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A PROGRAM FOR PHYSICAL EDUCATION IN THE FOURTH, FIFTH,
AND SIXTH GRADES RECOMMENDED FOR THE
SCHOOLS IN KALISPELL

by

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B.A., Central Washington College, 1949

Presented in partial fulfillment
of the requirements for the degree of
Master of Education

MONTANA STATE UNIVERSITY
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TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DEFINITIONS OF TERMS.	1
The problem	1
Statement of the problem	1
Importance of the study	2
Definitions of terms used	3
Rhythmical activities	3
Athletic games of low organization	3
Individual athletic events	4
Relay races	4
Stunts	4
Hunting games	5
Mimetics.	5
Procedure followed	5
Organization of remainder of the paper	6
II. REVIEW OF RELATED STUDIES AND MATERIALS	8
Recommendations of the State Department of	
Public Instruction of the State of Montana . .	8
Objectives.	9
Factors to be considered	11
Activities	11
Time allotment	12
Geographic and climatic conditions	13

CHAPTER	PAGE
Apparatus or equipment	13
Supplies	15
Size of class	17
Health and safety of children	17
Playgrounds	17
Indoor facilities	18
The gymnasium floor	18
Shower rooms	19
Locker rooms	20
Teacher load	20
Co-educational activities	21
Physiological characteristics of 8, 9, and 10 year olds	22
Sociological and physical needs of 8, 9, and 10 year olds	23
Physiological characteristics of 11, 12, and 13 year olds	25
Sociological and physical needs of 11, 12, and 13 year olds	26
Discipline	27
Summary	27
III. AN IDEAL PHYSICAL EDUCATIONAL PROGRAM	28
The aim of physical education	28
General objectives of the program	29

CHAPTER	PAGE
The criteria for the selection of activities. .	30
Summary	32
IV. A PROGRAM FOR PHYSICAL EDUCATION IN THE FOURTH, FIFTH, AND SIXTH GRADES RECOMMENDED FOR THE SCHOOLS IN KALISPELL	37
V. THE EVALUATION OF THE PHYSICAL EDUCATION PROGRAM WITH CONCLUSIONS AND RECOMMENDATIONS	52
Scoring procedure	52
Health and physical education score cards for elementary schools	53
Measuring and Evaluating Individual Growth . .	60
Motor Ability, Capacity and Educability Tests	61
Character and Personality Tests	62
Conclusions	63
Recommendations	64

LIST OF TABLES

TABLE	PAGE
I. Recommended and Optional Apparatus for School Playgrounds	14
II. Recommended Supplies for the Elementary Grades	16
III. Program of Activities for Grades Four to Six	33
IV. Athletic Games of Low Organization and Relays	41
V. Rhythms and Hunting Games	44
VI. Individual Athletic Events and Stunts	47
VII. Summary of the Evaluation Cards	59

CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS

During the past few decades, Physical Education has been playing a greater part in the school curriculum than it previously had. On entry into World War I and World War II, the people of the United States began to see the need for physical education. In the past few decades, much has been written about Physical Education programs and recently a national survey has been made covering the subject.¹ This survey was to try to determine what activities should go into the making of an ideal Physical Education program. But because conditions, facilities, space, equipment, and other factors vary in different localities and schools, it often becomes necessary for persons in charge of Physical Education programs to establish programs suitable for their own situations.

I. THE PROBLEM

Statement of the problem. The purpose of this study was (1) to determine the type of Physical Education program recommended by authorities in the field as most suited for

¹ William Ralph LaPorte, The Physical Education Curriculum (revised edition; Los Angeles: Parker and Company, 1951), 92 pp.

intermediate grade children; (2) to follow the recommendations governing the teaching of Physical Education as set forth by the state of Montana; (3) to plan a curriculum in Physical Education for the Intermediate grades, grades 4, 5 and 6, which would meet criteria based on a national survey;² (4) to plan a Physical Education program for the Kalispell, Montana schools that would meet the aims and objectives of a well rounded program and have carry-over value into life;³ (5) to evaluate by means of a nationally accepted scale the physical education program used at the Elrod School during the 1951-52 school year.

Importance of the study. Many teachers have little, if any, idea what activities should be included in a well-rounded Physical Education program. They need to see a program that has been worked out in an actual situation. Due to inadequate background or pressure from other duties, many teachers in physical education need help in proceeding with the fundamentals of Physical Education. This study in Physical Education will provide the elementary teacher with a program of activities for Intermediate grade children.

² Ibid., p. 29.

³ Elizabeth L. Sehon, Physical Education Methods for Elementary Schools, (Philadelphia: W. B. Saunders Company, 1948), pp. 16-22.

Many teachers would like to give more instruction in Physical Education, but they are not aware of the aims and objectives involved. In this program of activities, grade level has been considered along with the season of year. The activities as selected are intended to be progressive in nature, going gradually from the simpler to the more complex activities. Under each major heading in the program are listed activities suitable for the particular grade level.⁴ This course of study in Physical Education was organized so that it would meet the majority of the requirements as set up by William LaPorte and other authorities.

II. DEFINITIONS OF TERMS USED

Rhythmical activities. Rhythmical activities are activities that fall into certain well defined groups, such as singing games, folk dances or games, gymnastic dancing, natural dancing, and social dancing.

Athletic games of low organization. Athletic games of low organization are those games that present little or no difficulty in organization. They include active group games

⁴ N. P. Neilson and Winfred Van Hagen, Physical Education for Elementary Schools, (New York: A. S. Barnes and Company, 1932), pp. 150-272.

of the type most commonly used on the school playground. They are of value developmentally throughout the elementary grades, and many of them continue to hold interest even longer recreationally. They are readily adaptable to all kinds of situations, facilities, sizes of groups and ages.

Individual athletic events. Individual athletic events are those elements of athletic games which can be performed and scored without dependence upon one or more other players. They are usually measured as to time, number, distance, and can provide competition between individuals, between groups, or between the individual and his own previous record.

Relay races. Relay races are races of competition between two or more lines. These lines may have from four to twenty members. These races are usually played by individuals racing out to a given point and returning to the starting position. Each member of each line has a chance to race out to the point and back. The line finishing first wins the relay race.

Stunts. Stunts are forms of play that arise from the desire to test one's ability. They stimulate the powers of coordination, suppleness of body, and the formation of such

virtues as courage, self-confidence, are easily organized for practice, and economical of space and equipment, and are easily organized for practice, and economical of space and equipment, and are adaptable to many age periods. They lend themselves especially well to group organization, and give opportunity for student leadership.

Hunting games. Hunting games are largely traditional, social games, arising out of the hunger for activity and the hunting and protective responses. These games have an enemy or "it" element and a number of various combinations of such elements as hunting, chasing, striking, tagging, dodging, hiding and etc.

Mimetics. Mimetic exercises are imitative movements of well-known activities and do not require any equipment. They are related to story plays except that they are more formal and more attention is paid to the way in which the exercises are performed. They may be used to teach the form of different athletic events to large groups at the same time.

III. PROCEDURE FOLLOWED

The literature written by experts in the field, other curriculum studies, and courses of study were surveyed as a basis for establishing standards for an ideal program for teaching physical education to children in the Intermediate grades.

The facilities and the present status of the program for children in the fourth, fifth, and sixth grades in the Kalispell, Montana schools were surveyed by personal interviews with the superintendent, Physical Education coordinator, building principals, and teachers involved, and by personal observation and teaching.

Differences between the surveyed program in Kalispell, Montana, and a program recommended by authorities in physical education for children in the intermediate grades were noted. These findings were used as a basis for recommending a program for physical education adapted to the facilities available in the elementary schools in Kalispell, Montana. The recommended activities have been classified as to objectives, grade placement, and season of the year.

IV. ORGANIZATION OF REMAINDER OF THE PAPER

Chapter two will contain materials and facts that were pertinent to the planning of a schedule of activities. The third chapter has considered the aims and objectives of an ideal Physical Education program along with the content of such a program. A table was formulated and classified under the headings of specific objectives, ranking of activities, and time allotment for each activity. Chapter four contains the schedule of activities in physical education for boys and

and girls in the Intermediate grades. This program was recommended for use in the Kalispell, Montana School System. Chapter five contains an evaluation of the Elrod School (Kalispell) program which followed the schedule of activities recommended in Chapter IV.

CHAPTER II

Authors of books on physical education for the elementary schools differ in their opinions as to what should be included in a modern physical education program. This chapter contains material and facts that were pertinent to the planning of the curriculum.

The course of study for physical education for grades four, five, and six, included in this paper has been based upon the recommendations of the Montana State Department of Public Instruction,¹ the general objectives according to LaPorte,² and the specific objectives according to Neilson and Van Hagen.³

I. RECOMMENDATIONS OF THE STATE DEPARTMENT OF PUBLIC INSTRUCTION OF THE STATE OF MONTANA

The following standards and recommendations are a result of revisions and modifications of the 1947 standards and recommendations made by the Montana State Department of

¹ Circular Letter of Department of Public Instruction, (Helena, Montana, 1951), 3 pp.

² William Ralph LaPorte, The Physical Education Curriculum, (revised edition; Los Angeles: Parker and Company, 1951), pp. 38-39.

³ N. P. Neilson and Winfred Van Hagen, Physical Education for Elementary Schools, (New York: A. S. Barnes and Company, 1932), p. 6.

Public Instruction, Supervisor of Health, Physical Education, and Recreation, in 1951 for instruction in Health, Physical Education, and Recreation in the elementary schools of Montana:

1. "A balanced program of physical education is defined as one in which the time allotted to rhythmic activities, athletic games, mimetics, story plays, hunting games, relays and individual athletic events is kept in equal proportions.

2. A graded program of physical education is defined as one in which the types of activities are selected to develop motor coordination and skill appropriate to the physical and emotional growth and development of children at specific age and grade levels. Those activities which can be correlated with the academic program are highly recommended. Those activities with carry-over value, those related to child life situations and those with mental content and character training possibilities should be included.

3. No student is to be excused from the physical education program; (a) because of any physical handicap or disability (a modified and restricted program must be provided for those students); (b) to participate in another activity; (c) to make up work in another subject; (d) as a disciplinary measure; (e) because of participation in interscholastic athletics.

4. A major indicates 45 quarter hours of training in health and physical education. A minor indicates 30 quarter hours of training in health and physical education."⁴

II. OBJECTIVES

The following general objectives for physical education were taken from LaPorte:

⁴ Circular Letter of Department of Public Instruction, Op. Cit., p. 1.

1. "The development of fundamental skills in aquatic, gymnastic, rhythmic, and athletic activities for immediate educational purposes, physical, mental, and social.

2. The development of useful and desirable skills in activities suitable as a vocational interest for use during leisure time.

3. The development of essential safety skills and the ability to handle the body skillfully in a variety of situations for the protection of self and of others.

4. The development of a comprehensive knowledge of rules, techniques and strategies in the above activities suitably adapted to various age levels.

5. The development of acceptable social standards, appreciations and attitudes as the result of intensive participation in these activities in a good environment and under capable and inspired leadership.

6. The development of powers of observation, analysis, judgment, and decision through the medium of complex physical situations.

7. The development of the power of self-expression and reasonable self-confidence, (physical and mental poise); by mastery of difficult physical-mental-social problems in supervised activities.

8. The development of leadership capacity by having each student within the limits of his ability, assume actual responsibility for certain activities under careful supervision.

9. The elimination of remediable defects and the improvement of postural mechanics as these can be influenced by muscular activities and health advice, based on adequate physical and health diagnosis.

10. The development of essential health habits, health knowledge and health attitudes as the result of specific instruction in health knowledge principles and careful supervision of health situations."⁵

⁵ LaPorte, Op. Cit., pp. 38-39.

The following specific objectives for physical education were taken from Neilson and Van Hagen:

1. "Prevent handicaps and improve physical effciencie.
2. Improve the individual's posture.
3. Decrease mental strain and improve mental health.
4. Develop symmetry, control and grace of bodily movement.
5. Develop ability to meet physical emergencies.
6. Develop alertness and quick response.
7. Develop an active reponse to rhythm.
8. Develop courage, self-control, self-sacrifice, courtesy, kindness, loyalty, obedience, honesty, cooperation and initiative.
9. Create in youth and intelligent and healthful interest in physical activity and give to him a fund of activity material for use in leisure time.
10. Create an interest in the physical welfare of others.
11. Promote the desire for wholesome association and recreation.
12. Develop the proper spirit toward victory and defeat.
13. Develop good character.
14. Develop the qualities inherent in leadership."⁶

III. FACTORS TO BE CONSIDERED

Activities. After a thorough examination of the writings of authors in physical education, the following

⁶ N. P. Neilson and Winfred Van Hagen, Op. Cit., p. 6.

activities are suggested as follows:

Grades four, five, and six.

Rhythmical Activities
Fundamental Rhythms
Games of Low Organization
Relay Races
Hunting Games
Apparatus and Stunts
(self-testing)
Athletic Games

Time allotment. According to the state Department of Public Instruction in Health and Physical Education the recommended time allotment for grades four, five, and six is twenty minutes daily.⁷ LaPorte also recommends a minimum of twenty minutes daily.⁸

Neilson and VanHagen,⁹ Salt,¹⁰ and Curtiss¹¹ all agree with LaPorte¹² that a minimum of twenty minutes daily should be spent on physical education for the intermediate grades.

⁷ Circular Letter of Department of Public Instruction, (Helena, Montana, 1951), 3 pp.

⁸ William Ralph LaPorte, op. cit., p. 48.

⁹ N. P. Neilson and Winfred VanHagen, op. cit., p. 4.

¹⁰ E. Benton Salt, Teaching Physical Education in the Elementary School, (New York: A. S. Barnes and Company, 1942), p. 13.

¹¹ Mary Louise Curtiss, and Adelaide B. Curtiss, Physical Education for Elementary Schools, (Milwaukee: The Bruce Publishing Company, 1945), p. 15.

¹² LaPorte, op. cit., p. 47.

At the conclusion of a twenty-two year study¹³ in physical education by the College Physical Education Association, the following time allotments for each type of activity were recommended for the intermediate grades: rhythmical activities, 30 per cent; athletic games of low organization, 25 per cent; hunting games, 15 per cent; individual athletic events (self-testing), 10 per cent; relays, 10 per cent; tumbling stunts, 10 per cent.

Geographic and climatic conditions. Physical education classes should be conducted out of doors as long as inclement weather does not interfere. A program of activities appropriate to the South, where outdoor activities may be carried on the year round, may need to be modified before being transferred to a colder climate.¹⁴ However, during periods of cold snowy weather such activities as ice skating, skiing and bob-sledding could be carried on if facilities were available.

Apparatus or equipment. The recommended list of apparatus as shown in table I was taken from Van Hagen, Dexter and

¹³ Ibid., p. 29.

¹⁴ Eugene W. Nixon, and Fredrick W. Cozen, An Introduction to Physical Education, (Philadelphia: W. B. Saunders Company, 1948), p. 89.

Williams.¹⁵

TABLE I
RECOMMENDED AND OPTIONAL APPARATUS FOR
SCHOOL PLAYGROUNDS

Age Group	Apparatus	Minimum Area Needed
INTERMEDIATE	RECOMMENDED	
	Climbing ropes, hemp or manila, 1½" diameter	-----
	Horizontal bars, 60" x 66"	10' x 12'
	Horizontal ladder, 6½' high	15' x 25'
	OPTIONAL	
	Monkey rings, 10' high	10' x 25'
	Parazontal bars	12' x 25'
	Giant stride, rope	35' x 35'
	Circular traveling rings, high	25' x 25'

"The proper installation of permanent equipment and the proper location of playground facilities are important. Horizontal bars, slides, traveling rings, climbing ropes and poles, and monkey rings should be installed adjacent to fences or buildings, with posts so placed that action of users of the equipment will parallel the line of the fence or building. It is important, however, to install the equipment far enough away from wall or fence so that the feet or bodies of those using the equipment will not come

¹⁵ Winfred VanHagen, Genevie Dexter and Jesse Fering Williams, Physical Education in the Elementary School, (Sacramento: California State Department of Education, 1951), p. 93.

in contact with any obstruction. Permanent equipment should be installed away from open areas. Such areas should be kept free from obstruction for the safe and successful playing of running games and ball games.

The horizontal ladder, horizontal bars, and monkey rings should be installed far enough from any obstruction to permit the swing of performers while arms, body, and legs are fully extended. The crossbars of the horizontal bars should not be more than $1\frac{1}{2}$ inches in diameter. The heights found most suitable for these are 48, 54 and 60 inches above the ground. Giant strides require an area large enough to permit the users to swing out into space without touching any obstacle.¹⁶

If at all possible, each classroom, each group of children under one teacher should have a complete set of equipment suitable for that grade. ¹⁷

Supplies. The recommended list of supplies as shown in table II was taken from Salt.¹⁸

In addition to materials listed in table II, on the following page, each school should have several basket balls, several sets of boxing gloves, steel tape, chalk liner, line marker, victrola, piano, and at least one first aid kit.

¹⁶ Ibid., p. 99.

¹⁷ E. Benton Salt, and Others, Teaching Physical Education for Elementary Schools, (New York: A. S. Barnes and Company, 1944), p. 15.

¹⁸ E. Benton Salt, and Others, Teaching Physical Education in the Elementary Schools, (New York: A. S. Barnes and Company, 1942), p. 15.

TABLE II
RECOMMENDED SUPPLIES FOR THE ELEMENTARY
GRADES

Supplies	Grades 1 & 2	Grades 3 & 4	Grades 5 & 6
Boundary Markers (small rubber mats, spring flags, etc.)	20	20	20
Rubber Volley Balls	3	4	4
Six-inch Rubber Balls	12	0	0
Bean Bags	12	8	0
Rubber Mats (Bases) 2x2 ft.	4	16	16
Individual Jump Ropes	10	10	10
Long Jump Ropes, 12 to 14 ft. long, 5/8 inch diameter	4	4	4
Soft Balls	0	4	8
Soft Balls (Small Size)	0	2	4
Footballs, Rubber or Leather (Junior Size)	0	2	4
Rubber Soccer Balls	0	0	4
Volleyball Nets	0	2	2
Jumping Standards	0	0	1
Indian Clubs	4	8	12

Size of class. Small classes are easier to handle than large ones and are more desirable.

"For systematic instruction in the fundamentals of highly skilled activities relatively small classes are necessary. It is widely recognized that activity instruction classes should not exceed thirty-five in enrollment, and in no case should organized classes be permitted to go beyond forty-five for one instructor. Classes larger than this, even with good teachers, result merely in organized play without detailed instruction.

Students in the remedial and restricted groups require more detailed instruction and guidance, hence should be organized in smaller classes, varying from twenty to twenty-five. In no case should such a class be permitted to exceed thirty."¹⁹

Health and safety of children. The health and safety of every child in the elementary school is a responsibility of the board, teachers and administrators involved in the child's education.

"The health and safety of all children must always be of concern to the classroom teacher. This implies that children should have periodic health examinations to determine the desirability of their engaging in the regular program. As a means of preventing injuries it is advisable for children to remove glasses and wear rubber-soled shoes during the physical education period. Furthermore, all facilities must be inspected carefully and frequently as a measure of safety and accident precaution."²⁰

Playgrounds. The playground areas should be as level as possible and free from stones, graded to a slope of four

¹⁹ LaPorte, op. cit., pp. 50-51.

²⁰ E. Benton Salt and Others, op. cit., p. 16.

inches to one hundred feet for rapid drainage and not subject to flooding during the rainy season.²¹

"Several types of surfacing are used for school playgrounds. A dirt surface requires special treatment to prevent dust. A sandy or rocky area, or one in which the soil is clay or adobe, needs treatment to make it safe for playground use. Turf, while expensive to plant and to maintain, makes a very satisfactory playground for some games. Various types of hard surfacing, including cement and bituminous mixtures, serve for the games requiring a smooth, hard surface. All playground areas should be leveled and graded enough to provide drainage. They should be free from loose stones, pebbles, or gravel, and from humps and depressions caused by uneven turf. Such accident hazards as exposed water faucets should, of course, be eliminated. No hard surfacing should be used under apparatus such as horizontal bars and horizontal ladders. Grass, tanbark, shavings, or a mixture of sand and sawdust should be used in such areas."²²

Indoor facilities. All elementary schools should have a gymnasium or a large playing room. Dressing rooms, shower, rooms, and toilet facilities should be provided.

The Gymnasium floor.

"A good size for the average school is 65' x 90'. The ceiling should be at least eighteen feet and preferably twenty to twenty-four feet. The floors should be of maple or other hard wood; walls smooth; radiators, drinking fountains or other such items, recessed; interior

²¹ N. P. Neilson and Winfred VanHagen, Physical Education for Elementary Schools, (New York: A. S. Barnes and Company, 1932), p. 49.

²² Winfred VanHagen, Genevieve Dexter and Jesse Fering Williams, Physical Education in the Elementary School, (Sacramento: California State Department of Education, 1951), p. 82.

painted a light neutral color; with careful planning of light, heat, and ventilation; and with acoustic treatment, if possible.

Opinions vary as to the advisability of large gymnasium divisible into boys' and girls' units by folding doors, as compared with entirely separate, smaller gymnasiums. There are both advantages and disadvantages in each plan. The tendency is growing, however, to include both boys' and girls' units in a central building, with entrances and dressing rooms at opposite ends."²³

Shower rooms. The shower rooms should be kept clean and as tidy as possible. The drainage should be so arranged that no water remains on the floor.

"The size of shower rooms depends upon enrollment, with from 8 to 12 sq. ft. of floor area allowed for each shower head. It is common practice to arrange boys' showers in batteries without partitions, while girls have individual shower booths, either adjoining the dressing booths or in a special shower room. Recently, however, many schools are installing the open shower batteries for girls the same as for boys, some combining the two with approximately twenty per cent booth type and eighty per cent battery type.

Shower heads should be placed at shoulder height and should be thermostatically controlled to prevent scalding. Individual control of hot and cold water should be provided rather than an automatic central control, although a central emergency control is desirable. Liquid soap should be dispensed from a central storage tank, fed by gravity through pipe lines, with a valve between each two showers.

It is recommended that well-drained drying rooms be placed between the shower and locker rooms to prevent

²³ LaPorte, op. cit., p. 44.

splashing and tracking water into the dressing area. A special towel service booth may be installed near the drying room, or towels may be issued at the main equipment counter, or may be exchanged in baskets."²⁴

Locker rooms.

"Dressing or locker rooms should provide free floor space exclusive of lockers equal to about eight to twelve square feet per pupil for peak loads (largest number of students dressing in any one class period). Floors should be of non-slip material, preferably concrete. A separate dressing room for visiting teams is an advantage in interschool athletics. The general dressing rooms should have exits independent of other areas in the building so that they may be used out of school hours for general community recreation.

Lockers may be of individual steel type, 12" x 12" x 36"; or the narrow style, 7" x 18" x 36"; or the combination large dressing locker fitted with several box storage lockers; or any one of several combinations of wire storage baskets and large dressing lockers, the latter in sufficient number to handle the peak load.

In recent years, various forms of the basket locker system are growing in popularity. Two very usable forms of the self-service basket system are in use, one developed at the New York University and the other at the University of Southern California. Each of these makes it possible to exchange laundry and suits for the students during class hours, the student being able to get his own basket and equipment at any time."²⁵

Teacher load.

"In order that a teacher may do efficient work the assignments for class instruction should not exceed five clock hours or the equivalent class periods per day, or fifteen hundred minutes per week. In no case should they

²⁴ Ibid., p. 45.

²⁵ Ibid., p. 45.

be permitted to exceed six clock hours per day or eighteen hundred minutes per week. This maximum should include after school responsibilities, estimated on a clock hour basis comparable to the assignment for the regular school day. Such responsibilities will include team coaching, intramural sports or playground direction, or other extra curricular assignment. This assumes additional time spent in preparation, in grading papers, etc., outside of assigned class hours. Each teacher should have available at least one period during the day for office consultation and individual conferences.

In no case should any teacher be expected to handle more than 250 students as a teacher load in a given day. Preferably he should not be responsible for more than 200."²⁶

Co-educational activities. The separation of boys and girls for physical education activities has been a subject of considerable debate for many years in the past.

"In general boys and girls should not be separated in their physical education activities up to and including the fourth grade. Beginning with the fifth grade, boys and girls should not ordinarily play together in the team game or gymnastic phases of the program. However, some co-education is desirable, and this may be secured through rhythmic activities."²⁷

"A strong tendency is developing to emphasize as a part of the physical education program the type of activities that may be participated in jointly by boys and girls, preferable of such nature that they can be carried over into after-school life as hobby interest. Since boys and girls and men and women must live together and play together in other than school situations, it seems highly appropriate that they should be guided in

²⁶ Ibid., p. 51.

²⁷ E. Benton Salt, and Others, The Teaching of Physical Education in the Elementary Schools (New York: A. S. Barnes and Company, 1944), p. 14.

the selection of activities, and trained in participating in them jointly, so that maximum social values may be attained.

Some experience indicated that the instruction in elementary fundamentals of activities is preferably given in segregated classes, and that boys and girls then be permitted to participate together in the intramural program after having mastered the preliminary essentials.

A comprehensive program of socialized coeducational activities would do much to tide over this difficult period of adjustment when interest in the opposite sex is developing rapidly and needs legitimate avenues of expression.

Usually some children will be found not ready for voluntary coeducational experiences. They should not be forced to participate but rather be encouraged gradually to adjust themselves by exploring some of the less embarrassing socialized activities. Boys offer the greatest problem in this respect. Their enthusiastic participation will be secured much more quickly if men instructors have an active part in the leadership. Social and square dancing, particularly, should be taught by men and women teachers together.

Many after-school activities such as picnics, excursion, weiner bakes, and skating parties deserve a place in the corecreational program, under careful adult leadership. Most of the activities in the following list can be included in the coeducational program for the average school. Activities that lend themselves readily to coeducational use include the following: archery, badminton, bat ball, captain basketball, clock golf, darts, dancing (folk, square and social), deck tennis, duck on the rock, dodge ball, end ball, fly casting, golf, and many other equally good activities."²⁸

Physiological characteristics of 8, 9, and 10 year olds.

"1. The child of 8, 9, or 10 years is sturdy though long-legged and rangy in appearance. His health is usually

²⁸ LaPorte, op. cit., p. 55.

good and he has boundless energy. He seems hurried and untidy. He is prone to accidents.

2. He now has a wider range of interest and a longer attention span. His goals are immediate and consistency is demanded, as is individual justice.

3. He is learning to cooperate better. He plays in self-made groups over a longer period. He is beginning to be interested in teams and will abide by group decisions.

4. The child desires prestige and may seek it through size, boasting, and rivalry.

5. The rhythmic sense is much improved.

6. Sex antagonism may be acute. Sex interest is not detailed. Sexual "modesty" appears.

7. The appetite is good. The child is interested in eating. There now are fewer food preferences and refusals.

8. He is generally reliable about following instructions in household jobs. He can take care of his own room.

9. He can take responsibility for his own clothing. He is now aware of his personal hygiene."²⁹

Sociological and physical needs of 8, 9, and 10 year olds.

"1. The child needs an assured position in a social group. Membership in a gang or a secret club fills this need. At this period children need a certain amount of freedom in setting up their own standards and rules, yet

²⁹ Willard E. Goslin, and Others, Organizing the Elementary School for Living and Learning (Washington 6, D.C.: Association For Supervision and Curriculum Development National Education Association, 1947), p. 68a.

strongly desire understanding and sympathy from adults. Participation in family affairs is important.

2. There must be full opportunity to develop body control, strength, and endurance. The child of 8, 9, or 10 years needs activities involving use of the whole body: stunts, throwing and catching, running, "it" games with their accompanying noise, etc. Seasonal play is important: kites, tops, marbles, etc.

3. He needs organized games for team play. He is willing to practice in order to become adequate in skills for games. He gains self-confidence by excelling in some one thing.

4. It is as important for children to learn good followership as it is for them to learn good leadership.

5. Encouragement to exercise creativity in rhythms should be given.

6. Activities such as playing in caves and brooks, gathering nuts, making campfires are needed. Bicycles and skates are enjoyed.

7. The child should sleep about 10 hours. He usually does not get enough rest. A quiet period in the afternoon, not necessarily bed, may prevent over-fatigue.

8. The child's increased interest in foods provides a basis for better understanding of the seven basic foods in maintaining good health.

9. The teacher must see that pupils having visual or aural defects always maintain strategic positions in the class.

10. Close supervision is required to assure properly adjusted furniture and to prevent slumping over desks. Creation of an awareness that good posture is comfortable posture is important."³⁰

³⁰ Ibid., p. 68a.

Physiological characteristics of 11, 12, or 13 year olds.

"1. Children of 11, 12, or 13 years are strongly individual. They differ widely in physical maturity and in temperament.

2. The lateral-type child may display over-weight, slow movements, and placidity. The linear-type child may display drooping posture, fatigue, alternating alertness and irritability.

3. The increase in size and strength of muscles leads to greater interest in outdoor activities.

4. Competition is keen. There is respect for good sportsmanship. More highly organized team games are desired. There is a willingness to submerge personal ego for the good of the team or group. The unskilled child is self-conscious about undertaking new activities.

5. Some children may initiate too many activities and go beyond the fatigue point. Resultant chronic tension may cause strained relationships. Girls tire more readily than boys.

6. There is a shift to own-age codes. Prestige is more important than adult approval. The gang interest is changing to interest in one or two "best" friends.

7. Interest in money-making activities may lead some to work during afterschool playtime.

8. There is a strong interest in sex. These children may be emotional about bodily changes. Sex-consciousness may cause self-consciousness and shyness with the opposite sex. Teasing may denote sex attraction.

9. A ravenous but capricious appetite may be noted.

10. The child may be over-anxious about his own health. He appreciates first aid and can give it. To a certain extent he can appreciate group health problems."³¹

³¹ Ibid., p. 68a.

Sociological and physical needs of 11, 12, and 13 year olds.

"1. There must be careful supervision in order that children of these ages may choose games proportionate to their strength and appropriate for their developmental needs.

2. Skill is essential for successful group participation. The child is willing to practice skills in order to gain proficiency, but needs informed guidance.

3. Games of increased organization such as softball, kick ball, modified soccer, etc., are needed. The sedentary or self-protective child may need encouragement to play out-of-doors. Differentiation of activities for boys and girls may begin at these ages.

4. Special provision must be made for the child who is reaching his literate capacity and may be able to gain his chief satisfactions from muscular activities.

5. It is as important for children to develop good spectatorship as it is for them to develop good sportsmanship.

6. More mature interest must be met by more mature programs. There must be opportunity for many types of social contacts. Club programs, church groups, Boy and Girl Scouts, Y.M.C.A., Campfire Girls, and camping, etc., fill the need for guidance.

7. Provision must be made for a growing interest in social dancing.

8. The rest needs are about 8 to 9 hours or longer.

9. The child's increasing desire to improve his personal appearance provides excellent opportunity to remedy habitual postural defects and to establish a balanced diet."³²

³² Ibid., p. 68a.

Discipline. Discipline of the right sort is indispensable to effective teaching and learning because disorder and attendant distractions lessen attention. A program can practically be destroyed by poor discipline.

"Discipline today has become a matter not of forcing or terrifying the student into any type of behavior, but rather of setting the stage so as to enlist the interest of the student in the activity to which we wish him to give his attention. For this reason discipline has become a matter of method or technic in teaching."³³

Summary. The purpose of chapter two was to find through historical research materials and facts that would be considered pertinent to the planning of a well rounded physical education curriculum or program. Only facts have been included that seemed most dynamic in the eyes of those authorities studied.

³³ Eugene W. Nixon and Frederick W. Cozen, An Introduction to Physical Education, Third Edition (Philadelphia and London: W. B. Saunders Company, 1948), p. 159.

CHAPTER III

AN IDEAL PHYSICAL EDUCATION PROGRAM

"The ultimate aim of Physical Education may well be to so develop and educate the individual through the medium of wholesome and interesting physical activities that he will realize his maximum capacities, both physically and mentally, and will learn to use his powers intelligently and co-operatively as a good citizen even under violent emotional stress."¹

I. THE AIM OF PHYSICAL EDUCATION

The primary function of physical education in the public schools today is to assist in providing a medium for the normal growth and natural development of each pupil. The physical, mental, and social characteristics of the child have been discussed in chapter two. Consideration must be given to the aims and objectives of a physical education program, the criteria for the selection of activities, the ranking and evaluation of those activities and their time allotment in the program. The above points will be considered in the chapter.

¹ William Ralph LaPorte, The Physical Education Curriculum (Los Angeles: University of Southern California Press, 1951), p. 38.

II. GENERAL OBJECTIVES OF THE PROGRAM

1. "The development of fundamental skills in aquatics, gymnastics, rhythmic, and athletic activities for immediate educational purposes-physical, mental, and social.

2. "The development of useful and desirable skills in activities suitable as avocational interests for use during leisure time.

3. "The development of essential safety skills and the ability to handle the body skillfully in a variety of situations for the protection of self and of others.

4. "The development of a comprehensive knowledge of rules, techniques and strategies in the above activities suitably adopted to various age levels.

5. "The development of acceptable social standards, appreciations and attitudes as the result of intensive participation in these activities in good environment and under capable and inspired leadership.

6. "The development of powers of observation, analysis, judgment, and decision through the medium of complex physical situations.

7. "The development of the power of self-expression and reasonable self-confidence, (physical and mental poise); by mastery of difficult physical-mental-social problems in supervised activities.

8. "The development of leadership capacity by having each student within the limits of his ability, assume actual responsibility for certain activities under careful supervision.

9. "The elimination of remedial defects and the improvement of postural mechanics insofar as these can be influenced by muscular activities and health advice, based on adequate physical and health diagnosis.

10. "The development of essential health habits, health knowledge and health attitudes as the result of specific

instruction in health principles and careful supervision of health situations."²

11. "The development of proper ideals and attitudes toward physical activity, and the establishment of desirable habits of conduct."³

III. THE CRITERIA FOR THE SELECTION OF ACTIVITIES

Today, physical education is just as much a part of the school curriculum as is reading, spelling, or any of the other courses. The development of healthy citizens is recognized as first among the cardinal objectives of our schools. The including of activities is justified not merely because they furnish recreation or exercise or leisure time occupation, but because they contribute to the development of the whole child. On this basis, the following criteria have been set up:

1. Will the activities develop self-control, and emotional control?⁴

2. Will the activities develop proper attitudes toward play, recreation and self-expression?⁵

² Ibid., pp. 38-39.

³ N. P. Neilson, and Winfred VanHagen, Physical Education for Elementary Schools, (New York: A. S. Barnes and Company, 1932), p. 6.

⁴ Elwood C. Davis, and John D. Lawther, Successful Teaching in Physical Education (New York: Prentice-Hall, Inc., 1948), p. 161.

⁵ Ibid., p. 161.

3. Will the activities assist in development of poise, courage, self-discipline and confidence?⁶

4. Will the pupils have some freedom in selections of activities?⁷

5. Do the activities assist in character development, and have carry-over skills?⁸

6. Will the activities contribute to the inherent interest and characteristics of children at various stages of development?⁹

7. Will the activities be geared to the overall needs of the individual or group being educated?¹⁰

8. Will the activity provide for the largest possible number actively participating at the same time in any one group?¹¹

9. Will there be some activities for use in the school-room and some for use on the playground?¹²

10. Will the activities provide for handicapped pupils?¹³

The tables that follow have been prepared in order to

⁶ Ibid., p. 162.

⁷ Ibid., p. 162.

⁸ Ibid., p. 162.

⁹ Eugene W. Nixon, and F. W. Cozen, An Introduction to Physical Education (Philadelphia and London: W. B. Saunders Company, 1948), p. 87.

¹⁰ Ibid., p. 87.

¹¹ N. P. Neilson and Winfred VanHagen, Physical Education for Elementary Schools (New York: A. S. Barnes and Company, 1932), p. XIV.

¹² Ibid., p. XIV.

¹³ Ibid., p. XV.

present a clear picture of the specific objectives to be achieved, the ranking of activities for pupils of elementary grade levels, the evaluation of appropriate activities, and their justifiable time allotment in the school program.

IV. SUMMARY

For any physical education program to accomplish its objectives, it must be built around the needs, interest, and capabilities of the children to be taught. The teacher must, therefore, have a knowledge of these needs, interest, and capabilities, and of the activities likely to result in their satisfaction and development. A thorough evaluation of these activities determines the proportions of time to be allotted to each in the physical education program.

TABLE III

PROGRAM OF ACTIVITIES FOR GRADES FOUR TO SIX

Specific Objectives	Ranking of Activities ¹⁵	Evaluation of Activities	Time	Allotment
			Per Cent	Min. Per Wk.
1	2	3	4	5
<p>1. To increase ability to perform satisfactorily the objectives of the primary program.</p> <p>2. To develop fundamental athletic skills.</p> <p>3. "To bring into use the 'big muscle' groups in the natural movements of running, jumping, climbing, throwing, and striking."¹⁴</p>	<p>I. <u>Athletic Games of Low Organization</u></p> <p>a. Basketball Type: captain ball, captain basketball, line basketball.</p> <p>b. Playground Ball Type: bat ball, end ball, long ball, one and two old cats.</p> <p>c. Soccer Type: advancement, circle soccer, corner kick, rotation soccer.</p>	<p>Learns skills that can be used for accurate recreation. Teaches self-control. Teaches group membership and team work. Changes from simple to more complex activities. Teaches child to play to the best of his ability and to the end of the game. Learns to accept winning or losing graciously. Stimulates increase in neuromuscular control.</p>	25	30

¹⁴ Ibid., p. 27.

¹⁵ William Ralph LaPorte, op. cit., p. 29.

TABLE III (continued)

PROGRAM OF ACTIVITIES FOR GRADES FOUR TO SIX

Specific Objectives	Ranking of Activities ¹⁷	Evaluation of Activities	Time Allotment	
			Per Cent	Min. Per Wk.
1	2	3	4	5
4. "To secure through rhythmical activities training in self-control, poise and posture" ¹⁶	d. Volleyball Type: bound ball, feather ball, net ball. II. <u>Rhythmical Activities.</u> a. Fundamental Rhythms b. Folk dances c. Square dances d. Social dances	Carries boys and girls through self-conscious and awkward stage. Develops desirable social attitudes through participation in a group activity.	30	40

¹⁶ N. P. Neilson, and Winfred Van Hagen, op. cit., p. 36.

¹⁷ William Ralph LaPorte, op. cit., p. 29.

TABLE III (continued)

PROGRAM OF ACTIVITIES FOR GRADES FOUR TO SIX

Specific Objectives	Ranking of Activities ²¹	Evaluation of Activities	Time Allotment	
			Per Cent	Min. Per Wk.
1	2	3	4	5
5. "To give the child a feeling of self-mastery and accomplishment." ¹⁸	III. <u>Hunting Games</u> : a. Bears and cattle, circle chase, pom pom pullaway, club snatch.	Stimulates planned attack, self-control, and cooperation. Provides big muscle activity. Develops speed and coordination.	15	20
6. "To carry the spirit of individual rivalry, and thus furnish incentives to improvement." ¹⁹	IV. <u>Individual Athletic Events</u> (<u>self-testing</u>): a. batting for accuracy, base	Stimulates neuromuscular development. Develops correct performance of skills. Increases coordination between the hands, feet and eyes.	10	10
7. "To create in youth an intelligent and healthful interest in physical activity and give to him a fund of activity material for use in leisure time." ²⁰	running, baseball throw for accuracy, broad jump.			

¹⁸ Neilson and Van Hagen, op. cit., p. 36.

¹⁹ Ibid., p. 36.

²⁰ Ibid., p. 6.

²¹ LaPorte, op. cit., p. 29.

TABLE III (continued)

PROGRAM OF ACTIVITIES FOR GRADES FOUR TO SIX

Specific Objectives	Ranking of Activities ²³	Evaluation of Activities	Time Allotment	
			Per Cent	Min. Per Wk.
1	2	3	4	5
8. "To afford an opportunity for the recognition of each individual's responsibility to the group for the success of the activity." ²²	V. <u>Relays</u> : a. over and under relay, shuttle relay, stunt relays, Indian club relay.	Develops a feeling of intense competition. Stimulates large muscle activity. Learns to follow directions explicitly. Provides self-satisfaction.	10	10
	VI. <u>Tumbling Stunts</u> : a. head stand, forward roll, cartwheels, heel click, jump the stick, elephant walk, triple roll, etc.	Teaches timing. Stimulate powers of coordination, suppleness of body, courage, self-confidence and determination.	10	10

²² E. Benton Salt, Grace I. Fox, Elsie Douthett, B. K. Stevens, Teaching Physical Education in the Elementary Schools (New York: A. S. Barnes and Company, 1942), p. 286.

²³ LaPorte, op. cit., p. 29.

TABLE III (continued)

PROGRAM OF ACTIVITIES FOR GRADES FOUR TO SIX

Specific Objectives	Ranking of Activities ²⁶	Evaluation of Activities	Time Allotment	
			Per Cent	Min. Per Wk.
1	2	3	4	5
9. "To offer an opportunity for the development of such qualities as courage, self-confidence, and determination." ²⁴	VII. <u>Free Exercise</u> : a. rope jumping, playground and gymnasium apparatus.	Provides for individual differences. Has carry over value into adult life. Teaches rhythm and coordination. Stimulates suppleness of the body. Provides correlation with safety education.	5	5
10. "To provide for the wholesome stimulation of the organic system of the body." ²⁵				

²⁴ Salt, op. cit., p. 286.

²⁵ Salt, op. cit., p. 286.

²⁶ LaForte, op. cit., p. 29.

CHAPTER IV

A PROGRAM FOR PHYSICAL EDUCATION IN THE FOURTH, FIFTH, AND SIXTH GRADES RECOMMENDED FOR THE SCHOOLS IN KALISPELL

The physical education materials in this chapter are for boys and girls from grades four through six. The activities have been listed under four headings: (1) games of low organization and relays, (2) rhythms, (3) hunting games, (4) individual athletic events and stunts. The activities have been carefully selected by season, and are listed for fall, winter, and spring. Many of these activities can be interchanged when inclement weather does not intervene. The activities as selected are intended to be progressive in nature, going gradually from the simpler to the more complex activity.

Much care was used in selecting and listing the more important objectives of each classification with particular attention to play skills, and the social-emotional development to be desired. Since the intermediate physical education program in the Kalispell school system is taught by people with a major or a minor in physical education, they are capable of modifying these objectives to meet the needs of their own groups.

Man is inescapably a salesman of himself and all he represents.¹ Therefore, these objectives will be realized if the teacher respects the personality of the child, appreciates the child for what he really is, likes the activities himself and participates, encourages laughter and fun, recognizes the child's potentialities and motivates his performance so he desires to improve.

"Some experience indicates that the instruction in elementary fundamentals of activities is preferably given in segregated classes, and that boys and girls then be permitted to participate together in the intramural program after having mastered the preliminary essentials."²

However, the activities have been carefully selected and can be used by both boys and girls, with the exception of the football lead up games.

In planning this schedule of activities, consideration has been given to the outdoor and indoor facilities available in the Kalispell schools. The activities as selected for fall and spring can be carried on in or out-of-doors with careful planning on the part of the teacher. A survey of climatic conditions in the Flathead Valley indicates that inclement

¹ Elwood C. Davis, and John D. Lawther, Successful Teaching in Physical Education (New York: Prentice-Hall Incorporated, 1948), p. 180.

² William Ralph LaPorte, The Physical Education Curriculum (revised edition; Los Angeles: Parker and Company, 1951), p. 55.

weather predominates for about six months of each school year.³ As indicated most of the physical education program would be carried on indoors. Some of the activities as suggested can be conducted in the classroom.

If the teacher finds that the suggested activities are too easy or too difficult for his group, he should choose similar activities better adapted to the abilities of his class.

The activities were selected only from books and materials available in each of the Kalispell elementary schools; therefore, the necessity for purchasing new books will be eliminated. However, two references may be obtained from the Elrod Elementary School, as indicated by an astrick on the following list. Also, the activities in each of the tables has been listed according to the following key with the page number for each activity:

- I. Salt, E. Benton, and Others, Teaching Physical Education in the Elementary School. New York: A. S. Barnes and Company, 1942. 340 pp.
- II. Neilson, N. R., and Van Hagen, Physical Education for Elementary Schools. New York: A. S. Barnes and Company, 1932. 365 pp.
- III. Geri, Frank H., Illustrated Game Manual. Seattle: Ernie Rose, 1950. 128 pp.

³ Climatology Weather Survey, United States Weather Bureau, Kalispell, Montana, 1951, 4 pp.

- IV. Richardson, Hazel A., Games for the Elementary School Grades. Minneapolis: Burgess Publishing Company, 1936. 144 pp.
- * V. Henderson, Red, Methods and Materials in Folk and Square Dancing. Missoula: University of Montana Press, 1951. 32 pp.
- VI. Foster's Folkway Features, Learn to Dance and Call Square Dances the Foster Way, Part I-II. Denver: Smith-Brooks Printing Company, 1942. 70 pp.
- VII. LaSalle, Dorthy, Rhythms and Dances for Elementary Schools. New York: A. S. Barnes and Company, 1940. 168 pp.
- VIII. Loken, Newton C., Tumbling Instructors Guide. Chicago: The Athletic Institute, 1951. 39 pp.
- * IX. Hertler, Charlie, Montana Elementary Work in Physical Education Health and Recreation (Rope Jumping). Helena: Montana State Department of Public Instruction, 1946. 8 pp.

TEACHING TECHNIQUES AND SUGGESTIONS

Physical education teachers in the Kalispell schools who teach the intermediate grades have had a major or minor in physical education. However, it is hoped that these teachers will find some of the suggestions below of value to them in conducting their respective programs.

GENERAL SUGGESTIONS

1. The teacher must give his directions in a clear, concise, and accurate manner.
2. In giving directions to large groups, the teacher should stand where all can see him.

TABLE IV

GRADES IV-V-VI

ATHLETIC GAMES OF LOW ORGANIZATION AND RELAYS

Objectives	Fall	Winter	Spring
1	2	3	4
To strengthen muscles of legs, feet, arms, shoulders, hands, and trunk.	Kick Ball II-147	End Ball II-153	Pepper I- 158
<u>Play Skills</u>	Punt Back II-245 (boys)	Twenty-one I-135	Batting Practice I-159
To learn kicking, dodging, running, throwing, batting, and catching.	Twenty-yard Touch Football I-171 (boys)	Captain Ball I- 136	Infield Practice I-159
To learn to punt, throw and catch a football.	Touch Football (simplified) I-171 (boys)	Side Line Basketball III-77	Rollies At the Bat I-160
To learn to kick, throw and catch a soccer ball.	Prisoners' Ball II-161	One Basket Basketball III-77	One Base Baseball III-63
To learn rules of games.	Two up Line Soccer III-34	"It" Basketball III-78	Two Old Cats II-247
To learn to dribble, shoot, catch, and throw a basketball.	Pin Soccer III-43	Captain Basketball I-138	Bat It and Run I-161
To learn to pitch, throw catch, and bat a softball.	Soccer Dodge Ball II-161	Five Pass Basketball III-81	Triangle Softball I-162
	Circle Soccer II-194		Softball I-162

TABLE IV (continued)

Objectives	Fall	Winter	Spring
1	2	3	4
<u>Social-Emotional Development</u> To learn to be a good winner and loser. To learn to be a good leader and follower. To be tolerant of others mistakes. To play as a team. To learn to play without race discrimination.	Alley Soccer I-151 Soccer (Simplified) I-153 <u>Relays</u> All-up Indian Club Relay II-214 Shuttle Relay II-217 Stride Ball Relay II-217 Foot Dribble III-52 Playground Pool Relay III-56	Boys' two court Basketball I-141 Wall Ball I-180 Shower Ball III-89 Juggle Volley Ball I-184 Keep It Up I-182 Newcomb III-86 Volley Ball III-86 <u>Relay</u> Arch Ball Relay II-163 Over and Under Relay IV-Card 199	<u>Relays</u> Walking Relay II-166 Skip Rope Relay II-253 Hopping Relay II-165 Heel and Toe Relay III-48 Bull Frog Relay III-48

TABLE IV (continued)

Objectives	Fall	Winter	Spring
1	2	3	4
		Basketball Relay III-55 Push Ball Relay IV Card 136 Pass and Squat Relay III-47 Zig Zag Relay IV Card 144	

TABLE V
GRADES IV-V-VI
RHYTHMS AND HUNTING GAMES

Objectives	Fall	Winter	Spring
1	2	3	4
<u>Play Skills</u> To review fundamental rhythms, slide, jump, skip, run, hop, and gallop. To develop rhythmic coordination. (balance, control, poise). To learn more advanced creative activities. To learn phrasing, even and uniform time.	Marching By I-217 Broom Dance I-239 Bleking I-238 Comin' Through The Rye II-174 Dutch Couple Dance II-176 Pop Goes the Weasel II-185 Csebogor I-242 Nixie Polka VII-59 Rovenacka II-186 Gustaf's Skoal II-261	Children's Polka II-173 Little Man in a Fix I-257 Norwegian Mountain March I-263 Ace of Diamonds II-258 Simple Square Dances VI-Part I Hokey Pokey V-7 Oh, Johnny Mixer V-10 Finnish Reel II-221	Seven Jumps VII-89 Schottische VI-(Card 7, Part II) Heel and Toe Polka V-21 Varsouvienne VI-(Card 6 Part II) Square Dances VI-(Parts I and II) Jessie Polka V-7 Narcissus Mixer V-10
<u>Social-Emotional Development</u> To learn to work and play in groups. To learn self-control and poise. To develop an attitude favorable to wholesome boy and girl relationship.			

TABLE V (continued)

Objectives	Fall	Winter	Spring
1	2	3	4
<u>Play Skills</u> To assist in learning correct way to kick, run, walk, catch and pass. To develop speed and coordination. To develop large muscles primarily in legs. To develop a good sense of humor.	Square Dance Fundamentals VI-(Card 2-10 Part I) Indian Braves VII-81 Virginia Reel VII-119 Corn Husking Dance VII-82 Canadian Barn Dance V-4 <u>Hunting Games</u> Run, Rabbit, Run II-91 Streets and Alleys I-117 Bears and Cattle III-12	Minuet (French) VII-85 <u>Hunting Games</u> Brownies and Fairies I-45 Club Snatch I-45 Cross Tag I-52 Dare Tag I-53 Poison Seat II-170 Simon Says II-170 Pass and Change II-233 Ball Stand II-268 Elimination Pass II-270	Pat-A-Cake Polka V-12 Sicilian Circle VII-118 Two Step V-17 <u>Hunting Games</u> Black Tom IV-Card 91 Cross Tag IV-Card 93 Dumb-Bell Tag IV-Card 94 Hindoo Tag II-270 Fox and Geese I-57 The Huntsman I-63
<u>Social-Emotional Development</u> To learn self-control. To develop a spirit of cooperation. To learn to play in large groups. To learn to admit when tagged.			

TABLE V (continued)

Objectives	Fall	Winter	Spring
1	2	3	4
	Circle Chase II-167	Center Catch Touch Ball II-231	I Spy I-64
	Tip Cap II-170		Red Rover I-81
	Catch of Fish II-232	Center Stride Ball II-231	Snake Catch IV- Card 107
	Club Snatch I-51	Butterfly Tag III- 16	Pom-Pom-Pull Away III-16
	Dare Base I-98		Ante Over II-230
	Circle Kick II-231	Circle Dodge Ball III-20	Center Keep Away I-49
	Soccer Tag III-16		Flower and Wind I-56
			Farmers and Crows I-103
			Squirrels in Trees I-113

TABLE VI

GRADES IV-V-VI

INDIVIDUAL ATHLETIC EVENTS AND STUNTS

Objectives	Fall	Winter	Spring
1	2	3	4
To strengthen muscles of arms, legs, shoulder girdle, and abdomen.	Sit Up I-289 Duck Walk I-288 Push Up II-209 Pull Up II-209 Cock Fight I-295 Rope Jumping IX-1-8 Standing High Kick II-256 (for boys) Soccer Dribble II-213	Rising Sun I-289 Eskimo Race I-206 Indian Hand Wrestling I-296 Skipping Race II-250 Rope Jumping IX-1-8 Hear Stand II-189 Tumbling Stunts VIII-1-39	Double Forward Roll II-188 Log Roll I-289 Crab Walk I-288 Rope Jumping IX-1-8 Tumbling Stunts VIII-1-39 Softball Batting for Accuracy II-203
<u>Play Skills</u> To learn accuracy in throwing, batting, catching and kicking. To develop flexibility. To learn indoor stunts well. To develop accuracy. To learn a particular skill in a particular activity.	Soccer Kick for Goal II-213 Soccer Kick for Distance II-250	Basketball Foul Throw II-205 Basketball Pass for Accuracy II-205 Basketball Throw for Goal II-206	Base Running II-204 Baseball Throw for Accuracy II-204
<u>Social-Emotional Development</u> To develop physical courage, self-confidence, determination. To develop emotional control in contest. To provide for release of emotional tensions.			

3. When demonstrating some particular skill where children should see teacher's feet, he should stand on a platform or stage with his back to pupils.
4. All hazardous objects should be removed from play area before an activity is started.
5. An activity should be stopped before children lose interest and change to another.
6. The teacher should participate in activities wherever possible, and show complete interest.
7. The teacher must have an unending amount of patience, and should never lose his temper.

RHYTHMS

1. There should always be a spirit of fun and play.
2. Songs and music should not be played too loud.
3. Various dances and rhythms should be used for P.T.A. nights, this is wonderful motivation and public relations.
4. Phonographs should be played loud enough for all to hear.
5. All children should participate regardless of skill.
6. If dance is to be repeated, $\frac{1}{2}$ a record or small records should be used at a time because of fatigue.
7. Words and music should be taught before the action.
8. All steps in a dance should be taught thoroughly before the record is played or before the dance is attempted.
9. Children should be encouraged to listen carefully, and not talk while learning the dance.
10. Rhythmic activities should be integrated with other subjects of the school program in as much as possible.

11. Good sportsmanship and cooperation can be achieved through rhythmic activities.
12. The acquired courtesies in dancing, and wholesome boy and girl relationships should be encouraged.
13. The children should be encouraged to become proficient in the basis fundamentals of rhythms such as walking, running, skipping, sliding, and jumping or hopping.

GAMES AND RELAYS

1. No one child should be permitted to monopolize a game.
2. Rules should be explained thoroughly.
3. All rules that are set up should be observed.
4. Have several lines in relays thus permitting more pupils to participate at a time.
5. Be sure to have the same number of pupils in each relay line, if not, play with them.
6. Have definite starting and finishing lines.
7. Have a definite starting signal.
8. Make sure you name the correct winning side.
9. Teach good sportsmanship.
10. Try to develop a desire to win among all your students.

INDIVIDUAL ATHLETIC EVENTS AND STUNTS

1. Regular gym shoes should be worn when indoors.
2. Girls and boys should be appropriately dressed. Girls should not wear dresses.
3. The stunts should begin with the most simple and lead up to the more complex.

4. Foresee and guard against every possible danger of injury. Create confidence and courage in the child for this will lessen chance of injury.
5. Carefully teach body control and balance.
6. Be sure all individuals understand the correct method of performing the event or stunt before attempting to do it.
7. In introducing a new activity, avoid jarring falls or other unexpected experiences that might develop fear in the participant.

HUNTING GAMES

1. Permit plenty of noise on the part of the children.
2. Encourage good sportsmanship.
3. Do not let one child be "It" all the time.
4. Make sure there is an even number on each side.
5. Stress correct method of walking, running, hopping, balance, and tagging.

SUMMARY

The chapter has recommended a program in physical education for the intermediate grades in the Kalispell, Montana schools. This program has been set up particularly in view of the play areas, equipment and trained personnel available in the Kalispell schools. The objectives for this program can be amply carried out because all of the personnel involved in teaching physical education in the intermediate grades have a major or minor in physical education, and the facilities to conduct an ideal physical education program

are available in the Kalispell schools. Some teaching techniques have been suggested and a more thorough study of these can be found in the reference materials listed for the activities of the program.

CHAPTER V

THE EVALUATION OF THE PHYSICAL EDUCATION PROGRAM WITH CONCLUSIONS AND RECOMMENDATIONS

The purpose for rating or evaluating the physical education program at the Elrod School was to center attention upon the characteristics of the program now in use, and to provide opportunity to compare this program objectively with the characteristics of an ideal program.¹

The evaluation cards used are based on the nine year intensive study by the Committee on Curriculum Research of the College Physical Education Association headed by William Ralph LaPorte of the University of Southern California.² These cards are intended as measuring devices for purposes of evaluating the physical education program and the general health, recreation, and safety provisions of an entire school.

Scoring Procedure. The rating standards are intended to represent a range from a fair-minimum program to a superior-ideal program: (50=fair-minimum; 100=good-average; 150=superior-ideal). If desired, the scores could be reduced to

¹ William Ralph LaPorte, The Physical Education Curriculum, (revised edition; Los Angeles: Parker and Company, 1951), p. 29.

² William Ralph LaPorte, Health and Physical Education Score Card, No. 1-For Elementary Schools, (Los Angeles: The University of Southern California Press, 1938), pp. 1-10.

percentages. A given item should range from one to three points if the program is at all acceptable. If it does not approximate even one point, however, the score should be listed as zero. Scores should represent the unprejudiced judgment of the rater in order that a fair evaluation of the program be made.

The evaluation of the Elrod School Intermediate Physical Education Program was made with the cooperative efforts of the principal and the physical education supervisor. The score cards with evaluations are listed below.³

I. HEALTH AND PHYSICAL EDUCATION SCORE CARDS FOR ELEMENTARY SCHOOLS

I. Program of Activities

- | | |
|---|-------------------------------------|
| | Maximum Score=30 Actual Score=19 |
| 1. Content of Elementary Program (grades 4-6) includes:
(1) athletic games, (2) rhythmical activities, (3)
hunting games, (4) individual athletic events, (5)
posture training, (6) relays, (7) stunts.
(Three activities =2; five activities=4; seven
activities=6) | Score <u>6</u> |
| 2. A well-planned and detailed yearly program (course of
study, including specific objectives), for each grade,
is on file in the principal's office.
(Primary or elementary only=2; both primary and
elementary=3) | Score <u>3</u> |

³ Ibid., pp. 5-10.

3. A Course of Study Committee gives consideration, at least annually, to needed revisions in the program.
(Fair committee=1; good=2; excellent=3)
Score 2
4. Daily participation in class instruction period is required of all children.
(Twenty minutes daily (exclusive of recess)=2;
twenty-five minutes=4; thirty minutes or more=6)
Score 2
5. Provision is made for adequate maintenance and sanitation of school grounds, plant, and classrooms; and for the coordination of health instruction in all grades.
(Fair=1; good=2; excellent=3)
Score 3
6. A comprehensive safety education program is sponsored in all grades, emphasizing safety habits and practices, safety codes, and safety standards.
(Fair=1; good=2; excellent=3)
Score 3

II. Outdoor Areas

Maximum Score=24 Actual Score=14

1. Total available playground space or field area includes from one to five acres, according to size of school.
(Minimum of one acre, with an additional acre for each added unit of 500 students=2; minimum, with additional acre for each 400 students=4; minimum, with additional acre for each 300 students=6)
Score 2
2. Field and court areas are surfaced with materials that are nonabrasive, resilient, nonslippery, firm, and as nearly dustless as possible (hard packed dirt or clay, calcium chloride, good turf, et cetera); and have suitable slope for good drainage in rainy weather.
(Fair surface=2; good=4; excellent=6)
Score 5
3. Field areas are kept clean and well marked, and are without hazardous obstructions; and apparatus is

protected by sawdust, sand, or shavings.
(Fair condition=1; good=2; excellent=3)

Score 3

4. All play areas are fenced off from streets, with subdivision fences where necessary for safety and control; and are made attractive by vine, tree, or shrubby borders.

(Standards approximately met=1-2; fully met=3)

Score 0

5. Playground is kept open after school hours and on Saturdays for general play of school children, under supervision.

(Standards approximately met=2-4; fully met=6)

Score 4

III. Indoor Areas

Maximum Score=24 Actual Score=23

1. One or more indoor recreation halls or play rooms (size proportionate to classes and enrollment) are provided for certain activities and for rainy weather, with ceiling height at least sixteen feet; with nonslippery floors, lines properly painted; walls smooth and clear; radiators and drinking fountains recessed; and light, heat, ventilation, and acoustics properly cared for.

(Standards approximately met=2-4; fully met=6)

Score 6

2. A rest room each for boys and girls is provided for use in injury or illness or for rest periods, equipped with cots, pads, and blankets.

(One cot for every 200 boys or girls=1; one cot for 150=2; one cot for 100=3)

Score 2

3. Well-equipped rest rooms for instructors are provided.

(Fair rooms=1; good=2; excellent=3)

Score 3

4. Health offices equipped for medical examinations and first aid are provided either adjoining the principal's office or as a part of special instructors' office.

(Fair=1; good=2; excellent=3)

Score 3

5. Dressing and shower rooms are provided for grades 4-6 (adjoining recreation hall), with free floor space (exclusive of lockers) adequate to care for peak load of use. (Peak load equals largest number of students dressing in any one class period.) (Dressing area, 8012 sq. ft. per pupil; showers, three to five students per shower.) (Standards approximately met=2; fully met=3)
Score 3
6. Toilet facilities are available immediately adjoining dressing rooms and accessible directly to playground; containing adequate bowls, urinals, washbasins, hot and cold water, liquid soap dispensers, drinking fountains, mirrors, wastebaskets, and paper towels or drying machines. (Standards approximately met=1-2; fully met=3)
Score 3
7. An equipment and supply office, suitable for use by consulting physical education supervisor, is equipped for storing and issuing class and playground supplies. (Fair office=1; good=2; excellent=3)
Score 3

IV. Organization and Administration of Class Programs

Maximum Score=36 Actual Score=28

1. Adequate supply of play equipment (2-5 balls for each class at peak load) for class instruction in all activities offered is kept in a locked box or office cabinet. (Fair equipment=2; good=4; excellent=6)
Score 6
2. Adequate facilities for handling individual activity (corrective) cases are available either within the school or in a central, corrective center accessible to several schools (or the equivalent). (Fair facilities=1; good=2; excellent=3)
Score 2
3. All classroom instructors have had special training courses in health and physical education activities or are taking such courses in extension or summer schools; in larger school systems specially trained physical education supervisors are assigned, on a consultant basis, to one or more schools. (Standards approximately met=2-4; fully met=6)
Score 6

4. Trained leadership is available for individual activity (corrective) cases from the regular staff, from a consultant supervisor, or from a physiotherapy clinic. (Standards approximately met=1-2; fully met=3)
Score 0
5. Appropriate activities are provided for students incapacitated for normal participation or needing special postural or orthopedic correction (classes B and C); with radically restricted cases assigned to rest at appropriate periods during the day. (Fair program=1; good=2; excellent=3)
Score 0
6. In general class instruction, emphasis is placed upon enthusiastic, joyous participation in all activities included in the program, with instruction and practice in performance fundamentals, game rules, game strategy, and social conduct standards. (Standards approximately met=1-2; fully met=3)
Score 3
7. In individual activity instruction, emphasis is placed upon practicing the directed exercises at home frequently, with the cooperation of parents; upon maintaining good postural alignment at all times; and upon participating in modified sport activities for which they are fitted. (Standards approximately met=1-2; fully met=3)
Score 2
8. The noon-hour and recess periods are well organized with carefully limited activities that are physiologically defensible; and with several instructors assigned each day to careful supervision of the playground and recreation hall. (Fair organization and supervision=1; good=2; excellent=3)
Score 3
9. No student is permitted to substitute clerical work, janitor work, or towel dispensing in place of physical education class activity (except during very temporary disability). (Fair=1; good=2; excellent=3)
Score 3

10. Interschool competition is not approved, but well-organized play days are staged periodically under adequate leadership.
(Play days for girls or boys separately=2; play days for boys and girls jointly=3)

Score 3

V. Medical Examinations and Health Service

Maximum Score=36 Actual Score=18

1. Medical examining, advisory, and emergency service is provided by school physicians, with co-operative arrangements for handling handicapped and problem cases in school or public clinics, or by private medical practitioners.
(Adequate volunteer service by community physicians=4; part-time paid school physicians=6)

Score 4

2. Trained school nurse service is provided for both school and home visitation purposes, by either part-time or full-time nurses, according to size of school.
(Fair service=2; good service=4; excellent service=6)

Score 0

3. A comprehensive physical-medical examination by the school physician is required of every student at least once in each school level (example: each three years); and includes at least a careful check for orthopedic and postural defects, vision, hearing, nose, mouth, throat, teeth, heart, lungs, nutrition, skin, nervous condition, and possible hernia.
(Once in school level=4; two or more times in school level=6)

Score 0

4. Assignment to rest, restricted, or individual activity, or excuse from required normal physical education activity (for other than temporary illness) is approved by the school physician, in consultation with principal or physical education instructor.
(Score=3)

Score 3

5. A permanent, continuous, progressive health record is maintained and passed on for each child and is used as basis for advice and follow-up health service.
(Fair=1; good=2; excellent=3)

Score 3

6. On basis of medical examination, children are classified into three divisions, or equivalent: A, average normal for unlimited participation; B, subnormal, with temporary or permanent limitation to restricted activity; C, offered individual or corrective treatment, supplementing normal program.
(Fair=1; good=2; excellent=3)
Score 0
7. Students returning after influenza or other serious illness are approved by physician or nurse before being permitted to participate in strenuous activities.
(Standards approximately met=1-2; fully met=3)
Score 3
8. A physical-medical examination is made by the school physician of all teacher applicants; followed by a periodic examination every three years thereafter; and a careful inspection of all teachers returning to duty after illness of two weeks or more.
(Standards approximately met=2; fully met=3)
Score 2
9. Nonmedical teachers or school officers are never permitted to diagnose or treat health disorders.
(Score=3)
Score 3

TABLE VII
SUMMARY OF THE EVALUATION CARDS

	Total possible points	Score
Program of Activities	30	19
Outdoor Areas	24	14
Indoor Areas	24	23
Organization and Administration of Class Programs.	36	28
Medical Examination and Health Service. . .	36	18
Total	150	102

As previously pointed out in this chapter a score of 50 would indicate a fair-minimum; 100, good-average; 150, superior-ideal.

No scores were recorded for score card sections which dealt with the primary grades since only intermediate grades were under consideration.

The actual score in this summarized table taken directly from the score cards indicates that the Elrod School Physical Education program was a "good-average" program.

Measuring and Evaluating Individual Growth. The Physical Education program as recommended in this paper would possibly become a stagnant program, unless some effort was made to measure and evaluate the progress in growth and skills of every individual pupil who came under the influence of this proposed curriculum. Adjustments could then be made in the curriculum from year to year on a progressive basis, which would fill any possible weakness in the curriculum as indicated by deficiencies in the growth of those pupils under the influence of this program.

The conscientious teacher who is concerned with the outcomes of the program should attempt to determine what progress each individual student has made in each of the following areas: (1) Motor Ability Tests, (2) Mental Tests, (3) Character and Personality Development Tests.

"Evaluating procedures should not be restricted to measurable abilities and skills. It is important to know the exact performance of children in numerous motor activities, but it is equally important to know what interests they manifest, what habits they have, and what attitudes they show. Evaluation, therefore, entails a judgment of what has taken place in each child as evidenced by changed behavior, as well as measurement of the skills, attitudes, and knowledge he has acquired. Both objective and subjective methods of evaluation must be used to establish a true and complete picture of achievement and growth.

Many traits, learnings, and skills do not lend themselves readily to objective measurement but must be evaluated subjectively through careful observation of evidence and exercise of judgment. It is more difficult to make valid and reliable subjective evaluations than it is to administer an objective test, but unless subjective judgments are used in addition to objective tests, progress toward many of the more important aims of the physical education program cannot be measured. The form used in the performance of motor skills and the effectiveness of those skills in a game or team situation cannot be evaluated except by observation. Knowledge of facts may be tested objectively, but the understanding and application of those facts must be observed and interpreted."⁴

The following list of tests is suggested to measure the child's growth in the above areas:

Motor Ability, Capacity and Educability Tests.

1. Brace's Scale of Motor Ability Test. These tests measure motor ability (motor capacity) for ages eight to eighteen. The scale consists of twenty events, two batteries of ten events each, in the nature of stunts which are easy to administer and simple to score. Published by A. S. Barnes and Company.

⁴ Winfred VanHagen, Genevieve Dexter and Jesse Fering Williams, Physical Education in the Elementary School, (Sacramento: California State Department of Education, 1951), pp. 294-295.

2. Physical Education Efficiency Test for Grades Four Through Six. Henry Meyer, Supervisor of Physical Education, Missoula, Montana. These tests are to measure motor efficiency, coordination, balance, strength, and poise.

3. McCloy's Test of General Motor Capacity, Mimeographed and published by the author, State University of Iowa, 1933. This test is designed to predict the individual's potential development rather than to test his present developed abilities.

Character and Personality Tests.

1. Personality Sketches: For Individual Diagnosis. For grades four and above; 1936; a revision of entry No. 100; individual; a clinical test of emotional adjustment; form A is an inventory of social adjustment and form B is an inventory of personal adjustment. J. B. Maller; the author, Teachers College, Columbia University.

2. California Test of Personality. A profile of Personal and Social Adjustment for Grades four through nine; 1939. California Test Bureau, Los Angeles California. This test would measure self-adjustment and social adjustment in relation to other members of a class.

3. Health Knowledge Test. For Grades four through nine; 1935. R. Painter and W. Stone; the authors, City Hall, Chelsea, Mass.

4. Brewer-Scharmmel Health Knowledge and Attitude Test. This test is for grades 4-8. The test aims to measure the pupils knowledge of rules and principles of healthful living, and his attitudes toward desirable health practices; Bureau of Educational Measurements, Kansas State Teachers College, 1935.

Physical education instructors should look over all mental and achievement tests that have been given the pupils of their respective schools before giving any mental and achievement tests of their own.

CONCLUSIONS

After studying the evaluations the following conclusions and recommendations were made:

1. The physical education program proposed in this study and used is a "good-average" program and certainly worthy of adoption.
2. The program does follow the Montana State Laws governing the teaching of Physical Education.
3. The playground area was not large enough to properly handle the volume of students enrolled at the Elrod School, and neither was the present area fenced off from the streets.
4. The indoor areas were excellent. The Elrod School had a new gymnasium at the beginning of the school year. There were adequate equipment and facilities available for use in a modern and good physical education program.
5. The organization and administration of the class program was good with the exception that no trained leadership was available for remedial cases.

6. No health examinations were required of the students at the beginning of the school year since the school had no part-time physician or nurse.
7. In conclusion, the evaluation of the program shows that it did meet the aims and objectives of a well rounded program, and that those children who graduate from the Elrod School will find much carry-over value into junior high school and on into adult life.

RECOMMENDATIONS

Assuming that this evaluation has revealed a true picture of the health and physical education program that existed at the Elrod School this year, the following recommendations are made:

1. That the proposed physical education program be considered for addition to the present curriculum by the administration and adopted for use throughout the Kalispell, Montana School System.
2. That the playground area now at the Elrod School be fenced off from the streets, and that a sufficient amount of land near by be purchased for play space for this school.
3. That a part-time physician be added to the present staff, and that a full-time nurse with some special training in handling of remedial cases be added to the Elrod School Staff.
4. That each pupil be given a thorough medical examination at the beginning of the school year and at the end of the year.
5. That the physical education periods consist of a daily period of 25 minutes for the fourth grades, and a daily period of 30 minutes for the fifth and sixth grades. This would provide about 15 minutes for activities for the fourth grades, and about 20 minutes for the fifth and sixth grades.

6. That some of the tests as suggested be used by the teachers to measure and evaluate the growth and skills of every pupil who comes under the influence of this program.

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