouch forward. Leap on the right foot, and swing the left up at the back. Leap on the left foot, and swing the right up at the back. On the second measure take three quick running steps—right, left, right. The arms are bent at the elbows and are moved sharply up and down as the steps are taken. Repeat for sixteen measures alternating right and left.
- Meas. 17: Squat down. Slap the floor with the right hand. Repeat with the left hand.
- Meas. 18: Right hand over the mouth and yell, "Wow, wow, wow!"
- Meas. 19-20: Repeat above to the left.
- Meas. 21-24: Repeat Indian step twice.
- Meas. 25-32: Repeat all, ending with "Wow!"

### Looby Loo

Chorus:

Here I dance looby-loo  
Here I dance looby-light  
Here I dance looby-loo  
All on a Saturday night.

1. I put my right hand in  
I put my right hand out  
I give my right hand, shake, shake, shake  
And turn myself about.

Chorus:

2. I put my left hand in, etc.
3. I put my two hands in, etc.
4. I put my right foot in, etc.
5. I put my left foot in, etc.
6. I put my head right in, etc.
7. I put my whole self in, etc.

Formation: Single circle joining hands and walking counterclockwise on chorus. Do activity as each verse described it—standing in place during time of activity.

### Chapter III

#### INTERMEDIATE DIVISION—GRADES IV, V, VI

##### Introduction

The viewpoint regarding the selection of work for this period was the same as for the preceding period, but much greater importance was placed upon skill and upon more difficult coordination. Games requiring closer cooperation were selected for this period. The boys' games are characterized by a fighting, antagonistic spirit; games requiring increased skill, daring and courage.

The essentials to be emphasized in this period are:

- (a) Good posture.
- (b) Free exercises of a medium degree of difficulty performed with energy and precision.
- (c) Rhythmic steps of medium difficulty executed with good finish.
- (d) Skill in games, track, and field work.

Certain exercises for emphasizing these essentials are given here under the headings of Formal Activities, Hunting Activities, Athletic Activities, Self-Testing Activities, and Rhythmic Activities.

##### Formal Activities

###### Lesson Number I

1. Attention: Right—Face: About—Face: Left—Face.
2. Hands on hips—Place: Body forward—Bend: Head backward—Bend: Head—Raise: Body—Raise:
3. Arms forward, upward—Fling: Sideways, downward—Sink:
4. Left arm sideways, right arm forward—Raise: Arm—Sink: Reverse: Raise: Sink: Hands on hips—Place: Touch toes—Bend: Hands on hips, body—Raise: Arms downward—Stretch: (Eight counts).
5. Hands on hips—Place: Left (or right) leg backward—Raise: (Knee straight and toe pointing) Leg—Sink:
6. Arms sideways—Raise: Body backward—Bend: Body—Raise:
7. Arms forward—Bend: Body to right—Bend: Raise: To left—Bend: Raise: Arms—Down:



8. Hands on hips—Place: Feet sideways—Jump: Feet together—Jump:
9. Heels—Raise: Heels—Sink:
10. Arms forward, upward (Inhale): Sideways, downward (exhale).

### Lesson Number II

1. Attention: Marching or Facing.
2. Hands on shoulders—Place: Head backward—Bend: Head—Raise: Forward—Bend: Head—Raise:
3. Arms to thrust—Bend: Upward—Thrust: To thrust—Bend: Sideways—Thrust: To thrust—Bend: Position:
4. Arms to thrust and left leg forward—Raise: Position: Save right—Raise: Position:
5. Arms to thrust—Bend: Left arm upward, right arm outward—Thrust: Arms to thrust—Bend: Repeat Reverse: Repeat.
6. Arms forward raise and body to right—Twist: Arms sink, body forward—Twist: Arms forward raise, body to left—Twist: Arms sink, body forward—Twist:
7. Arms upward, feet sideways—Jump: Bend forward touch toe—Bend: Arms upward, body—Raise: Position—Jump:
8. Hands on hips and feet sideways—Jump: Arms sideways stretch and left knee—Bend: Hands on hips and knee—Stretch: The same with right knee—Bend: Stretch:
9. Hands on shoulders and heels—Sink:
10. Breathing.

### Lesson Number III

1. Attention: One step backward—March: About—Face: About—Face: One step forward—March:
2. Arms upward stretch, and head backward—Bend: Position: Arms forward stretch, head forward—Bend: Position:
3. Arms forward, sideways, forward, down (four counts)—Begin:
4. Hands on neck—Place: Body forward—Bend: Body—Raise: Body left—Twist: Forward—Twist:
5. Body backward—Bend: Body—Raise: Body right—Twist: Forward—Twist: Position:
6. Hands on shoulders—Place: Arms upward and heels—Raise: Hands on shoulders and heels—Sink: Arms sideways and knees—Bend: Hands on shoulders, knees—Stretch:

7. Left foot forward place and arms to thrust—Bend: Arms forward thrust and left knee—Bend: Arms to thrust bend and left knee—Stretch:
8. Feet change. Same as Exercise 7, but bending right knee.
9. Skipping.
10. Arms and left leg sideways—Raise: Change:
11. Breathing.

#### Lesson Number IV

1. Attention: Facing R. and L. Foot placing and fundamental position of hands.
2. Arms backward—Folk: Head left (or right)—Bend: Head—Raise: On count—2 counts.
3. Arms forward and upward—Fling: Arms sideward and downward—Fling: On count—2 counts. (Arms should not make a noise when brought to sides.)
4. Left (or right) foot forward—Place: Hands on neck—Place: Heels—Raise: Knees—Bend: Knees—Stretch: Heels—Sink: On count—4 counts.
5. Hands on shoulders—Place: Arms forward, sideward, and upward—Stretch: On count—6 counts.
6. Body forward—Bend: Body Raise: Body backward—Bend: Body—Raise: On counts—4 counts.
7. Hands on hips—Place: Body left—Bend: Body—Raise: Body right—Bend: Body—Raise: On counts—4 counts.
8. Arms sideward raise and feet sideward—Jump: Hands on sides, feet together—Jump: On counts—2 counts.
9. Inhale and exhale.

#### Lesson Number V

1. Attention: One step forward and right—Face: 4 counts. Two steps left and left—Face: 6 counts. Three steps backward—March: 4 counts. Repeat to left.
2. Hands on shoulders—Place: Body backward—Bend: Body—Raise: Body forward—Bend: Body—Raise: On count—4 counts.
3. Hands on shoulder—Place: Body backward—Bend: Body—Raise: Body forward—Bend: Body—Raise: On counts—4 counts.
4. Hands on hips—Place: Left knee upward—Bend: Stretch: Bend: etc. Downward—Stretch:
5. Arms forward—Bend: Sideways fling and heel—Raise: Arms forward bend and heels—Sink: On counts—2 counts.



6. Left foot forward place and arms forward and upward—Raise: Body left—Twist: Forward—Twist: Foot—Replace: On counts—4 counts. Repeat to right.
7. Hands on hips—Place: Left leg forward—Raise: Right heel—Raise: Hop on right foot—Hop: (On counts) Attention:
8. Hands back of neck—Place: Heels—Raise: Knees—Bend: Knees—Stretch: Heels—Sink: On counts—4 counts.
9. Arms forward and upward—Raise.
10. Inhale and exhale.

### Lesson Number VI

1. Attention: R. and L. Face: About—Face: Marching.
2. Arms sideways—Raise: Head left—Bend: Head—Raise: Right—Bend: Head—Raise: On count—4 counts.
3. Hands on shoulders—Place: Heels same and arms upward—Stretch: Hands on shoulders and heels—Sink: Arms sideways stretch and knees—Bend: Hands on shoulders and knees—Stretch. On counts—4 counts.
4. Hands on neck—Place: Left knee upward—Bend: Forward—Stretch: Sideways—Move: Forward—Move: Upward—Bend: Downward—Stretch: On counts—6 counts. (Right knees same.)
5. Left arm forward and upward and right arm sideways—Fling: Arms—Change: On counts—2 counts.
6. Hands on shoulders—Place: Body forward, bend, arms upward—Stretch: Arms on shoulders and body—Raise: Arms upward stretch and body backward—Bend: Hands on shoulders and body—Raise: On counts—4 counts.
7. Arms, sideways—Raise: Body left—Twist: Forward—Twist: Right—Twist: Forward—Twist: On counts—4 counts.
8. Running in place—Run.
9. Mark time on toes (March).
10. Inhale and exhale.

### Hunting Activities

#### Puss in the Circle

A large circle is drawn, and if it is in the school room, several little circles may be drawn on the floor. "Puss" stands within the circle—other players stand without. The players without tantalize Puss by placing their feet within the circle, and quickly withdrawing them as Puss tries to touch them. If Puss touches a player while

any part of him is in the circle he becomes a prisoner, and must help tag the others. The last person tagged in each circle is declared winner of the game, and may be Puss next.

### **Dog and the Bone**

One child is the dog with face hidden. Some object is placed about two feet from the dog's feet. At a sign from the teacher, a child tries to slip up and get the bone and return to his seat without the dog hearing him. If successful, children ask, "Where is your bone?" Whereupon dog turns and has two guesses who has the bone. The child with the bone then becomes dog if not guessed. If the dog hears anyone getting his bone, he must bark and the bone must then be put back.

### **Beast, Bird or Fish**

Children stand in circle with "It" in center. "It" turns to one of the players and says, "Beast", and quickly counts ten. The player must name a beast. Thus continue through the others. If child fails to name the creature before ten is counted, he becomes "It".

### **Hide the Switch**

One player produces a switch which he shows to his playmates so that they can all recognize it at a glance when they find it. The players close their eyes while the switch is being concealed. After the switch has been hidden, the odd player notifies his playmates by saying, "Bread and Butter, Come to Supper". All but the one who hid the switch venture from the "home base" in search of the switch. The one who finds it chases all the others back to the "home base" by switching them. The game continues as in the beginning, and the one who finds the switch hides it next time.

### **Falling Water**

An odd player is blindfolded and placed in a circle in which the other playmates are gathered. While he counts up to ten, the other players dance or hop around until the "Blind Man" counts ten and says, "Falling water—Falling water—Falling water take two steps or three". No one must take more than the number of steps he has stated, but may dodge or duck his groping hands. When a player has been caught by the "Blackman" and has been correctly named he becomes "It", and the game is replayed. Otherwise the Blind man passed on to another, and tries to recognize who he is.

### **Dumb-Bell Tag**

The players stand, scattered promiscuously, one of their number who is "It", being placed in the center at the beginning of the



game. A dumb-bell is passed from one to the other, the one who is "It" tries to tag the one who has the dumb-bell. If he succeeds, the one tagged becomes "It". A great deal of finesse may be used in this game; in appearing to hand the dumb-bell in one direction, turning suddenly and handing it in the other.

### **Have You Seen My Sheep?**

Players stand in a circle. One walks around on the outside, and, touching one of the circle players, asks: "Have you seen my sheep?" The one questioned answers, "How was he dressed?" The outside player describes someone in the circle, and the one questioned guesses the one being described. When he has guessed correctly, he chases the one whose dress was described around the circle. The child tries to reach his own place before being tagged. If he is tagged he must be "It". The one who first asked the question takes no part in the chase.

If this game is played in the schoolroom, the child to be chased must try to rescue the seat of the chaser before being caught.

### **Day or Night**

Separate the class into two ranks. These face each other, at two steps distance. One party is Day and the other Night. Take coin and designate one side as Day and the other as Night. Toss up the coin. Immediately after it has fallen, call out the side on top. Should this be Day, the party runs to its goal (about twenty-five feet off), pursued by Night. Whoever is tagged in this game is a prisoner and out of the game. Continue until all of one side are caught.

### **Blackman (Boys)**

A player, chosen as Black Man stands at one end of the yard while the other players stand at opposite end. The Bogey Man calls, "What are you going to do when the Black Man comes?" The other answers, "Coming home", and run trying to pass him and reach the other end of the yard. The Black Man pats each player three times upon the back as he catches him and each person caught helps the Black Man to tag others. The game continues until all are caught. The last one caught begins a new game.

### **Observation**

This game is usually played by placing a number of objects on the table and the players permitted to look at them for a short time, after which the objects are removed from the table. They are requested to write a list of all objects that they have seen. The person having the most complete list wins. In the school room, great men,

historical dates, and events may be used. In this case the teacher writes these on the blackboard.

### **Cannon Ball**

Two persons are selected to choose sides after which they station themselves twenty or forty feet from each other. As soon as each player has equipped himself with several snowballs, a signal should be given to start cannonading. Any player hit by a ball is counted out, and the side that has the most players left at a given time wins.

### **Black Tom**

Mark two lines on the floor dividing the playing space into three equal parts. One player is "It". He stands in the middle space and the other players in one end. When he calls "Black Tom" three times all the other players must run through the middle space to the other end, and he tags as many as he can. All who are tagged must go in the middle space and help catch the others. If any players run into the middle spaces before being called by any name other than "Black Tom", or by anyone other than "It", he is considered caught. The game continues until all are caught. The other games start as the last one caught is "It".

### **Catch of Fish**

A line drawn across each end of the playground beyond which the players stand in two equal parties. The players of one party clasp hands to form a fish net. The players of the other party are fish. At a given signal both advance toward the center of the playground, which represents a stream. The object of the fish being to swim across to the opposite shore without being caught. The net should encircle the fish caught. The fish so caught may not try to break through the clasped hands. Should the net break by an unclasping of the hands the fish may escape through the opening. Fish may also escape around the ends. The fish that are caught are out of the game. After the net has made one catch, the sides exchange parts, those of the fish that are left forming the net, and the first net crossing to the other side and becoming fish. The two sides thus exchange places and parts, until all on one side are caught.

For a large number it is better to have two small nets instead of one large net.

### **Center Base**

Players stand in a circle. "It" stands in the center, holding a basketball, which he throws to a circle player, who must return the ball to the center of the circle and give chase to "It", following in the same course which "It" takes. If "It" can return and touch the



ball before being overtaken by his pursuer, the latter then becomes "It" for a new game, otherwise the play continues with the same "It" of the first game.

### **Circle Ball**

Players stand in a circle with "It" in center. The play begins with the basketball being thrown from one player to the other, and continues in this manner. "It" tries to touch the ball or someone holding it. If he touches the ball, the last person who has touched it becomes "It" for a new game; if he touches some person holding the ball he becomes "It".

### **Three Deep**

Arrange the players in a double circle facing center and play same as "Two Deep" as described in the division of games for primary group using the third player to run instead of the second.

### **Bear in the Pit (Boys)**

A bear pit is formed by the players joining hands in a circle, with one in the center as bear. The bear tries to get out by breaking out the bars (clasped hands) or by going over or under these barriers. Should he escape, all the players give chase, the one who catches him becomes the bear for the next game.

### **Baste the Beetle**

Players stand in a circle with hands behind them. "It" runs around the circle and places a towel in the hands of some players, who then chase the person standing at his right around the circle. During the chase the person who holds the towel or rope hits the one he is chasing as often as possible until the second player reaches his place in the circle. The first player then continues the game from the beginning.

### **Chicken Fight (Boys)**

Players in circle about eight feet in diameter. Two players stand on opposite side, each on one foot with arms folded. They bump each other until one is compelled to unfold his arms; touch ground with raised foot or do both. One so doing loses. Instead of forming circle, players may choose partners, and begin bumping on signal from teacher. Winners bump until only one is left.

### **Garden Scamp**

Players stand in a circle. Gardener stands on outside of circle and the Garden Scamp stands in the center. The following conversation takes place:

Gardener: "What are you doing in my garden?"

Garden Scamp: "Stealing blackberries."

Gardener: "How did you get in?"

Garden Scamp: "Find out if you can."

Whereupon the Gardener gives chase to the Garden Scamp, whom he must follow through the same places, touch the same objects and follow the same motion, such as leap frog over players, crawl between their legs, etc. When the Garden Scamp is caught, the gardener becomes the Garden Scamp and a new Gardener is chosen.

Garden Scamp may be played in the school room in this way: Each row of children represents a row of different kinds of vegetables—carrots, cabbage, turnips, etc. The Garden Scamp pulls up a vegetable (that is pulls up a child from his seat) and runs on. The gardener must take time, of course, to do the same thing.

### Stealing Sticks

The chaser has a territory agreed upon in which a certain number of sticks are scattered about. The object is to steal all his sticks before he catches anyone, in which case he must be "It" again. If anyone is caught he must be "It".

### Dare Base

Two equal groups behind lines at opposite ends of ground. In front of each line, and near the middle of it, is a shorter line which opposing sides approach when giving dare. On both ends of the ground and about fifteen feet in front of the lines is a prisoner's base. When one of the players is caught, he is put in prison and must stay there until another of the players from his side touches him and he is safe. One player approaches and touches the enemy's dare line; then group whose dare line has been touched, pursues him until someone from the "daring" side runs out. Last player to leave base is safe. When prisons are empty a new dare is given.

### A Bushel of Rye

A base is marked off at any convenient spot. The person "It" is blindfolded and led to a tree or a corner of the schoolhouse while all the other players proceed to hide themselves. After counting about a hundred he cries out "A bushel of wheat and a bushel of rye, all that are not ready call out 'I'." If anyone answers a few seconds are given; then the player removes his blind and looks around to see if any of the players are in view. If they are seen attempting to get to the home base—or otherwise—the odd player attempts to get home first. If he does—the hider is out, but if he does not then he must attempt to catch the other hidden players. After all the players



have been caught the one first tagged is "It" for the next game. If the number of players is too large, the game may be repeated often.

### **Wolf on the Ridge**

One of the players is chosen to be the wolf, and he must go off and hide. The rest of the players, the sheep, must stay at home base, within two home bases if two is desirable, until the wolf has hidden himself. The sheep-fold may consist of a stone or a tree or an enclosure marked on the ground. After the leader of the sheep has counted one hundred, giving the wolf time to hide himself, he may lead his sheep in search for the enemy, and as soon as the wolf is discovered, the sheep halt while the leader cries:

"Wolf on the ridge  
What will you have,  
A big fat lamb;  
Then catch all you can."

Then, as soon as the wolf has leaped from the ground, the sheep must turn and attempt to get into the fold before they are tagged. Any who have been touched must join the wolf as wolves and the game ends when all have been captured.

### **Fruit Basket**

All members are seated excepting one who is stationed in front of the room. Each player is given the name of a fruit, including the odd player. When the player calls out two varieties of fruit the pupil thus designated must exchange seats. The object of the game is for the odd player to get a seat as the two pupils attempt to make the change. If he succeeds, the player who fails to get a seat becomes the leader and must continue as in the beginning.

### **Lame Fox and Chickens**

One player is chosen for the fox, and stands in den at one end of playground. Rest are chickens and have their yard at opposite end. The chickens approach the fox's den, and tease him by saying "Lame Fox! Lame Fox! Can't catch anybody!" The lame fox may take but three steps beyond his den, then he must hop on one foot while trying to catch chickens. Those caught obey the same as does the fox. With large numbers two foxes are needed.

### **Telephone**

One player is chosen Central, who stands at one end of the floor or plat. Players join hands at other end and in approaching the Central, player at left end of the line squeezes hand of player whose hand he holds, who, in turn squeezes the next, and so on, until player's hand at right end of line is squeezed when he exclaims, "Hello,

Central!" The first one caught (but one need be caught) becomes next Central, the former Central taking place at head of line and starting next message. The line must keep moving even if it has to circle around Central, waiting for signal. Central may catch several players who are prisoners until they catch others to take their places.

### **Spin the Platter**

Arrange players in a circle and number them consecutively. "It" stands in the center and spins a platter, at the same time calling out a number. The player who has that number must catch up the platter from the floor before it falls. If he fails to do this he becomes "It" and the play continues.

### **Fisherman**

The "fish" stand at one goal in a straight line. The fisherman makes a pretense of rowing his boat up and down the river in front of the fish. At a given signal all the fish begin swimming (running with vigorous arm movement) across the river to the opposite goal. The Fisherman tries to tag the fish, and these when tagged, hold hands in a net across the river and enclose any fish that they catch. Play continues until all fish have been caught, or become a part of the net. Last player caught becomes fisherman for next game.

### **Chinese Wall**

Wall is marked off by two parallel lines straight across the playground, leaving a space of about four feet between them which represents the wall. On each side of the wall, at a distance of from fifteen to thirty feet, a parallel line is drawn across the ground. This marks the safety or home goal for the besiegers.

One player is chosen to defend the wall, and takes his place upon it. All the other players stand in one of the home goals. The defender calls out "start", when all players must cross the wall to the goal beyond, the defender trying to tag as many as he can as they cross; but he cannot overstep the boundaries of the wall himself. All tagged join defender in trying to get the rest of the players. The game ends when all have been caught. The last one caught becomes defender for the next game.

### **Prisoner's Base**

The object of this game is to make a prisoner of the players of the opposite side either by encircling their base without being tagged, or by placing their hand, foot or the entire body within the base of the opposing side before being touched.

Two circles or squares are drawn thirty or forty feet apart, or two trees may be used as bases. Two captains are selected who choose



sides, and these equal groups under the leadership of the captains assume positions, each within one of the bases. The game is begun when any player of either side leaves his base for the purpose of running around the base of the opposite side. Obviously, the player first leaving his base is on the offensive and he can be tagged by an opponent or driven back by an opponent who leaves his base to defend its being run around. Thus, if number one of Base A ventures out first, number one of Base B could drive him back, and then number two of Base A could drive number one of Base B, etc. The last man leaving his base has the authority to drive back or tag any player of the opposite side who has been out before he was. When a player of one side tags an opponent of the other side, all the players must return to their respective bases excepting the one caught who becomes prisoner to the side touching him; and the game starts over again as in the beginning.

When any player succeeds in placing any part of his person within the base of the opposing side the game shall come to an end, and the side thus scoring shall be declared winner. A base must be under guard, however, before any player can thus score. Any player who, while attempting to score, is tagged, shall become a prisoner of the side. Any player winning the game by gaining access to the enemy's base shall act as captain the next game. The side having the most prisoners at the end of the playing period shall be declared winner. If no prisoners are captured by either side it shall be declared a draw.

The game may be played by having each player begin the game with an individual base, and proceed in the same way as above described except the prisoners aid his captor in capturing other prisoners. This form is but adopted to a small number.

### **Hang Tag**

Played as ordinary tag, except that when a player is hanging from some overhead apparatus so that his feet do not touch the ground or floor, he can not be tagged. Players constantly change places. But one player can be in one place at one time. When a player on ring or section of beam is joined by another, the former occupant must seek a new place. This gives "It" an opportunity to tag someone. "It" may stand off about ten feet and shout, "All change!" when all players leave their places and seek others.

If no "hanging" places are available, small circles may be drawn on ground or floor.

### **Partner Tag**

All players but two hook arms in couples. Of the two remain-

ing, one is chaser and the other is runner. The Runner may save himself by locking arms with either member of any couple he chooses. When he does so, the third party of the group becomes runner and must save himself in like manner. When runner is tagged he becomes a chaser; and the chaser becomes runner. With large numbers, have more than one runner and chaser.

### Center Circle Tag

A circle is drawn smaller than will comfortably hold all the players, necessitating some staying outside the circle. "It" stands off a certain distance and at a signal tries to catch someone of the players outside. Player chased takes refuge inside the circle, and the one whom he first touches on entering the circle steps outside and becomes subject to being caught.

### Bean Bag Relay

The players are divided into two equal sides and lined along the sidewalk of the school room as if out of doors—thirty or forty feet away and facing each other. Each side chooses a leader to start the game. This person stands facing his side, opposite the middle rank. At the signal to start, the leader tosses the bag from his standing position to the player at the end of the line who returns it, etc., along the line. If any player (excepting the leader) drops the bag, the bag must start at the end again. When the bag travels down the line, however, the last person runs to where the leader was stationed while he moves down to the end line. Thus, every time the bean bag is caught by the last person, that person becomes leader, etc., until the original leader is back in his own place. The side first completing this rotation is winner.

### Dodge Ball

The players are divided into two even groups. One group forms a circle; the other group stands within the circle scattered promiscuously about. The object of the game is for the circle men to hit the center men with a basketball, the center men dodging in any manner to evade this. They may not leave the ring. Any person hit on any part of his person at once joins the circle men. The last player to remain in wins for his side. Then the groups change places and the same play is carried out until only one man is left from the second group; then the player from each group who remained in the circle longest steps to the center. The first group throw at the second group's player and vice versa. The player who evades the ball the longest wins the game for his group.



### **Stride Ball**

Arrange players with feet apart, in a circle. "It" stands in the center and tries to throw or roll a basketball between the feet of some player, who tries to prevent his doing so. Any player who allows the ball to pass between his feet must leave the circle and the play continues until only one is left, who becomes "It" for the next game.

### **Hat Ball**

Eight or ten players put their hats on the ground, each one standing near his hat. One of the players has a rubber ball or a soft indoor baseball. After making a number of deceptive passes, he suddenly drops the ball into one of the hats. As soon as he drops the ball, all the players except the one into whose hat the ball fell, run away in all directions. The player into whose hat the ball dropped grasps the ball and quickly throws it at one of the fleeing players. If he hits the player, he also runs away. The player who was struck by the ball gets it as quickly as possible and from where he picks up the ball, throws it at another player. If the thrower of the ball does not hit a player he gets a "nigger baby"—that is, a pebble is placed in his hat. The player who missed the last throw gets the ball and he again starts the game as at first, by placing it in one of the hats. After a certain number of "nigger babies" have been distributed—usually as many as there are players—the second half of the game begins. A line is drawn ten to fifteen feet from a wall. The first player who has a pebble in his hat, steps up to the wall, facing it, and ducks his head. One after another of the other players steps up to the line and throws the (soft) ball at the players. If he had two or more pebbles in his hat he undergoes the ordeal so many times. The next victim steps to the wall to be thrown at, and so on, until all who have had pebbles in their hats have been targets.

## **Athletic Activities**

### **Around the Room Relay**

Select two teams of five or more runners. Place one team in one corner of the room, the other in the opposite corner, runners one behind the other, facing in direction of running. Upon signals, No. 1's are off around the room and back; when they touch the outstretched hand of No. 2, and then take places at the end of the line. When all are in their original places, the game is ended. The team finishing first wins the race. In a large room four may compete.

### **School Room Basketball**

Two waste baskets are placed a few feet from each other in the front of the room. Two throwing lines are drawn twenty-five feet

from each basket. The pupils are divided into two equal divisions, and placed facing the two baskets. The teams are selected by two captains. Each captain stands beyond his basket, and passes the ball back to the players. Team throwing most baskets in one round gets one point. The first to get five points wins the game.

### **Weaving Relay Race**

There must be, at least, two circles with an even number of players on either side. The members of each side count off in running numbers, 1, 2, 3, 4, 5, etc., and at the signal to "go" number one of each circle runs in and out in front of number two, in back of number three, in front of four, and back of five, etc., until the player has returned to his own place. He then touches number two, who repeats the same performance, then number three, etc., until all have run around circle and returned to their regular places.

Those completing the maneuver first are declared winners.

### **Jumping Relay Race**

The players are lined up in several single files behind a starting line which is drawn fifty feet from a finishing line which should be parallel to it. At a signal the first player in each file, who has been standing with toes on starting line, jumps forward with both feet at once and continues the jumping to the finish line, when they return and jump back to the starting line. Each player on his return to his starting line, should touch the hand of the player next in his file, who should be toeing the line reading to start, and should begin jumping as soon as his hand is touched by the returned player. The first jumper goes at once to foot of the line, which moves up one place each time a player starts out, so that the next following player will be in position on the line.

The file wins whose last player first gets back to the starting line.

### **School Room Volley Ball**

The players are divided into two teams, and the players in each team number consecutively. A net or string is placed across the school room, dividing it into two equal parts. The top should be six feet from the floor. The game consists in batting the ball with the hands back and forth over the net or string, a point being scored by either side whenever its opponents allow the ball to touch the floor. The ball may be batted (not down) in any way, but only by one hand at a time. The players stand in the aisles, each having a required place in which to stand. The game starts by No. 1 on either side serving the ball; that is tossing it up with the left hand, and batting it with right, trying to get the ball over the net to the opposing side.



Two fouls in succession (failing to bat the ball over the net) changes the serve to the other side; otherwise, the server continues until the ball is returned to the other side and not returned by the server's side. When this happens the server changes to No. 1 of team two, then to No. 2 of team one, then to No. 2 of team two, etc. The game continues until all players have served, or the game may be played with time limit; that is the team wins which has the highest score at the end of a ten or fifteen minute period. Every time the ball touches the floor (not a desk) it scores against that side on which it falls, counting one point for the opposing team, irrespective of which team served the ball.

### **School Room Captain Ball**

The class is divided into two teams, with a center captain, and five bases on each side. The remaining players of each company are used as guards, and are placed on opposite sides from their captain and bases to prevent opponents from catching the ball. The teacher as umpire tosses the ball alternately to the guards, the first time to team one, the second time to team two. The guards, in turn, toss it to their bases, who try to get it to their captains, the opposite guard opposing by guarding with their arms and jumping to catch the ball. The game continues until one captain catches the ball from a straight throw (not a bound) from a base (not a guard). The side catching the ball scores a point, and the umpire then tosses the ball to the guard of the opposite team, etc. The game is played in time limits, the side having the highest score at the end of ten or fifteen minutes wins the game. Fouls are: Holding the ball longer than five seconds; snatching the ball; knocking the ball out of the opponent's hand. In case of a foul the ball is given to the opposite team. Any number may play the game provided the sides are even.

### **Corner Ball**

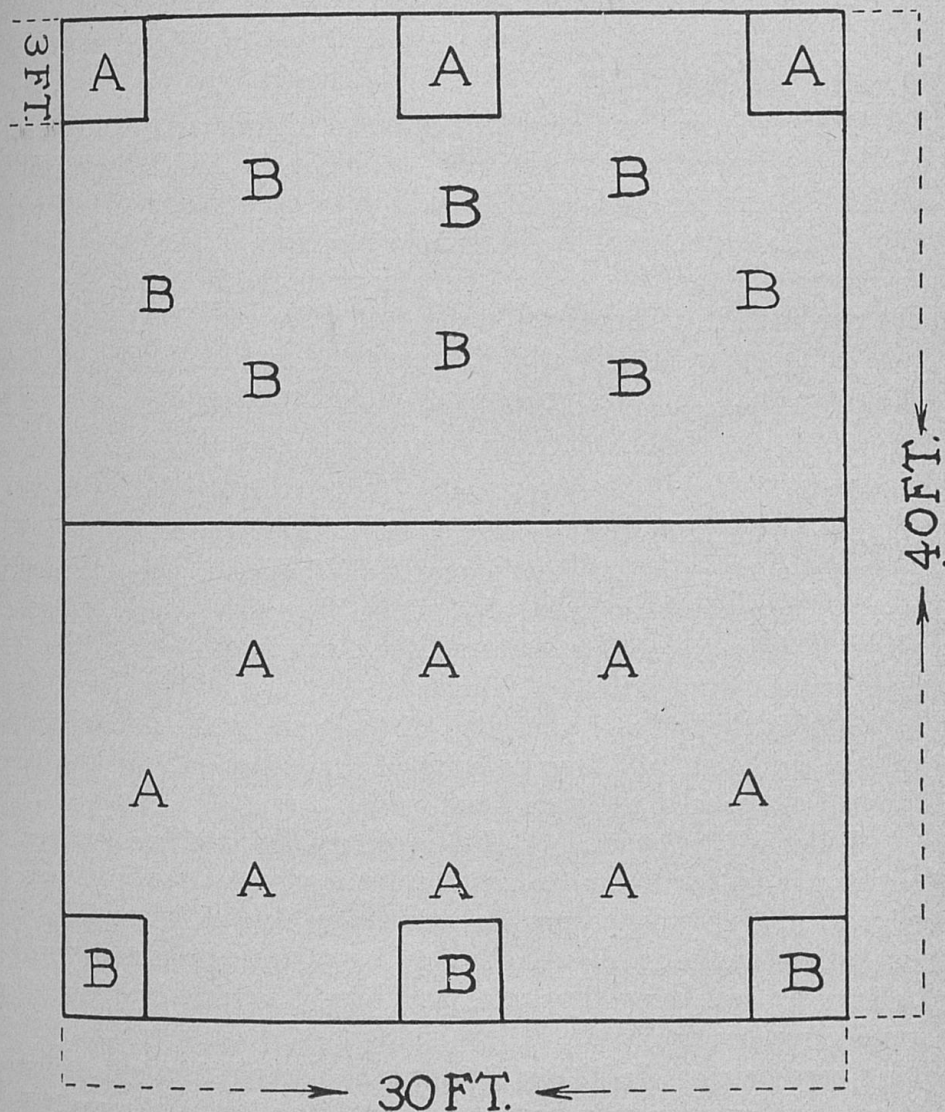
**Ground.**—The ground is marked off into a space measuring twenty-five by thirty feet. This is divided across the center by a straight line. In the further corner of each half so made a small square goal is marked off, there being two such goals in each court.

**Players.**—The players are divided into two equal groups. Each faces the other in straight lines and stations a goal man in each of the goals at the rear of the opposite side.

**Object.**—To throw the ball over the heads of the opposing party to one's own goal men who are at the rear of the opponent's court.

**Rules.**—The players on each side are not bound to any special territory within their own court, but will naturally see that each of

the goals at the rear is well protected. They will also try to return the ball over the heads of the opposing party to their own goal men in the opposite court. No player may cross the line which divides



## CORNER BALL

the two halves of the ground. The goal men may not step outside the goals, and no opponent may step inside. When a goal man catches a ball, he must throw it back at once, trying, of course, to get it to his own party over the heads of the opponents, who try to intercept it.



**Score.**—Every goal caught by a goal man scores one point for the party throwing. The side first scoring twenty points wins the game.

For volley ball, tether ball, and indoor baseball, see Spalding's Official Rules.

### **German Bat Ball**

Mark a home base and drive a stake 40 feet away. Players in two equal teams, one at bat and the other in field. Basketball is used. Batters toss ball up and bat it with open hand. When a fair ball is hit, batter must run around stake and back home. Fielders try to put runner out by hitting him with the ball, but they must not run with it. They must stand still while they hold it, but may pass it to other fielders who are near the runner. Side out when three are out. A score for each complete circuit made without being hit.

### **Bat Ball**

Players are divided in equal groups. A volley ball is used. The grounds are similar to the playground diamond, only the size is smaller, depending upon the size of the play space, ages, and sex of players. The home plate is batter's box, and to the left or right (for right or left handed batters) about five feet in a catcher's box.

The catcher who is a member of the team in the field, tosses the ball up so that it will drop in front of the batter and the batter hits the ball either with the open hand or fist.

Rules of the game: (1) Ball must be hit into fair territory to entitle the batter to run to first or for a player already on base to advance. (2) Runners may be put out by fielders hitting him with the ball before he reaches the base he is trying to make or if running to first, by ball being thrown to and caught by first baseman before runner reaches the base. Unless runner is forced from third to batter's base he must be hit by throwing ball to put him out; if forced from third, runner may be put out by being hit by thrown ball or catcher must have ball in his possession before runner touches batter's base. (3) A fielder catching batted ball before it touches the ground retires the batter. (4) Three outs in an inning retires the side, when the batter and fielders exchange places.

### **Arch Ball**

The players are divided into two or more equal numbers. The first player of each team stands on a line and the other players line up behind him, placing their hands on the shoulder of the person in front, arms outstretched. The first player of each team has a basket-

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ball, and at the leader's command passes the ball over his head, with both hands, to the players behind and so on to the last player. The last player after having received the ball runs to the line and passes the ball over his head. Each player after having passed the ball, should immediately place his hands on the shoulders of the person in front of him so the length of the rows will remain the same. The team wins whose first player first returns to the line.

This may be played by having each player on returning to the line throw for goals (basketball goals). Each goal throw counts two points for the team. Only one opportunity for throwing is given. The team wins which has the highest score when the game ends. This may also be played on time. Each player throws until he gets a basket. The team wins whose last man finishes first.

### Medicine Ball

A medicine ball may be a stuffed ball, weighing about three to perhaps ten pounds. As a rule the weight determines the size of the ball. It requires much more strength to throw the ball and much more skill to catch it. Arrange the players in a circle. Let one player after another come forward, grasp the ball with both hands, bend forward and toss the ball up as high as possible. The next player steps into the circle when the ball is tossed and tries to catch it. If the players are numbered as "over" and "twos" this simple game can be turned into a team game by keeping the number of catches of each side.

### Base Kick Ball

(See Spalding's Official Baseball Guide.)

### Self-Testing Activities

1. **Large Rope Jumping:** Players run in and jump while two turners whirl rope with increasing speed.

2. **Single Rope Jumping:** A. Each pupil has a piece of rope about one yard long. Standing in one place, jump on one foot and then jump on the other. B. Jump the rope while running and skipping forward.

3. Throw basketball in air and catch behind back.

4. **Twelve Inch Indoor Baseball Accuracy Throw:** Make a target 15" x 24" of ordinary wheat sack. Suspend target on fence, wall, tree, or some back stop. Throw behind a line marked off any convenient distance from target.

5. **Standing Broad Jump:** Stand with toes of both feet on a straight line. Jump with a throw of the body without toes moving before jump is made.



6. **Running Broad Jump:** Run from any convenient distance. Make the jump on or behind a straight line into jumping pit. Construct jumping pit 12' x 12' x 1', and fill over full with sawdust.

7. **Basketball Throw for Distance:** Make throw in any style. Throw is made behind a straight line.

8. **Head Stand:** Place head on ground and with aid of hands raise feet vertically upward and hold for a while.

9. **Jump:** Jump off the ground and knock the soles of your shoes together before landing.

10. **Running:** Take position on straight line, but no part of body over line. Signals for starting are: "On your mark—get set—Go".

11. **Running High Jump:** Use two standards and a cross bar. The standards should be adjustable for different heights. Cross bar may be straight stick about half inch in diameter. The jump should be made after a short snappy run of a few yards. Jumping pit used.

12. **Baseball Throw for Accuracy:** Make the throw back of straight line. Use any style or form in making the throw.

Note.—Girls should be excused from all self-testing activities involving unusual running and jumping.

### **Rhythmic Activities**

(For Music, See Appendix)

#### **The Jolly Miller**

"Oh—Jolly is the Miller  
And he lives by the mill  
As the wheel goes round  
With a right good will.  
One hand in the hopper  
And the other in the sack,  
The right steps forward  
And the left step back."

Formation: Counter-clockwise double circle, boys on inside, girls on outside.

Action: Walk forward while singing first six lines. During lines 7 and 8 the boys step up to new partner, the girls remaining in place. When they have learned to do this, the extra player may be chosen who stands in center; as boys change, this extra player tries to get partner. The one who is left out remains in the center and tries to get a partner next time.

#### **The Muffin Man**

"Oh, do you know the muffin man,  
The muffin man, the muffin man,  
Oh, do you know the muffin man  
That lives in Drury Lane."

"Oh, yes, I know the muffin man  
The muffin man, the muffin man,  
Oh, yes, I know the muffin man,  
That lives in Drury Lane.

"Two of us know the muffin man,  
The muffin man, the muffin man,  
Two of us know the muffin man,  
That lives in Drury Lane."

Four of us know the muffin man,  
Eight of us know the muffin man,  
All of us know the muffin man.

Four or five children take places in the corner of the room, or whatever other places are allowed. As the first verse is sung, each skips in time with the music to some child seated in the room, and taking him by the hand, leads him to his place on the floor singing, "Oh, yes, I know the muffin man", etc. The little group of two then joins hands and dance around in a circle singing, "Two of us know the muffin man", etc. The play continues, each child choosing another as in the beginning, until all have joined some group.

#### I See You

I see you, I see you  
Tra la la la la la la la  
I see you, I see you,  
Tra la la la la la.

You see me and I see you,  
Then you take me and I'll take you.  
You see me and I see you,  
Then you take me and I'll take you.

Formation: Two double ranks, facing each other, about five feet apart. Those in front ranks place hands on hips, those in the rear ranks place their hands on the shoulders of those in front of them.

Line 1—Those in the front rank stand still, those in the rear rank bend heads, first to the left and then to the right, playing "peek-a-boo" with a rear player in opposite rank.

Line 2—Rear players bend head four times, left and right alternately.

Line 3—Rear players bend head twice only, first left and then right.

Line 4—Rear players bend head twice as in line 3, then stand erect.

Line 5—Rear players clap hands once and passing to the left of the players in front, run forward to meet the players opposite; there two join hands.



Line 6—The couples now in the center turn around in place with slide step, leaning away from partner.

Line 7—Couples separate with a short clap of the hands on the first note and join hands with their original partner, the player who was in front of him.

Line 8—Partners slide once around in place, finishing with front rank now in rear.

Repeat from beginning in this formation:

#### Skip to My Lou

"I'll steal a partner, Shoo-la-loo  
(or skip to my Lou)  
Steal a partner, shoo-la-loo;  
Steal a partner, shoo-la-loo;  
Should I lose my darling."

"I'll get another one, good as you"; etc.

"If you can't get a preacher, a doctor'll do"; etc.

"Gone again, skip to my Lou."

All players form large circle, in couples; one or more players are without partner. As the song is sung, usually with vigorous hand-clapping, the odd players skip to take a partner, and bring her to the "stealer's" place in the circle; the deserted partner immediately skips to secure him a partner, and so game proceeds. (This is one of the old Southern game-songs.)

#### Highland Schottische

Formation: Single circle—Partners face each other. Left arm in half circle over head, right hand on hip.

- Measures 1-4 (1) Touch right toe to right side, hop left.  
(2) Raise right in back of left knee, hop left.  
(3) Touch right toe to right side, hop left.  
(4) Raise right in front of left knee, hop left.  
(5-8) Schottische step to right—step together, step left hop.  
Repeat step starting to left, right arm up.

Measures 5-12 Partners hook right arms, left hands on hips. Starting with the left foot, three running steps, and hop, extending right foot. Repeat three times. Hook left arm and repeat the exercise starting with the right foot. Repeat twice. On the last measure run forward four steps to meet new partner. Instead of running schottische, step hop or hop polka may be used.

Repeat from the beginning.

#### We Won't Go Home Till Morning

Formation: In two parallel lines facing, lines about six feet apart. Girls in one line, boys in the opposite one. As the couples

face the head of the room, the girl should be on the boy's right. Couples should be numbered alternately 1, 2, commencing with the head couple. Six or eight couples make a convenient number for each set, though if necessary a set may be composed of more or less couples as may be determined by the number of dancers. Each set should contain an even number of couples. The music divided into two parts, A and B.

Count **one, two** to a measure.

### I. Arches

The dancers in each line join hands, and with three walking steps the lines advance toward each other and make a "bob" courtesy on the fourth count. Both lines retire with three steps and courtesy (4 measures).

With eight walking steps, boys and girls cross over to opposite side and face partners. In this step boys keep hands joined and raise them to form an arch. Girls pass under arches to the right of partner (4 measures).

Repeat entire figure, girls making arches and boys passing under.

### II. Clapping and Changing

Each partner leans toward the left with left toe pointed and claps hand three times (2 measures).

The head couple join both hands, holding arms extended, shoulder high, takes eight slides down between the two lines and eight slides back to place (8 measures).

Repeat the clapping left and right (4 measures).

All couples join right hands with partners. Take eight skip steps, pulling away from center of line and eight skip steps back toward the center (8 measures).

In returning to place, the even couples all advance one couple and finish above the odd couples. The odd couples always skip toward the boys' side and progress down the line. Even couples skip toward the girls' side and always progress up the line.

After couples have arrived at either the head or the foot of the line, they remain there through one change and then start dancing again, skipping in the opposite direction from the one originally taken. The following rules should be observed.

1. All even couples progress up the line; all odd couples down the line.



2. Even couples skip toward the girls' side; odd couples toward the boys' side.
3. When a couple reaches either the head or foot of the line, they remain through one change, and then progress in the opposite direction. This means that a couple becomes an odd couple when starting down from the head of the line, and an even couple when starting up from the foot of the line.
4. During the first change all couples will change places. The second time only the four central couples will change, and the head and foot couples will remain in place. The third time all will change, and so on.

Dance is complete when original head and foot couples have reached the opposite end.

### **Csardas I**

(Hungarian)

**Formation:** Single circle, with partners facing. The boy places his hands on the girl's hips, while the girl places her hands on the boy's shoulder. The boy's part is described; the girl's is counter-part.

#### **I**

- Meas. 1:** Slide toward the center of the circle with the right foot, bring the left foot up to the right, repeat the slide to the right, and click the heels together.
- Meas. 2:** Repeat the step, sliding to the left.
- Meas. 3-8:** Repeat the above steps to the right and left.

#### **II**

- Meas. 9-12:** Hook right arms. Beginning with the right foot, turn each other about in place (four walking steps to a measure). On the fourth measure click the heels together, and pause on the last two counts of the measure.
- Meas. 13-16:** Hook left arms. Turn about in the opposite direction with walking steps, and click the heels together on the sixteenth measure.

#### **III**

- Meas. 1:** Partners place hands on hips and shoulders as in first step. Touch right toe to the side with the foot turned inward, so that heel is raised from the floor; at the same time hop on the left foot. Turn the right foot outward, so that the heel is on the floor and the toe is raised; at the same time hop on the left foot. Repeat, touching the left foot to the side and hopping on the right.
- Meas. 2-8:** Repeat the same step.

#### **IV**

- Meas. 9-16:** Use walking steps as described in II.

### **Csardas II**

**Formation:** Any number, arranged in as many rows as desired. Music Csardas I.

I  
Meas. 1: The arms are folded and raised to shoulder height. Turn the right foot inward, touch the toe to the floor with the heel raised, and at the same time hop on the left; rotate the right foot outward; touch the heel to the floor with the toe raised, and at the same time hop on the left foot. Hop on the right foot and continue the step, touching the left toe and heel to the floor.

Meas. 2-7: Continue the above step.

Meas. 8: Hop on the left foot, and at the same time touch the right toe forward in front of the left; repeat, touching the left toe forward, and hopping on the right. Change the position of the feet, and pause.

II  
Meas. 9: Slide the right foot to the side, bring the left up to the right, transfer the weight to it, and raise the right to the side. Bring the right foot back to the left; slide the left to the side, bring the right up to it, and extend the left to the side. Bring the left back to the right.

Meas. 10-15: Same as Meas. 9. As the slide is taken the body is bent forward from the waist, the arms sweep downward from shoulder height, and are flung so they cross each other at the elbows. As the weight is transferred the body is raised, and the arms are flung to shoulder height.

Meas. 16: Same as Meas. 8 of Part I. The arms are folded.

III  
Meas. 1: The right arm is akimbo, and the left is raised over the head in a semi-circle. The right foot is rotated inward, the toe touched to the floor; at the same time a hop is taken on the left foot. Then rotate the foot outward, touch the right heel to the floor, with the toe raised, at the same time hop on the left. Touch the toe of the right foot directly in front of the left; at the same time hop on the left foot, extend the right foot forward, and hop on the left again.

Meas. 2: The position of the arms is reversed, and the heel and toe touching performed with the left foot, while the hopping is done on the right.

Meas. 3-7: Repeat, alternating right and left.

Meas. 8: Same as movement used in Meas. 8 of Part I.

IV  
Meas. 9: Take six sharp quick stamps beginning with the right foot, and turn about in place. During the turn, keep the face turned toward the front as long as possible.

Meas. 10: Touch the left toe directly in front of the right, and hop on the right foot; change the position of the feet; change again, and hold the position.

Meas. 11: Same as Meas. 9, except that turn is made to the left.

Meas. 12: Same as Meas. 10, except that the feet are reversed.

Meas. 13-16: Repeat the entire step.

### Polly Wolly Doodle

1. Oh, I went down South to see my gal
2. Sing Polly, Wolly, Doodle all the day;
3. My Sally is a spunky gal,
4. Sing Polly, Wolly, Doodle all the day.



Chorus: 1. Fare thee well, (Farewell) Fare thee well, (Farewell)  
 2. Fare thee well my fairy fay;  
 3. For I'm going to Louisiana for to see my Susyanna  
 4. Sing Polly, Wolly, Doodle all the day.

1. Oh, my Sally is a maiden fair  
 2. Sing Polly, Woolly, Doodle all the day  
 3. With curly eyes and laughing hair  
 4. Sing Polly, Wolly, Doodle all the day.

Chorus: (Repeat)

Formation: Twelve players stand in the form of a square with three on each side, facing center. Two opposite trios are designated as "sides" and the other two as "ends".

Action: The "sides" play first while the "ends" remain in place; when they have finished the "ends" play.

#### First Verse

Line 1: The player of the "sides" dance one "clog" step with the right foot, and step on the right foot in place. Cues—"Brush, brush, step"). Repeat with left foot.

Line 2: The "sides" exchange places with six running steps, starting with right foot; pivot left about on the seventh step and click heels together on the eighth count. Each player passes her opposite on the right (left shoulders passing).

Line 3: Repeat the action of Line 1.

Line 4: Repeat the action of Line 2 in returning to places.

#### Chorus

Line 1: The players of a "side" join hands and execute a wheeling movement to the right which brings them face to face with the "ends". As they walk they sing "Fare-thee-well", the ends answer "Farewell". Each repeats the phrase again as they stand facing each other.

Line 2: The "sides" bow, bending forward from the hips. At the same time the "ends" make a deep curtsy. (Step sideward right, place the left foot a full step behind the right and transfer the weight to the left; bend the rear knee deeply keeping the front knee straight.)

Line 3: The sides face to the left retaining clasped hands. They take fifteen running steps in circular fashion moving counter-clockwise within the boundaries of the square, and return to their former places. The leader steps in her former position and swings the second and third players ahead of her into their positions. All again face the center as at the start.

#### Second Verse and Chorus

The "ends" repeat the entire play.

#### Pop Goes the Weasel

1. All around the vinegar jug,  
 The monkey chased the weasel;  
 The teacher pulled the stopper out,  
 Pop goes the weasel.

, (Farewell)

isyanna

2. Penny for a spool of thread,  
Penny for a needle;  
That's the way the money goes,  
Pop goes the weasel.

Formation: Double circle. Partners holding inside hands, outside hands on hips.

Meas. 1-2: Beginning with right foot, step, step, step, point left.

Meas. 3-4: Beginning with left foot, step, step, step, point right.

Meas. 5: Step right, place left hand behind, bend knees.

Meas. 6: Step left, place right foot behind, bend knees.

Meas. 7-8: Girl skips around under boy's right arm, which is held high.

Sing "Pop goes the weasel".

Repeat whole dance in same direction.

Boys skip under girls' left arms.

Secure a new partner.

Variation: Dance through once and then repeat dance in opposite direction.

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## Chapter IV JUNIOR HIGH SCHOOL—GRADES VII, VIII, IX

### Introduction

The physical characteristic of this period of the child's life is an increased rapidity in the growth of the lungs and heart. In order to give these vital organs the stimulus they need for increased activity, games have been selected which demand much running. These are games of increased complexity, but requiring no great endurance. The free exercises and formal work demand skill, agility and strength of the pupils. Boys especially are given exercises demanding resoluteness, daring, and courage.

Essentials to be emphasized in this period are:

- A. Good posture.
- B. Vigorous trunk exercise.
- C. Better coordination in rhythmic steps.
- D. An increased skill in games, track and field work.

Certain exercises for emphasizing these essentials are given here under the headings of Methods of Organization, Formal Activities, Hunting Activities, Athletic Activities, Self-Testing Activities, and Rhythmic Activities.

### Methods of Organization

The contents of the following articles by the author on Methods of Organization were based on his nine years of experience as a teacher of Physical Education in junior high schools:

#### **\*TEACHING PHYSICAL EDUCATION IN JUNIOR HIGH SCHOOLS**

By T. H. McDONOUGH

**Director of Physical Education and Athletics, Eastern Junior High  
School, Louisville, Kentucky.**

Physical Education, like other subjects of the curriculum, has passed through a period of gradual change and development. When this subject was first introduced into the curricula little consideration

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\* This article published in Kentucky School Journal, September, 1935.

was given to the motivation of the program. The primary function then was to give an outlet to the physical resources of the child. Very little thought was given to the possibility of its use for the improvement of physical and mental coordination. In recent years it is obvious that the conception of the subject has rapidly changed. Today physical education teachers have for their objectives the "Seven Cardinal Principles of Education". All open-minded school administrators are convinced that not one of the seven principles can be adequately achieved without the program of physical education. In every constructive school system physical education occupies an invaluable position, and presents a greater opportunity than any other subject to teach the principles of citizenship. A carefully planned program brings out the true nature of the child and directs it into channels of usefulness. As he takes part in the different activities he is confronted with the real situations of life and under conditions which are not provided elsewhere. Under these conditions the child must express himself, respect the rights of others, and in the things which deeply interest him his life habits are formed.

For the accomplishment of the best results in a junior high physical education program much depends on the method of instruction. In the organization of the program the physical characteristics of the child of that period should be closely studied. At that time there is a rapid growth of the heart and lungs, and in order to give these vital organs the stimulus they need for increased activity games should be selected which demand much running. These should be games of increased complexity, but requiring no great endurance. Boys especially should be given exercises demanding resoluteness, daring, and courage. The essentials to be emphasized are good posture, vigorous trunk exercise, better coordination in rhythmic steps, and an increased skill in games. The activities for that period should include touch football, soccer, speed ball, basketball, volley ball, soft ball, track, tennis, golf, tumbling, and pyramid building. A definite place in the program should also be provided for formal, hunting, and rhythmic activities.

The tactics, running, rhythmic steps, and free exercise should be performed as a rule at the same time by the class as a whole, but in separate units or squads in order that the instructor may determine more easily the pupil's degree of efficiency. For the first few days no definite organization like this should be made, but the pupils should be given an opportunity to study each other's ability to perform. It is often advisable for the teacher to select on the first day the leaders to do the choosing of the squads at a later date, so that they may select more intelligently the members in the order of their proficiency.



There should be four leaders in a particular class having forty pupils. In a class composed of boys and girls there should be two boys' and two girls' squads. The leaders choose the members of these squads as follows: The leader of squad one chooses a pupil, and successively each of the remaining leaders do likewise. The second squad members are chosen in like manner, then the third and fourth, until each boy or girl in the class belongs to a squad.

As a rule hereafter these squads should be the units of all physical education work with the leaders in charge of their squads. The advantage of this organization is that by means of it the instructor can conduct his physical education work either as class work or team work, or he can have a combination of both. A further advantage is he can get the better team members interested in helping the weaker members attain better standards. Finally he can use this organization in training his pupils to conduct their own activities under his supervision.

After the class has been divided into squads and the leaders elected by each group, the proper functioning of the work can be greatly stimulated by the adoption of a point system. A well planned system for awarding points is probably the most important factor in accomplishing the best results with a physical education program in junior high schools. It was a statement well intended when someone said the child should be taught to play the game for the "love of the game," but there are many lessons besides that one which can be taught through a carefully organized point system. The following is a system which can be adapted easily to any junior high school:

1. One score to the squad first getting dressed and at "Attention" in line.
2. Two scores to the squad having 100 per cent in gym suits.
3. One score to the squad best in marching and free exercise.
4. Five scores to the squad winning the game during the class period.
5. One score to the squad first lining up and at "Attention" at close of the period.
6. One score to the squad first getting in line after "showers," and ready for dismissal.
7. One score to the squad displaying best sportsmanship during the period.

When the class lines up in squads to be dismissed, the instructor obtains from each leader the number of scores his squad has made during the period. The instructor then records the number of scores of each on a chart. The scores are recorded on this chart for each squad, each day, and at the close of the season of each major athletic sport, namely football, basketball, track, and soft ball, these scores are added, and in this way the squad receiving for the season the

highest number of scores is pronounced the squad winner of the class. The winning squads in each class play in an inter-squad tournament after school hours for the squad championship of the school. These inter-squad tournaments are to be staged at the close of the football, soccer (for girls), basketball, track, and soft ball seasons. The classes should be reorganized and new leaders elected at the beginning of the football, basketball, and soft ball seasons. It should be remembered that activities other than the four sports should be played during these seasons and the scores should be awarded to winning squads in every activity. Other after-school activities include inter-class tournaments in touch football, soccer, basketball, speed ball, volley ball, track, and soft ball. The round robin tournament is recommended, but the elimination tournament may be staged if there is not sufficient time for the more extensive competition.

The participants in the inter-squad and inter-class tournaments are given points, the number which they receive depending on their success in the contests. It is necessary under this system for every pupil to acquire a certain number of points in intra-mural competition before being awarded the school letter. In addition to being successful in intra-mural and inter-school athletics, he must attain certain scholastic standards and receive recognition in extra-curriculum activities.

The following is a method of evaluating points for determining the school awards:

**I. Inter-school athletics for boys—maximum for one year, 175 points; minimum, 30 points.**

1. Fifty points for playing in a majority of football games.
2. Fifty points for playing in majority of basketball games.
3. Fifty points for placing in City Track Meet.
4. Fifteen points for making squad.
5. Fifty extra points for captain of team.
6. Twenty-five points for manager of team.
7. Twenty-five points for cheer leader.
8. Fifteen points for assistant cheer leader.

**II. Intramural athletics—maximum for one year, 420 points; minimum, 90 points.**

1. In inter-class tournaments:
  - (a) Fifty points to members of winning team.
  - (b) Forty points to members of runner-up teams.
  - (c) Twenty-five points to members of losing teams.
  - (d) Fifty, forty, and twenty-five extra points for captains of winning, runner-up, and losing teams respectively.
2. In inter-squad tournaments:
  - (a) Fifty points to members of championship squad.
  - (b) Forty points to members of a runner-up squad.
  - (c) Twenty-five points to members of class champion squads.
  - (d) Fifty, forty, and twenty-five extra points for squad leaders of championship, runner-up, and class champion squads respectively.
  - (e) Fifteen points for squad leaders of all other squads.



3. Pupils will be required to compete in a majority of games to receive points in any intra-mural sport. In the inter-class and inter-squad track meets they will be required to place one, two, or three to receive points, each receiving fifty, forty, and twenty-five respectively. Participants are limited to one event and the relay.
4. Tournaments will be held in touch football, soccer for girls, basketball, track, and soft ball.

**III. Scholarship—maximum for one year 200 points; minimum, 85 points.**

1. Twenty-five points for each A (term average).
2. Fifteen points for each B (term average).
3. Ten points for each C (term average).

**IV. Attendance and punctuality—maximum for one year, 95 points; minimum, 25 points.**

1. Fifty points for perfect attendance for term.
2. Forty points for one day's absence for term.
3. Thirty points for two days' absence for term.
4. Twenty points for three days' absence for term.
5. Ten points for four days' absence for term.
6. Ten points for perfect punctuality for term.
7. Five points for one tardiness for term.

**V. Participation in activities—maximum for one year, 395 points; minimum, 80 points.**

1. Seventy-five points for president of Student Council.
2. Thirty points for member of Student Council.
3. Twenty points for home-room or club officer.
4. Twenty points for member of orchestra.
5. Ten points for article in school paper (limit five per term).
6. Thirty points for reporter of school paper.
7. Thirty points for participation in school play.
8. Fifty points for editor of school paper.
9. Twenty points for member of glee club.

**VI. Citizenship—maximum for one year, 40 points; minimum, 10 points.**

1. Twenty-five points for "A" average for term.
2. Fifteen points for "B" average for term.
3. Five points for "C" average for term.
4. Ten points off for "D" average for term.
5. Twenty-five points off for "E" average for term.

The number of points required of the boys for the first award is 500, the second 550, and the third 575. The number required of the girls for the first award is 470, the second 520, and the third 545. The first award, which is a numeral, is given at the end of the pupil's first year in junior high school; the second award, which is the school monogram, is given at the end of the second year; the third award, which is the school letter, is given at the end of the third year. The minimum number of points must be achieved before any award is given. All points acquired in excess of the maximum number are disregarded. The total points required for each award must be achieved during the year for which the award is designated.

## \*CHARACTER BUILDING FOR BOYS IN A JUNIOR HIGH SCHOOL PHYSICAL EDUCATION PROGRAM

By T. H. McDONOUGH

Director of Physical Education and Athletics, Eastern Junior High School, Louisville, Kentucky.

The Junior High School boy passes through a period of rapid transition and adjustment. This is the most critical stage in the child's life and is the time proper direction should be given to his instincts. His thoughts and ideas must be guided and developed along the lines of usefulness if he is to fulfill his intended function in our complex society. Each department in the Junior High School scheme of education is entrusted with a definite responsibility for character development. Physical education is the part of this organization in which, probably, the greatest opportunity is presented to teach the fundamentals of citizenship. In order to achieve this objective, the child's physical and mental characteristics should be carefully studied. In this period there is an increased rapidity in the growth of the heart and lungs. There is evidence of increasing strength, endurance, and neuromuscular control, and in order to utilize these attributes it is necessary to present opportunities for developing courage and resoluteness. The boy at this time begins to have a feeling of individuality, a cooperative spirit, and a sense of loyalty to groups. This is an occasion to encourage leadership and to emphasize the importance of cooperation in life. In this connection, the child should be taught to appreciate the value of honesty and fair play. He can be given a lesson in self-direction and encouraged to form habits of initiative and judgment.

Before it is possible to realize these results the instructor must analyze the characteristics of each boy in order to work with a view providing for individual differences. This is accomplished by studying the boy as he responds to different situations in the physical education class. Under these conditions the teacher can easily distinguish the different types of boys, and will readily see that each must be dealt with as a distinct individual. It is obvious that the procedure for directing one type would be less effective with the other. Boys have certain traits in common but the predominating impulses which primarily influence character building have a marked variation. It is on these contrasting features the instructor's efforts should be centered.

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\* This article written for The Journal of Health and Physical Education.



The experienced observer recognizes in the average physical education class three types of individuals. There is the serious, cooperative boy whose natural tendency is to assume an attitude of helpfulness to the teacher and his classmates. This is the pupil most teachers prefer for leaders. He is usually morally and intellectually superior to the other members of the class. He does not always make the best leader because, too often, the less fortunate child resents his superiority; however, when he commands the respect of all the boys he is without question the most successful leader. On the other extreme is the reactionary boy whose energy, if not given the proper guidance, will have a disorganizing influence on the class. He dislikes to follow the leadership of others. It often happens this boy is a leader outside the school, and, if given a responsible assignment, will consistently develop into a great leader in the class. It is a mistaken idea that the obstreperous child should be continually dealt with as a problem. He should have guidance rather than compulsion. It is an established fact that many boys of this type have chosen a life of disobedience because of repeated failure of teachers to assign them to positions of responsibility. If these boys, instead of being coerced, are given an assignment of importance, they will make a distinct contribution to the morale of the class. The third type is the backward child who outwardly gives the impression of preferring to follow the directions of others. He is less assertive than his classmates and unless given an opportunity, reveals little evidence of initiative. This is another individual who, if given proper encouragement, will display many sterling qualities of leadership. If he does not receive the necessary inspiration he will often become convinced of his non-identity and will become resigned to a feeling of inferiority. The teacher should constantly be on the look-out for this character of child and give him every opportunity for self-assertion.

The success in directing these different types of boys to a life of usefulness will depend largely on the method of instruction. This can best be accomplished by providing a carefully selected and well organized program by which the child is presented with the real conditions of life. The more realistic the instruction is made, the more successful will be the results. A physical education organization true to life should embody the various relationships and associations which confront the average citizen. In this way the boy is taught to adjust himself to the responsibilities of life, and learn by associating with members of the class his duty as an individual to society. This method will direct his interest in solving the problems of life.

The first step in organizing a program to conform to life conditions is accomplished by dividing the classes into squads with lead-

ers in charge of each group. These squads should compete each day in some physical activity. It is necessary in order to realize definite results to work out a system of awarding scores for achievements in the different activities. The following is a system which is easily adapted to any Junior High School.

1. One score to the squad first getting dressed and at "Attention" in line. (Squads are not penalized provided those coming late bring a written excuse from teacher or principal.)
2. Two scores to the squad having 100 per cent. in gym suits.
3. One score to the squad best in marching and free exercise.
4. Five scores to the squad winning the game during the class period.
5. One score to the squad first lining up and at "Attention" at the close of the period.
6. One score to the squad first getting in line after "Showers" and ready for dismissal.
7. One score to the squad displaying best sportsmanship during the period.

This system will promote a stronger cooperative attitude in the squads. Each member will realize the necessity for cooperation in working toward a definite end. The individual will soon understand that his failure to give the maximum of efficiency will result in a loss to every member of the squad. This will ultimately inspire every normal boy to strive to attain higher standards. By daily competition he will be infused with the spirit of honesty and fair play.

The scores made by this system are recorded by the instructor for each squad, each day, and at the close of the football, basketball, and soft ball seasons, these scores are added, and in this way the squad receiving for the season the highest number of scores is pronounced the squad winner of the class. The winning squads in each class play in an inter-squad tournament after school hours for the squad championship of the school. These inter-squad tournaments are to be staged at the close of the football, basketball, and soft ball seasons. The classes should be reorganized and new leaders elected at the beginning of the football, basketball, and soft ball seasons. It should be remembered that activities other than these three sports should be played during these seasons and the scores should be awarded to winning squads in all activities. The round robin competition is recommended for the inter-squad tournaments in touch football, basketball, and soft ball, but the elimination method is suggested for the inter-class tournaments in touch football, soccer, speed ball, volley ball, and track.

The participants in the inter-squad and inter-class tournaments are given points—the number which they receive depends on their success in the contests. The points received in these tournaments



together with credit for proficiency in other school activities should constitute a point system as a basis for giving the annual school awards. It would be necessary under this system of all-around achievement for each boy to acquire a certain number of points in intramural and inter-school athletics. In addition to being successful in athletic competition, he should attain certain scholastic standards and receive recognition in extra-curricular activities.

The following is a system of evaluating points in determining the all-around awards:

I. Inter-School Athletics—Maximum for one year, 175 points; minimum, 30 points.

1. Playing in a majority of football games—30 points.
2. Playing in a majority of basketball games—30 points.
3. Playing in a majority of soccer games—30 points.
4. Playing in a majority of speed ball games—30 points.
5. Playing in a majority of volley ball games—30 points.
6. Placing in the City Track Meet—30 points.
7. Playing in a majority of soft ball games—30 points.
8. Making the squad in any sport—15 points.
9. Captain of the team—30 points.
10. Manager of the team—20 points.
11. Cheer leader—20 points.
12. Assistant cheer leader—15 points.

II. Intramural Athletics—Maximum for one year, 420 points; minimum, 90 points.

1. In inter-class tournaments:
  - (a) Members of winning team—50 points.
  - (b) Members of runner-up team—40 points.
  - (c) Members of losing teams—25 points.
  - (d) Fifty, forty, and twenty-five extra points for captains of winning, runner-up, and losing teams respectively.
2. In inter-squad tournaments:
  - (a) Members of championship squad—80 points.
  - (b) Members of runner-up squad—70 points.
  - (c) Members of class champion squads—50 points.
  - (d) Eighty, seventy, and fifty extra points for squad leaders of championship, runner-up, and class champion squads, respectively.
  - (e) Forty points for squad leaders of other squads.
3. Pupils will be required to compete in a majority of games to receive points in any intramural sport. In the inter-class or inter-squad track meets they will be required to place first, second, or third, to receive points, each receiving fifty, forty, and twenty-five, respectively. Participants are limited to one event and the relay.
4. Inter-class tournaments will be held in touch football, soccer, speed ball, volleyball, and track. Inter-squad tournaments will be held in touch football (soccer for girls), basketball, and soft ball.

III. Attendance and Punctuality—Maximum for one year, 95 points; minimum, 25 points. (Unavoidable absence and tardiness may be excused by principal.)

1. Perfect attendance for term—50 points.
2. One day's absence for term—40 points.

3. Two day's absence for term—30 points.
4. Three day's absence for term—20 points.
5. Four day's absence for term—10 points.
6. Perfect punctuality for term—10 points.
7. One tardiness for term—5 points.

IV. Scholarship—Maximum for one year, 200 points; minimum, 85 points.

1. Term average of "A" in each subject—25 points.
2. Term average of "B" in each subject—15 points.
3. Term average of "C" in each subject—10 points.

V. Participation in Activities—Maximum for one year, 395 points; minimum, 80 points.

1. President of Student Body—100 points.
2. President of Student Council—75 points.
3. Member of Student Council—30 points.
4. Representative in City Administration during Youth Week—10 points.
5. Participation in music festival—20 points.
6. Leading role in operetta—30 points.
7. Member of chorus in operetta—20 points.
8. Participation in State Oratorical Contest—40 points.
9. Participation in City or County Oratorical Contest—30 points.
10. Participation in intramural oratorical contest—20 points.
11. Participation in extra-curricular activities in art—20 points.
12. Special club or home room project—10 points.
13. President of Safety Patrol—75 points.
14. Member of Safety Patrol—30 points.
15. Home room or club officer—20 points.
16. Member of band or orchestra—20 points.
17. Editor of school paper—50 points.
18. Assistant editor of school paper—40 points.
19. Reporter of school paper—30 points.
20. Article in school paper (limit 4 a term)—10 points.
21. Participation in school play—30 points.
22. Member of glee club—20 points.
23. Participation in Annual Physical Education Demonstration—20 points.
24. Participation in assembly program—20 points.

VI. Citizenship—Maximum for one year, 40 points; minimum, 10 points.

1. "A" average for term—25 points.
2. "B" average for term—15 points.
3. "C" average for term—5 points.
4. "D" average for term—10 points off.
5. "E" average for term—25 points off.

The number of points required for the first award is 500, the second 550, and the third 575. The first award, which is a numeral, is given at the end of the boy's first year in Junior High School; the second award, which is the school monogram, is given at the end of the second year; the third award, which is the school letter, is given at the end of the third year. The minimum number of points must be achieved each year before the awards are given. All points acquired in excess of the maximum number are disregarded. The



total points required for each award must be achieved during the year for which the award is designated.

### Formal Activities

#### Lesson Number I

1. Attention: Facing and marching. Arms to thrust—Raise: Arms upward—Thrust: Swing downward—Swing: To thrust—Raise: On count—4 counts.
2. Arms forward—Raise: Arms downward and backward and heels—Raise: Arms forward and heels—Sink: On counts—2 counts.
3. Hands on hips—Place: Head bending forward and backward. On counts—4 counts.
4. Arms sideways raise and feet sideways—Hop. Hands back of neck and body to left—Twist: Hands on sides and body front—Twist: (Same right). To the position of attention—Hop: On counts—4 counts.
5. Hands on hips and feet sideways—Hop: Bend knees slowly—Bend: Knees—Stretch: To the position of Attention—Hop: On counts—4 counts.
6. Arms forward—Raise: Swing arms downward and backward and body forward—Bend: Arms forward and body—Raise: Arms—Down: On counts—4 counts.
7. Arms to thrust—Raise: Left arm down and right arm up—Thrust: Arms to thrust—Move: (Reserve Arms) On counts—4 counts.
8. Arms sideways raise and feet sideways—Hop: Move arms overhead and body sideways right—Bend: Arms sideways and body—Raise: Arms up and body left—Bend: Arms sideways and body—Raise:
9. Swing arms forward, sideways, upward, and down—Go on counts—6 counts.
10. Arms forward raise and left foot forward—Place: Arms sideways move and left foot backward—Raise: Arms forward move and left foot forward—Place: To the position of attention—Stand: (Same to the right.) In counts—8 counts.
11. Inhale and exhale.

#### Lesson Number II

1. Attention: Facing and marching. Hands on hips—Place: Left foot forward—Lunge: Feet—Charge: (2 counts.)
2. Hands on hips—Place: Body forward—Bend: Head—Circle: Body—Raise:

3. Left arm forward and upward, and right arm sideways—Fling: Hands on sides—Place: Right arm forward and upward and left arm sideways—Fling: Hands on sides—Place: Right arm forward and upward and left arm sideways—Fling: Hands on sides—Place: On counts—4 counts.
4. Left arm forward and upward and right arm backward and left forward—Lunge: Right foot and left heel—Raise: (Raise on left toe, thus lifting right foot off the floor.) Right foot and left heel—Sink: To the position of attention—Stand: On counts—4 counts. (Same with right.)
5. Arms forward and upward—Raise: Body forward—Bend: Body—Raise: Body backward—Bend: Body—Raise: Arms at sides—Place: On counts—6 counts.
6. Hands on hips and feet sideways—Place: Touch right foot with left hand—Place: Hands on hips and body—Raise: Touch left foot with right hand—Place: Hands on hips and body—Raise: On counts—4 counts.
7. Arms forward and upward and feet—Close: Body to left—Bend: Body—Raise: Body to right—Bend: Body—Raise: On counts—4 counts.
8. Hands on hips and feet sideways—Jump: Hands on sides and feet together—Jump: On counts—4 counts.
9. Hands on hips—Place: Left leg forward—Raise: Right knee—Bend: Knee—Stretch: Left leg—Sink: On counts—4 counts. (Same with right leg.)
10. Inhale and exhale.

### Lesson Number III

1. Attention: Arms to thrust—Raise: Thrust arms forward, step forward with left foot—Step: Arms to thrust and step forward with right foot—Step: On two counts marching around the room.
2. Arms to thrust—Raise: Arms forward—Thrust: Sideways—Move: Forward—Move: To thrust—Bend: On counts—4 counts.
3. Hands on hips and feet sideways—Hop: Heels—Raise: On toes—Hop: (About 16 counts).
4. Hands on hips—Place: Body to left—Twist: Body backward—Bend: Body—Raise: Body forward—Twist: On count—8 counts.
5. Arms sideways raise and knees—Bend: Rock on knees and circle arms backward—Go: To the position of attention—Stand:



6. Feet sideways—Hop: Bend body forward, hands touching floor—Bend: Swing arms over head. Body raise and rise on toes—Swing: On counts—2 counts.
7. Arms to thrust—Raise: Shoulder forward, upward, backward, and to position—Go: On counts—4 counts.
8. Arms sideways and feet sideways—Hop: Body to right and right arm down, left arm up—Bend: Arm sideways and body—Raise: (Same to right.) On count—4 counts.
9. Arms forward—Bend: Arms sideways fling and heels—Raise: Arms forward bend and heels—Sink: On count—2 counts.
10. Arms sideways and left leg sideways and right heel—Raise: Position of attention—Stand: Arms sideways and right leg sideways and left heel—Raise: Position of attention—Stand: On count—4 counts.
11. Inhale and exhale.

#### Lesson Number IV

1. Attention: Facing, marching, etc. Heels—Raise: Knees bend and arms sideways and upward—Raise: Knees stretch and arms sideways—Sink: Hands on sides and heels—Sink: On count—4 counts.
2. Feet sideways place and arms forward—Bend: Body backward and arms sideways—Fling: Arms forward and body—Raise: On count—2 counts—slowly.
3. Hands on shoulders and left foot forward—Lunge: Arms extending in three directions—forward, sideways, upward—Go: On count—6 counts. Legs—Change: The same.
4. Left foot forward and arms sideways—Raise: Right knee—Bend: Stretch arms at side, and foot—Replace: On count—4 counts. (Same with right.)
5. Hands on back of neck and body forward—Bend: Elbows forward—Move: Backward—Fling: Body—Raise: On count—4 counts.
6. Sitting on desk—Sit: (Feet under the seat) Hands on hips—Place: Body backward—Bend: Body—Raise: Bend: Raise:
7. Arms forward bend, and feet—Close: Body to left twist and arms sideways—Fling: Body forward twist and arms forward—Bend: Body to right twist and arms sideways—Fling: Body forward twist and arms forward—Bend: On count—4 counts.

8. Hands on hips—Place: Heels—Raise: Knees—Bend: Upward—Jump: (Hand in knee bend position) Knees—Stretch: Heels—Sink: On count—6 counts.
9. Hands on hips—Place: Left toe backward—Place: Right knee—Bend: Right knee—Stretch: Feet—Change: Left knee—Bend: Left knee—Stretch: Foot—Replace:
10. Inhale and exhale.

### Lesson Number V

1. Attention: Facing, marching, etc. Hands on hips—Place: Left foot backward—Lunge: Foot—Replace: Right foot backward—Lunge: Foot—Replace:
2. Arms forward raise and fingers laced—Raise: Feet sideways—Jump: Body to left—Twist: (Arms are pushed to side as far as possible, but fully extended). Body forward—Twist: Body right—Twist: Body forward—Twist: On count—4 counts.
3. Hands on the desk—Place: Feet backward—Place: Forward—Place: Feet backward—Place: Forward—Place: (Knees straight, toes pointed, chest up). To the position of attention—Stand: On count—3 counts.
4. Arms forward raise and left knee upward—Bend: Arms sideways and left knee outward—Move: Arms at sides and foot downward—Place: On count—4 counts. (Same with right.)
5. Hands on shoulders and body forward—Bend: Arms stretching in two directions—upwards, sideways—Go: Body—Raise:
6. Arms forward and upward, head backward and heels—Raise: To the position of attention—Stand: On count—2 counts.
7. Arms sideways raise and feet sideways—Hop: Touch floor with left hand at side, right arm and foot raised—Touch: Hands sideways and feet sideways—Place: Same to the right. On count—4 counts.
8. Hands on hips—Place: Heels—Raise: Knees—Bend: Ready to hop—Hop: (Hopping on both feet, keeping knees bent). Class—Halt: Knees—Stretch: Heels—Sink:
9. Arms sideways and left leg backward—Raise: Arms and legs—Sink: Same with right. On count—4 counts.
10. Inhale and exhale.

### Lesson Number VI

1. Attention, marching, lunges.



2. Hands on shoulders—Place: Body forward—Bend: Arms sideways—Stretch: On shoulders—Place: Body—Raise: Body backward—Bend: Arms sideways—Stretch: On shoulders—Place: Body—Raise: On count—8 counts.
3. Hands on desk—Place: Legs backward—Raise: (Knees straight, toes pointed back, legs free from the floor). Arms—Bend: Arms—Stretch: Legs—Sink: Feet forward—Place: On count—76 counts.
4. Arms forward and upward and left foot forward—Lunge. Left knee stretch and left heel and right leg—Raise: (Straighten left leg, rising on left toes. This puts all the support on the left toes. Keep the body inclined forward, head up and chest out. Knee bend and left heel and right leg—Sink: To the position of attention—Stand: On count—4 counts. (Repeat to right.)
5. Arms forward and upward—Fling: Body backward—Bend: Body—Raise: Body forward—Bend: Body—Raise: On count—4 counts.
6. Hands laced over head and feet sideways—Hop: Body to right—Twist: Front—Twist: Left—Twist: Front—Twist: Front—Twist: On counts—4 counts.
7. Heels—Raise: Knees—Bend: Arms forward and upward—Jump: (Land in knee bend position. Hands on side.) Knees—Stretch: Heels—Sink. On count—6 counts.
8. Hands back of neck—Place: Left leg sideways—Raise: Leg—Sink: Right leg sideways—Raise: Leg—Sink: On count—4 counts.
9. Inhale and exhale.

### Hunting Activities

#### Maze Tag

All but two players stand in parallel lines, one behind the other, with ample space between each two players and each two ranks; all players in each rank clasp hands in a long line. This will leave aisles between ranks, and through these aisles a runner and a chaser make their way. Checkerboard arrangement when hands are dropped.

Teacher stands inside and gives commands as "right face", "left face", etc., at discretion, when players quickly drop hands, obey commands, and clasp hands with their neighbor on right and left. This confuses the two who are running. Continue until chaser catches his victim, or the time limit expires. In either case, two new players are chosen from the ranks. No tagging across lines, or breaking through ranks is permitted.

### **Ante Over**

Divide the players into two groups, within a curtain six feet high between. A ball is thrown from one side to the other over the curtain. The ball must be caught before it touches the ground or floor, and returned at once. If it does touch the ground the receiving side loses one point; if it is caught, five points are gained. Fifty points constitute a game.

### **Circle Pursuit Race**

Children are in circle. Indian clubs are placed upright within the children's circle equal distance apart to make circle with one player for each club. At signal "Go", all start to catch the one ahead. If a child is tagged, he must drop out. The last one to be caught wins. Anyone who knocks over a club or runs within the circle of clubs, is out.

### **House Hiring**

Players form a checkerboard with a distance of about three feet apart. Teacher gives each a number. "It" stands off a few feet in front of main body of players and calls out any two numbers. Numbers so called change places. "It" must get the place of one of the two who attempt to change places. A player thus deprived of a place becomes "It".

### **Tug of War (Boys)**

A line is drawn in middle of ground. Players equally divided on each side of line. Game begins on signal and consists in catching hold of an opponent by his arm, hand or foot, reaching over the line, and pulling him across the boundary. Any number of players try to secure hold of an opponent, and any number come to his rescue. A player does not belong to the enemy until his entire body is pulled across. When pulled across, he joins captors, and assists in pulling players across the line. Side having the largest number of players at end of the time limit wins. This is a boy's game. Modified form suitable for girls, reach across line and simply tag.

### **Still, Water, Still**

Five or more players. One player is blindfolded and led to the center of the ground or floor, while others are scattered promiscuously about. The blindfolded player is asked, "How many horses has your father in his stable?" Answer, "Three". "What color are they?" Answer, "Black, white, and gray. Turn around three times and catch whom you may."

The blindfolded man is then spun three times, when he says, "Still water, still; no more moving", when others stand still, being



allowed but three steps thereafter. When caught players must be identified by "It". If "It" guesses correctly, the player caught exchanges places with him. If incorrect he continues to search. Players may stop, or take no more than three steps in order to escape the groping hands of the blind man.

### **Prisoner's Base**

The ground is divided into two equal parts, with small base or prison marked off at the farther end of each division. From five to fifteen players guard each prison. They venture into enemy's ground, and, if caught, are put into prison, where they must remain until tagged by one of their own side who is free. Both prisoner and rescuer may be tagged and brought back to prison before reaching their own goal. The game is won when one side makes prisoners of all opponents, or when a free man enters the opponents' prison, but this is done only when there are no prisoners there.

### **Duck on the Rock**

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

The guard may not tag any player unless his own duck be on the rock. Before he may chase the thrower he must, therefore, pick up his duck and replace it should it have been knocked off. This replacing gives the thrower an opportunity to recover his own duck and run home; but should the duck not have been displaced from the duck rock, the thrower may have to wait either at a safe distance or with his foot on his duck, if he can get to it, until some player has dis-

placed the duck on the rock and so engage the time and attention of the guards. Several players may thus be waiting at once to recover their ducks, some of them near the duck rock with their foot on their ducks, others at a distance. Any player tagged by the guard must change places with him, placing his own duck on the rock. The guard must quickly recover his duck and run for the throwing line, after tagging a player, as he in turn may be tagged as soon as the new guard has placed his duck on the rock.

A stone that falls very near the duck rock without displacing the duck may also prove disastrous to the thrower. Should a stone fall within a hand span (stretching from finger tip to thumb) of the duck rock without knocking off the duck, the guard challenges the thrower by shouting "Span!", whereupon he proceeds to measure with his hand the distance between the rock and the stone. Should the distance be as he surmises, the thrower has to change places with him, put his own duck on the rock and become the guard. This rule cultivates expert throwers.

When used indoors this game may be best played with bean bags, in which case one bag may be balanced on top of an Indian club for the duck on the rock.

### **War, or Capturing the Flag**

The players are divided into equal groups. Each group elects a general, who, in turn, selects a captain. The captain then chooses a lieutenant.

At each end of the field or elsewhere, two handkerchiefs are tied on a stick. The object is to have the handkerchief or "flag" captured by either side. The army that succeeds in doing this is winner.

Each side should guard carefully its flag which is usually within reach of the general.

The field is separated into two equal parts by a dividing line. Players may subdue each other by touching them after they have crossed the dividing line into the enemy's territory. When a player is caught he must leave the battle field. The game is ended when either the flag has been captured or when a side has been completely eliminated by the other side.

This game can best be played in the woods at night. It is best to have a hill or a ravine as a dividing line. A fire may be built by each flag.

### **Soldiers and Robbers**

The players are divided into soldiers and robbers, there being about six soldiers to every robber. In general, it is advisable to have the larger players act as robbers. The robber band is headed by a



captain while the soldier chooses a general to direct the movements. While the robbers conceal themselves the soldiers remain within a space marked off in the field which they are to use as a prison. As soon as the enemy has succeeded in hiding, either behind trees or rocks or in the grass, etc., the soldiers are given a signal by the captain, and they then venture out in search of them. When a robber has been discovered, he is carried into the prison and kept under a strict guard as he may escape if not closely guarded. Usually several soldiers will be required to bring in a single robber, as the latter may struggle from being imprisoned. The robber who succeeds in staying out of jail longest is winner, and next time he should be chosen as general of the soldiers.

### **Steal Sticks**

Ground is divided into two equal parts, with a small goal marked off at the rear end of each, in which six or more sticks are placed. The object is to capture each other's sticks, but each player must take but one each time he approaches the enemy's goal. If caught while on the enemy's territory, he becomes a prisoner in the goal, where he remains until he is touched by one of his comrades; neither may be caught while returning. While prisoners are in either goal, no sticks may be taken. Game is won by side gaining all the sticks.

### **Bound Hands**

Bases as Blackman. "It" stands in field between bases and tries to catch players as they run to opposite goals. Those caught join hands with "It", and so on until all are caught.

As catchers join hands, only those on each end may catch, while others retard passage of uncaught players by preventing them from breaking through or passing under their arms. When one is caught he takes his place at the end of the line that caught him, the previous catchers continually moving inward. Runners are not caught unless touched by the end players; they may go around either end of catchers, break through them or go under arms. Last runner caught becomes "It".

### **Every Man in His Own Den**

Each player selects for himself a den; a post, tree, or other objective point may serve for this, or corner of building, or if in a gymnasium, a piece of apparatus.

One player opens the game by running out from his den. The second player tries to catch (tag) him. The third player may try to catch either of these two, and so on. The object of the different players is to make captives of the others, as any player caught must

thereafter join his captor in trying to catch others, thus eventually aggregating the different players into parties, although each starts separately. The players may only be caught by those who issue from a den after they themselves have ventured forth. At any time a player may run back to his den, after which his again issuing forth gives him the advantage over all others who may then be out, or he may catch them. One player may catch only one opponent at a time. Later the game becomes more concentrated and the team wins that captures all the players.

### **Last Man**

One player is chosen to be runner and another chaser. The remaining players are seated. The game starts with quite a distance between runner and chaser. The first object of the game is for the chaser to tag the runner. Should he do this, they immediately change parts, the previous chaser having to flee instantly for the safety with the previous runner, now chaser, after him. The greatest sport of the game comes in, however, in the way the runner may save himself at any time from being tagged by the chaser by standing at the rear of any row of seats and calling, "Last Man!" As soon as he does this, the one sitting in the front row of that line of seats becomes liable to tagging by the chaser, and must instantly get up and run. As soon as he has left his seat, the entire line moves forward one seat, leaving a seat at the rear for the "last man". There may be no moving of this kind however, until the runners are out of the aisle.

As in all running games in the class room, the seated players must keep their feet under the desk and out of the aisles.

It will be seen that all players must be very alert to watch the actions of the runner, but especially those sitting in the front seat, as at any moment one of them may have to become runner. The last man must never fail to call out the words "Last Man!" when he takes his stand at the rear end of a row of seats. He is not considered to have taken refuge until he has done this.

This is one of the most popular school room games and should be used frequently.

### **Run, Sheep, Run**

The party acts under directions of a captain. Any number of players may take part.

Two captains are chosen, who in turn alternately choose players until all the players are divided into two parties. One party becomes a searching party and remains at the goal, while the other



party goes out with its captain, who directs the various individuals where to hide, after agreeing with his party on a series of signals to be used, as described below. When all are hidden, this captain goes back to the searchers, who at once start out on the hunt under the directions of their captain, who may divide or dispose of his party as he sees fit. The captain of the hiding party remains with the searchers, calling out signals to his hidden men which shall enable them to approach nearer to the goal by dodging from one hiding place to another, always trying to keep out of sight of the searchers. Neither party may run for the goal until his own captain shouts "Run, Sheep, Run"; the captain of the hiding party is generally the first one to give their signal, and he does so whenever he thinks his men are well placed to make the goal. The captain of the searchers naturally gives the signal to his players as soon as he hears his competitor calling it, as the game is won by the party of which one player first reached the goal. Any member of the searching party catching sight of an opposing player, before all run to the goal, tells his captain, who at once shouts, "Run, sheep, run!"

### **Poison Snake**

The players join hands to form a circle. About fifteen Indian Clubs, or tenpins are placed in the center of the circle, with spaces between them in which a player may step. The players then try by pushing or pulling their comrades by means of clasped hands, to make them knock over the clubs. Any player who overturns a club or who unclasps hands, must at once leave the circle, the club being replaced. The first player so leaving starts a "scrub" circle; players disqualified in the scrub circle start another in turn, etc. The player wins who is left in the original circle. Where several circles have been formed, the several winners may form a circle at the close and play to determine the final winners.

### **Stick-I-Spy (Kick Can)**

A certain spot is chosen as "home base", where all players assemble. A player takes a stick and throws it as far as possible. The player who is "It" runs after the stick and returns "home" as soon as he can, striking the base three times. In the meantime the rest of the players have hidden themselves. The seeker now looks for others. If he spies one and returns home, getting the stick and striking the ground with it before the other players, this one is caught. The game continues until three players are caught. If one of the hidiers succeed in getting home first he grasps the stick and throws it as far as he can. The player who is "It" must once more

get the stick and strike the home base three times before he can again spy any one. If three players are out, the one caught first is "It" for next game.

### Poison

Divide the players into small circles of about six to eight each. In the center of each circle place an Indian Club (a large hollow ball, or stick, or cord wood about fifteen inches high, or pile up a number of boys' caps). This object in the center of the circle is "poison". The players grasp hands, and, by pushing and pulling, try to make one of the players touch or overthrow the "poison". The player doing so is poisoned and must leave the circle. This continues until one is left. The game is best adapted for cold days.

### Rabbits

The playfield is an oblong about thirty by ninety feet, divided into fourteen equal parts. The two playing teams each have nine men, one of whom is captain, the one team being guards (hunters), and the other runners (rabbits). The object of the game is for the rabbits to pair all the hunters, and after having reached the other end, to return again to the starting place without being tagged. At the start the guards are stationed on their respective lines near the center of the field. During the game they must stay on their own cross line, but are allowed to run from side to side; the captain No. 9, can, however, run on any line (either lengthwise or across). After placing all his men, the captain calls "Ready" or "rabbits". The game is then started by one or more of the rabbits quickly crossing over into one of the upper fields without being tagged by a guard. Then, as the opportunity offers itself, they cross over and move forward, evading the hunters (guards), who try to tag them. The others follow. Should a rabbit be tagged he is "dead", and takes a place away from the field of play. Five dead rabbits bring about a change of sides, those being rabbits, becoming hunters, and vice versa. Should a rabbit succeed in getting across the eighth line he starts back, and now the hunter must watch the rabbits coming from both sides. If a rabbit succeeds in getting to the rear and back again to the starting point, he cries "Rabbit", which signifies a game won for his side, upon which all the runners again start a new game without changing sides.

When playing with a great number of players, add a few cross lines, and use less lines for fewer players. See that the "fields" are large enough that a hunter cannot tag a rabbit when one has safely entered the fields.



### **Bears and Cattle**

On the side lines of the play space two barns are marked, one on each side. A den is marked midway between these barns, but a little to one side. One player who is designated as "It" takes position in his den, becoming known as the Bear. All the other players are called cattle, and about half of them are stationed in each barn. At the given signal, the cattle cross from one barn to the other, and while they are changing the bear rushes from his den and tags as many as possible. All those tagged return to their den and become bears. All the bears now join hands and rush out, thus linking together, the old bear on one of the lines, the one first caught on the other. These two alone may tag cattle. All the caught players must join the line between the end players. If the line breaks, all the cattle caught during that rush become free. The last player caught becomes the bear in the next game.

### **Slap Jack**

All the players but one stand in a circle. The odd one stands inside the circle. Those in the circle bend their elbows, which should touch their sides, and extend their hands in front with the hands down. The object of the game is for the one in the center to slap the hands of any player in the circle while thus extended. The circle players may bend the hands downward or sideward, but may not withdraw the arms or change the position of the elbows. Anyone slapped in this way changes places with the one in the center.

In the school room the game may be played with players seated, instead of in a circle.

### **Last Couple Out**

A column of couples. The catcher stands in front of the line, about five feet, with his back to the line. He calls, "last couple out—one, two, three" and claps his hands three times at the same time. At this call, the last couple in the column separate, run forward on opposite sides of the players and try to join hands before the catcher can tag one of them. If the catcher succeeds in tagging one of the couples, he becomes partner to the one not tagged, and they take their places in front of the others, and the one tagged becomes the catcher. If the last one joins hands before the catcher tags one of them, they take first place in the column and the catcher calls again. The catcher must not look around or run back to tag any player.

(For other tag games see directions of games under intermediate grades.)

### **Leap Frog**

This is played by one player stooping and resting hands or elbows on knees. The other players vault over his back, placing their hands on his shoulders. With a series of such leaping, team races may be developed, either as relays or as circuit races, the player winning who first completes the circle.

### **Rider Ball (Boys)**

The players pair off according to height, strength, and agility, and form a double circle, faces to the center, with from two to six paces intervals between the pairs. Those forming the inner circle are the "horses" and those in the outer the "riders". The horses take a stride position sideways, bracing themselves by placing both hands on the knees (which should be kept extended). The body is bent forward, in order that upon the command of the leader of the game to "mount", the riders may readily mount by straddling their backs. The riders having mounted, a basketball is thrown from one rider to another. The riders must hold themselves in place by the pressure of their knees, so that both hands are for catching and throwing. When a rider misses the ball, all riders immediately dismount and flee. A horse immediately picks the ball up and commands all to "halt". All riders then stand still while the horse having the ball without leaving his place endeavors to hit one of the riders, who may dodge, but not leave his place.

If the player who throws at a rider succeeds in hitting him, places are exchanged, horses becoming riders and riders horses. If not successful the game continues as before. The ball must at no time be held by a rider, but tossed as quickly as caught. The horses must not leave the circle, while the riders toss the ball to one another, but may prance or turn around. The leader gives the command to mount and determines the hit and misses.

### **Jumping Circle (Girls)**

Form the players in a circle. The pupils face inward and are about two steps apart. Get a rope about twelve feet long, with a beanbag tied to the end of it. One of the players stands in the center and swings the rope around in a circle, keeping the bag close to the ground. As the rope approaches each player, she hops upward and over the swinging bag. The one struck by the bag or rope steps out of the circle. Insist that the bag be swung close to the ground.

### **Dodgeball in a Circle**

Divide the pupils into groups. Command one group to form a large circle, and the players of the other sides to take their places



within the circle. Change places after playing four or five minutes. See that there is spirited playing and that the weaker players play as much as the stronger ones.

(For further directions of the game, see "Games in Intermediate Grades".)

### **Indian-Club Race**

### **Athletic Activities**

Children are lined up in rows. Indian clubs are placed about fifty feet distance. At signal "Go", first players run and get clubs. Each gives his club to the next player, who runs back and places his (clubs must be placed upright), and then tops off next player with club picked up. Continue until all have played. First through wins.

### **Shuttle Relay**

Players may be six, eight or more on a side. At the word "Go", the captain of each team runs forward and tags number two on his own team. Number two then runs and tags number three. This continues until the two groups of each team have exchanged places. Each player goes to the rear of the line after tagging a player. There may be any number of teams running at the same time.

### **Goal-Shooting Relay**

(Directions given in Senior High Division.)

### **Potato Race**

Mark a starting line near one end of an open playing space. Players are divided into two or more teams of equal number. In front of each team, on the opposite side of the starting line and six feet from it, make a circle 18 inches in diameter, and beyond it mark six crosses at intervals of three feet. In the circle place six bean bags, potatoes, erasers, or blocks of wood. The players in each team should be lined up in file formation, in a straight line with crosses for their team. At a signal, the first one in each line, who toes the starting line, runs forward, takes one object from the circle and places it on a cross, returns and gets another, etc., and continues until all are placed, then runs back and tags next player in line who has moved up to starting line. This player runs forward and, one at a time, replaces the object in the circle, runs back and tags the next player, etc., each player either placing the potatoes on the crosses or returning them to the circle. The team first in original position wins. It is a foul to fail to leave a potato on a cross, or to place it outside the circle.

### **Free Throw**

(Directions given in Senior High Division.)

### **Bombardment (Bancroft)**

Divide the ground into two equal fields by a line across the center. Arrange the players in any scattered formation in their respective fields, and place as many Indian clubs as there are players in a straight line at the back of each field. The object of the game is to knock down the opponents' clubs. Each player, therefore, will serve both as guard and thrower. He may throw whenever he can secure a ball, there being no order in which players should throw. No player may step across the center line. Any number of basketballs may be used. Each club overturned scores one point for the side which kicked it down. Each club overturned by a player on his own side counts a point for the opponent. Play in time units of ten to twenty minutes.

### **Captain Ball (Bancroft)**

Ground.—On each side of the ground at corresponding distances from the center, three small circles are drawn for bases at the points of a triangle. The circles should be from two to five feet each in diameter, the more skillful the player the smaller the circle. The distance between each two circles forming a triangle should be at least fifteen feet, and the distance across the center of the field between the two inner circles from fifteen to twenty-five feet.

Teams.—The players are divided into two teams each, consisting of three basemen, three base guards and one fielder. One of the basemen is captain and stands on the base at the end of the ground farthest from the center. Each team has a guard stationed near each of its opponents' bases, and a fielder whose place should be near the center of the ground, but who is free to run to any part of the ground and who should pick up the ball whenever it goes afield. The ball should then be put in play again from the center, as at the start.

Object.—To have a captain catch a ball from one of the basemen. A ball caught by the captain from the guard or fielder of his team does not count. Of course, the guards will try to prevent the ball being caught by a captain from one of his basemen, or by one of the basemen from his fielder, and, on the other hand, will try to secure the ball and send it back to their own basemen or fielder.

Start.—The ball is put in play by being tossed up in the center of the ground by a third party between the fielders, both of whom try to catch it. The one who succeeds has first throw. Touching the ball is not enough for the first catch; it must be caught in both hands. In case of dispute, the ball should be touched again. The ball is put in play in this way after each point scored; also after going afield and being picked up by one of the fielders.



**Rules.**—The basemen may put one foot outside of their bases or circles, but at no time both feet. Each guard must remain near the base he guards, but may not step within it, even with one foot. Should either transgress these rules or make any other foul, the ball is thrown to one of the basemen on the opposite side, who is given free play to throw to his captain without interference of his own guard, though the captain's guard may try to prevent its being caught. A ball that goes afiel is put in play again at the center, as at the opening of the game.

**Fouls.**—It is a foul (1) to transgress any of the rules given above; (2) to snatch or bat the ball; (3) to bounce the ball more than three times in succession; (4) to run with the ball; (5) to kick the ball; (6) to hand instead of throwing it, or (7) to hold it longer than time enough to turn once around quickly, or three seconds. Penalty for fouls consists in allowing opponents a free throw from one of their basemen to their captain, as described under Rules.

**Score.**—The ball scores one point whenever a catch is made by a captain from one of his basemen. It does not score when the captain catches it from a guard or a fielder. Play the game in ten-minute halves between which the basemen and guards change places. The team wins having the highest score at the end of the second half. The ball is put in play at the center after each point is scored.

**Note.**—Any number may play this game by arranging more circles in the field.

### **Battle Ball**

In the center of the playing space mark off by parallel lines neutral ground, called the "center", about ten feet wide, leaving two equal playing fields, one on each side. Divide players into two teams, number each team consecutively and give each a field over which players scatter promiscuously. To begin the game No. 1's take their places in the "center" and as centers put into play a basketball, which is tossed up between them by batting. If the ball falls within the "center" it may be secured by either one of the centers who tosses it to any one of his own team. No. 1's remain in the center to secure the ball any time it stops there during the game, for no other players must advance over the boundary lines.

The object of the game is to throw the ball into the opponents' field and make it touch before being caught. Each uncaught ball scores a point for the throwing side. The receiving side endeavors to catch the ball, and then throw it toward their opponents, making it hit the ground. Back and fourth the ball may go until one side

scores, when it is returned to the center and No. 2's become the centers. The side scoring twenty-one points wins the game.

Holding the ball (more than three seconds), running with the ball or getting over the boundary lines are fouls, and give the ball to the other side.

### **Swat Ball**

Divide boys into two teams. Arrange first team in a straight row at one end of field. Arrange second team in a formation to cover the field. First boy in first team knocks the ball with his fist into the field. If the ball is caught by one of his opponents the runner is out, otherwise he runs to touch a given point at the further end of the field and returns home without being hit by the ball thrown by one of the opponents. The ball must be picked from the ground and touched by three players before the runner is out. The opponent must stand in the place where he gets the ball before he throws. A runner can dodge the ball in any manner. After three outs the side changes positions. A runner who has succeeded in running to the given point and back without being hit by the ball scores one point. Twenty points is the limit of the score.

### **Pass-Ball**

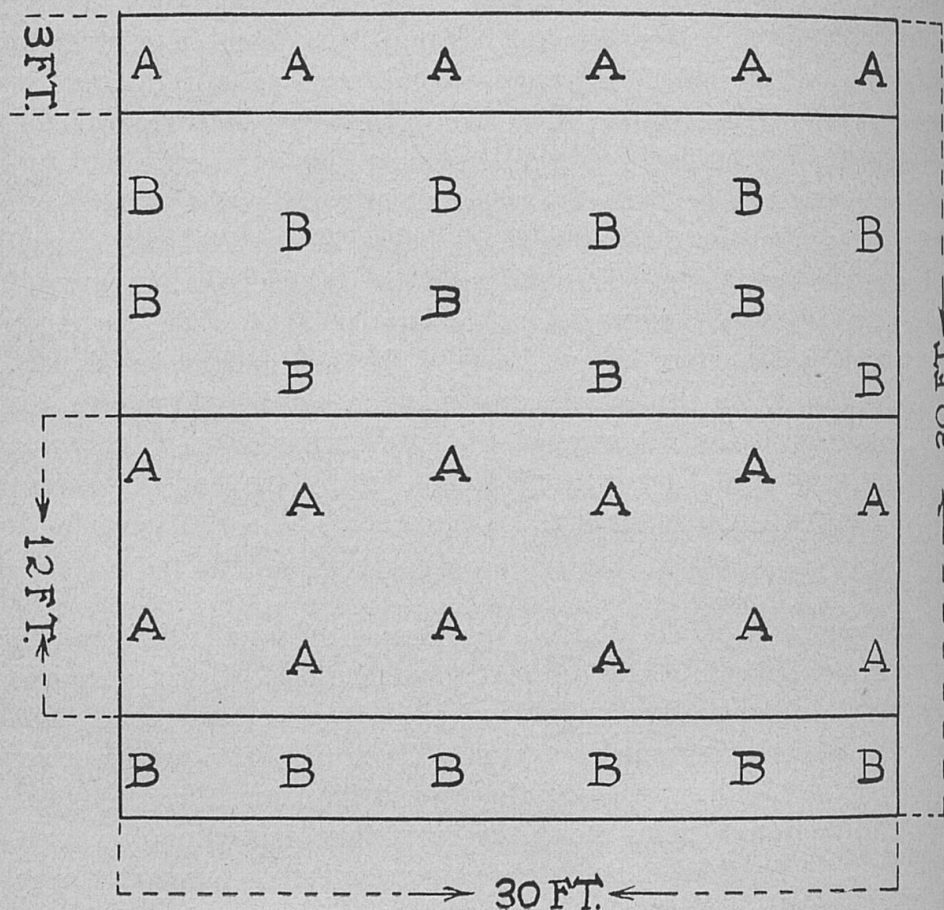
The players must be divided into teams of equal numbers, the members of each team standing next to each other. Upon command a basketball (or any other suitable object) is passed sideward from the first to the last player in each team. When the last player receives the ball he turns and runs along the rear of his team, then along the front, and then once more along the rear, thus encircling the team. Arriving at the head he immediately passes the ball to the next player. The ball is again passed along until it reaches the one who is now last. He, therefore, encircles the team as described above. This passing and encircling is repeated until every member of the team has had his turn, and the team members again stand as at the start. When running around the ends it is permissible for the runner to hook his arms into that of the player at the end, as this enables a quick turning of the ends.

This game also may be played by having the players stand one behind the other and passing the ball overhead (or underneath), from the first to the last player. This last player then runs along the right side of his team, down on the left side and up again on the right. The point to be observed in all styles of playing this game is that the runner must take his correct position at the head of the team before being allowed to pass the ball to the next player.



## End Ball

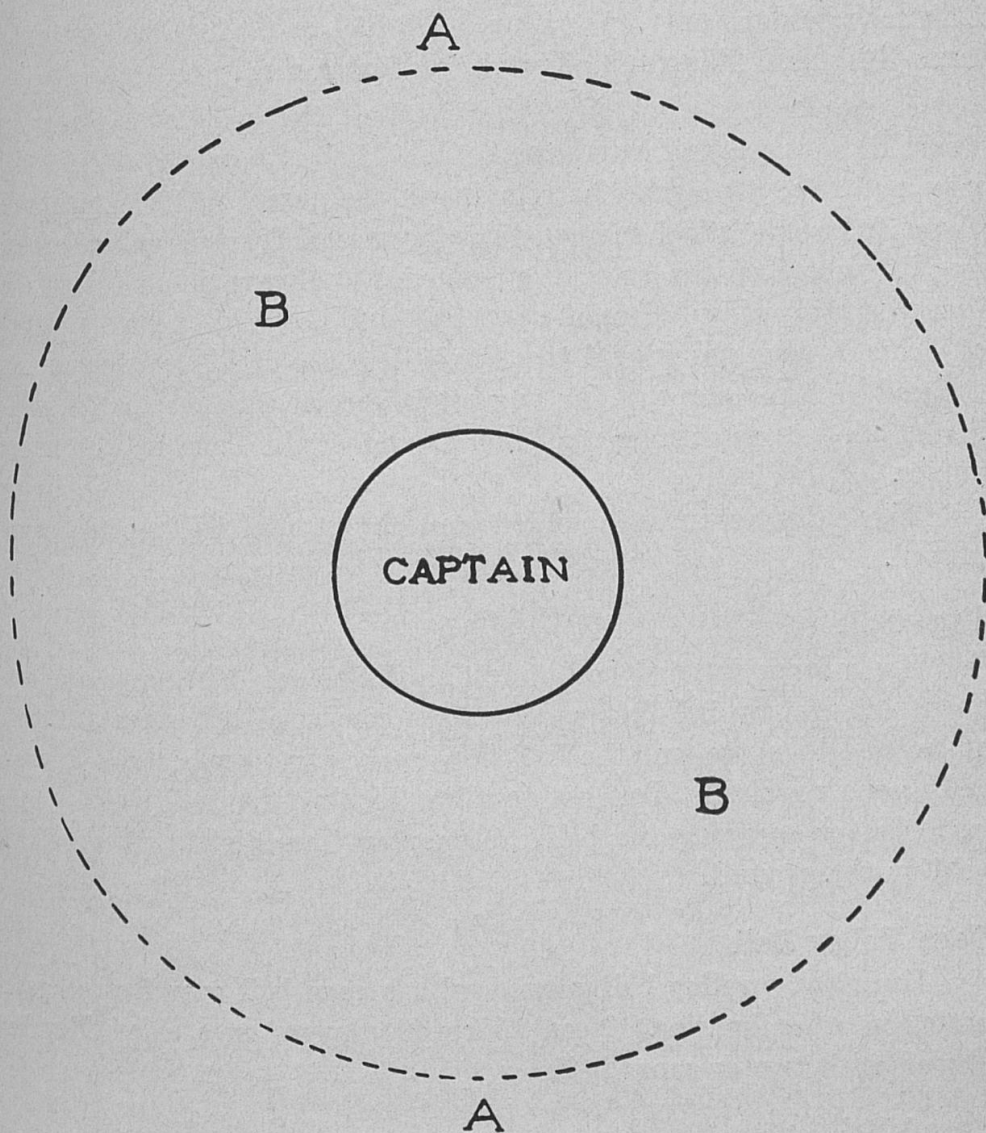
Use a rectangular space with end lines marked. Draw a line across the center, and another about four feet from each end line. Players are in two teams of equal numbers, each with a captain. The captain of each team chooses one-third of his players as "catchers" and places them in small spaces next to the end of the court and



END BALL

back of the opposing "guards". Two-thirds of the players are "guards" or "throwers". For example, beginning at the south end of the court we will place the catchers of team A; between them and the center line will be placed the thrower of team A; and finally at the north end catchers of team B. Scores are made by having the throwers or guards throw the ball over the heads of the opposing guards so that it can be caught by their own catchers. The umpire

calls a score for each successfully made. No score is counted on the return, even if the guards catch it. If the catchers get the ball, whether they catch it or not, they throw it back to their own guards, so that another try can be made. As long as a side can throw accurately to keep the ball from the opposing team, they can continue their trials for a score. Whenever any opponent gets the ball it is handled by that side in the same manner. Stepping over the line is a foul and this forfeits the ball if the foul is made by the side having it, or given a score if made by the side which has not the ball. It is also a foul to advance with the ball. Teams change sides after half the time has been played.



## CAPTAIN DODGEBALL



### **Captain Dodgeball**

The object of the game is for the players on Team A to hit the members of the opposing Team B with a large hollow ball.

Divide the players into two teams. Team A is placed on the outer side of the circle, which should be fifty feet in diameter. The members of Team B are scattered around the inside of the circle, their captain being in a small circle in the center (about 5 feet in diameter).

To start the game the referee blows his whistle, at the same time tossing the ball to one of the players on Team A. The players on Team B defend their captain by trying to intercept the thrown ball. This may be done only by raising one's foot so that the ball rebounds from the sole. (Warding off with the forearm may be used.)

If the ball touches any other part of the body of a player on Team B, he is out and leaves the circle. If the Captain is struck (who may not leave his circle) he remains in the game, but the Captain of Team A has the right to pick two players of Team B and put them out. Members of the attacking team must always stand behind the line when throwing. Should a ball roll into the field of play, a player of Team A may run in and toss the ball to one of his teammates. At the end of three minutes (or any other special time) count the number of players remaining on Team B and credit them with so many points.

The sides are then changed and the second half of the game played.

### **Cage Ball**

Use a large inflated ball, 3 feet in diameter. Field any size, but about 140 feet by 100 feet wide. Goals consist of net cages stretched at ends. Object, to put the ball into opponents' goal. Rules, practically none required. But not to allow kicking the ball, striking ball with fist, or carrying the ball. Stop play immediately when ball is held on the ground.

### **Cage Volley Ball**

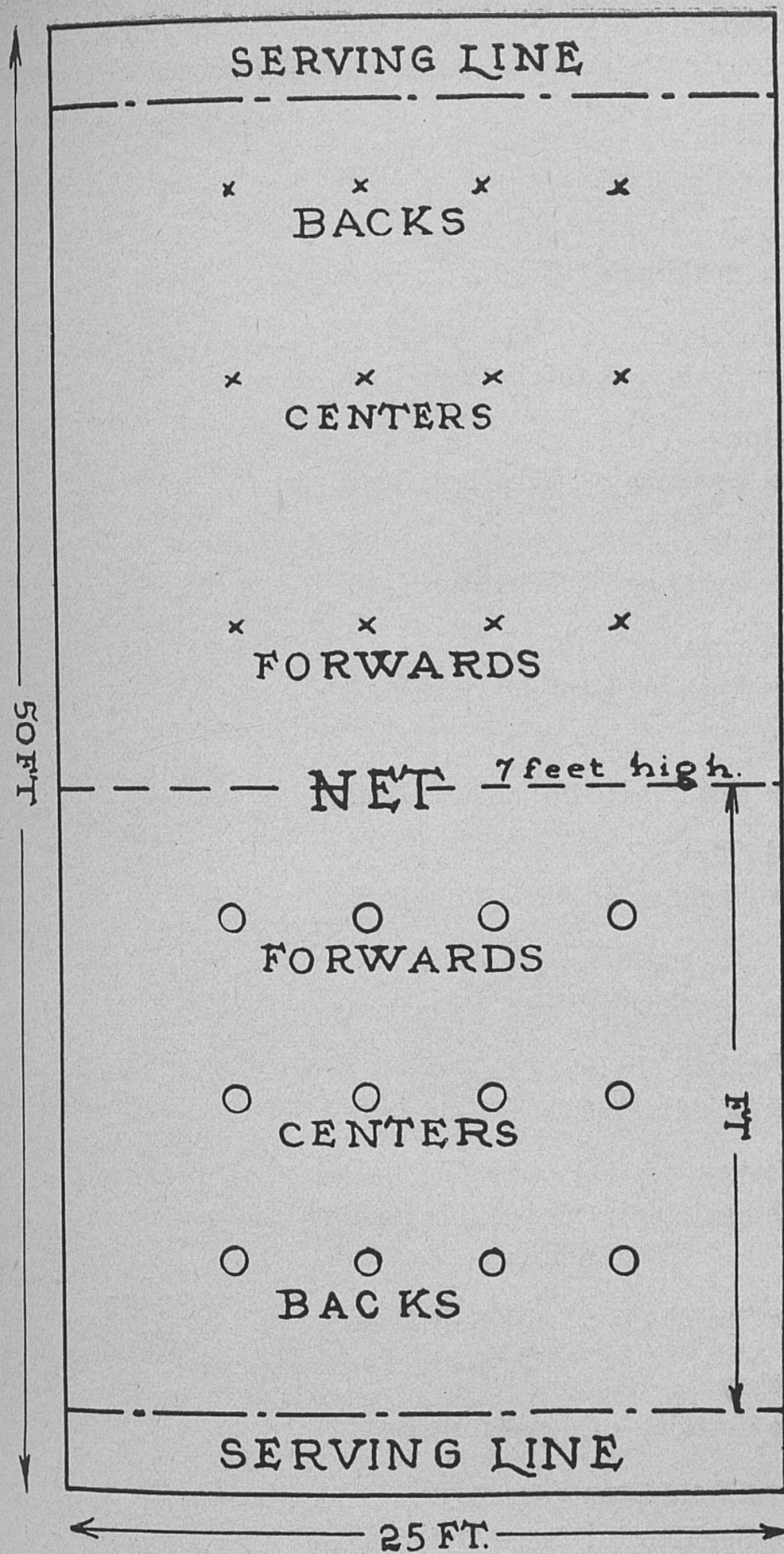
Essentially volley ball played with a cage ball over football goal posts, or other barrier. Need 25 or 50 players on a side. May be played with two or more balls.

### **Speed Ball**

(For Official Rule Book, write Moe & Co., Ann Arbor, Michigan.)

### **Indoor Baseball**

(See Spalding's Official Rule Book.)



# VOLLEYBALL



**Corner Ball**

(Described in group of games given for intermediate grades.)

**Basket Ball**

(See Spalding's Official Rule Book.)

**Volley Ball**

(See Spalding's Official Rule Book.)

**Handball (Boys)**

(See Spalding's Official Rule Book.)

**Badminton**

(See Spalding's Official Rule Book.)

**Ring Tennis**

(See Spalding's Official Rule Book.)

**Paddle Tennis**

(See Spalding's Official Rule Book.)

**Soft Ball**

(See Spalding's Official Rule Book.)

**Baseball (Boys)**

(See Spalding's Official Rule Book.)

**Soccer**

(See Spalding's Official Rule Book.)

**Touch Football (Boys)**

(See Spalding's Official Rule Book.)

**Field Hockey**

(See Spalding's Official Rule Book.)

**Tennis**

(See Spalding's Official Rule Book.)

**Box Hockey**

(See Spalding's Official Rule Book.)

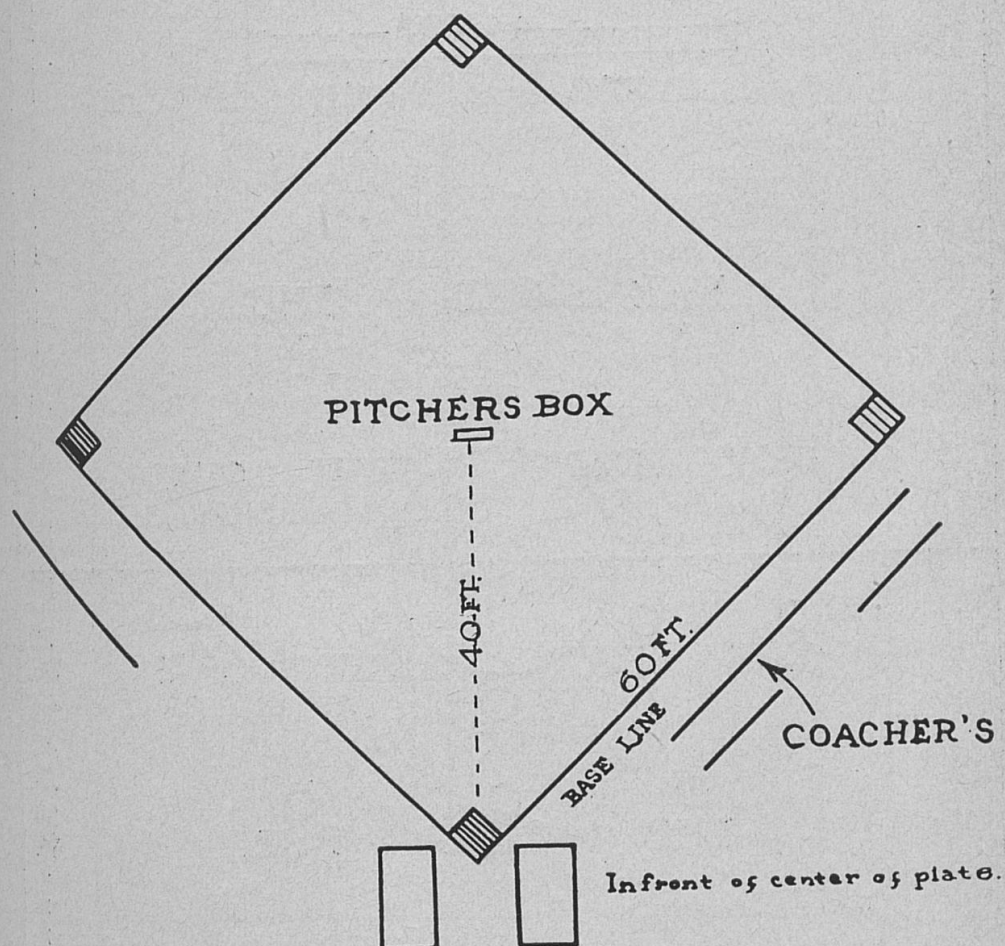
**Track and Field Events for Boys**

(See Spalding's Official Rule Book.)

The following weight classification and events are suggested for Junior High School track and field meets:

Class A (Weights 116 lbs. and over)

1. 75-Yard Dash.
2. Running Broad Jump.
3. Running High Jump
4. 70-Yard Hurdle Race (six hurdles, 2 feet 6 inches).
5. Putting 8-Pound Shot.
6. 440-Yard Relay (four boys—each running 110 yards).

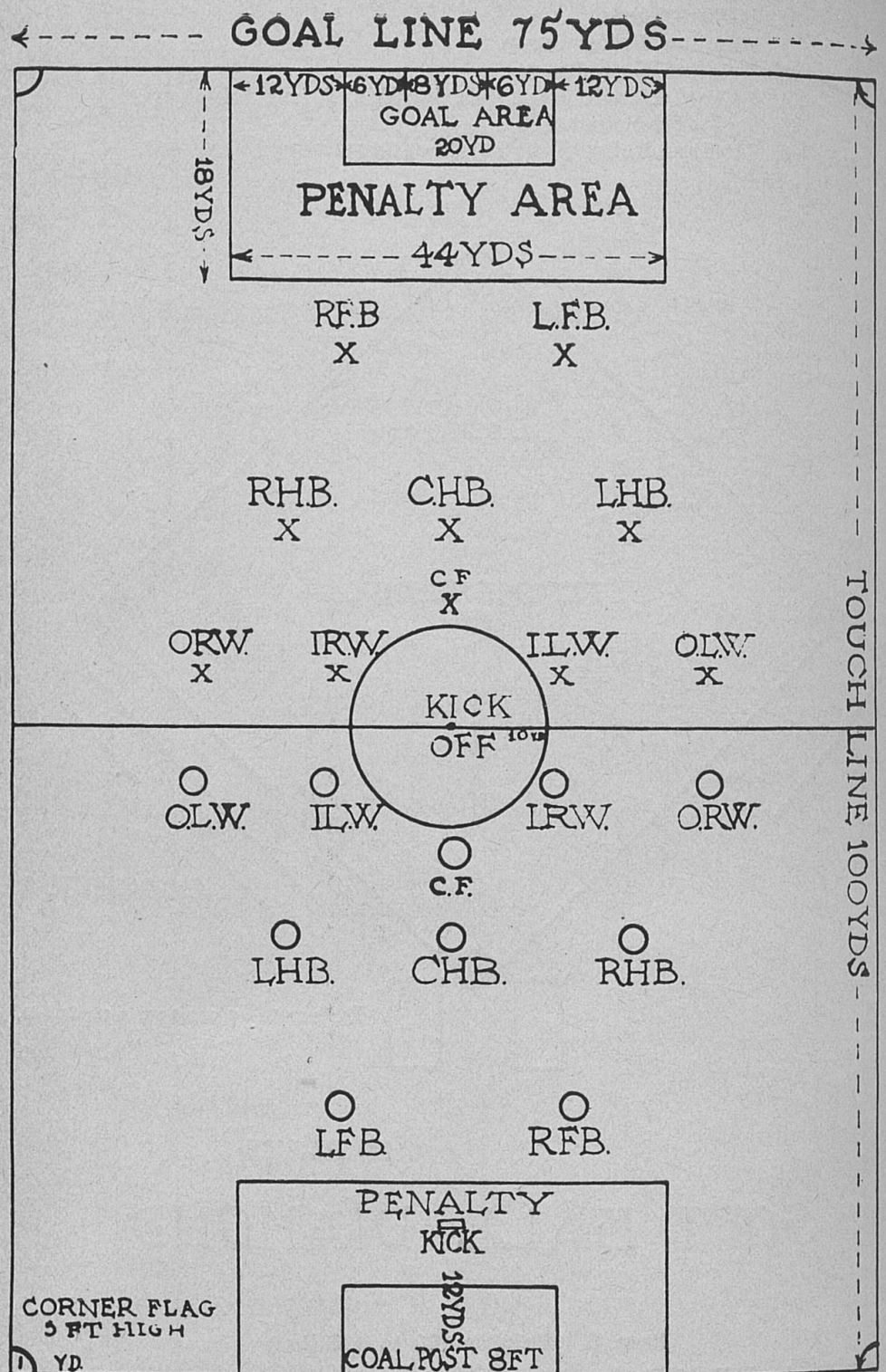


## SOFT BALL DIAMOND

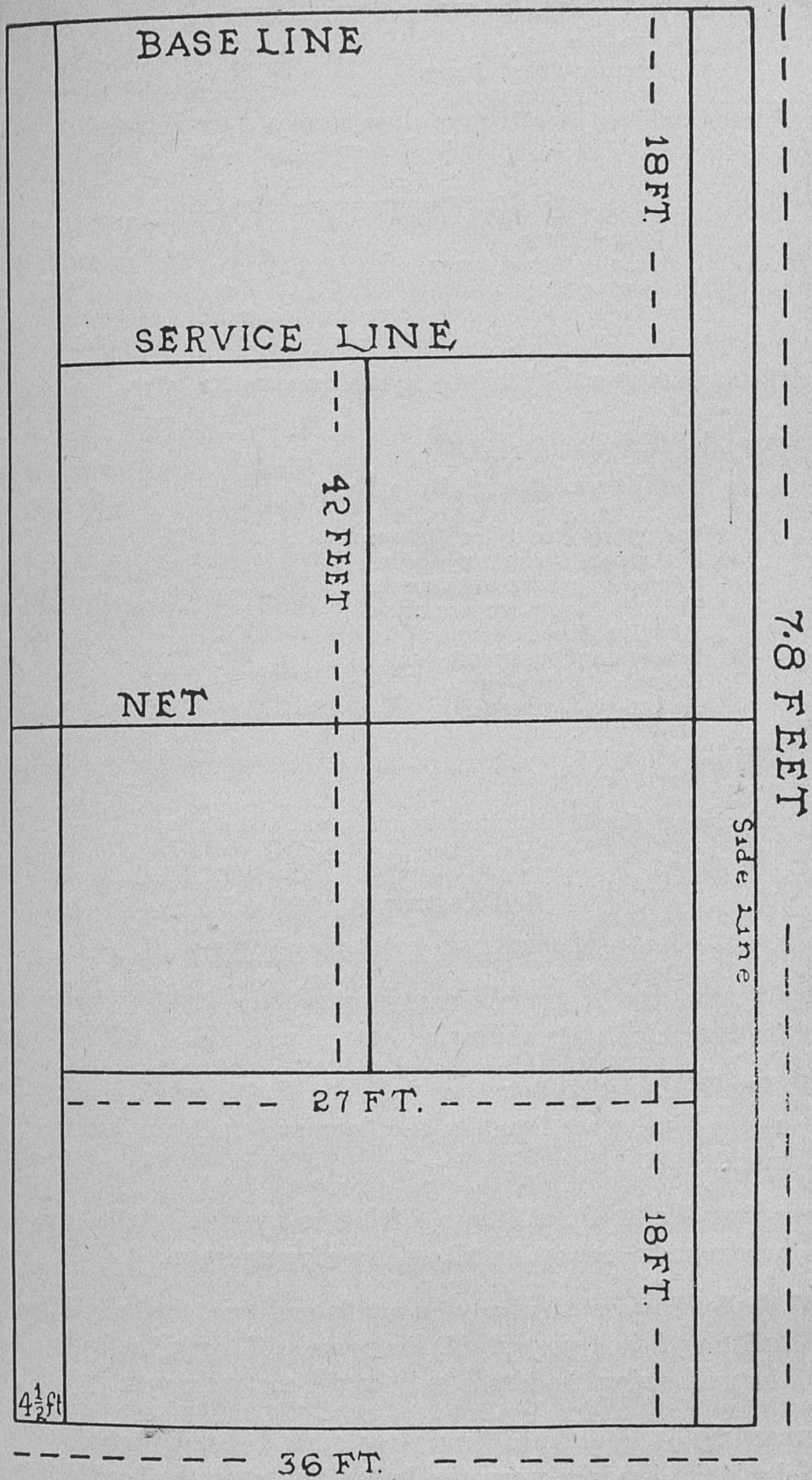
Class B (Weights 100 to 116 lbs.)

1. 60-Yard Dash.
2. Running Broad Jump.
3. Running High Jump.
4. 60-Yard Hurdle Race (five hurdles, 2 feet 6 inches).
5. 440-Yard Relay (four boys—each running 110 yards).





# SOCCER FOOTBALL



TENNIS



**Class C (Weights 85 to 100 lbs.)**

1. 50-Yard Dash.
2. Running Broad Jump.
3. Running High Jump.
4. 50-Yard Hurdle Race (four hurdles, 2 feet 6 inches).
5. 220-Yard Relay (four boys—each running 55 yards)

**Class D (Weights under 85 lbs.)**

1. 50-Yard Dash.
2. Running Broad Jump.
3. Running High Jump.
4. 50-Yard Hurdle Race (four hurdles, 2 feet 6 inches).
5. 220-Yard Relay (four boys—each running 55 yards).

Participants should be limited to one event and a relay.

**Track and Field Events for Girls**

(See Spalding's Official Rule Book.)

1. Basketball throw for distance.
2. Basketball throw for accuracy.
3. Baseball throw for distance.
4. Baseball throw for accuracy.
5. Standing broad jump.
6. Triple standing broad jump.
7. All up or potato race.
8. Goal shooting relay.
9. Hoop relay.
10. Scarf relay.
11. Shuttle relay.

Participants should be limited to one event and a relay.

**Self-Testing Activities**

**TUMBLING AND PYRAMIDS**

**Duck Walk:** Hands grasp legs in rear of knees, with full knee walk the length of mats, taking as long as possible.

**Stiff Leg Walk:** Feet together, knees stiff, the trunk bending only at the hips, place hand on the floor and walk the length of the mats.

**Lame Dog Walk:** On all fours, lifting left leg and right arm, walk across mats; repeat by alternating leg and arm.

**Seal Walk:** Support the body on hands and toes, the body extended full length and very rigid, the arms stiff, drag the body across the mats using the hands only as the motive power.

**Forward Roll:** Full knee bend, legs spread, hands grasping shins, duck the head between the knees, roll over the head and back to the feet. Keep the feet well back by pulling on the legs.

**Backward Roll:** Sit down firmly without bending at the knees, roll backward by a vigorous forward thrust of the legs until the feet touch the mats, assist the head and neck to carry the weight of the body on to the feet by placing the hands near the shoulders and pushing forward.

**Combination Forward and Backward Roll:** Execute the forward roll, and when the feet are in the air cross them either to the right or left; as the feet strike the mats, allow the body to turn to the normal position and execute a backward roll.

**Head Stand:** Kneel on knees and bend arms, allow the head to take an easy position on the mat, try to keep the body balanced on this triangular base, and push up to an erect position. Straighten out the legs and arch the back.

**Head Spring:** Take the position as described for the head stand, bend the neck and hips, unbalancing the body and allowing the trunk to double up; as the body is about to fall, straighten out the body and hips, push upward with the neck and hands. The back must be arched and the feet drawn under as far as possible.

**Hand Stand:** Bend at the waist, placing the hands on the mats shoulder distance apart, fingers spread and to the front—the arms are made as rigid as possible. Push the body upwards from the feet, the weight will be shifted from the feet to the hands; when the trunk is in a vertical position straighten out the legs, point the toes and pull the head backward towards the heels as far as possible. This last movement will arch the back and assist in maintaining the balance. Have someone hold the pupils during the first few attempts until they feel the correct position.

**High Dive:** Running start, take off from both feet and jump high in the air jackknifing the body at the instant of greatest height.

**The lay-out:** When the body begins to fall, the arms should be outstretched towards the mats in a rigid position, palms downward. As the weight of the body breaks through the extended arms, duck the head and allow the remaining part of the weight and force of the fall to spend itself on the back of the neck and shoulders. As the neck strikes the mats, bend the knees upward towards the chest, drawing the heels back as far as possible. This last movement will serve to check the speed of the body and bring the body to the upright position.



## TWO-MEN COMBINATIONS

**Hand Spring Over No. II:** No. II takes position on hands and knees, back firm. No. I from good run and take off, throws his stiff arms forward downward to the mats directly under the near side of No. II. As the hands hit the mats, the legs are brought upward and backward, the back is arched, the lower legs are tucked under so that the body can more easily light in an upright position after clearing No. II.

**Head Spring Over No. II:** No. II takes same position as in above exercise. No. I from good run and take off, places head and hands on the back of No. II. While the head and hands carry the weight of the body and maintain the correct balance, the feet are snapped upward. Just as the feet are about to touch the mats, push the head from the back of No. II and arch the back. This will assist greatly in coming to an upright position.

**Hand Spring From Knees of No. II:** No. II lies flat on back with legs straddled and knees drawn upward and very rigid. No. I executes a forward hand spring from the knees of No. II. In the beginning, No. II can assist No. I by pushing upward on the shoulders of No. I while he is making the turn.

**Crotch Throw:** No. II lies on back, placing his feet in the crotch of No. I. As No. I sits firmly on No. II's feet, he leans backward as far as possible and brings his feet upward at the same time. No. II pushes upward with his feet and, if necessary, assists No. I in making the turn by use of his hands and shoulders.

**Heel Throw:** No. I lies on back as rigid as possible, hands placed on mat at side. No. II grasps both heels and pulls No. I forward until he is supporting his body on extended arms. No. II then throws No. I forward upward by a hand fling. It is necessary for No. I to keep his body and arms rigid in order to make the turn in the air.

**Hand and Leg Throw:** No. II lies flat on his back, and grasps No. I by the hands, palms together. No. II also bends legs at hips and knees, placing his feet in the groins of No. I. No. II pulls No. I forward downward as far as possible, then pushes straight upward. No. I turns as in a forward hand spring. No. II pushes upward with his hands as No. I is about to reach the floor. This exercise can be done with or without the use of the hands on the part of No. I.

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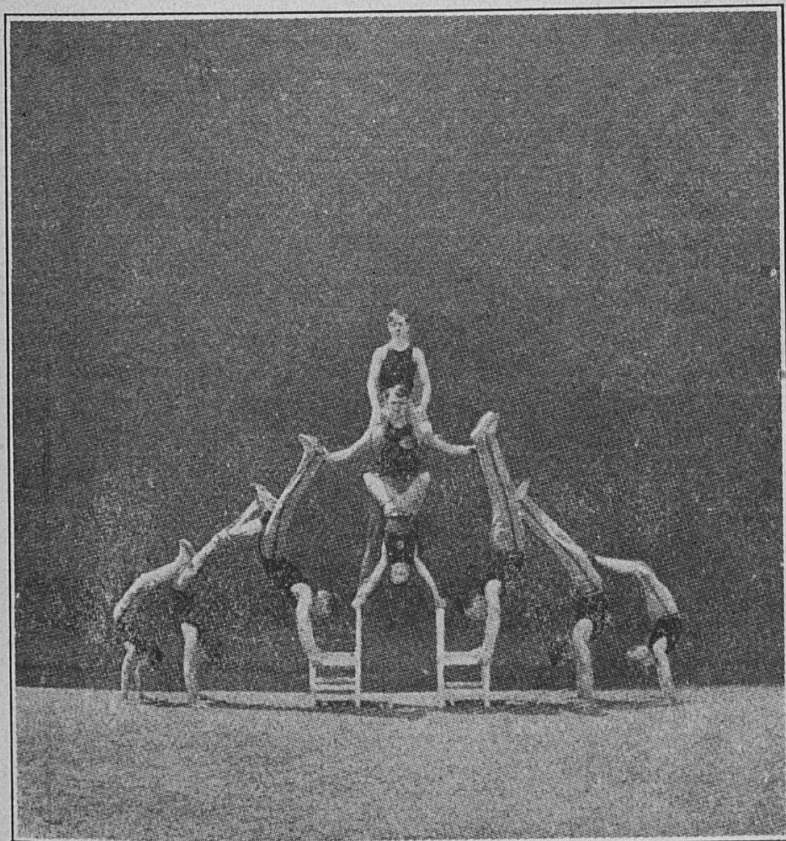
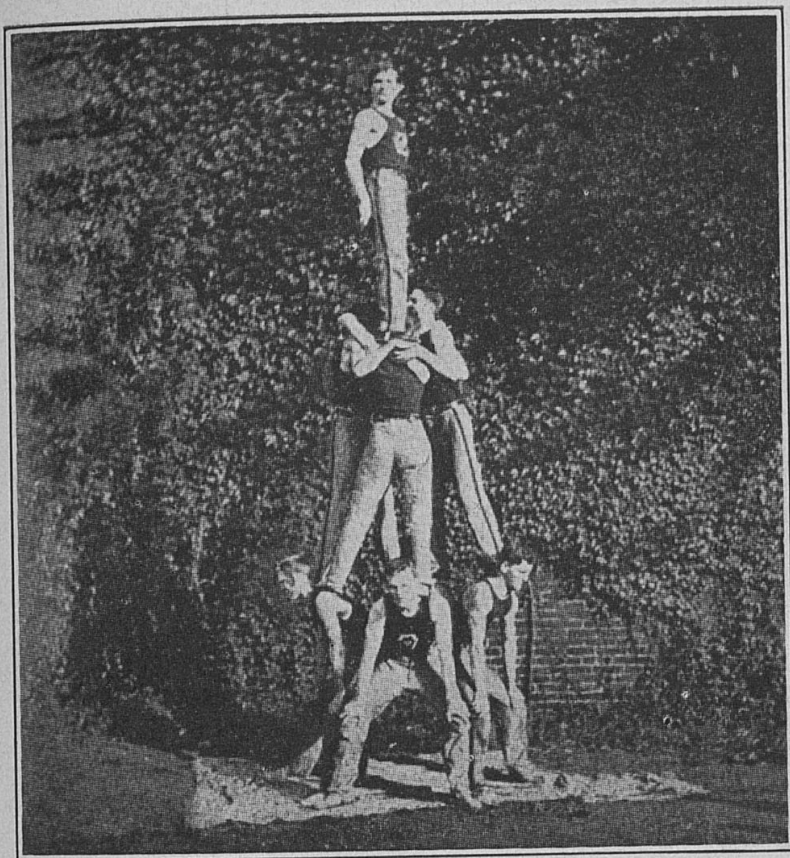
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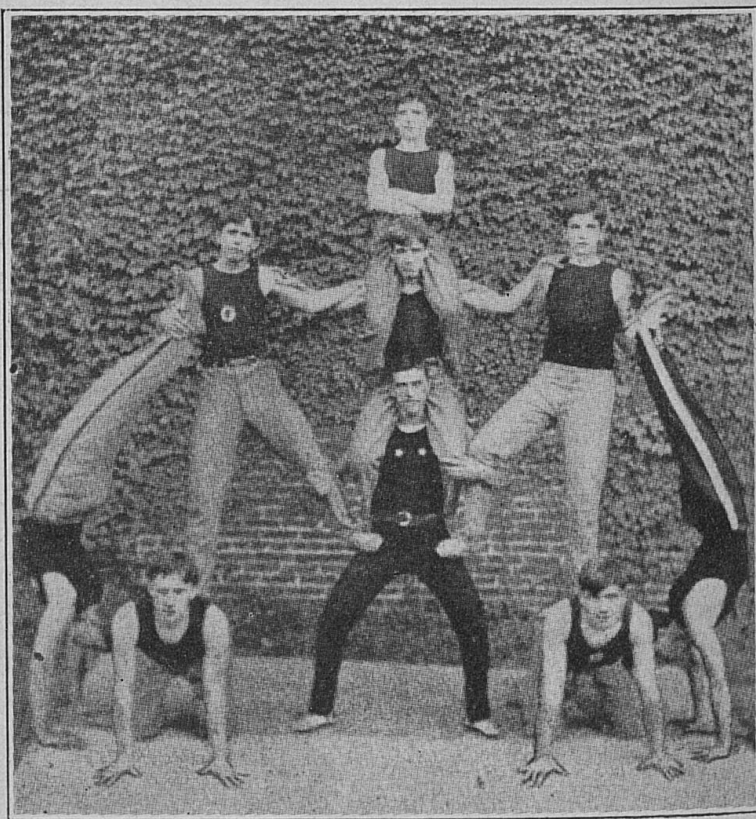
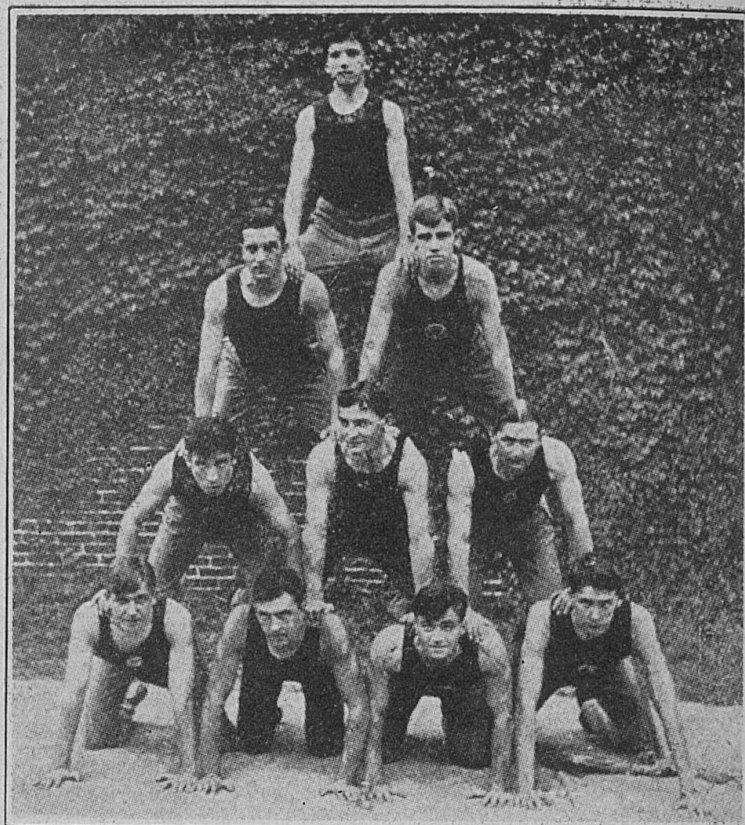
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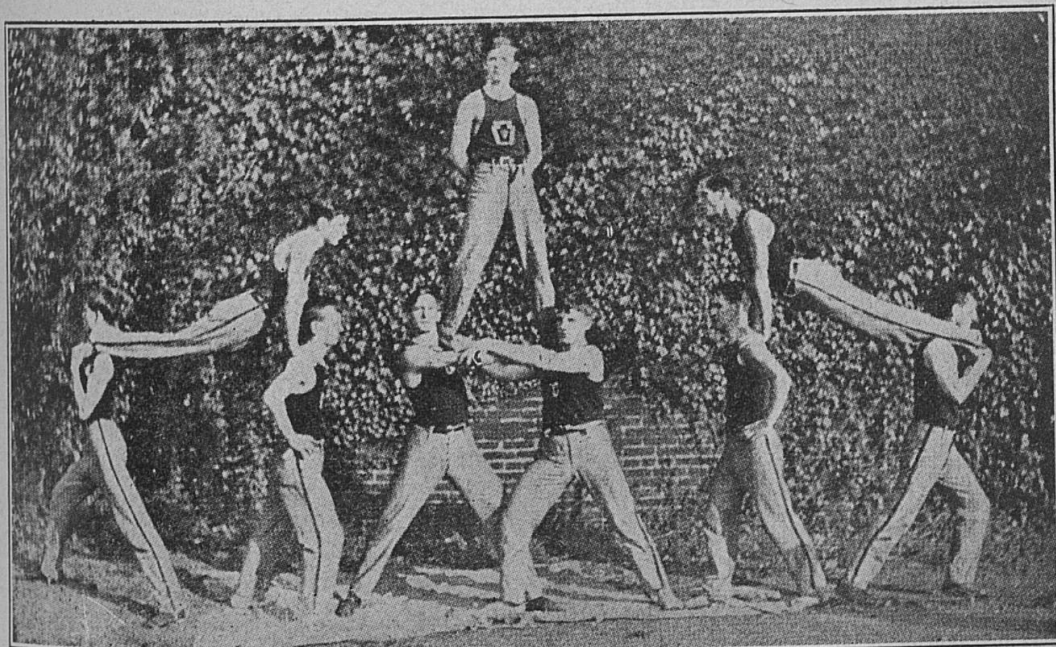
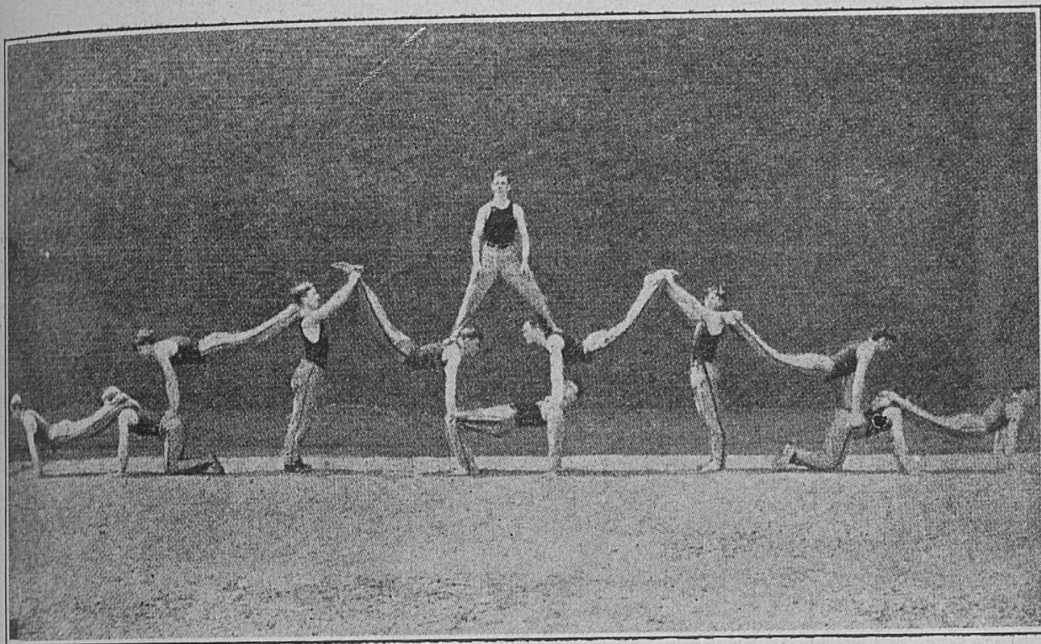
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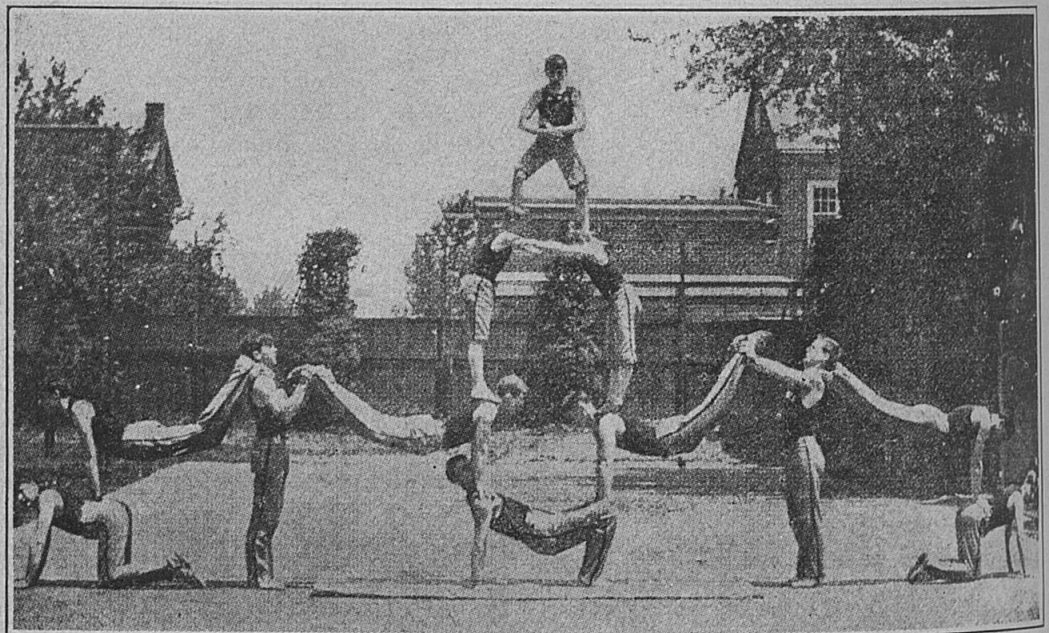
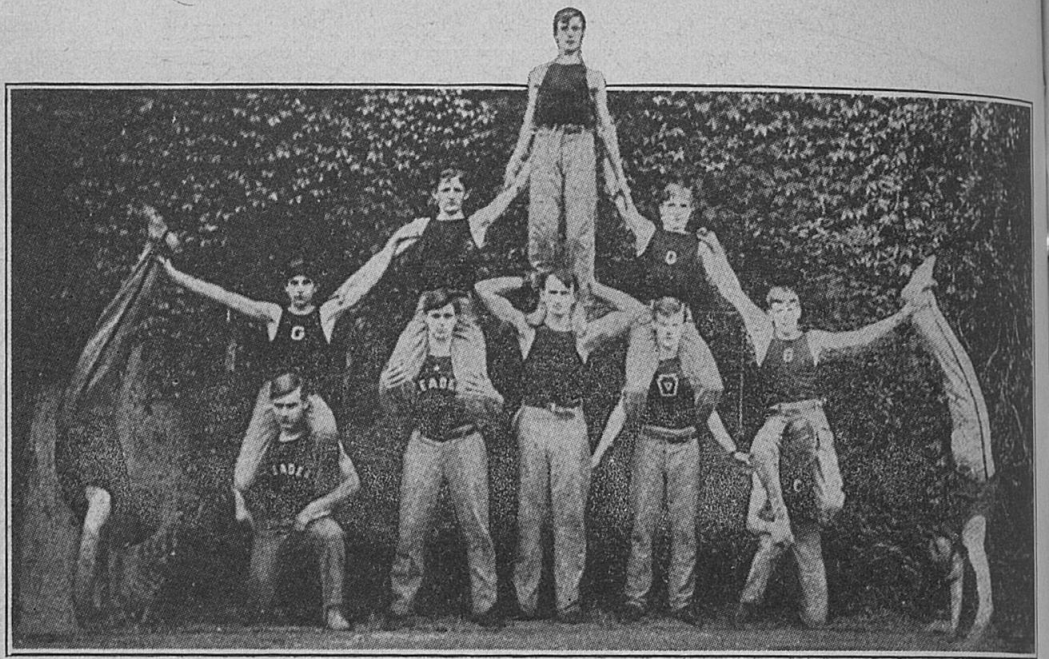


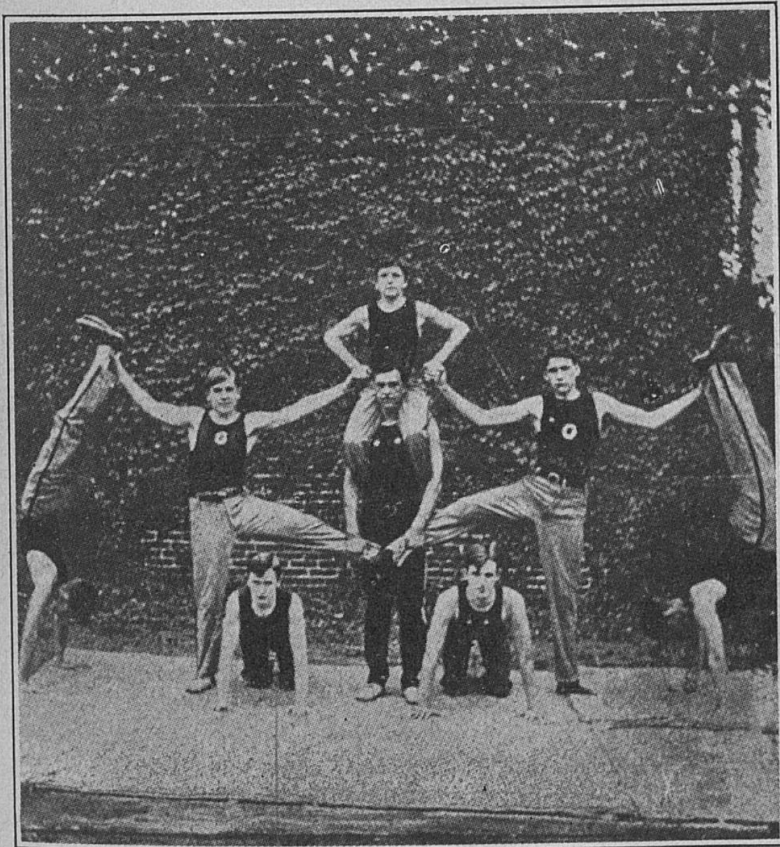
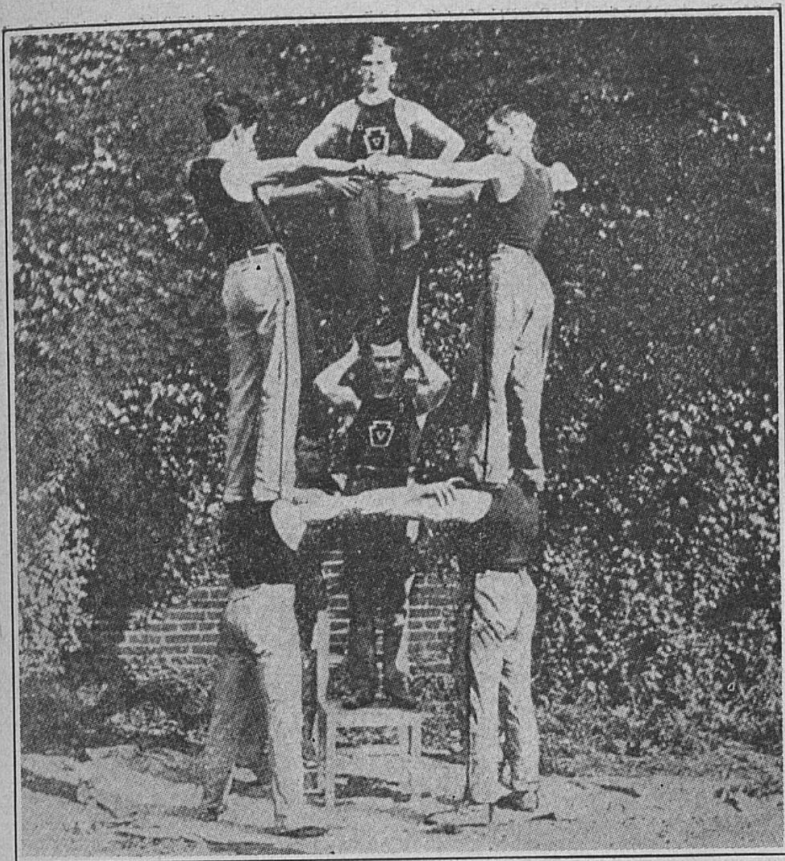














**Upper Leg Balance Stand:** No. I sits astride of No. II's neck and places his feet firmly on the upper leg of No. II a little above the knees. No. II grasps the upper leg of No. I and pulls his head from under No. I, who now maintains his weight by standing on the upper leg of No. II. Both men should keep the body erect from the waist upward. Do not look downward.

Note.—The pictures of the pyramids are through the courtesy of the Spalding Athletic Library.

### Rhythmic Activities

(For Music, See Appendix.)

#### Virginia Reel

Formation: Two parallel lines facing, about six feet apart. Girls in one line, boys in opposite one. As the couples face the head of the room, girls should be on the boys' right. Six couples make a convenient number for a set, though there is no limit to the number that may take part.

Music is divided into three parts, A, B, and C.

Count *one, two* to a measure.

Couples should be numbered consecutively from head of line, thus 1, 2, 3, 4, 5, 6, etc.

#### I

(a) Girl 1 and boy 6 advance four steps toward each other, bow and retire to places (4 measures).

Girl 6 and Boy 1 repeat (4 measures).

(b) Girl 1 and Boy 6 advance, join right hands, turn once around and return to places (4 measures).

Girl 6 and Boy 1 repeat (4 measures).

(c) Girl 1 and Boy 6 advance, join left hands, turn once around and return to places (4 measures).

Girl 6 and Boy 1 repeat.

(d) Girl 1 and Boy 6 advance, join hands, turn once around and return to places (4 measures).

Girl 6 and Boy 1 repeat.

(e) Girl 1 and Boy 6 advance, pass each other back to back, right shoulders touching first and retire to places (4 measures).

Girl 6 and Boy 1 repeat (4 measures).

(f) Repeat (e) touching left shoulders first (8 measures).

## II

Head couple joins hands, arms extended shoulder high, slides down center eight counts and slides eight counts back to place (8 measures).

## III. THE REEL.

The head couple links right arms, turns once and a half around, unlinks arms and Boy 1 links left arm with Girl 2, and both couples turn.

Partners again link right arms and turn; link left arms with Couple 3 and turn. This is continued down the entire line. Partners turn each other with right arms and turn each succeeding couple with left arms.

## IV

Couple 1 joins both hands and slides to the head of set; Couple 1 drops hands and all couples face forward. Couple 1 divides, Girl 1 leading down outside of girls' line followed by all the girls. Boy 1 leads outside of the boys' line followed by all the boys. All dancers clap hands during this counter-march. On reaching the end of the line Couple 1 joins hands, forming an arch. All other couples pass under to places. Couple 2 is now the head couple and Couple 1 the end couple.

Repeat the dance until all couples have returned to their original places.

## Maypole Dance

The steps used throughout is a vigorous skip, with high knee action and bending of body from side to side. Dancers in couples form a double circle.

All—Skip twelve counts, swing in to face center, with four more skips.

B1—With four skip steps all advance toward pole. With four skip steps all move backward from pole. Repeat.

C1—Partners join right hands and skip around each other (16 steps) ending with Number 1 turned away from the pole and facing partner (Number 1 in each couple is on left).

A2—One polka step to right, hop and point left foot toward partner; hop again, touching left toe behind right heel (2 measures). Repeat all in opposite directions.

B2—Join right hands and turn partner with seven polka steps. All swing into single circle with one more polka step.

C2—Beginning with right foot, all dance around circle, sixteen skips.



A3—Repeat B1 (four skips to pole, etc.).

B3—(Music of B and C.) With four skipping steps, first couple advance to pole and take ribbon in right hands. With four skips, back to place and face each other. Each couple does the same in turn.

C3—(Music of A and B.) With thirty-two skip steps all do grand chain, each Number 2 going over partner's ribbon, under the next, etc.

A4—With four skips all advance to pole and drop ribbons. All join hands and move back with four skips. Advance and retire again.

B4—All dance sixteen skips around pole.

C4—Number 1 of the first couple releases hand of dancer in front of her. All continue skipping and Number 1 leads dancers in a string away from pole, all singing.

### Old Dan Tucker

All join hands in a circle and stand next to partner.

1. Eight glides left.
2. Eight glides right.
3. Four steps to center, four back.
4. Swing partner. Repeat.

(Boys or partner on right swing on to the next lady to his right and dance continues.)

### FIGURE II.

1. With partners face left and march 16 steps around your circle.
2. Face center and march four steps forward and back.
3. Swing partner eight steps.

### FIGURE III.

1. Face partner—give right hand to partner, left hand to the next one and continue around the circle until you are back to your own place. Swing your partner until the end of rhythm.

### How Do You Do

Sets of 4 (2 couples) facing each other—partners join inside hands.

4 slides left.

4 slides back to place.

4 join hands.

8 skip in circle—once around back to place.

Both couples forward 3 steps and bob courtesy.

3 steps back and bob courtesy.

4 walking steps forward—join right hands with couple opposite—join left hands with couple opposite. In this position 8 slides toward center and 8 slides back.

Four hands around—joining right hands—across—with corners.  
8 skips—join left hands and 8 skips back left.

Forward 3 steps—bob courtesy.

Backward 3 steps—bob courtesy.

Forward 4 steps, and through to a new set, passing right shoulders with 3 steps and bob courtesy to new set.

### **Sailor's Hornpipe (Boys)**

Music—Danish Hornpipe.

I. Hands on hips—beginning lt. pt. lft. up—pt.—step lft.

Together step.

Same rt.

Repeat to music.

II. Sighting Land Step—Scottische—beginning rt.—rt. hand to forehead on group which begins rt., left hand to forehead on stop which begins left.

III. Rope-Pulling Step—Pull rt., left, rt., lft., coming up on lft. foot as you pull right.

IV. Square Step—Step rt.—turn one-eighth turn right—step rt. turn rt., stop rt., turn rt., step rt., turn rt. Repeat to music.

V. Heel-toe-heel, beginning rt., pulling rope.

VI. Rocking Step—Step across—together—step swing.

Repeat the same to music (arms across chest).

VII. (Arms behind Back)—8 Backward Schottische Steps, beginning rt.

### **Old Rustic (Boys)**

Formation—Single Circle.

Music—Chalif—Book I.

Figure I. All join hands facing inward. Step rt., draw left together, step rt., swing left in front.

Repeat beginning left.

Take 4 step swings in place, beginning right. Repeat all.

Figure II. Face partner in a single circle—hands on hips. Step rt., draw left together, step rt., swing left in front.

Repeat, beginning left.

Join rt. hands with partner and take 4 steps, swing around partner and back to place.

Repeat all of Figure II, passing your partner right shoulder on to meet a new partner on the 4th step swing.



## Chapter V

### SENIOR HIGH SCHOOL—GRADES X, XI, XII

#### Introduction

This period is characterized by a great physiologic change. The heart and lungs of both sexes make the most rapid growth. It is necessary for these organs to receive the greatest amount of stimulation. The best exercise to stimulate heart and lung growth, is running. Therefore games and activities that demand much running have been selected.

The viewpoint in the selection of material for the girls was the same as in the preceding period.

The games which have been selected for both boys and girls demand the highest form of skill, but a medium amount of endurance. Exercises also have been selected which develop initiative and individuality. The development of these qualities should be one of the predominating aims of the high school teacher.

The essentials to be emphasized in this period are:

- (a) Vigorous trunk exercise.
- (b) A sustained effort to increase good posture.
- (c) Rhythmic steps demanding (especially for girls) difficult coordination.
- (d) Leadership and high degree of skill in track and field work and games.

Certain exercises and suggestions for emphasizing these essentials are given here under the headings of Methods of Organization, Formal Activities, Hunting Activities, Athletic Activities, Self-Testing Activities, and Rhythmic Activities.

#### Methods of Organization

The tactics, running, rhythmic steps and the free exercise should be performed as a rule by the class as a whole. There is seldom need of departing from this plan and of dividing the class according to proficiency.

As soon as possible the teacher should divide the class into squads of 8 to 10 pupils each. The method of forming squads from a particular class having 40 pupils is as follows: The teacher decides there shall be four teams of ten pupils each. They shall be known as team No. 1, No. 2, No. 3, and No. 4.

The pupils then choose four captains. The captains now choose the members of their team as follows: The captain of Team 1 chooses a pupil, and successively each of the remaining captains do likewise. The second team member is chosen in like manner, then the third, etc., until each pupil in the class belongs to a team.

As a rule hereafter these teams are the units of all physical training work with the captain in charge of their teams. In "falling in" teams are arranged according to team number. The advantage of this organization is that by means of it a teacher can conduct his physical training work either as class work or team work, or he can have a combination of both. He further can have athletic contests during every lesson, or during a part of the lesson, or at such times of the year as he sees fit. A further advantage is, he can get the better team members interested in helping the weaker members attain better standards. Finally he can use this organization in training his pupils to conduct their own activities under his supervision.

The point system described in the Junior High division can be effectively used in the Senior High organization.

### **Formal Activities**

#### **Exercise Numer I**

Assume correct standing position and hold—commands class—attention. Stand at ease. Repeat three or four times and lengthen the holding period as group progresses.

#### **Exercise Number II**

Head bending forward and backward.

Commands—

Neck Firm.

Neck backward—Bend.

Neck upward—Stretch.

Position.

To be done six or more times and done to command at first may later be done to count if good positions are maintained.

#### **Exercise Number III**

Head rolling.

Commands—

Head rolling beginning forward and to left—Begin.

To be done six or more times.

#### **Exercise Number IV**

Trunk bending backward—Forward.



Commands—

Jump astride and hips—Firm.

Trunk backward—Bend.

Trunk upward—Stretch.

Trunk forward—Bend.

Trunk upward—Stretch.

Position.

To be done four or five times to command and never to count.

#### **Exercise Number V**

Trunk bending forward and backward.

Commands—

Jump astride and swing arms forward and upward.

Bend forward and downward.

Straighten body.

Bend forward and downward.

Straighten body.

Bend forward and downward.

Straighten body.

Swing arms down and jump to position.

To be done three or four times.

#### **Exercise VI**

Assume position of attention.

Commands—

Stand at ease—attention.

Repeat several times.

#### **Exercise Number VII**

Arms stretching upward, sideward, backward, downward.

Commands—

Arms upward—Bend.

Arms stretching, sideward, backward, and downward to eight counts—begin. Position—To be done five or six times.

#### **Exercise Number VIII**

Half and full knee bend.

Commands—

Hips—Firm.

Heels—Raise.

Knees—Half-bend.

Knees—Stretch.

Position. To be done at least six times.

### **Exercise Number IX**

Leg raising sideways.

Commands—

Hips—Firm.

Left leg raising and lowering sideways to eight counts—Begin.

Right leg raising and lowering sideways to eight counts—Begin.

Position. To be done not less than three times.

### **Exercise Number X**

Arms flinging.

Commands—

Jump astride and arms forward—Bend.

Arms flinging sideward to four counts—Begin.

Position.

To be done not less than four times.

### **Exercise Number XI**

Arms circling.

Commands—

Arms forward and upward—Fling.

Arms circling outward to eight counts—Begin.

Position. To be done not less than four times.

### **Exercise Number XII**

Assume position of attention.

Commands—

Stand at ease. To be done several times.

### **Exercise Number XIII**

Trunk twisting.

Commands—

Jumping astride and arms sideways—

Trunk to left—Turn.

Trunk forward—Bend.

Trunk upward—Stretch.

Trunk forward—Turn.

Repeat to right.

Position. To be done five or six times.

### **Exercise Number XIV**

Ground gripping exercise.

Commands—

Feet—Close.

Draw toes toward heels—Begin.



Relax. To be done eight or ten times and if possible sitting flat with feet on floor.

#### **Exercise Number XV**

Stride stand—Heel raising.

Commands—

Jump astride.

Rise on outer border of toes. Lower heels.

Continue to count. Position on 8. To be done three or four times.

#### **Exercise Number XVI**

Marching around the room with toes turned in, also with toes straight forward and also marching on heels with toes turned in.

#### **Exercise Number XVII**

Assume position of attention. To be done several times.

#### **Exercise Number XVIII**

Prone falling position.

Commands—

Ready for prone falling position.

Kick legs back—bend knees—Position.

To be done three or four times.

#### **Exercise Number XX**

Lying on back—legs rising.

Commands—

On back—Lie.

Left leg raising and lowering to eight counts—Begin.

Right leg raising and lowering to eight counts—Begin.  
Position.

#### **Exercise XXI**

Lying on back.

Commands—

On back—Lie.

Make small of back touch the floor. Hold it—Relax.

Repeat three or four times—Position.

#### **Exercise Number XXII**

Breathing, rising on toes and raising arms forward and up and lowering sideward and down.

Commands—

Inhale—Exhale.

With heels rising and arms rising forward and upward—Inhale.

With heels lowering and arms lowering sideward and downward  
—Exhale.

## Hunting Activities

### Follow the Leader

The players form a line behind the leader and imitate everything he does. The leader keeps the line moving and should set hard tasks for them, such as climbing or vaulting over objects, under others, and jumping to touch high objects. Anyone failing to perform the required feat, drops out of the game, or may pay a forfeit to be redeemed at the close of the game.

### Bull in the Ring (Boys)

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

### Master of the Ring (Boys)

The players stand shoulder to shoulder inside the circle, with arms folded behind the back. The play starts on a signal, and consists in trying to push one's neighbor out of the circle with the shoulders. Any player over-stepping the circle, drops out of the game. The master of the ring is the one who stays in the ring the longest.

### You're It

One player who is "It" stands in the center of a circle which is formed by the other players. A gymnastic exercise is agreed upon for use later in the game. Then the one who is "It" calls out the name of someone who is in the circle, and says, you're "It", one, two, three, four, five. Before the counting is finished, the one whose name has been called must perform the exercise previously specified. If he does not do this, he changes places with the one who is "It".

### Tag

One player is chosen to be "It". He chooses the other players, and tries to tag one of them. If he succeeds, the one who has been tagged becomes "It".



### **Secret Tag**

All the players pretend to tag; but any player who is not "It" whispers to the one whom he tags, "I am not It", while the one who is "It" must say "I am It".

### **Fox and Geese**

One player is chosen to be fox, and one to be gander. The other players are the geese. They form a line, with a gander at their head. Each goose puts his hands on the shoulder of the goose in front, and the chain thus formed is kept unbroken until the end of the game. The fox tries to tag the last goose in the line. To prevent this the gander tries to keep in front of the fox, so that he may not pass. If the last goose is tagged, he becomes fox, and the fox becomes the head of the line.

### **Pig in a Hole**

Each player is provided with a stick about three feet long. A hole is dug in the ground measuring twelve or fifteen inches in diameter. All the players but one stand in a circle around this, with several feet between each two players. Each player digs a small hole in the ground in front of his place in the circle. The game is played with a basketball or any other ball.

The game consists in the odd player trying to get the ball (the "pig") into the center hole while all the other players will try to prevent. If he succeeds he can choose any one of the players to exchange places with him, or, he can put his stick in their hole while they are trying to knock the pig away. The one whose hole he puts his stick in has to roll the pig in. The players may change holes thereby giving the roller a better chance at a hole.

### **Stealing Sticks**

(Described in group of games for junior high school.)

### **Prisoner's Base**

(Described in group of games for junior high school.)

### **Duck on the Rock**

(Described in group of games for junior high school.)

### **Tug of War (Boys)**

(Described in group of games for junior high school.)

### **Serpentine Race**

Lines are marked off five feet apart with five places marked at intervals of six feet. The first mark should be ten feet from the

starting line. On each mark an Indian club is placed upright. At starting line a runner stands in front of each line of clubs. On signal "Go", the runners wind in and out around the clubs as they run forward and around last club, and then back in the same way, touching off the next player. If a runner upsets a club, he must replace it before going on. The line to finish first wins.

### **Dodgeball**

(Described in group of games for intermediate and junior high.)

## **Athletic Activities**

### **Curtain Ball**

For 10 to 100 players. The players are divided equally with no set formation. Each side selects an umpire whose duty it is to stand at one end of the curtain on the opponents' side, where he can watch the opponents and keep score.

The game consists in throwing a ball backward and forward over the curtain which conceals the opposing players from each other. The opponents score one point whenever the ball touches the ground. The team wins which scores twenty-one points. This game may be played over a high school fence or wall.

### **Hand Football**

A court is marked off about fifty by twenty feet. The players divide into two equal teams and each team chooses a kicker. The teams face each other at opposite ends of the court, each drawn up in a straight line ten feet from the end, with its kickers ten feet in advance of the line of players. Half way between the two kickers, but at the side of the court, the referee starts the game by throwing the ball so it will fall between the two kickers. Each of these players tries to kick the ball so as to send it over the heads of his opponents in line, but those who are in the line prevent the ball from passing over them by striking it back with their hands. They may not leave their places nor grasp nor kick the ball. The kicker who sends the ball over the heads of his opponents wins the game for his side.

### **Stung Ball**

The ball is hung from the tree or other object. The players stand about in a circle. One player starts the game by striking the ball with his hand; the others try to catch the ball before he can hit it again. If they do not catch the ball, he scores one; and he continues to score one for each time he hits the ball until the ball is caught. Then the catcher strikes the ball, and the game goes on as before.



### **Circle Race**

The players stand in a circle a considerable distance apart and face around in a single file in the same direction. At a signal all start to run, following the general outline of a circle, but trying to pass on the outside of the runner next to him in front, tagging as he passes. Any player passed in this way drops out of the race. The last player wins. The directions of the circle run may be reversed at a signal from the leader. This reverses the places of the runners who were gaining or losing ground.

### **Hoop Relay (Girls)**

Two teams of ten girls each stand in a straight line with eight feet between each line. The hoop is held by two girls, one on each side of it, thirty feet from starting line of each team. At the signal "Go", number one from each team runs forward and goes through the hoop, returns to the starting line and touches the hand of number two, who proceeds as did number one. This continues until number ten runs forward. She goes through the hoop and stands in the center back of the hoop, takes off the red cap and holds it high in the air. The team wins who has number ten hold up cap first.

### **Scarf Relay (Girls)**

Same formation as hoop relay. Each line has an extra child for goal, thirty feet ahead of his team with scarf tied on arm. At signal "Go", number one runs forward to the goal and ties the scarf in a bow knot on the right arm, runs around goal back to starting line, and touches off the extended hand of number two. She runs to goal, unties scarf, runs around goal and carries scarf to number three. The team wins which last unties scarf and holds it in the air.

### **Throw and Catch Relay**

Players are divided into equal lines with leaders on starting line. Equipment for this game is a string stretched across the play room on a pair of tall jump standards, eight feet from the floor, with starting line fifteen yards in front of it. At the signal "Go", number one runs forward with the ball, throws it over the string and catches it. He then returns and gives the ball to number two. The players continue in this way until all have run. The ball must pass over the string. If a player fails to catch the ball, he must repeat until he does catch it. The first line to finish wins.

### **Goal-Shooting Relay**

Any number of boys or girls may play this game. The players are divided into teams. Each team stands in a straight line parallel to each other and about ten feet apart and in front of the basketball

goal. At signal "Go", leaders shoot ball between feet of the players down the line. The last player runs to shoot a basket with the ball, then returns to the head and starts the ball down the line again. He must continue until he has made the basket. If the ball gets out of line between the player's feet it must be started over again from the leader. The line wins whose leader gets to his original position first. It is effective also to limit the activity to dribbling and goal shooting. Pupils dribble to goal and return after shooting basket.

(For other relays see directions in Intermediate and Junior High division.)

### **Free Throw**

Each pupil makes five or more attempts at the basket. After each pupil has thrown, the team shooting most baskets is the winner.

### **Wall Ball**

Draw a line parallel with a high wall at a distance of about twelve feet. One player stands between the line and the wall; the other players, who have received numbers, stand behind the line. The leader throws a tennis ball (or a basketball, baseball, etc.), against the wall, at the same time calling up some number to catch the ball. If the ball is caught, the catcher continues the game, otherwise the first player again throws the ball.

If this game is to be used as a team game the players with the odd numbers call on the even-numbered ones to catch, and vice versa. The side having the greatest number of catches at the end of five (or less) minutes wins the game.

### **Tether Ball**

The object of the game is to bat a ball which is hung from the top of a pole by a stout cord until the cord is all wound around the pole. The ball may be batted either with a tennis racket, or a flat, wooden bat, about twelve inches long and four inches wide at the end.

Two players may play the game or the two sides may be composed each of two or three players.

1. The pole shall be twelve feet above the ground, and shall be set in the center of a 5-foot circle. The pole shall have a line marked around it 5 feet from the ground.

2. A 12-foot line passing through the center of the circle shall divide the play space into two courts.

3. The 9-inch ball shall be attached to a strong cord, so that it hangs three feet from the ground.

4. A team shall consist of three players; each player to take part in the game.



5. The game shall be started by a player of the side winning the toss, taking hold of the ball and batting it either to the right or left. The opposing players bat in opposite directions.

6. A point is made by winding the whole cord around the post, above the 5-foot line.

7. After a point has been made, a player from the team opposite to the one that began the game starts the play. The third start is made by the last player of the first team (making three innings).

8. The side scoring most points in three innings wins the game. In a match three games shall constitute a set.

9. Fouls are as follows: (a) Stepping into the circle; (b) stepping into the opponents' court.

10. A foul gives the ball into the hands of the opponent. He may, for the first strike, step into the circle on his side of play, in case the cord is wound so far that he cannot bat the ball when standing outside the circle.

### **Goal Ball**

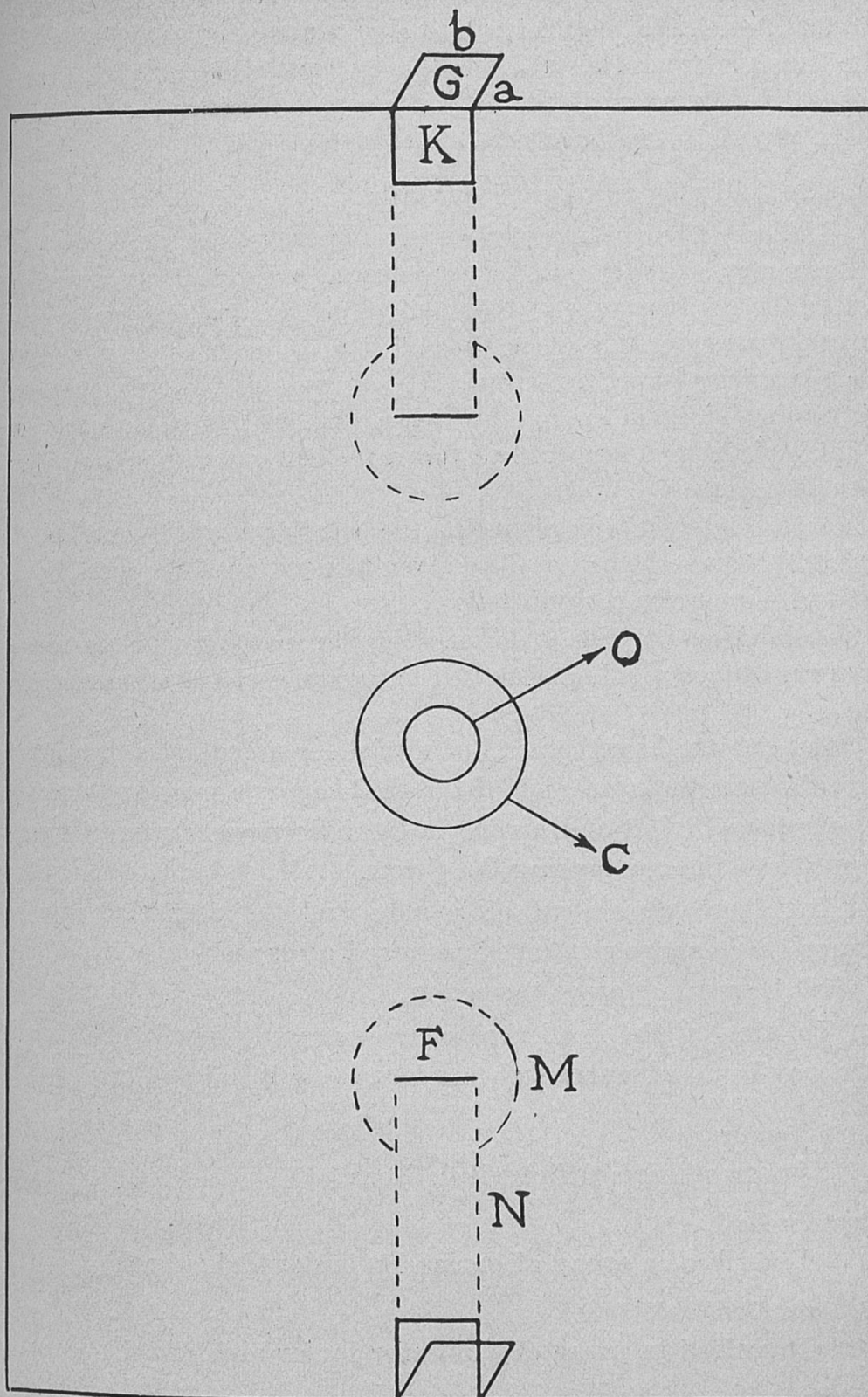
Goal ball is a combination of basketball and soccer. It is especially adaptable to school yards and to cold weather, with the additional advantage that it may be played with a large or small number with the same degree of interest.

Little is required in the way of line. The absolutely necessary ones are the goals and goal-keeper's space, described hereafter, while the others only facilitate the duties of the referee. Two posts are placed 6 feet apart and 6 feet high at each end of the playing space. A rope or bar is placed across the top of these posts. This constitutes the goal. With the line connecting the base of these posts as a base line, a square is marked out toward the middle of the field, which necessarily must be 6 feet square. This constitutes the goal-keeper's space. A circle, 18 inches in diameter, is placed in the middle of the field, and another concentric to this with a diameter of 20 feet. A line, 6 feet long, is parallel to the near edge of the goal-keeper's space and fifteen feet away, as a free-throw line. From the center of this line a circle 20 feet in diameter is marked and an alleyway laid out from the free throw line to the near edge of the goal-keeper's space.

(All of these 20-foot circles and alleyways are not necessary except in regulation games.)

The playing space may be any size or shape. It is immaterial whether it is 6,000 square feet or 10,000 square yards, only the smaller the space the less should be the number of players.

The players are divided into two equal sides. A dodgeball or basketball is placed in the small, central circles. Two players, one



# GOAL BALL



from each side, with no other player nearer than ten feet, stand with one foot, toeing the 18-inch circle, and at a given signal the ball is hit. The ball is advanced toward the goal by passing, a score being made when it is thrown between the goal posts and under the crosspiece. There should be two halves with a change of goals.

The following rules are suggested:

1. There shall be one goal-keeper for each side, who is the only one who may enter the goal-keeper's space, though he is not compelled to stay there. If anyone of those defending the goal, except the goal-keeper, shall enter this space, the ball shall be given to the other side, 5 yards away, for a free throw. If any part of the body of one of the aggressive team enters this space, the goal, if made, shall not count, and the goal-keeper shall throw the ball out with no one nearer than 10 feet.

2. Running with or advancing the ball by one's self is prohibited, and in such case the ball shall be given to a player of the opposite side with no one nearer than 10 feet.

3. Kicking the ball, holding, tripping, pushing and any unnecessary roughness shall be penalized in the same way as advancing with the ball.

4. A free throw consists of a trial for a goal, at a distance of 5 yards from the near edge of the goal-keeper's space, with no one nearer than 10 feet and no one in the alleyways between the goal-keeper and the one making the throw.

5. There are no out of bounds, and the play shall only be stopped as in above-mentioned cases and after scoring, in which case it shall be put in play at the center.

6. One official is all that is necessary in a small field, though two may be an advantage when a large field is to be covered.

### **Ring Tennis**

(See Spalding's Official Rule Book.)

### **Captain Ball**

(Described in group of games for junior high school.)

### **Captain Dodgeball**

(Described in group of games for junior high school.)

### **Battle Ball**

(Described in group of games for junior high school.)

### **Bombardment**

(Described in group of games for junior high school.)

**Handball (Boys)**

(See Spalding's Official Rule Book.)

**Cage Ball**

(Described in group of games for junior high school.)

**Volley Ball**

(See Spalding's Official Rule Book.)

**Badminton**

(See Spalding's Official Rule Book.)

**Boxing**

(See Spalding's Official Rule Book.)

**Wrestling**

(See Spalding's Official Rule Book.)

**Touch Football (Boys)**

(See Spalding's Official Rule Book.)

**Soft Ball**

(See Spalding's Official Rule Book.)

**Soccer (Boys)**

(See Spalding's Official Rule Book.)

**Field Hockey**

(See Spalding's Official Rule Book.)

**Baseball (Boys)**

(See Spalding's Official Rule Book.)

**Indoor Baseball**

(See Spalding's Official Rule Book.)

**Football (Boys)**

(See Spalding's Official Rule Book.)

**Basketball**

(See Spalding's Official Rule Book.)

**Speed Ball**

(For Official Rule Book, write Moe & Co., Ann Arbor, Mich.)

**Tennis**

(See Spalding's Official Rule Book.)



### **Track and Field Events for Boys**

(See Spalding's Official Rule Book.)

1. 100-yard Dash.
2. 220-yard Dash.
3. 120-yard Hurdle Race (ten hurdles, 3 feet 6 inches.)
4. 220-yard Hurdle Race (ten hurdles, 2 feet 6 inches.)
5. 440-yard Run.
6. 880-yard Run.
7. 1 mile Run.
8. 1 mile Relay (four boys, each running 440 yards).
9. 880-yard Relay (four boys, each running 220 yards).
10. Running High Jump.
11. Running Broad Jump.
12. Putting 12-pound Shot.
13. Discus Throw (Greek Style).
14. Pole Vault.
15. Javelin Throw.

### **Field and Track Events for Girls**

(See Spalding's Official Rule Book.)

1. 50-yard Dash.
2. 60-yard Dash.
3. Running High Jump.
4. Running Broad Jump.
5. Standing Broad Jump.
6. Running, Hop, Step, and Jump.
7. Triple Standing Broad Jump.
8. Basketball Throw for Distance.
9. Basketball Throw for Accuracy.
10. Baseball Throw for Distance.
11. Baseball Throw for Accuracy.
12. Shuttle Relay.
13. All Up or Potato Race.
14. Goal Shooting Relay.
15. Hoop Relay.
16. Scarf Relay.

### **Line Football (Girls)**

Two teams face each other on lines about thirty feet apart, stretching from wall to wall in the gymnasium. A basket ball is

placed in the center of the field of play, and at the referee's signal two players, one from the right end of each line, run toward it. The object is to kick the ball across the line of the opponents, either between their feet or over their heads. The kickers must not use their hands, but the players on the line may guard to prevent scoring by kicking or batting the ball back into the field of play. They may only step over the goal line they are guarding with one foot. When a goal is made, the kickers take their places at the left end of the line, and two more players from the right end of each line become kickers. The game continues until every player has been a kicker, and the side having the most points wins.

Fouls: Stepping over the line with both feet.

Center players touching ball with hands.

Penalty for foul: A free kick for the opponents.

#### Long Ball (Girls)

1. **Rules.** A team shall consist of ten players and substitutes, age unlimited. No team may play with less than six players.

The field includes a home plate, a pitcher's box and a long base where the second base is ordinarily located. The long base shall be a rectangle six by four feet, whose long near edge shall be fifty (50) feet from the center of home plate. The pitcher shall stand behind a line three feet long drawn parallel to and twenty-three feet from a line drawn through the center of home plate, which is one foot square. A lane sixteen feet in width shall be marked between long base and home plate. In playing out-of-doors, the pitcher's line should be thirty feet and the long base should be seventy-five feet distant from a line drawn through the center of the home plate.

2. **Equipment.** The ball (16 inches) and bat shall be the same as used in indoor baseball. When played out-of-doors, however, the 14-inch playground ball shall be used.
3. **The Game.** The object of the game is to get to the long base and back to home safely. A game shall consist of nine (9) innings. The ball shall be thrown underhand as an indoor baseball when played indoors but may be thrown overhand when played out-of-doors.
4. **Batting Order.** Players must bat in the following order: Pitcher (1), Catcher (2), Fielders on left side of Pitcher (3, 4,



5, 6), Fielders on right side of the Pitcher (7, 8, 9, 10). In a tournament players must wear their numbers.

5. **Batter Runs** on a fair hit ball; when the ball is not caught on a third strike.
6. **Batter Walks** to long base without being tagged when four balls are called on him.
7. **A Fair Ball** is any batted ball alighting in the Fair Area, which is any part of the playing field in front of a line drawn through the fore edge of home plate.
8. **Batter is Out** when tagged or hit by a batted or thrown ball, while running; when the catcher catches and holds the ball on the third strike; when a batted fly ball is caught and held by a fielder; or if a batter throws his bat, bats out of order or is on long base when his turn comes to bat.

**Note.**—Care should be taken in throwing the ball at a runner that unnecessary force is not used and that the runner is not hit in the face or any place likely to cause injury.

9. **Side is Out** when three batters or runners have been put out.
10. **Base Running.** Any number of players may stay on the long base at one time and any number may run to home base at the same time, but a runner may not leave the long base while the pitcher stands in the box with the ball in hand, may not run on a fly caught ball, or having left the base in an attempt to reach home, return to it. A runner must keep within the sixteen foot lane and if a runner steps outside of the lane he is out. Fielders must not block a player while running, and if the player is blocked the runner shall be entitled to the base.

11. **Scoring.** A point is scored when a runner reaches home safely. A run coming in on third out does not count.

**Note.**—Any rule not covered above will, in general, be governed by Indoor Baseball Rules. If any interpretation of these rules is needed, feel free to write the Playground Department of the West Chicago Park Commissioners any time.

#### **Newcomb (Girls)**

1. **Necessary Equipment.** A net or rope about 30 feet long, or nothing at all if these are not available; a basket ball, soccer football, or volleyball.
2. **Number of Players.** 10--50.

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3. **Plan of Game.** A court about 30x60 feet is marked off, and a net or rope is drawn across the middle so that the top is about 61½ feet from the ground. If neither of these are available, a neutral space of 10 feet in the center of the court may be used. The players are divided into two teams and scattered over the surface of the court. They should be so placed as to cover the territory as completely as possible. The object is to throw the ball over the net into the opponent's territory and to strike the ground therein. A ball that strikes in the court or on the boundary lines is a good ball and scores one point for the team which threw it. If the ball is caught, no score is made, and the player who catches it immediately tries to throw it into his opponent's territory from the spot at which he caught it. And so the game continues. If the ball goes out of bounds it must be recovered by the nearest player, who must throw it in to one of his teammates within bounds and it must then be thrown over the net or to still another player. Play two halves of equal length—from 5 to 10 minutes.

When time is called for the first half, the players change sides, the ball is given to the side that did not have the first throw in the first half, and a rest may be given if needed. The side having the largest score at the end of the second half wins.

4. **Rules.** The ball may not touch the net.  
The ball may not be thrown out of bounds, or into the neutral space.  
The ball may not be thrown under the net.  
No player may take more than one step with the ball.  
No player may throw the ball with one or both feet out of bounds.  
For violation of any of the above, one point is awarded to the opposite team.
5. **Remarks.** Players should be coached to watch for vacant spaces. With certain groups advanced passes used in basket ball may well be introduced. This is a good game for learning to catch a basket ball and to throw it, and may be used to good advantage as a preliminary to basket ball.

#### **Punch Ball (Girls)**

1. **The Ground.** Diamond similar to that of baseball diamond, square in shape and measuring from thirty to forty feet on a



side. At each of the four points of the diamond a base one foot square shall be marked off, except in the case of home plate where a semi-circle three feet in diameter shall be marked out. Use a light weight basket ball or a volley ball.

2. **The Players.** The players shall be divided into two equal teams. One team shall be in the field while the other is at bat. The players shall have a batting order, namely, shall be numbered off as one, two, three, etc.; the catcher being number one. The players shall always bat in consecutive order, that is, if number five is the last at bat in a given inning, number six shall be the first at bat in the next inning of that team. The team at bat shall stand to one side of home plate out of the way of the runners and the catcher while waiting to bat. The players in the field, with the exception of the catcher, stand close to home plate. The catcher shall toss the ball to the first batter on the opposing side. The batter shall stand on home plate and shall bat the ball with her closed fist into the field and run to first base.
3. **Object of the Game.** The object of the batter is to hit the ball into the field in such a way that it cannot be caught by the fielders, and run to first base. The object of the fielders is to return the ball to their catcher who shall stand on home plate. If the fielders muff the ball and are slow in returning the ball to home plate, the batter who has reached first base may continue to second or third base, or as far as she can get before the ball reaches home plate. The person running bases may always advance a base whenever the opportunity occurs and the ball is in play. The final object of the player running at bases is to touch each base and to reach home plate without being put out, thus scoring one run for her side.
4. **Innings.** An inning lasts until each team in turn has made three outs and been retired. When the first team batting has made three outs, it goes into the field and the team that has been in the field takes its place at the bat.
5. **The Batter is Out.**
  1. If the ball is returned to home plate before she reaches first base.
  2. If the ball she bats is caught on a fly.

3. If she at any time is off base when the ball is in play, and the catcher, with the ball in her hand and her feet on home plate, can call her name.
4. If in running bases she neglects to touch a base.
5. If she fails to accept a chance to run to next base, therefore causing two players to be caught on one base.

An out shall be scored by the catcher who shall stand with at least one foot on home plate with the ball in her hands. The catcher must hold the ball securely in order to score out.

When a ball is caught on the fly, the ball is out of play, the batter out, and any player running between bases must return to the base she was on before the ball was batted.

6. **A Foul.** If, when the ball is batted, it falls outside the foul lines, stretching from home plate through third base or from home plate through first base, the ball is foul and out of play. The batter receives another chance and she is allowed to try until she hits a fair ball. Any player running between bases must return to the base she held before the foul was made.
7. **The Score.** When a player has successfully run from base to base first, second, third, reaches home plate, she has made a run and scores one for her side.

### Self-Testing Activities

#### TUMBLING AND PYRAMIDS

**Back Handspring:** Arms are brought forward upward in a continuous movement, the head is thrown backward and assists the arms in pulling the body backward. Jump backward from both feet, arching the back as the hands are about to strike the floor. Keep the arms stiff at all times. If a series of back handsprings is practiced, it is necessary to push hard with hands to assist the feet in arighting the body and also to start the arms and upper body in a back-downward motion.

**Back Somersault:** Practice jumping high in the air, pulling the knees well up under the body, swinging the arms slightly side-ward upward to a sudden stop to a vertical position. When a fairly good height is secured, have an aid stand on each side to hold the belt and spring hard from both feet, and swing the arms slightly sideward upward to the vertical position and stop them. This will have a tendency to cause the lower body and legs to rotate around the head. As the legs begin to fall forward downward, vigorously pull the knees well up and under body.



**Round Off:** This is the beginning of a series of movements, such as back handsprings, back somersaults and lay-outs. Therefore, it requires perfect coordination and form. Run and take off from either foot, according to the hand which touches the mat first. The hands follow the same movement as in the old-fashioned cartwheel, the feet swing sideward upward, and turn to a forward downward direction as the trunk is twisted at the instant of greatest height. Push the body away from the mats with the hands, at the same time snap the feet forward downward and together. The arms and upper body should be started backward upward as the feet touch the floor. From this movement, the back handspring, or a series of back handsprings, back somersaults, or a combination of the two may be practiced.

**Running Front Somersault:** Practice running and jumping high in the air with the arms at a vertical position. At the moment the feet leave the floor, vigorously snap the arms forward downward. Have an aid hold the belt on each side, practice the above movement, and as the feet leave the floor, snap the arms forward downward at the same time, duck the head; the arms will have a tendency to rotate the upper body around a fixed point, the legs will rapidly swing backward upward, in a forward movement. Flex the hips and vigorously pull the knees well up under the body. This is done by making a continuous swing upward with the arms, the hands grasping the lower legs.

**Back-Pitch from Sitting Position:** This is a combination exercise. No. I sits down squarely on the mats, legs straddle as far as possible. The hands are placed in front, palms upward. The second No. II stands on the open palms of No. I, who times his vigorous forearm lift by watching No. II's arms swing forward upward to start the back somersault. No. I lifts directly upward and assists No. II in getting a better height. No. II does all the turning, though.

**Back-Pitch from Prone Position:** No. I is flat on back, palms upward and on a line with the ears. No. II steps in on No. I's hand and is thrown into a back somersault.

**Back-Pitch from Front Stand:** No. II places both hands on the shoulders of No. I and steps high into the swing formed by No. I with his fingers interlaced. No. II continues the upward movement at the same time pushing backward with his arms. No. I pulls hard upwards against No. II's foot, assisting him in turn.

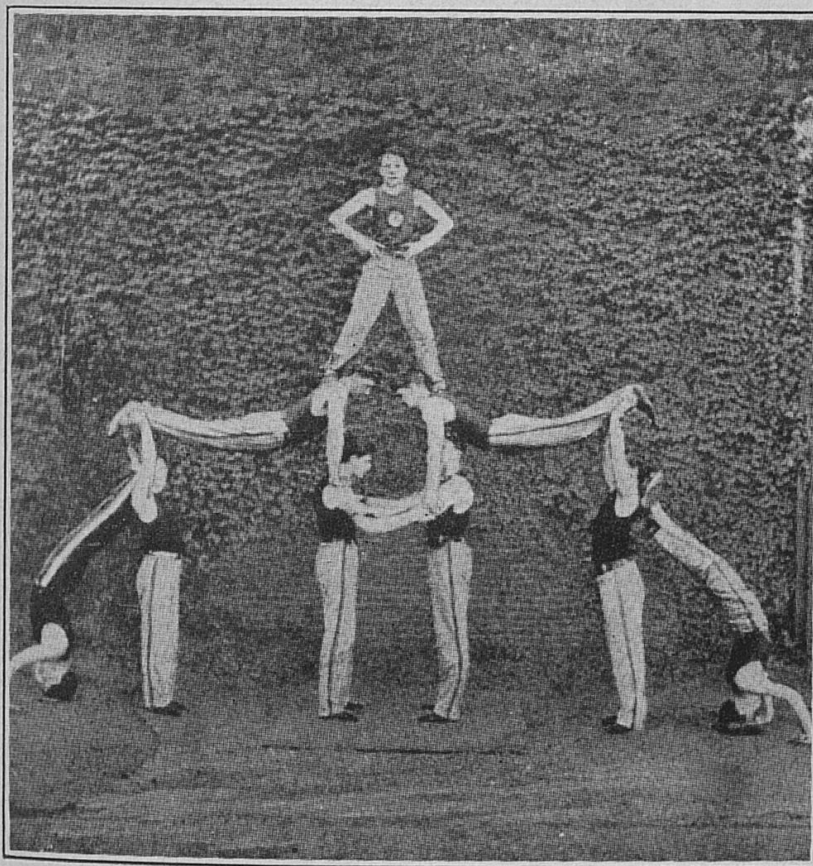
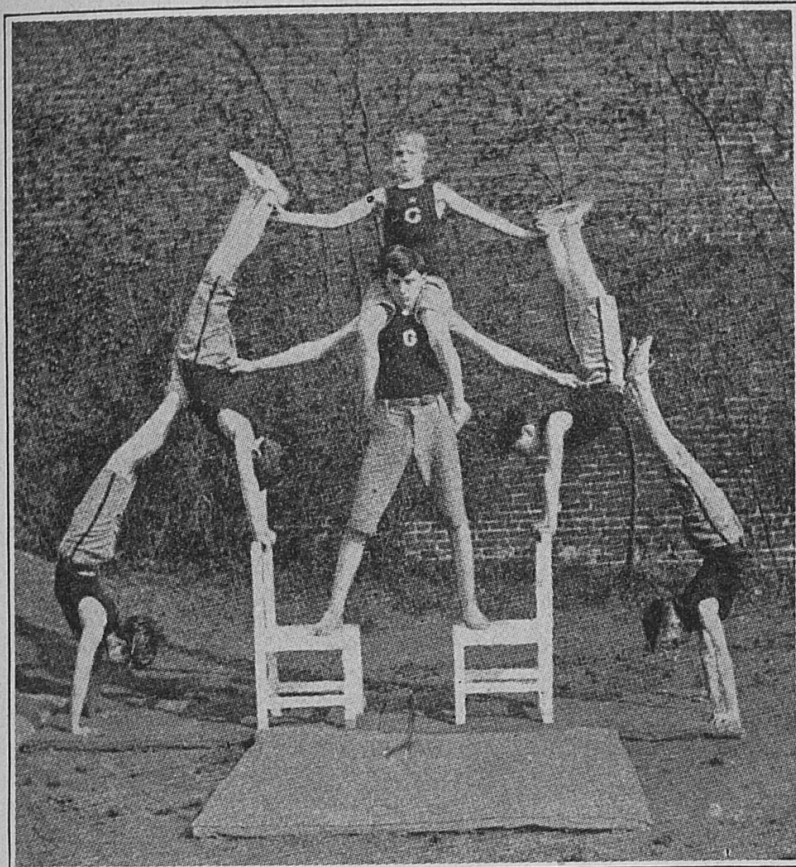
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**Back-Pitch from Rear Stand:** No. II places both hands on the shoulders of No. I and steps into the swing formed by the interlaced fingers held behind the back of No. I. No. I pulls hard against the foot of No. II and assists him in turn.

**Back Flip from One Leg:** No. II grasps No. I by the extended leg and at the time signal, No. II lifts hands and No. II springs straight upward. The extended leg acts as a lever and assists No. I in making the turn.

**Upper Arm Balance:** Nos. I and II grasp each other by the extended upper arms. That is, the grip is taken around the outer upper arm. No. I jumps and catches No. II around the chest with his legs. No. II swings No. I forward downward, then upward backward, raising his own arms to a vertical position. No. I at the same time swings his body outward upward and balances his body on the extended upper arms of No. II.

Note.—The pictures of the pyramids are the courtesy of the Spalding Athletic Library.

### **Rhythmic Activities**

(For Music, See Appendix.)

#### **May Day**

The dancers are arranged in couples. These stand either in a flank column or in a circle. In explaining the steps, the movements of those standing on the left (or inside) are described. The dancers on the right side begin with opposite foot. The inner hands of the dancers are grasped shoulder-high, the outer knuckles are placed on the hips.

#### **I**

1. Two mazurkas left forward and a half run right in four quick steps (pause during last beat).
2. Repeat 1 right and face left about.
3. Balance-step left and right obliquely forward, the opposite foot crossed in front and a half turn right.
4. Repeat 3 right and left, facing left about.

#### **II**

1. Six running steps forward and a half turn right (pause during last beat).
2. Six running steps backward, beginning right and half right and half turn left.
3. Repeat 1.
4. Repeat 2.



### III

1. Grasp partner's hands shoulder-high. Two mazurkas side-ward, toward the leader. Place knuckles on hips, and in four quick steps, face right (left about). (Pause during last beat.)
2. Repeat 1 toward the foot of the column and face left about.
3. With hands grasped, balance-step left and right (right and left) obliquely forward, the opposite foot crossed in front. Knuckles on hips and a half turn right.
4. Repeat 3 times right and left, facing left about.

### IV

1. Dancer No. 1 (on the left), in ten running steps, circles around No. 2, beginning to the left. Pause during the last beat. Knuckles placed on hips.

#### **Rovenacka** (Danish) 2/4 Sheet Music

Couples facing each other in circle around room.

Two chords (measure 1).

Stamp, stamp, stamp (measure 2).

Two more chords, then, clapping partners' hands (measure 3).

Clap, clap, clap (measure 4).

With right elbow in left hand, shake right forefinger at partner three times (measure 5). Same with left (measure 6). One back to center of circle takes three hops with both feet diagonally forward turning to left, so all are in one big circle facing center (measure 7-8).

Join hands, 4 slides right (2 measures).

Swing around and join hands so all are facing outside of circle, and 4 slides left (2 measures). Repeat four times.

To add interest, have one in center without partner, and when leader blows whistle or gives signal, all change partners, one in center getting a partner, and one left out staying in center next time.

#### **Swedish Ring Dance**

**Figure I.** The formation is in couples around the room, inside hands being joined. The girls hold their skirt with outside hand and the boys hold theirs in 2d position.

Do 8 walking steps around the room to the R. (counter-clock-wise), all starting Rf. (8 cts.). Swing the joined hands forward and back in a natural way . . . (4 measures).

Do 8 skipping steps in the same direction starting Rf., and still swinging the joined hands (8 cts.) . . . (4 measures).

**Figure II.** All join hands in a single circle.

Circle to the L. (clockwise direction) with 8 slides, starting Lf. (8 cts.) . . . (4 measures).

A slide is: Slide on the ball of Lf, to L. (ct. 1), bring Rf. up to Lf., cutting Lf. out (ct. and) . . . (4 measures).

---

8 measures

**Figure III.** Face partners in a single circle.

Each move sideward to his own R. with 4 slides, the girls moving in to the center and the boys moving outward (4 cts). The arms are in 2d position . . . (2 measures).

Repeat these 2 measures, returning to original place (4 cts) . . . (2 measures). Lock R. arms with partner and run around each other with 8 steps, both starting Rf. (8 cts.) . . . (4 measures).

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Total, 8 measures.

The outside arms should be lifted . . . (8 measures).

The dance may be repeated as many times as desirable.

### Oxen Dance

(The Folk Dance Book—The A. S. Barnes Company.)

Formation: The dancers (A and B) stand facing each other about two steps apart, hands on hips. If there are several dancers, they form two lines facing each other.

#### Figure I

a. Measures 1-2. At the beginning of the second measure A bows to B while B makes a deep courtesy to A.

Measures 3-4. At the beginning of the fourth measure B bows to A, while A makes a deep courtesy to B.

Measures 5-8. Repeat. These movements are done slowly.

Measures 9-15. The bows and courtesies are continued in quicker time one for each measure.

b. Measure 17. A places his clinched fist on chest, elbows at shoulder level and throws the arms sideward, turns the head to right with a jerk. At the same time the right leg forcibly swung sideward with straight knee while he rises on the toes of his left foot, then he takes a long step to the right and places left foot beside the right. The right foot is not placed on the floor until the third beat.

Measure 18. A takes another short step to the right, stamps with left foot twice beside the right one, at the same time turning the head forward and gradually placing the hands on chest, elbows at shoulder level.



Measure 19. A again extends his arms, turns head to left, swinging left leg sideward as described for the right, then takes a large step to the left and places right foot beside the left. The left foot is not placed on the floor until the third beat.

Measure 20. A takes a short step to the left and places right foot beside the left, turning head forward and placing hands on hips.

Measures 21-24. Repeat. B dances in the same way at the same time, but begins to the left side.

a. Measures 1-2. At the beginning of the second measure both slide with a snap left foot forward.

Measures 3-4. At the beginning of the fourth measure both replace left foot and at the same time place right foot forward.

Measures 5-8. Repeat.

Measures 9-16. Continue the same movement in quicker time, the feet changing place twice in each measure.

b. Measures 17-24. The same as b. in first figure.

### Figure III

a. Measures 1-2. The dancers place right hands on tops of each other's heads, far back. At the beginning of the second measure A pulls B's head forward.

Measures 3-4. B raises his head and pulls A's head forward at the beginning of the fourth measure.

Measures 5-8. Repeat.

Measures 9-16. Continue same movement in quicker time, pulling and raising head twice during each measure.

b. Measures 17-24. Same as b. in first figure.

### Figure IV

a. Measures 1-2. At the beginning of the second measure, both turn with a jump to the left—quarter circle—so that their right elbows touch.

Measures 3-4. At the beginning of the fourth measure both turn with jump to the right—half circle—and touch left elbows.

Measures 5-8. Repeat.

Measures 9-16. Continue same movement in quicker time, jumping twice during each measure. At the last jump the dancers turn in a quarter circle, facing each other again.

b. Measures 17-24. Same as b. in first figure.

### Figure V (May be omitted)

a. Measures 1-2. At the beginning of the second measure A sticks his fingers to his nose to B while B grasps both ears and stretches out his tongue.

Measures 3-4. At the beginning of the fourth measure B sticks fingers to his nose to A, while A grasps both ears and stretches out his tongue to B.

Measures 5-8. Repeat.

Measures 9-16. Continue same in quicker time, as in previous figures.

b. Measures 17-24. Same as b. in first figure.

# Figure VI

a. Measures 1-2. At the beginning of the second measure A throws his right hand close to B's cheek as if to give him a box on the ear. B, flinching as if struck, while B at the same time strikes his hands once down in front and then replaces hands on hips.

Measures 3-4. At the beginning of the fourth measure B throws his right hand close to A's cheek, while A clasps his hands once.

Measures 5-8. Repeat.

Measures 9-16. Continue same movement in quicker time, as described in previous figures.

b. Measures 17-24. Same as b. in first figure.

	2	2
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Square for eight  
Intro. to the English  
Country Dance, C. J. S.  
Novello & Co. Ltd.

Music	Movements
A1 1-4	All take hands, move forward a double and fall back to places, letting their arms swing naturally forward and upward as they advance to the center, and backward and downward as they fall back to places (r. s.).
5-8	Partners set and turn single.
1-8	All that again.
1-4	First and third men change places, passing by the right while the first and third women take two steps backward, cross over and change places, passing by the right (r. s.).
5-8	Partners face each other and dance back to places, passing their partners by right and their contraries by the left (r. s.).
A4 1-8	Second and fourth couples do the same.



### Second Part

- A1 1-4 Partners side (r. s.).  
5-8 Partners set and turn single.
- A2 1-8 All that again.
- A3 1-8 First and third couples move forward and meet. Whereupon, first man and third woman lead through the second couple, cast off (the woman to her right, the man to his left). Return to places and turn their partners: while third man and first woman lead through the fourth couple, cast off (the man to his left and the woman to her right) and turn their partners (r. s.)
- A3 1-8 Second and fourth couples do the same.
- 

### Third Part

- A1 1-4 Partners arm with the right (r. s.).  
5-8 Partners set and turn single.
- A2 1-4 Partners arm with the left (r. s.).  
5-8 Partners set and turn single.
- A3 1-2 First man and third woman cross over and change places, passing by the right; while third man and first woman do the same (r. s.).  
Partners face and change places, passing by the right, and all return to places, giving right hands to their contraries and left hands to their partners (r. s.)
- A4 1-8. Second and fourth couples do the same.
- 

It is suggested that during A1 and A2 in each part the dancers should sing the tune to the following words:

If all the world were paper  
And all the sea were ink  
And all the trees were bread and cheese,  
What should we have to drink?

### The Arkansas Travelers (Boys)

Partners—Dance-step performed as nearly in unison as possible. Partners very close together.

- I. Entrance—Step one behind the other, No. 1 in front, No. 2 with hands on shoulders.
- (a) Step forward left—right—a two step (change step) forward left.  
Repeat right—left—a two step right. Repeat all.

- (b) Face front—move forward side by side.  
Step left—right—a two step left.  
Repeat right—left—a two step right.  
Step backward left—right—a two step backward left.  
Step forward right—left—finish feet together.

II. Close together No. 2 on left.

No. 1 swings left leg over No. 2's right leg, while No. 2 swings his left leg out to side. Then No. 2 swings right leg over No. 1's left leg, while No. 1 swings his right leg out to side.

Repeat all.

Both step backward left and travel to right—7 counts. Grapevine (left back, right to side, left to front, right to side, etc.).

Repeat all of Step II.

No. 2 swinging right leg over No. 1's left leg.

Travel begins with right foot and is taken to the left.

III. (a) Rubber legs.

Swing left leg over right and with feet in this crossed position rock, changing weight from left to right to left, then hop on left and swing right diagonally forward.

Repeat alternately right—left—right.

(b) Both step sideward left (1).

Both cross right foot over left (2).

Both step sideward left (3).

Both place right heel diagonally forward right (4).

Repeat step alternately right—left—right.

IV. Both jump to stride position (1).

Both jump to smaller stride position (2).

Hop left, raising right knee (3).

Hop left, tapping floor with right foot (4).

Hop left, raising right knee (5).

Hop left, tapping floor with right foot (6).

Hop left, raising right knee (7).

Hop left, tapping floor with right foot (8).

Repeat whole step, hopping on right foot and tapping with left.

V. Both face left—step left—pull back on left foot keeping right leg extended backward—step right.

Repeat whole step.

No. 2 followed by No. 1 runs in small circle, backward left for 7 counts finishing in original place.



Both face right—step right—pull back on right foot keeping left leg extended backward.

Repeat step.

No. 1 followed by No. 2 runs in a small circle, backward right for 7 counts, finishing in original place.

VI. Fall forward left—step back right.

(a) A two step forward left.

Repeat right.

Repeat left and right.

(b) Repeat (b) of Step I.

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## Chapter VI

### FESTIVALS AND SPECIAL DAYS

Observance of the holidays of the year should play an important part in the life of a school or a community. Exercises for these special days make the spectators as well as the participants feel a quickened interest in their community life and in their individual part as citizens of the state and nation.

The major holidays can be made a time for bringing together parents and children and neighbors. The minor holidays can be made occasions for never-to-be-forgotten exercises for the whole school or for each room.

If the observance of these holidays is to have a constructive nature for the school or the community, instead of a disorganizing effect on the regular work, the kind of festival to be given must be very carefully thought out. The celebration of a national holiday may be made the means of inspiring patriotism or reverence, or of instilling a sense of comradeship that can scarcely be attained in any other way. The festival should have at all times a distinct educational value. Those who plan the event should bear in mind that it is the spirit of the festival—the holiday feeling that shall set that day apart from all others—that they are striving for. Lincoln's or Washington's birthday, of course, should have patriotism for the keynote. In preparing for a festival it is better to prepare for group activities rather than to have exhibition of individual skill or talent. Pageantry, folk-dancing in large groups, and choruses or plays are to be preferred in every instance to programs made up of recitations, solos and other feats in which individuals are given an opportunity to shine.

The technique of the pageant is comparatively simple and so many excellent books have been written on the subject during the past few years that it is possible, with this aid, to work out a pageant for the commemoration of some local bit of history without technical knowledge.

The following are some suggestions for festivals and special days:

#### Constitution Day

September 17 is the anniversary of the signing of the Constitu-



tion of the United States. Pupils should be taught that this is the most important event in American history.

The following program is suggested for Constitution Day:

1. Invocation.
2. Star Spangled Banner.
3. Salute to the Flag.  
Reading of the President's Proclamation.  
School children, together with the audience, repeat the preamble to the Constitution of the United States.
4. The Preamble.  
"We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."
5. Quotations selected by pupils.
6. Reading of the Bill of Rights.
7. Address.
8. America.

### Columbus Day

Columbus Day, October 12, is the first of the special days to be observed after the opening of school in the fall. The exercises for the day can be made doubly interesting by including in them something commemorative of other early explorers, as well as Columbus. No tale of adventure written to appeal to boys can possibly outdo, in thrilling interest, the adventures of Columbus, Ponce de Leon, Father Marquette, Coronado, Balboa, and a score of others. Scenes in the lives of these early explorers are picturesque in the extreme, and are therefore good for tableaux.

Joaquin Miller's poem, "Columbus" gives splendid aid.

### Hallowe'en

Hallowe'en or All Saints' Eve is a festival day of such ancient origin that its curious observances have become confused. Some of the customs relating to the day have come down to us from classic mythology. Others grew out of Druidic beliefs. Still others had their origins in Christian superstitions. On November 1 the Romans had a feast to Pomona, the goddess of fruits and seeds. Among the Druids, the first of November was time of a great autumn festival, to be celebrated in thanksgiving for the harvest.

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In many schools, All Souls' Day, which comes the second day after Hallowe'en, is celebrated instead of Hollowe'en. The observance of this day can be given a good deal of educational value. The usual plan of observing the day is founded upon the thought that All Souls' Day is the day upon which all departed souls may return to the earth for a few hours. The class wishing to observe All Souls' Day selects certain historical personages whom they wish to "recall." Extracts from the writings may be read or recited, if the person was an author, or if a painter has been selected, copies of his work may be shown; if a musician, his compositions may be performed. In some such way as this All Souls' Day can be interestingly observed without any previous preparation, merely by having discussions of the work of the person that it has been decided to "recall."

This method of observing the day can be easily adapted to any grade, as the teacher needs only to "recall" personages known to the pupils. Primary children might recall Eugene Field and Robert Louis Stevenson, Froebel, and some of the painters of the Madonna and Child.

### Armistice Day

Armistice Day, November 11, is a public holiday in Kentucky, and should be appropriately observed by patriotic services in every school. In the town and the city schools, the head of the school should cooperate with the American Legion in preparing a program which will be of interest and benefit to the community and the school.

Through appropriate ceremonies lessons may be taught this day, which will make a lasting impression upon the minds of the young people now in our public schools. The program should be of such a nature as to teach the true meaning of democracy, a high regard for the laws of the land, a respect for the rights of others; and to instill into the minds of the young people a determination to bring about law enforcement by themselves obeying the law.

The following works will be of help in preparing a program:

### Bibliography

Braithwaite, W. L. (com) Victory. (A collection of poems of 38 American poets.) Boston: Small, Maynard and Co., 1919. 84 pages.

Broadhurst, Jean and Rhodes, C. L. (com). Verse for patriots. Philadelphia: J. B. Lippincott Co., 1919. 367 pages.

Canfield, Dorothy. The day of glory. New York: Henry Holt and Co., 1919. 149 pages.



Curtis, Mary I. Why we celebrate our holidays. Chicago: Lyons and Carnahan, 1924. Pp. 117-123.

Gaus, Christian. (Ed.) Democracy today. Chicago: Scott, Foresman and Co., 1917. 296 pages.

Howard, J. R. (Ed.) Poems of heroism in American life. New York: Thomas Y. Crowell Co., 1922. 253 pages.

Ginsburg, B. W. (Ed.) War speeches, 1914-1917. Oxford Clarendon Press, 1917. 194 pages.

Leonard, S. A. (com) Poems of the war and the peace. New York: Harcourt, Bruce and Co., 1921. 162 pages.

Roosevelt, Theodore. The great adventure. New York: Charles Scribner's Sons, 1919. 204 pages.

Root, Elihu. The new security league. New York: The Security League, 1918. 8 pages.

Wilson, Woodrow. Terms of Armistice. Washington Government Printing Office. 11 pages. House Document, No. 1339.

### Thanksgiving Day

While our observance of Thanksgiving Day is a strictly American custom originated by the Pilgrim Fathers, it is well to bring to mind that some sort of festival in thanksgiving for the bounty of the harvest is universal custom. The English have their Harvest Home and the Jewish people their Feast of the Tabernacles. Almost every European country has some way of celebrating this season. Many countries have folk dances that belong peculiarly to the harvest merrymaking.

Any number of picturesque drills can be worked out for Thanksgiving, such as a "corn" drill, or a "fruits of the harvest" drill. Descriptions of the latter are given in Thanksgiving Entertainments, compiled by Joseph C. Sindelar.

The first part of Hiawatha, Hiawatha's Childhood, can easily be dramatized and presented by the children for a short group exercise for Thanksgiving Day.

An interesting way to recall the period of the first Thanksgiving in America is to have the children represent little Pilgrims, each taking the part of one of the early residents of Plymouth: John Carver, the first governor of Plymouth; John Alden; Priscilla; Massasoit, the Indian chief; etc.

Some of the customs of celebrating the English Harvest Home can easily be looked up and adapted.

### Christmas

With all the wealth of folk lore available that many Christian lands have contributed to the Christmas story, it is a pity that in so

many communities the conventional tinsel tree, bewhiskered Santa Claus and grandmother's stocking are the only symbols of Christmas the children know.

A pleasing variation of the Christmas tree observance may be had by using a live tree out of doors and singing carols around it, as has been done in a number of cities the past few years.

An interesting program might be worked out by the children themselves, by having them look up, some weeks in advance, the Christmas customs of other countries, some of which could then be adapted, at the teacher's discretion, to their own observance of the day.

A suggestion is given somewhere that the children work out a festival from the information they have looked up, each child representing a country, the whole to be called "When all the world is kin."

### Bibliography

- Book of Christmas, published by Macmillan Company.  
A New Year's Pageant of Good Resolutions.  
When Mother Lets Us Play, by Angela M. Keyes.  
Holiday Entertainments, by Charles Shoemaker, contains three Christmas plays: "Santa Claus Outwitted"; "Seeing Santa Claus Land."

### St. Valentine's Day

Children always want to observe St. Valentine's Day, and there is really nothing of historic interest that is connected with it. According to tradition, the observance of the day comes down from pagan times, and its customs have nothing to do with the saintly St. Valentine, for whom it was named. Some literary and historic value can be given to the day's exercises, however, by telling in some form or another, the story of some of the world's famous lovers. This can be done by a costume party, or simply by reading or telling the tales, or in the form of a pageant or procession.

Among the famous lovers of history and literature are: Dante and Beatrice; Romeo and Juliet (Shakespeare); Hiawatha and Minnehaha (Longfellow's Hiawatha); Priscilla and John Alden (Longfellow's Courtship of Miles Standish); Elizabeth and Robert Brown-ing; Evangeline and Gabriel (Longfellow's Evangeline); Lochinvar and Ellen (Scott's Lochinvar); Lord Ronald and Lady Clare (Tennyson's Lady Clare); John Ridd and Lorna Doone (Blackmore's Lorna Doone); Enoch Arden and Annie (Tennyson's Enoch Arden); George and Martha Washington; Beatrice and Benedict (Much Ado About Nothing); Audrey and Touchstone (As You Like It); and Ichabod and Katrina (Irving's Legend of Sleepy Hollow) might be brought in to give a touch of humor to the love tales.



### Poems Suitable for Tableaux

Riley, J. W.: An Old Sweetheart of Mine.  
Whittier, J. G.: Maud Muller.  
Longfellow, H. W.: Evangeline.  
Scott, Sir Walter: Lochinvar.  
Tennyson, Alfred: Enoch Arden.

### Bibliography

Merington, Marguerite: Holiday Plays.  
Reisner, C. F.: Social Plans for Young People.  
Bugbee, W. N.: Successful Entertainments.  
Brooks, E. S.: Storied Holidays.

### Washington's and Lincoln's Birthdays

The birthdays of Washington and Lincoln should be taken advantage of primarily to acquaint the children in some ever-to-be-remembered way with the work and lives of our country's greatest patriots. As the two days come so close together, it may be advisable to plan for their observance together on one or the other date.

There is much material from which to select programs for these days. Some of Lincoln's letters, not so well known as his addresses, are literary masterpieces and should be studied with care.

Several well written playlets are available that are especially suitable for school entertainments.

### Plays

Abraham Lincoln: Rail Splitter. A one-act play, ten characters (see McKay: "Patriotic Plays and Pageants for Young People.")

Andrews: The Perfect Tribute. (A story of Lincoln's Life that could be easily dramatized.)

Atkinson: Lincoln's Love Story. Betsy Ross and her interview with Washington at the time the first American flag is said to have been made. (See Merington, Marguerite: "Holiday Plays.")

George Washington's Fortune. (Six character, one-act play.) (See McKay: "Patriotic Plays and Pageants for Young People.")

The Man Without a Country—E. E. Hale. (For suggestions for dramatization, see Chubb: "Festival Days.")

### Tableaux

The signing of the Declaration of Independence.

The First Celebration of His Birthday. (See Deem's "Holy Days and Holidays.")

Training for Greatness, showing scenes representing the early experiences of Lincoln's Life. (See Marden: "Stories from Life," pp. 210-36.)

The Surrender of Lord Cornwallis.

Washington's Farewell to His Officers.

The Boston Tea Party.

William Tell and Gessler.

The Fall of the Bastille.

The Victory of Bannockburn.

Signing of the Declaration of Independence.

The Spirit of '76.

## Pageants

Scenes may be worked out representing Lincoln from boyhood to martyrdom. Intersperse with two or three of Lincoln's last speeches.

Washington's Birthday Pageant—three scenes. (See Merington: "Holiday Plays"): twenty characters.

Pageant of Patriots. (See McKay: "Patriotic Plays and Pageants.")

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Hill, Frederick Trevor: On the Trail of Washington.

Mauson, Agnes: Winnowings for Washington's Birthday; Winnowings for Lincoln's Birthday.

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Morgan, James: Abraham Lincoln, the Boy and the Man.

Whipple, Wayne: The Story Life of Lincoln.

## Easter

Doubtless, most children learn something of the Christian significance of Easter at Sunday School, but the miracle of the Resurrection should in some way be told to them.

In many places the observance of the Easter season and the May Day ideas are combined in a Spring Festival, in which the phenomenon of Nature's resurrection is predominant.

The famous egg rolling on the White House grounds at Washington is held on Easter Monday. A similar fete can easily be carried out on the school grounds, or in a park or natural grove or meadow.

An egg hunt probably provides more fun than any other form of entertainment for Easter. Each child may be asked to bring one colored egg to school. Some of the older girls may be delegated to hide the eggs, and the other children may be permitted to take part in the hunt. This is one kind of contest in which the smallest children have equal chances with the larger ones, as their eyes and wits are often keener in hunting for hidden things than are those of their elders.

## May Day

There is a tendency everywhere to revive the picturesque customs attending the observance of May Day. These quaint exercises may be used to drive home certain lessons in nature lore that will forever impress upon young minds the wonder and beauty of the spring awakening and of the great cycle of the seasons.

May Day has been celebrated from very ancient times. In planning for the day, many interesting customs may be looked up. For



instance, a class may decide to have a Greek May Day. The pupils will be surprised on investigating the subject to find that many of the games they already know, such as blind man's buff, were played by the Greeks on holidays. A pretty Greek festival for May Day may be worked out by a simple dramatization of the story of Ceres and Persephone. Impersonation of flowers such as hyacinth, narcissus, and anemone are pleasing to children.

There are many traditional ways of celebrating May Day handed down from the days of Merrie England. Until recent years, groups of "Milkmaids," "Chimney Sweeps," or Robin Hood and his companions, might be seen in their quaint revels on the streets of London on May Day.

The crowning of the May Queen can be made a charming feature of the exercises. Perhaps the one old English custom that is sure to give pleasure to all is the Maypole dance. A simple and easily taught Maypole dance is given with directions in Elizabeth Burchenal's "Folk Dances and Singing Games."

The Maypole fete is the one big festival day for the children in the public schools of New York City. On one occasion six thousand little girls danced the Maypole dance, using two hundred and fifty Maypoles, on the green in Central Park. For many of these children, May Day is the one day in the year when they have an opportunity to play on the grass.

"Folk Festivals"—May Master Needham gives many interesting suggestions for May Day.

### Bibliography

Bulletin of Government Bureau of Education at Washington for 1912 and 1913, Nos. 8 and 12.

Pamphlet of American Association of Conciliation, Subsection 84, 407 West 117th Street, New York City.

### Independence Day

While Independence Day comes at a time when school is not in session, not infrequently the same persons have planning in hand who have the arrangement of programs for other special days.

Sentiment has changed rapidly and radically in regard to the old method of celebrating the Fourth of July with much noise and great danger. To take the place of meaningless and dangerous ways of celebrating, many original and charming programs have been worked out in different communities.

For the village or rural district, a community picnic is doubtless the best way of getting all the people together for a common

celebration. But merely getting people together with no definite thing in mind for their entertainment beyond the lunch basket, is useless. A program should be planned that will keep as many as possible interested throughout the day. Such a program should include a schedule of events for people of all ages. But whatever athletic contests or other events may be introduced to add interest to the day, the real significance of the Fourth of July as the birthday of American Independence should be kept always in the foreground. This can be done in many ways. An historical pageant or a series of tableaux depicting Revolutionary scenes may be carried out. Good subjects for tableaux are: Washington taking command of the American Army; Betsy Ross making the American Flag; the Boston Tea Party; Signing of the Declaration; Washington's farewell address to his officers. A band concert of patriotic music should be provided, and every encouragement given to the people to join in the singing of patriotic songs. A feature of the program that is always pleasing is a Maypole dance, in which red, white, and blue ribbons are used to wind the pole. This can be easily arranged with a little practice before hand. Mention is made of the dance to be used in the suggestions for May Day.

Athletic events should include something for everybody, and humorous "stunts" should not be overlooked, such as fat men's races, potato races and races for married women.

The Recreation Department of the Russell Sage Foundation, 400 Metropolitan Tower, New York City, has issued a number of publications on the observance of Independence Day. Among them are:

- No. 105. How the Fourth was Celebrated in 1911 (54 pages). Price, 10 cents.
- No. 98. A Sane Fourth of July (8 pages). No charge.
- No. 97. A Safe and Patriotic Fourth of July (24 pages). Price 5 cents.
- No. 70. Independence Day Celebration (32 pages). Price, 5 cents.
- No. 62. Fourth of July Injuries and Tetanus (27 pages). Price, 5 cents.
- No. 31. A Safer and Saner Fourth of July (31 pages). Price, 5 cents.

### Kentucky Day

Advantage should be taken of this occasion to pay tribute to some of Kentucky's famous men who have occupied positions of highest honor both in the State and Nation. Appropriate exercises should be prepared in commemoration of their life, and achievements.



Prepare programs representing Daniel Boone on his many perilous journeys exploring the "Dark and Bloody Ground"; Henry Clay from the "Mill Boy of the Slashes" to the undisputed leadership of the United States Senate; George Rogers Clark as the leader of the patriot army in the campaign against Kaskaskia and Vincennes; Zachary Taylor as the great Indian fighter and hero of the Mexican War; and Jefferson Davis from boyhood to the Presidency of the Southern Confederacy.

Interesting material and suggestions can be obtained from the Kentucky State Historical Society, Frankfort, Kentucky, from the Filson Club, Louisville, Kentucky, and from the State Librarian, Frankfort, Kentucky.

### Field Day or Play Day

A field day or play day offers a splendid means of celebrating May Day. *Child Health Day* is rapidly becoming the American term for this day. It has long been celebrated as a festive occasion.

The big muscle play activities are a fundamental factor in the development of health. Children are inherently interested in this type of activity, therefore, the interest aroused makes a fine setting for emphasizing other very important factors in the health program, especially in making preparation for the field day. (See Health Bulletins, State Board of Health, Louisville, Kentucky.) If weather conditions are not suitable for carrying out the field day or May Day it may be postponed until a later date in the same month.

The following program is suggested:

### The Program

#### Morning Events

1. Children meet in the grade rooms and under leadership of the teacher march to the field. Have places designated where each grade is to congregate. School band leads procession if possible. Children should carry health banners and posters. 9:30
2. a. Singing of patriotic songs. 9:40  
b. Flag salute.
3. Rhythmic games:  
All children, Grades I-III. 10:00  
Select two from the following:  
London Bridge is Falling Down  
Looby Loo  
How D'Ye Do, My Partner  
Danish Dance of Greeting  
Muffin Man
4. Team games:  
Children, Grades IV-VIII. 10:15  
a. Dodgeball—Grades IV and V  
b. Corner Ball or Captain Ball—Grade VI

- c. Volleyball—Girls, Grades VII and VIII and High School.
- d. Soft ball—Boys, Grades VII and VIII and High School.

Note.—An explanation of all these games can be found in this manual.

- 5. Health demonstration: 11:00
  - a. Exhibit of health posters and health projects.
  - b. First aid demonstrations. (Boy Scouts.)
  - c. Health playlets.
- 6. Picnic dinner. 12:00
  - Music by school band or orchestra.

### Afternoon Events

- 7. Gymnastic drills. 1:45
- 8. Games: 2:00
  - All children, Grades I-IV

Select two from the following:

- Squirrel in Trees—Grades I-II
- Prisoner's Base—Grades III-IV
- Stealing Sticks—Grades III-IV

- 9. Athletic events: 2:30

Grades V-VIII, Boys

- 50-yard dash
- Running broad jump
- Basketball throw for distance
- Baseball throw for accuracy

High School, Boys

- 100-yard dash
- Running broad jump
- Running high jump
- Baseball throw for distance,

Grades V-VIII, Girls

- Basketball throw for distance
- Baseball throw for accuracy

High School, Girls

- 50-yard dash
- Balance beam stunts
- Baseball throw for accuracy

Note.—For rules of various events see Spalding's Track Rule Book.

- 10. Relay races. 4:00
  - For suggestions, see directions in Intermediate and Junior High Division of this manual.
- 11. Maypole dance. (See Junior High Division.)

### Suggestions for Organization of Events

1. Explain possibilities to teachers and appoint a committee to assist with the details of organization. Ask teachers for suggestions relative to adapting program to local conditions.

2. Secure officials for athletic events.

3. Determine ways and means of:

- a. Arranging exhibits of health work and posters.
- b. Publicity for events (local newspaper, club announcements, mimeographed announcements to parents).
- c. Securing officials for athletic events and team games.

### Suggestions for Organization of Pupils

1. Children in Grades I-III should be taught activities by respective grade teachers.



2. Children in Grades IV-VIII should be organized into teams consisting of 10 to 12 members each. If there is only one elementary school in the system, the teams within each grade are picked according to playing ability and labeled as first and second and third respectively. Under this plan take the fifth grade for example: all the first teams from the various fifth grades compete against one another; all the second teams and so on.

Note.—The method just described makes it possible to secure participation of all the pupils in the competitive games and athletic events. If there is sufficient space available, all grades may be in action at one time in the team games. Each teacher should be made to feel responsible for the conduct of her grade. Children who have recently recovered from a serious illness or who have organic heart defects should not be urged to compete.

3. In Grades IV-VI boys and girls make up the same teams. In Grades VII and VIII separate teams should be organized for boys and girls.

Reference: Department of Education, St. Paul, Minnesota.

## APPENDIX

### Preferences for Equipment

Any equipment listed in this Manual may be secured from any of the following companies:

A. G. Spalding and Bros., Louisville, Kentucky.

Lowe and Campbell Athletic Goods Co., St. Louis, Missouri.

Leacock Sporting Goods Co., St. Louis, Missouri.

Bailey and Hines Athletic Equipment, Champaign, Illinois.

Wright and Ditson Sporting Goods Co., Denver, Colorado.

Treman, King and Co., New York, N. Y.

Partridge Athletic Goods Co., Boston, Massachusetts.

The Sutcliffe Co., Louisville, Kentucky.

Alex Taylor and Co., New York, N. Y.

Em-Poe Sporting Goods Co., Indianapolis, Indiana.

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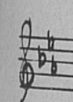
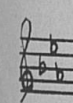
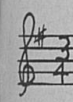
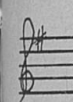
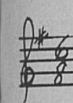
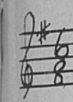
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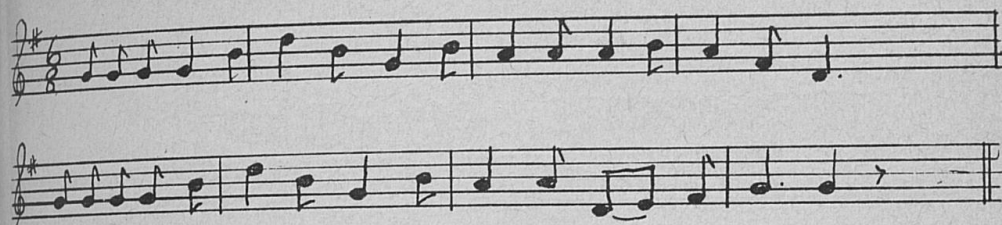
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## MUSIC FOR RHYTHMIC ACTIVITIES

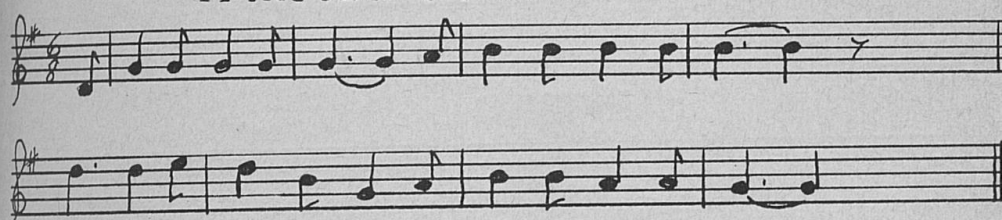




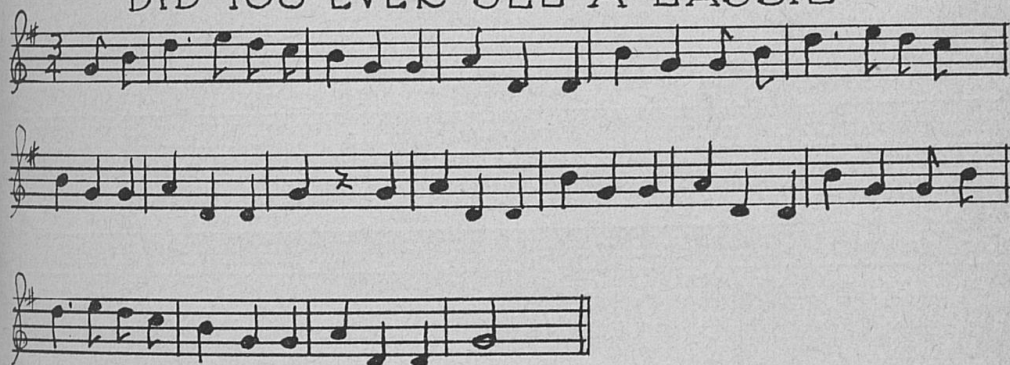
HERE WE GO ROUND THE MULBERRY BUSH



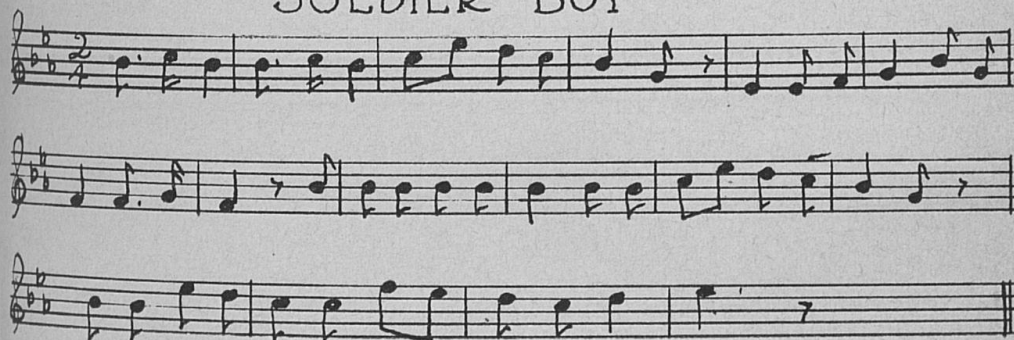
FARMER IN THE DELL



DID YOU EVER SEE A LASSIE

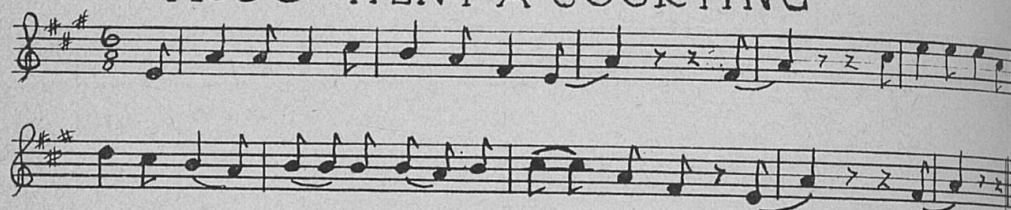


SOLDIER BOY

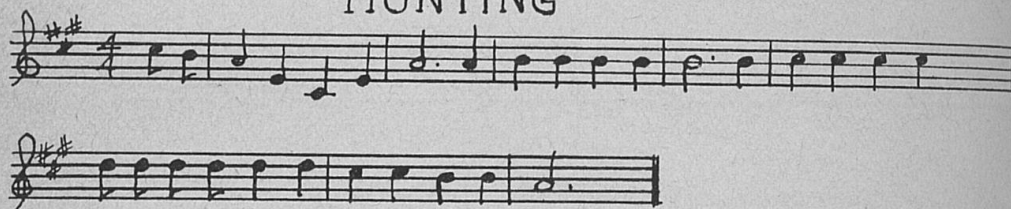




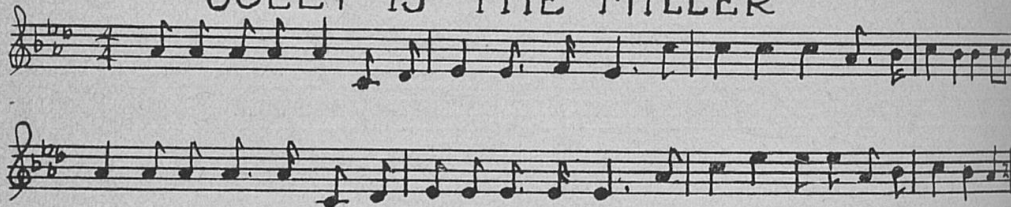
# FROG WENT A-COURTING



# HUNTING



# JOLLY IS THE MILLER



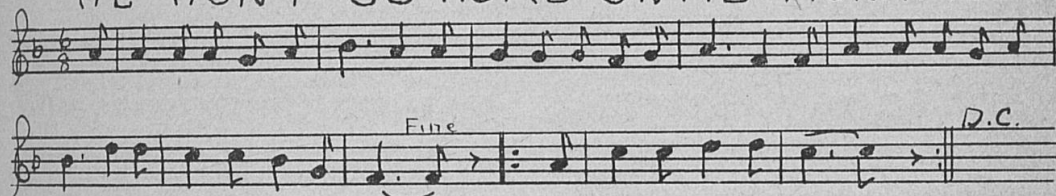
# SKIP TO MY LOU



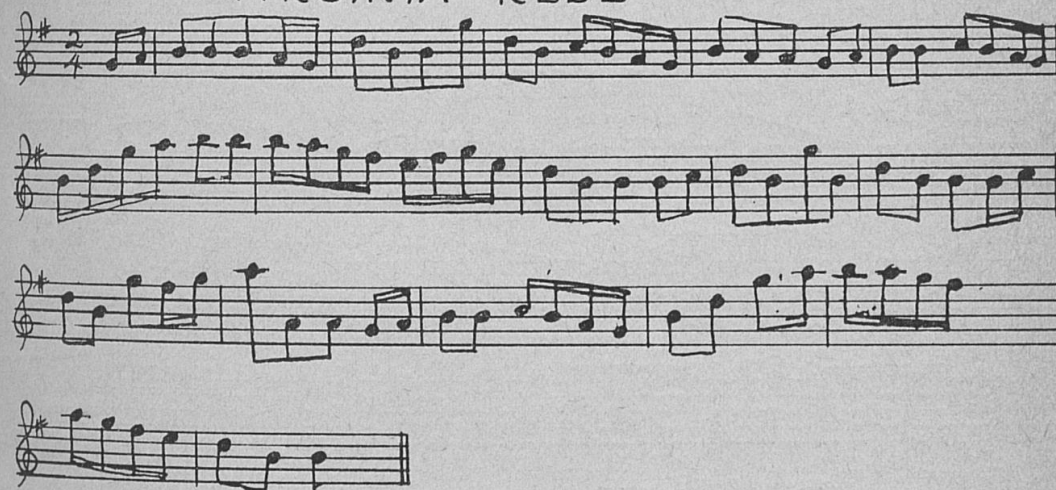
## HIGHLAND SCHOTTISCHE



## WE WON'T GO HOME UNTIL MORNING



## VIRGINIA REEL





# MAYPOLE DANCE

A

B

C

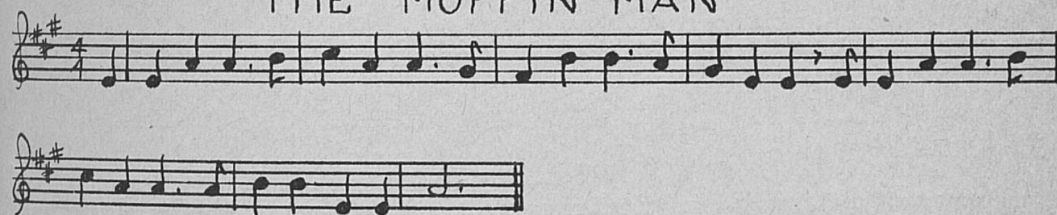
# TODAY IS THE FIRST DAY OF MAY

# OLD RUSTIC

SAILOR'S HORNSPIPE



THE MUFFIN MAN

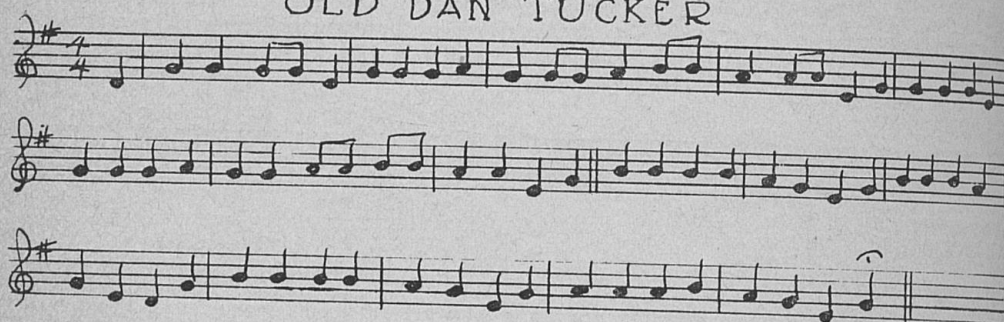


I SEE YOU





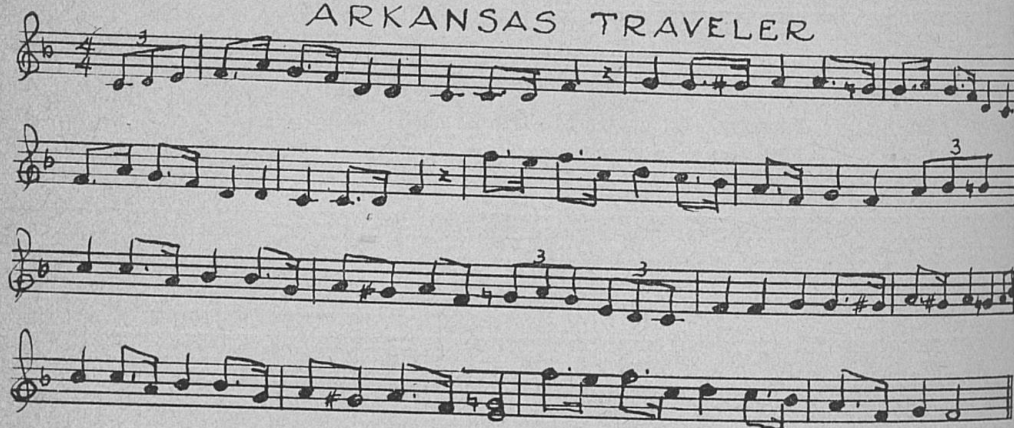
# OLD DAN TUCKER



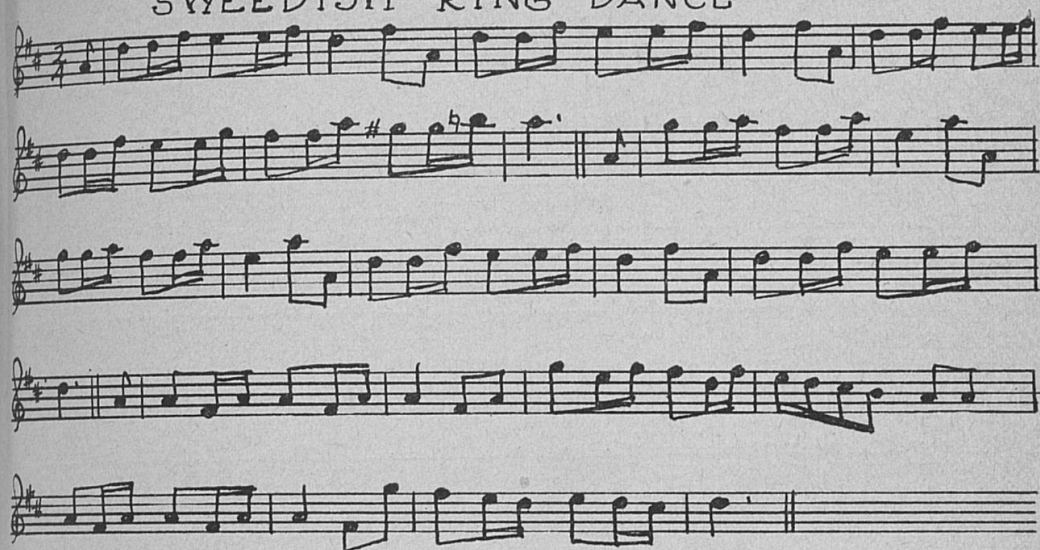
# IF ALL THE WORLD WERE PAPER



# ARKANSAS TRAVELER



# SWEDISH RING DANCE



# LONDON BRIDGE

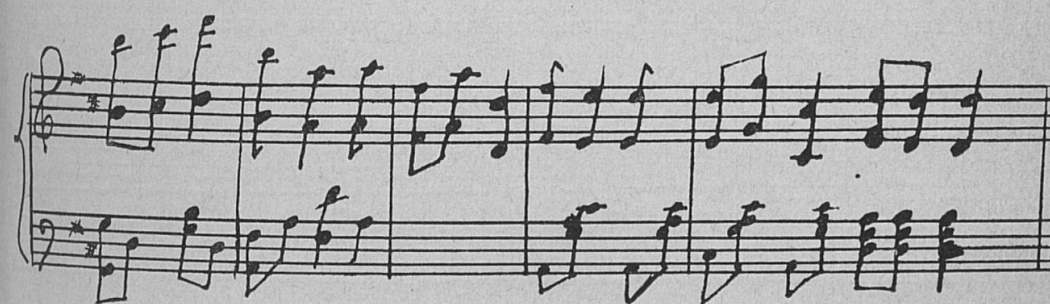
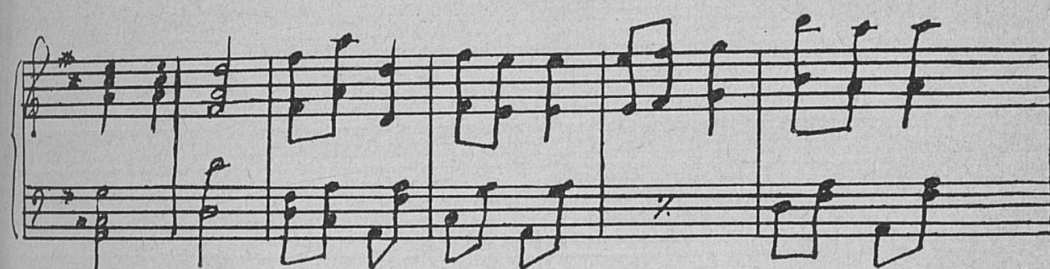
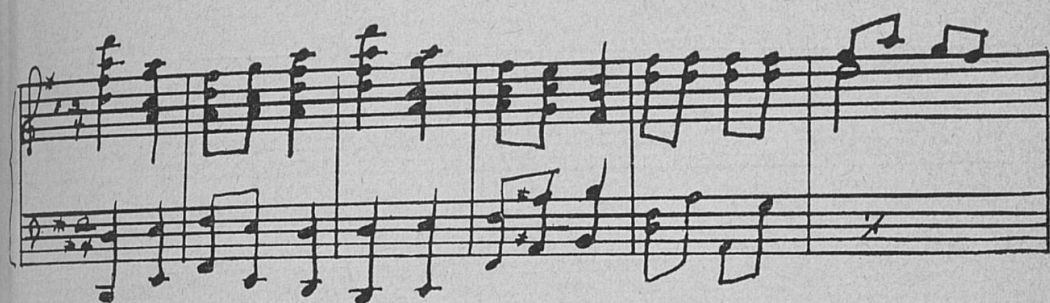




# How Do You Do?

A handwritten musical score for the song "How Do You Do?". The score is written on five systems of grand staves (treble and bass clefs joined by a brace). The music is in 2/4 time and features a lively, syncopated melody in the treble clef and a supporting bass line in the bass clef. The notation includes various musical symbols such as notes, rests, and dynamic markings. The score is written in ink on aged, slightly yellowed paper. The first system consists of two measures. The second system consists of two measures. The third system consists of two measures. The fourth system consists of two measures. The fifth system consists of two measures. The score is a single system of music, with no repeat signs or other markings.

# ROVENAKA





# OX DANCE

A handwritten musical score for a piece titled "OX DANCE". The score is written on six systems of grand staves, each consisting of a treble and bass clef joined by a brace. The key signature is one sharp (F#), and the time signature is 2/4. The notation includes various musical symbols such as eighth notes, sixteenth notes, and rests. There are several triplets indicated by a "3" over a group of notes. The piece concludes with the word "FINE" and a double bar line. The handwriting is in ink on aged, slightly yellowed paper.

# LOOBY LOO

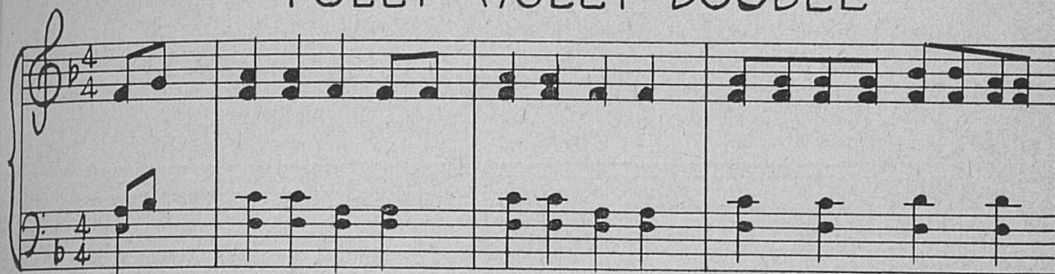




# DANISH DANCE OF GREETING



# POLLY WOLLY DOODLE



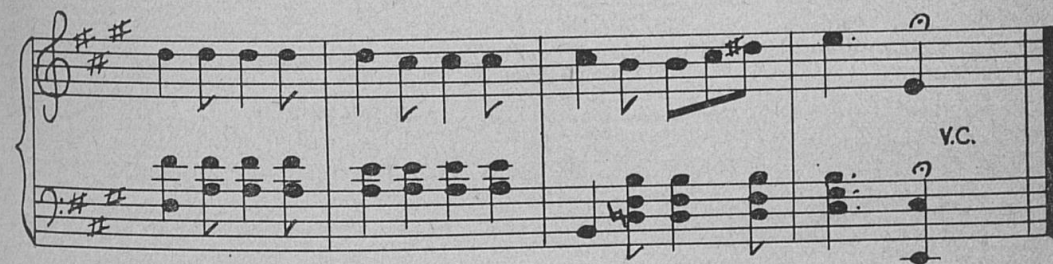
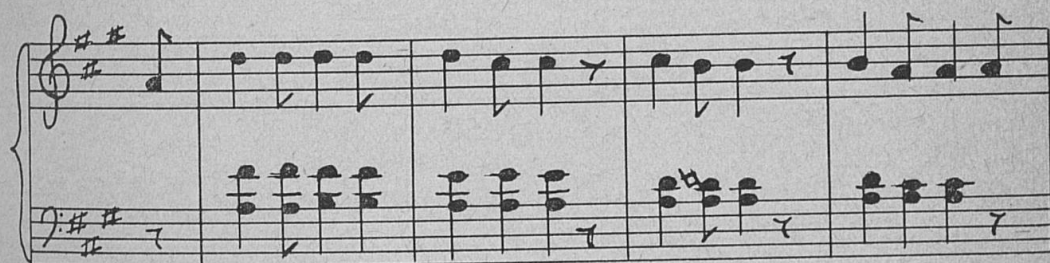


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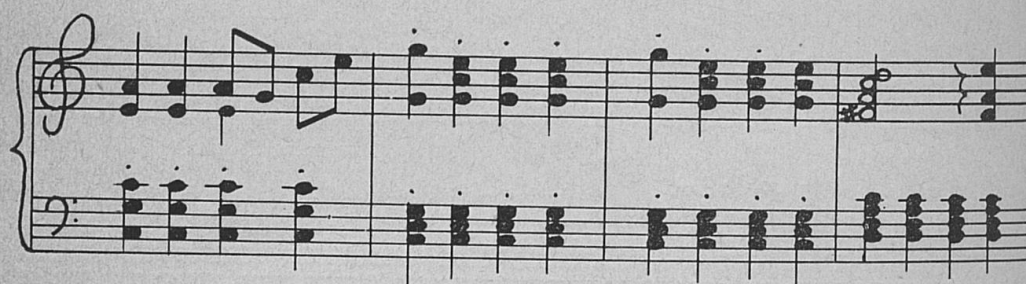
D.C.

# CAPTAIN JINKS





# INDIAN WAR DANCE



# POP GOES THE WEASEL





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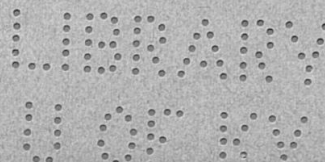
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- BOWEN, WILBUS. *Teacher's Course in Physical Training*. George Wahr, Ann Arbor, Michigan.
- BOWEN AND MITCHELL. *The Theory of Organized Play*. A. S. Barnes and Co., New York.
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- (Helpful material was obtained from the National Recreation Association, New York.)

### State Manuals

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- Manual of Physical Education and Health. Department of Education, St. Paul, Minnesota.
- Manual of Physical Education. Department of Education, Lansing, Michigan.
- Manual of Physical Education. Department of Education, Salem, Oregon.
- Manual of Physical Education. Department of Education, Hartford, Connecticut.
- Manual of Physical Education. Department of Education, Buffalo, New York.
- Manual of Physical Education. Department of Education, Madison, Wisconsin.
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Vol. V