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STATE OF ALABAMA

MANUAL OF PHYSICAL
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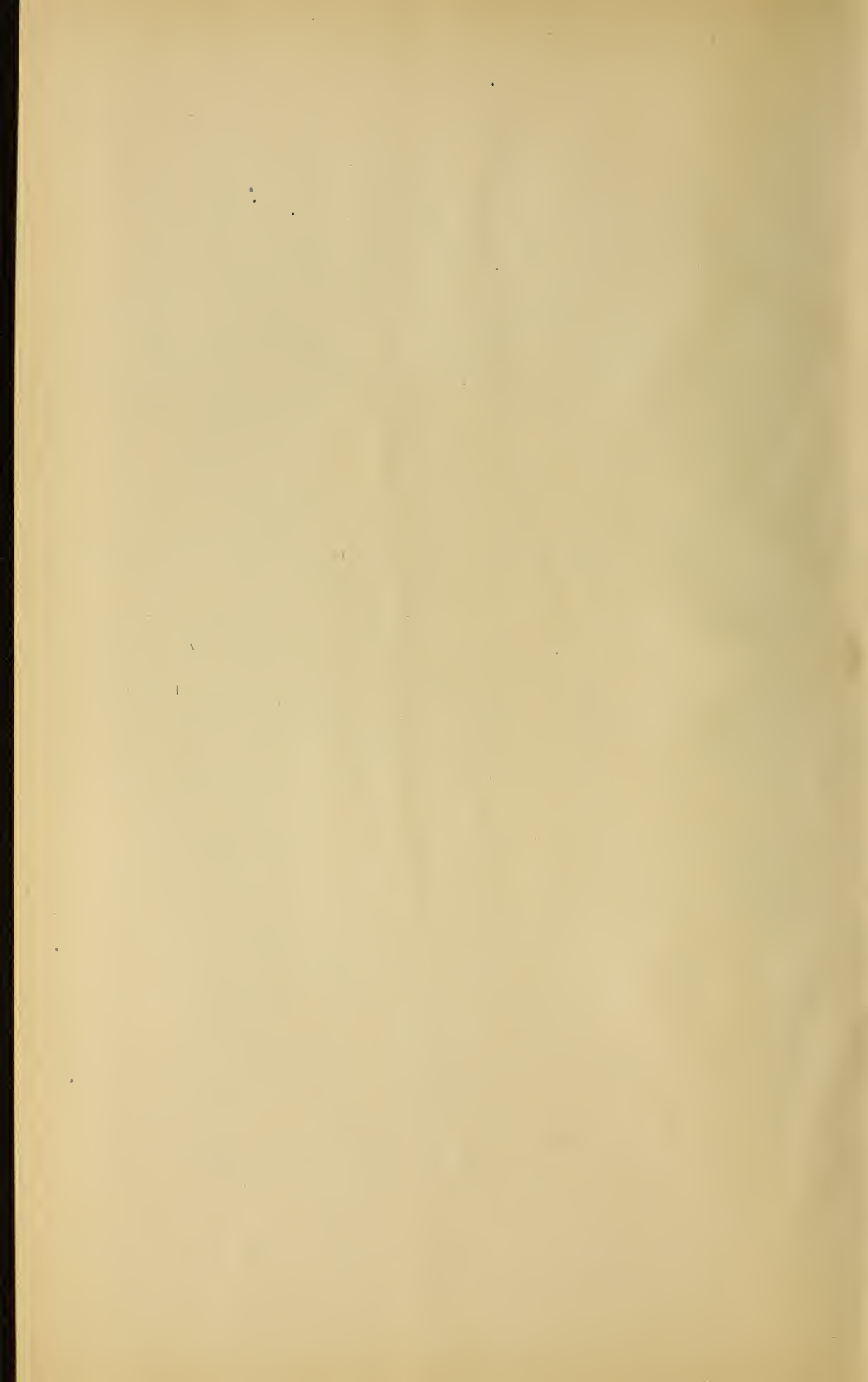
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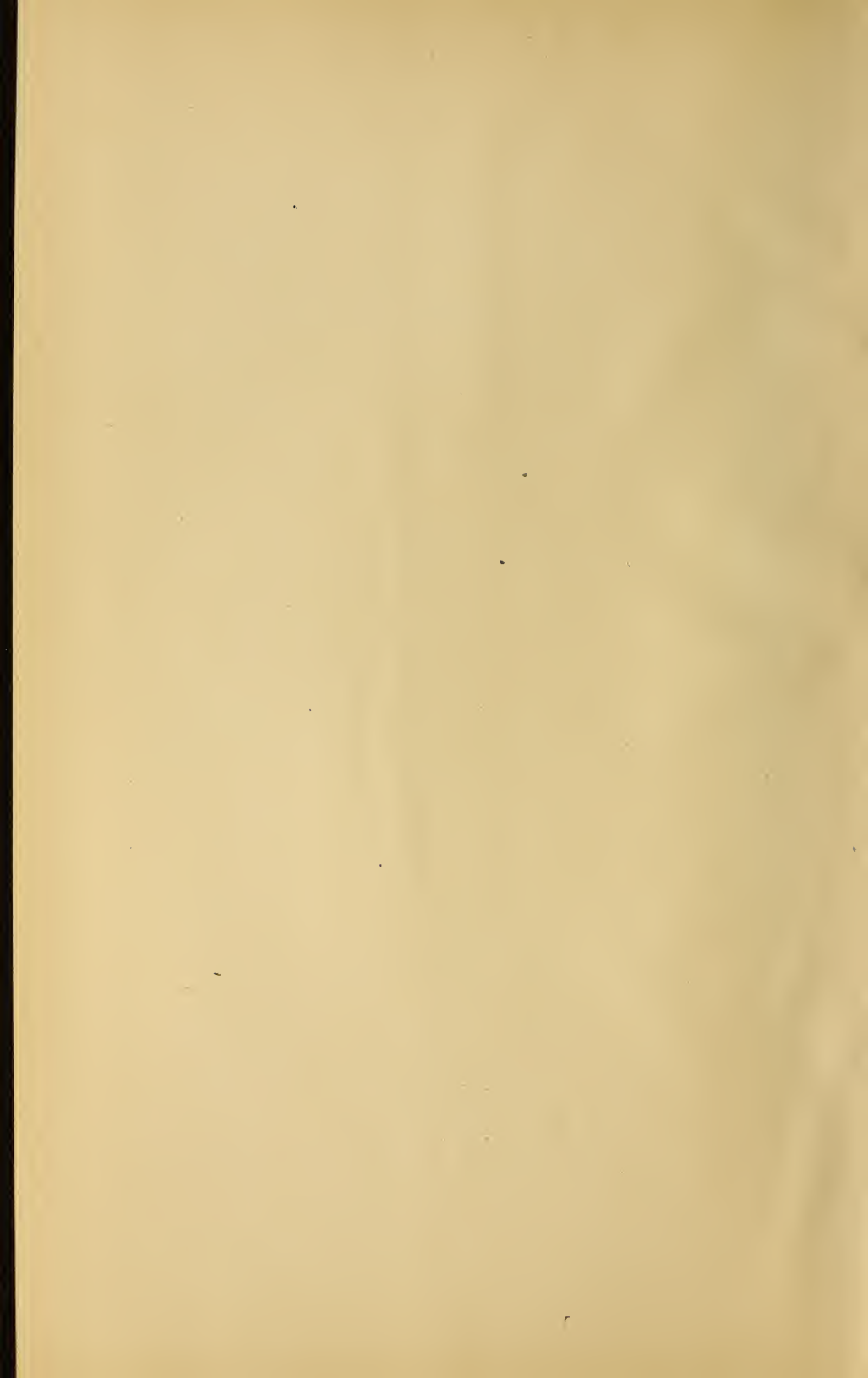


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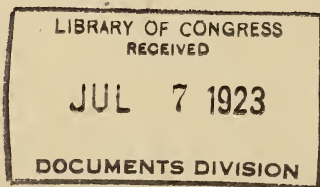
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FOREWORD



AMERICA'S NEED of immediate and thoroughgoing measures for the promotion of physical fitness was never so clearly recognized. The training of youth in the knowledge and practice of healthful habits and in those activities which lead to the development of fine physique, poise, grace and skill is coming to be considered a first essential in the development of human efficiency, as well as in the protection of the national welfare.

Scientific evidence goes to show that at least 50 per cent of the more than twenty million girls and boys of school age in the United States have physical defects and ailments that retard normal growth and development; that they live at home and at school in conditions more or less un-hygienic; that they lack the positive physical education necessary to the realization of their potential man or woman power. This means that physical education must be given a definite place in the school program.

The term "physical education" means such supervision and training of the children in physical and health activities as will insure progress toward maximum physical and mental efficiency in a wholesome environment.

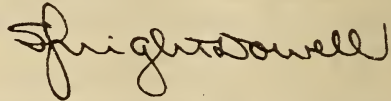
Any program of physical education will depend for success upon the teacher and in most instances this means the regular grade teacher. Where supervisors and trained instructors can be employed it is well worth while to do so, but this bulletin has been prepared with special consideration for the un-supervised teacher, who has had no special training in physical education, and who teaches in a school with no gymnasium or other equipment. It is earnestly hoped, therefore, that the rank and file of our teachers will familiarize themselves with the program and material herein given and faithfully undertake the work with their pupils.

This introduction of specialized physical education is in keeping with the new School Code, which in sub-division 7 of Section 22 of Article 4 creates a division of physical education in the State Department of Education whose specific duty is the outlining of a course of physical training for the various

schools of the State; the collecting and disseminating of useful data on the health of school children, and the devising of ways and means of co-ordinating the work of health education of the Department of Education and of county and city boards of education with the work of the State Board of Health and with the health authorities in counties and cities.

The State Board of Education after careful investigation selected Mr. O. C. Bird of the staff of the Ohio State University as director of physical and health education and to him belongs the credit for the preparation and arrangement of the material in this bulletin.

It is the policy of the State Department of Education under the personal direction of Mr. Bird to outline definite courses of instruction for teachers in summer schools, teachers' meetings, institutes and conferences based upon the content of this and subsequent publications and to require that a definite program be introduced in all the schools of the State. The hearty co-operation of school officials and of the general public is invited and expected.

A handwritten signature in cursive script, reading "F. H. Griswold". The signature is written in dark ink and is positioned above the printed name.

Superintendent.

GENERAL PLAN

This course in Physical Education, as outlined, includes:

PART I. Physical Activities. (Outlined by grades).

1. Formal exercises (calisthenics).
2. Organized play and games
 - (a) Story plays.
 - (b) Singing games, folk dances, fancy steps.
 - (c) Active games, relay games, etc.
3. Athletics:
 - (a) Inter-class.
 - (b) Inter-school.
4. Contests and Stunts.

PART II. Health Activities.

1. Daily health inspection.
2. Yearly physical examination.
3. Hygiene instruction.

TIME ALLOTMENT

To be divided as follows:

Elementary School.

1. Daily health inspection: First two minutes in each school day, during opening exercises.
2. Calisthenics: Two-minute periods at the beginning of each class or at least four times during the school day.
3. Organized play and games, or class athletics: A minimum of thirty minutes per day, exclusive of recess periods.
4. Hygiene instruction: Sixty minutes per week.
5. Athletics: As much time as possible after school hours.

Junior and Senior High School.

1. Daily health inspection: The first two minutes in each school day during roll call.
2. Calisthenics, plays and games: Three full periods per week.
3. Athletics: As much time as possible after school hours.

ORGANIZATION BY TYPES OF BUILDINGS

In all buildings larger than two rooms, an effort should be made to do departmental work in physical education. One teacher should be designated to handle the physical activities for the entire school.

ONE TEACHER BUILDING (7 GRADES).

Use "leaders" as explained on page 15.

1. Calisthenics:

(a) Have the first three grades take their exercises together, beginning with lessons listed under Grade II. Instead of taking two weeks to the lesson, take one new lesson each week. (To be given twice a day). Pupils in the other grades remain seated.

(b) Have the 4th, 5th, 6th and 7th grades take their exercises together beginning with lessons listed under Grade V, taking one new lesson each week. (To be given twice a day). Pupils in the other grades remain seated.

2. Games, Dances, Etc.

(a) The first three grades may have their games together, beginning with those listed under Grade I.

(b) The 4th, 5th, 6th and 7th grades may take their games together, beginning with those listed under Grade IV.

3. Athletics:

For class athletics divide into 3 groups according to height, beginning with 4th grade. See page 49. The first three grades should not take part in class athletics.

TWO TEACHER BUILDING (8 GRADES).

1. Calisthenics:

All those in the same room may take their calisthenic exercises together.

(a) The lower grades begin with lessons listed under Grade II. A new lesson may be given each week.

(b) The upper grades begin with lessons listed under Grade V. A new lesson may be given each week.

2. Games, Dances, Etc.

(a) Combined grades one and two for games, beginning with those listed under Grade I. The remaining grade or grades in that room may begin with grades listed under Grade III.

(b) If there are four or more grades in the remaining room divide into two groups; grades IV and V in one, giving them games listed under Grade IV, the remaining grades in another, beginning with games listed under Grade VI.

3. Athletics:

Class athletics should be taken up by pupils in upper grade room. Organize pupils according to height, or age and grade as suggested on pages 49-50.

THREE TEACHER BUILDINGS.**1. Calisthenics:**

One new lesson each week. In each room combine all the grades for their lessons.

(a) The lower rooms start with work of Grade II.

(b) Grades in intermediate room begin with lessons of Grade IV.

(c) The grades in upper room begin with lessons listed under Grade VII.

2. Games, Dances, Etc.

In the lower and intermediate rooms form two groups in each, either according to height, or age and grade. See pages 49-50.

(a) In the lower room give games listed under Grade I. to one group, and games listed under Grade III to the other. The latter will of course be the more mature group.

(b) In the intermediate room give work listed under Grade IV to the lower group. The higher group should play the games listed under Grade VI. Girls and boys may be segregated if the teacher's judgment indicates this best.

(c) In the upper room, form one group and give the games listed under Grade VII. Girls and boys should be segregated.

3. Athletics:

(a) Do not give class athletics to those in lower room.

(b) In intermediate rooms, form two groups either according to height, or age and grade. See pages 49-50.

(c) In upper room combine into one group and take class athletics listed under first year Junior High; girls and boys should be segregated.

MORE THAN THREE TEACHER BUILDING.

1. Calisthenics:

Give the same lessons to all pupils in the same room. Start with the exercises graded for the lowest grade in that room.

2. Games, Dances, Etc.

Use the games, dances, etc., as listed for each grade; using "leaders" whenever necessary.

3. Athletics:

Organize each room into groups, either according to height, or age and grade, as given on pages 49-50.

GRADING PUPILS IN PHYSICAL EDUCATION.

If physical education is to take its place with other school subjects it must be handled in a similar manner. Grading pupils is one method of impressing them with the importance of this work. The grade may be based on the following points:

1. Formal exercises	20
(a) Calisthenics.	
2. Organized play	20
(a) Effort.	
(b) Co-operation.	
(c.) Knowledge of games.	
3. Athletics (Inter-class or inter-school).....	20
(a) Participation.	
(b) Ability.	
4. Health habits	20
(a) Care of body—teeth, hair, hands, face, etc.	
(b) Posture.	
(c) Neatness of person and surroundings.	
5. Discipline	20
(a) General attitude toward others.	
(b) General attitude toward physical education work.	
Total points, Physical Education.....	<hr/> 100

PART I

Part I.

PHYSICAL ACTIVITIES

(Instructions to teachers. To be read carefully before beginning work.)



AS FAR as possible the physical activities of a physical and health education program should meet the needs of each child. To do so physiological age must be considered as well as physical condition. A game or an exercise which is right for the healthy sixth grade boy is not always the best thing for his puny classmate or a healthy second grader. Teachers should, therefore, conform as nearly as possible to the program as outlined in this bulletin.

One of the first essentials in doing this work successfully is to have plenty of enthusiasm and "pep." If the teacher is slow and listless she cannot expect the children to be otherwise and little benefit will result from the work.

Development of "Leaders"

Teachers will greatly facilitate their work if they develop "Leaders" among the older pupils at the beginning of the year, to assist in conducting the physical educational work of the lower grades. If the pupils are made to feel it an honor to be chosen "leaders," the teacher will soon have able assistants. In the smaller schools it is essential that the teacher should have such help in conducting plays and games.

These "leaders" should meet once every week for instruction regarding the work of the following week. In this way they will become familiar with the plays and games, etc., and the whole work will be much more efficient.

FORMAL EXERCISES

The formal exercises will consist chiefly of calisthenics. Even though the general trend of physical education today is toward the informal, there are certain values in the formal exercises which must not be lost sight of. The objects of this part of the program are: prevention and correction of postural defects, and stimulation of muscles, heart, lungs and organs of digestion. These exercises should be given several times during the day for "relief" purposes.



Plate 1.
Incorrect standing.

Plate 2.
Correct standing.

- (a) Prevention of postural defects:
Exercises for the purpose of maintaining correct posture.
- (b) Correction of postural defects:
Under this class are included those exercises which aim to correct such defects as: round shoulders, flat chest, forward head, protruding abdomen, flat feet, etc.
- (c) Stimulation of muscles, heart, lungs, and organs of digestion:

Exercises which bring into action all the muscles and organs of the body and stimulate the blood and respiratory system

POSTURE

One of the first duties of the teacher is to see that the pupils maintain correct posture at all times, whether they be walking, standing or sitting

To correct a faulty posture daily exercises are given which tend to eliminate weaknesses. The teacher should so impress



Plate 3.
Correct. Incorrect.
How to carry books.

her pupils with the importance of correct posture that they will form the habit of proper standing and sitting.

Some of the common causes of faulty posture are:

- (1) Habitual standing and sitting in faulty positions. (See Plates 1 and 2.)
- (2) Weak muscles brought on by poor nourishment.
- (3) Carrying books under same arm continually. (See Plate 3.)
- (4) Carrying newspaper bag on same shoulder continually.
- (5) Sitting in seats not of proper height.
- (6) Poor sitting positions. (See plate 6.)
- (7) Physical defects.

As correct posture is one of the first essentials of good health, the teacher should put much time and thought upon this important phase of the work. She should see that all seats are properly adjusted, that the pupils carry books in both arms instead of one, etc.

For a correct standing position the feet should be parallel about three (3) inches apart, with the weight slightly on the balls of the feet. Arms naturally at the side, head up and chin in, abdomen drawn in and hips back. Stand as "tall" as possible, without stretching or exaggerating. (See plate 4.)

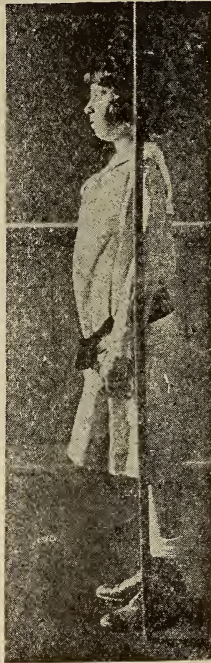


Plate 4.

Window pole test for posture.

Good Tests For "Posture."

(a) Profile Test.

Judge the posture of each child by lining up class in profile. You can make a rapid and efficient test in this manner. Have them stand "naturally," don't tell them what you are doing.

(b) Window Pole Test.

Hold a window pole in a vertical position. Have the top rest against the forward part of the ear and the bottom against the forward part of foot. (See Plate 4.)

(c) Plumb Line Test.

Imagine a plumb line attached to lower part of ear. This should touch shoulders, hip and ankle.

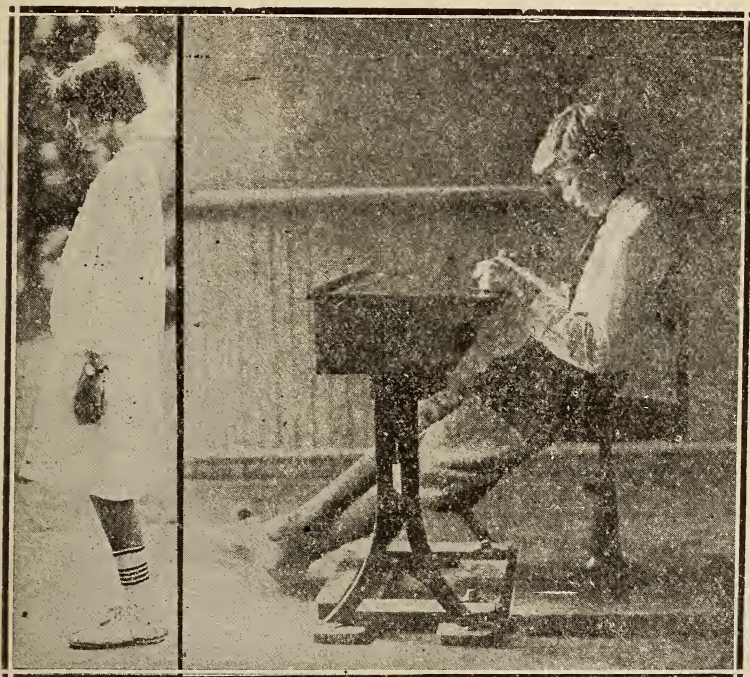


Plate 5.—Poor posture.

Plate 6.—Poor posture.

School Seats and Desks.

Too much care cannot be used in seating children properly at desks. It is impossible for a child to sit correctly at a desk which is not well adjusted. Poorly adjusted desks foster cramped chest, spinal curvature, and defective vision.

A healthful sitting position at the desk may be described roughly thus: The hips should be pushed well back in the seat; the feet should rest flat on the floor; the seat should not be so high that it will press on the under parts of the thighs and impede circulation; the trunk should be comfort-

ably erect with the back supported below the shoulder blades.

The desk top should be at such a height and distance that the whole of both forearms may rest flat on the desk without the child leaning forward, rounding or pushing up the shoulders. The desk top should be at such an angle that when a child is sitting properly, his book or paper may be at a right angle with the line of vision, and from fourteen to sixteen inches from the eye, provided the child has normal vision.

Dr. Dresslar gives these directions for adjusting the desk to the individual child:

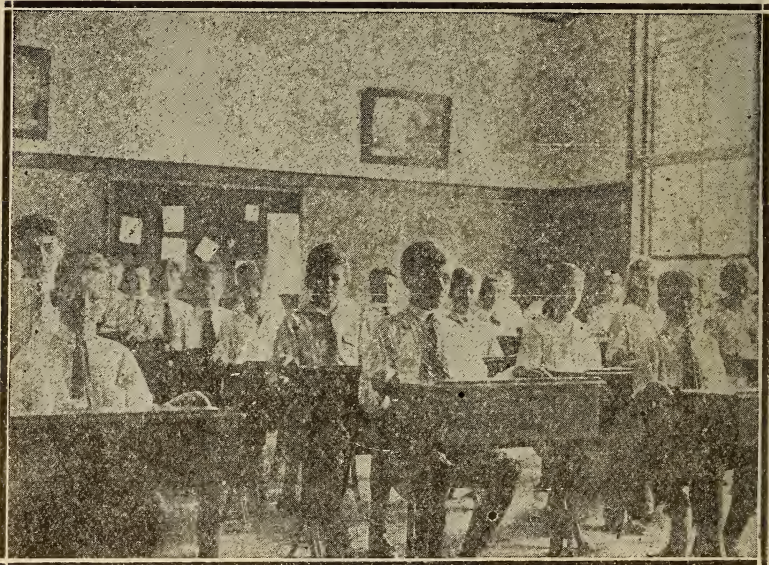


Plate 7.—Class—ATTENTION!

If the desks of a schoolroom are not adjustable, much can be done to relieve conditions and make the children comfortable. A box or board can be placed on the floor for the child's feet if the seat is too high. If the desk is too low it may be raised by placing under it a board of proper thickness to which the desk may be fastened.

The desk top should overhang the front edge of the seat about two inches. Make the front edge of the desk as high as three-sevenths of the height of the child plus one inch. (For the primary grades not more than a half-inch should

be added). This ratio must be adjusted to special cases as some children are not of normal proportion in relative length of limbs and trunk. The proper height of the seat is approximately two-sevenths the height of the child, or it may be determined more accurately by measuring the distance from the underside of the knee to the floor when the child is comfortably seated.

CALISTHENICS.

The calisthenic work will be given by command or by count. The method of giving commands is one of the most important

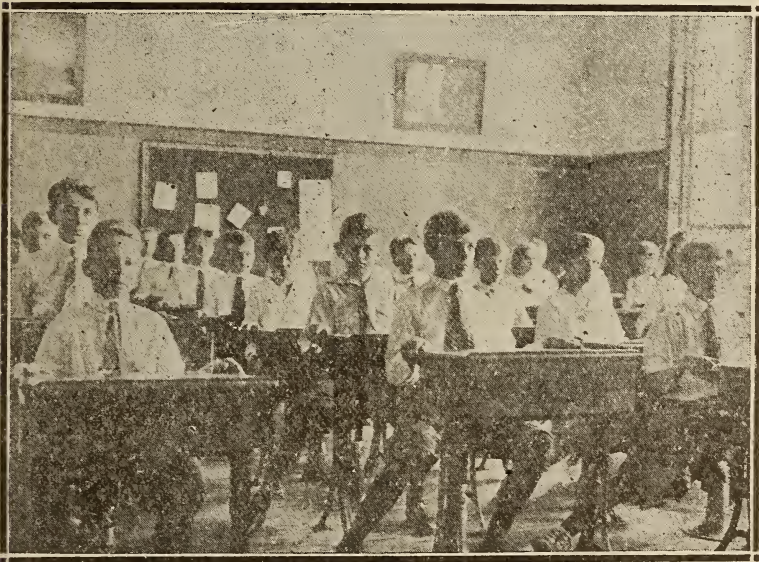


Plate 8.
Ready to stand.

features of teaching calisthenics. The action of the class will depend entirely on how the teacher gives the command. She must give her commands in a forceful and decisive manner in order to attain the desired results. It will be necessary for her to study thoroughly the following rules for instruction.

1. One of the first essentials is to insist on absolute obedience to command.
2. Don't forget that the pupils are watching you, be sure you are standing erect; it will make them do the same.

3. Make the work attractive and interesting.
4. Whenever possible the physical activities should be given out of doors. When given indoors use hall and corridors if possible, opening all doors and windows.
5. Have pupils remove coats and sweaters.
6. When the pupils are at their desks in "sitting position" and the teacher wishes them to stand in aisles, the command is given "Class—ATTENTION!" (See plate 7) "Stand—

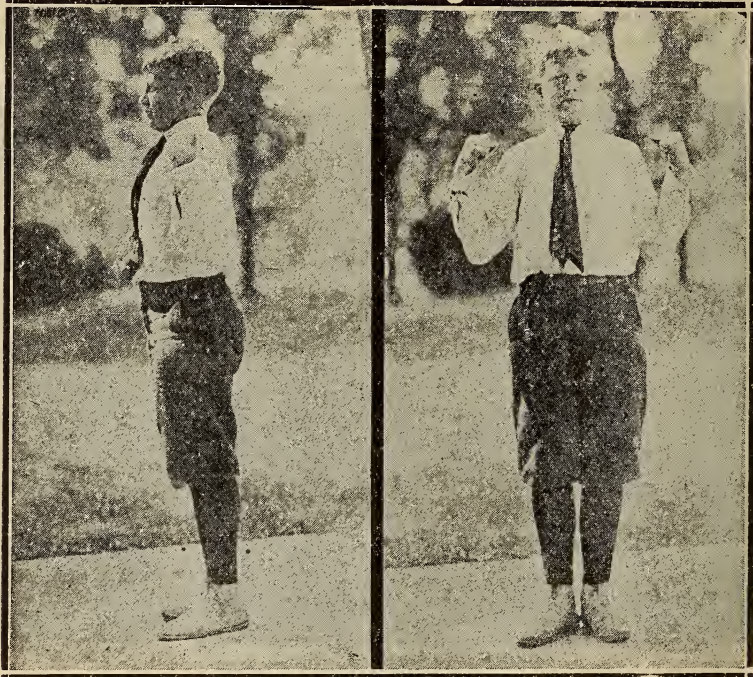


Plate 9.

Arms upward—BEND!

Plate 10.

ONE!" (pupils place right foot in aisle and right hand on outer edge of desk.) (See plate 8.) "TWO!" (Class stands at ATTENTION.) After the exercises, give the commands, "Be seated—ONE! TWO!"

7. In each exercise in the lesson, the STARTING POSITION is given first and then the exercise itself. The parts of each exercise are numbered in parentheses; the starting po-

sitions are not numbered. The numbers are placed **after** each part of the exercises; for example:

STARTING POSITION.

"Arms upward—BEND!"

EXERCISE.

"Arms sideward—STRETCH!" (1) Bend! (2) Upward — STRETCH! (3) BEND! (4)"

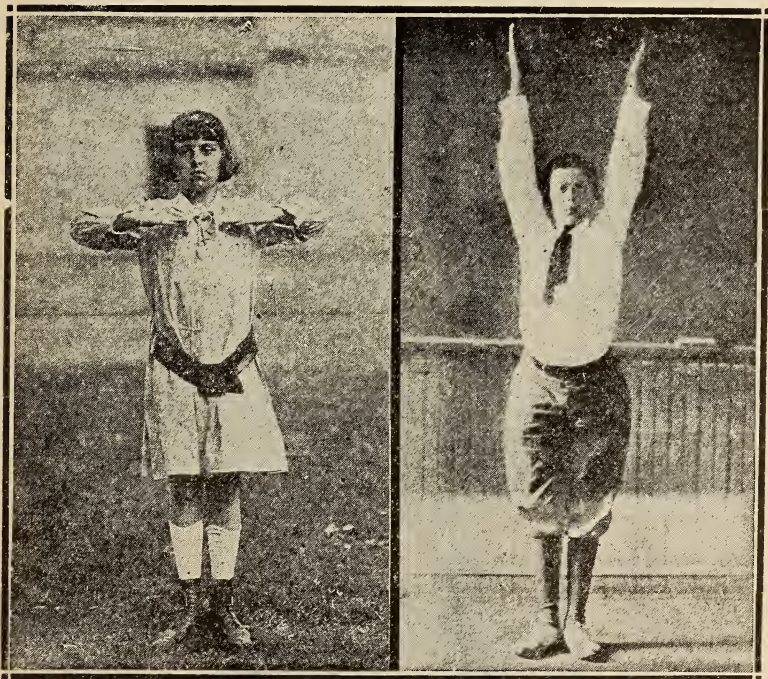


Plate 11.
Arms forward—BEND!

Plate 12.
Arms upward—STRETCH!

8. Exercises may be given on count, as indicated by the numbers in parentheses, instead of repeating the command: as, Arms Upward—BEND! Upward—STRETCH! (1) BEND! (2) The same on count—BEGIN! 1-2, 1-2, etc. With the command "BEGIN" start counting and at the end give the command HALT." The counting begins with the initial movement and proceeds throughout the exercise. When thrusting or extension movements are used the counts should

be emphasized. The counting may be in groups of two (1-2, 1-2), of four (1-2-3-4, 1-2-3-4) or eight (1-2-3-4-5-6-7-8). The counting should not always be rhythmical but should vary.

9. Always demonstrate a new exercise before giving it, or appoint a pupil to do so, in this way the class will thoroughly understand just what is wanted.

10. Exercise should always be given both right and left an equal number of times.

11. Introductory exercises, (the first exercise in each lesson), should always be fast and "snappy."

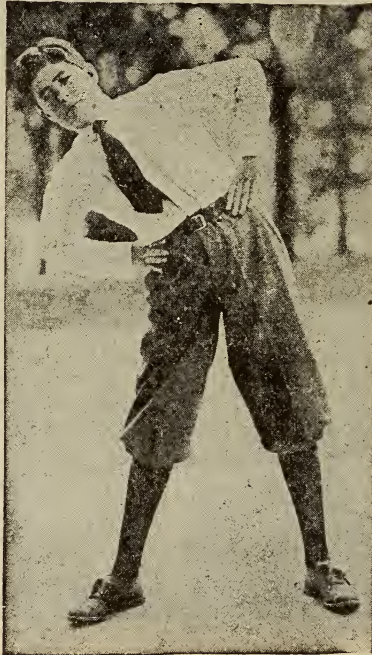


Plate 13.

Trunk to the right—BEND!

12. Arch flexions should be given slowly, by command and not by count.

13. Balance exercises may be given either slowly or rapidly.

14. Arm and shoulder blade exercises may be given either slowly or rapidly.

15. Trunk exercises must be given slowly, do not give them in a jerky manner. This can best be accomplished by using the words of the command instead of the count, for example; Trunk forward—B-E-N-D! Trunk—R-A-I-S-E! Draw out the final word very slowly.

16. Leg exercises may be given either slowly or rapidly.

17. Breathing exercises should be given slowly.

18. When "lunges" and "foot placings" are given indoors, have the pupils face the side of the room.



Plate 14.
Left leg sideward—LUNGE!

Plate 15.—Arms sideward—RAISE!
or, Arms sideward—STRETCH!

19. The desks can be used for trunk exercises. Have the pupils sit on top of the desks and fasten toes under the seat, then with hands on hips or neck, bend the trunk slowly backward. Avoid bending back too far. Raise trunk slowly.

20. Give the classes some marching out on the school grounds as often as possible. The children enjoy marching and it is good posture training.

21. There are two parts to a command: (a) **Preparatory** command, which tells what is to be done. (b) **Executive** command, which is the signal for execution and action. There should be a long pause between the two commands to give the class time to understand just what is to be done. Vary the length of the pause so that the pupils will not know just when

the executive command is coming. This will promote alertness and attention. The command should be given in a steady voice, slowly if the exercise should be given slowly, and quickly if it should be given that way. For example;

Arms upward (pause)—BEND! (Given quickly).

Trunk forward (pause)—B-E-N-D! (Given slowly.)



Plate 16.
Knee bending.

Plate 17.

CORRECT POSITIONS AND COMMANDS FOR EXERCISES.

1. Standing Positions:

(a) "ATTENTION!" At this command feet should be parallel and about three inches apart. Hips drawn back slightly, body erect, chest raised, head up and chin in. Arms at side, weight of body resting equally upon heels and balls of feet. This command is usually used when class is "AT EASE" or the beginning of the class, when ready to commence. (See plate 20, figure 2.)

(b) "POSITION!" At this command the pupils take the fundamental standing position, the same as at "ATTENTION." This command is used upon the completion of an exercise or at any time during the exercise when the fundamental standing position is desired. (See plate 20, figure 2.)

(c) "AT EASE!" At this command the pupils relax by placing the left foot slightly to the side, and clasping the hands in back.



Plate 18.
West Point breathing.

Plate 19.
Trunk forward—BEND!

2. Arch Flexions:

Backward movements of the upper trunk, bending in the upper chest and not at the waist. (See plate 20, figure 1.)

(a) "Chest—RAISE!" Raise the chest, throw back the shoulders and stand as "tall" as possible. Do not hold the breath, but breathe naturally while holding the chest up.

(b) "Head backward—BEND!" Bend the head slightly backward but do not "strain." Draw the shoulders well back and throw out the chest.

(c) "Trunk slightly backward—BEND!" Do not bend at the waist but bend the upper trunk backward just slightly. (See plate 20, figure 1.)

3. Balance Exercises:

(a) "Right (L) knee upward—BEND!" Balance on one foot. (See plate 20, figure 10.)

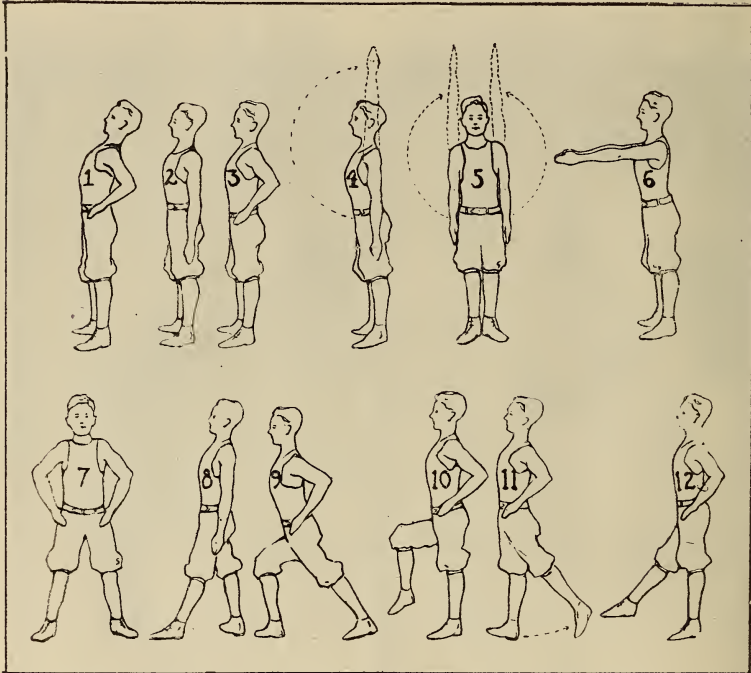


Plate 20.—Fig. 1, Arch flexion, bending in upper trunk; Fig. 2, Fundamental position, or "ATTENTION!" Fig. 3, Hands on hips—PLACE! Fig. 4, Arms forward, upward—RAISE! Fig. 5, Arms sideward upward—RAISE! Fig. 6, Arms forward—RAISE or Arms forward—STRETCH! Fig. 7, Hands on hips and feet sideward—PLACE. Fig. 8, Left foot forward—PLACE! Fig. 9, Right leg forward—LUNGE! Fig. 10, Right knee upward—BEND! Fig. 11, Left leg backward—RAISE! Fig. 12, Right leg forward—RAISE!

(b) "Left (R) leg backward—RAISE!" Balance on one foot while holding the other up in back. (See plate 20, figure 11.)

(c) "Right (L) leg sideward—RAISE!" Balance on one foot while holding one leg out to the side.

(d) "Heels—RAISE!" Balance while up on the toes.

4. Arm Movements:

(a) "Arms upward—BEND!" Raise the arms to top of shoulder, hands closed and touching shoulders, with elbows drawn well back. The following four exercises are executed from this starting position. (See plates 9 and 10.)

Arms upward—STRETCH! Extend arms upward, fingers extended and palms turned toward each other. (See plate 12.)

Arms forward—STRETCH! Extend arms straight forward from the shoulders, fingers extended and palms turned toward each other. (See plate 20, figure 6.)

Arms sideward—STRETCH! Extend arms straight out to the side, fingers extended and palms down. (See plate 15.)

Arms downward—STRETCH! Extend arms straight downward, fingers extended and palms toward body.

(b) "Hands on neck—PLACE!" Arms are raised sideward, finger tips placed on back part of neck; fingers straight and just touching each other, elbows well back.

(c) "Hands on hips—PLACE!" Place the hands on hips, thumbs toward the back and fingers extended toward the front. (See plate 20, figure 3.)

(d) "Arms forward—BEND!" Arms are raised to the side in a horizontal position, are flexed forward at the elbows, the wrists and fingers straight, palms down and shoulders well back. The following exercise is executed from this starting position. (See plate 11.)

Arms sideward—FLING! Move both arms quickly sideward, straightening and extending to the side. (See plate 15.)

(e) "Arms sideward—RAISE!" Arms are raised straight out from the side to a horizontal position with fingers extended and palms down. The following exercise is executed from this starting position. (See plate 15.)

Double arm circumduction backward (forward)—BEGIN! Move the arms in small circles upward backward, downward forward, shoulders and chest being used in the movement.

(f) "Arms sideward upward—RAISE!" Arms are raised straight out from the side to an extended position over the head, palms turned in toward each other. (See plate 20, figure 5.)

(g) "Arms forward—RAISE!" Arms are raised straight forward to a horizontal position with the palms turned toward each other. (See plate 20, figure 6.)

(h) "Arms forward upward—RAISE!" Arms are raised straight forward and upward, arms extended over the head with the palms turned in toward each other. (See plate 20, figure 4.)

5. Trunk Exercises: (To be given slowly.)

(a) "Trunk forward—BEND!" Bend the trunk forward, keeping back in an arched position (See plate 19.)

(b) "Trunk backward—BEND!" Bend the trunk backward, hold the head straight with the trunk, do not thrust the abdomen forward.

(c) "Trunk sideward—BEND!" Bend the trunk straight to the side, keeping the head straight with the trunk and both feet flat on the floor. (See plate 13.)

(d) "Trunk to the right (L)—TURN!" Turn the trunk to the right (L), keeping feet flat on the floor.

6. Leg Exercises:

(a) "Feet sideward—PLACE!" With a jump spread feet quickly, placing them about two feet apart. (See plate 20, figure 7.)

(b) "Left (R) foot sideward—PLACE!" The foot is placed about two feet directly to the side, weight of body equally on both feet.

(c) "Left (R) foot forward—PLACE!" Place the foot straight forward twice its own length, weight of body equally on both feet. (See plate 20, figure 8.)

(d) "Left (R) leg forward—RAISE!" Raise the leg straight forward, heel about one foot from floor. Do not bend the knee but hold leg straight, pointing toe. (See plate 20, figure 12.)

(e) "Left (R) leg sideward—RAISE!" Raise the leg straight out to the side, foot about one foot from the floor. Do not bend the knee, but hold the leg straight, pointing toe.

(f) "Feet—CLOSE!" Bring the toes together so that the feet will be parallel. "Left (R) foot forward—PLACE!" The foot is moved twice its own length forward in its own direction.

(g) "Left (R) leg forward—LUNGE!" The foot is carried straight forward three times its own length, forward knee is bent to a right angle, the body is inclined forward maintaining a straight line from the head down the back and rear leg. The weight is over the forward foot, both feet flat on the floor, and shoulders well back. (See plate 20, figure 9.)

(h) "Left (R) leg sideward—LUNGE!" The foot is carried straight to the side and placed so as to maintain the fundamental angle between the feet, the left (R) knee is bent to a right angle, trunk is held erect with the right (L) leg straight. (See plate 14.)

(i) "Heels—RAISE! Knees—BEND!" Raise the heels then bend both knees keeping the body erect; keep the knees spread well apart. To regain standing position: "Knees—STRETCH! Heels—DOWN!" (See plates 16 and 17.)

(j) "Left (R) knee upward—BEND!" Raise the knee upward so that both knee and hip are bent to right angles. Hold the trunk erect and point the toe. (See plate 20, figure 10.)

(k) "On the left (R) knee—KNEEL!" Kneel on the left (R) knee and place the right (L) foot forward flat on the floor.

7. Breathing Exercises:

Fill the lungs with a full breath each time.

(a) Arms sideward raise and slowly inhale. Arms downward and slowly exhale. (See plate 15.)

(b) Arms sideward upward raise and slowly inhale. Arms sideward downward and slowly exhale. (See plate 20, figure 5.)

(c) Arms forward raise and slowly inhale. Arms downward and slowly exhale. (See plate 20, figure 6.)

(d) Arms forward upward raise and slowly inhale. Arms forward downward and slowly exhale. (See plate 20, figure 4.)

(e) Arms forward upward raise and slowly inhale. Arms sideward downward and slowly exhale.

(f) Arms forward—BEND! (See plate 11.)

Arms sideward fling and slowly inhale. Arms forward bend and slowly exhale.

(g) West Point breathing: With arms down to side, turn the palms out and slowly inhale. Turn the palms in and slowly exhale. (See plate 18.)

8. Marching:

(a) "Right—DRESS!" At the command "dress" turn the head to the right, eyes fixed on the line of eyes of those in the same rank, left hand on hip. At the command "FRONT" turn the head and eyes to the front, dropping the arm to the side.

(b) "Mark time—MARCH!" Raise the feet alternately,

starting with the left, straight up about four inches bending the knees quickly.

(c) "Class—HALT!" At the command "HALT," given as either foot strikes the ground, plant the other foot as in marching; raise and place the first foot by the side of the other. Given in two counts.

(d) "Class forward—MARCH!" At the command "MARCH" move the left foot straight forward and continue the march.

(e) "Right—FACE!" Raise slightly the left heel and right toe, turn to the right on the heel of the right assisted by pressure on the ball of the left foot; place the left foot by the side of the right. Left face is executed similarly, substituting right for left and vice versa.

(f) "About—FACE!" Carry the toe of the right foot about a half foot length to the rear and slightly to the left of the left heel without changing the position of the left foot, face to the rear turning to the right on the left heel and right toe. Place the right heel by the side of the left.

(g) "To the rear—MARCH!" The command—MARCH! is given as the right foot strikes the ground, advance and plant the left foot, turn to the "right—about" on the balls of both feet and immediately step off with the left foot.

(h) "By the right (L) flank—MARCH!" This is given while the class is marching. It is the same as right or left "face" except that it is given while marching.

(i) "Fours right (L) MARCH!" Form a line and count off by "fours." Give the command while the class is marching. Each "four" will do a quarter wheel right (L), the inside man of each "four," being the pivot and will mark time in turning, the outside man of each four will take large steps. The "wheel" is to be made in four counts.

9. Dancing or Fancy Steps:

(a) Change step or two step: advance the left foot, bring toe of right foot to heel of left, throw weight onto the right foot, then advance the left. Repeat this movement with the right leading.

(b) Follow step: (1) Lead with the left foot, (2) bring the right foot to the heel of the left and advance with the left leading several times. Repeat the same with the right leading.

(c) Rocking step: Hop forward twice on the left foot, at the same time bending body forward, and right leg backward; then shift the weight to the right foot and hop twice leaning backward.

(d) Heel and toe polka: Point with the heel, then with toes, starting left and follow with the change step: one-two; one-two-three.

(e) Backward cut: Raise left leg forward, swing leg to the right and backward, with a hop draw right leg back, then swing right forward, at the same time hop with the left. The idea is to hop just before the one leg strikes the other when cutting back.

(f) Draw step: Step sideward with the right, draw the left heel toward the right toe, the right knee bent slightly. There should be an outward rotation of the leg, weight is kept on the advancing leg except at the instant when the weight must be transferred onto the left in order to lift the right foot for a new step sideward.

(g) Closing-step: Step left forward—1. Close heels with right foot—2. Also with the right foot stepping forward and closing with the left.

(h) Gallop-step: Gallop sideward, same as closing-step sideward, hopping instead of stepping.

Gallop-step; forward, same as "follow-step" forward, hopping instead of stepping.

(i) Alternate 8 walking steps with 8 gallop-steps left (R) forward.

(j) Alternate 8 walking steps with 8 gallop steps left (R) sideward.

(k) Skipping: Hop on one foot while stepping forward with the other foot.

(l) Glide closing-step: Same as the closing-step explained above, with the "stepping foot gliding softly over the floor, knees slightly bent.

Composition of Calisthenic Lessons:

The exercises in each lesson are arranged in a very definite order, and they should always be given in this order, for certain physiological reasons. The exercises in each lesson are arranged as follows:

1. Introductory Exercises:

Object: Transition from mind to body.

- Type: Fast exercises such as arm extensions.
2. Arch flexion:

Object: To stretch the chest and straighten the dorsal spine. Correct posture.

Type: Backward bending of head and upper trunk, and chest raising.
 3. Balance movement:

Object: Cultivate general equilibrium, to diminish the heart-beat brought on by previous exercise.

Type: Leg exercises.
 4. Arm or shoulder blade:

Object: Develop the shoulder and arm muscles. Promote co-ordination in movement of shoulder blades, trunk and arms. Correct posture.

Type: Arm flinging, elevations and extensions.
 5. Abdominal exercises:

Object: Strengthen the muscles and improve digestion.

Type: Forward and backward bending of trunk, and leg raising.
 6. Lateral trunk:

Object: Quicken the circulation in the large vessels of the trunk. Strengthen the waist muscles.

Type: Trunk rotation and sideward flexion.
 7. Leg movements:

Object: Diminish blood pressure and heart beat.

Type: Knee flexions.
 8. Breathing exercises:

Object: Produce normal respiration after the preceding exercise and prepare the student for rest.

Type: Slow arm movements, upward and downward.

Example of Calisthenic Lesson Using All Necessary Commands.

Remove coats, and prepare for exercises.

Class—ATTENTION! STAND! 1-2.

Introductory:

1. Class right—FACE!: Left—FACE! (Give command fast, these are quickening exercises; repeat several times.)

Arch Flexion:

2. Hands on neck—PLACE! Chest—RAISE! (1) DOWN! (2) Repeat slowly (6 times.)

Balance:

3. Hands on hips—PLACE! Right (or left) knee upward—BEND! Forward—STRETCH (1) BEND! (2) The same on count—BEGIN! 1-2, 1-2, 1-2, 1-2, etc. (8 counts each*) then—HALT!

Arm or Shoulder Blade:

4. Arms upward—BEND! Upward—STRETCH! (1) BEND! (2) The same on count—BEGIN! 1-2, 1-2, 1-2, 1-2, etc. (32 counts) then—HALT!

Abdominal Trunk:

5. Hands on hips and feet sideward—PLACE! Trunk forward—B-E-N-D! (1) R-A-I-S-E! (2) Etc. Give commands slowly and do not count. (8 times.)

Lateral Trunk:

6. Arms sideward—RAISE! Trunk to the right—B-E-N-D! (1) R-A-I-S-E! (2) To the left B-E-N-D! (3) R-A-I-S-E! (4) etc. Give command slowly and do not count. (8 times.)

Leg Movements:

7. Hands on neck—PLACE! Heels—RAISE! (1) Knees—BEND! (2) Knees—STRETCH! (3) Heels—DOWN! (4) The same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (32 counts.) Then, HALT!

Breathing:

8. Breathing Exercises—Arms sideward raise and slowly inhale. Arms downward and slowly exhale. (8 times.)

The class is supposed to be held at "ATTENTION" during the exercises. Give them "At—EASE!" several times during the lesson if time permits.

* Since there are two counts to the unit, this means four units.

ORGANIZED PLAY AND GAMES

The play and game activities should be considered one of the most important phases of the whole physical education program. The games are intended, primarily, for recreational purposes and this must be borne in mind if they are to be really worth while. Many teachers try to conduct games in a "quiet" manner, not allowing the children to laugh or smile. True play should consist of a joyous and spontaneous activity. The children ought to have a feeling of perfect freedom and relaxation, and in this way, their play will be natural and not mechanical. This does not mean that play should be unsupervised because all recreational activity must have leadership.

The teacher should make a study of the situation and plan and study the games before hand. It is necessary for her to thoroughly understand the rules of the game and then explain them to the children. Games should be varied as much as possible. Now and then the teacher should take part in the games with the children.

"The best method of teaching a game is to make a full explanation of it before the pupils take their places to play. If this be in a schoolroom, illustrative diagrams may often be drawn on the blackboard, and it is sometimes helpful, there or elsewhere, to have a few pupils go slowly (not running) through the general form of the game, to illustrate it to the others. In a playground the same method may be used by having the players sit, if that is feasible, or by halting them in a march or after gymnastic exercises, to listen to the explanation. Never try to teach and play a game at the same time. The only exception to this rule should be where there is a large and disorderly crowd with which to deal. Then it may occasionally be best to start a game to gain interest and attention, and then halt for further explanation.

"It often becomes necessary for the sake of discipline and unity to unite all the players in a playground in one game. Comparatively few games, however, are successful when played by very large numbers. Classes may often be brought into order and attention by the simple device of marching, the

march to end in one game for all the players, or several games in groups.

"An indication that too many players are taking part in a game is almost invariably to be found in a lack of interest on the part of players, arising usually from the infrequency with which each player gets an opportunity to participate. The ultimate test of any game, however, from the recreative standpoint must be one of interest, and this is often found among its players who are not participating in the action if competition be close. A teacher should watch closely for waning interest, and may often save the situation by dividing the players into two or more groups.

"A resourceful teacher will find many ways of adapting games to large numbers. Among such devices may be mentioned (1) increasing the number of runners and chasers; for instance, in the game of cat and rat, there may be several cats and several rats; (2) in the circle games of simple character, especially the singing games, the circle may be duplicated, thus having two concentric circles, one within the other; (3) in many ball games it will be found possible to put more than one ball in play, as in bombardment or circle club bowls.

"Group play, by which is meant, the division of a large number of players into smaller squads or groups, is undoubtedly the best method for getting the best sport and the greatest playing values out of most games. Such a division of players is not always an easy matter to inaugurate, untrained players being inclined to follow the teacher from point to point in the playground. This may be obviated by appointing group leaders, each of whom should understand the game to be played and be appointed to take charge of it. Older children, and almost invariably the children who are disorderly or inclined to disturb the general harmony and discipline of the playground, are the best ones to charge with such responsibility. This method serves the double purpose of quelling their disorderly propensities by occupying them in a position of responsibility, and takes care of a group of players at the same time. When the group method is used in schools, it is advisable to appoint the leaders of the groups, or allow the children to elect them, before leaving the classroom for the playground.

"A teacher should be ready with suggestions for new games or occupation of some sort when interest wanes in a game

that is being played; but a new game should not be suggested until there is evidence that players are tired of the old one.

"Each playground leader or teacher should be provided with a whistle. This saves a great deal of strain on the voice, and should be understood from the outset to command instant quiet, all play to be suspended when it is heard. The most joyous play goes always with the best discipline. Both children and adult players like strength and decision in a teacher or leader. Indeed, they instinctively place themselves under the leadership of the decided and dominant characters among themselves. It has been the experience of the author that discipline in schools is greatly helped by the playing of games, partly because the privilege of play or its loss is one of the strongest incentives to order at other times, but also because of the happy outlet afforded for normal tendencies and the disciplinary training of the games themselves.

"Get the playing values out of games. By this is meant, see that every child gets as much opportunity as possible for participation in the actual physical exercise of the game and in all the phases of play that makes him a successful, alert, resourceful player. The result of this and the test of it will be the amount of interest and sport in the games. Do not make the games too serious. Get laughter and frolic out of them.

"Encourage timid pupils to give dares and to take risks. No class of players needs more sympathetic or tactful understanding and help from a teacher than the timid. Such children often suffer greatly through their shyness. They should first be brought into play in some form of game that does not make them conspicuous; one, for instance, in which they do what all the players do, or merely take turns (such as "call ball," object-passing games and relays.) Such children should be encouraged by praise of their successful efforts, and especial care should be taken not to call attention to their failures.

"See that the selfish or most capable children do not have the lion's share of the play; the opportunities should be equally distributed. It is often necessary for a teacher to distinguish between self-assertiveness, which is a natural phase of the development of the sense of individuality, or selfishness and "bullying", which are exaggerated forms of the same tendency. Both may need repression and guidance, but only the latter are reprehensible.

"Encourage each pupil to be alert, to see when it is his turn and to be quick in play.

"Do not treat children as though they were made of glass and fear to see them tumble down. Every child, boy or girl, ought to be able to bear a few falls, knocks and bruises. This is nature's way of training a child to be more observant or agile. Besides, physical hardihood is one of the best possible results from the playing of games. Do not coddle a child who has received an injury. Cultivate a stoic spirit. If it be a slight injury, have the child go on with his play and he will soon forget it. If it require treatment of any sort, take the player at once away from the playground or vicinity of the other players and apply first-aid remedies until medical assistance can be obtained.

"Team play is one of the highest forms of play. The teacher should look for the beginning of the tendency toward it as shown in a fondness for the play of opposing groups, manifest from ten to twelve years of age. This tendency should be encouraged and developed into more closely organized types of team games. The greatest value of team play lies in the co-operation of the players, all working together for a common end, a player's thought and effort being to do what is best for his team rather than to use his skill for individual glory.

"In athletic games players should learn that to question or dispute the decision of judges or other officials presiding over games is thoroughly unsportsmanlike and a species of dishonor. Having once placed themselves under officials, decisions must be accepted without cavil at the time. The natural desire to learn how a decision was reached in an athletic event must be held in check until the judges have opportunity to announce fouls or other features of scoring that determine the result. It should always be borne in mind by both players and coaches, that the officials, who are each concentrating on some one feature of the play, know what happens far more accurately than the general observer. It is also thoroughly unsportsmanlike, and counts as foul, disqualifying a player, if he receive directions or coaching of any sort from an instructor during a contest.

Floor formation:

"The terms 'formation' and 'floor formation' are commonly used to designate the placing of players in the play-ground and gymnasium in the lines, circles, groups or opposing sides, necessary for the starting of a game. To accomplish this dispo-

sition of the players quickly and without confusion requires a clear knowledge of methods on the part of the teacher. Some methods are here offered, but before giving them in detail a word should be said of the differing psychological effects of the various formations.

"The circle or ring formation has a pronounced tendency toward a spirit of unity among players. Each player may see and become somewhat acquainted with all other players in a group, in a way not practicable in any other formation. Any one who has met strangers at a dinner party or committee meeting gathered at a round table will comprehend the significance of this. In the kindergarten this principle is used largely, each day's exercise opening with the pupils in a circle. A game in circle formation is therefore often one of the best means of making acquainted players who are strangers to one another, and of giving a sense of united interest to a heterogeneous group.

"The sense of being united in a common interest, or **esprit de corps** may be gained to some extent in some general forms of playground activities such as marching. As children grow into the tendency to enjoy group or team play, the competitive spirit becomes very strong, and games in which the players work in competitive teams, as in relay races, or in opposing sides, as in bombardment, may serve the purpose of continuous mutual interest. As a rule, the competitive spirit is strong in games in the line and group formations and, indeed, is usually the basis of such formation.

"For all formations pupils should be trained to move quickly. Formations made from marching order may often be done on the double-quick.

Ring formation.

"For small numbers of players no formal procedure is needed to get the players into a ring formation. For very little children the teacher should simply stretch his or her own hands sideways, taking a child by either hand to show what is wanted, and telling the others to form a circle. All will naturally clasp hands in the same way. Children should be urged to move quickly for such formations. For some games the hands remain clasped. For others the hands are dropped (unclasped) after the ring is formed. The distance between players may be gauged by the stretch of the arms when the hands are clasped, making the ring larger or smaller. With

older players the teachers' participation in the formation of the circle is not necessary, the mere command to "Form circle!" being adequate.

"For large numbers the ring formation is best achieved from a line standing in single file. The players should march or run, the leader of the file describing a circle and joining hands with the rear player of the file, all the others joining hands similarly with their neighbors.

Concentric circles:

"Where players are to be placed in two circles, one within the other, as in three deep, zigzag ball, or some of the singing games for large numbers, players should march in a column of twos (and by two), and the leaders should describe a circle until the ends meet. All then face inward.

"Another method of forming concentric circles is to form a single circle, and have every alternate player step inward. Or the players may number off by twos, and those bearing the odd (or even) numbers take one or two steps toward the center of the circle. All numbering-off methods, however, are comparatively slow.

Opposing teams or lines:

"For assigning large numbers of players quickly in opposing teams or lines, the following methods are among the most orderly:

"(a) The players 'fall in' for a march in single file. They march up the center of the room or ground; the first player turns to the right and the next to the left, and so on alternately, taking stations at the sides of the ground; they are thus separated into two opposing groups, those which turn to the right forming one group or team, and, those to the left another.

"This method is even quicker if players march in columns of twos or fours, alternate ranks turning to alternate sides.

"(b) Players may be required to march in columns of twos (two abreast), halt, and those in one file of the column step to one side of the playground instead of marching to the front and separating, as in **a**, and those in the other file to the opposite side.

"Where an even division of running ability, or height for catching balls, is necessary, players should be sized when lining up for either of the above methods.

“(c) When players in a gymnasium, playroom or playground have already been numbered for gymnastic purposes, the odd numbers may be directed to one end of the playground to form one team, and the even numbers to the opposite end for the other team.

Group formations:

“To get players into small groups, a division may often best be made from the marching formations. Players may be brought for this purpose into columns of four or more (marching four abreast), halted, and each file in turn directed to some particular location in the playground.

“Where time is not a consideration, or the number of players is smaller, more deliberate methods of counting out, choosing sides, etc., may be used.”

(The paragraphs quoted above are from Jessie H. Bancroft, “Games for the Playground, Home, School and Gymnasium.”)

Take plenty of time to organize the class or room, either into groups according to height, or groups according to their grades. After they are organized, keep the same organization as nearly as possible for a month or so. Example—A one room building with six grades: Divide them into three groups according to the height; 1st group 59 inches or over; 2nd group between 53 inches and 59 inches, 3rd group under 53 inches. They can be divided into three groups according to grades. Grades 5 and 6 in first group, 3 and 4 in second group, and 1 and 2 in third group.

Assign each group a game, which is suitable for that special group. Explain the rules of the game, then send them out on school grounds and supervise the play.

Have a definite starting and finishing point for all races. Take down the results and in this way encourage competition and add enthusiasm.

The games in this manual are listed as follows:

- A. Story plays.
- B. Singing games, folk dances and fancy steps.
- C. Active games, relay races, etc.

HOME-MADE PLAY APPARATUS.

The need for providing play facilities for the children in our cities have largely determined the development of the play movement in the past, but it is now recognized that play

should have an equally important part in the life of children in the country. Play and recreation can no longer be left to themselves, but must be conscientiously and intelligently provided for.

The school offers the best medium for providing rural play, and the active and enthusiastic teacher may greatly increase her usefulness by developing the play spirit among her pupils. The recess and lunch periods may be made beneficial and enjoyable by the introduction of supervised play and games. Elaborate equipment is not required but a few pieces of single apparatus, such as sand box, swings, and slides for the young children, and a certain amount of game supplies, such as balls, bats and quoits, are of great value.

The following directions for the construction of home made apparatus will be helpful to rural schools and small communities in providing adequate play facilities for their children. These instructions are reprinted with permission from a rural recreation manual, "Neighborhood Play," published by the Youths' Companion in co-operation with the U. S. Bureau of Education.

Materials:

Number 1 spruce or Southern pine is excellent material for most playground apparatus. White ash has the advantage of added strength, but it splinters easily. White oak should be used for pieces that receive much wear—such as swing boards and turning bars. All wood should be carefully seasoned, and such parts as come in contact with earth should be tarred or treated with creosote.

It is well to saturate the wood thoroughly with boiled linseed oil. In any case, it should be finished with two coats of good outdoor paint, preferably dark green in color, or with one coat of shellac, followed by one coat of the best spar varnish.

Sand Box:

The desire to play in the sand is universal and for little children, the sand box or sand table is the piece of playground apparatus that brings the largest returns. But place it out of the way of stray balls and other similar dangers.

A good size for the box is five feet by ten feet. First remove the sod from an area of those dimensions, and if the natural drainage is poor, replace the top layer of soil with

gravel. Procure two boards fifteen feet long and eight inches wide, a few nails, and a joist, two by three inches, and eight feet long. Saw the joist into pieces two feet long, sharpen the ends, and drive them into ground sixteen inches at the points that are to be the corners of the box. From each board cut a piece five feet long for the ends of the box. Nail the boards to the corner posts so as to form the sides and ends; and if you wish, level the tops.

The apparatus is complete when you have hauled in the load of sand, preferably of the grade known to dealers as "fine beach." Be sure it is free from earth. It should be changed at the first suggestion of foulness. To keep out stray cats and dogs, it is well to place a woven wire fence four feet high about the box.

To make a sand table, construct one or more boxes, eight inches deep, of any desired size, preferably not over three by six feet. Build a strong table to support the boxes, about 12 inches above the ground.

Swing:

Ordinarily, a branch of a tree, a rope and a board are all that is needed to make a swing; but when the tree is not conveniently present, make a strong simple frame of two posts set in concrete, and a crossbar at the top. If you tie the rope to the crossbar, or to hooks placed in it, the rope will soon wear through. A better way is to place eyebolts, two to three inches apart, in the crosspiece. Into the eyes insert a two-inch galvanized-iron pipe, with holes drilled two inches from each end; place oxbow pins in the holes to hold the pipe in place, and tie the rope to the pipe.

Horizontal Bar:

For the bar itself a galvanized-iron pipe, carefully sand-papered, two inches in diameter and six feet long, will serve as well as the more expensive and less durable wood. Two inches from the end of the pipe drill holes five-eighths of an inch in diameter. For the supports, use posts four inches square and nine or ten feet long. Six inches from one end of each, exactly in the center, bore hole two inches in diameter. To intersect this hole at the center at right angles, bore another one-quarter of an inch in diameter.

Set the uprights in concrete. Dig holes for them three feet deep, six inches or more square. In a tub, or some other con-

venient receptacle, mix one shovelful of Portland cement, two shovelfuls of sand, and four of coarse gravel or small stones, with enough water to make a watery mud pie. When the cement has been thoroughly mixed, pour a little of it into the bottom of the hole, then put in the upright and pour the rest of the cement round it. See that the upright stands plumb and leave it undisturbed for forty-eight hours, by which time the cement will have hardened.

In placing the other upright, remember that the horizontal bar must not belie its name. Probably you will have to experiment several times with the depth of the foundation layer of concrete before you fix the upright at just the right height above the ground to make the bar horizontal. Place the post with the large hole pointing toward the other post. Pour the concrete as before. When it has hardened for forty-eight hours, put the bar in place through the holes, and bolt it there with quarter-inch carriage bolts. You can set both posts and the bar the same day; but the slower method described above will give better results.

If you wish a removable crossbar, use a pipe six feet, six inches long, and arrange the fastening as directed in the description of the teeter, which follows. With the bar removed, the uprights can be used as a jumping standard. To hold the string or stick over which the contestant jumps, drive three-inch nails one inch into the side of the uprights. Always jump from the side of the uprights opposite to that in which the nails are placed.

An adjustable bar can be arranged by piercing the uprights with as many holes as you want, and fastening the bar in place as directed in the description of the teeter.

See that the children who use the bar have a soft place in which to land. Sand will save injuries and prevent mud puddles from forming.

Teeter:

A board over a fence or a rock is a teeter, but a better one can easily be made. For the uprights, get two pieces of five-by-five-inch joist five and one-half feet long. Four inches from one end of each piece bore a two-inch hole. Have ready a piece of galvanized-iron, two-inch pipe two feet long, with cap on one end, and a three-eighths inch hole drilled two inches from the other for an oxbow pin. You can use another bow pin instead of a cap, or can substitute carriage bolts for both,

or can drill holes through pipe and wood, and bolt the pipe in place, as you do the horizontal bar; but the first suggestion is the simplest, since it permits the easy removal of the pipe.

Dig holes, with their centres eighteen inches apart, three feet deep, six inches square. Set first one upright, then the bar, then the other upright, as directed for the horizontal bar. Be sure to allow the concrete sufficient time to harden.

The plank should be fourteen feet long, two inches thick, and ten inches wide; to keep it in place upon the pipe, bolt it on under side two crosspieces of hard wood, each two inches square and ten inches long. For the carriage bolts that are to hold these crosspieces in place, bore four holes, each six feet nine inches from each end of the plank, and three inches from the edge. Pad the ends of the plank, to form a protection from sudden jars.

The teeter is so popular and so liable to abuse that the plank should generally be taken in every night; and the bar removed when the playground is to be closed—officially—for more than a few days.

Giant Stride:

The basis for a cheaply and easily constructed giant stride is an old wagon wheel and a pole eighteen feet long and five inches in diameter at the small end. In almost any village the wheel can be had for the asking, and the pole probably can be cut in the woods.

If you use a wheel with a wooden axle stub, remove the axle from the skein, which is the "tapering metal sleeve surrounding a wooden axle spindle to protect it from wear." Shape the top of the pole to fit into the axle skein, and fasten the skein securely in place.

If you use a wheel with a metal axle, cut off the axle about a foot from the hub, and sharpen it to a point. Here is where you may have to call upon the blacksmith. Cut off the spokes four inches from the hub. Into the middle of the small end of the pole bore a two-inch hole about six inches, and drive the axle into it. If the blacksmith is helping you, have him shrink an iron collar on the end of the pole, to keep it from splitting. It is well to use an all-metal wheel and axle.

Cut sixty feet of one-inch Manila rope into four equal pieces. With copper wire, or by splicing, attach the ropes to the hub. Knot them at the bottom, and about every two feet for the

lower eight feet. After it has been hung in the sun and rain until it has stretched as much as it will, apply a thin solution of pine tar to preserve it.

Set the pole in concrete, four feet in the ground. At that height, the lower knot of the rope should clear the ground by about two feet. It is well to place a tin or other waterproof cover over the hub, if it is exposed. The entire wheel may be used, and the ropes tied to the felly; the result is a lengthened flying stride, but an increase in danger.

Ball Fields:

The regulation baseball field, with nine-foot lines, requires three acres, but a field half that size will serve. A backstop is easy to contrive although probably the side of a shed will continue to be the most common form. Be sure that small children are not in range of fast balls.

The standard football field requires two and three-quarters acres. Goal posts for Rugby should be erected in the middle of the ends of the field, eighteen feet six inches apart, with crossbars ten feet from the ground. For soccer which is justly growing in popularity the goal posts should be twenty-four feet apart with the crossbars eight feet above the ground.

ATHLETICS

Organized athletics under proper control are advantageous, not only in the development of the individual taking part, but in the development of school morale and spirit. Athletics, properly supervised, play a very important part in the development of the individual, but sight should not be lost of the fact that when poorly controlled they are worse than none at all.

There are two important types of athletics, the inter-class and inter-school. Both are valuable. Inter-class athletics are a form of competition in which the whole student body may take part. As many teams as possible should be developed within each school for competition along all lines. If the teachers will carry out the plans suggested, this form of athletics will provide in the best way all the motor activity needed. When athletics are properly regulated and supervised there is no aim of physical education which they do not meet better than almost any other form of physical activity. In our games and athletics we have certain natural movements which have come down through the ages, and have played a very prominent part in the development of the race.

It is the object of inter-class athletics to give to each boy and girl an opportunity to compete and to realize the great benefits from this form of activity. It is not the business of any school to amuse the public by means of athletics, but each school is responsible, in a large measure, for the physical welfare of all its students.

There are, nevertheless, many good things to be derived from inter-school competition. It gives the more proficient athlete a chance to take advance work, after his elementary or class competition. In fact inter-school athletics may be regarded as a graduate school for those who have participated in the class games.

It is, therefore urged, that there be organized as many teams as practicable within each school, and that in this way both branches of athletics be developed. The organization of a local society of the "Alabama Public School Athletic Association," within your school will be a stimulation.

In order to be in condition to take part in any form of strenuous athletics, the student should "go into training" for a time preceding important meets, games, etc. This training should include, besides a program of physical exercise, a special hygienic routine in regard to sleep, diet, bathing, etc.

A State Athletic Association will be organized for the purpose of stimulating clean play and athletics within the schools of the State. Any school which adopts the constitution may become a member. Additional information will be sent from the State Department of Education.

INTERCLASS ATHLETICS.

Following are some suggested plans for carrying on class game competition by the organization of groups, either according to height, or age and grade.

A. Groups According to Height.

(Preferred for one-room buildings.)

For the purpose of competition the pupils may be classified according to their height, girls and boys above the 4th or 5th grade to be segregated.

Immediately after the physical examination at the beginning of each year, height should be taken from the cards and pupils classified as follows:

Elementary School—Boys or Girls.

1st class—over 55 inches.

2nd class—51-55 inches (inclusive.)

3rd class—under 51 inches.

Junior and Senior High School.

Boys	Girls
1st class—Over 62 inches.	Over 60 inches.
2nd class—57-62 inches (inclusive)	55-60 inches (inclusive)
3rd class—Under 57 inches	Under 55 inches.

This scale can be adjusted to meet local conditions. The pupils of one class will not compete with those of another, but pupils of the same class in one room may compete with same class in another room; all those in the same class may compete with the corresponding class in another school.

Each room should have a chart where each pupil's record of points can be credited to him, in the proper "class." At

the end of each week see who is the leader in each class. Also compute the average for each "class" in the room, and compare with corresponding classes in other rooms.

B. Group According to Age and Grade.

In the large schools, it is oftentimes more desirable to group children according to age or grade for these inter-class games, and award them a certain number of points for everything which they do. Certain standards of physical fitness are indicated, whereby the pupil is not only able to tell just what he should be able to do physically, at his age, but is also encouraged to do better than the actual requirement. The child's age at the beginning of the school year should determine the events for which he is eligible for that year.

Required Records.

All work in school is measured by definite progressive steps. In physical education there are some standards of physical fitness which should be recognized. There is a required record given with each event so that each boy or girl may strive to attain the highest degree of physical efficiency. These records are arranged for either "height" or "age and grade" organization.

Boys.

Class 3 or Grade IV.

Between 9 and 10 years.

	Required Record
50 yard dash	8 4-5 sec.
Baseball distance throw (playground ball).....	47 ft. 4 in.
Running Broad Jump	6 ft. 6 in.
Running High Jump	2 ft. 5 in.
Standing Broad Jump	3 ft. 7 in.

Class 2 or Grade V.

Between 10 and 11 years.

	Required Record
60 yard dash	11 sec.
Baseball distance throw (playground ball).....	57 ft. 2 in.
Running Broad Jump	7 ft.
Running High Jump	2 ft. 8 in.
Standing Broad Jump	4 ft.
Push Up	5 times.

Class I or Grade VI.

Between 11 and 12 years.

	Required Record
75 yard dash	12 3-5 sec.
Baseball distance throw (playground ball).....	67 ft.
Running Broad Jump	8 ft. 3 in.
Running high Jump	2 ft. 11 in.
Standing Broad Jump	4 ft. 3 in.
Push Up	7 times.
Chinning	3 times.

Girls.

Class III or Grade IV.

Between 9 and 10 years.

	Required Record
40 yard dash	8 4-5 sec.
Baseball distance throw (playground ball).....	25 ft. 9 in.
Running High Jump	2 ft. 5 in.
Standing Broad Jump	3 ft. 1 in.

Class II or Grade V.

Between 10 and 11 years.

	Required Record
60 yard dash	11 sec.
Baseball distance throw (playground ball).....	30 ft. 6 in.
Running High Jump	2 ft. 8 in.
Standing Broad Jump	3 ft. 3 in.
Sit Up	9 times.

Class I or Grade VI.

Between 11 and 12 years.

	Required Record
75 yard dash	11 3-5 sec.
Baseball distance throw (playground ball).....	35 ft.
Running High Jump	2 ft. 9 in.
Sit Up	12 times.
Standing Broad Jump	3 ft. 6 in.

Boys.

Junior High, 1st year.

Between 12 and 13 years.

	Required Record
75 yard dash	12 1-2 sec.
Running High Jump	3 ft. 1 in.
Running Broad Jump	9 ft. 6 in.
Standing Broad Jump	4 ft. 6 in.
Baseball distance throw (playground ball).....	77 ft. 2 in.
Chinning	3 times.

Junior High, 2nd year.

Between 13 and 14 years.

	Required Record
100 yard dash	15 sec.
Running High Jump	3 ft. 4 in.
Running Broad Jump	11 ft. 4 in.
Baseball distance throw (playground ball).....	88 ft.
League Baseball throw	100 ft.
Sit Up	18 times
Chinning	4 times
Basketball over head distance throw.....	24 ft. 1 in.
Playground or League baseball running catch; distance between throwing and catching line 75 feet.....	3 catches in 5 trials

Junior High, 3rd year.

Between 14 and 16 years.

	Required Record
100 yard dash	13 4-5 sec.
Running High Jump	3 ft. 11 in.
Running Broad Jump	13 ft.
Baseball distance throw (playground ball).....	108 ft.
League baseball throw	140 ft.
Chinning	6 times
Basket ball over head distance throw.....	29 ft. 1 in.
Playground or League baseball running catch; distance between throwing and catching line 90 feet	3 catches in 5 trials
Punting football	71 ft.
Putting 12 lb. shot	23 ft. 8 in.

Girls.

Junior High, 1st year.

Between 12 and 13 years.

	Required Record
75 yard dash -----	11 3-5 sec.
Baseball distance throw (playground ball)-----	43 ft.
Running high jump -----	2 ft. 10 in.
Push up -----	3 times
Playground baseball running catch; distance between throwing and catching line 40 ft.---	3 catches in 5 trials

Junior High, 2nd year

Between 13 and 14 years.

	Required Record
75 yard dash -----	13 1-5 sec.
Baseball distance throw (playground ball)-----	14 ft. 6 in.
Push up -----	4 times
Playground baseball running catch; distance between throwing and catching line 50 ft.---	3 catches in 5 trials
Potato race -----	
Balancing -----	24 ft. in 2 trials

Junior High, 3rd year.

Between 14 and 15 years.

	Required Record
75 yard dash -----	13 3-5 sec.
Baseball distance throw (playground ball)-----	49 ft. 3 in.
Push up -----	5 times
Playground baseball running catch; distance between throwing and catching line 60 ft.---	3 catches in 5 trials
Potato race -----	
Balancing -----	24 ft. in 2 trials

Boys.

Senior High, 1st year.

Between 14 and 16 years.

	Required Record
100 yard dashes -----	13 3-5 sec.
Running high jump -----	4 ft.
Running broad jump -----	13 ft. 3 in.
Baseball distance throw (playground ball)-----	120 ft.

League baseball throw	160 ft.
Chinning	7 times
Basketball overhead distance throw.....	33 ft.
Playground or league baseball running catch; distance between throwing and catching line 100 feet	3 catches in 5 trials
Punting football	76 ft.
Putting 12 lb. shot	25 ft. 2 in.

Senior High, second year.

Between 16 and 17 years.

	Required Record
100 yard dash	13 2-5 sec.
220 yard dash	28 sec.
Running high jump	4 ft. 1 in.
Running broad jump	13 ft. 6 in.
League baseball throw	175 ft.
Chinning	8 times
Punting football	80 ft.
Putting 12 lb. shot	27 ft. 10 in.
1 mile run	5 min. 55 sec.
Pole vault	7 ft.

Senior High, Third Year.

Between 16 and 18 years.

	Required Record
100 yard dash	13 1-5 sec.
220 yard dash	27 3-5 sec.
Running high jump	4 ft. 3 in.
Running broad jump	14 ft. 6 in.
League baseball throw	190 ft.
Chinning	9 times
Punting football	86 ft.
Punting 12 lb. shot	28 ft. 11 in.
1 mile run	5 min. 38 sec.
Pole vault	7 ft. 9 in.

Girls.

Senior High, First Year.

	Required Record
75 yard dash	14 2-5 sec.

Baseball distance throw (playground ball).....	53 ft. 6 in.
Playground baseball running catch; distance be- tween throwing and catching line 65 ft....	3 catches in 5 trials
Basketball goal throwing	3 goals in 5 trials
Push up	5 times
Volley ball serving	3 times in 5 serves

Senior High, 2nd year

Between 16 and 17 years.

Required Record

75 yard dash	15 sec.
Baseball distance throw (playground ball).....	55 ft.
Playground baseball running catch; distance be- tween throwing and catching line 70 ft....	3 catches in 5 trials
Baseball goal throwing.....	4 goals in 7 throws
Push up	5 times
Volley ball serving	3 times in 5 serves

Senior High, 3rd year

Between 16 and 18 years.

Required Record

75 yard dash	15 2-5 sec.
Baseball distance throw (playground ball).....	56 ft.
Playground baseball running catch; distance be- tween throwing and catching line, 75 ft....	3 catches in 5 trials
Push up	5 times
Volley ball serving	4 times in 6 serves

Point Competition.

The following charts are arranged so that it is possible for all the pupils to win points no matter what their athletic ability. Individual competitions can be arranged by means of individual score. Room averages can be computed, and compared. Competition between several schools in the county can also be arranged using these charts as a basis. There are great possibilities for competition of all sorts and it is hoped that the teachers will avail themselves of this opportunity.

SCALE OF POINTS

Boys
DASHES

ELEMENTARY			JUNIOR HIGH					SENIOR HIGH				
Grade	IV	V	VI	VII	VIII	IX	X	XI	XII	Grade		
Points	50-yd.	60-yd.	75-yd.	75-yd.	100-yd.	100-yd.	100-yd.	100-yd.	100-yd.	Points		
0	9 1/5	11 2/5	13 1/5	12 4/5	15 3/5	15 1/5	14 2/5	14 1/5	14	0		
5	9	11 1/5	13	12 3/5	15 2/5	15	14 1/5	14	13 4/5	5		
10	8 4/5	11	12 4/5	12 2/5	15 1/5	14 4/5	14	13 4/5	13 3/5	10		
15	8 3/5	10 4/5	12 3/5	12 1/5	15	14 3/5	13 4/5	13 3/5	13 2/5	15		
20	8 2/5	10 3/5	12 2/5	12	14 4/5	14 2/5	13 3/5	13 2/5	13 1/5	20		
25	8 1/5	10 2/5	12 1/5	11 4/5	14 3/5	14 1/5	13 2/5	13 1/5	13	25		
30	8	10 1/5	12	11 3/5	14 2/5	14	13 1/5	13	12 4/5	30		
35	7 4/5	10	11 4/5	11 2/5	14 1/5	13 4/5	13	12 4/5	12 3/5	35		
40	7 3/5	9 4/5	11 3/5	11 1/5	14	13 3/5	12 4/5	12 3/5	12 2/5	40		
45	7 2/5	9 3/5	11 2/5	11	13 4/5	13 2/5	12 3/5	12 2/5	12 1/5	45		
50	7 1/5	9 2/5	11 1/5	10 4/5	13 3/5	13 1/5	12 2/5	12 1/5	12	50		
55	7	9 1/5	11	10 3/5	13 2/5	13	12 1/5	12	11 4/5	55		
60	6 4/5	9	10 4/5	10 2/5	13 1/5	12 4/5	12	11 4/5	11 3/5	60		
65	6 3/5	8 4/5	10 3/5	10 1/5	13	12 3/5	11 4/5	11 3/5	11 2/5	65		
70	6 2/5	8 3/5	10 2/5	10	12 4/5	12 2/5	11 3/5	11 2/5	11 1/5	70		
75	6 1/5	8 2/5	10 1/5	9 4/5	12 3/5	12 1/5	11 2/5	11 1/5	11	75		

80	.....	8 1/5	10	9 3/5	12 2/5	12	11 1/5	11 1/5	11	10 4/5	10 4/5	80
85	.....	8	9 4/5	9 2/5	12 1/5	11 4/5	11	11	10 4/5	10 3/5	10 3/5	85
90	.....	7 4/5	9 3/5	9 1/5	12	11 3/5	10 4/5	10 4/5	10 3/5	10 2/5	10 2/5	90
95	.....	7 3/5	9 2/5	9	11 4/5	11 2/5	10 3/5	10 3/5	10 2/5	10 1/5	10 1/5	95
100	.....	7 2/5	9 1/5	8 4/5	11 3/5	11 1/5	10 2/5	10 2/5	10 1/5	10 1/5	10	100

SCALE OF POINTS
Boys

STANDING BROAD JUMP		RUNNING BROAD JUMP															
ELEMENTARY		ELEMENTARY						JUNIOR HIGH						SENIOR HIGH			
Grade	IV	V	VI	IV	V	VI	VII	VIII	IX	X	XI	XII	Points				
0	3	2	3	3	6	9	6	8	9	10	11	12	0				
2	3	3	7	10	6	7	7	8	10	10	11	12	2				
4	3	4	8	11	6	7	8	8	11	10	11	12	4				
6	3	5	9	6	6	7	9	9	10	10	11	12	6				
8	3	6	10	1	6	7	10	9	11	11	12	10	8				
10	3	7	11	4	6	8	11	9	12	10	11	12	10				
12	3	8	4	3	6	9	9	9	10	12	10	13	12				
14	3	9	4	4	6	10	1	9	4	10	11	12	14				
16	3	10	4	5	6	11	2	9	5	11	12	13	16				
18	3	11	4	6	6	3	3	9	6	11	1	13	18				
20	4	4	4	7	7	4	4	9	7	11	2	13	20				
22	4	5	4	8	7	5	9	9	8	11	3	13	22				
24	4	6	4	9	7	6	9	9	9	11	4	14	24				
26	4	7	4	10	7	7	9	10	10	11	5	14	26				
28	4	8	4	11	7	8	9	11	11	11	6	14	28				
30	4	9	5	7	7	8	10	11	11	11	7	14	30				
32	4	10	5	1	7	8	10	10	11	11	8	14	32				

34	4	7	4	11	5	2	7	8	8	11	10	2	11	9	12	11	13	9	14	5	14	11	34
36	4	8	5	5	5	3	7	9	9	10	10	3	11	10	13	13	13	10	14	6	15	1	36
38	4	9	5	1	5	4	7	10	9	1	10	4	11	9	13	1	13	10	14	7	15	1	38
40	4	10	5	2	5	5	7	11	9	2	10	5	12	9	13	2	14	8	15	8	15	2	40
42	4	11	5	3	5	6	7	8	9	3	10	6	12	10	13	3	14	9	15	9	15	3	42
44	4	5	4	4	5	7	7	7	8	4	10	7	12	11	13	4	14	10	15	10	15	4	44
46	5	1	5	5	5	8	7	8	8	5	10	8	12	11	13	5	14	11	15	11	15	5	46
48	5	2	5	6	5	9	7	9	8	6	10	9	12	11	13	6	14	11	15	11	15	6	48
50	5	3	5	7	5	10	7	10	8	7	10	10	12	10	12	7	14	11	15	1	15	7	50
52	5	4	5	8	5	11	7	11	8	8	10	11	12	11	12	8	14	12	15	2	15	8	52
54	5	5	5	9	6	.....	8	.....	9	9	11	.....	12	.....	13	9	14	13	15	3	15	9	54
56	5	6	5	10	6	1	8	7	9	10	11	1	12	1	12	10	14	14	15	4	15	10	56
58	5	7	5	11	6	2	8	8	9	11	11	2	12	2	12	11	14	15	15	5	15	11	58
60	5	8	6	.....	6	3	8	9	10	.....	11	3	12	3	12	.....	14	10	15	6	16	.....	60
62	5	9	6	1	6	4	8	10	10	1	11	4	12	4	12	1	14	11	15	7	16	1	62
64	5	10	6	2	6	5	8	11	10	2	11	5	13	5	13	2	15	12	15	8	16	2	64
66	5	11	6	3	6	6	8	.....	10	3	11	6	13	6	13	3	15	13	15	9	16	3	66
68	6	.....	6	4	6	7	8	1	10	4	11	7	13	7	13	4	15	14	15	10	16	4	68
70	6	1	6	5	6	8	8	2	10	5	11	8	13	8	13	5	15	15	15	11	16	5	70
72	6	2	6	6	6	9	8	3	10	6	11	9	13	6	13	6	15	16	16	11	16	6	72
74	6	3	6	7	6	10	8	4	10	7	11	10	13	7	13	7	15	16	16	11	16	7	74
76	6	4	6	8	6	11	8	5	10	8	11	11	13	8	13	8	15	16	16	12	16	8	76
78	6	5	6	9	7	.....	9	6	10	9	12	11	13	9	13	9	15	16	16	13	16	9	78
80	6	6	6	10	7	1	9	7	10	10	12	1	13	10	13	10	15	16	16	14	16	10	80

SCALE OF POINTS

Boys

		RUNNING HIGH JUMP										POLE VAULT						
		ELEMENTARY					JUNIOR HIGH					SENIOR HIGH						
		V		VI		VII		VIII		IX		X		XI		XII		
Grade	IV	in.	ft.	in.	ft.	in.	ft.	in.	ft.	in.	ft.	in.	ft.	in.	ft.	in.	ft.	
Points	0	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0
	2	1 1/2	2	2 1/2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	4	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	4
	6	2	2	3 1/2	2	2	2	2	2	2	2	2	2	2	2	2	2	6
	8	2	2	4	2	2	2	2	2	2	2	2	2	2	2	2	2	8
	10	2	2 1/2	4 1/2	2	2	2	2 1/2	2	2 1/2	2	2	2	2 1/2	2	2	2	10
	12	2	3	5	2	2	2	3	2	3	2	2	2	3	2	2	2	12
	14	2	3 1/2	5 1/2	2	2	2	3 1/2	2	4	2	2	2	4	2	2	2	14
	16	2	4	6	2	2	2	4	2	5	2	2	2	5	2	2	2	16
	18	2	4 1/2	6 1/2	2	2	2	5 1/2	2	6 1/2	2	2	2	6 1/2	2	2	2	18
	20	2	5	7	2	2	2	6 1/2	2	7 1/2	2	2	2	7 1/2	2	2	2	20
	22	2	5 1/2	7 1/2	2	2	2	7 1/2	2	8 1/2	2	2	2	8 1/2	2	2	2	22
	24	2	6	8	2	2	2	8 1/2	2	9	2	2	2	9	2	2	2	24
	26	2	6 1/2	8 1/2	2	2	2	9 1/2	2	10 1/2	2	2	2	10 1/2	2	2	2	26
	28	2	7	9	2	2	2	10 1/2	2	11 1/2	2	2	2	11 1/2	2	2	2	28
	30	2	7 1/2	9 1/2	2	2	2	11 1/2	2	12 1/2	2	2	2	12 1/2	2	2	2	30
	32	2	8	10	2	2	2	12 1/2	2	13 1/2	2	2	2	13 1/2	2	2	2	32

34	2	8½	2	10½	3	1½	3	3½	3	11½	4	1½	4	3½	4	5½	6	8½	7	2½	34
36	2	9	2	11	3	2	3	4	3	.....	4	2	4	4	4	6	6	9	7	3	36
38	2	9½	2	11½	3	2½	3	4½	3	½	4	2½	4	4½	4	6½	6	9½	7	3½	38
40	2	10	3	.....	3	3	3	5	3	1	4	3	4	5	4	7	6	10	7	4	40
42	2	10½	3	½	3	3½	3	4	3	1½	4	3½	4	5½	4	7½	6	10½	7	4½	42
44	2	11	3	1	3	4	3	5	3	2	4	4	4	6	4	8	6	11	7	5	44
46	2	11½	3	1½	3	4½	3	5	3	2½	4	4½	4	6½	4	8½	6	11½	7	5½	46
48	3	.....	3	2	3	5	3	.....	3	3	4	5	4	7	9	7	.....	.....	7	6	48
50	3	½	3	2½	3	5½	3	.....	3	3½	4	5½	4	7½	4	9½	7	½	7	6½	50
52	3	1	3	3	3	6	3	.....	3	4	4	6	4	8	4	10	7	1	7	7	52
54	3	1½	3	3½	3	6½	3	.....	3	4½	4	6½	4	8½	4	10½	7	1½	7	7½	54
56	3	2	3	4	3	7	3	.....	3	5	4	7	4	9	4	11	7	2	7	8	56
58	3	2½	3	4½	3	7½	3	.....	3	½	4	7½	4	9½	4	11½	7	2½	7	8½	58
60	3	3	3	5	3	8	3	.....	3	10	4	8	4	10	5	.....	7	3	7	9	60
62	3	3½	3	5½	3	8½	3	.....	3	10½	4	8½	4	10½	5	½	7	3½	7	9½	62
64	3	4	3	6	3	9	3	.....	3	11	4	9	4	11	5	1	7	4	7	10	64
66	3	4½	3	6½	3	9½	3	.....	3	11½	4	9½	4	11½	5	1½	7	4½	7	10½	66
68	3	5	3	7	3	10	4	.....	4	.....	4	10	5	.....	5	2	7	5	7	11	68
70	3	5½	3	7½	3	10½	4	.....	4	½	4	10½	5	½	5	2½	7	5½	7	11½	70
72	3	6	3	8	3	11	4	.....	4	1	4	11	5	1	5	3	7	6	8	.....	72
74	3	6½	3	8½	3	11½	4	.....	4	1½	4	11½	5	1½	5	3½	7	6½	8	½	74
76	3	7	3	9	4	.....	4	.....	4	2	5	.....	5	2	4	4	7	7	8	1	76
78	3	7½	3	9½	4	.....	4	.....	4	2½	4	.....	5	2½	5	4	7	7½	8	1½	78
80	3	8	3	10	4	1	4	.....	4	3	4	1	5	3	5	5	7	8	8	2	80

SCALE OF POINTS

Boys

		BASEBALL DISTANCE THROW (PLAYGROUND BALL)						FOOTBALL PUNT					
		ELEMENTARY			JUNIOR HIGH			Junior			SENIOR HIGH		
Grade	IV	V	VI	VII	VIII	IX	IX	IX	X	XI	XII	Points	
0	42	55	62	72	79	85	feet	feet	feet	feet	feet	0	
2	44	57	64	74	81	87	63	68	67	72	77	2	
4	46	59	66	76	83	89	65	69	71	74	79	4	
6	48	61	68	78	85	91	67	71	73	76	81	6	
8	50	63	70	80	87	93	69	71	75	78	83	8	
10	52	65	72	82	89	95	73	77	77	82	87	10	
12	54	67	74	84	91	97	75	79	79	84	89	12	
14	56	69	76	86	93	99	77	81	81	86	91	14	
16	58	71	78	88	95	101	79	83	83	88	93	16	
18	60	73	80	90	97	103	81	85	85	90	95	18	
20	62	75	82	92	99	105	83	87	87	92	97	20	
22	64	77	84	94	101	107	85	89	89	94	99	22	
24	66	79	86	96	103	109	87	91	91	95	101	24	
26	68	81	88	98	105	111	89	93	93	98	103	26	
28	70	83	90	100	107	113	91	95	95	100	105	28	
30	72	85	92	102	109	115	93	97	97	102	107	30	
32	74	87	94	104	111	117	95	99	99	104	109	32	

34	76	89	96	106	113	119	97	101	106	111	34
36	78	91	98	108	115	121	99	103	108	113	36
38	80	93	100	100	117	123	101	105	110	115	38
40	82	95	102	112	119	125	103	107	112	117	40
42	84	97	104	114	121	127	105	109	114	119	42
44	86	99	106	116	123	129	107	111	116	121	44
46	88	101	108	118	125	131	109	113	118	123	46
48	90	103	110	120	127	133	111	115	120	125	48
50	92	105	112	122	129	135	113	117	122	127	50
52	94	107	114	124	131	137	115	119	124	129	52
54	96	109	116	126	133	139	117	121	126	131	54
56	98	111	118	128	135	141	119	123	128	133	56
58	100	113	120	130	137	143	121	125	130	135	58
60	102	115	122	132	139	145	123	127	132	137	60
62	104	117	124	134	141	147	125	129	134	139	62
64	106	119	126	136	143	149	127	131	136	141	64
66	108	121	128	138	145	151	129	133	138	143	66
68	110	123	130	140	147	153	131	135	140	145	68
70	112	125	132	142	149	155	133	137	142	147	70
72	114	127	134	144	151	157	135	139	144	149	72
74	116	129	136	146	153	159	137	141	146	151	74
76	118	131	138	148	155	161	139	143	148	153	76
78	120	133	140	150	157	163	141	145	150	155	78
80	122	135	142	152	159	165	143	147	152	157	80

SCALE OF POINTS

Boys

		BASEBALL DISTANCE THROW (LEAGUE BALL)						BASKETBALL THROW					
		JUNIOR HIGH			SENIOR HIGH			JUNIOR HIGH			SENIOR HIGH		
		VIII	IX	X	XI	XII	VIII	IX	X	VIII	IX	X	Points
Grade	Points	feet	feet	feet	feet	feet	feet	feet	feet	feet	feet	feet	feet
0	95	120	130	150	165	20	25	29	30	35	39	0
2	97	122	132	152	167	22	27	31	32	37	41	2
4	99	124	134	154	169	24	29	33	34	39	43	4
6	101	126	136	156	171	26	31	35	36	41	45	6
8	103	128	138	158	173	28	33	37	38	43	47	8
10	105	130	140	160	175	30	35	39	35	40	44	10
12	107	132	142	162	177	32	37	41	32	37	41	12
14	109	134	144	164	179	34	39	43	34	39	43	14
16	111	136	146	166	181	36	41	45	36	41	45	16
18	113	138	148	168	183	38	43	47	38	43	47	18
20	115	140	150	170	185	40	45	49	40	45	49	20
22	117	142	152	172	187	42	47	51	42	47	51	22
24	119	144	154	174	189	44	49	53	44	49	53	24
26	121	146	156	176	191	46	51	55	46	51	55	26
28	123	148	158	178	193	48	53	57	48	53	57	28
30	125	150	160	180	195	50	55	59	50	55	59	30
32	127	152	162	182	197	52	57	61	52	57	61	32

34	129	154	164	184	199	54	59	63	34
36	131	156	166	186	201	56	61	65	36
38	133	158	168	188	203	58	63	67	38
40	135	160	170	190	205	60	65	69	40
42	137	162	172	192	207	62	67	71	42
44	139	164	174	194	209	64	69	73	44
46	141	166	176	196	211	66	71	75	46
48	143	168	178	198	213	68	73	77	48
50	145	170	180	200	215	70	75	79	50
52	147	172	182	202	217	72	77	81	52
54	149	174	184	204	219	74	79	83	54
56	151	176	186	206	221	76	81	85	56
58	153	178	188	208	223	78	83	87	58
60	155	180	190	210	225	80	85	89	60
62	157	182	192	212	227	82	87	91	62
64	159	184	194	214	229	84	89	93	64
66	161	186	196	216	231	86	91	95	66
68	163	188	198	218	233	88	93	97	68
70	165	190	200	220	235	90	95	99	70
72	167	192	202	222	237	92	97	101	72
74	169	194	204	224	239	94	99	103	74
76	171	196	206	226	241	96	101	105	76
78	173	198	208	228	243	98	103	107	78
80	175	200	210	230	245	100	105	109	80

PE

SCALE OF POINTS

Boys

		12-POUND SHOT					1-MILE RUN				
		JUNIOR HIGH					SENIOR HIGH				
Grade	IX	X	XI	XII	XI	XII	XI	XII	XI	XII	Points
0	ft. 18	ft. 21	in. 2	ft. 23	in. 2	ft. 25	in. 2	min. 5	sec. 40	.....	0
1	ft. 18	ft. 21	in. 4	ft. 23	in. 4	ft. 25	in. 2	min. 5	sec. 39	.....	1
2	ft. 18	ft. 21	in. 6	ft. 23	in. 6	ft. 25	in. 4	min. 5	sec. 38	.....	2
3	ft. 18	ft. 21	in. 8	ft. 23	in. 8	ft. 25	in. 6	min. 5	sec. 37	.....	3
4	ft. 18	ft. 21	in. 10	ft. 23	in. 10	ft. 25	in. 8	min. 5	sec. 36	.....	4
5	ft. 19	ft. 22	.....	ft. 24	.....	ft. 25	in. 10	min. 5	sec. 35	.....	5
6	ft. 19	ft. 22	in. 2	ft. 24	in. 2	ft. 26	.....	min. 5	sec. 34	.....	6
7	ft. 19	ft. 22	in. 4	ft. 24	in. 4	ft. 26	in. 2	min. 5	sec. 33	.....	7
8	ft. 19	ft. 22	in. 6	ft. 24	in. 6	ft. 26	in. 4	min. 5	sec. 32	.....	8
9	ft. 19	ft. 22	in. 8	ft. 24	in. 8	ft. 26	in. 6	min. 5	sec. 31	.....	9
10	ft. 19	ft. 22	in. 10	ft. 24	in. 10	ft. 26	in. 8	min. 5	sec. 30	.....	10
11	ft. 20	ft. 23	.....	ft. 25	.....	ft. 26	in. 10	min. 5	sec. 29	.....	11
12	ft. 20	ft. 23	in. 2	ft. 25	in. 2	ft. 27	.....	min. 5	sec. 28	.....	12
13	ft. 20	ft. 23	in. 4	ft. 25	in. 4	ft. 27	in. 2	min. 5	sec. 27	.....	13
14	ft. 20	ft. 23	in. 6	ft. 25	in. 6	ft. 27	in. 4	min. 5	sec. 26	.....	14
15	ft. 20	ft. 23	in. 8	ft. 25	in. 8	ft. 27	in. 6	min. 5	sec. 25	.....	15

SCALE OF POINTS
Girls
DASHES

ELEMENTARY			JUNIOR HIGH				SENIOR HIGH			
Grade	IV	V	VI	VII	VIII	IX	X	XI	XII	Points
	40-yd.	60-yd.	75-yd.	75-yd.	75-yd.	75-yd.	75-yd.	75-yd.	75-yd.	
0	9 3/5	11 3/5	14 2/5	14 1/5	14	14 2/5	15	16 4/5	16	0
5	9 2/5	11 2/5	14 1/5	14	13 4/5	14 1/5	14 4/5	16 3/5	15 4/5	5
10	9 1/5	11 1/5	14	13 4/5	13 3/5	14	14 3/5	16 2/5	15 3/5	10
15	9	11	13 4/5	13 3/5	13 2/5	13 4/5	14 2/5	16 1/5	15 2/5	15
20	8 4/5	10 4/5	13 3/5	13 2/5	13 1/5	13 3/5	14 1/5	16	15 1/5	20
25	8 3/5	10 3/5	13 2/5	13 1/5	13	13 2/5	14	15	15 4/5	25
30	8 2/5	10 2/5	13 1/5	13	12 4/5	13 1/5	13 4/5	15 3/5	14 4/5	30
35	8 1/5	10 1/5	13	12 4/5	12 3/5	13	13 3/5	15 2/5	14 3/5	35
40	8	10	12 4/5	12 3/5	12 2/5	12 4/5	13 2/5	15 1/5	14 2/5	40
45	7 4/5	9 4/5	12 3/5	12 2/5	12 1/5	12 3/5	13 1/5	15	14 1/5	45
50	7 3/5	9 3/5	12 2/5	12 1/5	12	12 2/5	13	14 4/5	14	50
55	7 2/5	9 2/5	12 1/5	12	11 4/5	12 1/5	12 4/5	14 3/5	13 4/5	55
60	7 1/5	9 1/5	12	11 4/5	11 3/5	12	12 3/5	14 2/5	13 3/5	60
65	7	9	11 4/5	11 3/5	11 2/5	11 4/5	12 2/5	14 1/5	13 2/5	65
70	6 4/5	8 4/5	11 3/5	11 2/5	11 1/5	11 3/5	12 1/5	14	13 1/5	70

75	.....	6 3/5	8 3/5	11 2/5	11 1/5	11	11 2/5	11	11 2/5	12	13	13 4/5	75
80	.....	6 2/5	8 2/5	11 1/5	11	10 4/5	10 4/5	11 1/5	11 4/5	11 4/5	12 4/5	13 3/5	80
85	.....	6 1/5	8 1/5	11	10 4/5	10 3/5	11	11	11 3/5	11 3/5	12 3/5	13 2/5	85
90	.....	6	8	10 4/5	10 3/5	10 2/5	10 4/5	10 4/5	11 2/5	11 2/5	12 2/5	13 1/5	90
95	.....	5 4/5	7 4/5	10 3/5	10 2/5	10 1/5	10 3/5	10 3/5	11 1/5	11 1/5	12 1/5	13	95
100	.....	5 3/5	7 3/5	10 2/5	10 1/5	10	10 2/5	10 2/5	11	11	12	12 4/5	100

SCALE OF POINTS

Girls

STANDING BROAD JUMP

RUNNING HIGH JUMP

ELEMENTARY

Grade	IV		V		VI		IV		V		VI		Points
	ft.	in.	ft.	in.	ft.	in.	ft.	in.	ft.	in.	ft.	in.	
0													0
2	2	7	2	9	3	1	2	1½	2	2½	2	3	2
4	2	8	2	10	3	2	2	1	2	2½	3	3½	4
6	2	9	2	11	3	3	2	1½	2	3	4	4½	6
	2	10	3		3				2	3½	2	4½	
8	2	11	3	1	3	4	2	2	2	4	2	5	8
10	3		3	2	3	5	2	2½	2	4½	2	5½	10
12	3	1	3	3	3	6	3	3	2	5	2	6	12
14	3	2	3	4	3	7	3½	3½	2	5½	2	6½	14
16	3	3	3	5	3	8	4	4	2	6	2	7	16
	3		3		3				2	6	2	7	
18	3	4	3	6	3	9	4½	4½	2	6½	2	7½	18
20	3	5	3	7	3	10	5	5	2	7	2	8	20
22	3	6	3	8	3	11	5½	5½	2	7½	2	8½	22
24	3	7	3	9	3	11	6	6	2	8	2	9	24
26	3	8	3	10	4	1	6½	6½	2	8½	2	9½	26
	3		3		4				2	9	2	9½	
28	3	9	3	11	4	2	7	7	2	9	2	10	28
30	3	10	4		4	3	7½	7½	2	9½	2	10½	30
32	3	11	4	1	4	4	8	8	2	10	2	11	32

SCALE OF POINTS
Girls
BASEBALL DISTANCE THROW (PLAYGROUND BALL)

		ELEMENTARY					JUNIOR HIGH					SENIOR HIGH				
Grade	Points	IV	V	VI	VII	VIII	IX	X	XI	XII	Points	Points	Points	Points	Points	Points
0	21	25	30	38	41	44	48	50	52	0	.....	.....	.....	.....	.....
2	23	27	32	40	43	46	50	52	54	2	.....	.....	.....	.....	.....
4	25	29	34	42	45	48	52	54	56	4	.....	.....	.....	.....	.....
6	27	31	36	44	47	50	54	56	58	6	.....	.....	.....	.....	.....
8	29	33	38	46	49	52	56	58	60	8	.....	.....	.....	.....	.....
10	31	35	40	48	51	54	58	60	62	10	.....	.....	.....	.....	.....
12	33	37	42	50	53	56	60	62	64	12	.....	.....	.....	.....	.....
14	35	39	44	52	55	58	62	64	66	14	.....	.....	.....	.....	.....
16	37	41	46	54	57	60	64	66	68	16	.....	.....	.....	.....	.....
18	39	43	48	56	59	62	66	68	70	18	.....	.....	.....	.....	.....
20	41	45	50	58	61	64	68	70	72	20	.....	.....	.....	.....	.....
22	43	47	52	60	63	66	70	72	74	22	.....	.....	.....	.....	.....
24	45	49	54	62	65	68	72	74	76	24	.....	.....	.....	.....	.....
26	47	51	56	64	67	70	74	76	78	26	.....	.....	.....	.....	.....
28	49	53	58	66	69	72	76	78	80	28	.....	.....	.....	.....	.....
30	51	55	60	68	71	74	78	80	82	30	.....	.....	.....	.....	.....
32	53	57	62	70	73	76	80	82	84	32	.....	.....	.....	.....	.....
34	55	59	64	72	75	78	82	84	86	34	.....	.....	.....	.....	.....

36	57	61	66	74	77	80	84	86	88	88	86	88	36
38	59	63	68	76	79	82	86	90	92	90	96	90	38
40	61	65	70	78	81	84	88	94	98	94	100	92	40
42	63	67	72	80	83	86	90	96	98	100	102	94	42
44	65	69	74	82	85	88	92	98	98	102	104	96	44
46	67	71	76	84	87	90	94	94	96	96	96	98	46
48	69	73	78	86	89	92	96	96	98	100	100	100	48
50	71	75	80	88	91	94	98	98	98	100	102	102	50
52	73	77	82	90	93	96	100	100	102	102	102	104	52
54	75	79	84	92	95	98	102	98	102	102	104	106	54
56	77	81	86	94	97	100	104	100	104	106	106	108	56
58	79	83	88	96	99	102	106	102	106	108	108	110	58
60	81	85	90	98	101	104	108	104	108	110	110	112	60
62	83	87	92	100	103	106	110	106	110	112	112	114	62
64	85	89	94	102	105	108	112	108	112	114	114	116	64
66	87	91	96	104	107	110	114	110	114	116	116	118	66
68	89	93	98	106	109	112	116	112	116	118	120	120	68
70	91	95	100	108	111	114	118	114	118	120	120	122	70
72	93	97	102	110	113	116	120	116	120	122	122	124	72
74	95	99	104	112	115	118	122	118	122	124	124	126	74
76	97	101	106	114	117	120	124	120	124	126	126	128	76
78	99	103	108	116	119	122	126	122	126	128	128	130	78
80	101	105	110	118	121	124	128	124	128	130	130	132	80

SCALE OF POINTS
Girls

POTATO RACE		FLAG RACE				
JUNIOR HIGH		JUNIOR HIGH				
		Elementary				
Grade	VIII	IX	VI	VII	VIII	IX
Points	sec.	sec.	sec.	sec.	sec.	Points
0	44	41	15 3/5	16	20	0
5	43 4/5	40 4/5	15 2/5	14 4/5	19 4/5	5
10	43 3/5	40 3/5	15 1/5	14 3/5	19 3/5	10
15	43 2/5	40 2/5	15	14 2/5	19 2/5	15
20	43 1/5	40 1/5	14 4/5	14 1/5	19 1/5	20
25	43	40	14 3/5	14	19 4/5	25
30	42 4/5	39 4/5	14 2/5	13 4/5	18 4/5	30
35	42 3/5	39 3/5	14 1/5	13 3/5	18 3/5	35
40	42 2/5	39 2/5	14	13 2/5	18 2/5	40
45	42 1/5	39 1/5	13 4/5	13 1/5	18 1/5	45
50	42	39	13 3/5	13	18 4/5	50
55	41 4/5	38 4/5	13 2/5	12 4/5	17 4/5	55
60	41 3/5	38 3/5	13 1/5	12 3/5	18 2/5	60
65	41 2/5	38 2/5	13	12 2/5	17 2/5	65
70	41 1/5	38 1/5	12 4/5	12 1/5	17 1/5	70
75	41	38	12 3/5	12	17 4/5	75
80	40 4/5	37 4/5	12 2/5	11 4/5	16 4/5	80
85	40 3/5	37 3/5	12 1/5	11 3/5	17 2/5	85
90	40 2/5	37 2/5	12	11 2/5	16 2/5	90
95	40 1/5	37 1/5	11 4/5	11 1/5	16 1/5	95
100	40	37	11 3/5	11	16 4/5	100

Rules For Events.

Baseball Distance Throw:

The thrower is allowed to run in making the throw, but must not run over the throwing line. Measure shortest distance from throwing line to spot where ball first hit the ground. Three throws shall be allowed and the best throw counted. Scale of points, see pages 62, 64 and 72.

Balancing:

Use a standard beam or a two by four with the narrow part up. The length should be at least ten feet.

Chinning:

A portable chinning bar can be placed in a doorway. Bar must be high enough so the contestant can hang at full length and not touch the ground. Either an "under" or "over grasp" is allowed. Each time he must pull up so that chin will be level with top of bar, and then lower himself to full length. He must not swing, jerk or kick. Each pull up counts one point.

Dashes:

Any kind of a starting position may be used, either a standing position or a crouching sprinting start.

The "starter" says "on your marks," "get set," "go" If the sprint start is used, when the signal "on your marks" is given the pupil puts finger on starting line, kneels on one knee which should be about 10 inches back of starting line, and places foot beside knee. When the signal "get set" is given he raises up on toes, leans forward on hands and looks down the track. He starts with the signal "go" or better with a starter's pistol. Scale of points, see pages 56 and 68.

Flag Race:

Six one-pint bottles and three 10-inch or 12-inch flags are necessary.

Arrangement for Girls: Arrange bottles number one, two and three, and bottles four, five and six, in two parallel lines, with five-foot intervals between bottles in each line. The distance between bottles number three and four shall be ten feet. The starting line for Grade VI shall be twenty feet, for Grade VII twenty-five feet, and for high school thirty-five feet from bottle number one.

The race for boys and girls is the same. Place one flag in bottles number one, two and three. The contestant runs from the starting line, removes the flag from bottle number one and places it in bottle number four. He return for flag number two, passing between bottles number one and two, and places it in bottle number five. He returns for flag number three, passing between bottles number two and three and places it in bottle number six, and then crosses the starting line. See Dashes for start and finish. Scale of points on page 74.

Potato Race:

Draw four circles in a direct line, twelve inches in diameter and five yards apart from center to center. Have a starting line five yards from the center of first grade.

A basket containing four stones or potatoes, is placed on the starting line. At a signal the contestant who is standing on the starting line, takes one potato, runs and places it in the first circle, returns for another potato and runs with that to another circle. As soon as the last potato is placed, he returns to the starting line and then runs back to the first circle, getting potato and returns it to the basket, and continues in this way until all the potatoes are returned to basket. Scale of points, see page 74.

Punting Football:

Use a regular football. Punter may take as many steps as he wishes before punting, but must not step over the punting line. Measure the shortest distance from punting line to place where ball first strikes the ground. Three punts should be permitted, and best one counted. Scale of points, see page 62.

Push Up:

Have the pupils lie face downward flat on the floor. Put the hands flat on floor close to shoulders. Straighten arms, and push up, supporting weight on hands and toes, keep back stiff. Lower body and without resting push up again. Each push up counts one point.

Regular Relay Races:

Any kind of a start may be used. Either run the race in a circle or to a given point and return. The runner who starts for each team should carry a baton or stick and hand it to his team-mate, after running his distance. A relay should consist of:

360 yards—8 men, each running—45 yards

440 yards—8 men, each running—55 yards.

880 yards—8 men, each running—110 yards.

Three places should be counted, 1st 5 points, 2nd 3 points, 3rd, 1 point.

Running Broad Jump:

Measure from toe to heel. A starting mark need not be used but mark left by toe in jumping should be noted. Measure shortest distance to mark left in landing, etc. Three trials are allowed. Scale of points, see page 58.

Standing Broad Jump:

Jump from a definite starting line and toe the mark. Measure from toe shortest distance to mark left by heel or other part of body or clothing. Three trials are allowed. Scale of points, see pages 58 and 70.

Running High Jump:

Each contestant should have three trials for each height. If he runs under to cross bar it is counted as a trial. He may use any form he desires. The number of inches he jumps determine the number of points received. Scale of points, see pages 60 and 70.

Sit Up:

Have the pupil lie down on his back, arms beside body, legs out straight and heels together. He then raises trunk of body to a sitting position keeping heels on floor, knees and elbows straight. Pupil must not grasp clothing or touch floor with hands. When the sitting position is reached, immediately lower the trunk and when the head touches floor raise trunk again, etc. Each sitting position counts one point.

Target Throw:

Indoor baseball is used. Target placed at distance of 20, 25 and 30 feet from throwing line. Draw target circles on wall or fence out of doors:

Count as follows:

Inside circle—diameter 1 ft.—30 points.

2nd circle—diameter 3 ft.—20 points.

3rd circle—diameter 5 ft.—10 points.

4th circle—diameter 7 ft.—5 points.

Each contestant must take three throws—total points of the three throws are counted as each individual score.

Volley Ball Serving:

Stretch a cord or volley ball net across a playing area at a height of 8 feet. Draw a serving line 24 feet from net. The contestant should toe the line with either foot. The ball is thrown in the air with one hand and struck with the other over the net, so that it will fall within a square twelve by twelve feet. Three trials should be allowed.

INTER-SCHOOL ATHLETICS.

Great care must be taken in the organization of inter-school athletics. The first important matter to be considered is the coach or teacher in charge. He should be one of excellent character and personality and one who possesses the spirit of fair play.

Definite rules must be drawn up governing the eligibility of the pupils in the schools competing. It is necessary that all pupils be fit both physically and scholastically before being allowed to participate. Certain training rules must be followed, paying particular attention to sleep, diet and proper exercise.

The following games and events are suggested as suitable:

Elementary School.

Boys.	Girls.
Track Events:	Captain Ball.
Dashes	End Ball
Relay	Relay Races
Running High Jump	Potato Race.
Standing Broad Jump	Basketball Throw
Baseball	Swimming
Indoor Baseball	Volley Ball
Basketball	
Soccer Football.	
Swimming	
Volley Ball.	

High School.

Boys.	Girls.
Track Events:	Track Events:
Dashes	Relay Races
One-half Mile Run	Basketball Throw
Mile Run	Indoor Baseball
Hurdles (low) 220 yards	Basketball
Hurdles (high) 120 yards	Captain Ball
Relays	End Ball
Running High Jump	Swimming
Running Broad Jump	Tennis
Pole Vault	
Shot	
Discus	
Baseball	
Indoor Baseball	
Basketball	
Football	
Soccer Football	
Swimming	
Volley Ball	
Tennis	

CONTESTS AND STUNTS

These "contests" and "stunts" are suitable for both boys and girls, young and old

CONTESTS.

Arm's Length Tag: Two players stand each with an arm extended at full length at shoulder level and try to touch each other without being touched in return. This will require some rapid twisting, dodging and bending. A touch on the extended hand does not count.

Blindfold Boxing Match: Two players are blindfolded; a book is laid on the mat, both players get on their knees, laying their left hands on the book. Each man has a coach and is permitted to strike when the coach says "hit." The men may have long rolls of paper instead of the boxing gloves.

Chinese Get-up: Two persons sit on the floor back to back with arms locked, and retaining such relative positions they try to stand upright.

Dog Fight: Two persons place themselves on their hands and knees facing each other, about three feet apart. Place an endless strap or anything that will not cut into the flesh, over the heads (which must be kept up and back). At the word "GO", the players pull against each other until one of them is pulled off the mat, or his head is pulled forward, thereby releasing the strap, thus showing the other the victor.

Dual Contests: 1. Mark out a circle six feet in diameter. Two stand within the circle, clasping hands or wrists. Each endeavors to push his opponent from the circle. Pulling may be allowed if desired. Several circles may be drawn and sides chosen. The sides having the largest number of players left in the circle win; or the game may continue until only one player is left in possession of a circle.

2. The game may be varied by drawing two parallel lines six or more feet apart. The sides stand within the lines, facing each other. At a signal each player endeavors to push his opponent outside the lines. When a player succeeds in doing this both he and his opponent are out of the game. When all are out count is made to see which side had the most victories.

3. A large circle is marked off. The players choose sides and all station themselves within the circle. Three minutes are given to play. Each player tries to force a player outside the circle. When one is forced out he must remain out, but his opponent may now turn to help his mates. The side having the most number of players in the circle at the end of three minutes wins.

4. Two take hold of a stick and each tries to twist it from the other.

Eskimo Race on All Fours: The players stand with hands and feet on the floor, the knees and elbows should be stiff. In this position the race is run, or rather "hitched" over a course about forty yards in length.

Eskimo Jumping Race: Fold the arms across the breast with the knees rigid and the feet close together. Jump forward with short jumps. Pupil who reaches the finishing line first wins.

Finger Feat: Place the hands horizontally across the breast, the middle fingers touching tips. Let someone attempt to draw the fingers apart by a steady pull.

Hand Push: The players stand facing each other and have one foot advanced. The hands are held about shoulder high with the palms facing outward. At a given signal they try to make their opponent move one foot off the ground or to throw him off balance. The one who succeeds in doing this to his opponent wins.

Hand Wrestle: The wrestlers stand with the right foot advanced, clasping right hands. The object is to make one's opponent move a foot from its position on the ground. This constitutes a throw.

Indian Wrestle: The wrestlers lie upon their backs, side by side, with arms locked, feet extending in opposite directions. The right feet are raised and lowered twice. At the third raising they lock heels and each endeavors to bring his opponent's leg down to the ground, thereby turning him upon his face.

Knocking Off Hats: This is a kind of sparring, the object being to knock off an opponent's hat.

Pulling Sticks: Two sit upon the floor, toes against toes. A broom handle is grasped by the players and at the signal each tries to pull the other up off the floor.

Push Pole: Two stand within a small ring marked upon the floor, grasping a small pole. At the signal each tries to force the other to step outside the ring.

Rooster Fight: (a) A circle is drawn upon the floor. Two players squat within it and place a stick under their knees, the arms under the stick and hands clasped in front of the knees. Each endeavors to tip his opponent over.

(b) A ring six feet in diameter is drawn upon the ground. Two players are placed in this, who stoop and grasp their ankles. In this position they try to displace each other by shouldering. The player who is overthrown or who loosens his grasp on his ankles, loses.

Siamese Twins: Two players (two boys or two girls), of about the same height and weight, stand back to back and lock arms. The object is to walk in one direction, using first the legs of one player and then those of the other. This may be done by one player moving his feet forward slightly. This is accomplished by both bending the knees, and the player on the side toward which progress is to be made sliding his feet forward. Bracing his feet in the new position, he straightens his entire body upright, drawing the rear player after him until both are in the same relative position as at the start. This constitutes one step, and is repeated over as long a distance as may be specified or desired.

Skin the Snake: Any number of players may compose a team. They are placed in lines one behind the other, with feet spread far apart. Each player puts his right hand back between his legs and left hand forward, grasping the right hand of the player in front of him. At the signal the last player in each row lies down on his back and all walk backward with legs spread, each one lying down after he has passed over the last player. When the players are prostrate, they should keep the knees down and the feet close to the player in front. The players backing up will then not be in danger of tripping over the feet.

When the last player to lie down touches his head on the floor, he immediately rises, walks forward, over the player in front of him, pulling him up. All players rise to their feet in this manner. The hands must remain clasped in lying down and in getting up. The team wins that can first lie down and get up.

Standing Toe Wrestle: The arms are folded and, hopping on one foot, each wrestler tries to make his opponent put his other foot upon the floor by a side movement of the leg.

Stooping Push: Draw a line on the floor. Toe it with the feet spread wide apart. Reach around outside of the legs and grasp a light dumb-bell or other object of similar weight with both hands; throw or slide it forward on the floor from between the feet, the hands being kept together throughout. The object is to see how far the dumb-bell may be thrown without the player losing his balance.

Tunnel Race: Any number of players may compose a team. They are placed in lines, one behind the other, with feet spread far apart. The last player stoops and crawls forward, between the legs of the players, through the tunnel. Each player follows in order. When they reach the front of the tunnel they stand in position. The team wins whose players first return to their original position.

Variation: When all have crawled through the tunnel once all players right about face and crawl through in reverse order.

Twisting Sticks: Two grasp a broom handle high over their heads. At the word the stick must be brought down between them, thereby twisting within the hands of one of the players.

STUNTS

Ankle Throw: This feat consists in tossing some object over the head from behind with the feet. A beanbag, book or basketball is held firmly between the feet. With a sudden jump the feet are kicked backward so as to jerk the object into an upward throw, which should end in its curving forward over the head. It should be caught as it comes down.

Chest to Mouth: Measure the distance from the elbow to end of the middle finger. Mark that distance upon a stick. Grasp the stick with the right hand, the middle finger being directly over that mark on the stick. Keeping the head erect and the stick horizontal, with the elbow at the side, raise the left end of the stick to the mouth.

Bottle Balancing: Place a round bottle, gallon jar or jug on its side on the floor; sit on the bottle, extending the legs full length. Put the right foot on top of the left toe. In this position write your name on a piece of cardboard without touching the floor with the hands.

Cane Walk: Take a stick three or four feet in length, grasp one end with both hands and place the other end on the floor, a little distance from the feet. Bend over until the head rests upon the hands. Stay in this position and make four or five complete circles. Lift the head and try to walk straight across the floor. Watch out for falls.

Catch Penny: Place on your elbow three or four penny pieces in a heap, then drop your elbow very suddenly so as to bring your hand below the place where your elbow was and try to catch the money before it falls to the ground.

Coin and Card Snap: Balance a small card on the tip of the middle or forefinger. On top of the card place a dime or nickel; this should be exactly over the tip of the finger and in the middle of the card. Snap the edge of the card with the finger of the other hand so that the card will be shot from under the coin and leave the coin balanced on the finger.

Dot and Carry Two: A stoops between B and C, passing his right hand behind the left thigh of B, whose right hand he grasps and his left hand behind the right thigh of C, grasping his left hand, B and C place an arm around A's neck. A raises himself gradually, lifting B and C from the ground.

Finger Jump: The performer holds a stick horizontally between the forefingers of his hands, pressing with the fingers to keep it from falling. Keep the stick in this position and jump over it forward and backward. This same feat may be performed by pressing the middle fingers of the two hands without a stick and jumping over them forward and backward, as a dog jumps through curved arms.

Gymnastic Trick: Place a low stool on the floor close against the wall. The performer faces the wall at a distance of twice the width of the stool. Stoop down and grasp the stool with one hand on either side, and rest your head against the wall. Lift the stool from the floor and slowly raise yourself to the erect position.

Heel Salute: The person is required to stand on his hands with legs stretched at full length in the air and then wriggle the feet at the ankles.

Heel and Toe Spring: A line is drawn on the floor. The player places his heels against this line, bends down, grasps the toes with the fingers, the fingers pointing backwards toward the heels. He then leans forward slightly to get an impetus and jumps backward over the line.

This feat may be reversed. Standing in the same position, the player toes a line and jumps over it forward.

Knuckle Down: Place the toes against a chalk line and kneel down and rise again without the help of the hands and without moving the toes from the line.

Last and First: Place one foot immediately behind the other. On the rear foot place a small object, such as a light book, a slipper or a small stick. With a sudden movement lift the forward foot, at the same instant hopping on the rear foot with a kicking movement forward, so as to throw the object forward beyond a given mark.

Long Reach: Kneel on a chair, the knees at the edge of the seat. Another player seats himself on your legs. Without touching the floor with either hand, reach forward as far as possible, making a chalk mark, and then return to the original position.

Palm Springs: Stand at some distance from and facing a wall. Lean forward, supporting the palm of the hand against the wall. Now spring back to place without moving the feet.

Pin Cushion: A pin is stuck on the edge of the seat, or just under the edge, on a chair having a cane or rush or wooden bottom. The pin is placed well around on one side toward the back. The player starts, sitting in the chair, and without leaving it, or touching his hands or feet to the floor, must reach around so as to remove the pin with his teeth.

Prostrate and Perpendicular: Fold the arms across the breast, lie down on the back and get up to a standing position again without using the elbows or hands.

Rabbit Hop: This should be done on a soft mat or cushion. The performer kneels, then sits back on the heels and grasps the instep with his hands. From this position he leans suddenly forward and while doing so pulls the feet up from the floor. In the instant that his weight is released, he hitches forward on the knees, the two knees moving forward alternately.

"Rubber Neck:" In this feat a kneeling player is required to pick a card up from the floor with his teeth, both hands being behind his back. The card is placed in front of him at the length of his forearm and hand from one knee. This distance is measured by placing the elbow against the knee and stretching the forearm and the hand at full length on the floor; the point which the middle finger reaches is the point at which the card must be placed. The card has the ends

folded down so as to rest like a small table on the floor. The nearer edge of it must rest on the line determined as above specified.

Stooping Stretch: Place the outer edge of the right foot against a line drawn upon the floor also the left heel a little distance behind the right. With a piece of chalk, mark the floor as far away as possible by stooping forward and passing the hands backward between the legs, regaining the position again without removing the feet from the line or touching the floor with either hand.

Strength Test: Take a piece of board about thirty inches in length and eight or ten inches wide, one-half inch thick, and place it on the table with one end projecting half way. Place several open newspapers on the table over the top of the board, pressing them firmly down with both hands. Have someone hit the end that protrudes a quick blow, trying to raise the newspapers.

Take a Chair from Under: Arrange three chairs in a line and place the heels on one and the head on the other, the middle one being under the back. Now, sustaining the weight of the body by the heels and the head, take the middle chair from under you with your hands without falling.

Tantalus: Place the left foot and leg and left cheek close against the wall. Then lift the right foot slightly in an effort to touch the left knee. Having reached it, maintain the position for a few moments.

The Triumph: Place the hands behind the back, palms together, fingers pointing downward. The hands are now to be turned so that the fingers point upward, the change being made without taking the fingers apart.

Tumble-down Dick: Tip a chair forward upon the floor, the back being up. Take hold at the back of the seat and balancing the body with the hands and elbows, lean forward and touch the head to the top of the chair without letting the chair tip to the floor.

The Turnover: Place the toes of one foot against the wall and without moving the toes from the wall throw the other foot over the first, thus turning completely around. A short run may be taken before placing the toes against the wall.

Wriggle Walk: The player stands with heels together and toes pointed outward. Simultaneously he raises the toes and turns them inward, then the heels and turns them inward, in this manner progressing across the floor.

GRADE I.

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1840

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A. STORY PLAYS

SNOW PLAY

- a. All are sleepy. Heads on desk.
- b. Waken and sit straight, stretching arms. What shall we do to make us lively? Go out in the snow and play.
- c. Hurry to best standing position.
- d. Pull on rubber boots, first R and then L.
- e. Pull caps over ears. (Elbows kept out at back.)
- f. Very cold day. Arms must be warmed. Arms out at side. Fling them across chest and slap opposite shoulders.
- g. Stoop far down and pick up handful of snow; make snowball while standing erect. Throw snowball at some spot in room with right arm.
- h. Walk through snow drift with hands on hips, lifting feet and knees high with each step.

Plan for above.

"How many would like to go out and play in the snow today? Lets pretend we all are asleep. Put your heads down on the desks and go fast asleep. When I clap my hands, all wake up and sit up very straight.

(Clap hands.) "What do you do when you have just waked up? That's right—Stretch and yawn. Now let's go out and play." (Stand up in the best position.)

"What shall we wear to keep our feet dry? All right! Pull on your rubber boots. First the right one; pull hard. Tug away at it, and pull it away up to your hips, the way (John) is doing. Now the left one. Now let's pull our caps down over our ears, and help each other with our coats. When someone has helped you, turn around and help him on with his coat. Now, are we all ready? Then let's run out-doors. How cold it feels. Let's get warm first before we start to play. Now shall we make some snowballs? Scoop up a big handful, and pack it down hard. Harder! See who can hit the fence." (The blackboard to the right) "Pretty good! Try again!" (Repeat four or five times.) "Who can throw left handed?" (Repeat with left hand, to the left.) "Here is a big drift. Suppose we wade through it. Lift your feet up high so you

will not get your clothes wet." (Wade around room.) "There is mother calling, so we will all run home. Before we go in the house, breathe in some of the fresh air very deeply."

AUTOMOBILE.

- a. Stooping, crank the automobile. First with one hand and then with the other.
- b. Run around room several times steering and blowing the horn.
- c. Flat tires, must pump them up hard.
- d. Tired from bending so stretch arms up high in air.
- e. Then ride home.
- f. Breathe deeply.

BIRDS LEARNING TO FLY.

- a. Mother bird and little birds all stretch their wings.
- b. Look at sky to see if it is a pleasant day.
- c. Fly around.
- d. Then hop on ground.
- e. The children scatter crumbs all about for them.
- f. Birds fly back to their nests.
- g. Tired, so breathe, raising their wings.

THE CARPENTER.

- a. Put on coat and hat and start for work.
- b. Saw some boards (place on seat.)
- c. Plane the boards very smooth.
- d. Bore some holes.
- e. Then drive a few nails.
- f. Raise the beams.
- g. Walk home from work.
- h. Breathe deeply several times.

FISHING.

- a. Digging bait. One foot raised as if placed on a shovel, with hands on handle. Push down with both hands and feet. Then stoop and throw to right and then to left.
- b. Row out in the boat. Sitting on desk facing back of room feet on seat.
- c. Throw out line into water.

- d. Pull in big fish, hand over hand. Repeat both sides.
- e. Row home and then walk with a heavy string of fish.

IRONING.

- a. Gather the clothes, reaching up and taking off clothes pins. Then take down clothes, fold and lay them in the basket on the ground.
- b. Carry the clothes basket into house. Each two rows run around one row of desks.
- c. Sprinkle the clothes, then shake. (Spread smoothly on desk and sprinkle.)
- d. Place the irons on stove. Stoop with straight back and bent knees to get irons beneath the stove, then stand up straight and place irons on stove.
- e. Iron the clothes, using desk as ironing board.

B. SINGING GAMES AND FOLK DANCES

DID YOU EVER SEE A LASSIE?

Did you ev - er see a las - sie, a

The first system of music features a treble clef with a key signature of one sharp (F#) and a 3/4 time signature. The melody consists of quarter and eighth notes. The bass line is in a bass clef with the same key signature and time signature, providing harmonic support with chords and single notes.

las - sie, a las - sie, Did you ev - er see a

The second system continues the melody and bass line. The treble clef part includes a dotted quarter note and an eighth note. The bass line continues with chords and single notes.

las - sie do *this* way and *that*? Do *this* way and

The third system introduces the phrase "do this way and that?". The treble clef part has a measure with a rest and a measure with a quarter note marked with an 'x'. The bass line has a measure with a rest and a measure with a quarter note marked with an 'x'.

that way, and *this* way and *that* way; Did you

The fourth system continues the phrase "that way, and this way and that way;". The treble clef part has a quarter note marked with an 'x'. The bass line continues with chords and single notes.

ev - er see a - las - sie do *this* way and *that*?

The fifth system concludes the piece with the phrase "ev - er see a - las - sie do this way and that?". The treble clef part ends with a double bar line. The bass line continues with chords and single notes.

DID YOU EVER SEE A LASSIE?

All of the players but one form a circle, clasping hands. They circle around, singing the first two lines of the verse. While they are doing this, the odd player stands in the center and illustrates some movement which he chooses for the other to imitate. During the last two lines of the verse the players stand in place, drop hands, and imitate the movements of the center player, which he continues in unison with them.

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

When a boy is in the center, the word "lassie" should be changed to "laddie."

The player may imitate any activity, such as mowing grass, raking hay, prancing like a horse, or turning a hand organ; may use dancing steps or movements such as bowing, courtesying, skipping, whirling in dance steps with the hands over the head, etc.; or may take any gymnastic movements such as hopping, jumping, arm, head, trunk or leg exercises, etc.

ITISKIT, ITASKET

I - tis - kit, I - tas - ket, A green and yel - low bas - ket; I

wrote a let - ter to my love And on the way I dropped it. I
Some one of you has picked it up And put it in your pock - et; It

dropped it, I dropped it, And on the way I dropped it.
isn't you, it isn't you, It isn't you, it isn't you.

ITISKIT, ITASKET

The players stand in a circle; an odd player carrying a handkerchief runs around outside singing:

Itiskit, Itasket,
A green and yellow basket;
I wrote a letter to my love
And on the way I dropped it.
Some one of you has picked it up
And put it in your pocket;
It isn't you—it isn't you—

He drops the handkerchief and says, "It is you!" and runs on around the circle. The one behind whom the handkerchief was dropped picks it up and starts around the circle in the opposite direction, to see which shall first reach the vacant place. The one who is left out takes the handkerchief for the next round.

THE FARMER IN THE DELL

The farm - er in the dell, The

farm - er in the dell, Heigh oh! for

Row - ley O! The farm - er in the dell.

THE FARMER IN THE DELL

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

The farmer in the dell, The farmer in the dell,
Heigh oh, for Rowley O! The farmer in the dell.

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

The farmer takes a wife—
The wife takes the child—
The child takes the nurse—
The nurses takes the dog—
The dog takes the cat—
The cat takes the rat—
The rat takes the cheese—
The cheese stands alone.

C. ACTIVE GAMES

P, Playground; R, Room.

1. Cat and Mice.
2. Drop the Handkerchief.
3. Good Morning.
4. Hide the Thimble.
5. I say Stoop.
6. Jack Be Nimble.
7. Jumping the Brook.
8. Squirrel and Nut.
9. Toad.

CAT AND MICE. (R. P.)

One player is the cat who goes and hides some place. Several others are mice who go and find the cat. The cat then chases the mice to their seats or a given point. If she catches one before they reach their goal, that one is then the cat.

DROP THE HANDKERCHIEF. (P.)

Form a circle and one person is "It," who runs about outside of circle with a handkerchief and drops it behind some one. This person picks up the handkerchief and then becomes the "chaser." If the chaser tags the runner before he gets back to the vacant place the same one is "It," again. If the chaser cannot catch the runner, he is "IT."

• GOOD MORNING. (P.)

Form a circle. One player is "It." He runs around the circle and tags some one. Both go in opposite direction, upon meeting they bow, say "good morning" and then run back in direction from which they came. The one reaching vacant place last, is "IT."

HIDE THE THIMBLE. (R.)

One person leaves the room. A thimble or some other small object is then hid about the room. The one who is "It" then appears and hunts for the thimble. The pupils may sing and when "It" is close to the object should sing loud and when away soft.

I SAY STOOP. (R.)

A leader stands before the class and says. "I say stoop" at the same time stooping and rising, as in making a deep courtesy. All the players must stoop also, but if the leader says "I say stand," they must remain standing. When the leader sees any player stoop at the wrong time he calls that player to the front and that one becomes leader. As the players become used to it the play is carried on more rapidly.

JACK BE NIMBLE. (R.)

Place some object upright on the floor to represent a candlestick. Line the players up in single file and have them run and jump over the candlestick and while doing so have them repeat "Jack be nimble, Jack be quick, Jack jump over the candlestick."

JUMPING THE BROOK. (P.)

Two lines, wider at one end than the other, are drawn representing a brook. Line them up on one side and have them run and jump over. Those who step into the brook must drop out. Those who jump across can try it at a wider place next time.

SQUIRREL AND NUT. (R.)

Players all seated but one, heads on desks and eyes covered, one hand open on desk with palm up. The odd player is a squirrel and passes up and down between the rows and puts a nut in some player's hand. This one rises and chases the squirrel. If the squirrel is caught before he can reach his own seat, the one who caught him becomes the squirrel; if the squirrel is not caught, he can be squirrel again.

TOAD. (P.)

Pupils join hands and form a circle. One child is the "toad" and sits in center. The pupils in circle walk around the toad going toward and backing away from him, repeating, "Toad in the sea, can't catch me." Toad tries to tag one of them but cannot leave his position in the circle. The one who is tagged takes the toad's place in the center.

GRADE II.

A. CALISTHENICS

Do not spend longer than two weeks on each lesson.

LESSON 1.

1. Arms upward—BEND! (Elbows and shoulders well back) Arms sideward—STRETCH! (1) BEND! (2) Same on count—BEGIN! 1-2, 1-2, etc. (24 counts.)*

2. Hands on hips—PLACE! Head backward—BEND! (1) RAISE! (2) (To be given slowly 8 times.)

3. Hands on hips—PLACE! (Thumbs to back) (1) POSITION! (2) Same on count—BEGIN! 1-2, 1-2, etc. (10 counts.)

4. Hands on hips—PLACE! Feet sideward—PLACE! Trunk forward—BEND! (1) RAISE! (2) (6 times.)

5. Hands on neck—PLACE! Right (L) knee upward—BEND! Hop on left (R) foot, on count—BEGIN! 1-2, 1-2, etc. (12 counts each foot.)

6. Breathing exercise:

West Point Breathing. (6 times.)

LESSON 2.

1. Arms upward—BEND! Forward—STRETCH! (1) BEND! (2) Same on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

2. Hands on neck—PLACE! (1) POSITION! (2) (8 times.)

3. Hands on hips—PLACE! Right (L) knee upward—BEND! (1) DOWN! (2) Same on count—BEGIN! 1-2, 1-2, etc. (10 counts for each leg.)

4. Hands on hips—PLACE! Feet sideward—PLACE! Trunk forward—BEND! (1) RAISE! (2) Repeat slowly. (6 times.)

5. Feet—CLOSE! (1) OPEN! (2) Same on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

6. Breathing exercise:

Arm sideward raise and slowly inhale.

Arms downward and slowly exhale. (8 times.)

* Since there are two counts to each unit, this means 12 units.

LESSON 3.

1. Arms upward—BEND! Upward—STRETCH! (1) BEND! (2) Same on count—BEGIN! 1-2, 1-2, etc. (24 counts.)
2. Hands on hips—PLACE! Chest—RAISE! (1) DOWN! (2) (6 times.)
3. Hands on hips—PLACE! Heels—RAISE! (1) DOWN! (2) Same on count—BEGIN! 1-2, 1-2, etc. (16 counts.)
4. Hands on hips—PLACE! Trunk forward—BEND! (1) RAISE! (2) (12 times.)
5. Hands on hips—PLACE! Feet sideward—PLACE! (1) Together—PLACE! (2) Same, Jumping on toes, on count—BEGIN! 1-2, 1-2, etc. (24 counts.)
6. Breathing exercise. (See lesson 2.)

LESSON 4.

Repeat Lesson 1.

LESSON 5.

1. Arms forward (To front horizontal)—RAISE! (1) DOWN! (2) Same on count—BEGIN! 1-2, 1-2, etc. (32 counts.)
2. Hands on hips—PLACE! Right (L) knee upward—BEND! (1) DOWN! (2) Same on count—BEGIN! 1-2, 1-2 etc. (10 counts for right, 10 for left.)
3. Hands on hips—PLACE! Trunk forward—BEND! (1) RAISE! (2) (4 times.)
4. Arms sideward—RAISE! Feet sideward—PLACE! Trunk to the right (L)—TURN! (1) Forward—TURN! (2) (8 times to right, 8 to left.)
5. Hands on hips—PLACE! Left (R) leg sideward—RAISE! Hop on right (L) foot, on count—BEGIN! 1-2, 1-2, etc. (12 counts for right, 12 for left.)
6. Breathing exercise:
Arms sideward upward raise and slowly inhale.
Arms sideward downward and slowly exhale. (8 times.)

LESSON 6.

1. Arms sideward—RAISE! (1) DOWN! (2) Same on count—BEGIN! 1-2, 1-2, etc. (16 counts.)
2. Chest—RAISE! (1) DOWN! (2) (6 times.)
3. Hands on hips—PLACE! Right (L) knee upward—BEND! (1) DOWN! (2) Same on count—BEGIN! 1-2, 1-2, etc. (10 counts each.)

4. Hands on hips—PLACE! Trunk to the left—BEND!
(1) RAISE! (2) (Alternate, * 8 times.)

5. Hands on hips—PLACE! Running in place, heels up high in back, on count—BEGIN, 1-2-3-4, 1-2-3-4, etc. (32 counts.)

6. Breathing exercise:

Arms forward upward raise and slowly inhale.

Arms sideward downward and slowly exhale. (8 times.)

LESSON 7.

Repeat Lessons 2 and 3.

LESSON 8.

1. Arms upward—BEND! Sideward—STRETCH! (1) BEND! (2) Same on count—BEGIN! 1-2, 1-2, etc. (32 counts.)

2. Hands on hips—PLACE! Head slightly backward—BEND! (1) RAISE! (2) (6 times.)

3. Hands on hips—PLACE! Heels—RAISE! (1) DOWN! (2) Same on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

4. Hands on hips—PLACE! Trunk forward—BEND! (1) RAISE! (2) (8 times.)

5. Hands on hips—PLACE! Left (R) foot forward—PLACE! (1) REPLACE! (2) Left (R) foot sideward—PLACE! (3) REPLACE! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (Alternate 32 counts.)

6. Breathing exercise:

Arms sideward raise and slowly inhale.

Arms downward and slowly exhale. (8 times.)

LESSON 9.

1. Arms sideward upward—RAISE! (1) Sideward—DOWN! (2) Same on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

2. Hands on hips—PLACE! Left (R) foot backward—PLACE! Heels—RAISE! (1) DOWN! (2) (Alternate, 16 counts.)

3. Hands on hips—PLACE! Trunk forward—BEND! (1) RAISE! (2) (8 times.)

4. Arms sideward—RAISE! Feet sideward—PLACE! Trunk to the right (L) BEND! (1) RAISE! (2) (Alternate 8 times.)

* Whenever used, "alternate" refers to alternation of exercises from right to left or vice versa.

5. Hands on neck—PLACE! Feet sideward—PLACE! (1) Together—PLACE! (2) Same on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

6. Breathing exercise:

Arms sideward upward raise and slowly inhale.

Arms sideward downward and slowly exhale. (8 times.)

LESSON 10.

1. Arms upward—BEND! Arms forward—STRETCH! (1) BEND! (2) Same on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

2. Hands on hips—PLACE! Head slightly backward—BEND! (1) RAISE! (2) (6 times.)

3. Hands on hips—PLACE! Feet—CLOSE! Heels—RAISE! (1) DOWN! (2) Same on count—BEGIN! 1-2, 1-2, etc. (12 counts.)

4. Hands on neck—PLACE! Feet sideward—PLACE! Trunk forward—BEND! (1) RAISE! (2) (8 times.)

5. Hands on hips—PLACE! Left (R) leg backward—RAISE! Hop on right (L) foot on count—BEGIN! 1-2, 1-2, etc. (16 counts for right, 16 for left.)

6. Breathing exercise:

Arms forward upward, raising on toes, inhale.

Arms and heels down and slowly exhale. (8 times.)

LESSON 11.

1. Class, one step forward—MARCH; 1-2. One step backward—MARCH! 1-2. (Always start with left foot.)

2. Chest—RAISE! (1) DOWN! (2) (8 times.)

3. Arms upward—BEND! Upward—STRETCH! (1) BEND! (2) Same on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

4. Hands on hips and feet sideward—PLACE! Trunk forward—BEND! (1) RAISE! (2) (8 times.)

5. Hands on hips—PLACE! Left (R) foot forward—PLACE! Heels—RAISE! (1) DOWN! (2) Same on count—BEGIN! 1-2, 1-2, etc. (16 counts for left, 16 for right.)

6. Breathing exercise: (See Lesson 1.)

LESSON 12.

1. Class two steps forward—MARCH, 1-2-3. Two steps backward—MARCH! 1-2-3, etc.

2. Arms upward—BEND! Head backward—BEND! (1) RAISE! (2) (8 times.)

3. Arms upward—BEND! Sideward—STRETCH! (1) BEND! (2) Same on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

4. Hands on hips and feet sideward—PLACE! Trunk forward—BEND! (1) RAISE! (2) (6 times.)

5. Hands on hips—PLACE! Feet sideward—PLACE! (1) Together—PLACE! (2) Same on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

6. Breathing exercise: Arms forward—BEND! Arms sideward fling and slowly inhale. Arms forward bend and slowly exhale. (8 times.)

LESSON 13.

1. Arms upward—BEND! Arms forward—STRETCH! (1) BEND! (2) Same on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

2. Hands on hips—PLACE! Chest—RAISE! (1) DOWN! (2) (6 times.)

3. Hands on hips—PLACE! Knees—BEND! (1) STRETCH! (2) Same on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

4. Hands on hips—PLACE! Trunk forward!—BEND! (1) RAISE! (2) (8 times.)

5. Hands on hips—PLACE! Left (R) leg backward—RAISE! Hop on right (L) foot, on count—BEGIN! 1-2, 1-2, etc. (16 counts for right, 16 for left.)

6. Breathing exercise:

Arms forward upward raise and slowly inhale.

Arms forward downward and slowly exhale. (8 times.)

LESSON 14.

Repeat Lessons 8 and 9.

LESSON 15.

1. Arms sideward—RAISE! Palms upward—TURN! (1) Downward—TURN! (2) Same on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

2. Hands on hips—PLACE! Head slightly backward—BEND! (1) RAISE! (2) (6 times.)

3. Hands on hips—PLACE! Left (R) leg sideward—RAISE! (1) DOWN! (2) Same alternately, on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

4. Hands on hips—PLACE! Trunk to the right (L)—BEND! (1) RAISE! (2) (Alternate, 8 times.)

5. Hands on neck—PLACE! Feet sideward—PLACE! (1) Together—PLACE! (2) Same jumping on toes on count—BEGIN! 1-2, 1-2, etc. (32 counts.)

6. Breathing exercise:

Arms forward raise and slowly inhale.

Arms downward and slowly exhale (8 times.)

LESSON 16.

1. Arms forward upward—RAISE! (1) DOWN! (2) Arms sideward upward—RAISE! (3) DOWN! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (32 counts.)

2. Hands on hips—PLACE! Heels—RAISE! (1) Knees—BEND! (2) Knees—STRETCH! (3) Heels—DOWN! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

3. Hands on hips—PLACE! Left (R) foot sideward—PLACE! Trunk forward—BEND! (1) RAISE; (2) (8 times.)

4. Hands on hips—PLACE! Trunk to right (L)—BEND! (1) RAISE! (2) (Alternate, 8 times.)

5. Running in place; heels up high behind, on count—BEGIN; 1-2, 1-2, etc. (32 counts.)

6. Breathing exercise:

Arms sideward raise and slowly inhale.

Arms sideward down and slowly exhale (8 times.)

LESSON 17.

1. Class three steps forward—MARCH; 1-2-3-4. Class three steps backward—MARCH! 1-2-3-4.

2. Chest—RAISE! (1) DOWN! (2) (6 times.)

3. Arms upward—BEND! Arms sideward—STRETCH! (1) BEND! (2) Same on count—BEGIN; 1-2, 1-2, etc. (32 counts.)

4. Hands on hips and feet sideward—PLACE! Trunk forward—BEND! (1) RAISE! (2) (8 times.)

5. Arms upward—BEND! Left (R) leg backward—RAISE! Hop on right (L) foot on count—BEGIN! 1-2, 1-2, etc. (16 counts for right, 16 for left.)

6. Breathing exercise:

West Point breathing (8 times) See page 27.

B. STORY PLAYS

BUILDING BON FIRE.

- a. Wind blows the leaves from trees. Raise arms overhead and let them fall slowly to side with the fingers fluttering.
- b. Rake up all the leaves.
- c. Rake several armfuls and put in cart.
- d. Run with the cart to the bon-fire. All run around room, with hands behind back as if dragging a cart. Empty the carts on desk.
- e. Blow fire to make it go. Fire is on the desk. Stoop, take deep breath and blow across desk, facing side of the room.
- f. All skip around the fire.
- g. Breathe in some fresh air.

BUILD A FIRE IN STOVE.

- a. Go down the stairs.
- b. Chop some wood for kindling. Kneeling on one knee, hatchet in one hand and hold wood with the other.
- c. Carry armful of wood upstairs.
- d. Lay the fire. Stoop and pick up papers, then put them in stove, and put some kindling in.
- e. Some kindling is too long. Break it over edge of stove.
- f. Light fire with matches. Breathe deeply and blow out each one of the matches after lighting the fire with them.

FIREMEN.

All are sitting up straight, ready to go to the fire when the fire bell rings. Some of the pupils are chosen drivers and some horses. When the teacher rings bell drivers take hold of reins and horses should be ready to run.

- a. Gallop to the fire.
- b. Then all become firemen and grasp a hose and stretch diagonally out to left side; playing hose on one spot, and making a soft hissing noise. Play hose high up in front and with a quick turn play it high up behind.

- c. Climb up ladder using hands and feet. Reach up and lift someone down, then go up again and see if anyone is left up there.
- d. Drive the horses home.
- e. Take several deep breaths to get smoke out of lungs.

FLOWER PLAY.

Let the child who stands the straightest choose a flower.

- a. Chase Winter away. All run to the rear of the room and with arms extended push Winter away just as hard as possible. Then all run on tiptoe so he will not hear any footsteps.
- b. The rain knocks at the earth to wake up the flowers. Everyone reach up high, then bring arms slowly to floor.
- c. The flowers are growing up. Keep the knees bent. Rise slowly and then stand as tall as possible.
- d. Greeting the Sun by raising arms up high.
- e. The flowers are swaying in a strong breeze. Raise arms slowly. Sway from side to side, bend at waist and touch finger tips to floor, first one side, then the other.
- f. Children running to pick up flowers. Run in place. Stoop and rise several times. Gather several big bunches of flowers.
- g. Take some flowers home to mother. Skip or run around room once or twice and stop at seats.
- h. Breathe deeply.

MAKING GARDEN.

- a. Reach up for hats, coats and spades.
- b. Run to garden.
- c. Look up to see if the day will be pleasant.
- d. Spade up garden. Push spade into earth, throw it away.
- e. Pick up stones and throw into piles.
- f. Plant seeds from a bag.
- g. Run through paths in the garden.
- h. Breathe deeply several times.

C. SINGING GAMES AND FOLK DANCES

HIPPITY HOP TO THE BARBER SHOP

Hip - pi - ty hop to the bar - ber shop To buy a stick of can - dy,

One for you and one for me, And one for sis - ter An - nie.

Double circle formation, partners hold inside hands, face in line of direction.

Measures 1-4: Hippity hop forward, beginning with right foot, and swing clasped hands backward and forward with each step. Repeat.

Measure 5: Face partner, clap hands and stretch arms toward partner waist-high, with palms facing upward.

Measure 6: Clap hands and place tips of fingers on own chest.

Measures 7 and 8: Clasp right hands and hippity hop in circle around to left, and on to the next partner to the right; or circle in place and do not change partners.

THE MUFFIN MAN

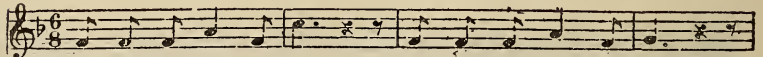
Oh, do you know the muffin man,
The muffin man, the muffin man;
Oh, do you know the muffin man
That lives in Drury Lane.

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

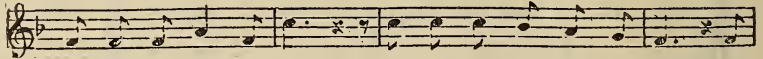
Four or five children are selected to take places in the four corners of the room, or whatever other spaces are allowed. As the first verse is sung, each walks or skips in time with the music to some child seated in the room, and, taking him by the hand, leads him to his space in the floor. The little groups of two then join both hands and dance around in a circle singing, "Two of us know the Muffin Man," etc.

After the first verse has been sung and the children chosen, the second verse, "Oh, yes, I know the Muffin Man," is sung while the two are marching from the seats to the space in the floor. The play continues, one child after another being chosen until all have joined some group.

LOOBY LOO



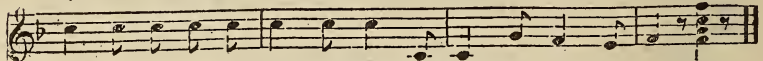
Here we dance Loo-by Loo, Here we dance Loo-by Light;



Here we dance Loo-by Loo, All on a Sat-ur-day night.



put my right hand in, I put my right hand out, I



give my right hand a shake, shake, shake, And turn my body a-bout

I put my left hand in.

I put both hands in.

I put my right foot in.

I put my left foot in.

I put my head way in.

I put my right elbow in.

I put my left elbow in.

I put my two elbows in.

I put my right ear in.

I put my left ear in.

I put both ears in.

The children hold hands in a circle for the first four measures and swing their feet with the music. Then slide to the left during the fifth and sixth measures. Then slide to the right during seventh and eighth measures. Suit action to the words during the fourteenth measure. On last two measures clasp hands over heads and turn all the way around.

D. ACTIVE GAMES

P, Playground; R, Room.

Animal.
Brownies and Fairies.
Changing Seats.
Flag Race.
Fox and Squirrel.
Pussy in the Corner.
Squirrel in the Nest.
The Serpentine Maze.

ANIMAL. (P.)

Two goals are marked off at opposite ends of a playing area. Place all the players except the one who is "it" in the same goal. They are divided into groups of three or four and each group given the name of an animal. The child who is "it" starts between the two goals and calls the name of an animal. All those bearing that name must run and try to reach the other goal without being caught. Should one be caught he becomes "it."

BROWNIES AND FAIRIES. (P.)

Two goals 30 to 40 feet apart. The players in two equal groups stand in the goals. One group (fairies) turn backs while the other (brownies) creep up as quietly as possible. One fairy is watching and when they are near calls, "Look out for the brownies." The fairies then chase the brownies to their goal and tag as many as they can. All who are caught are fairies. Then brownies turn backs and fairies come up quietly, etc. The side having greatest number at end of time wins.

CHANGING SEATS. (R.)

A command, "Change right," is given by the teacher and each player goes from his own seat to the one across the aisle at his right; the pupils in the farther right-hand row standing in the outside aisle. In the same way orders may be "Change left," change forward, or change backward.

FLAG RACE. (R.)

Players seated at desks. Rows need not be full but there must be the same number in each row. Choose a player to stand in front of each row to hold the flag, and another to stand at the rear of each row. At the signal the rear player of each row rises, runs to the front, takes the flag from the one holding it, carries it to the one standing at the rear, and takes his seat. As soon as he is seated the next player goes and takes the flag back to the player in front. This continues until all have run. Be sure that no team has an unfair advantage because of the positions taken by the flag holder.

FOX AND SQUIRREL. (R.)

The players race toward the aisles, so that each two adjacent rows have their feet in the same aisle and face each other. Some object ("the squirrel") is passed or tossed from one player across the aisle to another and back again, zig-zagging down each aisle, and is then followed by a second object (the fox), the object being to have the fox catch the squirrel before the end of the row is reached.

PUSSY IN THE CORNER. (R.)

Several goals are located about the playground, corner of building, etc. There should be more players than goals. The players at the goals endeavor to change places and those who had no goal try to take a goal while they are changing.

SQUIRREL IN NEST. (P.)

Arrange the players in several groups of three or four with hands joined and a player known as a squirrel in the center of each group.

There should be several extra squirrels outside of the nest. At the leader's command the squirrels in the nests try to find new nests and those standing outside nests try to enter the nests. Only one squirrel is permitted in nest at the same time.

THE SERPENTINE MAZE. (P.)

Players all in single file, teacher leading. Each player reaches right hand forward to player next in front and left hand back, grasping hands. March forward, circling to left

and winding up into a spiral. When tightly wound, last player should lead, all turn about to left and wind up again, circling to right.

Several variations should be used later:

- (1) Same as first method without grasping hands.
- (2) When wound as far as possible leaving enough space, teacher circles right from center of spiral and line follows, passing out in a reverse spiral; this is done first grasping hands and later without.
- (3) When leader reaches center of spiral, tightly wound, she signals to players in some direction and they lift arms, forming arches, under which the line may pass. teacher leading; hands are kept grasped in this case.

GRADE III.

A. CALISTHENICS

Do not spend longer than two weeks on each lesson.
First eight weeks review lessons 1, 2, 5 and 9 of Grade II.

LESSON 1.

7. Right (L)—FACE! Left—FACE! Give the commands fast and repeat several times.

2. Hands on hips and feet sideward—PLACE! Chest—RAISE! (1) DOWN! (2) (8 times.)

3. Hands on neck—PLACE! Heels—RAISE! (1) DOWN! (2) Same on count—BEGIN! 1-2, 1-2, etc. (32 counts.)

4. Arms upward—BEND! Sideward—STRETCH! (1) BEND! (2) Same on count—BEGIN! 1-2, 1-2, etc. (32 counts.)†

5. Hands on hips—PLACE! Left (R) leg slowly forward—RAISE! (1) Slowly—DOWN! (2) (8 times for left, 8 for right.)

6. Hands on hips—PLACE! Trunk to the right (L)—BEND! (1) RAISE! (2) (Alternate, * 8 times.)

7. Hands on hips—PLACE! Left (R) leg backward—RAISE! Hop on right (L) foot, on count—BEGIN! 1-2, 1-2, etc. (16 counts for right, 16 for left.)

8. Breathing exercise: Arms sideward upward raise and slowly inhale. Arms sideward downward and slowly exhale. (8 times.)

LESSON 2.

1. Hands on hips—PLACE! Right (L) knee upward—BEND! Hop on left (R) foot, on count—BEGIN! 1-2, 1-2, etc. (16 counts for right, 16 for left.)

2. Arms sideward and heels—RAISE! (1) DOWN! (2). Same on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

3. Arms sideward and left (R) leg sideward—RAISE! (1) DOWN! (2) Same on count—BEGIN! 1-2, 1-2, etc. (16 counts to left, 16 to right.)

* Wherever used, "Alternate" refers to alternation of exercise from right to left or vice versa.

† Since there are two counts to each unit, this means 16 units.

4. Arms upward—BEND! Right arm sideward—STRETCH! (1) BEND! (2) Left arm sideward—STRETCH! (3) BEND! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (32 counts.)

5. Hands on neck and feet sideward—PLACE! Trunk forward—BEND! (1) RAISE! (2) (8 times.)

6. Arms upward bend and feet sideward—PLACE! Arms sideward stretch and trunk to the right—BEND! (1) Arms bend and trunk—RAISE! (2). (6 times to right, 6 to left.)

7. Skipping forward and backward.

8. Breathing exercise: Hands on hips—PLACE! Raise heels and slowly inhale. Lower heels and slowly exhale. (8 times.)

LESSON 3.

1. Left—FACE! Right—FACE! Etc.

2. Arms sideward—RAISE! Head backward—BEND! (1) RAISE! (2) (8 times.)

3. Hands on hips—PLACE! Heels—RAISE! (1) DOWN! (2) Same on count—BEGIN! 1-2, 1-2; (24 counts.)

4. Arms upward—BEND! Upward—STRETCH! (1) BEND! (2) Same on count—BEGIN; 1-2, 1-2, etc. (32 counts.)

5. Arms upward—BEND! Trunk forward—BEND! (1) RAISE! (2) (8 times.)

6. Hands on hips—PLACE! Feet sideward—PLACE! Trunk to the right (L)—BEND! (1) RAISE! (2) (Alternate 12 counts.)

7. Running in place: Keep knees stiff and throw legs out in front of body, on count—BEGIN! 1-2, 1-2, etc. (32 counts.)

8. Breathing exercise: See Lesson 8.

LESSON 4.

Repeat Lessons 1 and 2.

LESSON 5.

1. Hand on hips—PLACE! Running in place on count—BEGIN! 1-2, 1-2, etc. (32 counts.)

2. Chest—RAISE! (1) DOWN! (2) (8 times.)

3. Hands on hips—PLACE! Right (L) knee upward—BEND! (1) Forward—STRETCH! (2) BEND! (3) POSITION! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (16 counts for right, 16 for left.)

4. Arms forward—BEND! Arms sideward—FLING! (1) BEND! (2) Same on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

5. Arms upward—BEND! Left (R) foot forward—PLACE! Trunk backward—BEND! (1) RAISE! (2) (6 times for left, 6 for right.)

6. Hands on hips—PLACE! Heels—RAISE! (1) Knees—BEND! (2) Knees—STRETCH! (3) Heels—DOWN! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

7. Hands on hips—PLACE! Feet sideward—PLACE! (1) Feet together—PLACE! (2) Same, jumping on toes on count,—BEGIN! 1-2, 1-2, etc. (32 counts.)

8. Breathing exercise: Arms sideward raise and slowly inhale. Arms sideward downward and slowly exhale. (8 times.)

LESSON 6.

1. Right (L)—FACE! Two steps to the right (L) MARCH! 1-2-3-4, etc.

2. Arms upward—BEND! Head backward—BEND! (1) RAISE! (2) (8 times.)

3. Hands on hips—PLACE! Left leg sideward—RAISE! (1) DOWN! (2) Right leg sideward—RAISE! (3) DOWN! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

4. Arms upward—BEND! Upward—STRETCH! (1) BEND! (2) Sideward—STRETCH! (3) BEND (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (32 counts.)

5. Hands on hips—PLACE! Left (R) foot sideward—PLACE! Trunk forward—BEND! (1) RAISE! (2) (8 times.)

6. Arms sideward and feet sideward—PLACE! Trunk bending left and right. (8 times each.)

7. Hands on hips—PLACE! Right (L) knee upward—BEND! Hop on left (R) foot, on count—BEGIN! 1-2, 1-2, etc. (16 counts for left, 16 for right.)

8. Breathing exercise: Arms forward upward raise and slowly inhale. Arms sideward downward and slowly exhale. (8 times.)

LESSON 7

1 Hands on hips—PLACE! Left (R) toe sideward—PLACE! (1) REPLACE! (2) Same, alternate, on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

2. Hands on neck—PLACE! Chest—RAISE! (1) DOWN! (2) (8 times.)
3. Arms upward—BEND! Left leg backward—RAISE! (1) DOWN! (2) Right leg backward—RAISE! (3) DOWN! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)
4. Arms upward—BEND! Left arm upward—STRETCH! (1) BEND! (2) Right arm upward—STRETCH! (3) BEND! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)
5. Arms upward bend and feet sideward—PLACE! Trunk forward—BEND! (1) RAISE! (2) (8 times.)
6. Arms sideward—RAISE! Trunk to the right (L)—TURN! (1) Forward—TURN! (2) (Alternate, 16 counts.)
7. Hands on hips—PLACE! Heels—RAISE! (1) DOWN! (2) Same on count—BEGIN! 1-2, 1-2, etc. (16 counts.)
8. Breathing exercise: See Lesson 5.

LESSON 8.

Repeat Lessons 5 and 6.

LESSON 9.

1. Class mark time—MARCH! (Keep body erect.)
2. Chest—RAISE! (1) DOWN! (2) (8 times.)
3. Arms upward bend and left (R) leg forward—LUNGE! (1) POSITION! (2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (16 counts.)
4. Feet sideward—PLACE! Arms sideward upward—RAISE! (1) Sideward—DOWN! (2) Same clapping hands overhead, on count—BEGIN! 1-2, 1-2, etc. (32 counts.)
5. Hands on hips and feet sideward—PLACE! Turn left touching left toe with right hand (1) RAISE! (2) Same with right (3) RAISE! (4) (Alternate, 12 times.)
7. Hands on hips—PLACE! Jumping on toes on count—BEGIN! 1-2, 1-2, etc. (32 counts.)
8. Breathing exercise: Arms sideward upward raise and slowly exhale. (8 times.)

LESSON 10.

1. Hands on hips and left (R) foot sideward—PLACE! (1) REPLACE! (2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (16 counts.)
2. Arms forward upward raise and left foot sideward—PLACE! (1) POSITION! (2) Arms forward upward raise and

right foot sideward—PLACE!(3) POSITION!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (32 counts.)

3. Hands on hips—PLACE! Right (L) knee upward—BEND! (1) DOWN! (2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

4. Arms upward—BEND! Left arm upward—STRETCH! (1) BEND! (2) Right arm upward—STRETCH! (3) BEND! (4) Same on count—1-2-3-4, 1-2-3-4, etc. (32 counts.)

5. Arms sideward raise and left (R) foot forward—PLACE! (1) Trunk to the right (L)—BEND! (2) RAISE! (3) POSITION! (4) (Alternate, 16 times.)

6. Hands on neck—PLACE! Heels—RAISE; (1) Knees BEND! (2) Knees—STRETCH! (3) Heels—DOWN! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

7. Hands on hips—PLACE! Feet sideward—PLACE! (1) Together—PLACE! (2) Same, jumping on toes, on count—BEGIN! 1-2, 1-2, etc. (32 counts.)

8. Breathing exercise: Arms sideward—RAISE! Turning of hands with chest raising, inhale. Lower chest with turning of hands, exhale. (8 times.)

LESSON 11.

1. Hands on hips—PLACE! Left—FACE! Right—FACE!

2. Chest—RAISE! (1) DOWN! (2) (8 times.)

3. Arms sideward upward and heels—RAISE! (1) DOWN! (2) Same on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

4. Arms forward—BEND! (1) Sideward—FLING! (2) BEND! (3) POSITION! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (32 counts.)

5. Arms upward bend and feet sideward—PLACE! Bend forward touching finger tips to floor. (8 times.)

6. Arms sideward raise and left (R) leg sideward—LUNGE! (1) Trunk to left (R) touching left hand to floor—BEND! (2) Trunk—RAISE! (3) POSITION! (4) (alternate, 16 times.)

7. Running in place, on count—BEGIN! 1-2, 1-2, etc. (32 counts.)

8. Breathing exercise: Hands on hips—PLACE! Slowly inhale and exhale. (6 times.)

LESSON 12.

1. Right—FACE! Left—FACE; Forward—MARCH!
Class—HALT!

2. Arms sideward—RAISE! Head backward—BEND! (1) RAISE! (2) (8 times.)

3. Hands on neck—PLACE! Right (L) knee upward—BEND! (1) DOWN! (2) Same alternately, on count—BEGIN! 1-2, 1-2, etc. (32 counts.)

4. Arms forward—BEND! Arms sideward—FLING! (1) BEND! (2) Same on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

5. Hands on hips—PLACE! Left (R) leg forward—RAISE! (1) DOWN! (2) (6 times for left, 6 for right.)

6. Arms sideward—RAISE! Trunk to the right (L)—BEND! (2) RAISE! (2) (Alternate, 8 times.)

7. Running in place, knees up high in front, on count—BEGIN! 1-2, 1-2, etc. (32 counts.)

8. Breathing exercise: See Lesson 1.

LESSON 13.

1. Hands on hips—PLACE! Left (R) foot forward—PLACE! (1) REPLACE! (2) LEFT (R) foot backward—PLACE! (3) REPLACE! (4) Same on count—BEGIN! 12-3-4, 1-2-3-4, etc. (24 counts for left, 24 for right.)

2. Hands on hips—PLACE! Chest—RAISE (1) DOWN! (2) (8 times.)

3. Arms upward and right knee upward—BEND! (1) POSITION! (2) Same left (3) POSITION! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

4. Arms upward—BEND! Upward—STRETCH! (1) BEND; (2) Sideward—STRETCH! (3) BEND! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (32 counts.)

5. Hands on neck—PLACE! Trunk backward—BEND! (1) RAISE! (2) (6 times.)

6. Arms sideward—RAISE! Trunk to the right—TURN! (1) Forward (2) To the left—TURN! (3) Forward—TURN! (4) (8 times.)

7. Arms sideward—RAISE! Left (R) leg backward—RAISE! Hop on right (L) foot, on count—BEGIN! 1-2, 1-2, etc. (16 counts for left, 16 for right.)

8. Breathing exercise: Arms forward—BEND! Arms sideward fling and slowly inhale. Arms forward bend and slowly exhale.) (8 times.)

LESSON 14.

1. Right—FACE! Left—FACE! Left—FACE! etc.
2. Arm raising sideward upward slowly, then stretching tall with heel raising. (8 times.)
3. Arms sideward—RAISE! (1) Upward overhead—RAISE! (2) To sideward (3) POSITION! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (32 counts.)
4. Arms forward upward raise and feet sideward—PLACE! Trunk forward—BEND! (1) RAISE! (2) (8 times.)
5. Arms sideward—RAISE! Trunk to the right (L)—TURN! (1) Forward—TURN (2) Keep knees straight and heels down. (Alternate, 8 times.)
6. Arms sideward raise and knees—BEND! (1) POSITION! (2) Same on count—BEGIN! 1-2, 1-2, etc. (32 counts.)
7. Hands on hips—PLACE! Feet sideward—PLACE! (1) Together PLACE! (2) Same, jumping on toes, on count—BEGIN! 1-2, 1-2, etc. (32 counts.)
8. Breathing exercise: Arms forward upward raise and slowly inhale. Arms sideward downward and slowly exhale. (8 times.)

LESSON 15.

1. Hands on neck—PLACE! On hips—PLACE! POSITION! Hands on neck—PLACE! Etc. (Quick changes.)
2. Arms sideward—RAISE! Chest—RAISE! (1) DOWN! (2) (8 times.)
3. Hands on neck—PLACE! Right (L) knee upward—BEND! Forward—STRETCH! (1) BEND! (2) Same on count—BEGIN! 1-2, 1-2, etc. (10 counts for right, 10 for left.)
4. Arms upward—BEND! Arms upward—STRETCH! (1) BEND! (2) Forward—STRETCH! (3) BEND! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (32 counts.)
5. Hands on hips and feet sideward—PLACE! Trunk to the right (L)—BEND! (1) RAISE! (2) (8 times to right, 8 to left.)
6. Hands on hips—PLACE! Heels—RAISE! (1) Knees—BEND! (2) Knees—STRETCH! (3) Heels—DOWN! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (32 counts.)
7. Hands on neck—PLACE! Left (R) leg sideward—RAISE! Hop on right (L) foot, on count—BEGIN; 1-2, 1-2, etc. (16 counts for right, 16 for left.)

8. Breathing exercise: Arms sideward raise and slowly inhale. Arms downward and slowly exhale. (8 times.)

LESSON 16.

1. Arms upward bend and left (R) foot sideward—PLACE! (1) POSITION! (2) Same on count—BEGIN; 1-2, 1-2, etc. (12 counts right, 12 for left.)

2. Chest—RAISE! (1) DOWN! (2) (8 times.)

3. Arms sideward—RAISE! Left leg sideward—RAISE (1) DOWN! (2) Right leg sideward—RAISE; (3) DOWN! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

4. Arms sideward—RAISE! (1) DOWN! (2) Same on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

5. Hands on hips and feet sideward—PLACE! Trunk forward—BEND! (1) RAISE! (2) (8 times.)

6. Arms sideward raise and left (R) foot sideward—PLACE! (1) Trunk to the left (R)—BEND! (2) RAISE! (3) POSITION! (4) (8 times to left, 8 to right.)

7. Hands on hips and right (L) knee upward—BEND! (1) POSITION! (2) Same alternately on count—BEGIN! 1-2, 1-2, etc. (24 times.)

8. Breathing exercise: Hands on hips—PLACE! Slowly inhale and exhale. (8 times.)

LESSON 17.

1. Hands on hips—PLACE! Running in place on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

2. Arms forward upward raise and feet sideward—PLACE! Head backward—BEND! (1) RAISE! (2) (8 times.)

3. Hands on hips—PLACE! Heels—RAISE! (1) Knees—BEND! (2) Knees—STRETCH! (3) Heels—DOWN! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (32 counts.)

4. Arms upward—BEND! Upward—STRETCH! (1) BEND! (2) Sideward—STRETCH! (3) BEND! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (32 counts.)

5. Hands on hips—PLACE! Left (R) leg forward—RAISE! (1) DOWN! (2) (8 times.)

6. Arms forward upward raise and feet sideward—PLACE! Trunk to the right (L)—BEND! (1) RAISE! (2) (Alternate, 8 times.)

7. Hands on hips—PLACE! Jumping on toes, on count—BEGIN! 1-2, 1-2, etc. (32 times.)

8. Breathing exercise: Arms sideward raise and slowly inhale. Arms downward and slowly exhale. (8 times.)

B. SINGING GAMES AND FOLK DANCES

THE KING OF FRANCE

The King of France with for - ty thousand men Marched

The first system of musical notation consists of a treble and bass staff. The treble staff has a melody with eighth and quarter notes, while the bass staff provides a simple harmonic accompaniment with quarter notes. The key signature has two sharps (F# and C#) and the time signature is common time (C).

up the hill and then marched down a - gain.

The second system of musical notation continues the melody and accompaniment from the first system. It concludes with a double bar line. The key signature and time signature remain the same.

The King of France with forty thousand men
Marched up the hill and then marched down again.

The players stand in two rows or groups facing each other. Each group has a leader who stands in the center and represents a king leading his army.

The game or play is a simple one of imitation; in which the players perform in unison some action first indicated by one of the leaders.

The leaders of the two groups take turns in singing the verse, at the same time marching forward during the first line of the verse, and back again to their places during the second line, illustrating the action that is then to be taken by all. The verse is then sung by both groups while advancing toward each other and retreating, performing the movements indicated by the leaders. The movements illustrated by the leaders may be anything suitable to an army of men, the words describing the movement being substituted for the line, "Marched up the hill." Thus:—

The King of France with forty thousand men
Waved his flag and then marched down again.

LONDON BRIDGE

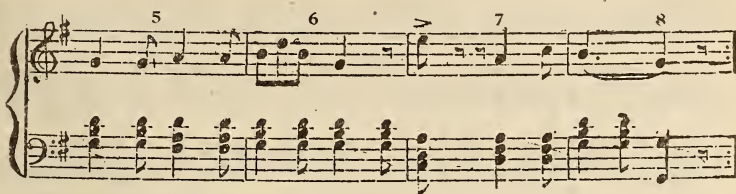
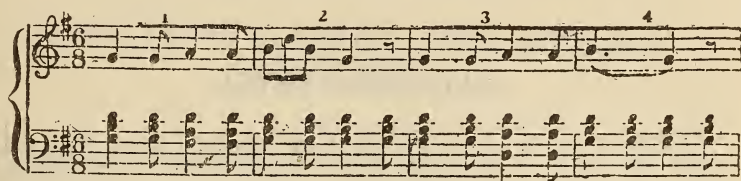
(For music use the old tune or any 4-4 tune.)

1. London Bridge is falling down,
Falling down, falling down.
London Bridge is falling down,
My fair lady!
2. Build it up with iron bars,
Iron bars, iron bars.
Build it up with iron bars,
My fair lady!

1. Face the side of the room. Slide and slide (L), step and bend (L sideways.) Then step and bend. (R sideways), step and bend (L sideways). Slide and slide (R), step and bend (R sideways). Beginning with foot toward back of room, take two steps in place, at same time turning to face front of room and point L forward.

2. Facing front of room. Point L forward, point L sideways, step L forward, bring heels together. Repeat with R foot. Repeat with L foot. Step to side (L) and bow.

POP GOES THE WEASEL



Formation: Double circle. The partners hold their inside hands with their outside hands on hips.

1. Measures 1 and 2: Start with the right foot. Step, step, step, and point left.

2. Measures 2 and 3: Start with the left foot. Step, step, step, and point right.

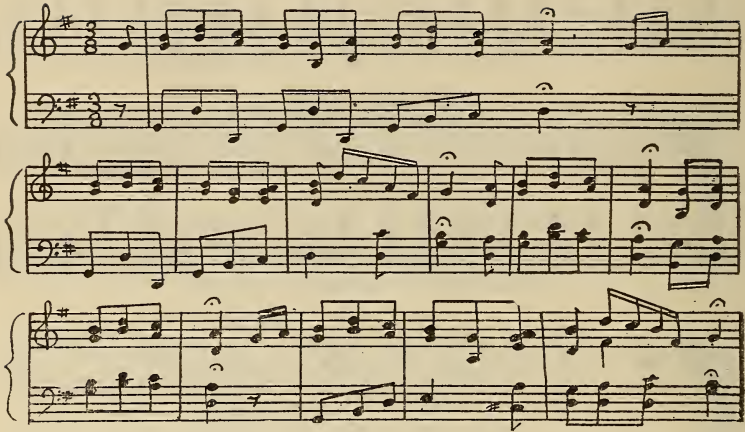
3. Measure 4: Step right and place left foot behind, bending knees.

4. Measure 5: Step left, and place right foot behind, bending knees.

5. Measures 7 and 8: Girl skips around under the boy's right arm, which is held high. Sing "Pop goes the weasel."

Repeat in the opposite direction.

SWISS MAY REVEL



The cuckoo is singing,
 The May it is here,
 In the field and the forest
 The green doth appear,
 Then dance, children, dance,
 While the sky it is blue;
 Turn 'round and turn under,
 While I go with you.

1. Form a double circle all facing to the right, with right hands joined.

2. Run forward to first hold and bow. Turn and run back to second hold and bow.

3. Bow partner out, bow partner in. At the word *turn*, partners with right hands still joined, turn to the right once around, back to place. The one on the inside of the circle finishes the turn by spinning the outside one on to the next partner ahead. In this way partners change at each singing of the song.

This is arranged after the twirling forms of the Swiss Festival. But one verse is given of the many which describe the joys of Spring. The Cuckoo is particularly characterized as the bird of Spring.

C. ACTIVE GAMES AND RELAY RACES

P, Playground; R, Room.

Automobile Relay.
Bean Bag Box.
Bean Bag Plays.
Call Ball.
Cat and Rat.
Circle Bowl.
Corner Spry.
Crows and Cranes.
Ditch Pull.
Fisherman.
Mail Man.
Tag the Wall Relay.

AUTOMOBILE RELAY. (R.)

The first child in every alternate row, at a given signal leaves by the right side and runs forward around his seat and then to the rear on the left side, completely encircling his own row of seats. Then as soon as he is seated the next child back of him runs in the same way and this continues until the last child has run and has returned to his seat. The other rows then play in the same way, and finally the winning rows. At the start the leader for each row names the automobile it represents.

BEAN BAG BOX. (R. P.)

A box about six inches square should be fastened into one about twice that size and that in a third, leaving about six inches margin between the boxes. This should be set up on a slight incline about ten to twenty feet from a throwing line. Each player is provided with six bean bags taking his place in turn on the throwing line, throwing all five bags at each turn. Whoever throws a bean bag into the smallest box scores fifteen points, one into the middle box ten points, and into the outside box five points. The one who first scores a hundred points wins.

BEAN BAG PLAYS. (R.)

1. Pass bags from left to right and back, sitting, and later standing.
2. Pass bags backward on the left side and return, and then repeat on the right.
3. Pass bag backward over head and back.
4. Throwing (in couples):
 - a. Throw with both hands and catch with both.
 - b. Throw with right and catch with right.
 - c. Throw with left and catch with left.
 - d. Take turns throwing into a basket.

CALL BALL. (P.)

Form a circle and have one person in the center with a rubber ball. Each one in the circle has a number. As the person who is "It" throws the ball up he calls out a number and that person must try and get the ball before it has bounced more than once. If he succeeds he takes the place of "IT."

CAT AND RAT. (P.)

The players form a circle and join hands. One player is the cat and is outside; another is the rat and is inside. The cat tries to catch the rat. The players help the rat by letting him run under their arms but they endeavor to stop the cat. When the rat is caught let those who have been running go in the circle and choose another cat and rat.

CIRCLE BOWL. (P.)

Have the pupils form a large circle; number by twos, all the number ones in one team and the number twos in the other. In the center of the circle place four individual clubs in a square. The players in succession endeavor to knock down the clubs by rolling a ball or stone. Each club bowled over counts one for the team which knocked it down. Set the club up after it is bowled down. The team which has scored the most points after each player has bowled once wins.

CORNER SPRY. (P.)

Divide the pupils into four groups, stationed in four corners of the rooms. Each group has a captain who stands

in the center, each with a bean bag, and faces his group of players, who stand in a row. Each captain throws his bean bag to the head player in his row. The bag is thrown back to the captain, who tosses it to the next one, and so on until all the players have tossed. Then the captain calls, "Corner Spry" and runs to the head of the row, and the last player becomes captain. The group wins which first has all its players in the captain's place.

CROWS AND CRANES. (P.)

Formation, two lines of players, back to back and about one yard interval.

One line is designated as the Crows and the other the Cranes. If the teacher calls out "Cranes," the Cranes will rush forward about thirty feet across a safety line, and the line designated as Crows will turn around and attempt to tag the opposing players before they have covered the distance to the safety line. Those who are tagged must go over to the other side. The side having the largest number of players at expiration of a given time wins.

DITCH PULL. (P.)

Players are divided into two teams and stand on two parallel lines two feet apart. At the command of a leader they reach across the ditch and endeavor to pull an opponent across. Team-mates may assist each other in pulling an opponent across. At the end of three minutes the players are counted, and the side having the greatest number wins.

FISHERMAN. (P.)

One child is chosen "fisherman" and all the others are "fish" and are lined up at one end of an open space. At a signal they all run, making motions as though they were swimming and try to swim to the other end. If the "fisherman" catches any fish they immediately turn into "fishermen" and help catch the rest. Continue the game until all are caught.

MAIL MAN. (P.)

Players form a circle. Each chooses the name of a post-office, which may be that of any city. One player, the mail

man, stands in the center. He then asks each one in order what post-office he represents, and they answer. He calls the names of two or three post-offices and those whose names he calls must change places. The mail man then tries to get a place during the exchange and the one left out is the mail man. If the players do not change places promptly the mail man may count ten, and any player who has not left his place must give it up, and change with the mail man.

TAG THE WALL RELAY. (R.)

Players all seated, even numbers in each row. At a signal the last player in each row runs forward and tags the wall. Just as soon as he is out of the aisle, all the others move back one seat. The player, who is running, takes the vacant seat and raises his hand which is a signal for the one who is now the last in the row, to start. The line wins which first returns to its original position.

GRADE IV.

A. CALISTHENICS

Do not spend longer than two weeks on each lesson.
First eight weeks review lessons 1, 2, 5 and 9 of Grade II.

LESSON 1.

1. Class two steps backward—MARCH! 1-2-3. Three steps forward—MARCH! 1-2-3-4. One step backward—MARCH! 1-2.

2. Hands on neck—PLACE! Chest—RAISE! (1) DOWN! (2) (8 times.)

3. Hands on hips—PLACE! Left (R) leg sideward—RAISE! (1) DOWN! (2) Same, alternately * on count—BEGIN! 1-2, 1-2, etc. (12 counts.)†

4. Arms forward—RAISE! (1) DOWN! (2) Same on count—BEGIN! 1-2, 1-2, etc. (32 counts.)

5. Hands on hips and feet sideward—PLACE! Trunk forward—BEND! (1) RAISE! (2) (10 times.)

6. Arms sideward raise and right foot forward—PLACE! Trunk turning left and right. (8 times.)

7. Arms upward—BEND! Feet sideward—PLACE! (1) Together—PLACE (2) Same jumping on toes, on count—BEGIN! 1-2, 1-2, etc. (32 counts.)

8. Breathing exercise: Arms forward upward raise and slowly inhale. Arms sideward downward and slowly exhale. (8 times.)

LESSON 2.

1. Class right—FACE! Left—FACE! Heels—RAISE! Down, etc.

2. Arms sideward—RAISE! Head backward—BEND! (1) RAISE! (2) (8 times.)

3. Hands on hips—PLACE! Left (R) leg backward—RAISE! (1) DOWN! (2) Same alternately, on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

* Wherever used "alternately" refers to alternation of exercise from right to left.

† Since there are two counts to each unit this means six units.

4. Arms upward—BEND! Forward—STRETCH! (1) BEND! (2) Downward—STRETCH! (3) BEND! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (32 counts.)

5. Hands on hips—PLACE! Left (R) leg, slowly, forward—RAISE! (1) DOWN! (2) (alternate, 12 times.)

6. Arms sideward—RAISE! Trunk to the right (L)—BEND! (1) RAISE! (2) (10 times.)

7. Hands on neck—PLACE! Running in place, on count—BEGIN! 1-2, 1-2, etc. (32 counts.)

8. Breathing exercise: Arms sideward upward raise and slowly inhale. Arms sideward downward and slowly exhale. (8 times.)

LESSON 3.

1. Hands on neck—PLACE! On hips—PLACE! POSITION! On neck—PLACE! (Quick changes.)

2. Chest—RAISE!(1) DOWN!(2) (Arch the back) (8 times.)

3. Arms forward and left (R) leg forward—RAISE! (1) POSITION! (2) Arms sideward and left (R) leg sideward—RAISE! (3) POSITION! (4) Same on count—BEGIN! 1-2-3-4 1-2-3-4, etc. (Alternate, 24 counts.)

4. Arms sideward—RAISE! (1) DOWN! (2) Same on count—BEGIN! 1-2, 1-2, etc. (32 counts.)

5. Arms forward upward—RAISE! Trunk forward—BEND! (1) RAISE! (2) (10 times.)

6. Hands on hips—PLACE! Right (L) knee upward—BEND! Forward—STRETCH! (1) BEND! (2) Same on count—BEGIN! 1-2, 1-2, etc. (12 counts for right, 12 for left.)

7. Hands on neck—PLACE! Right (L) knee upward—BEND! Hop on left (R) foot on count—BEGIN! 1-2, 1-2, etc. (10 counts for right, 10 for left.)

8. Breathing exercise: Arms forward—BEND! Arms sideward fling and slowly inhale. Arms forward bend and slowly exhale. (10 times.)

LESSON 4.

Repeat Lessons 1 and 2.

LESSON 5.

1. Right—FACE! Right—FACE! Left—FACE! (Give fast.)

2. Arms sideward raise and chest—RAISE! (1) DOWN! (2) (Arch the back.) (8 times.)

3. Hands on hips—PLACE! Heels—RAISE! (1) DOWN! (2) Same on count—BEGIN! 1-2, 1-2, etc. (32 counts.)
4. Arms upward—BEND! Arms upward—STRETCH! (1) BEND! (2) Arms sideward—STRETCH! (3) BEND! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (32 counts.)
5. Hands on neck and left (R) foot sideward—PLACE! Trunk forward—BEND! (1) RAISE! (2) (10 times.)
6. Arms sideward—RAISE! Trunk to the right—BEND! (1) RAISE! (2) (Alternate 10 times.)
7. Hands on hips—PLACE! Feet sideward—PLACE! (1) Together—PLACE! (2) Same, jumping on toes, on count—BEGIN! 1-2, 1-2, etc. (32 counts.)
8. Breathing exercise: See Lesson 3.

LESSON 6.

1. Hands on neck—PLACE! Left (R) leg backward—RAISE! Hop on right (L) foot, on count—BEGIN! 1-2, 1-2, etc. (32 counts for right, 32 for left.)
2. Arms forward upward raise and chest—RAISE! (1) DOWN! (2) (8 times.)
3. Hands on hips—PLACE! Left (R) knee upward—BEND! Backward—STRETCH! (1) BEND! (2) Same on count—BEGIN! 1-2, 1-2, etc. (12 counts for left, 12 for right.)
4. Arms sideward—RAISE! Double arm circumduction backward, on count—BEGIN! 1-2, 1-2, etc. (16 counts backward, 16 forward.)
5. Arms forward upward—RAISE! Trunk forward—BEND! (1) RAISE! (2) (8 times.)
6. Arms sideward raise and left (R) foot forward—PLACE! Trunk to Right (L)—BEND! (1)—RAISE! (2) (8 times to right, 8 to left.)
7. Class mark time—MARCH! Class—HALT!
8. Breathing exercise: Arms sideward raise and slowly inhale. Arms downward and slowly exhale. (8 times.)

LESSON 7.

1. Arms forward—BEND! Arms sideward fling and feet sideward—PLACE! (1) Arms forward bend and feet together—PLACE! (2) Same on count—BEGIN! 1-2, 1-2, etc. (32 counts.)
2. Chest—RAISE! (1) DOWN! (2) (8 times.)
3. Arms sideward raise and left (R) foot forward—PLACE! (1) (Both feet in a straight line) POSITION! (2) Same alternately, on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

4. Arms upward—BEND! Right arm sideward—STRETCH! (1) BEND! (2) Left arm sideward—STRETCH! (3) BEND! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (32 counts.)

5. Hands on hips—PLACE! Left (R) leg slowly forward—RAISE! (1) DOWN (2) (8 times for left, 8 for right.)

6. Arms forward upward and feet sideward—PLACE! Trunk to the right (L)—BEND! (1) RAISE! (2) (8 times to right, 8 to left.)

7. Arms upward—BEND! Running in place, on count—BEGIN! 1-2, 1-2, etc. (32 counts.)

8. Breathing exercise: Hands on hips—PLACE! Slowly inhale and exhale. (8 times.)

LESSON 8.

1. Run around the room.

2. Hands on neck—PLACE! Head backward—BEND! (1) RAISE! (2) (8 times.)

3. Arms forward—BEND! Arms sideward—FLING! (1) BEND! (2) Same on count—BEGIN! 1-2,1-2, etc. (32 counts.)

4. Hands on hips—PLACE! On the right knee—KNEEL! Trunk backward—BEND! (1) RAISE! (2) (Alternate, 8 times.)

5. Arms sideward and feet sideward—PLACE! Trunk to the right (L)—TURN! (1) Forward—TURN! (2) (Alternate, 8 times.)

6. Hands on neck—PLACE! Heels—RAISE! (1) Knees—BEND! (2) Knees—STRETCH! (3) Heels—DOWN!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (32 counts.)

7. Arms sideward—RAISE! Running in place on count—BEGIN, 1-2, 1-2, etc. (24 counts.)

8. Breathing exercise. See Lesson 6.

LESSON 9.

See Lessons 3, 5 and 6.

LESSON 10.

1. Hands on neck—PLACE! On hips—PLACE! POSITION! Hands on hips—PLACE! etc. (Quick changes.)

2. Arms sideward raise and chest—RAISE! (1) DOWN! (2) (8 times.)

3. Hands on hips—PLACE! Left (R) leg backward—RAISE! (1) DOWN (2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

4. Arms forward—BEND! Sideward—FLING! (1) BEND! (2) Same on count—BEGIN! 1-2, 1-2, etc. (24 times.)
5. Arms and feet sideward—PLACE! Trunk forward—BEND! (1) RAISE! (2) (8 times.)
6. Arms forward—BEND! Trunk to the left (R)—BEND! (1) RAISE! (2) (Alternate, 8 times.)
7. Hands on hips—PLACE! Running in place, on count—BEGIN! 1-2, 1-2, etc. (32 counts.)
8. Breathing exercise: Arms sideward upward raise and slowly inhale. Arms sideward downward and slowly exhale. (10 times.)

LESSON 11.

1. Arms sideward upward—RAISE! (1) POSITION! (2) Same on count—BEGIN! 1-2, 1-2, etc. (24 counts.)
2. Chest—RAISE; (1) DOWN! (2) (8 times.)
3. Arms upward—BEND! Left (R) leg sideward—RAISE! (1) DOWN! (2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (16 counts.)
4. Hands on neck—PLACE! Trunk backward—BEND! (1) RAISE! (2) (6 times.)
5. Arms and feet sideward—PLACE! Trunk to right (L)—TURN! (1) Forward—TURN! (2) (8 times to right, 8 to left.)
6. Arms upward—BEND! Heels—RAISE! (1) Knees—BEND! (2) Knees STRETCH! (3) Heels—DOWN! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)
7. Hands on hips—PLACE! Left (R) leg backward—RAISE! Hop on right (L) foot, on count—BEGIN! 1-2, 1-2, etc. (10 counts for right, 10 for left.)
8. Breathing exercise: Arms forward upward raise and slowly inhale. Arms sideward downward and slowly exhale. (10 times.)

LESSON 12.

1. Hands on hips—PLACE! Running in place, on count—BEGIN! 1-2, 1-2, etc. (24 counts.)
2. Arms upward—BEND! Head backward—BEND! (1) RAISE! (2) (8 times.)
3. Arms sideward—RAISE! Right (L) knee upward—BEND! (1) DOWN! (2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (16 times.)
4. Arms sideward—RAISE! Double arm circumduction forward, on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

5. Arms upward bend. and right foot forward—PLACE! Trunk forward—BEND! (1) RAISE! (2) (8 times for right, 8 for left.)

6. Arms and feet sideward—PLACE! Trunk to the right (L)—BEND! (1) RAISE! (2) (Alternate, 8 times.)

7. Hands on hips—PLACE! Left (R) leg forward—RAISE! Hop on right (L) foot, on count—BEGIN! 1-2, 1-2, etc. (10 counts for left, 10 for right.)

8. Breathing exercise: See Lesson 1.

LESSON 13.

1. Two steps forward—MARCH! Right—FACE! Right—FACE! etc.

2. Chest—RAISE! (1) DOWN! (2) (10 times.)

3. Hands on hips—PLACE! Left (R) leg backward—RAISE! (1) DOWN! (2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

4. Arms sideward upward—RAISE! (1) Sideward—DOWN! (2) Same on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

5. Arms forward upward raise and feet sideward—PLACE! Trunk forward—BEND! (1) RAISE! (2) (10 times.)

6. Arms sideward raise and feet—CLOSE! (Toes together.) Trunk to the right (L) TURN! (1) Forward—TURN! (2) (8 times to right, 8 to left.)

7. Run around the room, knees up high.

8. Breathing exercise: Arms sideward raise and slowly inhale. Arms downward and slowly exhale. (8 times.)

LESSON 14.

Repeat Lessons 7 and 10.

LESSON 15.

1. Right—FACE! Left—FACE! Hands on neck—PLACE! POSITION! etc. (To be given fast.)

2. Hands on neck—PLACE! Chest—RAISE! (1) DOWN (2) (8 times.)

3. Hands on hips—PLACE! Knees—BEND! (1) Knees—STRETCH! (2) Same on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

4. Arms forward—BEND! Sideward—FLING! (1) BEND! (2) Same on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

5. Arms forward upward raise and feet sideward—PLACE! Trunk backward—BEND! (1) RAISE! (2) (10 times.)

6. Hands on neck and feet sideward—PLACE! Trunk to

the right—BEND! (1) RAISE! (2) (8 times to right, 8 to left.)

7. "Skip" around the room with hands on hips.

8. Breathing exercise: Arms forward upward raise and slowly inhale. Arms sideward downward and slowly exhale. (10 times.)

LESSON 16.

1. File race, or game.

2. Arms upward—BEND! Chest—RAISE! (1) DOWN! (2) Arching the back (8 times.)

3. Hands on hips—PLACE! Right (L) knee upward—BEND! Forward—STRETCH! (1) BEND! (2) Same on count—BEGIN! 1-2, 1-2, etc. (8 counts for right, 8 for left.)

4. Arms upward—BEND! Upward—STRETCH! (1) BEND! (2) Sideward—STRETCH! (3) BEND! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (32 counts.)

5. Arms upward bend and feet sideward—PLACE! Trunk forward—BEND! (1) (Touching fingers to floor) RAISE! (2) (8 times.)

6. Left (R) hand on hip and right (L) hand on neck—PLACE! Trunk to the left (R)—BEND! (1) Raise (2) (8 times to left, 8 to right.)

7. Hands on hips—PLACE! Feet sideward—PLACE! (1) Together—PLACE! (2) Same, jumping on toes, on count—BEGIN! 1-2, 1-2, etc. (32 counts.)

8. Breathing exercise. See Lesson 4.

LESSON 17.

1. Class right—FACE! Left—FACE! Mark time—MARCH! Class—HALT!

2. Hands on hips—PLACE! Head backward—BEND (1) RAISE (2) (8 times.)

3. Hands on hips and left (R) foot sideward—PLACE! (1) POSITION! (2) Same, alternately, on count—BEGIN, 1-2, 1-2, etc. (16 counts.)

4. Arms sideward—RAISE! (1) POSITION! (2) Same on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

5. Hands on hips and left (R) foot forward—PLACE! On the right (L) knee—KNEEL! Trunk backward—BEND! (1) RAISE! (2) (6 times each.)

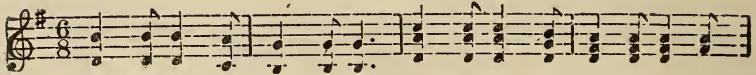
6. Arms and feet sideward—PLACE! Trunk to right (L)—BEND! (1) RAISE! (2) (8 times each.)

7. March around the room with hands on hips.

8. Breathing exercise: West Point breathing. (8 times.)

B. SINGING GAMES AND FOLK DANCES

OATS AND BEANS



1. Oats and beans and bar-ley grow; Oats and beans and bar-ley grow; Do
2. First t he farm - er sows his seed, Then he stands and takes his ease; He



you, or I, or any -one know How oats and beans and bar-ley grow?
stamps his foot and claps his hand, And turns him round to view the land.

OATS AND BEANS.

First Verse: Children join hands and form a circle, and dance to the left, one child being in the center who is the farmer.

Second Verse: Drop hands on the first phrase. Then sow the seed from a basket held on the left arm, with a surging motion of the right hand.

Stand up straight with arms folded on the second phrase; clasp the hands and stamp feet on the third phrase.

Point the right hand toward the fields on the fourth phrase.

ROUND THE MULBERRY BUSH.

1. Here we go round the mul-ber-ry bush, The mul-ber-ry bush, the mul-ber-ry bush;

Here we go round the mul-ber-ry bush, On a cold and frosty morning.

ROUND THE MULBERRY BUSH.

The children join hands in a ring and skip round, singing:

Here we go round the mulberry bush,
The mulberry bush, the mulberry bush;
Here we go round the mulberry bush;
On a cold and frosty morning.

Then they determine what kind of work they shall do and, standing in place, play out whatever they decided upon. For instance, if washing the face is chosen, each vigorously washes his face while singing:

This is the way we wash our face,
Wash our face, wash our face;
This is the way we wash our face,
On a cold and frosty morning.

On the words "On a cold and frosty morning" all shiver and, pretending to wrap shawls closely about their shoulders, turn completely around.

Repeat "Here we go round the mulberry bush," as in the beginning. The children then suggest various activities, such as combing hair, brushing shoes, mending clothes, etc.; and when their resources are exhausted, they release hands and sing, "This is the way we go to school," etc., walking very slowly and reluctantly. Turning about and skipping gaily in the opposite direction, they wave their hands and sing, "This is the way we go home from school," etc.

The verse "Here we go round the mulberry bush," etc., is sung between all but the last two verses.

As the children become familiar with the game, the verses are sung without stopping; the leader simply pauses on "This is the way"

until a child suggests the activity, then all take it up and the game continues.

The following is probably the most familiar version in America:

1. As we go round the mulberry bush,
The mulberry bush, the mulberry bush;
As we go round the mulberry bush,
So early in the morning.
2. This is the way we wash our clothes,
Wash our clothes, wash our clothes;
This is the way we wash our clothes,
So early Monday morning.
As we go round the mulberry bush, etc.
3. This is the way we iron our clothes, etc.,
So early Tuesday morning.
As we go round the mulberry bush, etc.
4. This is the way we scrub our floors, etc.,
So early Wednesday morning.
As we go round the mulberry bush, etc.
5. This is the way we mend our clothes, etc.,
So early Thursday morning.
As we go round the mulberry bush, etc.
6. This is the way we sweep our floors, etc.,
So early Friday morning.
As we go round the mulberry bush, etc.
7. This is the way we bake our bread, etc.,
So early Saturday morning.
As we go round the mulberry bush, etc.
8. This is the way we go to church, etc.,
So early Sunday morning.

The children sometimes add, "This is the way we say our prayers," kneeling solemnly with hands clasped. Without singing, "Here we go round the mulberry bush," they turn and walk slowly in the opposite direction, singing:

"This is the way we go home from church," etc.

PEAS PORRIDGE.

Form in couples, partners facing. (Music 2-4 time.) See chorus of "The Man in the Moon," page 160.

I.

(1) Clap hands against the thighs; (2) clap hands together in front; (3) clap hands with partner. One measure.

Repeat (1-2-3) one measure.

(1) Clap against thighs; (2) clap hands together; (3) clap right hand with partner; (4) clap hands together. One measure.

(1) Clap left hand with partner; (2) clap together; (3) clap both hands with partner, one measure. (Four measures in all.)

Repeat all.

II.

Join right hands and change places, with two polka steps (1-2-3, 1-2-3) Facing partner, clap own hands together (1-2-3) stamp three times, shaking head (1-2-3). Four measures.

Repeat to place.

III.

Join both hands with partner, keeping hands stretched out to the side and glide polka. Eight measures.

Note: The motions in the first part are suggested by the old verses:

Peas porridge hot,
Peas porridge cold,
Peas porridge in the pot,
Nine days old.

C. ACTIVE GAMES AND RELAY RACES

P, Playground; R, Room.

1. Arch Ball.
2. Bean Bag Plays, page 130.
3. Bean Bag Tag.
4. Black and White.
5. Catch Ball.
6. Cross Tag.
7. Have You Seen My Sheep?
8. Hopping Race.
9. Jack Follow the Leader.
10. Tag the Wall Relay, page 132.
11. Squat Tag.
12. All up Relay.
13. Circle Seat Relay.

ARCH BALL. (P. R.)

Line the players up in two or more single files of equal numbers. The one who is the leader of each file holds a basket ball. At a given signal he passes the ball back over his head to the one behind him and so on until the ball reaches the last one in the file. The last one runs forward with the ball and toes the line, starting ball back again. The line which gets back to its original position first, wins.

BEAN BAG TAG. (P. R.)

A runner and chaser are chosen; each one puts a bean bag on his head and tries to balance it while running without use of hands. When the runner wants to stop he puts the bag on some one else's head and that person becomes the runner.

BLACK AND WHITE. (P. R.)

Divide into two sides, one called "whites" the other "blacks." A piece of card board with a pencil mark on one side is thrown into the air. If it lands with the marked side up, all the whites drop to the floor and the "blacks" try to tag

them before they can do so. Those tagged are out of the game. The side having the largest number at the end of the game wins.

CATCH BALL. (P.)

Use a soft ball or some other object. Form a circle facing the catcher. One child is "It" and is on the outside of the circle. The ball is passed about from one to another inside the circle and "It" tries to tag the one who has the ball. If he succeeds they change places.

CROSS TAG. (P.)

Appoint someone "It." At signal "Go," It chases any one he wishes. He can chase only this **one** until he either tags him, or some other player crosses in between him and the chased player. Any player crossing in this manner, becomes the party to be chased. If the chased party becomes tagged, the players are reversed, that is, the one that was "It" is chased and the chased is "It." Any one running outside of the playing zone becomes "It."

HAVE YOU SEEN MY SHEEP. (R.)

All the children join hands and form a circle around the desks with one child outside the circle. The one on the outside touches one of the players on the back and asks, "Have you seen my sheep?" To this question the other replies: "No, how was it dressed?" The first child then describes some player, who, when he recognizes himself, must run around the circle and try to regain his place without being tagged by the one outside the circle.

HOPPING RACE. (R.)

Draw a line across the room in front of the desks. Arrange the children so that there will be the same number in each row. The leader of each row takes his place at the rear of the room opposite his aisle. When the teacher gives the command "Stoop" each pupil takes a stooping position, with his hands clasped under his knees. The teacher then says "Go" and the leaders hop down the aisles to the goal and back to their seats. The child who first returns to a good sitting position at his own desk is the winner. When the leaders have

finished, the players who are second in the rows have their turn, and so on.

JACK FOLLOW THE LEADER. (P. R.)

One player is the leader and runs at the head of a line of the others. He runs in and out, hopping and clapping his hands. Any player who fails to follow the leader and do as he does, must drop out of the game.

SQUAT TAG (P. R.)

Choose one player to be "It." The one who is "It" tries to tag players, but they cannot be tagged as long as they hold a squatting position. When the one who is "It" is not near they all stand up again. Each player may use this way to escape being tagged three times, when they can escape only by running. Anyone who is tagged is "It."

ALL UP RELAY. (R.)

In front of each row of seats draw two circles about 8 inches in diameter with the rims almost touching. Place an object such as an Indian club in one of each of the pairs of circles. The leader in each row runs forward changes the object from one circle to the other, runs back and touches next one behind him, who then starts and repeats the action. The row which finishes first wins.

CIRCLE SEAT RELAY RACE. (R.)

Children in front desks of each row get up at same time, and run to rear of room around desks and back to their seats, touching the second children as they pass. As soon as the second children are touched they run in the same way to rear of room and back to place. This continues until each child has run. The row that has all of its children run and get back in their seats first, wins.

GRADE V.

A. CALISTHENICS

Do not spend longer than two weeks on each lesson.

First seven weeks review lessons 1, 2, 5 and 9 of Grade II.

LESSON 1.

1. Class right—DRESS! FRONT!

Class forward—MARCH! Class—HALT! etc.

2. Arms forward upward raise and feet sideward—PLACE! Trunk slightly backward—BEND! (1) RAISE! (2) (8 times.)

3. Hands on hips—PLACE! Heels—RAISE! (1) DOWN! (2) Same on count—BEGIN! 1-2, 1-2, etc. (32 counts.)†

4. Arms upward—BEND! Arms upward—STRETCH! (1) BEND! (2) Sideward—STRETCH! (3) BEND! (4) Same on count—BEGIN! 1-2, 1-2, etc. (32 counts.)

5. Arms and feet sideward—PLACE! Trunk forward—BEND! (1) RAISE! (2) (8 times.)

6. Arms sideward—RAISE! Trunk to the right (L)—BEND! (1) RAISE! (2) (Alternate * 8 times.)

7. Hands on neck—PLACE! Heels—RAISE! (1) Knees—BEND! (2) Knees—STRETCH! (3) Heels—DOWN! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (32 counts.)

8. Breathing exercise: West Point breathing. (8 times.)

LESSON 2.

1. Class right—FACE! Left—FACE! Forward—MARCH! Class—HALT! etc.

2. Arms sideward—RAISE! Chest—RAISE! (1) DOWN! (2). (Arch the back.) (8 times.)

3. Arms upward—BEND! Left (R) knee upward—BEND! (1) DOWN! (2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

4. Arms upward—BEND! Arms forward—STRETCH! (1) BEND! (2) Downward—STRETCH! (3) BEND! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

5. Hands on hips—PLACE! Left (R) leg forward—RAISE! (1) DOWN! (2) (8 times for left, 8 for right.)

6. Arms and feet sideward—PLACE! Trunk to the right (L)—TURN! (1) Forward—TURN! (2) (8 times each.)

* In every case, "alternate" refers to alternation of exercise from right to left and vice versa.

† Since there are two counts to each unit, this means 16 units.

7. Hands on hips—PLACE! Left (R) leg sideward—RAISE! Hop on right (L) foot on count—BEGIN! 1-2, 1-2, etc. (16 counts for left, 16 for right.)

8. Breathing exercise: Arms forward upward raise and slowly inhale. Arms sideward downward and slowly exhale. (8 times.)

LESSON 3.

1. Class right—DRESS! FRONT! Class forward—MARCH! Class—HALT! Right—FACE! Forward—MARCH! HALT! etc.

2. Hands on hips—PLACE! Chest—RAISE! (1) DOWN! (2) (8 times.)

3. Arms sideward—RAISE Left (R) leg sideward—RAISE! (1) DOWN! (2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

4. Arms upward bend and feet sideward—PLACE! Left (R) arm upward—STRETCH! (1) BEND! (2) Right (L) arm sideward—STRETCH! (3) BEND! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (32 counts.)

5. Hands on neck—PLACE! Left (R) leg slowly forward—RAISE! (1) DOWN (2) (8 times for left, 8 for right.)

6. Arms upward—BEND! Trunk to the right (L) BEND! (1) RAISE: (2) (8 times to right, 8 to left.)

7. Hands on hips and feet sideward—PLACE! Heels—RAISE! (1) Knees—BEND! (2) Knees—STRETCH! (3) Heels—DOWN! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

8. Arms forward—BEND! Arms sideward fling and feet sideward—PLACE! (1) Arms bend and feet together—PLACE! (2) Same, jumping on toes, on count—BEGIN! 1-2, 1-2, etc. (32 counts.)

9. Breathing exercise: West Point breathing. (8 times.)

LESSON 4.

1. Right—FACE! Left—FACE! Forward—MARCH! Class—HALT! etc. (Given rapidly.)

2. Hands on hips and feet sideward—PLACE! Head backward—BEND! (1) RAISE! (2) (8 times.)

3. Hands on neck—PLACE! Left (R) leg sideward—RAISE! (1) DOWN (2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

4. Arms sideward—RAISE! Double arm circumduction forward (Backward) on count—BEGIN! 1-2, 1-2, etc. (16 counts forward, 16 backward.)

5. Hands on hips—PLACE! Left (R) leg forward—RAISE! (1) DOWN! (2) (6 times for left, 6 for right.)

6. Arms upward bend and feet sideward—PLACE! Trunk to the right—TURN! (1) Forward—TURN! (2) To the left—TURN! (3) Forward—TURN! (4) (16 times.)

7. Running in place, on count—BEGIN! 1-2, 1-2, etc. (32 counts.)

8. Breathing exercise: Arms forward—BEND! Arms sideward fling and slowly inhale. Arms forward bend and slowly exhale. (8 times.)

LESSON 5.

1. Class right—DRESS! FRONT! Forward—MARCH! Class—HALT! etc. (Given rapidly.)

2. Arms and feet sideward—PLACE! Chest—RAISE! (1) DOWN! (2) (8 times.)

3. Hands on hips—PLACE! Left leg sideward—RAISE (1) DOWN! (2) Right leg sideward—RAISE! (3) DOWN! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

4. Arms sideward upward—RAISE! (1) DOWN! (2) Same on count—BEGIN! 1-2, 1-2, etc. (32 counts.)

5. Arms upward—BEND! Left leg slowly forward—RAISE! (1) DOWN! (2) Right leg slowly forward—RAISE! (3) DOWN! (4) (12 times.)

6. Arms forward bend and feet sideward—PLACE! Trunk to the right (L)—TURN! (1) Forward—TURN! (2) (8 times to right, 8 to left.)

7. Hands on neck and feet sideward—PLACE! Heels—RAISE! (1) Knees—BEND! (2) Knees—STRETCH! (3) Heels—DOWN! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

8. Arms sideward—RAISE! Right (L) knee upward—BEND! Hop on left (R) foot, on count—BEGIN! 1-2, 1-2, etc. (16 counts for right, 16 for left.)

9. Breathing exercise: West Point breathing. (8 times.)

LESSON 6.

Repeat Lessons 1 and 2.

LESSON 7.

1. Class forward—MARCH! Class—HALT! Right—FACE! etc.

2. Arms forward upward raise and left (R) foot forward—PLACE! Trunk slightly backward—BEND! (1) RAISE! (2) (6 times for left, 6 for right.)

3. Arms sideward—RAISE! Left leg forward—RAISE! (1) DOWN! (2) Right leg forward—RAISE! (3) DOWN! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

4. Arms forward upward—RAISE! (1) DOWN! (2) Sideward upward—RAISE! (3) DOWN! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

5. Hands on neck—PLACE! Right leg slowly forward—RAISE! (1) DOWN! (2) Left leg slowly forward—RAISE! (3) DOWN! (4) (12 times.)

6. Arms forward bend and feet sideward—PLACE! Arms sideward fling and trunk to right (L)—TURN! (1) Arms bend and trunk forward—TURN! (2) (Alternate, 8 times.)

7. Arms upward—BEND! Feet sideward—PLACE! (1) Together—PLACE! (2) Same, jumping on toes, on count—BEGIN! 1-2, 1-2, etc. (32 counts.)

8. Breathing exercise: Arms sideward raise and slowly inhale. Arms downward and slowly exhale. (8 times.)

LESSON 8.

1. Hands on neck—PLACE! On hips—PLACE! POSITION Hands on hips—PLACE! etc.

2. Chest—RAISE! (1) DOWN! (2) (Arch the back.) (10 times.)

3. Arms upward—BEND! Upward—STRETCH! (1) BEND! (2) Sideward—STRETCH! (3) BEND! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (32 counts.)

4. Hands on hips—PLACE! Right (L) leg forward—RAISE! (1) DOWN! (2) (8 times for right, 8 for left.)

5. Pretend to chop wood, swinging vigorously.

6. Hands on hips—PLACE! Right (L) knee upward—BEND! (1) Forward—STRETCH! (2) BEND! (3) DOWN! (4) Same, alternately, on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

7. Running in place, on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

8. Breathing exercise: Arms sideward raise and slowly inhale. Arms downward and slowly exhale. (8 times.)

LESSON 9.

1. Class forward—MARCH! On toes—MARCH! Double time—MARCH! Common time—MARCH! etc.

2. Arms upward—BEND! Head slightly backward—BEND! (1) RAISE! (2) Arch the back. (8 times.)

3. Arms sideward—RAISE! Heels—RAISE! (1) Knees—BEND! (2) (Hold balance) Knees—STRETCH (3) Heels—DOWN! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

4. Arms upward—BEND! Left (R) arm upward, right (L) arm sideward—STRETCH! (1) BEND! (2) Same on count—BEGIN! 1-2, 1-2, etc. (16 counts to left, 16 to right.)

5. Hands on hips and left (R) foot forward—PLACE! On the right (L) knee—KNEEL! Trunk backward—BEND! (1) RAISE (2) (4 times for right, 4 for left.)

6. Arms forward bend and feet sideward—PLACE! Trunk to the right (L) TURN! (1) Forward—TURN! (2) (Alternately, 8 times.)

7. Running in place with stiff knee.

8. Breathing exercise: Arms forward upward raise and slowly inhale. Arms sideward downward and slowly exhale. (8 times.)

LESSON 10.

1. Class left—FACE! One step to the left—MARCH! One step to the right—MARCH! Right—FACE! etc.

2. Arms sideward raise and chest—RAISE! (1) DOWN! (2) (10 times.)

3. Hands on hips—PLACE! Heels—RAISE! (1) Knees—BEND! (2) Knees—STRETCH! (3) Heels—DOWN! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

4. Arms upward bend and knees—BEND (1) POSITION! (2) Same on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

5. Hands on hips and feet sideward—PLACE! Trunk forward—BEND! (1) RAISE! (2) (8 times.)

6. Arms forward bend and feet—CLOSE! Trunk to the left (R)—TURN! (1) Forward—TURN! (2) (Alternate, 10 times.)

7. Hands on hips—PLACE! Right (L) leg backward—RAISE! Hop on left (R) foot on count—BEGIN! 1-2, 1-2, etc. (10 counts for right, 10 for left.)

8. Breathing exercise: Arms sideward raise and slowly inhale. Arms downward and slowly exhale. (10 times.)

LESSON 11.

1. Class forward—MARCH! To the rear—MARCH! etc.

2. Arms sideward raise and feet sideward—PLACE! Trunk slightly backward—BEND! (1) RAISE! (2) (6 times.)

3. Hands on neck—PLACE! Heels—RAISE! (1) Knees—BEND! (2) Knees—STRETCH! (3) Heels—DOWN! (4) Same on count—BEGIN; 1-2-3-4, 1-2-3-4, etc. (24 counts.)

4. Arms sideward raise and feet sideward—PLACE! Trunk forward—BEND! (1) Trunk—RAISE! (2) (8 times.)

5. Arms sideward raise and left (R) foot forward—PLACE! On the right (L) knee—KNEEL! Trunk backward—BEND! (1) RAISE! (2) (4 times for left, 4 for right.)

6. Hands on neck and feet sideward—PLACE! Trunk to the right—TURN! (1) Forward—TURN! (2) To the left—TURN! (3) Forward—TURN! (4) (8 times.)

7. Hands on hips—PLACE! Hop forward on both feet, on count—BEGIN! 1-2, 1-2, etc. (Same backward.)

8. Breathing exercise: Arms sideward upward raise and slowly inhale. Arms sideward downward and slowly exhale. (10 times.)

LESSON 12.

1. Class right—FACE! Forward—MARCH! To the rear—MARCH! etc.

2. Hands on hips and left (R) foot forward—PLACE! Head backward—BEND! (1) RAISE! (2) Arch the back. (6 times.)

3. Hands on neck and left (R) leg backward—RAISE! (1) POSITION! (2) Same alternately, on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

4. Arms upward—BEND! (1) Arms upward—STRETCH! (2) BEND! (3) POSITION! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (32 counts.)

5. Hands on hips—PLACE! Trunk backward—BEND! (1) RAISE! (2) (8 times.)

6. Arms sideward—RAISE! Left (R) foot diagonally forward—PLACE! Trunk to the right—TURN! (1) Forward—TURN! (2) To the left—TURN! (3) Forward—TURN! (4) (Alternate, 8 times.)

7. Hands on hips—PLACE! Left (R) foot forward and right (L) foot backward—PLACE! (1) REPLACE! (2) Same, alternately, jumping on toes, on count—BEGIN! 1-2, 1-2, etc. (32 counts.)

8. Breathing exercise: Arms sideward upward raise and slowly inhale. Arms sideward downward and slowly exhale. (8 times.)

LESSON 13.

Repeat Lessons 4 and 5.

LESSON 14.

1. Class forward—MARCH! Change step—MARCH! etc.
2. Hands on hips and feet—CLOSE! Chest—RAISE! (1) DOWN! (2) (8 times.)
3. Hands on hips and right knee upward—BEND! Leg forward—STRETCH! (1) BEND! (2) Same on count—BEGIN! 1-2, 1-2, etc. (12 counts for right, 12 for left.)
4. Arms upward—BEND! (1) Sideward—STRETCH! (2) BEND! (3) POSITION! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (32 counts.)
5. Hands on hips and feet sideward—PLACE! Trunk to the right—TURN! (1) Trunk backward—BEND! (2) RAISE! (3) Trunk forward—TURN! (4) (4 times to right, 4 to left.)
6. Hands on hips and feet sideward—PLACE! (Trunk to the right (L)—BEND! (1) RAISE! (2) (Alternate, 8 times.)
7. Arms sideward—RAISE! Heels—RAISE! (1) DOWN! (2) Same on count—BEGIN! 1-2, 1-2, etc. (24 counts.)
8. Breathing exercise. Arms sideward raise and slowly inhale. Arms downward and slowly exhale. (8 times.)

LESSON 15.

- Class right—DRESS! FRONT! Forward—MARCH! Class—HALT! etc.
2. Arms forward upward raise and feet sideward—PLACE! Trunk slightly backward—BEND! (1) RAISE! (2) (6 times.)
 3. Hands on hips and left (R) foot forward—PLACE! Heels—RAISE (1) Knees—BEND! (2) Knees—STRETCH! (3) Heels—DOWN! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (16 counts to left, 16 to right.)
 4. Arms forward upward—RAISE! (1) POSITION! (2) Same on count—BEGIN! 1-2, 1-2, etc. (32 counts.)
 5. Hands on hips—PLACE! Left (R) leg slowly forward—RAISE! (1) DOWN! (2) (8 times for left, 8 for right.)
 6. Hands on hips and feet sideward—PLACE! Trunk to the right—TURN! (1) Forward—TURN! (2) To the left—TURN! (3) Forward—TURN! (4) (6 times.)
 7. Hands on neck—PLACE! Left (R) leg backward—RAISE! Hop forward on right (L) foot, on count—BEGIN! 1-2, 1-2, etc. (Backward on other foot.) (10 counts for right, 10 for left.)
 8. Breathing exercise: West Point breathing. (8 times.)

LESSON 16.

1. Class forward—MARCH! To the rear—MARCH!
Class—HALT! etc.

2. Arms sideward raise and trunk slightly backward—
BEND! (1) Arms down and trunk—RAISE! (2) (4 times.)

3. Hands on hips—PLACE! Heels—RAISE! (1) DOWN!
(2) Same on count—BEGIN! 1-2, 1-2, etc. (32 counts.)

4. Arms sideward—RAISE! (1) DOWN! (2) Forward—
RAISE! (3) DOWN! (4) Same on count—BEGIN! 1-2-3-4,
1-2-3-4, etc. (32 counts.)

5. Arms upward bend and feet sideward—PLACE! Arms
downward stretch and trunk forward—BEND! (1) Arms bend
and trunk—RAISE! (2) (8 times.)

6. Arms sideward raise and left (R) foot forward—PLACE!
Trunk to the right—TURN! (1) Forward—TURN! (2) (6
times to right, 6 to left.)

7. Hands on hips—PLACE! Left (R) leg backward—
RAISE! Hop on right (L) foot, on count—BEGIN! 1-2, 1-2,
etc. (12 counts for right, 12 for left.)

8. Breathing exercise. West Point breathing. (8 times.)

LESSON 17.

1. Hands on neck—PLACE! On hips—PLACE! POSI-
TION! Arms sideward—RAISE! POSITION! etc. (Quick
change.)

2. Hands on hips and feet sideward—PLACE! Head slight-
ly backward—BEND! (1) RAISE! (2) (8 times.)

3. Hands on hips—PLACE! Left (R) leg forward—
RAISE! (1) DOWN! (2) Same, alternately, on count—BE-
GIN! 1-2, 1-2, etc. (16 counts.)

4. Arms upward—BEND! Right (L) foot sideward—
PLACE! (1) Arms upward—STRETCH! (2) Arms—BEND!
(3) Foot—REPLACE! (4) Same on count—BEGIN! (16
counts to right, 16 to left.)

5. Arms upward bend and left (R) foot forward—PLACE!
On the right (L) knee—KNEEL! Trunk backward—BEND!
(1) RAISE! (2) (6 times each.)

6. Hands on neck and feet sideward—PLACE! Trunk to
the right (L)—BEND! (1) RAISE! (2) (6 times.)

7. Hands on hips—PLACE! Running in place, on count
—BEGIN! 1-2, 1-2, etc. (32 counts.)

8. Breathing exercise: Arms sideward raise and slowly
inhale. Arms downward and slowly exhale. (8 times.)

B. SINGING GAMES AND FOLK DANCES

ACE OF DIAMONDS

Musical notation for measures 1-5. The score is in 2/4 time with a key signature of one flat (B-flat). The melody is written in the treble clef and the bass line in the bass clef. Measures 1-5 are numbered below the staff.

Musical notation for measures 6-11. The score continues in the same key and time signature. Measures 6-11 are numbered below the staff.

Musical notation for measures 12-17. The score continues in the same key and time signature. Measures 12-17 are numbered below the staff.

Musical notation for measures 18-24. The score continues in the same key and time signature. Measures 18-24 are numbered below the staff. Measure 24 is marked with a double bar line and the letters 'D.C.' (Da Capo).

ACE OF DIAMONDS.

Formation: Partners face each other, hands on hips. In circle or in line.

Measures 1-8: Clap hands, hook right arms, polka, stamping on first step, and turning in place. Repeat, hooking left arms.

Measures 9-18: Number one goes backward with four hop steps, number two follows, moving forward. Repeat, number one moving forward, number two backward.

Measures 17-24: Polka forward.

Repeat from beginning.

THE MAN IN THE MOON

Moderato

The Man in the Moon Came down too soon And asked his way to Nor-wich. He

went by the south And burned his mouth Eat - ing cold bean por - ridge.

CHORUS

Nursery Rhyme

Traditional

Moderato

Bean por-ridge hot, Bean por-ridge cold, Bean por-ridge in the pot, Nine days old.

Some like it hot, Some like it cold, Some like it in the pot, Nine days old.

THE MAN IN THE MOON

Formation: A single circle arranged in partners, all facing in line of direction, arms folded high on chest.

Measures 1-4: All run forward in line of direction, taking long, stiff-legged strides.

Measures 5: All face about with two jumps.

Measures 6-8: Run forward in opposite direction.

Measure 9: Face partners with two jumps.

CHORUS.

Measures 1-4: "Bean," clap thighs, "porridge," clap own hands; "hot," clap partner's hands, face high; "bean," clap thighs; "porridge," clap own hands; "cold," clap partner's hands; "bean," clap thighs; "porridge," clap own hands; "in the," clap partner's hands; "pot," clap own hands; "nine," clap partner's right hand; "days," clap own hands; "old," clap partner's left hand.

Measures 5-8: Repeat same.

C. ACTIVE GAMES AND RELAY RACES

P, Playground; R, Room.

1. Automobile.
2. Birds Fly.
3. Bean Bag Drill.
4. Circle Toss.
5. Crossing the Brook.
6. Do This, Do That.
7. Have You Seen My Sheep?
8. Last Man.
9. Three Deep.
10. Blackboard Relay.
11. Forward Sprint Relay.
12. Over and Under Relay.

AUTOMOBILE. (R.)

The first pupil in each alternate row at a signal from the teacher leaves by the right side, runs forward and around his seat then to the rear and up the left side completely encircling his own row of seats. As soon as he is seated the next one behind him runs in the same way, and this continues until the last pupil has run and has returned to his seat. The other rows then play in the same way and finally the winning rows. At the beginning the captain for each row names the automobile it represents.

BIRDS FLY. (P. R.)

Formation, players in circle one in the center. Players and person in circle slap their knees. Player in center then calls out the name of an animal which flies. All jump into air, stretching the arms out over head and giving a yell. However, if the player in the center should mention an animal that does not fly, the players do not jump up. If any person jumps up when he should not, he must take the place of the one in the center.

BEAN BAG DRILL. (R.)

The players are seated at their desks. A bean bag is placed at the front of each aisle on the floor. At the command "Go"

all the players in the first seats run and take the bags and touch the rear wall then return to their seats, leaving bags on the floor at the side of the second seats. The second line of players do the same and the game continues in this way until all have run. The row wins which finishes first.

CIRCLE TOSS. (R. P.)

Form a circle with about ten feet between each player. All but two or three must hold a bean bag, eraser or some object. At a given signal toss the objects to the right as rapidly as possible. As soon as a player has tossed the object he must turn to the left and be ready to receive from the one to his left. Now and then change the direction of tossing.

CROSSING THE BROOK. (P.)

Draw two lines on floor for the banks of the brook. It should be wider at one end than at the other. The players form in line and take a running jump across the brook. Those who step in the brook must drop out of line. Those who are successful in the jump continue and jump again. Have them try to jump at a wider place than at first. Standing jump may be used also.

DO THIS, DO THAT. (P. R.)

A leader is chosen and all the players stand and face him. The leader takes any kind of position he wishes and then says: "Do this" and all must imitate him. But if the leader should say "Do that" the players are not expected to do it and who ever does must take his seat or drop out of the game.

HAVE YOU SEEN MY SHEEP. (P. R.)

The players all form a circle and one player is chosen a shepherd. He is on the outside of the circle and walking around taps someone on the back and says, "Have you seen my sheep?" The player asks, "How is he dressed?" The shepherd then tells something of the dress of one of the players in the circle, as "He wears brown shoes and a white shirt." The player questioned tries to guess, as details are added to the description. When he guesses correctly the shepherd says, "Yes," and the guesser chases the one described. If the chaser catches the runner before the latter has returned to his place, the chaser becomes shepherd; if he does not, the runner becomes shepherd.

LAST MAN. (R.)

Rows playing must be full rows. One player is "IT" and there is one runner, besides the full rows of seats. The runner may come to the front of any row and call "Last Man" and then each player in the row must move back one seat leaving the first seat vacant for the runner. The last one in the row will be out of place and thus becomes the runner. When a runner is tagged he is "It," and the one who caught him becomes runner and must get out of the way at once.

THREE DEEP. (P.)

Players form a circle and count off by twos, each number two will then step back of the number ones. We then have a double circle with all facing toward the center. One player must be a runner and another a chaser. The runner may run around or between the players, and may be safe by standing in front of any group of two; thus forming one group that is three deep." The rear one in any group of "three deep" immediately becomes the runner and can be tagged by the chaser. The one who is tagged becomes chaser and tries to tag the one that tagged him.

BLACKBOARD RELAY. (R.)

Arrange the pupils so that there will be equal numbers in each row. At the signal "GO" the first player in each row runs to the board, takes the chalk, makes a mark (which was previously agreed to) replaces the chalk and returns touching the next one in his row who then runs to the board, and so on.

FORWARD SPRINT RELAY. (P. R.)

First player, on each team, with handkerchief in hand, runs down to or around a given point and returns to starting line. Second player receives handkerchief at starting line, repeats the run and brings handkerchief back to third boy. Continue until all have run. They must receive handkerchief back of starting line.

OVER AND UNDER RELAY. (P. R.)

Like "Overhead Relay," except that two balls or other objects are passed, the first overhead and the second between feet. The first player counts 10 between the passing of the first and second objects; the last player runs to head off line after receiving both. It can be played in the schoolroom by having alternate rows play at the same time, so as to leave a free aisle for running.

GRADE VI.

A. CALISTHENICS

Do not spend longer than two weeks on each lesson.

First seven weeks review Lessons 1, 2, 5 and 9 of Grade II.

LESSON 1.

1. Class right about—FACE! Left—FACE! Mark time—MARCH! Forward—MARCH! Class—HALT! etc.

2. Hands on neck—PLACE! Head backward—BEND! (1) RAISE! (2) (8 times.)

3. Arms upward—BEND! Left (R) leg sideward—RAISE! (1) DOWN! (2) Same, alternately. * on count—BEGIN! 1-2, 1-2, etc. (16 counts.)†

4. Arms upward—BEND! Left (R) arm upward and right (L) arm sideward—STRETCH! (1) BEND! (2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (32 times.)

5. Arms forward upward raise and feet sideward—PLACE! Trunk forward—BEND! (1) RAISE! (2) (10 times.)

6. Arms sideward raise and left (R) foot forward—PLACE! On the right (L) knee—KNEEL! Trunk to the right (L)—TURN! (1) Forward—TURN! (2) (6 times to left, 6 to right.)

7. Arms upward—BEND! Arms sideward stretch and feet sideward—PLACE! (1) Arms bend and feet together—PLACE! (2) Same jumping on toes, on count—BEGIN! 1-2, 1-2, etc. (32 counts.)

8. Breathing exercise: West Point breathing. (8 times.)

LESSON 2.

1. Class right—DRESS! FRONT! Right—FACE! Right about—FACE! Forward—MARCH! Class—HALT! etc.

2. Hands on hips—PLACE! Chest—RAISE! (1) DOWN! (2) (10 times.)

3. Hands on neck—PLACE! Left (R) leg forward—RAISE! (1) DOWN! (2) Same, alternately on count—BEGIN! 1-2, 1-2, etc.

* Wherever used, "alternately" refers to alternation of exercise from right to left.

† Since there are two counts to each unit, this means eight units.

4. Arms upward—BEND! Left (R) arm upward and right (L) arm sideward—STRETCH! (1) BEND! (2) Same alternately on count—BEGIN! 1-2, 1-2, etc.

5. Hands on neck—PLACE! Trunk forward—BEND! (1) RAISE! (2) (8 times.)

6. Arms forward bend and feet sideward—PLACE! Arms sideward fling and trunk to the right (L)—TURN! (1) Arms bend and trunk forward—TURN! (2) (Alternately, 6 times.)

7. Arms sideward upward raise and feet sideward—PLACE! (1) Arms sideward downward and feet together—PLACE! (2) Same on count—BEGIN! 1-2, 1-2, etc. (32 counts.)

8. Breathing exercise: West Point breathing. (8 times.)

LESSON 3.

1. Hands on hips—PLACE! Running in place, heels up high in back, on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

2. Arms sideward—RAISE! Head backward—BEND! (1) RAISE! (2) (Arch the back.) (8 times.)

3. Arms upward bend and left (R) leg sideward—RAISE! Arms sideward—STRETCH! (1) BEND! (2) Same on count—BEGIN! 1-2, 1-2, etc. (10 counts to left, 10 to right.)

4. Arms forward upward—RAISE! Trunk forward—BEND! (1) RAISE! (2) (8 times.)

5. Arms forward—BEND! Arms sideward fling and trunk to the right—TURN! (1) Arms bend and trunk forward—TURN! (2) Same to left (3) FORWARD! (4) (4 times.)

6. Hands on hips—PLACE! Knees—BEND! (1) Knees—STRETCH! (2) Same on count—BEGIN! 1-2, 1-2, etc. (16 times.)

7. Hands on hips—PLACE! Left leg forward—LUNGE! (1) REPLACE! (2) Right leg forward—LUNGE! (3) REPLACE! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

8. Breathing exercise: Arms forward upward raise and slowly inhale. Arms sideward downward and slowly exhale. (8 times.)

LESSON 4.

1. Class left—FACE! One step to the left—MARCH! Forward—MARCH! To the rear—MARCH! Class—HALT! etc.

2. Hands on neck and left (R) foot forward—PLACE! Head backward—BEND! (1) RAISE! (2) (10 times.)

3. Hands on neck—PLACE! Left (R) leg backward—RAISE! (1) DOWN! (2) Same alternately on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

4. Arms upward bend and left (R) foot sideward—PLACE! Heels—RAISE! Knees—BEND! Arms upward—STRETCH! (1) BEND! (2) Same on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

5. Arms upward bend and feet sideward—PLACE! Trunk forward—BEND! (1) RAISE! (2) (10 times.)

6. Hands on neck and left foot diagonally forward—PLACE! Trunk to the right—TURN! (1) Forward—TURN! (2) To the left—TURN! (3) Forward—TURN! (4) (4 times.)

7. Hands on hips—PLACE! Right (L) knee upward—BEND! Hop on left (R) foot on count—BEGIN! 1-2, 1-2, etc. (10 counts to right, 10 to left.)

8. Breathing exercise: West Point Breathing. (8 times.)

LESSON 5.

1. Class forward—MARCH! To the rear—MARCH! Class—HALT! etc.

2. Arms forward upward raise and feet sideward—PLACE! Trunk slightly backward—BEND! (1) RAISE! (2) (6 times.)

3. Hands on hips and heels—RAISE! (March forward and backward on the toes.)

4. Arms forward bend and left (R) foot sideward—PLACE! (1) Arms sideward—FLING! (2) Arms—BEND! (3) POSITION! (4) Same alternately on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

5. Hands on neck—PLACE! Left (R) leg slowly forward—RAISE! (1) Slowly—DOWN! (2) (8 times to left, 8 to right.)

6. Arms sideward raise and feet sideward—PLACE! (1) Trunk to the right (L)—TURN! (2) Forward—TURN! (3) POSITION! (4) (Alternately, 6 times.)

7. Hands on hips—PLACE! Jump forward then backward, on both feet.

8. Breathing exercise. Slowly inhale, then exhale. (8 times.)

LESSON 6.

Repeat Lessons 1 and 3.

LESSON 7.

1. Class right about—FACE! Two steps backward—MARCH! Left—FACE! Forward—MARCH! Class—HALT, etc.

2. Chest—RAISE! (1) DOWN! (2) (10 times.)

3. Hands on hips—PLACE! Left leg sideward—RAISE! (3) DOWN! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

4. Arms upward bend and feet sideward—PLACE! Arms downward stretch and trunk forward—BEND! (1) Arms bend and trunk—RAISE! (2) (10 times.)

5. Arms sideward stretch and trunk to the left (R)—TURN! (2) Arms bend and trunk forward—TURN! (3) POSITION! (4) (6 times to left, 6 to right.)

6. Hands on hips and left (R) leg forward—LUNGE! (1) POSITION! (2) Same alternately on count—BEGIN! 1-2, 1-2, etc. (24 times.)

7. Hands on hips—PLACE! Left (R) foot forward and right (L) foot backward—PLACE! (1) Feet together—PLACE! (2) Same alternately, jumping on toes, on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

8. Breathing exercise: West Point breathing. (8 times.)

LESSON 8.

1. Hands on neck—PLACE! Running in place, on count—BEGIN! 1-2, 1-2, etc. (32 counts.)

2. Arms sideward raise and left (R) foot sideward—PLACE! (1) Head backward—BEND! (2) RAISE! (3) POSITION! (4) (4 times.)

3. Arms sideward—RAISE! Right leg forward—RAISE (1) DOWN! (2) Left leg forward—RAISE! (3) DOWN! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

4. Arms forward—RAISE! (1) POSITION! (2) Arms forward raise and knees—BEND! (3) POSITION! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

5. Arms sideward—RAISE! Right leg, slowly, forward—RAISE! (1) Slowly—DOWN! (2) Left leg forward—RAISE! (3) Slowly—DOWN! (4) (12 times.)

6. Arms sideward raise and feet sideward—PLACE! Trunk to the right—BEND! (1) RAISE! (2) To the left—BEND! (3) RAISE! (4) (6 times.)

7. Arms upward bend and right leg forward—LUNGE! (1) POSITION! (2) Arms upward bend and left leg forward—

LUNGE! (3) POSITION! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (32 counts.)

8. Breathing exercise: West Point breathing. (8 times.)

LESSON 9.

1. Running around the room, up on the toes.

2. Arms forward upward raise and feet—CLOSE! Head backward—BEND! (1) RAISE! (2) (6 times.)

3. Hands on neck—PLACE! Left leg sideward—RAISE! (1) DOWN! (2) Right leg sideward—RAISE! (3) DOWN! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (16 counts)

4. Arms upward bend and right (L) leg forward—LUNGE! (1) Arms sideward—STRETCH! (2) Arms—BEND! (3) POSITION! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (16 counts to right, 16 to left.)

5. Arms sideward raise and on the right (L) knee—KNEEL! Trunk backward—BEND! (1) RAISE! (2) (8 times.)

6. Arms upward—BEND! Arms upward stretch and trunk to the right—TURN! (1) Arms bend and trunk forward—TURN! (2) (8 times to right, 8 to left.)

7. Hands on hips—PLACE! Heels—RAISE! (1) Knees—BEND! (2) Knees—STRETCH! (3) Heels—DOWN! (4) Same on count—BEGIN 1-2-3-4, 1-2-3-4, etc. (32 counts.)

8. Breathing exercise: Arms sideward raise and slowly inhale. Arms downward and slowly exhale)—(10 times.)

LESSON 10.

1. Arms upward—BEND! Upward—STRETCH! (1) BEND! (2) Sideward—STRETCH! (3) BEND! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (32 counts.)

2. Chest—RAISE! (1) DOWN! (2) (10 times.)

3. Hands on hips—PLACE! Right (L) knee upward—BEND! (1) Forward—STRETCH! (2) BEND! (3) POSITION! (4) Same, alternately, on count—BEGIN! 1-2-3-4; 1-2-3-4, etc. (16 counts.)

4. Arms forward—RAISE! (1) POSITION! (2) Arms sideward—RAISE! (3) POSITION! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (32 counts.)

5. Hands on hips—PLACE! Left (R) leg slowly forward—RAISE! (1) DOWN! (2) (8 times to left, 8 to right.)

6. Arms upward bend and feet—CLOSE! Arms sideward stretch and trunk to the right (L)—TURN! (1) Arms

bend and trunk forward TURN! (2) (8 times to right, 8 to left.)

7. Run around the room, up on the toes.

8. Breathing exercise: West Point breathing. (8 times.)

LESSON 11.

Repeat Lessons 4 and 5.

LESSON 12.

1. Class right—DRESS! FRONT! Forward—MARCH! On toes—MARCH! Double time—MARCH! Common time—MARCH! etc.

2. Hands on hips—PLACE! Head backward—BEND! (1) RAISE! (2) (8 times.)

3. Hands on neck and right (L) knee upward—BEND! (1) POSITION! (2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

4. Arms upward bend and right (L) leg sideward—LUNGE! (1) Arms sideward—STRETCH! (2) Arms—BEND! (3) POSITION! (4) Same, alternately, on count—BEGIN! 1-2-3-4, 1-2-3-4, etc.

5. Arms sideward—RAISE! Arms upward fling and trunk forward—BEND! (1) Arms sideward and trunk—RAISE! (2) Give slowly. (12 times.)

6. Arms sideward raise and trunk to the right (L)—BEND! (1) Arms down and trunk—RAISE! (2) (Alternate. 12 times.)

7. Hands on hips—PLACE! Jump in place to right (L) with a turn of 90 degrees. (4 times to right, 4 to left.)

8. Breathing exercise: Arms forward upward and slowly inhale. Arms sideward downward and slowly exhale. (10 times.)

LESSON 13.

1. Class right—FACE! Left—FACE! About—FACE! Forward—MARCH! By the right flank—MARCH! By the left flank—MARCH! Class—HALT etc.

2. Hands on neck—PLACE! Head backward—BEND! (1) RAISE! (2) (6 times.)

3. Arms upward and right (L) knee upward—BEND! (1) POSITION! (2) Same alternately, on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

4. Arms upward bend and feet sideward—PLACE! Left arm upward and right arm sideward—STRETCH! (1) BEND!

(2) Right arm upward and left arm sideward—STRETCH!
 (3) BEND! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4,
 etc. (24 counts.)

5. Arms forward upward raise and left (R) foot forward
 —PLACE! (1) Trunk forward—BEND! (2) RAISE! (3) PO-
 SITION! (4) (4 times to right, 4 to left.)

6. Arms forward bend and left (R) foot sideward—
 PLACE! Trunk to the right (L) BEND! (1) RAISE! (2) (Al-
 ternate, 8 times.)

7. Hands on hips—PLACE! Feet sideward—PLACE! (1)
 Together—PLACE! (2) Same, jumping on toes, on count—
 BEGIN! 1-2, 1-2, etc. (24 counts.)

8. Breathing exercise: Arms sideward raise and slowly
 inhale. Arms downward and slowly exhale. (8 times.)

LESSON 14.

1. Class forward—MARCH! To the rear—MARCH! By
 the right flank—MARCH! etc.

2. Arms upward—BEND! Head backward bend and chest
 —RAISE! (1) Head raise and chest—DOWN! (2) (6 times.)

3. Arms upward bend and left (R) leg backward—
 RAISE! Arms upward—STRETCH! (1) BEND! (2) Same
 on count—BEGIN! 1-2, 1-2, etc. (8 counts for left, 8 for
 right.)

4. Arms forward upward raise and left foot forward—
 PLACE! (1) POSITION! (2) Same with right foot (3) PO-
 SITION! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc.
 (24 counts.)

5. Hands on hips and feet sideward—PLACE! Trunk for-
 ward—BEND! (1) RAISE! (2) (8 times.)

6. Arms upward bend and feet sideward—PLACE! Trunk
 to the right—TURN! (1) Forward—TURN! (2) Arms side-
 ward—STRETCH! (3) BEND! (4) (8 times to right, 8 to
 left.)

7. Hands on hips—PLACE! Left (R) foot forward and
 right (L) foot backward—PLACE! (1) Together—PLACE!
 (2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (32
 counts.)

8. Breathing exercise: West Point breathing. (8 times.)

LESSON 15.

1. Hands on neck—PLACE! On hips—PLACE! POSI-
 TION! Right—FACE! etc. (Quick changes.)

2. Arms forward upward raise and feet sideward—PLACE! Trunk slightly backward—BEND! (1) RAISE! (2) (6 times.)
3. Arms sideward and left (R) leg backward—RAISE! (1) Trunk forward—BEND! (2) RAISE! (3) POSITION! (4) Same, alternately, on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)
4. Arms upward bend and left (R) foot forward—PLACE! Left arm upward and right arm sideward—STRETCH! (2) Arms—BEND! (3) POSITION! (4) Same, alternately, on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)
5. Hands on neck and left (R) foot forward—PLACE! On the right (L) knee—KNEEL! Trunk backward—BEND! (1) RAISE! (2) (4 times to right, 4 to left.)
6. Arms forward bend and left (R) foot sideward—PLACE! (1) Arms sideward fling and trunk to the right (L) TURN! (2) Arms bend and trunk forward—TURN! (3) POSITION! (4) (Alternate, 6 times.)
7. Hands on hips—PLACE! Running in place on count—BEGIN! 1-2, 1-2, etc. (32 counts.)
8. Breathing exercise: Arms forward upward raise and slowly inhale. Arms sideward downward and slowly exhale. (8 times.)

LESSON 16.

1. Class forward—MARCH! To the rear—MARCH! Class—HALT! Right—FACE! About—FACE! etc.
2. Arms sideward raise and left (R) foot forward—PLACE! Chest—RAISE! (1) DOWN! (2) (8 times.)
3. Arms sideward and left (R) leg backward—RAISE! Heels—RAISE! (1) DOWN! (2) Same on count—BEGIN! 1-2, 1-2, etc. (6 counts for left, 6 for right.)
4. Arms upward bend and feet sideward—PLACE! (1) Arms sideward—STRETCH! (2) Arms—BEND! (3) POSITION! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)
5. Arms sideward raise and left (R) leg, slowly—RAISE! (1) Arms and leg, slowly—DOWN! (2) (Alternate, 6 times.)
6. Arms sideward raise and left (R) foot forward—PLACE! (1) Trunk to the left (R)—TURN! (2) Forward—TURN! (3) POSITION! (4) (Alternate 6 times.)

7. Hands on hips and right (L) knee upward—BEND! Hop on left (R) foot, on count—BEGIN! 1-2, 1-2, etc. (12 counts for right, 12 for left.)

8. Breathing exercise: Arms sideward raise and slowly inhale. Arms downward and slowly exhale. (8 times.)

LESSON 17.

1. Hands on hips—PLACE! Running in place, on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

2. Arms forward upward raise and right (L) foot sideward—PLACE! Trunk, slightly backward—BEND! (1) RAISE! (2) (6 times.)

3. Hands on hips and right (L) knee upward—BEND! Leg forward—STRETCH! (1) BEND! (2) Same on count—BEGIN! 1-2, 1-2, etc. (8 counts for right, 8 for left.)

4. Arms forward raise and left (R) foot sideward—PLACE! (1) Arms upward—RAISE! (2) Arms (to horizontal)—DOWN! (3) POSITION! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

5. Hands on neck and feet sideward—PLACE! Trunk forward—BEND! (1) RAISE! (2) (8 times.)

6. Arms sideward raise and left (R) foot sideward—PLACE! (1) Trunk to the left, touching right hand to left toe—TURN! (2) Forward—TURN! (3) POSITION! (4) (Alternately 6 times.)

7. Arms upward bend and heels—RAISE! (1) Knees—BEND! (2) Knees—STRETCH! (3) POSITION! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

8. Breathing exercise: West Point breathing (8 times.)

B. SINGING GAMES AND FOLK DANCES

CHILDREN'S POLKA.



Formation: Single circle around room, couples facing each other, hands joined and arms extended shoulder high. Measures 1, 2, partners slide to center of circle, and Measures 3-4, return to places. Measures 5-8, repeat. Measure 9, clap own thighs, then clap hands in front of chest. Measure 10, clap partner's hands three times. Measures 11, 12, repeat last two figures. Measures 13, point R toe forward and resting R elbow in L hand, shake forefinger of R hand at partner three times. Measure 14, repeat with L foot and hand. Measure 15, jump four times in place, making a quarter turn each time and turning around away from partner. Measure 16, stamp three times, beginning with R foot.

HOW-DO-YOU-DO.

(Music: tempo 2-4)

Formation: Circle around room, sets of 4 couples facing.

1. Inside hands joined, outside on skirt (or at waist), 4 slides to L, 4 slides back to place (8 counts). Hands joined, 8 slides around to L (8 counts.)

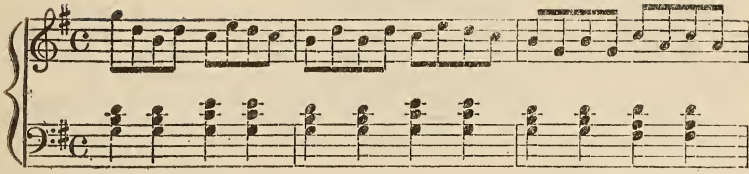
2. Forward and back (8 counts). Forward and "How-wo-you-do" (8 counts.) On "how" joint R hands with opposite; on "do" shake R hands with opposite; on "you" join L hands with opposite, on "do" shake L hands with opposite. Hands jointed with opposite, 8 slides toward center of circle (8 counts), 8 slides back to place (8 counts.)

3. "Star." R hands joined with diagonal, 8 skips around in place, moving to L. Turn, join L hands, 8 skips back to place.

4. Forward and back. Forward and pass through opposite couple. Start with R foot, 6 steps forward, step to R and curtesy to new couple. (Each one goes to her own R in "passing through.") (8 counts.)

Repeat from beginning with new couple.

SAILOR'S HORNPIPE.



SAILOR'S HORNPIPE.

Exercise 1. Alternate change steps forward beginning R, with arms folded and help high, body inclined away from advancing foot. 16 counts.

Exercises 2. (1) Spring on R foot with L toe behind R, R hand thrown out in gesture and L hand on hip—(2) same L—(3-4) change

step R—(5-8) repeat (1 to 4), beginning on other side—(9-16) alternate change steps backward, beginning R.

Exercise 3. Rope Pulling. (1) Look up and raise R hand forward upward as if grasping a rope and then pull down—(2) same left. Continue for 8 counts, at the same time advancing quickly on heels by very short steps, time being kept by arm exercise only.

Rowing. (9-16) half rocking step with R foot forward, stooping low and reaching forward with hands as you rock forward, pulling and bringing up hands close to front of waist as you rock backward, gradually retreating.

Exercise 4. Lookout. (1-2) Change steps sidewise R with slide (3, 4) repeat L, R hand help up as if to shield eyes, which are turned to side—(5-16) repeat alternately L and R.

Exercise 5. Same as Exercise 2, turning completely around during each change step.

Exercise 6. (1-3) Turn and take 3 running steps forward—(4) hop L sideways R foot forward—(5-16) repeat alternately L and R, all the time with hands clasped and held low with palms toward floor.

C. ACTIVE GAMES AND RELAY RACES

P, Playground; R, Room.

1. Arch Ball, page 146.
2. Black Tom.
3. Dodge Ball.
4. Fox and Geese.
5. Guessing Verb.
6. Hill Dill.
7. Third Man.
8. Ball Passing Relay.
9. Forward Bend Relay.
10. Forward Sprint, Relay, page 198.
11. Potato Relay.

BLACK TOM. (P.)

Mark two lines on the ground dividing the playing space into three equal parts. One player is "IT". He stands in the middle space, all the players being at one end. When he calls "Black Tom," all the players run and try to reach the other end. "IT" tags as many as possible and all who are tagged must remain in the center and help tag the rest, and the one who is "IT" may call out "Black Tom."

DODGE BALL. (P.)

Players in two equal groups, one group forming a circle with the other group inside. The outside has some kind of a soft ball with which they try to hit the players inside the circle. As soon as one is hit he must join those on the outside and help hit the others. When all have been hit in this way the groups change places and repeat.

FOX AND GEESE. (P.)

One player is to be the fox and one the gander. All the remaining players are geese who line up in single file back of the gander. The last goose is eligible to be caught by the fox. The gander leads his flock back and forth all around and the fox endeavors to catch the last one in the line. If the fox catches a goose the two exchange places.

GUESSING VERB. (R.)

Divide the players into two sides, one side going outside the room and those remaining choose some verb, which is to be guessed and acted by the other party. The players who were outside the room are told some word which rhymes with the chosen verb. They then decide on some verb and act it out. The inside players must then decide if the acting represents the correct verb. If right they clap their hands, if not the outside players return and try out another word. As soon as they have acted out the right verb, the two sides change places.

HILL DILL. (P.)

This game is very similar to "Black Tom" except that the players run when "Hill Dill" is called and the game starts, players may then run back and forth at any time without any further call. This makes it more difficult to catch them.

THIRD MAN. (P.)

Played much like three deep,* but is more difficult. Players stand in couples, facing each other, couples scattered about any way. The runner is free from being tagged when he steps between the two players of any couple, and the chaser must choose the one toward whom the runner turns his back. Rules otherwise like three deep.

BALL PASSING RELAY. (P. R.)

(Use an eraser.) All boys spread legs. First one in column passed some object back between legs to the next boy who passes it on. When last one in column has recovered it they kneel down, and he runs forward astraddle the other boys to the head of the column. The others quickly rise and the object is passed back between legs, etc., until all have carried it forward.

FORWARD BEND RELAY (P. R.)

No. 1, on each team, runs forward to goal with body bent forward, hands hanging below knees. Returns upright on the sprint, and tags No. 2. Continue until all have run.

POTATO OR BLOCK RELAY. (P.)

First player carries potatoes (6 stones) one at a time forward to a given point 20 yards distant. Second one carries them back to the starting point, one at a time. Third player carries them out again. Continue until all have run.

*See page 164.

JUNIOR HIGH SCHOOL
FIRST YEAR

A. CALISTHENICS

Do not spend longer than two weeks on each lesson.

First seven weeks review Lessons 1, 2, 5 and 9 of Grade II.

LESSON 1.

1. Right (L)—FACE! Left (R)—FACE! About—FACE!
Class forward—MARCH! etc.

2. Hands on hips and feet sideward—PLACE! (1) Chest—
RAISE! (1) DOWN! (2) (10 times.)

3. Arms upward—BEND! Sideward—STRETCH! (1)
BEND! (2) Same on count—BEGIN! 1-2, 1-2, etc. (32
counts.)†

4. Hands on hips—PLACE! Left leg forward—RAISE!
(1) DOWN! (2) Right leg forward—RAISE! (3) DOWN! (4)
(6 times.)

5. Hands on neck—PLACE! Trunk forward—BEND! (1)
RAISE! (2) (8 times.)

6. Hands on hips—PLACE! Trunk to the right—BEND!
(1) RAISE! (2) To the left—BEND! (3) RAISE! (4) (8
times.)

7. Hands on hips—PLACE! Right leg backward—
RAISE! Hop on left foot, on count—BEGIN! 1-2, 1-2, etc.
(12 counts for right, 12 for left.)

8. Breathing exercise: Arms sideward upward and slowly
inhale. Arms sideward downward and slowly exhale. (10
times.)

LESSON 2.

1. Hands on hips—PLACE! Running in place on count—
BEGIN! 1-2, 1-2, etc. (32 counts.)

2. Arms sideward and chest—RAISE! (1) DOWN! (2) (6
times.)

3. Arms sideward and left (R) leg sideward—RAISE! (1)
DOWN! (2) Same, alternately, * on count—BEGIN! 1-2, 1-2,
etc. (16 counts.)

4. Arms upward—BEND! Right arm sideward—
STRETCH! (1) BEND! (2) Left arm sideward—STRETCH!

* Whenever used "alternately" refers to alternation of exercise
from right to left

† Since there are two counts to the unit, this means 16 units,

(3) BEND! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

5. Hands on neck and feet sideward—PLACE! Trunk forward—BEND! (1) RAISE! (2) (8 times.)

6. Arms upward bend and feet sideward—PLACE! Arms sideward stretch and trunk to the right—BEND! (1) Arms bend and trunk—RAISE! (2) (Alternate 10 times.)

7. Hands on hips—PLACE! Skip forward around the room.

8. Breathing exercise: Hands on hips—PLACE! Raise heels and slowly inhale. Lower heels and slowly exhale. (10 times.)

LESSON 3.

1. Hands on neck—PLACE! On hips—PLACE! POSITION! Hands on hips—PLACE! etc.

2. Arms sideward—RAISE! Chest—RAISE! (1) DOWN! (2) (8 times.)

3. Hands on neck—PLACE! Right knee upward—BEND! Forward—STRETCH! (1) BEND! (2) Same on count—BEGIN! 1-2, 1-2, etc. (8 counts for right, 8 for left.)

4. Arms upward—BEND! (1) Arms sideward—STRETCH! (2) Arms—BEND! (3) POSITION! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

5. Hands on hips and feet sideward—PLACE! Trunk to the right—BEND! (1) RAISE! (2) (Alternate 12 times.)

6. Arms sideward—RAISE! Heels—RAISE! (1) Knees—BEND! (2) Knees—STRETCH! (3) Knees—DOWN! (4) Same on count—BEGIN—1-2-3-4, 1-2-3-4, etc. (24 counts.)

7. Hands on neck—PLACE! Left leg sideward—RAISE! Hop on right foot, on count—BEGIN! 1-2, 1-2, etc. (12 counts for right, 12 for left.)

8. Breathing exercise: Arms sideward raise and slowly inhale. Arms downward and slowly exhale. (10 times.)

LESSON 4.

1. Arms upward bend and left (R) foot sideward—PLACE! (1) POSITION! (2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

2. Chest—RAISE! (1) DOWN! (2) (10 times.)

3. Arms sideward—RAISE! Left leg sideward—RAISE! (1) DOWN! (2) Right leg sideward—RAISE! (3) DOWN! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (16 counts.)

4. Arms sideward—RAISE! (1) DOWN! (2) Same on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

5. Hands on hips and feet sideward—PLACE! Trunk forward—BEND! (1) RAISE! (2) (10 times.)

6. Arms sideward raise and left foot sideward—PLACE! (1) Trunk to the left—BEND! (2) RAISE! (3) POSITION! (4) (12 times.)

7. Hands on hips and right knee upward—BEND! (1) POSITION! (2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

8. Breathing exercise: Hands on hips—PLACE! Slowly inhale and exhale. (10 times.)

LESSON 5.

1. Class two steps backward—MARCH; 1-2-3. Three steps forward—MARCH! 1-2-3-4. One step backward—MARCH! 1-2, etc.

2. Hands on neck! PLACE! Chest—RAISE! (1) DOWN! (2) (10 times.)

3. Hands on hips—PLACE! Left (R) leg sideward—RAISE! (1) DOWN! (2) Same alternately, on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

4. Arms forward—RAISE! (1) DOWN! (2) Sideward—RAISE! (3) DOWN! (4). Same on count—BEGIN! 1-2-3-4. 1-2-3-4, etc. (24 counts.)

5. Hands on hips and feet sideward—PLACE! Trunk forward—BEND! (1) RAISE! (2) Backward—BEND! (3) RAISE! (4) (6 times.)

6. Arms sideward raise and right (L) foot forward—PLACE! (1) Trunk to the right (L)—TURN! (2) Forward—TURN! (3) POSITION! (4) (Alternately, 8 times.)

7. Arms upward—BEND! Feet sideward—PLACE! (1) Together—PLACE! (2) Same on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

8. Breathing exercise: Arms forward upward raise and slowly inhale. Arms sideward downward and slowly exhale. (10 times.)

LESSON 6.

1. Class right—FACE! Left—FACE! Heels—RAISE! DOWN! etc.

2. Arms sideward—RAISE! Head backward—BEND! (1) RAISE! (2) (10 times.)

3. Hands on hips—PLACE! Left leg backward—RAISE!
 (1) DOWN! (2) Right leg backward—RAISE! (3) DOWN!
 (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (16 counts.)

4. Arms upward—BEND! Forward—STRETCH! (1)
 BEND! (2) Downward—STRETCH! (3) BEND! (4) Same
 on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

5. Hands on hips—PLACE! Left (R) leg, slowly, forward
 —RAISE! (1) DOWN! (2) (Alternate, 10 times.)

6. Arms sideward—RAISE! Trunk to the right—BEND!
 (1) RAISE! (2) Trunk to the left (R) BEND! (3) RAISE!
 (4) (6 times.)

7. Hands on neck—PLACE! Running in place, on count—
 BEGIN! 1-2, 1-2, etc. (24 counts.)

8. Breathing exercise: Arms sideward upward raise and
 slowly inhale. Arms sideward downward and slowly exhale.
 (10 times.)

LESSON 7.

1. Class right about—FACE! Left—FACE! Mark time
 —MARCH! Forward—MARCH! Class—HALT!

2. Hands on neck—PLACE! Head backward—BEND! (1)
 RAISE! (2) (8 times.)

3. Arms upward—BEND! Left (R) leg sideward—RAISE!
 (1) DOWN! (2) Same, alternately, on count—BEGIN! 1-2,
 1-2, etc. (16 counts.)

4. Arms upward—BEND! (1) Left arm upward, right
 arm sideward—STRETCH! (2) Arms—BEND! (3) POSI-
 TION! (4) Same, alternately, on count—BEGIN! 1-2-3-4,
 1-2-3-4, 1-2-3-4, etc. (16 counts.)

5. Arms forward upward raise and feet sideward—PLACE!
 Trunk forward—BEND! (1) RAISE! (2) (10 times.)

6. Arms sideward raise and left (R) foot forward—
 PLACE! On the right (L) knee—KNEEL! Trunk to the
 right (L)—TURN!(1) Forward—TURN!(2) To the left—
 TURN! (3) Forward—TURN! (4) (Alternately, 6 times.)

7. Arms upward—BEND! Arms sideward stretch and
 feet sideward—PLACE! (1) Arms bend and feet together
 —PLACE! (2) Same, jumping on toes, on count—BEGIN!
 1-2, 1-2, etc. (24 counts.)

8. Breathing exercise: West Point breathing (8 times.)

LESSON 8.

1. Class right—DRESS! Front! Right—FACE! Right
 about—FACE! Forward—MARCH! Class—HALT! etc.

2. Hands on hips—PLACE! Chest—RAISE! (1) DOWN! (2) (10 times.)

3. Hands on hips—PLACE! Left leg forward—RAISE! (1) DOWN! (2) Right leg forward—RAISE! (3) DOWN! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (16 counts.)

4. Arms upward—BEND! Left arm upward and right arm sideward—STRETCH! (1) BEND! (2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

5. Hands on neck—PLACE! (1) Trunk forward—BEND! (2) RAISE! (3) POSITION! (4) (8 times.)

6. Arms forward bend and feet sideward—PLACE! Arms sideward fling and trunk to the right (L)—TURN! (1) Arms bend and trunk forward—TURN! (2) (6 times to right, 6 to left.)

7. Arms sideward upward raise and feet sideward—PLACE! (1) Arms sideward downward and feet together—PLACE! (2) Same, jumping on toes, on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

8. Breathing exercise: West Point breathing. (8 times.)

LESSON 9.

1. Class forward—MARCH! To the rear—MARCH! Class—HALT! etc.

2. Arms forward upward raise and feet sideward—PLACE! Trunk, slightly backward—BEND! (1) RAISE! (2) (8 times.)

3. Hands on hips and heels—RAISE! (1) Knees—BEND! (2) Knees—STRETCH! (3) POSITION! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

4. Arms forward—BEND! Arms sideward—FLING! (1) BEND! (2) Same on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

5. Hands on neck—PLACE! Left (R) leg slowly forward—RAISE! (1) Slowly—DOWN! (2) (8 times for left, 8 for right.)

6. Arms sideward raise and feet sideward—PLACE! (1) Touching left hand to right toe—TURN! (2) Forward—TURN! (3) POSITION! (4) (Alternately, 8 times.)

7. Hands on hips—PLACE! Hop forward on right foot and backward on left—BEGIN!

Breathing exercise: Slowly inhale, then exhale. (8 times.)

LESSON 10.

1. Class right about—FACE! Two steps backward—MARCH! Left—FACE! Forward—MARCH! Class—HALT! etc.

2. Chest—RAISE! (1) DOWN! (2) (10 times.)
3. Hands on hips—PLACE! Left (R) leg sideward—RAISE! (1) DOWN! (2) (10 times.)
4. Arms upward bend and feet sideward—PLACE! (1) Arms sideward—STRETCH! (2) BEND! (3) POSITION! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)
5. Arms upward bend and on the right (L) knee—KNEEL! Trunk backward—BEND! (1) RAISE! (2) (6 times to right, 6 to left.)
6. Arms upward bend and left (R) foot sideward—PLACE! Arms sideward stretch and trunk to the left—TURN! (1) Arms bend and trunk forward—TURN! (2) Same to right—TURN! (3) Forward—TURN! (4) (12 times.)
7. Hands on hips and left (R) leg forward—LUNGE! (1) POSITION! (2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (16 counts.)
8. Breathing exercise: West Point breathing (8 times.)

LESSON 11.

1. Hands on neck—PLACE! Running in place, on count—BEGIN! 1-2, 1-2, etc. (24 counts.)
2. Arms sideward—RAISE! Left (R) foot sideward—PLACE! Head backward—BEND! (1) RAISE! (2) (6 times.)
3. Arms sideward—RAISE! Right leg forward—RAISE! (1) DOWN! (2) Left leg forward—RAISE! (3) DOWN! (4) Same on count—BEGIN! 1-2-3-4, etc. (24 counts.)
4. Arms forward—RAISE! (1) POSITION! (2) Arms forward raise and knees—BEND! (3) POSITION! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (16 counts.)
5. Arms sideward—RAISE! Right (L) leg slowly forward—RAISE! (1) Slowly—DOWN! (2) (Alternate, 12 times.)
6. Arms sideward raise and feet sideward—PLACE! Trunk to the right (L)—BEND! (1) RAISE! (2) (Alternate 10 times.)
7. Arms upward bend and right (L) leg forward—LUNGE! (1) POSITION! (2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (24 counts.)
8. Breathing exercise: West Point breathing. (8 times.)

LESSON 12.

1. Running around the room, up on the toes.
2. Arms forward upward raise and left (R) foot forward—PLACE! Trunk slightly backward—BEND! (1) RAISE! (2) (6 times.)

3. Hands on neck—PLACE! Left (R) leg sideward—RAISE! (1) DOWN! (2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

4. Arms upward bend and right leg forward—LUNGE! (1) Arms sideward—STRETCH! (2) Arms—BEND! (3) POSITION! (4) Same, alternately, on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

5. Arms sideward raise and on the right (L) knee—KNEEL! Trunk backward—BEND! (1) RAISE! (2) (6 times on right, 6 on left.)

6. Arms upward—BEND! Arms upward stretch and trunk to the right—TURN! (1) Arms bend and trunk forward—TURN! (2) (Alternately, 8 times.)

7. Hands on hips—PLACE! Left (R) leg forward and right (L) heel—RAISE! (1) DOWN! (2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

8. Breathing exercise: Arms sideward raise and slowly inhale. Arms downward and slowly exhale. (8 times.)

LESSON 13.

1. Arms upward—BEND! Arms upward—STRETCH! (1) BEND! (2) Same on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

2. Chest—RAISE! (1) DOWN! (2) (8 times.)

3. Hands on hips—PLACE! Right (L) knee upward—BEND! (1) Forward—STRETCH! (2) BEND! (3) POSITION! (4) Same, alternately, on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

4. Arms forward—RAISE! (1) POSITION! (2) Arms sideward—RAISE! (3) POSITION! (4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (16 counts.)

5. Hands on hips—PLACE! Left (R) leg forward—RAISE; (1) DOWN! (2) (Alternately, 12 times.)

6. Arms upward bend and feet CLOSE! Arms sideward stretch and trunk to the right (L)—TURN! (1) Arms bend and trunk forward—TURN! (2) (Alternate, 10 times.)

7. Run around the room, up on the toes.

8. Breathing exercise. West Point Breathing. (10 times.)

LESSON 14.

1. Class right—DRESS! FRONT! Forward—MARCH! On toes—MARCH! Double time—MARCH! Common time—MARCH! etc.

2. Hands on hips—PLACE! Head backward—BEND! (1) RAISE! (2) (8 times.)

3. Hands on neck and right (L) knee upward—BEND! (1) POSITION! (2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

4. Arms upward bend and right (L) leg sideward—LUNGE! (1) Arms sideward—STRETCH! (2) Arms—BEND! (3) POSITION! (4) Same, alternately on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

5. Arms sideward—RAISE! Arms upward fling and trunk forward—BEND! (1) Arms sideward and trunk—RAISE! (2) (8 times.)

6. Arms sideward raise and trunk to the right (L)—BEND! (1) Arms down and trunk—RAISE! (2) (Alternate, 12 times.)

7. Hands on hips—PLACE! Jump in place with a turn of 90 degrees. (3 times to right, 3 to left.)

8. Breathing exercise. Arms sideward raise and slowly inhale. Arms downward and slowly exhale. (8 times.)

LESSON 15.

Repeat Lessons 6 and 8.

LESSON 16.

1. Class forward—MARCH! By the left flank—MARCH! To the rear—MARCH! Class—HALT! etc.

2. Arms forward upward raise and feet sideward—PLACE! Trunk to the right—TURN! Trunk slightly backward—BEND! (1) RAISE! (2) (4 times to right, 4 to left.)

3. Arms sideward and right leg backward—RAISE! (1) DOWN! (2) Same with left leg (3) DOWN! (4) Same on count BEGIN! 1-2-3-4, 1-2-3-4, etc. (16 counts.)

4. Arms forward bend and right (L) foot backward—PLACE! (1) Arms sideward—FLING! (2) Arms—BEND! (3) POSITION! (4) Same, alternately, on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

5. Arms forward—RAISE! Arms upward fling and trunk backward—BEND! (1) Arms forward and trunk—RAISE! (2) (8 times.)

6. Arms sideward upward raise and trunk to the right—(L)—BEND! (1) Arms sideward downward and trunk—RAISE! (2) (Alternately, 8 times.)

7. Hands on hips—PLACE! Hop forward on right and backward on left foot.

8. Breathing exercise: West Point breathing. (8 times.)

B. FOLK DANCES

Ace of Diamonds, page 159; Tarantella, page 209.

TANTOLI

Formation: Double circle. Partners face forward. Join inside hands, outside hands on hips.

Measures 1-8: Heel and toe polka, stamping on polka step. (Place L heel on floor in front, hop on R foot (count one-and). Touch L toe behind, hop on R (count two-and) then polka step (see "Practice Polka"). Repeat to other side. Begin with outside foot.

Measure 9-15: With hands on partner's shoulders, step-hop, turning R. This may be taken without turning the first time, and with turning on the repeat.

Measure 16: Stamp 3 times.

Repeat from beginning.

COMING THROUGH THE RYE.

(Music: Old tune of same name.)

Formation. In circle; partners side by side, inside hands joined, outside hands at waist or holding skirt. Progression counter-clock wise.

Steps. Step and bend; step-hop and swing.

1. Step sideward R, L foot step behind R (count one-and) Bend knees slightly (count two-and). Repeat L. Step R, step L foot behind R, step R, point L in front of R. Repeat all to L.

2. Chorus. Step forward R, swing L foot in front and hop R. Repeat L, R, L. Both hands at waist, turn in place with 4 step swings. Repeat 4 step swings forward. Bow and curtsy 4 counts. Repeat whole dance.

PRACTICE POLKA.

(Music: "Coming Through the Rye," or any 2-4 music.)

Formation. Couples side by side with inside hands joined, outside hands on hips, facing around circle.

Polka step. After a preliminary hop on L foot, step forward with R foot (one); close L foot to R foot (and); step forward again with R foot (two); hop on R foot (and). (Meas. 2.) Repeat same, beginning L foot.

Counts. One-and-two-and.

1. Polka 3 times forward, starting with foot away from partner.

2. Stamp 3 times; face partner.

3. Polka 3 times forward, at same time turning toward partner, then away, then toward, letting arms swing well back then forward and then back.

4. Clap 3 times; partners face.

5. Polka 3 times (see number 3.)

6. Stand still 3 counts (facing partner.)

7. Point R toe forward, place R elbow in L hand, shake finger at partner 3 counts.

8. Repeat L,

9. Polka once, each one turning in place with hands on hips.

10. Stamp 3 times.

Repeat from beginning.

THE OSTEND.

(Music, "The Ostend.")

Formation; In couples in big circle. (Both start with R foot.)

1. (Hands crossed "skating position.") Cross step R, cross step L. Four step-hops, R, L, R, L. Cross Step R—(Step R to R side, step L behind R, step R to R side, hop on R and raise L.)

2. Hands at waist; facing partner). Cross step R (moving away from partner.) Cross step L (moving back to place) R hands joined (high.) Four step-hops R, L, R, L, (moving around big circle to L.) *Finish in original position.

Repeat from beginning.

VIRGINIA REEL.

(Music, Any old-fashioned lively tune.)

Pupils in two lines, several feet part. If there are more than twelve, have two or more sets. One end of set is called the head, the other the foot.

Head

1 2

1 2

1 2

1 2

1 2

1 2

Foot

Fig 1. Head No. 1 and foot No. 2 go toward each other and back to places, then head No. 2 and foot No. 1. Note: In figures 2, 3, 4 and 5, the head and foot couples work diagonally as described in figure 1.

Fig. 2. Head No. 1 and foot No. 2 join R hands, turn and return to places. Opposite ends same.

Fig. 3. Join L hands, turn and return to places.

Fig. 4. Turn with both hands joined.

Fig. 5. Back around each other, "do-si-do."

Fig. 6. "Cast off." Head couple join R hands and turn half way around, No. 1 joining L hand with the second No. 2 and No. 2 with the second No. 1. Continue down the set,

head couple swinging with the R hand after each time of swinging one in the line. When foot of set is reached, head couple join both hands and skip sidewise to head of set.

Fig. 7. Countermarch. Each line marches with No. 1 and No. 2 of head couple leading, outside of set and down to foot, where head couple form an arch with both hands and all others pass under. This brings the second couple at head and leaves head couple at foot. Continue if desired until all couples have been head couples.

C. ACTIVE GAMES AND RELAY RACES

P, Playground; R, Room.

1. Balance Tag.
2. Center Base.
3. Chariot Race.
4. Every Man in His Own Den.
5. Hook Arm Tag.
6. Poison.
7. Prisoner's Base.
8. Pin Football.
9. Ball Passing Relay.
10. Blackboard Relay.
11. Forward Bend' Relay.
12. Forward Sprint Relay.

BALANCE TAG. (R.)

One player is selected to be a runner and another, the chaser. Each of them puts a bean bag on his head and must keep it there while running without touching it with hands. The players run up and down the aisles and when the runner wants to stop running he puts the bean bag on some one else's head and that person becomes the runner.

CENTER BASE. (R.)

All the players are seated except one, who, while standing by the desk in the center of the room (the desk should be marked on top with chalk to distinguish it), tosses the bean-bag to some other player. That player must catch the bean-bag and put it on the center desk and quickly chase the one who threw it. The thrower tries to get back to the center base and touch the bean-bag without being tagged. If he succeeds in this he goes to his seat and the game is repeated with the other players throwing the bean-bag. If he is tagged before touching the bean-bag he throws again and the chaser returns to his seat. See that those sitting keep their feet out of aisles.

CHARIOT RACE. (P.)

Three players with joined hands make a team. Teams race between convenient points. A straight-away course is preferred, with starting and finishing lines. Teams may race

two by two, and then winners race. Carefully observe rule of beginning the race from behind the starting line. On a May day or gala day it will add to the festivity of the occasion to have bright colored ribbons (torn from cheese cloth) held by the two outside "horses" and by a fourth player who acts as driver.

EVERY MAN IN HIS OWN DEN. (P.)

Each player marks out for himself a den 2 or 3 feet in diameter. These dens should be as far apart as they can have them in the playing space. They start on the plan of "Prison Base," trying to make prisoners of one another, but if one is captured he must join his captor in the game instead of being a prisoner. The main rule of prison base applies; for example, if players 1, 2, 3, 4, 5 and 6 leave their dens in the order of the numbers, player 1 can be caught by any of the others and player 6 can tag any or all of the others he can reach; but as soon as player 1 touches his own den again, that makes him able to tag any of the others. The play begins by the players "making dares" to induce their opponents from their dens; as they are captured they form fewer and stronger groups, until finally there are two groups of about equal strength or one group that rapidly captures all the rest. That player who, with his captives finally captures all the rest wins.

HOOK ARM TAG. (P.)

Formation, circle: Players paired, inside arms hooked at elbows, outside hands on hips. Two players are in center, one is "IT." The other one is chased by "IT" and runs about circle, either inside or out, and may hook the elbow of any player. The player he catches, holds fast to him, and the third one (the one at the other end) is then the one to be chased. If "IT" tags the player chased before he can hook an arm, the latter chases "IT", or some one set free by "IT" and the game continues.

POISON. (P. R.)

A circle is marked on the floor or ground considerably smaller than another circle formed by the players, clasping hands, each player tries, by pulling or pushing, to induce the others to step within the smaller circle, but endeavors to keep out of it himself. Anyone who touches the ground within the inner circle, if only with one foot, is said to be poisoned. As

soon as this happens, the player or players so poisoned become catchers; the other players shout "POISONED," and at once break the circle and run for safety, which consists in standing on wood. The merest chip will answer, and growing things are not counted wood.

PRISONER'S BASE.

Two bases of large size and two prisons should be marked out. Choose sides of equal number and have them occupy bases. The object of the game is to make prisoners of the opponents. The special rule of play is that any player can tag and thus capture any player of the opposing side who left his base earlier, that is, the player who has been away from his base longest can be tagged by any opponent who has not been away so long. The only ways to escape being tagged are to run so fast that no opponent can catch you or to go back to your base. When one is tagged, the tagger can take his prisoner to prison without being captured. If a player of the same side as a prisoner can tag him before being tagged by the opponents, he may take him home without being captured. The success of the game depends much on the size of bases and prisons and their location and distance apart. Anyone caught before reaching safety, or in changing places afterward, joins the catchers.

PIN FOOTBALL.

The game is played with a soccer football. Draw two concentric circles of about five (5) feet and thirty (30) feet in diameter at each end of a playing area. A circle for the purpose of jumping is marked out in the center of the playing area to be three (3) feet in diameter. Five Indian clubs are placed in the smaller circles at each end of the area. Divide the players into two (2) teams, one team at each end protecting its clubs. The captains may place the number he sees fit.

Start the game by tossing up the ball between two opponents who are standing in the center circle and facing their opponents clubs. When the ball has reached its highest point the players jump and bat the ball into their opponents' territory. After this the ball must be advanced by kicking, each team trying to kick over their opponents' Indian clubs. A kick made from outside the larger circle, scores two points for the kicking side, for each club which is knocked down. Whenever the ball is kicked into or across the larger circle,

the attacking side, that is, the side which made the kick, is given a free kick from any point on the larger circle; the defending players remain in the rear half of the larger circle until the ball is kicked, then they may rush forward, and try to prevent the ball from hitting the clubs. The attacking members must remain outside the larger circle. One point is given for each club which is knocked down from a free kick. If the ball is secured, within the larger circle, by a member of the attacking side, he may throw it at the Indian clubs, the defending players preventing the throw if possible. The attacking players may pass the ball to each other, in order to make a better throw. The ball may be thrown by either team after it enters the larger circle. Each club which is knocked down from a throw counts one point.

The team wins which secures the greatest number of points at the end of a definite period.

BALL PASSING RELAY. (R.)

(Use an eraser). All boys spread legs. First one in column passes some object back between legs to the next boy who passes it on. When last one in column has recovered it they kneel down, and he runs forward astraddle the other boys to the head of the column. The others quickly rise and the object is passed back between legs, etc., until all have carried it forward.

BLACKBOARD RELAY. (R.)

Arrange the pupils so that there will be equal numbers in each row. At the signal "GO" the first player in each row runs to the board, takes the chalk, makes a mark (which was previously agreed to) replaces the chalk and returns touching the next pupil in his row and so on.

FORWARD BEND RELAY. (P. R.)

No. 1, on each team, runs forward to goal with body bent forward, hands hanging below knees, returns upright on the sprint, and tags No. 2. Continue until all have run.

FORWARD SPRINT RELAY. (P. R.)

First player, on each team, with handkerchief in hand, runs down to or around a given point and returns to starting line. Second player receives handkerchief at starting line, repeats the run and brings handkerchief back to third player. Continue until all have run. They must receive handkerchief back of starting line.

JUNIOR HIGH SCHOOL
SECOND YEAR

A. CALISTHENICS

Do not spend more than two weeks on each lesson.

First six weeks review Lessons 1, 2 and 4 of first year Junior High.

LESSON 1.

1. Class right—FACE! Right about—FACE! Forward—MARCH! Column left—MARCH! etc.

2. Arms forward upward—RAISE! (Raising the arms slowly, arching the back.) (10 times.)

3. Arms upward and right (L) knee upward—BEND! Arms forward and right knee forward—STRETCH!(1) Arms and knee—BEND!(2) Same on count—BEGIN! 1-2, 1-2, etc. (10 counts† for right, 10 for left.)

4. Arms upward bend and left (R) foot sideward—PLACE! Arms sideward stretch and heels—RAISE!(1) Arms bend and heels—DOWN!(2) Same on count—BEGIN! 1-2, 1-2, etc. (32 counts.)

5. Hands on neck—PLACE! Trunk forward—BEND!(1) RAISE!(2) (10 times.)

6. Arms sideward raise and feet—CLOSE! Trunk to right—TURN!(1) Forward—TURN!(2) To the left—TURN!(3) Forward—TURN!(4) (6 times.)

7. Hands on hips—PLACE! Jump with left foot crossed in front of right (1) Feet apart (2) Right foot crossed in front of left. (3) Feet apart (4). Same on count—BEGIN! 1-2-3-4, etc. (32 counts.)

(8.) Breathing exercise: Arms forward—BEND! Arms sideward fling and slowly inhale. Arms forward bend and slowly exhale. (10 times.)

LESSON 2.

1. Class right—DRESS! FRONT! Forward—MARCH. By the left flank—MARCH! To the rear—MARCH! etc.

2. Arms sideward raise and feet sideward—PLACE! Head backward—BEND!(1) RAISE!(2) (6 times.)

3. Arms upward and right (L) knee upward—BEND! Arms sideward and knee forward—STRETCH!(1) BEND!(2)

† Since there are two counts to each unit this means five units.

Same on count—BEGIN! 1-2, 1-2, etc. (10 counts to right, 10 to left.)

4. Arms upward—BEND! Arms upward—STRETCH!(1) BEND!(2) Sideward—STRETCH!(3) BEND!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (32 counts.)

5. Hands on neck and on the right (L) knee—KNEEL! Trunk backward—BEND!(1) RAISE!(2) (8 times to right, 8 to left.)

6. Right (L) hand on hip and left (R) hand on neck—PLACE! Trunk to the right (L)—BEND!(1) RAISE!(2) (8 times to right, 8 to left.)

7. Hands on hips—PLACE! Left (R) foot forward and right (L) foot backward—PLACE!(1) Together—PLACE!(2) Same alternately, jumping on toes, on count—BEGIN! 1-2, 1-2, etc. (32 counts.)

8. Breathing exercise: West Point breathing. (8 times.)

LESSON 3.

1. Class two steps forward—MARCH! Right about—FACE! Forward—MARCH! Class—HALT! etc.

2. Arms sideward—RAISE! Head backward—BEND!(1) RAISE!(2) Arch the back. (10 times.)

3. Arms forward bend and right knee upward—BEND! Arms sideward fling and knee forward—STRETCH!(1) Arms and knee—BEND!(2) Same on count—BEGIN! 1-2, 1-2, etc. (10 counts to right, 10 to left.)

4. Arms sideward raise and left leg forward—LUNGE! Double arm circumduction backward on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

5. Hands on neck—PLACE! Right (L) leg forward—RAISE!(1) DOWN!(2) Give slowly. (8 times to right, 8 to left.)

6. Arms and feet sideward—PLACE!(1) Trunk to the right (L)—TURN!(2) Forward—TURN!(3) POSITION!(4) (6 times.)

7. Hands on hips—PLACE! Jump with a right turn of 180 degrees, (3 times to right, 3 to left.)

8. Breathing exercise: Arms sideward raise and slowly inhale. Arms downward and slowly exhale. (8 times.)

LESSON 4.

Repeat Lessons 1 and 2.

LESSON 5.

1. Class forward—MARCH! By the right flank—MARCH! To the rear—MARCH! By the left flank—MARCH! etc.

2. Chest—RAISE!(1) DOWN!(2) (10 times.)

3. Hands on hips and left leg forward—RAISE! Right heel—RAISE!(1) DOWN!(2) Same on count—BEGIN, 1-2, 1-2, etc. (10 counts for left, 10 for right.)

4. Arms upward—BEND! Arms sideward—STRETCH! (1) BEND!(2) Downward—STRETCH! (3) BEND!(4) Same on count BEGIN! 1-2, 1-2, etc. (24 counts.)

5. Arms forward raise and right foot forward—PLACE! (1) Arms sideward and trunk forward—BEND!(2) Arms and trunk—RAISE!(3) POSITION!(4) (10 times for right, 10 for left.)

6. Hands on neck and feet sideward—PLACE! Trunk to the right (L)—BEND!(1) RAISE!(2) (8 times to right, 8 to left.)

7. Hands on hips—PLACE! Right (L) knee upward—BEND! Hop on left (R) foot, on count—BEGIN! 1-2, 1-2, etc. (16 counts each.)

8. Breathing exercise. West Point breathing. (8 times.)

LESSON 6.

1. Left—FACE! Forward—MARCH! Column right—MARCH! To the rear—MARCH! etc.

2. Hands on neck and left (R) foot forward—PLACE! Chest—RAISE!(1) DOWN!(2) (8 times.)

3. Hands on hips and heels—RAISE!(1) DOWN!(2) Same on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

4. Arms upward—BEND! Left arm upward, right arm sideward and right foot sideward—PLACE!(1) Arms bend and foot REPLACE!(2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

5. Arms sideward raise and left (R) leg forward—LUNGE!(1) Trunk forward—BEND!(2) RAISE!(3) POSITION!(4) (6 times for left, 6 for right.)

6. Left (R) knee upward—BEND! Grasp knee with both hands and press it toward chest, keep trunk erect. (8 times for left, 8 for right.)

7. Hands on hips—PLACE! Left (R) foot backward—RAISE! Hop on right (L) foot on count—BEGIN! 1-2, 1-2, etc. (12 counts for left, 12 for right.)

8. Breathing exercise. Arms forward raise and slowly inhale. Arms sideward downward and slowly exhale. (10 times.)

LESSON 7.

1. Class forward—MARCH! By the left flank—MARCH! Class—HALT! Right about—FACE! etc.

2. Hands on hips—PLACE! Head backward—BEND!(1) RAISE!(2) (8 times.)

3. Arms forward upward fling and right (L) knee upward—BEND!(1) POSITION!(2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

4. Arms upward bend and left leg sideward—LUNGE!(1) Arms sideward stretch and trunk to the left—BEND!(2) Arms bend and trunk—RAISE!(3) POSITION!(4) Same, alternately, on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

5. Arms sideward raise and left foot forward—PLACE! (1) Trunk to the right—TURN!(2) Forward—TURN!(3) POSITION!(4) (6 times for left, 6 for right.)

6. Hands on neck—PLACE! Heels—RAISE!(1) Knees—BEND!(2) Knees—STRETCH!(3) Heels—DOWN!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

7. Breathing exercise: West Point breathing. (8 times.)

LESSON 8.

Repeat Lessons 5 and 6.

LESSON 9.

1. Class right—FACE! Forward—MARCH! Column right—MARCH! To the rear—MARCH! Class—HALT!

2. Arms sideward raise and feet sideward—PLACE! Head backward—BEND!(1) RAISE! (2) (8 times.)

3. Arms forward—BEND! Arms sideward fling and heels—RAISE!(1) Arms bend and heels—DOWN!(2) Same on count—BEGIN! 1-2, 1-2, etc. (32 counts.)

4. Arms upward bend and feet sideward—PLACE! Arms downward stretch and trunk forward—BEND!(1) Arms bend and trunk—RAISE!(2) (10 times.)

5. Arms sideward raise and feet sideward—PLACE! Arms upward fling and trunk to the right (L)—BEND!(1) Arms downward and trunk—RAISE!(2) (6 times to right, 6 to left.)

6. Hands on hips—PLACE! Left (R) leg backward—RAISE! Hop on right foot, on count—BEGIN! 1-2, 1-2, etc. (10 counts to left, 10 to right.)

7. Breathing exercises: Arms sideward raise and slowly inhale. Arms downward and slowly exhale. (10 times.)

LESSON 10.

1. Class forward—MARCH! To the rear—MARCH! By the right flank—MARCH! Class—HALT! etc.

2. Arms upward—BEND! Head backward—BEND!(1) RAISE!(2) (6 times.)

3. Hands on hips and feet—CLOSE! Left (R) leg sideward—RAISE!(1) DOWN!(2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

4. Arms sideward upward fling and knees—BEND!(1) Arms sideward downward and knees—STRETCH!(2) Same on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

5. Hands on neck and feet sideward—PLACE! Trunk forward BEND!(1) RAISE!(2) (8 times.)

6. Hands on hips—PLACE! Right (L) foot forward and left (R) foot backward—PLACE!(1) Together—PLACE!(2) Same alternately, jumping on toes, on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

7. Breathing exercises: Arms sideward raise and slowly inhale. Arms down and slowly exhale: (8 times.)

LESSON 11.

1. Class right about—FACE! Forward—MARCH! To the rear—MARCH! etc.

2. Hands on neck and left (R) foot forward—PLACE! Trunk slightly backward—BEND!(1) RAISE!(2) (6 times.)

3. Hands on hips—PLACE! Right (L) knee upward—BEND! (1) DOWN!(2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

4. Feet sideward—PLACE! Arms sideward upward raise and knees—BEND!(1) Arms sideward downward and knees—STRETCH!(2) Same on count—BEGIN! 1-2, 1-2, etc. (32 counts.)

5. Hands on hips and feet—CLOSE! Trunk forward—BEND!(1) RAISE!(2) (10 times.)

6. Arms upward bend and feet sideward—PLACE! Arms sideward stretch and trunk to the right (L)—TURN!(1) Arms bend and trunk forward—TURN!(2) (Alternate, 10 times.)

7. Hands on hips and feet sideward—PLACE! Jump with left foot crossed in front of right—(1) Feet apart (2) Jump with right foot crossed in front of left—(3) Feet apart—(4)

Same jumping on toes, on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (32 counts.)

8. Breathing exercise: West Point breathing. (8 times.)

LESSON 12.

Repeat Lessons 7 and 9.

LESSON 13.

1. Class right face and forward—MARCH! Class—HALT! Forward—MARCH! Fours right—MARCH! etc.

2. Arms sideward—RAISE! Chest—RAISE!(1) DOWN!(2) (6 times.)

3. Arms upward and right (L) knee upward—BEND! Arms upward—STRETCH!(1) BEND!(2) Same on count—BEGIN! 1-2, 1-2, etc. (10 counts for right, 10 for left.)

4. Arms upward—BEND! Left arm upward, right arm sideward—STRETCH!(1) BEND!(2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

5. Arms upward—BEND! Trunk forward—BEND! (1) RAISE!(2) Arms sideward—STRETCH!(3) BEND!(4) (6 times.)

6. Arms sideward upward—RAISE! Trunk to the right—BEND!(1) RAISE!(2) To the left—BEND!(3) RAISE!(4) (6 times.)

7. Arms upward—BEND! Arms sideward stretch and feet sideward—PLACE!(1) Arms bend and feet together—PLACE!(2) Same, jumping on toes, on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

8. Breathing exercise: Arms sideward raise and inhale. Arms sideward downward and exhale. (10 times.)

LESSON 14.

1. Class forward—MARCH! To the rear—MARCH! Class—HALT! etc.

2. Arms sideward and chest slowly—RAISE!(1) DOWN!(2) (10 times.)

3. Hands on hips and left (R) leg backward—RAISE!(1) Trunk slightly forward—BEND!(2) RAISE!(3) POSITION!(4) Same, alternately on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (16 counts.)

4. Arms upward bend and right (L) leg forward—LUNGE!(1) Arms sideward stretch and trunk forward—BEND!(2) Arms bend and trunk—RAISE!(3) POSITION!

(4) Same, alternately, on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

5. Hands on hips and feet sideward—PLACE! Trunk forward—BEND!(1) RAISE!(2) (10 times.)

6. Arms upward bend and left (R) foot forward—PLACE! Trunk to the left (R)—TURN!(1) Forward!TURN!(2) (Alternate, 12 times.)

7. Hands on neck—PLACE! Heels—RAISE!(1) Knees—BEND!(2) Knees—STRETCH!(3) Heels—DOWN!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

8. Breathing exercise: West Point breathing. (8 times.)

LESSON 15.

1. Hands on neck—PLACE! On hips—PLACE! Arms upward BEND! POSITION! etc.

2. Arms forward upward raise and left (R) foot forward—PLACE! Head backward—BEND!(1) RAISE!(2) Arch the back (6 times.)

3. Arms upward—BEND! Right (L) knee upward—BEND! Knee forward—STRETCH!(1) BEND!(2) Same on count—BEGIN! 1-2, 1-2, etc. (16 counts for right, 16 for left.)

4. Arms upward—BEND! Arms upward stretch and heels—RAISE!(1) Arms bend and heels—DOWN!(2) Same on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

5. Hands on neck and left (R) foot sideward—PLACE! Trunk forward—BEND!(1) RAISE!(2) (10 times.)

6. Arms forward bend and left foot forward—PLACE! Arms sideward fling and trunk to the right—TURN!(1) Arms bend and trunk forward—TURN!(2) (Alternate, 12 times.)

7. Hands on hips—PLACE! Jump in place with a 90 degree turn, left and right. (3 times to left, 3 to right.)

8. Breathing exercise: Arms forward upward raise and slowly inhale. Arms sideward downward and slowly exhale. (8 times.)

LESSON 16.

1. Hands on neck—PLACE! On hips—PLACE! POSITION! Arms sideward—RAISE! POSITION! Quick changes.

2. Hands on hips—PLACE! Chest—RAISE!(1) DOWN! (2) (8 times.)

3. Hands on hips and left (R) leg backward—RAISE!(1) POSITION!(2) Same on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

4. Arms upward—BEND! Left arm upward and right arm forward—STRETCH!(1) Arms—BEND!(2) Same alternately, on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

5. Hands on neck and left (R) foot backward—PLACE! Trunk backward—BEND!(1) RAISE!(2) (6 times.)

6. Arms sideward raise and left foot forward—PLACE!(1) Trunk to the right (L)—BEND! (2) RAISE!(3) POSITION! (4) (Alternate, 6 times.)

7. Hands on hips—PLACE! Running in place, on count—BEGIN! 1-2, 1-2, etc. (32 counts.)

8. Breathing exercise: West Point breathing (6 times.)

B. FOLK DANCES

Sailor's Hornpipe, page 177.

TARANTELLA

I-IV-VII

Measures 1 through 6 of the first system. The music is written in treble and bass clefs. Measure numbers 1, 2, 3, 4, 5, and 6 are indicated below the notes.

Measures 7 through 12 of the first system. The music is written in treble and bass clefs. Measure numbers 7, 8, 9, 10, 11, and 12 are indicated below the notes.

II-V-VIII

Measures 13 through 19 of the second system. The music is written in treble and bass clefs. Measure numbers 14, 15, 16, 17, 18, and 19 are indicated below the notes.

III-VI-IX

Measures 20 through 26 of the second system. The music is written in treble and bass clefs. Measure numbers 20, 21, 22, 23, 24, 25, and 26 are indicated below the notes.

Measures 27 through 33 of the third system. The music is written in treble and bass clefs. Measure numbers 27, 28, 29, 30, 31, 32, and 33 are indicated below the notes.

Measures 34 through 40 of the third system. The music is written in treble and bass clefs. Measure numbers 34, 35, 36, 37, 38, 39, and 40 are indicated below the notes.

TARANTELLA

INTRODUCTION.

A.

Measure 1-14: Beginning with the right foot, and making two steps to a measure, all run forward around the room and up the center in a straight column.

Measure 15: Partners face each other, and run in place.

Measure 16: Partners make salutation to one another; No. 2 touches the right toe across behind the left foot and bends knees, making a deep curtsy, at the same time extending both arms and raising them slightly to the side.

1 B.

Measure 1-2: Beginning with the right foot, all run forward four steps, keeping to the right in passing partners.

Measure 3-4: With four running steps turn around to the right in place, and face partner.

Measure 5-6: With four running steps all cross over again, keeping to the right in passing partners.

Measure 7-8: With four running steps turn around to the right in place, and face partner.

2 C.

Measure 1: Hop on L foot and at same time touch R toe across in front of L (one and), hop on L foot and touch R toe at side (two and).

Measure 2-4: Continue.

Measure 5-8: Repeat with L foot.

Measure 9-16: Bend toward partner and slide around in a circle, twice to L. L foot leading and R following. Keep heads close together.

3 A.

Measure 1: Hop on R foot and touch L forward (one and), hop on L and touch R forward (two and).

Measure 2-8: Continue.

Measure 9-16: Slide around in circle as at close of preceding figure.

4 B.

Measure 1: With a spring, make a quarter turn to R landing with L toe forward, rise on toes (one and), sink heels (two and).

Measure 2: With a spring make a half turn to the L landing with R toe forward, rise on toes (one and), sink heels (two and).

Measure 3-8: Continue turning alternately R and L, a half turn always.

C.

Measure 1-8: Continue above, keep face toward partner.

Measure 9-16: Cross R arm under partner's R arm and placing L hand behind own waist grasp partner's R hand with it. Raise L foot backward and hopping twice on R foot to each measure, circle around with partner and back to original places.

INTERLUDE.

A.

Measure 1-6: In double column, all run forward, ones lead around room to L, twos to R, then back to original places.

5 B.

Measure 1-8: Same as 1-8 of first figure.

The first two couples now form a set, the next two and so on.

Measure 1-8: Same as 1-8 of second figure.

Measure 9-16. Same as 9-16 of second figure but incline to center of set.

7 A.

Measure 1-8: Same as Measure 1-8 of third figure.

Measure 9-16: Same as Measure 9-16 of sixth figure.

8 B.

Same as 1-8 of fourth figure but in sets of four.

Measure 1-8. With left arms raised slightly higher than shoulder-level, first No. 1 and second No. 2, and second No. 1 and first No. 2, join right hands across center of square. Raise the left foot backward, and hop on the right foot forward and around in a circle making two hops to each measure, the whole set swinging twice around.

Measure 9-16. All face the other way, join hands across center of square, and, hopping on left foot swing the whole set twice around in the other direction. Finish on the last note with partners side by side as in the original formation.

CONCLUSION.

A.

Measure 1-16. In double-column, all run forward around the room and off.

The whole exercise is very light and exuberant. Toward the end the music should be accelerated, so that the last turn is almost a whirl and the conclusion is quick and bright.

CHIMES OF DUNKIRK

Allegro.

FINE.

D.C.

a. Children are in a circle, each facing a partner. Clap hands three times, tap floor three times, then join hands with partner, and turn to the left once and a half around, so that when each child leaves his partner he will meet a new one, with whom he repeats the clapping, tapping, and turning. Each child in going around the circle continues in the same direction in which he was facing when the dance began.

b. Children are in a circle in marching order. Clap three times, tap three times, walk forward around the circle four steps, then turn and walk the other way four steps. Repeat clapping and tapping, and advance first in the new direction, then turn and go the other way.

c. Clap three times (facing center), join hands and advance toward center four steps and retreat.

C. ACTIVE GAMES AND RELAY RACES

P, Playground; R, Room.

1. Dodge Ball.
2. Circle Tag.
3. Curtain Ball.
4. Fill the Gap.
5. Hindo Tag.
6. Forward Sprint Relay Race, page 198.
7. Hold Hop Relay.
8. Shoe Circle Relay.
9. Pass Ball Relay, page 198.
10. Potato Relay.
11. Wheelbarrow Relay.

DODGE BALL. (P.)

Circle, two in the center: A light inflated ball (soccer, volley, basketball) is thrown by a pupil outside the circle in an attempt to hit the players inside the circle. When one of the players in the center is hit, he takes the place of the one who threw the ball.

CIRCLE TAG. (P.)

Formation, Circle. Draw a circle about four feet in diameter on the ground around which the players form a circle, facing in, with arms locked about the shoulders. At signal "GO" all pull, trying to make some player step into the circle. Any player who steps into the circle loses a point for his team, or he may be made to withdraw from game.

CURTAIN BALL. (P.)

A ball is thrown back and forth over a curtain which conceals the opposing players from each other. The ball should not be allowed to touch the ground, and counts a score for the opponents whenever it does so. One or more balls may be used, according to the number of pupils taking part.

Do not use outside boundaries for this game. Divide the ground into two equal parts by an opaque curtain eight feet

in height, strung on a rope or wire by the use of side supports. The curtain should touch the ground, so that there is no means of seeing the opposite players. Each side should select an umpire, who should stand at one end of the curtain on the opponents side, where he can see and keep score.

Whenever the ball touches the ground the opponents score one point. The side which first scores twenty-one points wins.

FILL THE GAP. (P. R.)

Formation-Circle. "IT" runs around the outside of the circle and strikes anyone of the players on the back. The player who has been struck becomes "IT." He chases the one who struck him, in the reverse direction around the circle. If "IT" touches the player chased before he gets back to the gap the chased player becomes "IT" again. If not, "IT" slaps someone else on the back, etc.

HINDU TAG. (P. R.)

Formation; seated in limited playing area. One player is "IT." He chases players about and may tag anyone who is not in a safe position, (both knees and forehead on the ground.) Players ought not to remain in one place, but should move about. The last player tagged is "IT." Players should not go out of playing area.

HOLD HCP RELAY. (P. R.)

Hold one foot in hand, hop on other to a given point, return in same way except for changing feet.

SHOE CIRCLE RELAY. (P.)

Formation, Columns of files. First player runs out to circle (about 50 feet in front) and takes off one shoe, leaving it in circle, and returns to starting line touching off second player. Second player runs out to circle, takes off one shoe, leaving it in circle, and carries back the shoe of the first player to starting line, touching off a third player. All the players following do the same. When the last one in column has run out to circle, taken off his shoe, and returned with the next-to-last man's-shoe, he touches off any one selected from his team (fastest) to go out and return with the last shoe.

POTATO RELAY. (P.)

Mark a starting line near one side of an open playing space; 6 feet from it make a circle 20 inches in diameter, and at intervals of 3 feet from the circle and beyond it mark from 6 to 10 crosses, depending on the size of the room. In the circle place as many potatoes, erasers or blocks of wood as there are crosses. This is the outfit for one runner; provide as many as room and time allow. The players can do this quickly by organizing the work. At the signal each player who is to run starts forward from starting line, takes "potato" from the circle and places it on a cross, returns and gets another and places it likewise and continues until all are placed; then he returns to the starting line. The first to cross the starting line after doing his work is the winner.

WHEELBARROW RELAY. (P. R.)

Divide the class into several teams, have each team line up in parallel lines: first person walks on hands, second person carrying his feet, advance to a given point and person doing the wheeling leaves his wheelbarrow and runs back and gets down to be the wheelbarrow for the next person in his team, continue until all have wheeled across the line.

JUNIOR HIGH SCHOOL
THIRD YEAR

A. CALISTHENICS

Do not spend more than two weeks on each lesson.

First six weeks review Lessons 1, 2 and 4 of 1st year Junior High.

LESSON 1.

1. Class forward—MARCH! Class—HALT! Right—FACE! Left—FACE! About—FACE! etc.

2. Arms sideward—RAISE! Palms upward turn and head backward—BEND!(1) Palms downward turn and head—RAISE!(2) (6 times.)

3. Arms upward—BEND! Left leg sideward—RAISE!(1) DOWN!(2) Right leg sideward—RAISE!(3) DOWN!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (32 counts.)†

4. Arms sideward upward and heels—RAISE! Arms sideward, downward and heels—DOWN!(2) Same on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

5. Arms upward—BEND! Trunk forward—BEND! (1) Trunk—RAISE!(2) Arms sideward—STRETCH!(3) Arms—BEND!(4) (8 times.)

6. Arms sideward raise and left (R) leg sideward—LUNGE! (1) Trunk to the left (R)—BEND!(2) RAISE!(3) POSITION!(4) (6 times.)

7. Hands on hips—PLACE! Left (R) foot forward and right (L) foot backward—PLACE!(1) Together—PLACE! (2) Same, alternately, * jumping on toes, on count—BEGIN! 1-2, 1-2, etc. (32 counts.)

8. Breathing exercise: Arms sideward raise and slowly inhale. Arms downward and slowly exhale. (8 times.)

LESSON 2.

1. Hands on hips—PLACE! On neck—PLACE! POSITION! Arms upward—BEND! POSITION! (Quick changes.)

2. Hands on hips—PLACE! Head backward—BEND!(1) RAISE!(2) (Arch the back.) (8 times.)

* Wherever used, "alternately" refers to alternation of exercise from right to left.

† Since there are four counts to each unit, this means eight units

3. Hands on neck—PLACE! Left (R) leg forward—RAISE!(1) DOWN!(2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

4. Arms upward—BEND! Arms forward—STRETCH!(1) BEND!(2) Forward—STRETCH!(3) BEND!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

5. Hands on hips and feet sideward—PLACE! Trunk forward—BEND!(1) RAISE!(2) To the right—BEND!(3) RAISE!(4) (6 times forward and to right, 6 backward and to left).

6. Hands on hips—PLACE! Feet sideward—PLACE!(1) Together—PLACE!(2) Same jumping on the toes, on count—BEGIN; 1-2, 1-2, etc. (24 counts.)

7. Breathing exercise: West Point breathing. (8 times.)

LESSON 3.

1. Hands on hips—PLACE! Running in place, heels up high behind, on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

2. Arms forward upward raise and feet sideward—PLACE! Trunk slightly backward—BEND!(1) RAISE!(2) (Arch the back.) (6 times.)

3. Arms sideward and left (R) leg sideward—RAISE!(1) DOWN!(2) Same on count—BEGIN! 1-2, 1-2, etc. (10 counts for left, 10 for right.)

4. Arms upward—BEND! Right arms upward—STRETCH!(1) BEND!(2) Left arm upward—STRETCH!(3) BEND!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (32 counts.)

5. Arms sideward raise and feet—CLOSE! Trunk forward—BEND!(1) RAISE!(2) Repeat slowly. (10 times.)

6. Hands on neck and feet sideward—PLACE! Trunk to the left (R)—TURN!(1) Forward—TURN!(2) (Alternate 12 times.)

7. Arms sideward upward raise and feet sideward—PLACE!(1) Arms sideward downward and feet together—PLACE!(2) Same, jumping on toes, on count—BEGIN! 1-2, 1-2, etc. (32 counts.)

8. Breathing exercise. Hands on hips—PLACE! Slowly inhale and exhale. (8 times.)

LESSON 4.

Repeat Lessons 1 and 2.

LESSON 5.

1. Forward—MARCH! By the right flank—MARCH! To the rear—MARCH! etc.

2. Arms upward—BEND! Head backward—BEND!(1) RAISE!(2) Give slowly (8 times.)

3. Arms forward upward and left (R) leg forward—RAISE!(1) DOWN!(2) Same, alternately on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

4. Arms upward—BEND! Upward—STRETCH!(1) BEND!(2) Sideward—STRETCH!(3) BEND!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

5. Arms upward bend and left (R) leg forward—LUNGE! (1) Trunk forward—BEND!(2) Trunk—RAISE!(3) POSITION!(4) (Alternate 24 counts.)

6. Arms and feet sideward—PLACE! Trunk to the right (L) BEND! (1) (Touching the fingers to floor) RAISE!(2) (Alternate 6 times.)

7. Jump with 180 degree turn right (L) (3 times to right, 3 to left.)

8. Breathing exercise: West Point breathing. (8 times.)

LESSON 6.

1. Arms sideward—RAISE! POSITION! Hands on neck—PLACE! On hips—PLACE, etc. (Quick changes.)

2. Arms upward—BEND! Head backward—BEND!(1) RAISE!(2) (8 times.)

3. Hands on neck—PLACE! Left (R) leg sideward—RAISE!(1) DOWN!(2) Same alternately on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

4. Arms upward bend and left (R) leg forward—LUNGE! (1) Arms sideward—STRETCH!(2) Arms—BEND!(3) Arms upward—STRETCH!(4) Arms—BEND!(5) POSITION!(6) Same alternately on count—BEGIN! 1-2-3-4-5-6, 1-2-3-4-5-6, etc. (20 counts.)

5. Hands on neck and feet sideward—PLACE! Trunk forward—BEND!(1) RAISE!(2) (10 times.)

6. Arms forward upward raise and feet sideward—PLACE! Trunk to the right—BEND!(1) RAISE!(2) To the left—BEND!(3) RAISE!(4) (6 times.)

7. Hands on neck—PLACE! Left (R) foot forward and right (L) foot backward—PLACE!(1) Together—PLACE!(2) Same alternately, jumping on toes, on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

8. Breathing exercise: Arms sideward raise and slowly inhale. Arms downward and slowly exhale. (10 times.)

LESSON 7.

1. Right—FACE! About—FACE! Left—FACE! etc.
2. Hands on hips—PLACE! Head backward—BEND!(1) RAISE!(2) (6 times.)
3. Arms sideward—RAISE! Left (R) leg forward—RAISE!(1) DOWN!(2) Same alternately on count—BEGIN! 1-2,1-2, etc. (24 counts.)
4. Arms sideward—RAISE! Double arm circumduction forward (backward) on count—BEGIN! 1-2, 1-2, etc. (24 counts.)
5. Arms sideward raise and feet—CLOSE! Trunk to the right—TURN!(1) Forward—TURN!(2) To the left—TURN! (3) Forward—TURN! (4) (6 times.)
6. Arms sideward and heels—RAISE!(1) Knees—BEND! (2) Knees—STRETCH!(3) POSITION!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)
7. Hands on hips—PLACE! Left (R) leg backward—RAISE! Hop on right (L) foot on count—BEGIN! 1-2, 1-2, etc. (16 counts for right, 16 for left.)
8. Breathing exercise: West Point breathing. (8 times.)

LESSON 8.

Repeat Lessons 5 and 6.

LESSON 9.

1. Class mark time—MARCH! Forward—MARCH! To the rear—MARCH! Class—HALT! etc.
2. Hands on neck—PLACE! Trunk slightly backward—BEND!(1) RAISE!(2) (6 times.)
3. Arms sideward and left leg forward—RAISE!(1) DOWN!(2) Arms sideward and right leg forward—RAISE! (3) DOWN!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)
4. Arms forward—RAISE!(1) Sideward—FLING!(2) Forward—FLING!(3) POSITION!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (32 counts.)
5. Hands on hips and on the right (L) knee—KNEEL! Trunk backward—BEND!(1) RAISE!(2) (6 times to right, 6 to left.)

6. Arms forward bend and feet sideward—PLACE! Arms sideward fling and trunk to the right (L)—BEND! (1) Arms forward bend and trunk—RAISE!(2) (Alternate, 10 times.)

7. Hands on hips and left (R) foot sideward—PLACE! Heels—RAISE!(1) Knees—BEND!(2) Knees—STRETCH! (3) Heels—DOWN!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

8. Breathing exercise: West Point breathing. (6 times.)

LESSON 10.

1. Right—FACE! Left FACE! Hands on neck—PLACE! On hips—PLACE! etc. (Quick changes.)

2. Hands on hips—PLACE! Chest—RAISE!(1) DOWN! (2) (10 times.)

3. Arms sideward and left (R) leg forward—RAISE!(1) DOWN!(2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

4. Arms upward—BEND! Arms upward—STRETCH!(1) BEND!(2) Sideward—STRETCH!(3) BEND!(4) Forward—STRETCH!(5) BEND!(6) Same on count—BEGIN! 1-2-3-4-5-6, 1-2-3-4-5-6, etc. (36 counts.)

5. Hands on hips—PLACE! Left (R) leg forward—RAISE!(1) DOWN!(2) (6 times for left, 6 for right.)

6. Arms and feet sideward—PLACE! Trunk to the right (L)—BEND!(1) RAISE(2) (Alternate 12 times.)

7. Hands on hips and left (R) foot forward—PLACE! Heels—RAISE!(1) Knees—BEND!(2) Knees—STRETCH! (3) Heels—DOWN!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

8. Breathing exercise: Arms forward upward raise and slowly inhale. Arms sideward downward and slowly exhale. (8 times.)

LESSON 11.

1. Class forward—MARCH! By the right flank—MARCH! By the left flank—MARCH! To the rear—MARCH! Class—HALT! etc.

2. Arms upward—BEND! Head backward—BEND!(1) RAISE!(2) (8 times.)

3. Arms forward upward and left (R) leg forward—RAISE!(1) Arms and leg—DOWN!(2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

4. Arms upward—BEND! Left arm upward and right arm sideward—STRETCH!(1) BEND!(2) Right arm upward and left arm sideward—STRETCH!(3) BEND(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

5. Arms forward upward raise and left (R) leg forward—LUNGE!(1) Trunk forward—BEND!(2) RAISE!(3) POSITION!(4) (6 times each.)

6. Left (R) hand on hip and right (L) arm sideward—RAISE! Trunk to the right—BEND!(1) Trunk—RAISE!(2) (6 times to right, 6 to left.)

7. Arms sideward—RAISE! Right (L) knee upward—BEND! Hop on left (R) foot, on count—BEGIN! 1-2, 1-2, etc. (16 counts each.)

8. Breathing exercise: Arms sideward raise and slowly inhale. Arms downward and slowly exhale.) (10 times.)

LESSON 12.

1. Hands on hips—PLACE! Running in place, on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

2. Arms forward upward raise and left (R) foot backward—PLACE! Trunk slightly backward—BEND!(1) RAISE!(2) (6 times.)

3. Hands on hips and left (R) leg backward—RAISE! Trunk forward—BEND!(1) RAISE!(2) (3 times for left, 3 for right.)

4. Arms upward bend and left (R) foot sideward—PLACE!(1) Arms upward—STRETCH!(2) Arms—BEND!(3) POSITION!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

5. Hands on hips—PLACE! Left (R) leg, slowly forward—RAISE!(1) DOWN!(2) (6 times for left, 6 for right.)

6. Arms sideward—RAISE! Left (R) leg sideward—RAISE!(1) DOWN!(2) (6 times for left, 6 for right.)

7. Hands on hips—PLACE! Feet sideward—PLACE!(1) Together—PLACE!(2) Left (R) foot forward and right (L) foot backward—PLACE!(3) Together—PLACE!(4) Same, alternately, jumping on toes, on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (32 counts.)

8. Breathing exercise: Arms forward upward raise and slowly inhale. Arms sideward downward and slowly exhale. (8 times.)

LESSON 13.

Repeat Lessons 7 and 9.

LESSON 14.

1. Hands on hips—PLACE! On neck—PLACE! POSITION! Right—FACE! Left—FACE! etc.

2. Hands on neck and left (R) foot sideward—PLACE! Head backward—BEND!(1) RAISE!(2) (6 times.)

3. Arms upward bend and left (R) leg backward—RAISE! Trunk forward—BEND!(1) RAISE!(2) (3 times for left, 3 for right.)

4. Arms upward bend and left (R) foot forward—PLACE! (1) Arms upward—STRETCH!(2) Arms—BEND!(3) POSITION!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

5. Hands on neck—PLACE! Right (L) leg, slowly forward—RAISE!(1) DOWN!(2) (6 times for right, 6 for left.)

6. Hands on hips—PLACE! Left (R) leg sideward—RAISE!(1) DOWN!(2) (6 times for left, 6 for right.)

7. Arms sideward raise and right (L) knee upward—BEND! Hop on left (R) foot, on count—BEGIN! 1-2, 1-2, etc. (16 counts for right, 16 for left.)

8. Breathing exercise: West Point breathing (8 times.)

LESSON 15.

1. Hands on hips—PLACE! Hop forward on right foot and backward on left.

2. Chest—RAISE!(1) DOWN!(2).

3. Hands on neck and left (R) leg backward—RAISE! Trunk forward—BEND!(1) RAISE!(2) (4 times for left, 4 for right.)

4. Arms upward bend and left (R) leg sideward—LUNGE! (1) Arms sideward—STRETCH!(2) Arms—BEND!(3) POSITION!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (16 counts.)

5. Arms forward upward raise and feet sideward—PLACE! Trunk backward—BEND!(1) RAISE!(2) (6 times.)

6. Hands on neck—PLACE! Right (L) leg sideward—RAISE!(1) DOWN!(2) (6 times for right, 6 for left.)

7. Hands on neck—PLACE! Running in place, on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

8. Breathing exercise: Arms sideward raise and slowly inhale. Arms downward and slowly exhale. (8 times.)

LESSON 16.

1. Right—FACE! Class forward—MARCH! Class—HALT! etc. Quick changes.

2. Arms sideward raise and feet sideward—PLACE! Trunk slightly backward—BEND!(1) RAISE!(2) (6 times.)

3. Hands on hips and right (L) leg forward—RAISE!(1) POSITION!(2) Same on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

4. Arms forward raise and left (R) foot sideward—PLACE!(1) Arms upward—FLING!(2) Arms (to horizontal)—DOWN!(3) POSITION!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (32 counts.)

5. Hands on neck and feet sideward—PLACE! Trunk backward—BEND!(1) RAISE!(2)

6. Arms sideward raise and left (R) foot backward—PLACE! Trunk to the left (R)—TURN!(1) Forward—TURN!(2) (alternately, 6 times.)

7. Arms sideward upward fling and feet sideward—PLACE!(1) Arms sideward downward and feet together—PLACE!(2) Same, jumping on toes, on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

8. Breathing exercise: West Point breathing. (6 times.)

B. FOLK DANCES

Pop Goes the Weasel, page 127; Practice Polka, page 192;
Virginia Reel, page 193.

MAY POLE DANCE

INTRODUCTION.

Musical notation for the introduction of the May Pole Dance, featuring a treble and bass clef with a 4/4 time signature.

DANCE.

Musical notation for the first two measures of the May Pole Dance, numbered 1 and 2.

Musical notation for measures 3 through 6 of the May Pole Dance, numbered 3, 4, 5, and 6.

Musical notation for measures 7 through 11 of the May Pole Dance, numbered 7, 8, 9, 10, and 11.

Musical notation for measures 12 through 14 of the May Pole Dance, numbered 12, 13, and 14.

Musical notation for measures 15 through 17 of the May Pole Dance, numbered 15, 16, and 17.

Formation: Double circle around May-pole. All face forward around circle, inside hands joined and held high, outside hands holding skirts. Number couples off in threes.

Measures 1-8: Partners move around circle twelve skip-steps. Form large circle; inside partner turning in place, outside moving by her side. Finish facing center, all hands joined in one large circle.

Measures 9-10: Forward four skip-steps, heads well up.

Measures 11-12: Backward four skip-steps.

Measures 13-16: Repeat forward and backward.

Measures 17-24: Join right hands with partner and turn in places sixteen skip-steps. Hold skirts with left hand. Finish in double circle, partners facing each other.

Measures 1-2: Hold skirts with both hands and polka to right side, point left foot diagonally forward and touch left toe behind right heel.

Measures 3-4: Repeat left, pointing right toe forward and in back.

Measures 5-8: Repeat right and left.

Measures 9-16: Joint right hands with partner and turn with eight polka steps. Finish in single circle.

Measures 17-24: All join hands and skip four steps to center and four back to place, and repeat.

Measures 1-2: Couples No. 1; skip four steps to center with partner and each take a ribbon in her right hand.

Measures 3-4: Return to place with four skip-steps.

Measures 5-8: Couples No. 2 the same.

Measures 9-12: Couples No. 3 the same.

Measures 13-16: All face partners and wait in place.

Measures 17-24: Chain (grand right and left) around pole six-teen skip-steps. Start passing with right shoulders together. Hold skirts with left hand, ribbon in right hand.

Measures 1-8: All forward four skip-steps and drop ribbons. Backward four skip-steps to position, all joining hands. Repeat step forward and backward.

Measures 9-24: All skip eight steps to left, eight steps to right and continue; leader leading circle away from the May-pole.

C. ACTIVE GAMES AND RELAY RACES

P, Playground; R, Room.

1. Bull in the Ring.
2. Dodge Ball, page 179.
3. Jumping Circle.
4. Pass Round.
5. Tug of War.
6. Hold Hop Relay, page 213.
7. Forward Sprint Relay, page 164.

BULL IN THE RING. (P. R.)

Formation—Circle, holding hands. One pupil, who is termed the Bull, is placed in the center. If there are more than twenty-five men in the ring, have two bulls. The bull tries to break out by charging the ring so that the clasped hands are forced apart. If the bull gets out, the player to the left of the gap becomes bull.

JUMPING CIRCLE. (P.)

Formation—Circle about 20 feet in diameter. One player in center holding a light rope about fifteen feet long with a soft weight on one end. Player in center swings rope around so that players in circle have to jump it. Player failing to jump rope has a point counted against his team; or he may be made to withdraw from the game.

PASS ROUND. (R.)

Formation—Circle, players about four feet apart. Players number off, odds forming one team, evens the other. A ball, hat or some object is given each team on opposite sides of the circle. At a signal the teams pass the objects to the right to members of the same team only. Each player must catch the object in his turn. Team which passes its object so that it catches up with opponents, wins. Pupil dropping the object must regain it himself and pass it on fairly.

TUG OF WAR. (P. R.)

Divide the pupils into two equal sides each holding half of a strong rope about thirty feet in length. Tie a handkerchief in the center of the rope. All the players on both sides grasp the rope strongly, holding it so that the handkerchief stands at first just above a half-way joint marked with chalk on the floor. On signal they all pull as hard as possible and the side wins which pulls and holds the handkerchief over on their side of the line.

SENIOR HIGH SCHOOL
FIRST YEAR

A. CALISTHENICS

Do not spend more than two weeks on each lesson.
First six weeks review Lessons 1, 2 and 4 of 1st year Junior High.

LESSON 1.

1. Class forward—MARCH! By the right flank—MARCH! To the rear—MARCH! By the left flank—MARCH! etc.

2. Chest—RAISE!(1) DOWN!(2) (8 times.)

3. Hands on hips and left (R) leg forward—RAISE! Right (L) heel—RAISE!(1) DOWN!(2) Same, alternately * on count—BEGIN! 1-2, 1-2, etc. (24 counts.)†

4. Arms upward—BEND! Arms sideward—STRETCH! (1) BEND!(2) Downward—STRETCH!(3) BEND!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (32 counts.)

5. Arms forward upward raise and right (L) foot forward—PLACE!(1) Arms sideward and trunk forward—BEND! (2) Arms and trunk—RAISE!(3) POSITION!(4) (6 times.)

6. Hands on neck and feet sideward—PLACE! Trunk to the right—BEND!(1) RAISE!(2) To the left—BEND!(3) RAISE!(4) (6 times.)

7. Hands on hips—PLACE! Left (R) leg sideward—RAISE! Hop on right (L) foot, on count—BEGIN! 1-2, 1-2, etc. (16 counts for left, 16 for right.)

8. Breathing exercise. West Point breathing. (6 times.)

LESSON 2.

1. Left—FACE! Forward—MARCH! Column right—MARCH! To the rear—MARCH! etc.

2. Hands on neck and left (R) foot forward—PLACE! Chest—RAISE!(1) DOWN!(2) (6 times.)

3. Hands on hips and heels—RAISE!(1) DOWN!(2) Same on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

* Wherever used, "alternately" refers to alternation of exercises from right to left.

† Since there are two counts to the unit, this means 12 units.

4. Arms upward—BEND! Left arm upward, right arm sideward and right foot sideward—PLACE!(1) Arms bend and foot—REPLACE!(2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

5. Arms sideward raise and left (R) leg forward—LUNGE! (1) Trunk forward—BEND!(2) RAISE!(3) POSITION!(4) (Alternate 6 times.)

6. Left (R) knee upward—BEND! Grasp knee with both hands and press it toward chest, keep trunk erect. (4 times for left, 4 for right.)

7. Hands on hips—PLACE! Left (R) leg backward—RAISE! Hop on right (L) foot, on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

8. Breathing exercise: Arms forward raise and slowly inhale. Arms sideward downward and slowly exhale. (8 times.)

LESSON 3.

1. Class forward—MARCH! By the left flank—MARCH! Class—HALT! Right about—FACE! etc.

2. Hands on hips—PLACE! Trunk slightly backward—BEND!(1) RAISE! (2) (6 times.)

3. Arms forward upward fling and right (L) knee upward—BEND!(1) POSITION!(2) Same, alternately, on count—BEGIN! 1-2,1-2, etc. (24 counts.)

4. Arms upward bend and left (R) leg sideward—LUNGE! (1) Arms sideward stretch and trunk to the left (R)—BEND! (2) Arms bend and trunk—RAISE!(3) POSITION!(4) Same, alternately, on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (32 counts.)

5. Hands on neck and on the right (L) knee—KNEEL! Trunk backward—BEND!(1) RAISE!(2) (4 times to right, 4 to left.)

6. Arms sideward raise and left (R) foot forward—PLACE! Trunk to the right (L)—TURN!(1) Forward—TURN!(2) (6 times to right, 6 to left.)

7. Hands on neck—PLACE! Heels—RAISE!(1) Knees—BEND!(2) Knees—STRETCH!(3) Heels—DOWN!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

8. Breathing exercise: West Point breathing. (8 times.)

LESSON 4.

1. Class right—FACE! Forward—MARCH! Column right—MARCH! To the rear—MARCH! Class—HALT! etc.

2. Arms sideward raise and feet sideward—PLACE! Head backward—BEND!(1) RAISE!(2) (6 times.)

3. Arms forward—BEND! Arms sideward fling and heels—RAISE! (1) Arms bend and heels—DOWN!(2) Same on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

4. Arms forward raise and left (R) foot sideward—PLACE!(1) Arms upward—FLING!(2) Arms (to horizontal) DOWN!(3) POSITION!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (32 counts.)

5. Arms upward bend and feet sideward—PLACE! Arms downward stretch and trunk forward—BEND!(1) Arms bend and trunk—RAISE!(2) (8 times.)

6. Arms sideward raise and feet sideward—PLACE! Arms upward fling and trunk to the right (L)—TURN!(1) Arms down (to horizontal) and trunk forward—TURN!(2) (6 times to right, 6 to left.)

7. Hands on hips—PLACE! Left (R) foot backward—RAISE! Hop on right (L) foot, on count—BEGIN! 1-2, 1-2, etc. (16 counts for left, 16 for right.)

8. Breathing exercise: Arms sideward raise and slowly inhale. Arms downward and slowly exhale. (8 times.)

LESSON 5.

Repeat lessons 1 and 2.

LESSON 6.

1. Class forward—MARCH! To the rear—MARCH! By the right flank—MARCH! Class—HALT! etc.

2. Arms upward—BEND! Head backward—BEND!(1) RAISE!(2) (6 times.)

3. Hands on hips and feet—CLOSE! Left (R) leg sideward—RAISE!(1) DOWN!(2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

4. Arms sideward upward fling and knees—BEND!(1) Arms sideward downward and knees—STRETCH!(2) Same on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

5. Hands on neck and feet sideward—PLACE! Trunk forward—BEND!(1) RAISE!(2) (8 times.)

6. Hands on hips—PLACE! Left (R) leg sideward—RAISE!(1) DOWN!(2) (6 times for left, 6 for right.)

7. Hands on hips—PLACE! Left (R) foot forward and right (L) foot backward—PLACE!(1) Feet together—PLACE!(2) Same on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

8. Breathing exercise: West Point breathing (8 times.)

LESSON 7.

1. Class right about—FACE! Forward—MARCH! To the rear—MARCH! etc.

2. Hands on neck—PLACE! Head backward bend and chest—RAISE!(1) Head raise and chest—DOWN!(2) (6 times.)

3. Hands on hips—PLACE! Right (L) knee upward—BEND!(1) DOWN!(2) Same, alternately, on count—BEGIN! 1-2,1-2, etc. (24 counts.)

4. Arms sideward and feet sideward—PLACE!(1) Arms upward—FLING!(2) Arms (to horizontal)—DOWN!(3) POSITION!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (16 counts.)

5. Hands on hips and feet—CLOSE! Trunk forward—BEND!(1) RAISE!(2) (8 times.)

6. Arms upward bend and feet sideward—PLACE! Arms sideward stretch and trunk to the right (L)—TURN!(1) Arms bend and trunk forward—TURN!(2) (Alternate, 8 times.)

7. Hands on hips and feet sideward—PLACE! Jump with left foot crossed in front of right—(1) Feet part—(2) Jump with right foot crossed in front of left—(3) Feet apart—(4) Same, alternately, jumping on toes, on count—BEGIN! 1-2-3-4 1-2-3-4, etc. (32 counts.)

8. Breathing exercise: West Point breathing (8 times.)

LESSON 8.

1. Class right face and forward—MARCH! To the rear—MARCH! Fours rights—MARCH! etc.

2. Arms sideward—RAISE! Trunk, slightly, backward—BEND!(1) RAISE!(2) (6 times.)

3. Arms upward and right (L) knee upward—BEND!(1) POSITION!(2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

4. Arms upward—BEND! Left arm upward, right arm sideward—STRETCH!(1) BEND!(2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

5. Arms upward—BEND! Trunk forward—BEND!(1) RAISE!(2) Arms sideward—STRETCH!(3) BEND!(4) Same slowly, on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (16 counts.)

6. Arms sideward upward—RAISE! Trunk to the right—BEND!(1) RAISE!(2) (Alternate 6 times.)

7. Arms sideward upward fling and feet sideward—PLACE!
 (1) Arms sideward downward and feet together—PLACE!(2)
 Same, jumping on toes, on count—BEGIN! 1-2, 1-2, etc. (32 counts.)

8. Breathing exercise: Arms sideward raise and inhale.
 Arms sideward downward and exhale. (8 times.)

LESSON 9.

Repeat Lessons 6 and 7.

LESSON 10.

1. Class forward—MARCH! To the rear—MARCH! Class—HALT! etc.

2. Arms sideward and chest slowly—RAISE!(1) DOWN!(2) (6 times.)

3. Hands on hips and left (R) leg backward—RAISE!(1) Trunk slightly forward—BEND!(2) RAISE!(3) POSITION!
 (4) Same, alternately, on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (16 counts.)

4. Arms upward bend and right (L) leg forward—LUNGE!
 (1) Arms sideward stretch and trunk forward—BEND!(2) Arms bend and trunk—RAISE!(3) POSITION!(4) Same, alternately, on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

5. Hands on hips and feet sideward—PLACE! Trunk forward—BEND!(1) RAISE!(2) (6 times.)

6. Arms upward bend and left (R) foot forward—PLACE! Trunk to the left (R)—TURN!(1) Forward—TURN!(2) (Alternate, 8 times.)

7. Hands on neck—PLACE! Heels—RAISE!(1) Knees BEND!(2) Knees—STRETCH!(3) Heels—DOWN!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

8. Breathing exercise: West Point breathing. (8 times.)

LESSON 11.

1. Class forward—MARCH! Class—HALT! Right—FACE! Left—FACE! About—FACE! etc.

2. Arms sideward—RAISE! With upward turning of hands, head backward—BEND!(1) with downward turning of hands, head—RAISE!(2) (6 times.)

3. Arms upward—BEND! Left (R) leg sideward—RAISE!(1) DOWN!(2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

4. Arms sideward upward and heels—RAISE!(1) Arms sideward downward and heels—DOWN!(2) Same on count—BEGIN! 1-2, 1-2, (24 counts.)

5. Arms upward—BEND! Trunk forward—BEND!(1) Trunk—RAISE!(2) Arms sideward—STRETCH!(3) Arms—BEND!(4) (8 times.)

6. Arms sideward raise and left (R) leg sideward—LUNGE!(1) Trunk to the left (R)—BEND!(2) RAISE!(3) POSITION!(4) (Alternate, 8 times.)

7. Hands on hips—PLACE! Left (R) foot forward and right (L) foot backward—PLACE!(1) Feet together—PLACE!(2) Same, alternately, jumping on toes, on count—Begin! 1-2, 1-2, etc. (24 counts.)

8. Breathing exercise: Arms sideward raise and slowly inhale. Arms downward and slowly exhale. (8 times.)

LESSON 12.

1. Hands on hips—PLACE! On neck—PLACE! POSITION! Arms upward—BEND! POSITION! etc. (Quick change of positions.)

2. Hands on hips—PLACE! Head backward—BEND!(1) RAISE!(2) (6 times.)

3. Hands on neck—PLACE! Left (R) leg forward—RAISE!(1) DOWN!(2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

4. Arms upward—BEND! Left (R) arm upward and right (L) arm sideward—STRETCH!(1) BEND!(2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (32 counts.)

5. Hands on hips and feet sideward—PLACE! Trunk forward—BEND!(1) RAISE!(2) To the right—BEND!(3) RAISE!(4) (Alternate, 8 times.)

6. Hands on hips—PLACE! Feet sideward—PLACE!(1) Together—PLACE!(2) Same on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

7. Breathing exercise: West Point breathing, (8 times.)

LESSON 13.

Repeat Lessons 10 and 11.

LESSON 14.

1. Quick change of starting positions as: Hands on neck—PLACE! On hips—PLACE! etc.

2. Arms upward—BEND! Head backward—BEND!(1) RAISE!(2) (6 times.)

3. Hands on neck—PLACE! Left (R) leg sideward—RAISE!(1) DOWN!(2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

4. Arms upward bend and left (R) leg forward—LUNGE!
 (1) Arms sideward—STRETCH!(2) Arms—BEND!(3) Arms
 upward—STRETCH!(4) Arms—BEND!(5) POSITION!(6)
 Same on count—BEGIN! 1-2-3-4-5-6, 1-2-3-4-5-6, etc. (24
 counts.)

5. Arms sideward raise and feet—CLOSE; Trunk to the
 right (L)—TURN!(1) Forward—TURN!(2) (Alternate, 8
 times.)

6. Arms sideward and heels—RAISE!(1) Knees—BEND!
 (2) Knees—STRETCH!(3) POSITION!(4) Same on count—
 BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

(7) Hands on hips—PLACE! Left (R) leg sideward—
 RAISE! Hop on right (L) foot on count—BEGIN! 1-2, 1-2,
 etc. (10 counts for left, 10 for right.)

8. Breathing exercise: West Point breathing. (8 times.)

LESSON 15.

1. Hands on neck—PLACE! POSITION! Class forward—
 MARCH! Class—HALT! (Quick change.)

2. Hands on hips and left (R) foot backward—PLACE!
 Head backward—BEND!(1) RAISE!(2) (4 times for left,
 4 for right.)

3. Arms upward bend and right (L) foot forward—
 PLACE!(1) Heels—RAISE!(2) DOWN!(3) POSITION!(4)
 Same, alternately, on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24
 counts.)

4. Arms forward bend and right (L) foot sideward—
 PLACE!(1) Arms sideward—FLING!(2) Arms—BEND!(3)
 POSITION!(4) Same, alternately, on count—BEGIN! 1-2-3-4,
 1-2-3-4, etc. (24 counts.)

5. Arms sideward raise and left foot backward—PLACE!
 (1) Trunk forward—BEND!(2) RAISE!(3) POSITION!(4)
 (4 times for left, 4 for right.)

6. Arms sideward upward raise and feet sideward—
 PLACE!(1) Trunk to the right (L)—TURN!(2) Forward—
 TURN!(3) POSITION!(4) (Alternately, 8 times.)

7. Hands on hips—PLACE! Left (R) foot forward, and
 right (L) foot backward—PLACE!(1) Together—PLACE!(2)
 Feet sideward—PLACE!(3) Together—PLACE!(4) Same,
 alternately, jumping on toes, on count—BEGIN! 1-2-3-4,
 1-2-3-4, etc. (32 counts.)

8. Breathing exercise: Arms forward upward raise and
 slowly inhale. Arms sideward downward and slowly exhale.
 (8 times.)

B. FOLK DANCES

The Ostend, page 193; Ace of Diamonds, page 159;
Sailor's Hornpipe, page 177.

IRISH LILT

The first system of musical notation for 'IRISH LILT' consists of two staves. The upper staff is in treble clef and the lower staff is in bass clef. Both are in the key of D major (two sharps) and 6/8 time. The music begins with a piano (*p*) dynamic. The melody in the treble staff starts with a quarter note D, followed by eighth notes E, F, G, A, B, C, D. The bass staff provides a simple accompaniment with quarter notes D, F, A, B, D.

The second system of musical notation continues the piece. The treble staff melody continues with eighth notes C, B, A, G, F, E, D. The bass staff accompaniment continues with quarter notes D, F, A, B, D. A forte (*f*) dynamic marking is placed between the two staves.

The third system of musical notation shows the treble staff melody with eighth notes D, E, F, G, A, B, C, D. The bass staff accompaniment continues with quarter notes D, F, A, B, D. A repeat sign is present at the end of the system.

The fourth system of musical notation shows the treble staff melody with eighth notes D, E, F, G, A, B, C, D. The bass staff accompaniment continues with quarter notes D, F, A, B, D.

The fifth system of musical notation shows the treble staff melody with eighth notes D, E, F, G, A, B, C, D. The bass staff accompaniment continues with quarter notes D, F, A, B, D. The piece concludes with a double bar line.

Pupils standing in regular class formation.

Exercise 1. (1) Hop left and raise right leg forward (2) hop left and swing leg sideward (3) spring to right foot and raise left leg backward (4). Hop right and hold left leg in same position—(5 to 12) repeat the preceding right and then left—(13 spring into stride position sidewise (14) spring with feet together—(15). Hop left, and swing right forward—(16) hop left and bend right knee at right angles, knee raised high.

Movement 13 to 16 make what is called "Break" and this is the finish for each exercise of the lilt.

Exercise 2. (1) Hop left and tap right toe forward—(2) hop left and strike right heel in place of toe—(3). Hop left and tap right toe behind left heel—(4) hop left and raise right leg forward—(5 to 12) repeat right and then left—(13 to 16) "break."

Exercise 3. (1) Hop left and raise right leg sideward—(2) hop left and swing right leg forward—(3). Hop left and quickly flex and extend right knee—(4) repeat (3)—(5 to 12). Repeat right and then left—(13 to 16) "break."

Exercise 4. (1) Hop left and tap right toe sideward, toing in—(2) hop left and strike right heel in place of toe—(3) hop left and tap right toe behind left heel—(4) hop left and raise right leg sideward—(5 to 12) Repeat right and then left—(13 to 16) "break."

Exercise 5. (1) Hop left and tap right toe forward—(2) hop left and raise right leg forward—(3). Spring on right, crossing it over in front of left and raise left leg backward—(4). Hop right and raise left leg forward—(5 to 12) repeat right and then left—(13 to 16) "break."

Exercise 6. (1) Hop left and strike right heel forward—(2) change to same pose with left heel forward—(13 to 14) change right and left alternately as in the preceding—(15 to 16)—Stamp left, right, and left in the time of two counts.

THE CRESTED HEN

The musical score is written for piano in 2/4 time with a key signature of one sharp (F#). It consists of two systems of music, each with a treble and bass clef staff. The first system contains measures 1 through 8, and the second system contains measures 9 through 16. The melody is primarily in the treble clef, while the bass clef provides harmonic accompaniment with chords and single notes. Measure numbers 1-8 are placed below the first staff, and 9-16 are placed below the second staff.

Formation: Circles of three, hands joined, number dancers 1-2-3.

Step: Step-hop raising foot quickly from floor each time.

Measures 1-8: Dance eight steps starting with left foot and moving in circle to left.

Measure 1: Stamp with left foot.

Measures 2-8: Dance seven steps, starting with right foot and moving in circle to right. Finish in one line, 1 and 3 dropping hands. 2 standing in centre holding hands of 1 and 3.

Measures 9-12: Number 1 dances four steps crossing in front of number 2, passing under arms of 2 and 3 and on to her own place. Number 2 dances four steps turning in place in same direction as number 1.

Measures 13-16: Number 3 dances four steps crossing in front of number 2, passing under the arms of 1 and 2 and on to her own place. Number 2 dances four steps turning in place in same direction as number 3.

Measures 8-12: Number 1 repeat.

Number 13-16: Number 3 repeat.

Repeat from beginning.

C. ACTIVE GAMES AND RELAY RACES

P, Playground; R, Room.

1. Crows and Cranes.
2. Dodge Ball, page 179.
3. Poison, page 196.
4. Prisoner's Base, page 197.
5. Pull off the Ground.
6. Swat to the Right.
7. Pin Football, page 197.
8. Potato or Block Relay, page 214.
9. Forward Sprint Relay, page 164.
10. Wheelbarrow Relay, page 214.
11. Volley Ball.

CROWS AND CRANES. (P.)

Two lines of players, back to back and about one yard apart. The instructor designates one line as crows and the other line as cranes. If he should call out "Cranes," the cranes will rush forward about 30 feet across a safety line, and the line designated as crows will turn around and attempt to tag the opposing players before they have covered the distance to safety line. Those who are tagged must go over to the other side. Team having largest number of players at expiration of a given time wins.

Note: The instructor can make the game more interesting by drawing out the "R" in either crows or cranes.

PULL OFF THE GROUND. (R.)

Two lines: Players sit on ground, facing each other, toes against toes, knees bent and hands gripped between knees. At signal "Go" each tries to pull the other off the ground.

SWAT TO THE RIGHT. (P.)

Formation—Circle, hands behind back, facing in, eyes closed.

One player carrying swatter (belt, towel, etc.) runs around outside of circle and places swatter in some one's hand. The one receiving it immediately hits the player on his right. The player who is being hit, runs around the circle until he is back to his starting position. The player with the swatter follows runner and swats him until he is back in position. The player with the swatter runs and places it in the hand of some other player.

VOLLEY BALL. (P.)

Mark out a court about 25 by 50 feet. Stretch a tennis or volley ball net across the court at its middle, the top of the net seven feet high in the center. Players in two equal groups placed on opposite sides of the net. The light volley ball is used, and the object is to bat it over the net with open hands. One or both hands may be used. One player starts the game by "serving." To do this he stands with one foot on the rear line of the court, tosses the ball up, and then bats it upward and toward the net. The other players watch the ball, and if one of them can help the ball over by batting it he may do so, but no player can bat it twice in succession. If the ball goes over the net without touching it must be batted back by the opponents. The ball is in play as long as it is batted back and forth across the net; as soon as one side fails to return it, whether by letting it fall to the ground, batting it in the net, or batting it outside the court, it is out of play and must be started again by serving. The side failing to return the ball at any time when it is in play is said to "lose a point." If the side that served loses a point, they lose the right to serve, the ball going to the opponents. If the other side loses (serving side winning) it counts one score for the serving side. Only the serving side can make scores; the other side tries to win the point and thus earn the right to serve. 21 points make a game.

SENIOR HIGH SCHOOL
SECOND YEAR

A. CALISTHENICS

Do not spend more than two weeks on each lesson.

First six weeks review Lessons 1, 2 and 4 of first year Junior High.

LESSON 1.

1. Class—ATTENTION! Hands on hips—PLACE! On neck—PLACE! Left—FACE! Hands on hips—PLACE! About—FACE! etc.

2. Chest—RAISE!(1) DOWN!(2) (6 times.)

3. Hands on hips—PLACE! Right knee upward—BEND!(1) DOWN!(2) Left knee upward—BEND!(3) DOWN!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)†

4. Arms sideward—RAISE!(1) DOWN!(2) Same, on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

5. Hands on hips and feet sideward—PLACE! Trunk forward—BEND!(1) RAISE!(2) (6 times.)

6. Hands on neck and feet sideward—PLACE! Trunk to right (L)—BEND!(1) RAISE!(2) (Alternate, * 8 times.)

7. Hands on hips—PLACE! Heels—RAISE!(1) DOWN!(2) Same on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

8. Breathing exercise. West Point breathing. (8 times.)

LESSON 2.

1. Marching.

2. Hands on hips—PLACE! Head backward—BEND!(1) RAISE!(2) (8 times.)

3. Hands on neck—PLACE! Right (L) knee upward—BEND!(1) DOWN!(2) Left(R) knee upward—BEND!(3) DOWN!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

4. Arms upward—BEND! Left arm upward and right arm sideward—STRETCH!(1) BEND!(2) Right arm upward and left arm sideward—STRETCH!(3) BEND!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

5. Hands on neck and feet sideward—PLACE! Trunk forward—BEND!(1) RAISE!(2) (8 times.)

* Wherever used, "alternate" refers to alternation of exercise from right to left.

† Since there are four counts to the unit, this means six units.

6. Arms sideward raise and feet sideward—PLACE! Trunk forward—BEND! Trunk to the right (L)—TURN!(1) Forward—TURN!(2) (4 times to right, 4 to left.)

7. Hands on hips—PLACE! Running in place, knees up high in front, on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

8. Breathing exercise: Arms sideward raise and slowly inhale. Arms downward and slowly exhale. (8 times.)

LESSON 3.

1. Marching.

2. Arms sideward—RAISE! Chest—RAISE!(1) DOWN!(2) (6 times.)

3. Arms sideward—RAISE! Right (L) knee upward—BEND!(1) DOWN!(2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

4. Arms forward—BEND! Sideward—FLING!(1) BEND!(2) Same on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

5. Hands on hips—PLACE! Right (L) leg forward (high)—RAISE!(1) DOWN!(2) (4 times for right, 4 for left.)

6. Arms and feet sideward—PLACE! Trunk to the right—TURN!(1) Forward—TURN!(2) To the left—TURN!(3) Forward!—TURN!(4) (6 times.)

7. Arms sideward—RAISE! Heels—RAISE!(1) Knees—BEND!(2) Knees—STRETCH!(3) Heels—DOWN!(4) Same, on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

8. Breathing exercise. West Point breathing. (8 times.)

LESSON 4.

1. Right—FACE! Left—FACE! Hands on hips—PLACE! On neck—PLACE! etc.

2. Hands on neck—PLACE! Chest—RAISE(1) DOWN!(2).

3. Arms sideward—RAISE! Left (R) leg backward—RAISE!(1) DOWN!(2) Right (L) leg backward—RAISE!(3) DOWN!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (32 counts.)

4. Arms upward—BEND! Upward—STRETCH!(1) BEND!(2) Sideward—STRETCH!(3) BEND!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

5. Arms upward bend and feet sideward—PLACE! Trunk forward—BEND!(1) RAISE!(2) (8 times.)

6. Arms sideward—RAISE! Trunk to the right—TURN!(1) Forward—TURN!(2) To the left—TURN!(3) Forward—TURN!(4) (6 times.)

7. Arms sideward—RAISE! (With heels spread) Heels—RAISE!(1) DOWN!(2) Same on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

8. Breathing exercise. Arms forward upward raise and slowly inhale. Arms sideward downward and slowly exhale. (8 times.)

LESSON 5.

Repeat Lessons 1 and 2.

LESSON 6.

1. Marching: Class forward—MARCH! By the right flank! MARCH! Column right—MARCH! By the left flank—MARCH! Class—HALT! etc.

2. Arms sideward and chest—RAISE!(1) Arms and chest—DOWN!(2) (6 times.)

3. Arms sideward—RAISE!(1) Left (R) leg backward—RAISE!(2) DOWN!(3) Arms—DOWN!(4) Same alternately, on count—BEGIN! 1-2-3-4, 1-2-3-4, etc (16 counts.)

4. Arms upward bend and feet sideward—PLACE! Arms upward—STRETCH!(1) BEND!(2) Sideward—STRETCH!(3) BEND!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

5. Hands on hips—PLACE! On the right (L) knee—KNEEL! Trunk backward—BEND!(1) RAISE!(2) (6 times for right, 6 for left.)

6. Arms and feet sideward—PLACE! Trunk to the right (L)—BEND!(1) RAISE!(2) (6 times to right, 6 to left.)

7. Hands on hips—PLACE! Right (L) knee upward—BEND!(1) Forward—STRETCH!(2) BEND!(3) POSITION! (4) Same, alternately, on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

8. Breathing exercise: West Point Breathing. (8 times.)

LESSON 7.

1. Marching: Class forward—MARCH! Fours right—MARCH! By the right flank—MARCH! Class—HALT! etc.

2. Hands on neck—PLACE! Head backward—BEND!(1) RAISE!(2) (6 times.)

3. Arms upward—BEND! Right (L) leg backward—RAISE!(1) DOWN!(2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

4. Arms and feet sideward—PLACE! Arms upward—RAISE!(1) Arms—DOWN!(2) Same on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

5. Hands on neck—PLACE! On the right (L) knee—KNEEL! Trunk backward—BEND!(1) RAISE(2) (6 times for right, 6 for left.)

6. Arms and feet sideward—PLACE! Trunk forward—BEND! Trunk to the right (L) TURN! (1) Forward—TURN! (2) (6 times to right, 6 to left.)

7. Hands on neck and left (R) foot forward—PLACE! Heels—RAISE!(1) Knees—BEND!(2) Knees—STRETCH!(3) Heels—DOWN!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (16 counts.)

8. Breathing exercise: Arms sideward raise and slowly inhale. Arms downward and slowly exhale. (8 times.)

LESSON 8.

Repeat Lessons 3 and 4.

LESSON 9.

1. Hands on neck—PLACE! On hips—PLACE! POSITION! Right—FACE! Left—FACE! etc.

2. Hands on hips and feet sideward—PLACE! Chest—RAISE!(1) DOWN!(2) (6 times.)

3. Hands on hips—PLACE! Right leg sideward—RAISE!(1) DOWN!(2) Left leg sideward—RAISE!(3) DOWN!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

4. Arms forward raise and right (L) foot sideward—PLACE!(1) Arms upward—RAISE!(2) Arms (to horizontal)—DOWN!(3) POSITION!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

5. Arms upward—BEND! On the right (L) knee—KNEEL! Trunk backward—BEND!(1) RAISE!(2) (6 times for right, 6 for left.)

6. Arms forward bend and feet sideward—PLACE! Arms sideward fling and trunk to the right (L)—TURN!(1) Arms bend and trunk forward—TURN!(2) (Alternate, 8 times.)

7. Arms sideward and heels—RAISE!(1) Knees—BEND!(2) Knees—STRETCH!(3) POSITION!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

8. Breathing exercise: West Point breathing. (8 times.)

LESSON 10.

1. Class forward—MARCH! To the rear—MARCH! By the right flank—MARCH! Class—HALT! etc.

2. Hands on hips and feet sideward—PLACE! Chest—RAISE!(1) DOWN!(2) (6 times.)

3. Arms sideward—RAISE! Left (R) leg sideward—RAISE!(1) DOWN!(2) Right (L) leg sideward—RAISE!(3) DOWN!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

4. Arms sideward raise and right (L) foot sideward—PLACE!(1) Arms upward—RAISE!(2) Arms (to horizontal) DOWN!(3) POSITION!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

5. Arms upward bend and feet sideward—PLACE! Arms downward stretch and trunk forward—BEND!(1) Arms bend and trunk—RAISE!(2) (6 times.)

6. Arms forward raise and feet sideward—PLACE! Trunk to right (L)—BEND!(1) RAISE!(2) (6 times to right, 6 to left.)

7. Arms upward bend and heels—RAISE!(1) Knees—BEND!(2) Arms sideward—STRETCH!(3) Arms—BEND!(4) Knees—STRETCH!(5) POSITION!(6) Same on count—BEGIN! 1-2-3-4-5-6, 1-2-3-4-5-6, etc. (24 counts.)

8. Breathing exercises: West Point breathing (8 times.)

LESSON 11.

1. Marching.

2. Arms sideward raise and feet sideward—PLACE! Chest—RAISE!(1) DOWN!(2) (6 times.)

3. Hands on neck—PLACE! Right (L) leg sideward—RAISE!(1) DOWN!(2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

4. Arms upward—BEND! Upward—STRETCH!(1) BEND!(2) Forward—STRETCH!(3) BEND!(4) Sideward—STRETCH!(5) BEND!(6) Same on count—BEGIN! 1-2-3-4-5-6, 1-2-3-4-5-6, etc. (24 counts.)

5. Arms forward upward—RAISE! Trunk forward BEND!(1) RAISE!(2) (8 times.)

6. Arms sideward and right (L) foot forward—PLACE! Trunk to right (L)—BEND!(1) RAISE!(2) (Alternate, 6 times.)

7. Arms forward bend and heels—RAISE!(1) Knees—BEND!(2) Arms sideward—FLING!(3) Arms—BEND!(4) Knees—STRETCH!(5) POSITION!(6) Same on count—BEGIN! 1-2-3-4-5-6, 1-2-3-4-5-6, etc. (24 counts.)

8. Breathing exercise: Arms sideward raise and slowly inhale. Arms downward and slowly exhale. (8 times.)

LESSON 12.

Repeat Lessons 7 and 9.

LESSON 13.

1. Right—FACE! About—FACE! Forward—MARCH! Fours right—MARCH! etc.

2. Chest—RAISE!(1) DOWN!(2) (6 times.)

3. Hands on hips and right (L) knee upward—BEND! Left (R) heel—RAISE!(1) DOWN!(2) Same on count—BEGIN! 1-2, 1-2, etc. (6 counts for right, 6 for left.)

4. Arms upward bend and feet sideward—PLACE!(1) Arms upward—STRETCH!(2) Arms—BEND!(3) POSITION!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (16 counts.)

5. Arms sideward and right (L) leg slowly forward—RAISE!(1) DOWN!(2) (6 times for right, 6 for left.)

6. Arms sideward raise and right (L) foot forward—PLACE! Trunk to the right (L)—TURN(1) Forward—TURN!(2) (Alternate, 8 times.)

7. Hands on hips and feet sideward—PLACE! Heels—RAISE!(1) Knees—BEND!(2) Knees—STRETCH!(3) Heels—DOWN!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

8. Breathing exercise: West Point breathing (8 times.)

LESSON 14.

1. Marching. Hands on neck—PLACE! Head backward—BEND!(1) RAISE!(2) (8 times.)

3. Hands on hips—PLACE! Right (L) knee upward—BEND! Left (R) heel—RAISE!(1) DOWN!(2) Same on count—BEGIN! 1-2, 1-2, etc. (10 counts for right, 10 for left.)

4. Arms upward bend and right (L) leg diagonally forward LUNGE!(1) Arms sideward—STRETCH!(2) Arms—BEND!(3) POSITION!(4) Same, alternately, on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

5. Arms forward and left (R) leg slowly forward—RAISE!(1) Slowly—DOWN!(2) (6 times for left, 6 for right.)

6. Hands on neck and left (R) foot forward—PLACE! Trunk to the right (L)—BEND!(1) RAISE!(2) (Alternate, 6 times.)

7. Arms forward upward and heels—RAISE!(1) Knees—BEND!(2) Knees—STRETCH!(3) POSITION!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

8. Breathing exercise: Arms forward upward raise and slowly inhale. Arms sideward downward and slowly exhale. (8 times.)

LESSON 15.

1. Class forward—MARCH! By the right flank—MARCH! Column left counter—MARCH! Class—HALT! Class mark time—MARCH! Forward—MARCH! etc.

2. Hands on neck and feet sideward—PLACE! Trunk slightly, backward—BEND!(1) RAISE!(2) (8 times.)

3. Hands on hips and feet sideward—PLACE! Knees—BEND!(1) STRETCH!(2) Same on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

4. Left (R) arm forward and right (L) arm sideward RAISE!(1) Arms—DOWN!(2) Same, alternately, on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

5. Arms upward bend and feet sideward—PLACE! Arms downward stretch and trunk forward—BEND!(1) Arms bend and trunk—RAISE!(2) (6 times.)

6. Hands on hips—PLACE! Trunk to the right—BEND! (1) RAISE!(2) To the left—BEND!(3) RAISE!(4) (8 times.)

7. Hands on neck—PLACE! Feet sideward—PLACE!(1) Feet together—PLACE!(2) Same, jumping on toes, on count—BEGIN! 1-2, 1-2, etc.

8. Breathing exercise: Arms sideward raise and slowly inhale. Arms downward and slowly exhale. (8 times.)

B. FOLK DANCES

May Pole Dance, page 225; Sailor's Hornpipe, page 177; Tantoli, page 191.

ROUND AND ROUND THE VILLAGE

1. Round and round the vil - lage. Round and round the vil - lage, As you have done be - fore.

ENGLISH.

The children join hands and stand in a ring.
One child walks or skips round outside the ring,
while all sing:

Round and round the village,
Round and round the village,
Round and round the village,
As you have done before.

The children then raise their joined hands as high as possible, and the child goes in and out under the arches, while all sing:

In and out the windows,
In and out the windows,
In and out the windows,
As you have done before.

The child then stops inside the ring and faces another child, while all sing:

Stand and face your lover,
Stand and face your lover,
Stand and face your lover,
As you have done before.

She then runs in and out the ring or wherever she chooses to go, pursued by the child she has chosen, while all sing:

Follow her to London, etc.

They continue singing this verse over and over until the child is caught. When she is caught, they come back into the ring and bow three times to each other, while all sing:

Bow before you leave her, etc.

The game is repeated with the chosen child as leader.

THERE WAS A JOLLY MILLER

1. There was a jol - ly mil - ler and he lived by him - self, As the wheel went, round he made his wealth; One
 Oh, San - dy... he... long - s to the mill, And the mill be - longs to San - dy still; Oh,

2. hand in the hop - per and the oth - er in the bag, As the wheel went round he made his grab.
 San - dy... he... long - s to the mill, And the mill be - longs to [omit. . .] San - dy.

Couples side by side, all with left hands toward the center of the circle, walk or skip round. One child stands in the center until the word "grab" is sung; then those nearest the center move quickly backward and those on the outside move forward, thus changing partners. The center child tries to get a partner during the change.

When older couples play, the center player is a man and those nearest the center are men, while those outside are girls, so that in the change a man is always left without a partner.

This game is played in the same way in England and America, but there is a great variety of words.

C. ACTIVE GAMES AND RELAY RACES

P, Playground; R, Room.

1. By the Numbers Change.
2. Collar and Elbow.
3. Crossing No Man's Land.
4. Dodge Ball, page 179.
5. Hand Wrestle.
6. Milling the Man.
7. Potato or Block Relay, page 214.
8. Broad Jump Relay.
9. Forward Sprint Relay, page 164.
10. Hold Hop Relay, page 213.

BY THE NUMBERS CHANGE. (P. R.)

The pupils form a circle and are numbered consecutively. One person is "IT" and stands in the center. Another on the outside of the circle says "By the numbers, change, one and six." The person in the center tries to get into one of the places left vacant when they are changing places. If he succeeds in getting one of these places the one left out becomes "IT."

COLLAR AND ELBOW. (P. R.)

Formation—two lines facing each other, players about four feet apart. Each player places the right hand about opponent's neck, and takes hold of his elbow with his left hand. At signal "go" attempt to overthrow opponent so that he is compelled to touch some part of his body other than his feet (knee, hand, neck, etc.) to the ground, tripping, etc., may be used. In case both fall, the one on top wins. Players should be paired, according to size.

CROSSING NO MAN'S LAND. (P.)

Formation. In single file. A parallel line is drawn about 5 feet in front and the player being "IT" stands between this line and the players. At a signal, players change to opposite

line. "IT" tries to catch as many runners as possible. Players so caught must help "IT" to catch the other. After each change, those uncaught assemble themselves and try to change back to previous base. Players change and rechange until all have been caught.

HAND WRESTLE (R.)

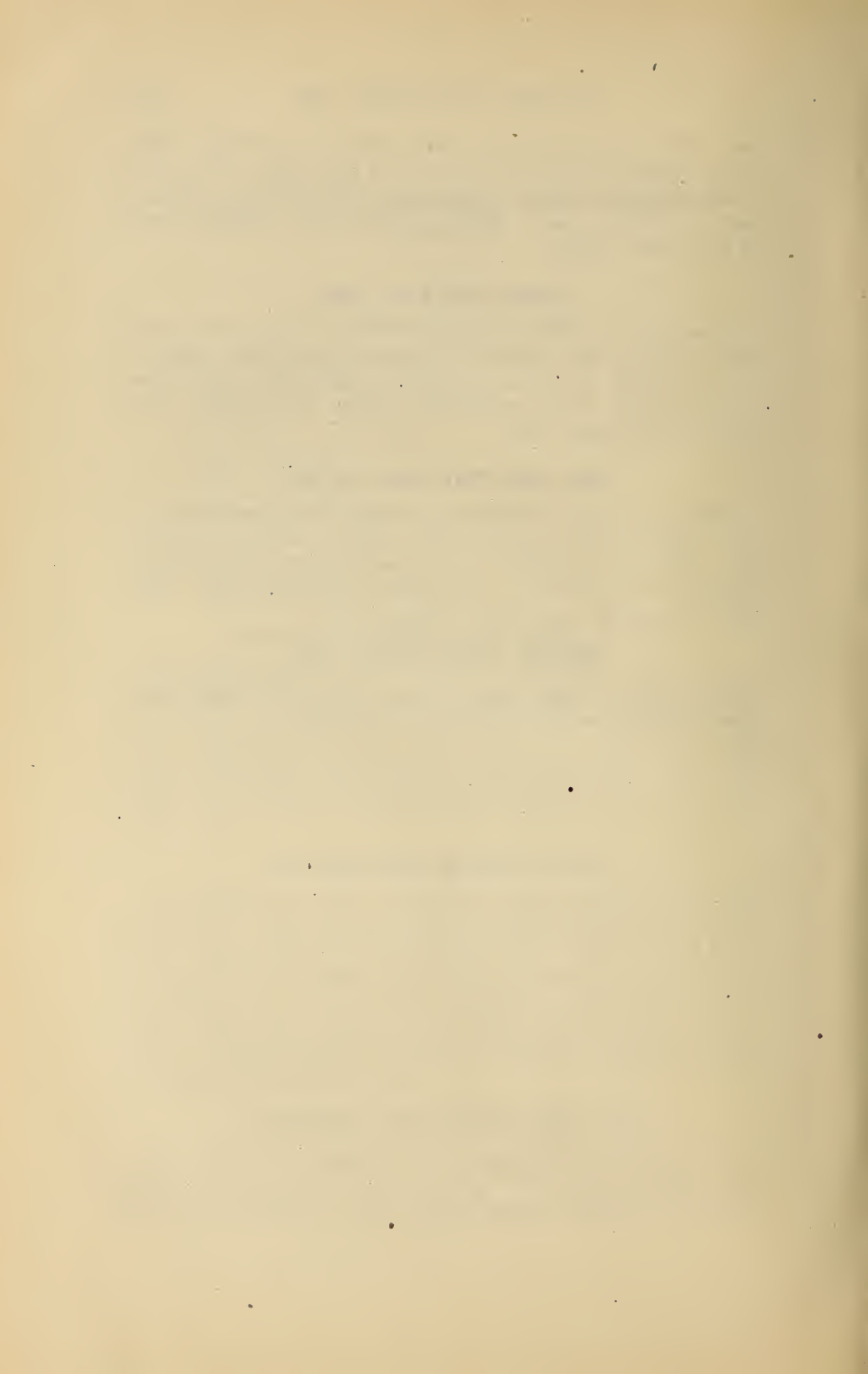
Formation—two lines, facing each other. The players stand with the right feet advanced clasping right hands. The object is to make one's opponent move a foot from its position on the ground. This constitutes a throw, and a point. Line scoring most points, wins.

MILLING THE MAN. (P. R.)

Form a small circle with one person in the center who is "IT." With arms at sides "IT" stiffens his body and acts like a dead man falling over. Those in the circle prevent his falling to the ground by pushing him back and forth. If he falls, the person responsible becomes "IT."

BROAD JUMP RELAY. (P.)

With hands on hips jump forward with both feet until a given point is reached. Return on the sprint.



SENIOR HIGH SCHOOL
THIRD YEAR

A. CALISTHENICS

Do not spend more than two weeks on each lesson.

First six weeks review Lessons 1, 2, and 4 of 1st year Junior High.

LESSON 1.

1. Mark time—MARCH! Class—HALT! About—FACE! Forward—MARCH! Class—HALT! etc.

2. Arms forward upward raise and left (R) foot forward—PLACE! Trunk slightly, backward—BEND!(1) RAISE!(2) (6 times.)

3. Arms sideward raise and feet sideward—PLACE! Knees—BEND!(1) Knees—STRETCH!(2) Same on count—BEGIN! 1-2, 1-2, etc. (16 counts.)†

4. Left (R) arm forward and right (L) arm sideward—RAISE!(1) DOWN!(2) Same on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

5. Arms forward upward raise and left (R) foot sideward—PLACE! Trunk forward—BEND!(1) RAISE!(2) (6 times to left, 6 to right.)

6. Hands on neck and feet sideward—PLACE! Trunk to the right (L)—TURN!(1) Forward—TURN!(2) (6 times to right, 6 to left.)

7. Hands on hips and heels—RAISE! Feet sideward—PLACE!(1) Together—PLACE!(2) Same, jumping on toes, on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

8. Breathing exercise: West Point breathing. (8 times.)

LESSON 2.

1. Class forward—MARCH! On toes—MARCH! Double time—MARCH! Common time—MARCH! Class—HALT, etc.

2. Arms sideward upward raise and left (R) foot forward—PLACE! Trunk, slightly, backward—BEND!(1) RAISE!(2) (6 times.)

3. Hands on neck—PLACE! Left leg sideward—RAISE!(1) DOWN!(2) Right leg sideward—RAISE!(3) DOWN!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

† Since there are two counts to each unit, this means eight units.

4. Arms forward raise and left (R) foot sideward—PLACE! Arms upward—RAISE!(1) To horizontal—DOWN!(2) Same on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

5. Arms upward bend and on the right (L) knee—KNEEL! Arms upward stretch and trunk backward—BEND!(1) Arms bend and trunk—RAISE!(2) (6 times to right, 6 to left.)

6. Arms forward upward—RAISE! Trunk to the right (L)—BEND!(1) RAISE!(2) (6 times to right, 6 to left.)

7. Hands on hips and knees—BEND! Jump forward on toes on count—BEGIN! 1-2, 1-2, etc. (10 counts.)

8. Breathing exercise: Arms sideward raise and slowly inhale. Arms downward and slowly exhale. (8 times.)

LESSON 3.

1. Arms sideward raise and knees—BEND!(1) POSITION (2) Same on count—BEGIN! 1-2, 1-2, etc. (32 counts.)

2. Hands on neck and right (L) foot, diagonally forward—PLACE! Trunk slightly, backward—BEND!(1) RAISE! (2) (6 times.)

3. Arms sideward raise and right knee upward—BEND! (1) POSITION!(2) Arms sideward raise and left knee upward—BEND!(3) POSITION!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

4. Arms sideward—RAISE! Arms forward—FLING!(1) Arms sideward—FLING!(2) Same on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

5. Hands on hips and left (R) foot backward—PLACE! Trunk backward—BEND!(1) RAISE!(2) (6 times for left, 6 for right.)

6. Hands on neck and left (R) foot forward—PLACE! Trunk to the left (R)—TURN!(1) Forward—TURN!(2) (Alternately, * 8 times.)

7. Hands on hips and heels—RAISE! Jump forward on toes, on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

8. Breathing exercise: West Point breathing. (6 times.)

LESSON 4.

1. Arms forward upward fling and left foot forward—PLACE!(1) POSITION!(2) Arms forward upward fling and right foot forward—PLACE!(3) POSITION!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (32 counts.)

* Wherever found, "alternately" refers to alternation of exercise from right to left.

2. Hands on neck and feet sideward—PLACE! Head backward—BEND!(1) RAISE!(2) (6 times.)
3. Arms sideward upward raise and left (R) foot sideward—PLACE! Knees—BEND!(1) STRETCH!(2) Same on count—BEGIN! 1-2, 1-2, etc. (16 counts.)
4. Arms upward bend and feet sideward—PLACE! Trunk forward—BEND! Arms upward—STRETCH!(1) BEND!(2) Same on count—BEGIN! 1-2, 1-2, etc. (16 counts.)
5. Arms forward upward raise and left (R) foot forward—PLACE! Trunk backward—BEND!(1) RAISE!(2) (8 times.)
6. Hands on neck—PLACE! Left (R) leg sideward raise and trunk to the right (L)—BEND!(1) Leg down and trunk—RAISE!(2) (6 times to right, 6 to left.)
7. Arms sideward raise and knees—BEND! Jump on toes, sideward to the left (R)—BEGIN!
8. Breathing exercise! West Point breathing (8 times.)

LESSON 5.

Repeat Lessons 1 and 3.

LESSON 6.

1. Right—FACE! Mark time—MARCH! Class—HALT! Forward—MARCH! etc.
2. Arms upward bend and left (R) foot forward—PLACE—Trunk to the right (L) TURN! Trunk slightly backward—BEND!(1) RAISE!(2) (6 times to right, 6 to left.)
3. Hands on neck and right knee upward—BEND!(1) POSITION!(2) Hands on neck and left knee upward—BEND!(3) POSITION!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)
4. Arms forward bend and left (R) leg forward—LUNGE! (1) Arms sideward—FLING!(2) Arms—BEND!(3) POSITION!(4) Same, alternately, on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)
5. Arms forward upward raise and left (R) foot forward—PLACE! Trunk backward—BEND!(1) RAISE!(2) (4 times for left, 4 for right.)
6. Arms sideward raise and left (R) leg forward—LUNGE! Trunk to the right (L)—TURN!(1) Forward—TURN!(2) (Alternate, 8 times.)
7. Hands on hips—PLACE! Running in place, on count—BEGIN! 1-2, 1-2, etc. (32 counts.)

8. Breathing exercise: Arms forward upward raise and slowly inhale. Arms sideward downward and slowly exhale. (8 times.)

LESSON 7.

1. "Change step," page 32.

2. Arms upward—BEND! Left arm upward and left foot forward—PLACE!(1) Arm bend and foot—REPLACE!(2) Right arm upward and right foot forward—PLACE!(3) Arm bend foot—REPLACE!(4) Same, alternately, on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

3. Hands on neck and left (R) foot forward—PLACE! Knees—BEND!(1) STRETCH!(2) Same, on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

4. Arms upward bend and left (R) leg forward—LUNGE! (1) Left arm sideward—STRETCH!(2) BEND!(3) Right arm sideward—STRETCH!(4) BEND!(5) POSITION!(6) Same alternately, on count—BEGIN! 1-2-3-4-5-6, 1-2-3-4-5-6, etc. (24 counts.)

5. Arms upward bend and feet sideward—PLACE!(1) Arms downward stretch and trunk forward—BEND!(2) Arms bend and trunk—RAISE!(3) POSITION!(4) (8 times.)

6. Arms sideward raise and feet—CLOSE! Trunk to the right—BEND!(1) RAISE!(2) To the left—BEND!(3) RAISE!(4) (Alternately, 8 times.)

7. Jump with a 180 degree right (L)—TURN!

8. Breathing exercise: Arms sideward raise and slowly inhale. Arms downward and slowly exhale. (8 times.)

LESSON 8.

Repeat Lessons 3 and 4.

LESSON 9.

1. Hands on neck—PLACE! Hands on hips—PLACE! POSITION! Arms sideward—RAISE! DOWN! etc.

2. Arms forward bend and left (R) foot backward—PLACE! Head backward—BEND!(1) RAISE!(2) (4 times for left, 4 for right.)

3. Arms forward upward—RAISE! Left leg backward—RAISE!(1) DOWN!(2) Right leg backward—RAISE!(3) DOWN!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (16 counts.)

4. Arms sideward raise and left (R) leg sideward—LUNGE! Double arm circumduction backward, on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

5. Hands on neck and left (R) foot backward—PLACE! On the left (R) knee—KNEEL! Trunk backward—BEND!(1) RAISE!(2) (6 times for left, 6 for right.)

6. Arms sideward raise and left (R) foot backward—PLACE! Trunk to the right (L)—BEND!(1) RAISE!(2) (Alternately, 8 times.)

7. Hands on hips and right (L) knee upward—BEND! Hop on left (R) foot, on count—BEGIN! 1-2, 1-2, etc. (16 counts for right, 16 for left.)

8. Breathing exercise: West Point Breathing. (8 times.)

LESSON 10.

1. "Follow step," page 32.

2. Hands on hips and feet sideward—PLACE! Chest—RAISE!(1) DOWN!(2) (6 times.)

3. Hands on neck and feet sideward—PLACE! Heels—RAISE!(1) Knees—BEND!(2) Knees—STRETCH!(3) Heels—DOWN!(4) Same, on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

4. Arms forward raise and right (L) leg forward—LUNGE!(1) Arms sideward—FLING!(2) Arms forward—FLING!(3) POSITION!(4) Same, on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (32 counts.)

5. Hands on hips and on the right (L) knee—KNEEL! Trunk to the right—TURN!(1) Forward—TURN!(2) To the left—TURN!(3) Forward—TURN!(4) (6 times.)

6. Arms sideward raise and right (L) leg sideward—LUNGE! Trunk to the right (L)—BEND!(1) RAISE!(2) (6 times for right, 6 for left.)

7. Hands on hips—PLACE! Running in place, keeping knees stiff, on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

8. Breathing exercise: Arms sideward raise, slowly inhale. Arms downward and slowly exhale. (8 times.)

LESSON 11.

1. Class forward—MARCH! Fours right—MARCH! By the right flank—MARCH! etc.

2. Arms sideward upward raise and left (R) foot sideward—PLACE! Trunk to the right (L)—TURN!(1) Trunk slightly backward—BEND!(2) RAISE!(3) Forward—TURN!(4) (Alternate, 6 times.)

3. Hands on neck and left (R) foot backward—PLACE! Knees—BEND!(1) STRETCH!(2) Same on count—BEGIN! 1-2, 1-2, etc. (16 counts.)

4. Arms upward bend and feet sideward—PLACE!(1) Left (R) arm upward and right (L) arm sideward—STRETCH!(2) Arms—BEND!(3) POSITION!(4)

5. Hands on neck—PLACE! Left leg slowly forward—RAISE!(1) Slowly—DOWN!(2) Right leg slowly—RAISE!(3) Slowly—DOWN!(4) (6 times.)

6. Hands on neck and left (R) leg forward—LUNGE! Trunk to the right—TURN!(1) Forward—TURN!(2) To the left—TURN!(3) Forward—TURN!(4) (6 times.)

7. Hands on neck—PLACE! Left (R) leg sideward—RAISE! Hop on right (L) foot, on count—BEGIN! 1-2, 1-2, etc. (24 counts.)

8. Breathing exercise: West Point breathing (8 times.)

LESSON 12.

Repeat Lessons 7 and 9.

LESSON 13.

1. "Backward Cut," page 33.

2. Hands on neck—PLACE! Chest—RAISE!(1) DOWN!(2) (8 times.)

3. Hands on neck and left (R) leg sideward—RAISE! Right (L) heel—RAISE!(1) DOWN!(2) Same on count—BEGIN! 1-2, 1-2, etc. (10 counts for left, 10 for right.)

4. Arms sideward raise and left (R) foot sideward—PLACE!(1) Arms upward—FLING!(2) Sideward—FLING!(3) Foot replace and arms—DOWN!(4) Same, alternately, on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

5. Arms sideward upward raise and left (R) foot backward—PLACE! Trunk backward—BEND!(1) RAISE!(2) (6 times for left, 6 for right.)

6. Hands on neck and left (R) leg forward—LUNGE! Trunk to the right—BEND!(1) RAISE!(2) (Alternately, 8 times.)

7. Arms forward upward raise and heels—RAISE!(1) Knees—BEND!(2) Knees—STRETCH!(3) Heels—DOWN!(4) Same on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

8. Breathing exercise: West Point breathing. (8 times.)

LESSON 14.

1. "Two step," page 32.

2. Arms upward—BEND!(1) Left (R) foot backward—PLACE!(2) Head backward—BEND!(3) RAISE!(4) Foot—REPLACE!(5) POSITION!(6) (8 times.)

3. Hands on hips and left (R) leg forward—LUNGE! Right (L) leg backward—RAISE!(1) DOWN!(2) Same on count—BEGIN! 1-2, 1-2, etc. (8 counts for left, 8 for right.)

4. Arms forward raise and left (R) foot forward—PLACE! (1) Arms upward—FLING!(2) Forward—FLING!(3) Sideward—FLING!(4) Upward—FLING!(5) POSITION!(6) Same on count—BEGIN! 1-2-3-4-5-6, 1-2-3-4-5-6, etc. (24 counts.)

5. Hands on neck—PLACE! Right leg slowly forward—RAISE!(1) DOWN!(2) Left leg slowly forward—RAISE!(3) DOWN!(4) (6 times.)

6. Hands on hips—PLACE! Left leg slowly sideward—RAISE!(1) DOWN!(2) Right leg, slowly, sideward—RAISE! (3) DOWN!(4) (6 times.)

7. Hands on hips and right (L) knee upward—BEND!(1) Leg forward—STRETCH!(2) BEND!(3) POSITION!(4) Same, alternately, on count—BEGIN! 1-2-3-4, 1-2-3-4, etc. (24 counts.)

8. Breathing exercise: Arms forward upward raise and slowly inhale. Arms sideward downward and slowly exhale. (8 times.)

LESSON 15.

1. Class forward—MARCH! By the right flank—MARCH! To the rear—MARCH! etc.

2. Arms sideward upward raise and feet sideward—PLACE! Trunk, slightly, backward—BEND!(1) RAISE!(2) (8 times.)

3. Arms forward—RAISE! Left (R) leg backward and right (L) heel—RAISE!(1) Leg and heel—DOWN(2) Same on count—BEGIN! 1-2, 1-2, etc. (8 counts for left, 8 for right.)

4. Arms sideward raise and feet sideward—PLACE!(1) Arms upward—FLING!(2) Forward—FLING!(3) Sideward—FLING!(4) Upward—FLING!(5) POSITION!(6) Same on count—BEGIN! 1-2-3-4-5-6, 1-2-3-4-5-6, etc. (24 counts.)

5. Hands on neck and on the right (L) knee—KNEEL!
Trunk backward—BEND!(1) RAISE!(2) Forward—BEND!
(3) RAISE!(4) (6 times.)

6. Hands on neck—PLACE! Left leg sideward—RAISE!
(1) DOWN!(2) Right leg sideward—RAISE!(3) DOWN!(4)
(8 times.)

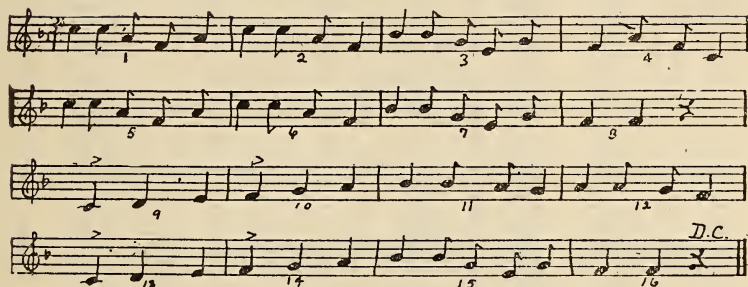
7. Hands on hips—PLACE! Left (R) foot forward and
right (L) foot backward—PLACE!(1) Together—PLACE!
(2) Same, alternately, jumping on toes, on count—BEGIN!
1-2, 1-2, etc. (32 counts.)

8. Breathing exercise: West Point breathing. 8 times.)

B. FOLK DANCES

Ace of Diamonds, page 159; Irish Lilt, page 238.

REAP THE FLAX



REAP THE FLAX

Formation: Five in each line. All face front, hands on hips.

FIGURE 1

- A. Measure 1. All bend forward down to left.
 Measure 2. Reap the flax by rising.
 Measure 3. Throw it to the right side.
 Measure 4. Back in starting position, hands on hips.
 Measures 5-8. Repeat.
- B. Measures 9-16. All turn left. The leaders' hands on hips, the others put their hands on shoulders of those standing before, and turning to right run in circles back to starting places.

FIGURE 2

- A. Measure 1. All bend forward down to right and rise.
 Measure 2. Put the flax around the hackle.
 Measure 3. Draw it from the hackle.
 Measure 4. Back in starting position.
 Measures 5-8. Repeat.
- B. Measures 9-16. Same as Figure 1, B.

FIGURE 3

- A. Measures 1-4. Numbers one and four take a short step, turning to numbers two and three, and taking right hands, thumb grasp, for a spinning wheel. The leaders (numbers five) face the wheel, and with left feet tread the wheel. The wheel with running steps moves to left.

FIGURE 5

- A. Measures 1-4. The lines march up to left side of their leaders and form a large ring, moving to left.
 Measures 5-8. Same, moving to right.
- B. Measures 9-16. The leader of the first line puts hands on hips. All the others put their hands on shoulders of those standing before, forming one line.
 Music is repeated until all are back to their places.

OLD DAN TUCKER

1. } Old Dan Tucker was a fine old man, He used to ride old Dar-by's ram; He } Out the way for }
 / rode him down to the bot-tom of the hill; If he has-n't come back he's down there still.

Old Dan Tuck-er, He's to late to get his sup-per; Sup-per's o-ver and break-fast's cooking, Old Dan Tuck-er stands a-look-ing.

“Old Dan Tucker” is a country dance, not a game; but it is often played by a large group of men and women. It apparently originated in America.

Any number of couples join hands in a single ring around Dan Tucker, who stands in the center. One of the players acts as prompter and calls the figures.

Call: All balance to Tucker.

All join hands and walk forward two steps and back two steps (bars 1 and 2).

Call: Allemande left.

Each gentleman turns the lady on his left with the right hand and his own partner with the left. (bars 3 and 4 and repeat 1 to 4).

Call: Grand right and left (in which Dan Tucker joins).

Right hand to partner, left to the next, etc. (bars 5 to 12).

Call: All promenade.

Each crosses hands in skating position with the partner he has when the call is given and walks round to the right (bars 1 to 4 and repeat). The one who is left without a partner becomes Dan Tucker and goes into the center.

Call: All forward and back.

All join hands in a ring, walk forward four steps and back four steps (bars 5 to 8).

Call: Circle to the left.

All gallop to the left (bars 9 to 12).

C. ACTIVE GAMES AND RELAY RACES

P, Playground; R, Room

1. Call Ball, page 130.
2. Curtain Ball, page 212.
3. Pin Football, page 197.
4. Potato or Block Relay, page 214.
5. Forward Sprint Relay, page 164.
6. Broad Jump Relay, page 255.
7. Shuttle Relay.
8. Skin the Snake Relay.
9. Wheelbarrow Relay, page 214.

SHUTTLE RELAY. (P.)

In the shuttle races, the contestants in each team or file are divided into two equal squads with a given distance between each team. For convenience, the team on one side is called A and the other B. At the command to start, the player at the head of each file in squad A runs and tags the first player in squad B and then goes to rear of B. As soon as the first one in squad B is tagged, he runs and tags the next man in the A squad and goes to the rear. The players continue successively until all have run. The file which changes from one side of the course to the other first is declared the winner. Or they may continue running until both squads get back to the original position which will take twice as long to run.

SKIN THE SNAKE RELAY. (P.)

Players bend forward and reach right hand between legs and backward, grasping left hand of the player who stands directly behind. At signal "Go" the entire column walks backward. The last player merely lays down on his back on the ground. With feet apart, the column marches backward, each player in succession laying down on his back. When the leading player in the column has lain down, he immediately arises to the standing position and runs forward, pulling the others up after him. The column coming to the erect position and reaching goal first wins.

PART II

HEALTH ACTIVITIES

Teachers who are intelligently interested in the health of children in their care, constitute a new force in health conservation. The teaching of health habits based upon a knowledge of hygiene will aid in eliminating many forms of preventable illness and enable physicians and nurses to devote a larger portion of their time to problems of health and the increase of physical efficiency or race vitality.

The need for the rapid spread of information is vital to the welfare of the people and demands the attention of the public school. Let every teacher prepare to meet it squarely.

The following State and Federal health agencies will gladly furnish free educational material which bears the stamp of scientific approval and which it is hoped, will replace in the popular mind, the misleading pronouncements of "hearsay" and the unreliable personal opinions of laymen.

State Board of Health, Montgomery, Ala.

United States Public Health Service, Washington, D. C.

United States Children's Bureau, Washington, D. C.

Department of Agriculture, Washington, D. C.

State Department of Education, Montgomery, Ala.

Provision in school for health supervision and the care of the general health of the pupils is not new. Parents will undoubtedly co-operate with the school authorities more and more closely as they realize its vast importance. They will feel protected when they understand that their children will be protected from sitting near or in the same room with children who have signs of contagious disease. They will be equally well pleased when their attention is called courteously and quietly to such physical defects in their children as may be found which they may not have realized were present.

The health work as planned, should, therefore, not only benefit all the children, but should give the whole community a certain peace of mind, which did not before exist. The work should be under the direct attention of school nurses and doctors as soon as such a method is possible. Meanwhile the work should be getting under way, even though it is necessary

in most cases to have the regular classroom teachers carry on the work. If there is a Health Officer in the county, he can be of much assistance, and the school authorities should cooperate with him in regard to this work.

It is with these ideas in mind that we suggest the plan of dividing the school health activities into three distinct branches, namely—

1. Daily health inspection.
2. Yearly physical examination.
3. Hygiene (Personal and Sanitary.)

DAILY HEALTH INSPECTION

The first few minutes in each school day should be given to a health inspection of all pupils. It will be necessary for the teachers to have in mind the "indications of health disorders" given on page 275. As soon as a suspected case is found, that pupil should be immediately sent home, or advised not to return the following day, if the best judgment of the teacher indicates this to be practicable. A blank shall be made out in triplicate, one sent with the child, telling the parents just what was found and advising that a physician be consulted. Another copy should be sent to the county health officer and the third copy should be kept in the files of the school. The pupil should not be admitted to school again until these signs have disappeared, or until a physician advises his return. Do not let the matter drop here. The "follow-up" is of equal importance. The teacher should get in touch with the parent and if a physician has not been consulted, urge that this be done. The teacher should also get in touch with the county health officer, whose business it is to look after contagious disease.

The child should be instructed to return the card to the school with the physician's signature, as soon as the "signs" have disappeared. In this way it will be easier for the school authorities to keep in touch with the case and to see whether or not the child is being taken care of.

In order to carry out this program in the most efficient manner it is necessary to have the full co-operation of parents, teachers and health workers in the community. Children should not knowingly be exposed to any contagious disease.

Parents who believe that it is necessary for their children to have a contagious disease, such as measles, chicken pox, whooping cough, etc., are entirely wrong. These diseases simply lower the resistance of the child and make him much more liable to contract other diseases. In all health work the "prevention side" should be emphasized more than the "cure."

Parents and children should know these "FIRST SIGNS OF HEALTH DISORDERS" and thus aid the schools in the control and elimination of contagious diseases.

"SIGNS OF HEALTH DISORDERS."

If the child shows any of the first seven signs, he should be sent home, whenever, in the best judgment of the teacher, this is practicable. It may also be advisable to send him home for some of the other signs.

To be sent home

1. Nausea or vomiting.
2. Chill, convulsions (fits.)
3. Eruption (rash) of any kind.
4. Running nose, without proper use of handkerchief
5. Red or running eyes.
6. Sore or inflamed throat.
7. Acutely swollen glands.
8. Dizziness, faintness or unusual pallor (alarming paleness of the face.)
9. Cough.
10. Fever.
11. Failure to eat the usual breakfast.
12. Any distinct or disturbing change from usual appearance of child.
13. Head lice—heads should be examined.

TABLE OF CONTAGIOUS DISEASES WITH ACKNOWLEDGMENT TO "HOME AND COMMUNITY HYGIENE." (BROADHURST.)

Measles.

Principal Early Signs and Symptoms: Begins like a cold in the head, with feverishness, running nose, inflamed and watery eyes, and sneezing; small crescentic groups of mulberry tinted spots appear about the third day; rash first seen on forehead and face. The rash varies with heat, may almost disappear if the air is cold and come out again with warmth.

Method of Infection: Forced exhalation and discharges from the nose and mouth.

Remarks: After effects often severe. Period of greatest risk of infection three or four days, before the rash appears and during entire period of eruption. Great variation in type of disease.

Scarlet Fever

Principal Early Signs and Symptoms: The onset is usually sudden, with headache, fever, sore throat and often vomit-

ing. Usually within 24 hours the rash appears as fine, evenly diffused and bright red dots under the skin. The rash is first seen on the neck and upper part of the chest, and lasts three to ten days, when it fades and the skin peels in scales, flakes or even larger pieces.

Method of Infection: Discharges from the nose and mouth, suppurating glands or ears of a patient. Milk may convey the infection.

Remarks: Dangerous both during attack and from after effects. Great variation in type of disease. Slight attacks are as infectious as severe ones. Many mild cases not diagnosed and may be concealed. A second attack is rare.

Small Pox.

Principal Signs and Symptoms: Onset usually sudden with fever and severe backache. About third day upon subsidence of constitutional symptoms red spots like pimple, felt below the skin, and seen first about the face and wrists, most on exposed surfaces, develop. They form little blisters and after two days more become filled with yellowish matter. Scabs form which begin to fall off the 14th day.

Method of Infection: All discharges of a patient and particles of skin or scabs.

Remarks: Peculiarly infectious. Cases of modified small pox in vaccinated persons may be and often are so slight as to escape detection. Mild or modified small pox is as infectious as the severe type.

Chicken Pox.

Principal Signs and Symptoms: Rarely begins with fever. Rash appears on second day as small pimples which in about a day become filled with a clear fluid. This fluid becomes yellow colored, a crust forms and the scab falls off in about 14 days. Successive crops of papules appear until the 10th day.

Method of Infection: Contact with discharges from nose and throat.

Remarks: A mild disease and seldom any after-effects.

Diphtheria.

Principal Signs and Symptoms: Onset may be sudden or gradual. The back of the throat, palate or tonsils may show

patches. The most pronounced symptom is sore throat. There may be hardly any symptoms at all.

Method of Infection: Contact with discharges from nose and throat. Occasionally by drinking infected milk.

Remarks: Very dangerous both during attack and from after-effects. There is a great variation in type and mild cases are often not recognized but are as infectious as severe ones. There is frequently no immunity from further attacks.

Mumps.

Principal Signs and Symptoms: Onset may be sudden, beginning with sickness and fever and pain about the angle of the jaw. The parotid glands become swollen and tender. Opening the mouth is accompanied by pain.

Method of Infection: Contact with discharges from nose and throat of patient.

Remarks: Seldom leaves after-effects. Very infectious. Inflammation of genital organs may occur.

Whooping Cough.

Principal Signs and Symptoms: Begins with a cough which is worse at night. Symptoms may at first be very mild. Characteristic whooping cough develops in about two weeks and the spasm of coughing sometimes ends with vomiting.

Method of Infection: Discharges from nose and mouth of the patient.

Remarks: After-effects often very severe and disease causes great debility. Relapses are apt to occur. Second attack rare. Specially infectious first week or two. Great variation in type of disease. Often fatal in young children.

Hookworm Disease.

Signs and Symptoms: Child puny and undergrown, face pale, yellow or often ashen in color. Eyes are white with dilated pupils. In severe cases eyes are dull, having a staring look, arms and legs thin and small. Feeling of weakness and tiredness, and shortness of breath. Buzzing in the head, in ears, and pain or discomfort in the right side of stomach.

Methods of Infection: Infection usually starts from direct contact with polluted soil, and can be prevented by wearing shoes when ground is wet.

The child may have "Hookworm Disease" and not show any of the above signs. Laboratory test is necessary.

GENERAL SIGNS OF HEALTH DISORDERS AND PHYSICAL DEFECTS IN SCHOOL CHILDREN.
(DR. T. D. WOOD.)

The following signs of disorder have been arranged in three groups for the use of teachers in detecting possible health and physical defects in children under their care.

Group I contains signs of disorder which call for immediate attention.

Group II names abnormalities which point to more chronic disorders which should be remedied early.

Group III contains indications of disturbances which are important in connection with other signs of physical disorder.

GROUP I.

Signs.	
Sore throat	} Disorders of nose, throat and ear.
Earache	
Ear discharge	
Running nose	
Sore eyes of any kind	} Eye disorders and defects.
Styes	
Congested eyes (red or blood-shot)	
Dizziness	
Flushed face	} Contagious diseases.
Chill	
Headache	
Eruptions	
Nausea	
Vomiting	
Running nose	
Congested eyes	
Cough	
Fits	} Nervous disorders.
Fainting	
Enlarged glands in neck	} Nutritional and general disturbances.
Puffiness of face and eyes	
Shortness of breath	
Unusual pain anywhere	

GROUP II.

Signs.

Mouth breathing	}	Disorders of nose, throat, ear, and organs of respi- ration.
Loud breathing		
Nasal voice		
Catarrh		
Frequent colds		
Offensive breath		
Chronic cough		
Deafness		
Twitching of lips		
Headache		

Headache	}	Eye disorders and defects.
Crossed eyes		
Squinting		
Holding book too near face		

Decayed teeth	}	Teeth defects.
Discoloration of teeth		
Crooked teeth		
Offensive breath		

Inability to hold objects well	}	Nervous disorders.
Spasmodic movements		
Twitching of eye, face or any part of body		
Nail biting		
Perverted tastes		
Sex disturbances		

Pain in feet	}	Defects of feet
Toeing markedly out		
Flatfoot gait		
Swelling, puffiness of feet		
Excessive perspiration of feet		

Unequal height of shoulders	}	Incorrect posture
Flat chest		
Round back and shoulders		
Stooping		

GROUP III.

Signs.	
Prominent upper teeth	} Disorders of nose, throat and ear.
Blank expression	
Slow mentality	
Poor physical development	
Inattention	
Slow progress	
Peculiar posture when reading	} Eye disorders and defects
Poor reading or spelling	
Prominent teeth	} Teeth defects
Poor articulation	
Broken teeth	
Malnutrition	
Irritability	} Nervous disorders
Bad temper	
Undue emotion of any sort	
Frequent requests to go out	
Timidity	
Stammering	
Cruelty	
Moroseness	
Solitary habits	
Undue embarrassment	
Undue activity	
Misbehavior	
Deficient weight	} Nutritional and general disturbances
Pallor	
Lassitude	
Perverted tastes (food)	
Slow mentality	
Peculiar or faulty postures	
Underdevelopment	
Excessive fat	
Low endurance	
Disinclination to play	
Fatigue	

<p>Pigeon-toed gait Shuffling, inelastic walk Exaggerated knee action in walking Shifting from foot to foot Standing on outer edge of feet Standing on inner side of feet, heels turned out Locking knees Leaning against wall or desk Shoes run over at either side Wearing out of soles asymmetrically Twitching of foot muscles</p>	}	<p>Defects of feet and legs and defective movements.</p>
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INSTRUCTION TO PARENTS.

1. Regarding the care of mouth and teeth.

“A clean tooth never decays.” The physical examination of school children shows that in many cases the teeth are in a decayed and unhealthy condition.

Decayed teeth cause an unclean mouth. Toothache and other diseases may result.

Neglect of the first teeth is a frequent cause of decay in the second teeth.

If a child has decayed teeth it cannot properly chew its food. Improperly chewed food and an unclean mouth cause indigestion and poor health.

If a child is not in good health, it cannot keep up with its studies in school; it is more likely to contract a contagious disease, and it has not the chance to develop into a healthy adult.

The teeth should be brushed after each meal, using a tooth brush and tooth powder. The following tooth powder is recommended:

2 oz. powdered precipitated chalk.

1 dram powdered orris root

1-2 oz. powdered castile soap.

This prescription can be filled by the druggist.

2. To free the hair from head-lice. (Pediculosis.)

Olive Oil (or sweet oil) and kerosene equal parts, 1-2 pint each.

Mix the sweet oil and kerosene, and at night rub the mixture well into the scalp, then cover the hair with a piece of muslin and fasten about the head. Do not bring the head in contact with a lighted gas jet or flames of any kind.

In the morning wash the scalp well with soap and hot water and vinegar, then use a fine comb wet in warm vinegar to remove "nits."

Repeat two or three nights in succession.

PHYSICAL RECORD

STATE OF ALABAMA—DEPARTMENT OF EDUCATION

Name..... 1st Address..... 2nd Address..... Sex..... Color.....
 School..... Date of Birth.....
 Food sufficient..... Nourishing..... Tea..... Coffee..... Milk.....
 Sleep..... Recreation..... Clothing—adequate..... Condition of.....

Date of Examinations:	1st.....	2d.....	3d.....	4th.....	5th.....	6th.....	7th.....	8th.....	9th.....	10th.....	11th.....	12th.....
Age.....												
Grade.....												
Conduct.....												
Height.....												
Weight.....												
Nutrition.....												
Anemia.....												
Chest Expansion.....												
Posture.....												
Feet—Flat.....												
Vaccinated.....												
Vision.....	Rt.....Lt.....	Rt.....Lt.....	Rt.....Lt.....	Rt.....Lt.....	Rt.....Lt.....	Rt.....Lt.....	Rt.....Lt.....	Rt.....Lt.....	Rt.....Lt.....	Rt.....Lt.....	Rt.....Lt.....	Rt.....Lt.....
Vision (glasses).....	Rt.....Lt.....	Rt.....Lt.....	Rt.....Lt.....	Rt.....Lt.....	Rt.....Lt.....	Rt.....Lt.....	Rt.....Lt.....	Rt.....Lt.....	Rt.....Lt.....	Rt.....Lt.....	Rt.....Lt.....	Rt.....Lt.....
Disease of eye.....												
Hearing.....	Rt.....Lt.....	Rt.....Lt.....	Rt.....Lt.....	Rt.....Lt.....	Rt.....Lt.....	Rt.....Lt.....	Rt.....Lt.....	Rt.....Lt.....	Rt.....Lt.....	Rt.....Lt.....	Rt.....Lt.....	Rt.....Lt.....
Discharging Ear.....												
Defective Speech.....												
Enlarged Tonsils.....												
Defective Teeth.....												
Teeth Need Cleaning.....												
Mouth Breathing.....												
Sores or Skin Erup.....												
Head Lice.....												

Lab. Tests:.....

Check (V) to show presence of defect when not necessary to give details. A circle placed around check mark indicates defect has been corrected.

PHYSICAL EXAMINATION

Physical examination cards should be sent to all schools on which can be recorded the results of the physical examination which each child should have at least once each year for the purpose of detecting physical defects. This same card should be carried on up through the grades and into the high school. If the pupil changes school his record card should accompany him.

In counties where there are health officers and nurses the teacher should call on them for assistance in conducting the examination.

After the examination the pupil should be advised in regard to his physical condition. If there are any definite defects his parents should be advised to consult a physician. Many corrections can be made and much trouble in later life avoided if this matter is attended to immediately. As a rule, the earlier the detection, the better are the chances for a permanent correction.

"Notice of Physical Defect" blanks should be in the possession of each school. When any physical defects are detected this blank should be filled out and sent to the child's parents and a duplicate sent to the county health officer. The work, however, should not stop here—the great value of the physical examination is only realized after the child's defects have received attention. The teacher should if possible, visit the parents and urge them to consult a dentist or physician. If there is a health officer in the county, the teacher should keep in touch with him regarding pupils with physical defects.

If the child has consulted a physician or dentist the card should be returned to the teacher with the doctor's signature. This will make it possible for the teacher to keep in touch with the case. It will be necessary for the teacher to instruct the child in regard to the return of the card. If the pupil understands that it is the desire of the principal to have the card signed and returned, it will help in having defects attended to.

DIRECTIONS FOR PHYSICAL EXAMINATION OF SCHOOL CHILDREN.

(See Sample Card, page 283.)

In giving the examination take each child separately for the whole examination before starting on next.

History:

An accurately taken history may be of great value in finding the cause of some defect, so take the history carefully.

Grade, Conduct:

Give average grade and conduct; since the physical condition often has direct bearing on mental vitality, these grades may give interesting information for study and may aid in diagnoses.

Height:

Measure off a space on the wall from the floor up to about six (6) feet four (4) inches. Place pupil with his back to the wall against this scale, being sure that he is standing as erect as possible, then place a rule or stiff card flat on head parallel to the floor. Notice where the rule or card touches the wall. This will make a quick and accurate method for obtaining height.

Weight:

Every school should possess a scale. If there is none, urge the patrons to furnish one. If the school does not possess a scale they may be able to borrow one for a few days. Weigh the children without outer wraps. Compare each child's weight with the standard for his height and age, and try to establish in the mind of each child and his parents, that there is a standard to which he should come.

Malnutrition and Nutrition:

Any child who falls 10% below the standard weight for his age may belong to the great group of 6,000,000 children in the United States suffering from malnutrition. Other signs of this difficulty are, highly nervous temperament, lack of sufficient sleep and rest, unstable temper, constipation, general lack of muscular tone, winged shoulder blades and large abdomen. When possible the life habits of the child should be studied with his parents.

Anemia:

No accurate determination of anemia may be made without a laboratory blood test and count, but the teacher may note continued unusual pallor and extreme pallor of inner eyelids and palate.

Chest Expansion:

Use a tape measure, put tape about the chest, have the child take a full breath then blow out all the air in his lungs, pulling up the tape. Note number on tape. Then have child take another full breath and note difference of two measurements which will indicate his chest expansion.

Posture:

Indicate the posture as good, fair, or poor. Notice whether his shoulders are round, head forward, chest flat, abdomen prominent, etc.

Feet: (Flat.)

Have pupil hop on one foot, up on toes as high as possible. If he cannot hold his weight, in this manner, he should be examined further by a physician.

Vaccination:

Ask them whether or not they have ever been vaccinated. If they have not, advise them to consult a physician and be vaccinated.

Hearing:

Let the teacher, at a distance of twenty (20) feet, whisper numbers or letter or some command, such as "hold up left hand," and have child repeat all of the command. Have the child with his back to the teacher. Test one ear at a time, placing hand tightly over ear not being tested.

Eyes. Use Snellen Test Chart: (A chart is furnished with each manual.)

Do not try to test the children by this method, who are not familiar with their letters. If the child wears glasses, test him first without his glasses then with them. Place the individual 20 feet away from the chart. Cover one eye with a piece of card board placed close to the nose but do not press against the eye ball. If the child's eyes are normal they should be able to read the letters which are under the number 20. These numbers placed opposite the letters indicate the

distance in feet at which the normal eye should be able to read said line. If the child is able to read these letters at a distance of 20 feet—(in this case) write 20-20 for the vision. If at 20 feet the child can read only letters opposite 30 or 40, write 20-30 or 20-40. In other words, the numerator indicates the distance in feet at which the letters are read, and the denominator indicates the number placed opposite the line of letters on the chart. A mistake of one or two letters may be allowed. Parents should be notified, if vision is less than 20-40.

Mouth Breathing:

Notice children who sit with mouth open chronically. Press finger against side of nose and have child breathe through other side to see if the passage is clear.

Teeth:

Notice number which have been filled, number which are decayed and need attention; and whether or not they need to be cleaned. Also notice foul breath or swelling about the jaws.

Tonsils:

Ask the child if he has had tonsils removed. Examine the throat and tonsils by having child open mouth as wide as possible and saying, Ah. Keep fingers out of his mouth.

Sores or Skin Eruptions:

Notice any running sores or skin eruptions.

Head Lice:

Examine head and if lice are present, send child home and recommend treatment, as given on page 282.

Other Defects:

Notice such defects as enlarged cervical lymph glands, deformities, etc.

Laboratory Tests:

Such as for Hookworm, Diphtheria, cultures for carriers, microscopic blood examinations, etc.

TROUBLES RESULTING FROM PHYSICAL DEFECTS.

(Dr. T. D. Wood.)

I. Defective eyes with imperfect vision.

(a) Headache, commonly through forehead or back of head or both.

(b) Blurring of sight, but in farsightedness with eye strain, vision may be exceptionally good, especially for distant objects.

(c) Nausea and dizziness, sometimes disturbance of digestion, with resulting malnutrition.

(d) Nervous exhaustion.

(e) Nervous irritation and lack of nervous control, shown in muscular twitching of face, arms and legs.

(f) Mental inability to grasp an idea presented through the eyes.

(g) Retardation in school.

(h) In rare cases, convulsions.

II. Defective Ears.

(a) Catarrh of middle ear; danger of mastoid disease.

(b) Deficient hearing—pupil often dull, careless, listless, inattentive, and mentally backward.

(c) Retardation in school.

(d) Pupils are often considered mentally defective when the only primary defect is imperfect hearing.

III. Adenoids.

(a) Structural effects:

1. High-arched palate.

2. Narrowing of upper jaw.

3. Deformity of chest, resulting from obstructed and imperfect breathing, shown by lateral depression of front of chest and prominent sternum.

4. Disturbed development of teeth and vocal organs.

5. Large tonsils in one-third of cases.

(b) Functional disturbances:

1. Mental: In function of brain.

2. Deafness.

3. Defects in sense of smell and taste.

4. Defects in voice (nasal voice.)

5. Catarrh.

6. Mouth breathing.

- (c) General effects:
 - 1. Malnutrition and anemia.
 - 2. Underdevelopment, physical and mental.
 - 3. Increased susceptibility to disease infections, such as tuberculosis, scarlet fever, etc.
- (d) Appearance of child:
 - 1. Open mouth.
 - 2. Dull, sleepy look.
 - 3. Upper lip short and thick, upper jaw narrow.
 - 4. Nasal orifices small and pinched.
 - 5. Backward in school.

IV. Enlarged and diseased tonsils—Produce susceptibility to—

- (a) Tonsillitis.
- (b) Quinsy.
- (c) Diphtheria.
- (d) Rheumatism.
- (e) Tuberculosis.
- (f) Pneumonia, and other forms of infection.

V. Defective teeth.

- (a) Direct effects:
 - 1. Pain resulting in loss of time and rest.
 - 2. Foul breath.
 - 3. Improper mastication of food.
 - 4. Extension of decay to sound teeth.
 - 5. Decay of temporary teeth resulting in unsound permanent teeth.
 - 6. Infection of glands.
 - 7. Infection of jaw bone.
 - 8. Ear ache and deafness.
 - 9. Headache.
 - 10. Disturbance in function of eye.
 - 11. Digestive disturbance.
- (b) Indirect effects:
 - 1. Condition of poor nutrition and less resistance to disease.
 - 2. Formation by decaying teeth of an almost perfect culture bed for growth of bacteria.
 - 3. General infections dangerous to life in some cases.
 - 4. Results which accompany defective hearing.

5. Lowering of vitality resulting in temporary or permanent ill health.

VI. Conditions of skin:

Persistent eruptions should be noted and treated.

VII. Condition of heart:

Always an important index to the health condition.

VIII. The lungs:

Important as a frequent location of tuberculosis. Lungs of pupils who are under weight, anemic, lacking in vitality, should be carefully examined.

IX. Poor Posture.

Deviations of spine, roundness of shoulders and stooping.

HYGIENE

A very complete course in hygiene for the grades is now in process of development and will be published later under separate cover.

The study of hygiene, both personal and environmental, is of the greatest importance and no physical educational program is complete without it. This manual should not, therefore, be considered as a complete program.

The "Modern Health Crusaders" plan is heartily endorsed. All schools should feel that it is decidedly worth while.

MODERN HEALTH CRUSADE.

In 1917 a circular known as, "Record of Health Chores," made its first appearance. These chores were hygienic habits through the practice of which children would become "Modern Health Crusaders." Since then more than 5,000,000 American children have become pages, squires, and knights in health chivalry, and the Modern Health Crusade has been adopted by thousands of schools as a system of instruction.

It is the desire of the National Anti-Tuberculosis Association, the founders of the movement, to contribute the Crusade to the elementary and secondary schools of the country. It presents the Crusade as a practical system of teaching health truths, a system that imparts health habits and creates active interest in public as well as personal health. The Crusade presents to teachers an opportunity both for community betterment and school advancement.

"The primary aim of elementary education is the formation of habits of good physical and mental conduct." The Crusade applies to the pupil the pedagogical principle of learning by doing. Habits are formed while reasons are being learned. As in Alice in Wonderland "the best way to explain it is to do it."

Good reasons for acquiring hygienic habits are set forth attractively in the modern type of school textbook. No set of facts to be learned in school has greater value, but usually the pupil fails to translate this knowledge into his own conduct except under outside influences. "Education among us consists too much in telling and not enough in training." The

Modern Health Crusade brings into the schools a distinct influence serving to reinforce established courses in hygiene, physiology, physical training and sanitation. It does not conflict with such courses but adds vitality.

Who the Crusaders Are.

Modern Health Crusaders are children between 6 and 16 years of age who qualify by doing the official health chores and by agreeing to the pledge printed on the Certificate of Enrollment. The pledge is, that the boy or girl named "has agreed to try (1) to keep the Crusaders' health rules until the end of the year, (2) to do nothing that may hurt the health of any other person, and (3) to help keep house and town clean. Persons older than 16 who meet the requirements laid down may become Crusaders in senior membership. Teachers and other leaders in Crusade work, and adults elected by teachers and Crusaders for financial or other service are Honorary Crusaders.

Title in Health Chivalry.

Seventy-two health chores done in one week make a perfect score. To become a Crusader the candidate must make a score at least 75 per cent perfect in each of two weeks. This requires the performance of 54 chores. On becoming a Crusader the pupil is enrolled with the rank of Page. Higher titles and badges of rank are won by doing 75 per cent or more of the chores for each week through the following number of weeks:

For Squire, 3 weeks after becoming Page, a total of 5 weeks.

For Knight, 5 weeks after becoming Squire, a total of 10 weeks.

For Knight Banneret, 5 weeks after becoming Knight, total 15 weeks.

Twenty and Thirty-Week Courses.

In schools that conduct the Crusade course for a total of thirty weeks or more in one school year, pupils continuing to do 75 per cent of the chores after the fifteen weeks required for rank of knight banneret earn titles of advanced order.

Modern Health Crusade †



CANDIDATES		MODERN HEALTH CRUSADERS				INDIVIDUAL SCORES AT END OF			
NAMES OF PUPILS	PAGES	SQUIRES	KNIGHTS	KNIGHTS BANNERET	2 WEEKS	5 WEEKS	10 WEEKS	15 WEEKS	
1 James Adams	★	★ ★	★ ★ ★	★ ★ ★ ★	2	5	10	15	
2 Mary Brown	★	★ ★	★ ★ ★		2	5	10	10	
3 Helen Green	★	★ ★	★ ★		2	5	5	5	

ROLL OF HEALTH KNIGHTHOOD.

A classroom chart, the "Roll of Health Knighthood," serves to inform the individual as to class credits earned in contests.

Finances.

The expense of Crusade work is very low. The cost per child for a twenty-week course will be five cents, or less. These cost figures cover all supplies and insignia for child, teacher and classroom.

A comparison of the cost of Crusade material with the cost of textbooks justifies schools in purchasing Crusade material along with their other supplies. (The Crusade material is not intended to take the place of any practical text-book on hygiene. It supplements and enhances the value of all such books.)

The number of schools meeting the expense of Crusade courses has multiplied rapidly. The National and State Tuberculosis Associations and the Junior Red Cross, the organizations that met the expense almost entirely in the early development of the Crusade, cannot, from limited funds contributed for various lines of philanthropy, permanently meet the expense of a movement best conducted by the schools.

If the schools of a community cannot purchase crusade material, the state or local tuberculosis associations may be requested to provide them. Expenses are often met by vari-

ous local organizations, such as chambers of commerce, patriotic organizations, and clubs. A Junior Red Cross group earned more than twice the cost of Crusade work in its community by charging 15 cents admission to its presentation of the Crusade playlet, "King Good Health Wins."

Prices of Supplies—Quantities Needed.

To aid teachers in ordering supplies the amount and various types of materials necessary to conduct a crusade are listed here. The prices too, are given though these prices are subject to change without notice. All goods will be sold as low as possible, however. Prices cover transportation within the state. Prices are pro-rated in quantities less than hundreds.

Articles and Quantity Needed for a Twenty-week Course. Furnished by the Alabama Tuberculosis Association, Birmingham, Ala.:

Teacher's Manual, each	\$.05
Standard chore record, 2 for each pupil, per hundred----	.25
Primary chore record, 2 for each pupil, per hundred----	.25
Roll of Health Knighthood Chart, 1 for each class (or for 40 pupils), each .....	.03
Stars (Dennison's Gummed—Blue, yellow, red and purple) Helpful but not essential) per hundred.....	.10
Knight Banneret Pins, each, from.....	.02 to .04

Helpful material which may be secured from other organizations:

Classroom Weight Record Chart, from the Department of Interior, Bureau of Education, Washington, D. C.

Standing Posture Chart (19x27), American Posture League, Madison Ave., New York City, each, 17c.

Modern Health Crusade Panels, National Child Welfare Association, New York (per set, 12 panels), \$9.00.

Distributors of Supplies.

The general distributor of Modern Health Crusade supplies of every form is the Alabama Tuberculosis Association, Birmingham, Alabama. Orders should be placed with the State Association or the association affiliated with it for the county or city in which your school is located. Sample copies of printed matter are sent free to applicants within the state. The Teacher's Manual which contains complete instructions

and helpful suggestions gives valuable information to any teacher who is interested in putting the modern health crusade work into her school. In it she will find valuable suggestions about organizing a crusade and for conducting this campaign with a minimum of time and effort. Suggestions are also given for preparing programs; for using pins, badges and other incentives; for securing free material and for the successful use of materials and plans listed.

Monthly Bulletin.

Developments in the Modern Health Crusade are described each month in a special section of the Bulletin of the National Tuberculosis Association, Fourth Ave., New York City. Photographs, reports of experiences, and suggestions for instruction, entertainments and community service make the Bulletin a valuable help in Crusade work. It is sent free to teachers who apply for it individually. The "Blazer," the monthly publication of the Alabama Tuberculosis Association will devote a page to the Modern Health Crusade, giving monthly programs and suggestions for Crusade Leaders. (Price, 50c. per year.)

Amount of Time Required.

However crowded the school day may be with studies of another nature, the teacher may give her pupils the benefit of the necessary part of the Crusade program with one explanatory talk and occasional sentence direction and redistribution of folders. The examination of folders and distribution of insignia may be completed in a few minutes at the noon hour or after school five times in twenty weeks. The necessary "bookkeeping" is negligible, and can be carried out with the regular attendance roll book.

The response of the children will make the teacher consider it to her interest, as well as theirs to utilize more time in school for Crusade work than this minimum. Participation in a tournament will require practically no more time than the enrollment of Crusaders. Daily prompting on the chores will be helpful. Hygiene inspection and other auxiliary features of the fundamental program and the advanced program will appear desirable. When teachers do not have adequate time, school or visiting nurses or volunteers from women's clubs or Parent-Teacher Associations often help in Crusade activities.

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11. Posse, Baron—“Handbook of School Gymnastics.” Published by Lothrop, Lee & Shepard Co., Boston, Mass.

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INDEX

The following abbreviations have been used in this index: (A.G.), active games; (C), contests; (F.D.), folk dances; (S), stunts; (S.G.), singing games; (S.P.), story plays.

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