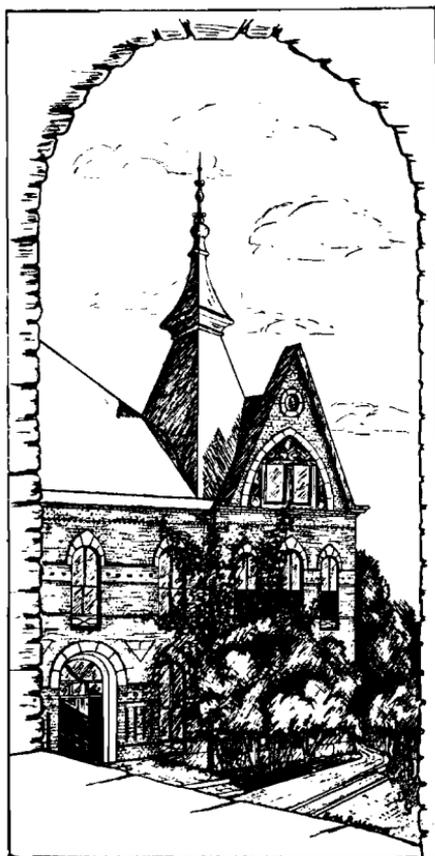


HEALTH AND PHYSICAL EDUCATION

*Activities for Latin-American Children
in Elementary Grades*



Published by
Southwest Texas State Teachers College
San Marcos, Texas—July, 1944

No. I

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- I Health and Physical Education Activities for Latin-American Children in Elementary Grades.
- II Art Activities for Latin-American Children in Elementary Grades.
- III Building Better School-Community Relations in Latin-American Communities.
- IV Music Activities for Latin-American Children in Elementary Grades.

Until the present printing is exhausted, these booklets may be obtained free of charge by writing to the Director of Public Service, S.W.T.T.C., San Marcos, Texas.

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Willa Vaughn Tinsley
Editor

FOREWORD

This booklet is one of several, intended as aids to teachers, prepared at Southwest Texas State Teachers College through a special school-community project in Inter-American Affairs in an attempt to improve instruction and community organization for Spanish speaking children and adults. Special effort was made to produce materials in health and hygiene, art and music, foods and nutrition, and community organization, because these areas are receiving much less emphasis than their educational importance justifies.

For the most part, our public schools have access to adequate materials in sufficient quantity and variety to provide teachers and pupils with the necessary tools for effective mental development of the child. However, as we all know, a child is constantly developing also emotionally, socially, and physically, and unless carefully selected opportunities and materials are provided for guiding these phases of child growth, the outcome is often a maladjusted individual.

Sometimes we become so intent on a certain phase of child education that we blind ourselves to the possibilities which lie abundantly about us for total child growth.

For example, a teacher may say, "I have three grades together in this room; I do not have time for informal activity procedures in such areas as games, music, health testing, or craft-work and the like; after all, the parents send the children to school to learn to read and to write and I have all that I can do in accomplishing this!" Such defensive statements are the rule and not the exception when talking with teachers who are adhering rigidly and with sincere respect to the formal recitation methods of teaching the so-called fundamentals.

Let us not become so intent on teaching Juan how to read that we lose sight of the fact that Juan has to get along with his associates, that he has to maintain a fair degree of health, that he has to be reasonably stable in his emotional reactions if he is to grow into a normal person and assume his rightful place as a responsible member of any community.

The philosophy expressed in these booklets is based on the recognition of the importance of providing opportunities and materials for the total development of the child and the adult.

Besides the executive and advisory committees for the special project, acknowledgement is due many other individuals for their assistance. Particular acknowledgment is due Mrs. Katherine M. Cook, Chief of Special Problems, and Mr. W. H. Sininger, Field Consultant for Special Projects in Inter-American Affairs, both of the U. S. Office of Education, for their encouraging guidance; Dr. L. S. Tireman, Professor of Education, University of New Mexico, for his stimulating counsel and inspiration; Mrs. Mary G. Buchanan, Associate Professor of Music; Dr. Hiawatha Crosslin, Associate Professor of Physical Edu-

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Willa Vaughn Tinsley
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HEALTH AND PHYSICAL EDUCATION ACTIVITIES FOR LATIN-AMERICAN CHILDREN IN ELEMENTARY GRADES

Preface

The development of the child's muscular strength, motor control, vigor, and endurance are only one phase of the outcomes to be expected from directed participation in physical education activities. Some other important problems that children face are to form quick and accurate decisions, to react favorably to instructions, and possibly to initiate action. At the same time, it is essential that such social characteristics as cooperation, sportsmanship, loyalty, courage, leadership and sense of responsibility be developed in the child. It is desirable, also, that such emotions as temper, fear, disappointment, excitement, and enthusiasm be regulated constructively.

Illustrations of physical education activities adapted to the developmental state of the child are suggested for each grade level by (1) hunting games consisting of an "it" or an "enemy," (2) mimetics which are imitative movements of daily activities, (3) story plays which stimulate imagination and afford opportunity for drill in the use of new words, (4) rhythmic activities which develop cadence and rhythm, (5) stunts which stimulate self-achievement and appraisal, (6) relay races and individual athletics which furnish incentive for self-improvement, and (7) team training which provides opportunity for social growth in addition to physical development.

One of the essentials of good teaching is that of organization. This consists not only of proper organization of the actual materials used, but of the group as well. In primary grades, for instance, as often as possible the circle formation is used because it enables the teacher to stay close to the group and thereby hold attention.

In the intermediate grades the plan of control may be carried out by use of team divisions, inasmuch as competition is recognized as an added incentive for wholehearted participation.

Included also in this teacher-reference are suggestions for health testing, development of good posture, a discussion of mental hygiene, and simple procedures in personal grooming.

It is the purpose of this booklet to offer typical examples of suggestive activities that will function in the total development of the elementary school child. No effort was made to make the text inclusive. If it provides the teacher with some needed source material, offers encouragement in the use of a wider scope of activities and results in aiding the growth of children, its purpose has been fulfilled.

Hiawatha Crosslin
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and Physical Education and
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MENTAL HEALTH

The elementary school, particularly the Latin-American elementary school, is faced with many problems radiating from the emotional difficulties of the children. Beginners enter school with an intense desire to learn specific skills—(1) to read and (2) to write. Unless they fall into what is considered the higher level of achievement, or at least the normal group, these young aspirants soon develop negative attitudes which immediately call for skill in their redirection. Recognizing at the outset that any child is an entity, a combination of physical, mental, emotional and social being, makes the approach to the problem of mental health take on positive aspects early in the school career of the child. The focal point of learning becomes so entangled with "attitudes" that it becomes necessary to be certain that the development of these attitudes is in line with the development of the desired personality.

In the first place, when frustration or "blocking" occurs, the child should be given something which will aid him in minimizing the subsequent friction because of the blocking. For instance, if an undesirable emotional condition is not to be developed, a pleasant or satisfactory feeling must exist so that the unfavorable one of being thwarted takes no hold, ceases, or even fails to develop. By way of illustration, consider the all important matter of group-living such as exists in school, which may not have been a part of the pre-school environment of the child. If a child finds it difficult to conform to group activities, he fails to learn what any normal child usually learns, and in his immature thinking establishes himself negatively. He is confused without knowing exactly the cause; he is obstructed many times during the day and soon loses the eagerness to learn that he was imbued with when school opened. Add to his confusion his bi-lingual difficulties, which are in turn increased by a seemingly negative attitude. He can not learn, because his upset emotions impede the process of learning. He is not so dumb, however, that he does not understand either the shrug of the shoulders, the raising of the eyebrows, or the actual words spoken by the teacher or his parents, implying that he can not learn. For instance, a visiting teacher was told in the presence of the child by his homeroom teacher, "Oh, he won't be promoted; he is one of the dumb ones." The crestfallen feeling reflected in the hurt, disappointed expression on the child's face was indication enough that his emotional reaction would further obstruct his ability to learn and would likely result in his wanting to quit a job that even the teacher said he could not do.

No one is free from being an example to one or to many. It behooves us to think and act in such a manner that indirectly we prove to be encouraging as well as good examples for our imitators. We know that children imitate; we know that children will overlook a great deal, and usually forget unpleasanties easily. Children, however, who, because of their emotional difficulties so-called "problems," may be aided in a very positive manner by the teacher or other adults

using activity methods of instruction. Activities furnish the most satisfactory opportunity for learning on the part of the child. If voluntary movement is encouraged and given a chance to develop, the child will learn much more rapidly, and the difficulty of learning may not become a problem at all, because there is so much joy in activity. This can not be done by the teacher, however, in a positive approach unless she has analyzed the entire situation into a less formal procedure, anticipating and preventing as much thwarting as can be done safely. Add to this analytical method the procedure of reconditioning which gives life once again to a lapsed stimulus, and many problems are solved. In almost any school, however, certain negative situations are obvious:

1. A child is pressed to learn, to make good grades because of what the family expects. This calling of attention to an emotionally loaded situation is a very poor technique, or approach, to the problem. There can be but one result—a hindrance to learning.
2. Failure to use the proper method in the beginning, or the necessary remedial measures later on, forces or keeps the child emotionally blocked, and he soon gives up.
3. This condition often leads to embarrassment or to being made conspicuous by being singled out and ridiculed. For example, a teacher when beginning a unit on the teaching of tennis asked how many knew something about the game. All hands went up, but one, and upon sighting the girl, the teacher said, "Anyone could tell that by looking at you." Is it hard to realize that the girl had a hard time learning tennis?
4. A final point to consider is danger of calling attention to faults or dwelling upon the inability to learn a skill rather than giving the child repeated encouragement for the progress he has made.

In summary, it should be noted that two serious conditions have to be coped with:

1. The original negative reaction to an unpleasant situation.
2. The added charm of repetition if the situation is not remedied.

There is but one answer—the proper protection from negative emotional responses in the beginning of the school career, and if the negative attitude appears later in the elementary or high school level, the elimination immediately of the blocking in the proper manner with an adequate substitute.

THE TESTING PROGRAM AS A MEANS TO HEALTH

The purpose of a testing program is to give the teacher information concerning the factors tested, in order that the health of the children may be improved.

A body in good condition is an aid to success in school. Certain essential information may be obtained by simple testing of vision and hearing, and by keeping weight and height charts.

Good posture may be developed and maintained through proper exercise, adequate nutrition, and sufficient rest.

INSTRUCTIONS FOR TESTING VISION

Using Snellen Vision Chart for intermediate grades.

Using American Medical Association Vision Chart **E** for beginners or bilinguals.

1. Be sure that the children to be tested are not familiar with the test card.
2. Fasten the vision chart to the wall at about the level of the child's eyes so that a good light comes from the side and does not shine in the child's eyes.
3. Bring only one child at a time into the room.
4. Have the child stand on a chalk line drawn twenty (20) feet from the chart.
5. Each eye is to be tested; first one, then the other.
6. Place a stiff piece of cardboard in front of (not against) one eye. Keep both eyes open.
7. Ask him to read the letters, beginning with the largest ones and to point in the direction of the arms of the letters, depending on the chart used.
8. Record the results.
9. To grade: Use fraction—distance from chart where child stands is the numerator; figures opposite the line of the smallest letters which are read without mistake is the denominator.
10. If the child reads the twenty (20) foot line of letters at twenty (20) feet away, the fraction 20/20 is recorded for the eye tested.
11. If the child can read only the thirty (30) foot line or the forty (40) foot line, the fraction 20/30 or 20/40 respectively is recorded.
12. If he reads all the letters, including those for the distance at which he is placed, he is not nearsighted, but may be farsighted. Making more than two errors to a line indicates distance too great.
13. If the pupil cannot read the line expected of the normal eye, he may have astigmatism or nearsightedness.
14. If he cannot read, with either eye, letters smaller than those of the 30-foot line at 20 feet, he should be examined by an oculist.
15. Repeat, testing other eye.
16. A child wearing glasses should be tested with and without them.

RECORD FORM

(Snellen Vision Chart for Intermediate Grades
American Medical Association Vision Chart E
for Beginners or Bilinguals)

Date	Name	Right Eye	Left Eye

INSTRUCTIONS FOR TESTING HEARING

The Watch Test

1. Use a loud ticking pocket watch.
2. Give the test in a quiet room.
3. Have no other watch or clock ticking in the room.
4. The child to be tested is asked to close his eyes so as not to watch the examiner.
5. He is also asked to put his hand over the ear not being tested.
6. The examiner holds the watch in her hand with the palm toward the ear being tested.
7. The watch is first held four (4) feet away from the ear being tested.
8. If the hearing is normal, the watch can be heard at a distance of four (4) feet.
9. Ask the child to raise his hand when he hears the watch at four (4) feet distance, or nearer if it has to be moved nearer.
10. Record the number of feet the child hears the watch ticking by checking in the appropriate column.

RECORD SHEET

Date	Name	4'	3'	2'	1'

INSTRUCTIONS FOR MEASURING WEIGHT

1. Most accurate scales are probably the slide type put out by athletic goods manufacturers.
2. The simple bathroom type scale may be more accessible.
3. If no scales are available in the school, a field trip to some store where there are scales may be arranged; if this is not feasible, perhaps a store would allow its scales to be borrowed and taken to the school.
4. Accuracy of the scales needs to be tested before using. If slide scales are used, push the slides to zero and note whether the

pendulum balances or not. If bathroom-type scales are used, notice whether the indicator rests on zero or not. Adjustments differ with the type of scale, but in almost all cases, balance is obtained by turning a screw weight.

5. Have the child remove all excess clothing, such as wraps and shoes.
6. Have the child step carefully on the center of the scales.
7. See that the child is not touching anything except the scale pan.
8. Adjust the sliding weights until a balance is obtained; if other type scales are used, allow the indicator needle to come to rest.
9. Record the weight of the child to the nearest whole number of pounds.

INSTRUCTIONS FOR MEASURING HEIGHT

1. Tack a yardstick against a door facing with the zero mark thirty-six (36) inches from the floor.
2. Allow for the thirty-six (36) inches when recording the measuring.
3. If a yardstick is not available, mark off a long board in inches and tack it to the door facing, or simply mark off the door facing in inches.
4. If possible, use two people to do the measuring.
5. Have the child remove his shoes.
6. Have the child stand in a natural position with his heels, head, and back against the wall or yardstick.
7. Have one person to take the measurement by placing a flat surface level on top of the child's head against the wall. Hold in place, let child step away; read the measurement in inches.
8. Have another person to record the heights as the first person reads the correct height of the pupils.

HEIGHT-WEIGHT RECORD SHEET

Date	Name	Age	Ht.	Wt.	Normal Wt.	% Under-weight	% Over-weight
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HEALTH TESTS SUMMARY

Record Sheet

Date	Name	Age	Ht.	Wt.	Normal Wt.	Hear- Vision	Re- ing marks
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SUGGESTED HEALTH AND PHYSICAL EDUCATION ACTIVITIES AT VARIOUS ELEMENTARY GRADE LEVELS

FIRST GRADE

A. Hunting Games

1. "Cat and Mice"

One pupil is chosen to be the "cat," and he hides behind the teacher's desk. All the other pupils are mice. A number of mice creep up to the desk and scratch on it. Immediately the cat starts to chase the mice, which run to their seats for safety. When caught, a mouse becomes the cat for the next game.

2. "Spider and Flies"

At end of playing space, mark off two goals. Draw a circle equal distance from the goals. Players then form around this circle. One of the players is chosen to be the "spider," and he sits very still in the middle of the circle. All the other players are flies, and they walk or skip around and clap their hands. At any time the spider may jump up and chase the flies, trying to catch them. The flies then run toward either goal. The flies whom the spider tags must help him try to tag the other flies. They must sit in the circle and not give chase until the spider gives the signal. The last fly caught becomes the spider for the next game.

B. Mimetics*

1. "Imitate a Bird"

Run lightly on your toes all around the room. Wave your arms up and down.

2. "Be a Cat"

Move quietly and slowly around the room on all fours. Look for milk.

3. "Chick"

Hop from one foot to the other, stop and get a drink of water, put head down, then raise it to swallow.

4. "Rabbit"

Hop on feet and put thumbs up to head for rabbit's ears.

*Adaptations of Mimetics from various sources.

C. Story Plays

1. "Going to Town"

- a. Skip to town, skip around a circle.
- b. Go in store, walk in circle.
- c. Pick up food from shelves, reach up and get cans.
- d. Put food in bag, put each can in bag.
- e. Take bag to storekeeper.
- f. Pay storekeeper, reach in pocket for money.
- g. Take bag and run home.

*Neillson and Van Hagen, PHYSICAL EDUCATION FOR THE ELEMENTARY SCHOOLS, pp. 89, 98.

2. "Christmas"
 - a. It is Christmas, and we need a tree.
 - b. Run out to woods—run around circle.
 - c. Walk in woods looking for tree.
 - d. There is a pretty tree; bring the hatchet!
 - e. Saw down tree; move for it to fall.
 - f. Drag tree home; pull hard (walk around circle).
3. "Little Bird"
 - a. Let us be birds—stretch your wings out (stretch arms).
 - b. Mother bird is going to teach us to fly.
 - c. She flies around; then you follow—stretch arms out and run around circle.
 - d. Hop around on ground and pick up bread to eat.
 - e. Fly back to nest.

D. Rhythmic Activities

1. "London Bridge"

Two of the players make a bridge by holding each other's hands and raising them over their heads so as to form an arch. The other players line up, one behind the other. They march under the bridge, and as they march, they sing the following song:

"London Bridge is falling down,
 Falling down, falling down,
 London Bridge is falling down,
 My fair lady."*

As the words "My fair lady" are sung, the two players making the bridge let their arms fall and catch the child then walking under the bridge. The two bridge-keepers have chosen "silver" and "gold" for their names; so they ask the player whom they have caught, "Do you choose silver or gold?" After choosing one or the other, the player stands behind the one whom he chooses. When all have been caught by the two bridge keepers, the side having the most players on it wins.

Wilde and White, PHYSICAL EDUCATION FOR ELEMENTARY SCHOOLS, pp. 150-151.

* (Wild and White. PHYSICAL EDUCATION FOR ELEMENTARY SCHOOLS. Reprinted by special permission of the Extension Service of the Iowa State Teachers College, Cedar Falls, Iowa).

2. "The Farmer in the Dell"

All of the dancers hold hands and make a circle. One is chosen to be the farmer, and he stands in the middle of the circle. The dancers march around him and sing this song:

"The farmer in the dell, the farmer in the dell,
Heigh-ho for Rowley, O! the farmer in the dell.

The farmer takes a wife, the farmer takes a wife,
Heigh-ho for Rowley, O! the farmer takes a wife.

The wife takes a child, the wife takes a child,
Heigh-ho for Rowley, O! the wife takes a child.

The child takes a nurse, the child takes a nurse,
Heigh-ho for Rowley, O! the child takes a nurse.

The nurse takes a dog, the nurse* takes a dog,
Heigh-ho for Rowley, O! the nurse takes a dog.

The dog takes a cat, the dog takes a cat,
Heigh-ho for Rowley, O! the dog takes a cat.

The cat takes a rat, the cat takes a rat,
Heigh-ho for Rowley, O! the cat takes a rat.

The rat takes a cheese, the rat takes a cheese,
Heigh-ho for Rowley, O! the rat takes a cheese.

The cheese stands alone, the cheese stands alone,
Heigh-ho for Rowley, O! the cheese stands alone.*

When the first verse is sung, the farmer chooses his wife, and one the second verse, the wife chooses her child, and so on until all have been chosen. When the stanza, "The cheese stands alone" is reached, all the others return to the circle and the cheese is the next farmer. Then the dance is repeated.

OP. CIT., p. 83.

SECOND GRADE

A. Hunting Games

1. "Back to Back"

Two children stand with backs together. All children but one stand in two's. The one player who doesn't stand with anyone is "It." "It" says "change," and each child tries to find someone, other than the one by whom he was standing, to stand back-to-back.

2. "Reverse Tag"

One child is "It." "It" tries to catch anyone of the other children, who have to walk or run backwards. The first child caught is "It." The first "It" gets to run or walk backwards with the other children.

3. "Stork Tag"

One child is "It." He tries to catch anyone of the other children. To keep from being "It" when tagged, the children must stop and stand on one foot. If one does not stand on one foot and is tagged by "It," the person tagged is "It."

OP. CIT., p. 95. A. S. Barnes Co.

La Salle, PLAY ACTIVITIES FOR ELEMENTARY SCHOOLS, p. 51.

B. Mimetics

1. "Toad Jump"

Put hands on hips. Bend knees and sit on heels. Hop forward. Be sure to keep your knees bent.

OP CIT., p. 121.

2. "Riding a Horse"

Bend over a little at the waist while running or trotting around. Hold one hand a little to the front, as though holding the reins.

3. "Airplane"

Bend over at the waist and hold both arms straight out to the sides of the body for the wings. Run around, swaying from side to side while making a humming noise for the motor.

(Teacher is to demonstrate.)

C. Story Plays*

1. "On the Farm"

a. Run to barn—run around circle.

b. Get feed from shelf—reach up high on trees.

c. Take feed out in farm yard and call to chickens.

d. Throw feed to chickens—walk around in circle while doing this.

e. Skip to pump and get water for chickens—make pumping

movement with hand.

- f. Take water and pour in pail for chickens—lean over to pour.
2. "Wash Day"
 - a. Gather dirty clothes—walk around circle picking up things.
 - b. Take clothes and run to stream.
 - c. Kneel down and put dirty clothes in it.
 - d. Dip them up and down in water.
 - e. Put clothes on rock and rub. (Make rubbing motion.)
 - f. Wring water out of clothes. (Make movement with hands.)
 - g. Take clothes and hang on line. Reach up each time.
3. "Going Fishing"
 - a. Get pole and put over shoulder.
 - b. Walk down road whistling.
 - c. When you get to stream, dig for worms.
 - d. Put worms in a can and go down to water.
 - e. Sit down and take worms out of can and put on hook.
 - f. Throw hook in water.
 - g. Pull it up—you have a fish—take fish off and put in sack—try to catch more.

OP. CIT., pp. 109-120. *Adaptations.

D. Rhythmic Activities

1. "Old Roger Is Dead"

All of the children hold hands and make a circle. One of them is chosen to be Old Roger, and he lies down in the center of the circle and crosses his arms over his chest. On verse one of the song, the children sing and march around the circle. On verse two, another child is chosen to be the Apple Tree, and he goes into the circle and stands at Old Roger's head with his arms hanging out from his sides. On the third verse, the tree moves his fingers. A child acting like an old woman comes into the circle on the fourth verse and picks up the apples that have fallen. Then on the fifth verse Old Roger gets up and kicks the old woman. On verse six, Old Roger lies down again, and the old woman limps away.

This is the song which the children sing:

Old Roger is dead and lies in his grave,
Lies in his grave, lies in his grave;
Old Roger is dead and lies in his grave,
Hmmm, hmmm, hmmm.

They planted an apple tree over his head,
Over his head, over his head;
They planted an apple tree over his head,
Hmmm, hmmm, hmmm

The apples were ripe and ready to drop,
Ready to drop, ready to drop;

The apples were ripe and ready to drop,
Hmmm, hmmm, hmmm.

There came an old woman a-picking them up,
Picking them up, picking them up;
There came an old woman a-picking them up,
Hmmm, hmmm, hmmm.

Old Roger got up and gave her a thump,
Gave her a thump, gave her a thump;
Old Roger got up and gave her a thump,
Hmmm, hmmm, hmmm.

Which made the old woman go hippity hop,
Hippity hop, hippity hop,
Which made the old woman go hippety hop,
Hmmm, hmmm, hmmm.*

*PHYSICAL EDUCATION FOR THE ELEMENTARY SCHOOLS, by

Neilson and Van Hagen, A. S. Barnes Co.
OP. CIT., p. 103.

2. "Elephants"

All of the children stand up and then bend over at the waist. They swing their arms as an elephant swings his trunk. They should move very slowly. As they walk around, they say the following verse:

The elephant's walk is steady and slow;
His trunk like a pendulum swings just so;
But when there are children with peanuts around,
He swings it up and he swings it down.

La Salle, RHYTHMS AND DANCES FOR ELEMENTARY SCHOOLS,
p. 57. A. S. Barnes Co.

E. Relay Races

1. "Jumping Relay"

Draw a starting line and another line 15 yards away. On "go" the first player jumps on both feet (keeping feet together) to the 20 yard line, back to the starting line, touches the second person's hand. The second person does the same thing. This is done until each player has played. Team to finish first wins.

2. "Over and Under Relay"

Players line up one in front of another. On "go" the first player in line passes an eraser or other object over head to second player, who passes it between his legs to third player, who passes it over his head to fourth player, who passes it under his legs to fifth player. This is done until eraser reaches the end of the line. The last person brings the eraser to the first person. Team to finish first wins.

THIRD GRADE

A. Hunting Games

1. "Crossing the Brook"

Two lines are drawn off about 2' apart on the ground; this is the brook. Each player runs and tries to jump across the brook. If he can do this, he turns around and does a standing jump back across the brook. Anyone who can not jump back across is out of the game. A wider brook is marked off for those who have jumped across the first brook. Players who make the widest jump, both ways, win.

Bancroft, GAMES, p. 96.

2. Ankle Tag"

One player is chosen to be "It." The other players walk or run around the circle but try to keep away from "It," who is trying to tag one of them. To keep from being tagged they have to grab the ankle of one of the players. The player whose ankle another player is holding can be tagged; so he has to get away

and run to hold the ankle of another player. When a person is tagged, he becomes "It."

Mason and Mitchell, *ACTIVE GAMES AND CONTESTS*, p. 248.

1. "Cowboys Throwing Lasso"

Standing with feet apart, and your left hand on your hip, raise your right hand above head. Swing the right arm around and around in circles over the head. When you have thrown eight turns, throw the hand forward as if throwing a lasso. Do this over again four times. Repeat with left arm four times.

2. "Seesaw"

There are supposed to be three children to a seesaw. One player stands in the center with arms stretched out at side. He is the plank. The other two players holding with both hands to the end of the seesaw are the riders. The rider on left side bends his knees to a sitting position. The other player stands on tiptoes. Right-hand player stands on tiptoes while one on the left bends knees. Keep doing the same thing.

Neilson and Van Hagen, *OP. CIT.*, pp. 145-146.

C. Rhythmic Activities

1. "Jolly Is the Miller"

Formation: Make a double circle, partners facing in the same direction, with left sides to the center and inner hands joining. One odd player stands in the center of the circle.

Description: All sing the first 3 lines and at the same time, march or skip forward around the circle. As the last line is sung, those in the outer circle take a step forward and those in the inner circle step backward, which makes you change partners. The game is repeated as much as they want to play it. When the children have learned this well, the extra player standing in the center picks out a partner and the change is made. If he gets a partner, the one left without a partner stands in the center.

Variation: The two circles walk forward together until words "right skips forward and the left skips back." At the word "back," have the right or the outside circle of players about face and skip in opposite direction. All the players keep on skipping until the music stops or a signal is given, when everyone tries to get a partner, including the lone player standing in the middle.

Record: Victor, 20214; Columbia, A3078.

OP. CIT., pp. 132-133.

2. "Ten Little Indians"

Words: 1. One little, two little, three little Indians,
Four little, five little, six little Indians,
Seven little, eight little, nine little Indians,
Ten little Indian boys (girls).

Chorus: Tra, la, la, la, la, la, etc.

2. Ten little, nine little, eight little Indians,
 Seven little, six little, five little Indians,
 Four little, three little, two little Indians,
 One little Indian boy (girl).*

First verse: The leader outside the circle runs around, touches and numbers ten players, who right away step into the ring and join hands in a small circle.

Chorus: Players in outer circle hold hands and slide to the left. Players in inner circle join hands and slide in the other direction.

Second verse: Those in the center return to the outside circle in reverse order on the words, "ten, nine, eight," etc.

Chorus: All join hands in single circle and slide to the left.

Formation: Part II. Each child has been given a number from 1 to 10. They scatter themselves about the room.

1. Music is played, but no singing. All the players move in to make circle, with long steps, Indian fashion, stooping and holding hands over the eyes, etc. When circle is reached, all stoop or bend down.
2. On the first verse, each child's number is sung; he jumps to his feet and does the Indian step in place. When all the numbers have been called, the children fall forward and do the Indian step around the circle, yelling as they sing the chorus.
3. With the players facing the center in a circle, they sing the second verse, each number stooping in turn. When all the players are crouched the music is played again while the Indians steal away to hide.

OP CIT., pp. 138-139.*

D. Athletic Games

1. "Kick Ball"

Seven innings will make up a game; the pitcher rolls the ball to the batter, who then kicks the ball into the field. The base runner will be out if touched out or thrown out before reaching the first base, second base, third base, or home plate. The runner must be touched with the ball held in the hand.

2. "One Old Cat"

This game is played with only one base besides home base. There is only one batter. The other players play catcher, pitcher, and fielders. The batter is out when he makes three strikes or when a ball is pitched, struck at, and caught by the catcher on the fly or first bounce, or when a fly or foul is caught. When the player hits the ball, the player must run to first base and back home before the ball is returned to the catcher, who must touch home base to put the runner out. When the batter is out, all the players move up one.

Mason and Mitchell, *OP. CIT.*, p. 327.

E. Relay Races

1. "Around the Row Relay"

This game is played in the school room. All the players are seated, and each row must have the same number of players. At a signal the last player in each row leaves his seat on the right hand side of the row, and runs around the row. The row whose player gets back to his seat first gets a point. The second person on each row runs next, then the third, and so on until the game is over. The row with the most points wins.

Neilson and Van Hagen, *OP. CIT.*, p. 140.

2. "Eskimo Relay"

The players on each team line up in single file. At a signal the first player on each team starts moving with feet together and knees stiff and goes to the turning line, which is about 30 feet away, turns and comes back to hit the next player, who does the same thing. First team to be through, wins.

Mason and Mitchell, *OP. CIT.*, p. 167.

F. Stunts

1. "Duck Walk"

Bend the knees deep, put hands on the knees, walk forward in this position. Place your hands behind your back, palms together, fingers pointing backward to look like a duck tail. Walk in this position.

2. "Human Rocker"

Lie with face downward; hold the ankles right and rock the body to and fro. A stiff curve of the chest and stomach must be kept.

FOURTH GRADE

A. Hunting Games

1. "Bull in the Pen"

A circle is formed with one player in the center. He is the bull in the pen. The bull tries to get out of the pen by run-

ning between two players. If he succeeds, they chase him, and the one who catches him becomes the bull.

Wilde and White, OP. CIT.

2. "Puss in the Circle"

A large circle is drawn on the ground. One player is chosen for Puss and stands in the center of the circle. The other players stand outside the circle, surrounding it. Whenever he gets inside the circle, a player may be tagged by the puss. They tease the puss by running in and out of the circle and keeping away from him. Anyone the puss touches becomes another puss and helps to tag the others. The last one to be tagged is the winner.

Bancroft, OP. CIT., p. 198.

B. Mimetics

1. "Sewing Machine"

Begin to run in place, placing hands on hips. Start slowly and gradually get more speed.

2. "Skating"

The children pair off to skate. They hold hands by placing the right hand in the partner's right, and the left hand in partner's left. Then slide across one way and then the other, then skate forward. Turn around and skate back.

Neilson and Van Hagen, OP. CIT., p. 191.

C. Rhythmic Activities

1. "Pop Goes the Weasel"

All around the chicken coop,
The monkey chased the weasel,
That's the way the money goes,
Pop goes the weasel!

A penny for a spool of thread,
A penny for a needle,
That's the way the money goes—
Pop goes the weasel!*

Formation: Make a double circle. Have the partners hold inside hands, with the outside hands on their hips.

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

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

Measure 5: Step on the right foot, place the left foot behind, bend the knees.

Measure 7-8: The girl skips around under the boy's right arm, which is held high. Sing "Pop Goes the Weasel."

Repeat the whole dance in the same direction. The boy skips under the girl's left arm. Get a new partner.

Record: Victor, 20151 or 20447; Columbia, A3078.

*(Wild and White. PHYSICAL EDUCATION FOR ELEMENTARY SCHOOLS. Reprinted by special permission of the Extension Service of the Iowa State Teachers College, Cedar Falls, Iowa).

D. Athletic Games

1. "Dodge Ball"

There are 2 groups of children. Half the players make a circle. The players making the circle throw the ball at the players inside the circle. When a player is hit, he takes his place with the players in the circle. The last player left in the circle is the winner.

OP. CIT., pp. 59-60.

2. "Keep Ball"

Two teams are chosen. The team that has the ball tries to pass it about without letting the other team get the ball.

Johnson, EDUCATION BY GAMES AND PLAYS, p. 172.

E. Relay Races

1. "Head-Balancing Relay"

The players choose teams. A book is placed on the head of the first player of each team, who at a signal runs to the turning line and back and places the book on the head of the next player, who does the same as the first player. The runner cannot touch the book with his hands unless it falls off; then he stops, puts it back on his head, and goes on his way. The team finishing first, wins.

2. "Foot-to-Foot Relay"

The players choose teams and line up single-file. The first player advances by putting the heel of one foot against the toe of the other on each step. All the players do the same, and the first team to finish wins.

Mason and Mitchell, OP. CIT., pp. 167, 174.

F. Stunts

1. "Stooping Stretch"

Stand with heels against a line, about a foot apart. Using a piece of chalk, stoop forward with knees straight to mark on the floor a distance as far back as can be reached. This is done by stretching the hands backward between the legs. Return to original position without losing balance.

2. "Clown Tricks"

Balance a stick on the chin or forehead. Lie on the floor with an object on the forehead; then try to stand up without the object falling off, etc.

Neilson and Van Hagen, OP. CIT., pp. 187-188.

FIFTH GRADE

A. Hunting Games

1. "Catch of Fish"

- a. Mark off two goals at opposite ends of space. Divide group equally at each goal.
- b. One group of players join hands and stand in line to form a net.
- c. The other players in the other goal are the fish. Upon a given signal all the players change goals.
- d. The net tries to surround as many of the fish as possible.
- e. Fish try to escape through the opening between the ends of the net.
- f. When the ends close together, all unable to escape are caught and must assist that side.
- g. Game continues until all of one side are caught.

2. "Hook On"

Players stand behind one another in groups of four. Arms are clasped around waist of the one in front. The odd player attempts to "hook" on at the end of the line. If he succeeds, the first one in the line becomes "It."

OP. CIT., p. 232.

B. Rhythmic Activities

1. "Giddy-Up My Little Burro"

SPANISH-AMERICAN SONG AND GAME BOOK, A. S. Barnes and Co., p. 22.

- a. Words to be sung:

Giddy-up my burro, we're going to Belén;
 Fiesta day is tomorrow, and one next day again;
 Hurry, hurry, hurry, let us go a-pacing,
 Hurry, hurry, hurry, let us go a-racing.
 O hurry—O hurry.*

- b. All the children form a line, one behind another, and go through the motions of riding a burro as they sing.
- c. When song is ended, all the children stand facing the same way.
- d. Children should not be close together, and they should place their hands on their thighs and keep their heads bowed like a burro.
- e. The one last in line runs and jumps each one ahead of him. When he has jumped over the one who is at the head of the line, he becomes the head of the line, and the one who is last jumps over the others until everyone has had a turn. (This is like Leap Frog)

2. "How Do You Do"

a. Formation: Two by two, in couples forming a circle around the room. Every other couple about face, to make a formation of fours facing.

b. Description:

Measures 1-8; with hands joined each couple takes three slides to left, heels together; repeat back to place (four measures). Four hands round (four measures).

Measures 9-16: Forward and back (four measures). Forward and back, stop two measures. Join right hands with opposite, count: 1, make a downward movement (shake hands); 2, join left hands, still keeping right hands joined; 3, make downward movement; 4, two measures; and as the hands are joined and the downward movement is made, dancers should say "How do you do?" keeping time to the four movements.

Measures 1-8: All take seven slides to center of room, heels together. All slide back to places.

Measures 9-16: Give right hands to persons across from you and go once around; give left hands across and go once around in opposite direction.

Measures 1-8: Forward and back. Forward and pass through opposite couple, each person going to her own right. Forward and curtsey to new couple. Repeat with new couple.

Dorothy La Salle, RHYTHMS AND DANCES FOR THE ELEMENTARY GRADES, OP. CIT., p. 96.

C. Athletic Games

1. "Basket Ball Toss Up"

This is a basket ball game played between two to eight players, all using one basket ball goal. The players are divided into two equal teams. A player throws the ball from the free throw line as when throwing a foul in regular basket ball. The free throw line is 15' from the basket. If a basket is made, one point is scored for his team, and he keeps on throwing until he fails. When he fails to make the basket, all players run for the ball and try to make a field goal, which counts two points. Twenty-one points is a game, and two games out of three, a match. When a field goal is made, the player making it must be the next player to throw from the free throw line. The last point in the game can be made only by a field goal.

(See **Athletic Games** under **SIXTH GRADE**.)

D. Relay Races

1. "Blackboard Relay"

Children should all be at their desks, one behind another, and each row of desks be the same distance from the blackboard.

The first player in each row has a piece of chalk. At a given signal the first player on each team runs to the board and makes a mark. (He may make any kind of mark he wants to.) He then runs back to give the chalk to the second player, at which time he will run and make his mark on the board. This goes on until the last player in each row has made his mark. The row wins whose last player returns to his seat first.

Neilson and Van Hagen, *OP. CIT.*, p. 214.

2. "Circle Passing Relay"

Divide the group into two teams of from 8 to 16 players, each. Give each captain a ball, stick, or something else he can pass. The players all join hands and form a circle, then drop hands. At a given signal the captain passes the ball to the next player on his right, and the player passes it on around the circle. The ball is passed around the circle five times. The first time it passes the captain, he calls "one," and so on for each time it passes him until he reaches the fifth time; then he holds the ball high in the air and calls "five." Team finishing first wins.

Mitchell and Mason, *OP. CIT.*, p. 200.

E. Stunts

1. "Turk Stand"

- a. Cross right foot over left.
- b. Cross arms on chest.
- c. With legs crossed and arms crossed, sit down.
- d. After sitting down completely to ground or floor, stand up again without touching hands to floor.

2. "Jump the Stick"

- a. Hold a stick with both hands in front of the body.
- b. Jump over the stick without letting go of it or touching it with the feet.
- c. Jump back.
- d. Try to go back and forth rapidly several times.
- e. Limber up the legs before trying by pulling them up to the chest several times.

F. Individual Athletic Events

1. "Baseball Throw and Catch"

On a playground baseball diamond place a pitcher and three basemen. A player stands at home. This player must catch the ball delivered from the pitcher, throw to first, catch the return, throw to second, catch the return, throw to third, and catch the return. Thus the player must catch four throws and throw to each of the three bases, giving a possible seven errors. A throw by the player or to the player shall be judged as good if both hands can be placed upon the ball by stretching with either foot on the base. In case of a bad throw to the player, the throw must be repeated. A bad throw by the

player, or failure to catch the ball thrown by the pitcher or basemen, shall be an error. The number of errors subtracted from seven gives score.

2. "Jump and Reach" (girls)

Equipment: A yard stick or rule 2' long. Wall or vertical surface that can be marked. Piece of chalk 1" long.

Rules: Contestant stands close to wall, facing it with heels and toes on the floor. Reaching high with both hands held together, a mark is made with the chalk. Contestants then stand sideways to the wall. While swinging both arms vigorously, a jump is made. At the highest point of the jump a second mark is made on the wall with the hand holding the chalk. The distance between the 2 marks is the individual's record.

SIXTH GRADE

A. Hunting Games

1. "Elimination Pass"

- a. Players stand four feet apart forming a circle facing in.
- b. Upon a given signal the ball is passed around the circle from one player to the next.
- c. When the leader says, "Change," the ball must go in the reverse direction.
- d. Passing should be done quickly and accurately, but no set way.
- e. If the receiving player can touch the ball with both hands, it is considered a fair pass.
- f. Players dropping the ball are eliminated from the circle.
- g. Players who make passes that cannot be caught are also eliminated.

2. "Hindoo Tag"

- a. Scatter the players around a limited playground area.
- b. One player who is "It" chases about and may tag anyone who is not in a "safe" position.
- c. "Safe" position is on both knees, forehead on the ground.
- d. Players should move about freely in the limited playing area.

Neilson and Van Hagen, OP. CIT., p. 270.

B. Mimetics

1. "Throwing a Baseball"—

Have the left foot in front of the right foot. Raise the right arm and swing it over the right shoulder. Be sure the right arm is held straight. Do this several times.

2. "Kicking a Football"—

Standing with feet together, hold hands as if you were holding a football. Take a step with the left foot, then with the

right. When the right foot comes to its step, bend the knee and bring the foot up to waist height as to kick a ball.

C. Rhythmic Activities

Music: "Gustaf's Skoal"; Record: Victor 21617.

1. Formation in sets of four couples facing center.
2. Head couples walk three steps forward toward center and make a bobbing bow to opposite couple.
3. Same couple four steps backward to place.
4. Side couple same as No. 2 and No. 3.
5. Head couple repeat.
6. Side couple repeat.
7. Side couples make arch with inside hands grasped and held high. Head couples skip forward toward center, separate and take hands of opposite, then skip through arch and around a place, meeting own partners.
8. All clap hands once, then take both hands of partner and skip in place, turning to the right, pulling away from one another.
9. Repeat, head couples holding arch, side couples skipping around. Repeat from the beginning.

Wilde and White, OP. CIT., pp. 195-196.

2. OLE SUSANNA—Dance Music: "Ole Susanna"
 1. Partners (boy and girl) form single circle inward, drop hands.
 2. Ladies take four steps into center of circle and four steps back, while boys clap to music.
 3. Gentlemen take four steps into center of circle and four steps back, while girls clap to music.
 4. All join hands and circle to the right eight steps and eight steps back the other way.
 5. When back to place, face your partner and join right hands, boys passing to the right and girls passing to the left.
 6. Pass on to next person alternating hands until you have counted off seven people.
 7. With the seventh person, take both hands and turn to the right and promenade.
 8. With new partners, repeat from the first until you come back to your original partner.

3. COUNTRY DANCING.

Terms to be taught.

1. **Set** (plain quadrille formation); a square formed by four couples, one couple on each side.

x girl

1. Head couple

o boy

x o

3. Side couple (left) o x 4. Side couple (right)

x o

o x

2. Foot couple

Boys always stand on the left side of the girls (next the lady's heart).

2. **Single circle**, players face inward toward the center of the circle.
3. **Single circle**, partners facing each other. Players face each other with their backs toward their neighbor.
4. **Line formation**, players face front of room, singly, with partner or in groups of three.
5. **Promenade**, partners holding both hands (left with left, right with right, and skip in a circle together).

D. Athletic Games

"Volley Ball"—Rules and directions.

I. Organization of Teams

1. Teams to be chosen consisting of 6 players for boys' rules and 8 players for girls' rules.
2. Full explanation of all rules and procedures of the game:
 - a. Team of eight.
 - b. Position of players:

(1) Left forward	(5) Right center
(2) Center forward	(6) Right back (server)
(3) Right forward	(7) Center back
(4) Left center	(8) Left back
 - c. Substitution.
 - (1) Substitution may be made only by the team in possession of the ball.
 - (2) Substitute may take the place of a player only when the ball has been declared "dead."
 - (3) Captain must request time out for the substitution from the referee or umpire.
 - (4) Substitute takes place of one of players with no other change in rotation.
 - d. Rules.
 - (1) Ball may be hit twice in succession by three players, making a total of six volleys.
 - (2) A **let ball**, a ball which is hit and touches net but goes over is called a let ball, receiving another serve.
 - (3) Ball may be batted in any direction with one or both hands, hands being either open or closed. Ball is dead if it touches any part of player's body except hands.
 - (4) When ball strikes floor or other object, it is dead.
 - (5) A ball other than service may be recovered from net, provided player avoids touching net.
 - (6) Ball hitting any part of body except hands is dead, except when ball is dead.

(7) Ball served or played illegally is called "side out," and ball is returned to opposite side.

(8) Team must serve the ball in order to get a score.

II. Decisions

- a. Decisions of officials are final.
- b. Protests of interpretation of rules may be filed later.

III. Officials

- a. The referee shall be the superior official of the game.
- b. Umpire assists referee in making decisions.
- c. Scorer shall keep official record and score of the game.
- d. The timekeeper shall note when game starts and finishes.
- e. The linesmen shall station themselves on the opposite corners of the court.

IV. Dimensions for Volley Ball Court

1. Over-all measurement: 30' x 60'
2. Net: Girls—7½' high
Boys—8' high

"Softball"—Rules and Directions

I. The Field

- a. The diamond shall be 45' on each side.
- b. The distance from home base to the pitcher's box shall be 37' 8½".

II. The Team

- a. The number of players on each team shall be ten at all times.
- b. A person who is not playing may take the place of a player, but the player he replaces may not play in the game thereafter.
- c. The infield players consist of the catcher, pitcher, first baseman, short fielder, second baseman, short stop, and third baseman. The outfield comprises the left fielder, center fielder, and right fielder.

III. The Game

- a. The game shall consist of 7 innings.
- b. An inning is over when each team has been in the field once and has batted once.

IV. Pitching

- a. The pitcher when throwing the ball shall stand in the pitcher's box and shall not take more than one step, and it must be taken forward.

V. Strikes and Balls

- a. A strike is called by the umpire when the ball passes over any part of the home plate, not lower than the batter's knees nor higher than his shoulders.
- a. A strike is also called when a pitched ball is struck at by

the batter without its touching the bat; a foul hit ball not caught on the fly unless the batter has two strikes; a foul tip caught by the catcher which does not go above the batter's head.

- c. A ball is called by the umpire when the pitched ball does not go over any part of home plate and does not pass between the knees and shoulders of the batter.
- VI. **Fair hit ball** is a legally batted ball which lands on fair ground between home and third base either in the outfield or infield. A batted ball which first touches foul ground and then bounces or rolls into fair ground before it reaches first or third base is declared a fair ball.
- VII. **Foul tip** is a batter ball that goes directly to the hands of the catcher and is not above the batter's head.
- VIII. **Foul hit ball** is a batted ball that is batted and lands on foul ground that is outside of the boundary lines between home and first base or home and third base.
- IX. **Batter is out** when
- A batter makes a foul hit other than a foul tip and it is caught by a fielder before it touches the ground.
 - The third strike is struck and missed.
 - The batter has three strikes and the third is caught by the catcher.
- X. **Ball is dead** and not in play when
- The pitched ball touches the batter's person or clothing.
 - The batter steps from the batting box.
 - A foul is hit and is not caught.
 - There is interference with the batter or fielder.
- XI. **Ball is in play** and runners may run at their own risk or be put out.
- After a fly ball, either fair or foul, has been caught.
 - After "four balls" have been called by the umpire.
 - If a fair hit ball strikes an umpire on foul ground.
- XII. **Batter becomes a runner**
- Immediately after he hits a fair ball.
 - After three strikes have been called unless first base is occupied with less than two outs.
 - After four balls have been called by the umpire.
 - If the catcher interferes with the batter.
- XIII. **Batter shall be allowed to return to his base** without being put out
- If the umpire declares a foul not legally caught.
 - If the umpire declares an illegally batted ball.
 - If a thrown ball touches a coach.
 - If the umpire interferes with the catcher's attempt to throw the ball.

XIV. Baserunners are out when

- a. Their fair hit ball is caught by a fielder.
- b. A fair hit ball reaches first base before the runner.
- c. He is touched by the ball in the hand of a fielder before he reaches the next base.
- d. He is touched by the ball in the hands of a fielder before he reaches first base after he has had three strikes.
- e. A fielder holding the ball touches first before the runner.
- f. The runner interferes with a batted ball.
- g. A fly ball, either foul or fair, is caught by a fielder and is held on the base occupied by the runner when the ball was batted.
- h. The batter becomes a runner and he is forced to the next base, provided he is tagged by the ball in the hand of a fielder or by the ball reaching the base to which he is running.
- i. He leaves a base before the ball leaves the pitcher's hands.
- j. He passes a preceding runner.

XV. Scoring of runs

- a. A run is scored when
 1. A runner touches the first three bases and crosses home plate before three men are out.
 2. An out for leaving a base too soon on a caught fly ball is not a force-out and when such an out is the third out in an inning, any run scored before the out is actually made will score.

XVI. The Umpire

- a. Shall stand behind the catcher.
- b. Shall have full charge of the game.
- c. Shall call balls and strikes and determine fair and foul balls.
- d. Shall render base decisions.
- e. May be assisted in making base decisions and determining illegal pitches by a base umpire.

COACHING HINTS TO PLAYERS

1. Do not leave a base until the ball has left the pitcher's hand.
2. Before you run to another base, look to see if someone else is on the base in front of you. You may cause an "out" to your team if you and another teammate are on the same base.
3. Place a teammate to stand at the side of first base and one at third base to help coach a running player. The one who is helping may see chances to advance that the running player does not.
4. Do not throw your bat wildly after hitting the ball. This is dangerous to by-standing players and people.
5. After you hit the ball, run on because it may be missed by the player in the field.
6. Be sure to touch all bases while passing them.

E. Relay Races

1. "Skip Rope Relay"

Divide the players in equal teams each ten feet apart back of the starting line. Make for each team a turning point 60' in front of the starting line. Give the first player in each team a rope 8' long. At a signal of "go," the first players jumping the rope, skip to and around the turning point and back to the starting line. After he gets back to the starting line, he gives the rope to the second player, who does the same. Any player who stops skipping and starts to run must stop and start skipping again before he can go on. The team whose last player crosses the starting line first wins.

Neilson and Van Hagen, *OP. CIT.*, p. 253.

2. "Measuring—Feet Relay"

Divide the teams in equal columns and put them 10' apart in front of the common starting line. Make a turning point 20' in front of each team. At the signal of "go" the first player of each team walks forward to the turning line by putting one foot in front of the other. When the pupil reaches the turning point, he turns and runs back to the starting line, where he touches the hand of the second player. This player does the same as he did. The other pupils follow in turn until all have walked. The team finishing first, wins.

F. Stunts

1. "Heel and Toe Spring"

- a. Draw a line on the floor.
- b. Place heels against this line, bend down, and grasp the toes with the fingers underneath the feet and pointing backward toward the heels.
- c. Lean forward slightly and jump backward over the line.

2. "Standing High Kick"

- a. A disk or tin pan is suspended from the ceiling or a tree.
- b. The disk is lowered to the height of the waist.
- c. The pupil stands about a leg's length from the pan.
- d. He kicks the pan with right foot.
- e. After all have had a chance, raise the pan 2 or 3 inches.
- f. Two trials are permitted when the first attempt has been unsuccessful.

G. Individual Athletic Events

1. "Heel Grasp Race"

The performer stands behind the starting line, bends both knees, and grasps his heels with his hands—left hand on the left heel, right hand on the right heel. Any contestant releasing either or both hands from his heels or falling so any part of his body, other than his feet, touches the floor, is eliminated. The race is started and judged as the straight-away

run. From ten to twenty yards makes a good race, according to the age and skill of the contestants.

2. "Standing Broad Jump"

The performer stands on both feet, toeing the line. He may rock backward and forward alternately, but may not lift either foot clear of the ground. The jump is made from both feet to a landing on both feet. After landing, he must fall forward and walk forward, as the measurement is made from the toeing line (or front edge of the take-off board) to the nearest point where the body touches the ground.

SIMPLE PHYSICAL FITNESS EXERCISES

I. Arm Thrust

Position:

1. Stride standing: stand with feet slightly apart.
2. Have arms doubled in front of body with fingers on shoulders.

Directions:

1. Stretch arms out straight in front of body on count of one.
2. Bring arms back to first position on count of two.

II. Arm Fling

Position:

1. Stride standing: stand with feet slightly apart.
2. Arms stretched outward from the sides of the body.

Directions:

1. Fling arms to opposite sides as far as possible.
2. Fling arms back to first position.

III. Running in Place

Position:

1. Standing: feet few inches apart with toes straight ahead.
2. Arms bent and relaxed at natural position close to body.

Directions:

1. Lift legs one at a time, high in front of body with toes pointed downward.
2. Increase speed as desired, but repeat high knee bending.

IV. Sit-Up

Position:

1. Lie flat of back on floor.
2. Feet slightly apart.
3. Arms at side.

Directions:

1. On count of one, without pushing up hands or feet, bring body to an erect sitting position.
2. On count of two, return to first position.
3. Repeat in unison.

V. Deep Knee Bend

Position:

1. Stride standing: feet slightly apart.

2. Hands on hips.

Directions:

1. On count of one, bend knees very deep to squatting position (knees should be far apart).

2. On count of two, rise to first position.

MINIMUM STANDARDS

For Simple Physical Fitness Exercises Adapted to Intermediate Grade Level

Exercise	Excellent	Good	Fair	Poor
Arm Thrust	15	10	5	0
Sit-Up	50	30	15	5
Deep Knee Bend	10	8	5	3
Squat Thrusts	18	16	12	10
Running	2 min.	1½ min.	1 min.	½ min.

Reference: W.A.C. Training Program, page 86, Infantry Journal, Washington, D. C.

The above set of minimum standards are included for the purpose of judging the progress of the pupils. Some pupils will exceed these standards.

As will be noted, the first four exercises are graded on the basis of number of times the pupil repeats the exercises, maintaining correct positions at all times.

Some pupils, because of poor coordination, poor musculature, and fatigue, are unable to attain a high grade.

The pupils themselves should count the number of times each exercise is done, and thus classify themselves.

The fifth exercise is based upon correct position and length of time the exercise is repeated. The timing is done by the teacher or some one designated by the teacher. Some attainable results are:

1. Improvement in actual posture (body alignment).
2. Improvement in endurance and stamina.
3. Individual bodily growth and development.
4. Increased vocabulary.
5. Association between terms and activity.

• POSTURE

The health and physical education program, whether it is limited or extended, should include specific emphasis upon body mechanics. As a rule the term "posture" is used regarding this type of activity. Activities for developing good posture can be presented in various forms, such as physical fitness exercises and mimetics. Certain games lend themselves readily for use in postural improvement, provided the teacher insists upon the maintenance of correct body positions during entire participation in the game. It is wise, however, to include some activities for the reason that they contribute to development of good posture as such, and not merely as a by-product. Body mechanics, the recently accepted term for posture, affects digestion, elimination, circulation, and respiration of the body. Consequently, posture is quite closely related to health and personality. One of the objectives of health and physical education is the development of neuro-muscular tonicity. If the muscles are too weak to offer the proper support for the body, then all organs may be out of alignment. In other words, if we should define posture, it would be the correct position of one body segment in relation to another. In the actual grading of posture, it may be done in terms of the body position relative to gravity or the weight lines of the body. These weight lines are commonly called the anterior (front) line, posterior (back), lateral (side) and the leg and foot line.

Specific attention to these faults of body mechanics may be given in the following manner:

1. In a walking position the head is held high, chin in, abdomen flat, feet parallel, arms swinging naturally at the sides, and the feet pointed straight ahead; the foot strikes the floor heel first, very lightly, then the outer border of the ball, finishing with a push from the toes; the step should be light and graceful; correct alignment of body segments should be maintained.
2. Standing position may be considered in two aspects:
 2. At **attention**, which is essentially the same as that of walking with this exception: normal physiological curves are attained by **tightening** the buttocks with the feet parallel and a few inches apart.
 - b. At **rest** involves the same position except with the feet one or two feet apart.
3. Sitting position is generally conceived of in terms of reading or resting posture, or active or work posture. In all instances the head should be held high with the chin in, the abdomen flat, and at least a right angle by the hips, knees, and ankle. The feet should be parallel with lower and upper back resting against the back support, with the shoulders relaxed. In the case of "work" sitting position, the trunk is bent forward at the joint. Variation for the rest position is crossing the feet at the ankle, since it is too much of a strain to maintain one position.

Charts may be obtained from a number of sources, some of which are:

1. American Posture League
1 Madison Ave., New York, N. Y.
2. Samuel Higby Camp Institute for Better Posture
Empire State Building
New York, 1, N. Y.

Exercises may be obtained from the following references:

1. Stafford's PREVENTIVE AND CORRECTIVE PHYSICAL EDUCATION, A. S. Barnes & Co., New York, 1928.
2. Lowman, Colestock, and Cooper: CORRECTIVE PHYSICAL EDUCATION FOR GROUPS, A. S. Barnes and Co., New York, 1930.
3. Rathbone, CORRECTIVE PHYSICAL EDUCATION, W. B. Saunders Co., Philadelphia, 1939.

PERSONAL GROOMING

The following teacher-diaries are records of how some short units in personal grooming were developed through discussions and activities with about thirty 5th and 6th grade girls in the Southside Latin-American School, San Marcos, Texas.

The girls in this group varied in age from ten to seventeen years. Previously, any school work in the area of personal grooming had been incidental and undeveloped. About half the girls drop out of school at this level without going into junior high school.

HOW TO CARE FOR OUR HAIR

Volunteers were solicited for having their hair washed in class. As three volunteered, they drew straws, because we only had time to wash one girl's hair.

The following equipment was assembled ahead of time:

1. Bucket and sauce pan for carrying and dipping water.
2. Two large pans.
3. Washrag for the girl to keep the soap wiped from her eyes.
4. A jar of melted soap in water for a liquid shampoo.
5. A jar of soda and water for soaking the comb.
6. A towel for drying the hair.
7. Vinegar for rinsing out soap.

(Hot and cold water were available from the lunch-room kitchen, adjoining room.)

During the shampoo, a group of girls under the teacher's directions prepared some liquid soap solution so that all could see how it was done, using for illustration the tiny pieces of soap cakes that accumulate in any home.

Advantages of using melted soap were stressed.

Soap was put on and rubbed well into the scalp four different times. The need for this was stressed.

Four warm rinsing waters were used, the last having $\frac{1}{4}$ cup of vinegar in it to help cut out all of the soap.

By this time the soda and water had dissolved the oily dirt off the comb.

As this was a pretty day and fairly warm, each girl was urged to go home and shampoo her hair, using melted soap several times, rinsing her hair well, cleaning her comb, and reporting back to us tomorrow.

All girls admitted never having seen or used melted soap. It was explained that a surplus of the soap would be like jelly when it got cold and that when heated it would be ready for use again.

About one-fourth of the girls reported the next day that they had washed their hair, using melted soap. All appeared pleased with the results.

In case of heads infected with lice or other vermin, either at school or at home, the following suggestions will give satisfactory results:

Mix thoroughly equal parts of kerosene with a light oil such as sweet oil, olive oil, or any vegetable cooking oil. Saturate the hair and scalp well and cover the head with a cloth for several hours.

Remove towel and comb hair thoroughly with fine-tooth comb. Finally wash with plenty of hot water and castile soap. A teaspoonful of washing soda (sodium carbonate) added to each quart of water will aid in removing the oil. Rinse well and dry the head carefully. Repeat treatment next day.

The above treatment will prevent nits.

Kerosene if used alone will blister the scalp and therefore should not be left on over thirty minutes. Gasoline should **never** be used.

All school children should have their hair combed daily with a fine-tooth comb. Dipping the comb in hot vinegar will remove nits.

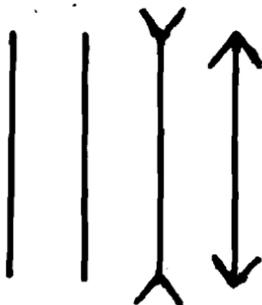
All nits must be removed before children return to school.

Druggists can supply commercial preparations but none are any more effective than the kerosene which will be found in most homes and will therefore be more accessible and inexpensive.

Children should not be made to feel ashamed if their heads become infected but should be made to feel that it is their duty to get rid of lice and to help the other family members get rid of them as a part of their own body hygiene and as a part of their responsibility to their associates.

HOW TO ARRANGE OUR HAIR

In the beginning, the teacher drew two vertical lines on the board—each the same length. She asked the girls to watch the lines carefully and see whether they could tell that by doing something to these lines the lines could be made to appear different. The lines were likened to our bodies, or to our faces. This simple illustration got the attention, interest, and respect of each girl.



Two girls were chosen by the teacher and asked to come and sit side by side in two chairs. A soft fold of white gauze was tied around each face at the hair-line, exposing the shape of the face. The girls in the audience were asked to decide how the shapes of these two faces differed. They could easily see the round face and the slender face.

Both girls took their hair down, and the teacher pulled it up on top, parting it in various ways. Seeing it long on the neck or held close to the head, the other girls were able to see that we change the apparent shapes of our faces by the arrangement of our hair.

A free period was given to the girls where they experimented before the mirrors the teacher brought. None of the girls had a mirror, except one, who had a jagged broken piece.

It was interesting to note the various degrees of pompadours in hair styles at school next day. To be tall appears to be a longing for most of these girls, as racially they are fairly short.

HOW TO KEEP OURSELVES CLEAN

Realizing the lack of privacy in practically all Latin-American homes, definite plans were made before class by the teacher to show the girls how some degree of privacy could be achieved in crowded rooms for personal cleanliness.

Three large feed sacks were brought to class and basted together. A one-inch hole was made at one end through which a cord was run. Two nails were driven in the wall about two feet from each side of a corner some five feet from the floor. The improvised curtain was then tied in place, closing off a small corner where an apple crate was placed

to hold the pan of water. Of course, it was pointed out that various materials could be used in making the curtain and that the curtain could either be left in place or taken down to make more space in the room if that were necessary.

Two new words were introduced in this lesson: deodorants and menstruation. The discussion on deodorants consisted of:

1. Meaning of the word
2. Spelling and pronunciation of the word
3. The use of deodorants
4. Safe and dangerous kinds
5. Cost and variety
6. Samples were distributed

The discussion of care during menstruation included:

1. Explanation of the meaning of this new, long word
2. Necessity for cleanliness at this time
3. Discussion attempting to break down superstitious ideas about no use of water
4. Ways of cutting and folding home-made napkins for better protection and comfort
5. Demonstration samples of commercial napkins, showing different brands, sizes, costs.

The teacher used the evident sense of modesty on the part of the girls as the wedge in trying to establish an acceptable standard of feminine cleanliness, pointing out that if the body and clothes are kept clean **at all times** that others, boys and teachers, would not realize when they were menstruating, which must be considered a normal activity but one that is very personal.