A PHYSICAL EDUCATION PROGRAM FOR THE FIFTH, SIXTH,
SEVENTH, AND EIGHTH GRADE BOYS IN THE
ELEMENTARY SCHOOL OF JACKSBORO, TEXAS

THESIS

Presented to the Graduate Council of the North Texas State College in Partial Fulfillment of the Requirements For the Degree of

MASTER OF SCIENCE

By

179937
Howard Melton Elenburg, B. S.

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CHAPTER I

INTRODUCTION

Modern civilization produces many strains upon the individual. The fast tempo of present-day life, urbanization with resultant effects, stressing individualization, and cultural pressures often produce nervous tension. Physical Education provides an excellent way of releasing this strain. Vigorous and positively orientated play helps to offset these tensions which our culture often develops in our children.

Democracy maintains that the individual's fullest development is achieved through the active, co-operative participation of its members for common welfare. Consequently, one of the basic needs of children in our culture is to learn to live co-operatively with others, and physical education is an excellent means of attaining this goal. Physical activity provides one of the most natural means of social development.

Statement of the Problem

The problem is to prepare and administer a physical education program for the fifth, sixth, seventh, and eighth grade boys in the elementary school of Jacksboro, Texas.

The need for this study developed after the investigator had studied the few activities in which the fifth, sixth, seventh,
and eighth grade boys in the elementary school of Jacksboro, Texas, were participating. It is the aim of the investigator to construct a physical education program that will give more boys an opportunity to participate in desirable activities.

The following statements will help to emphasize the importance of physical education in our elementary school curriculum:

Physical education occupies a vital place in the elementary school curriculum because it contributes immeasurably to the development of desirable habits, attitudes, skills, and abilities in the individual. Through observations made during the physical education periods, the teacher is often able to diagnose the reason for behavior patterns and to recognize the basic needs of the child. She can then prescribe activities and direct interests that will lead to the overcoming of many of the child's difficulties of social, emotional adjustment.

During the previous year there has not been a planned or supervised physical education program for the fifth, sixth, seventh, and eighth grade boys in the elementary school of Jacksboro, Texas. The boys of these grades have participated only in a few sports, mainly, softball, touch football, basketball, tops, and marbles. The writer felt that there was not a large enough variety of activities, nor enough effort put forth by the teachers to develop an interest in more activities; therefore, it is the purpose of this study to prepare and administer a physical education program that will better recognize the needs of the boys of these grades.

This study will attempt to organize a physical education program, based upon the following three factors that will be used as

1Edwina Jones, Edna Morgan, and Gladys Stevens, Methods and Materials in Elementary Physical Education, p. 9.
a basis for improvement of the program: (1) physical activities and the way in which they were ranked by the fifth, sixth, seventh, and eighth grade boys in the elementary school of Jacksboro, Texas; (2) relationship between the physical activities that were ranked by the fifth, sixth, seventh, and eighth grade boys in the elementary school of Jacksboro, Texas, and similar studies; and (3) comparison of physical activities ranked by fifth, sixth, seventh, and eighth grade boys in the elementary school of Jacksboro, Texas, and the activities in which authorities in the field of physical education believe adequate for adolescent boys.

Definitions

Due to the fact that educational literature contains several interpretations of educational terms which might result in confused thinking, and in order to avoid misunderstanding, the following definitions are submitted:

1. Physical education program may have a dual meaning: first, physical activity in which pupils participate during intermission period, and second, to specify intramurals.

2. Physical activity is action involving the use of the larger muscles of the body.

3. Intramural activities are the activities in which students participate during free periods.

4. Authorities are those considered to be specialists in particular areas.
5. Adolescence is the process of maturing from childhood to adulthood.

6. Inclement weather is weather that will not permit students to be outside.

7. Outside activities are the activities that will be offered when weather conditions permit students to be outside.

8. Inside activities are the activities which will be offered in classrooms during inclement weather.

9. Inter-class teams are teams composed of members of own class.

Limitations of the Problem

This study is limited to the health and physical education program of the fifth, sixth, seventh, and eighth grades in the elementary school of Jacksboro, Texas.

Source of Data

The data for this study were obtained from the following sources:

1. Check sheets in which activities were ranked on the basis of interest by fifth, sixth, seventh, and eighth grade boys in the elementary school of Jacksboro, Texas.

2. Books, pamphlets, and professional literature in the field of education, health, and physical education and recreation.

3. Previous studies in related fields.
Method and Procedure

The check sheet used in this study was given to 127 of the 158 boys enrolled in the fifth, sixth, seventh, and eighth grades in the elementary school of Jacksboro, Texas. The participating students checked and ranked the activities in which they were interested and desired to participate.

A total of 127 boys participated in the study. Of this group, 27, or twenty-one per cent, were from the fifth grade; 33, or twenty-six per cent, from the sixth grade; 45, or thirty-six per cent, were from the seventh grade; and the remaining 22, or seventeen per cent, were from the eighth grade.

The purpose of the check sheet was to obtain student opinion as to the activities in which they would like to participate.

After the boys had completed the check sheets, the data were classified into their grade groups. The information obtained from these data was compared to related studies. Some similarity was noted between the data obtained in this study and the following:

Jess E. Cearley, who made a study of the activity interest of the junior high school boys of Amarillo, Texas. 3

W. Ralph La Porte, one of the leading authorities in the field

See Appendix, p. 53.

Jess E. Cearley, "To Determine the Physical Activity Interests of the Junior High School Boys of Amarillo, Texas, to be Used as a Basis for a Physical Education Program", Unpublished Master's Thesis, Department of Physical Education, North Texas State College, Denton, Texas, 1940.
of physical education, made a study of activity interest of junior high school boys in the State of California. 4

Frances C. Cross, who made a study of recreational activities of junior high school boys. 5


CHAPTER II

AN ANALYSIS OF PREPARATION AND ADMINISTRATION

PROCEDURES

General Aims and Objectives

In the construction of any worthwhile program, there must be definite goals. Specific goals vary but there is general agreement among educators as to major goals. Jones, and others, stress:

The primary aim of all education is to develop in a child those physical, social, emotional and mental qualities essential to a well adjusted life. The child's experiences in physical education are particularly valuable in the development of desirable habits and attitudes, skills and abilities.

McCloy lists four types of general objectives according to primary emphasis:

1. Education of the physical:
   A. To develop a strong, well-coordinated flexible body.
   B. To provide organic stimulation suitable to the needs of the individual through big-muscle activities.
   C. To provide for play out of doors as much as possible, and adequate indoor situations when necessary or desirable.
   D. To develop the power to assume balanced sitting, standing, and walking positions.
   E. To maintain or increase strength and endurance.
   F. To avoid extreme fatigue and undue emotional stimulation.

1Edwina Jones, Edna Morgan, and Gladys Stevens, Methods and Materials in Elementary Physical Education, p. 1.
2. Education in terms of increased skills of performance:
   A. To develop the ability to perform skills of throwing, catching, batting, and kicking.
   B. To increase in speed and agility to run, jump, climb, dodge, sit, stand, and walk efficiently.
   C. To develop the ability to move in direct relationship to another individual group.
   D. To develop sufficient skills to provide satisfaction in accomplishment.

3. Education in terms of betterment of character and personality:
   A. To provide social situations that will result in desirable behavior patterns.
   B. To provide the opportunities to practice the principles of fair play, honesty, good sportsmanship.
   C. To develop the ability to plan cooperatively and to carry out the plans.
   D. To provide opportunity to develop leadership and fellowship.
   E. To develop the ability to make decisions and to accept the decisions of others.
   F. To develop an appreciation of group approval and disapproval.
   G. To provide adequate adult leadership.

4. Education in terms of approved culture:
   A. To provide individual and group activities that are enjoyable and interesting to the group concerned.
   B. To provide an opportunity for creative activities.
   C. To develop an understanding of and respect for basic principles and rules.
   D. To provide re-creative joy-giving activity which will relieve nervous tension.
   E. To develop a sense of responsibility for and an interest in the proper use and care of equipment.2

The following objectives are listed by Voltmer and Esslinger:

1. Development of physical being.
2. Development of skills and abilities.
3. Development of personality.
4. Provide for cultural development.
5. Development of applied knowledge.
6. Development of desirable habits.3

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The following physical objectives by Hinman are very important.

1. To develop and maintain a sound organic system in the individuals who participate.
2. To develop the neuro-muscular system and lay the foundation for skills.
3. To develop right attitudes toward physical activity, particularly toward play.
4. To train for effective citizenship.4

The Texas State Department of Education lists the following objectives:

1. To provide sports of varying degrees of difficulty and complexity so that each student may participate successfully on a team with others of like ability.
2. To develop an interest and enthusiasm for participation in sports and games.
3. To develop an understanding of, and an appreciation for, games and sports including their social significance, rules and regulations, officiating, and the importance of adequate facilities and equipment.
4. To develop socially accepted attitudes of behavior such as honesty, courage, loyalty, cooperation, self-control, and good sportsmanship by participation in playing situation and as a spectator.
5. To develop habits of safety concerning playing conditions, one's own personal limitations, and equipment.
6. To develop organic vigor and neuro-muscular skills through continued participation in seasonal programs of sports.
7. To develop an increased knowledge of techniques and strategy in team games.
8. To give instruction in a variety of sports which are used for inter-school competition so that each student can find sports in which he may compete on an equal footing with others.
9. To foster a wholesome spirit of competition.5

4Strong Hinman, Physical Education in the Elementary Grades, p. 27.

5Texas State Department of Education, Texas Handbook of Instruction for Health Education and Physical Education for Junior and Senior High Schools, p. 243.
Study of Characteristics of Adolescent Boys

Before the criteria for selecting the physical education activities in the elementary school can be employed, it is necessary to know the nature of the child physically, psychologically, and socially. Duck has recognized these needs as follows:

1. Physical characteristics.
   A. Slow growth in height between age ten to twelve, then start rapid growth.
   B. Small but steady gain in weight from ten to twelve, then speedy gain is noticed.
   C. At the age of twelve sexual maturity has reached only about 5%, but by fifteen it has reached 75% maturity.
   D. Secondary sex characteristics appear about the age of thirteen, voice begins to change, hair on face, pubic, and armpits.
   E. Blood pressure rises more rapidly in boys than girls.
   F. Spurts of growth in shoulder width.
   G. Bones of wrist are larger than girls.
   H. Speedy gain in strength.
   I. Boy has larger lung capacity than girl.
   J. Boy has more violent emotional qualities than girl.

2. Mental and emotional characteristics.
   A. Steady in mental and mechanical abilities.
   B. The boy is more interested in outside activities than in mental work.
   C. The boy's reasoning power and judgment grows more sound.
   D. The boy is inclined to daydream.
   E. The boy when angered responds to his emotions.
   F. Gain in I. Q. is greater at this age than in later time.
   G. The boy asks questions primarily to gain information.
   H. The adolescence has three major emotions: anger, fear, and love.
   I. Boys do not show much affection; they dislike sentimentality.
   J. If emotions are prolonged or frequent, the results are disturbances of the entire body.
   K. The emotions of anger, fear, and love over-tax the heart.

3. Social characteristics.
   A. The boy continues his play and exercise which aids his developing into a healthy child. He is excused from home chores in many cases.
B. Boys, also girls, want to wear same type of clothing as their friends.
C. Boys usually play with their own sex.
D. The boys play harder, more noisily, and become more disheveled and dirtier than the girl.
E. Admire achievement of skills.
F. Spontaneous play activities for boys include: football, baseball, boxing, playing catch, and riding bicycles.
G. May have a temporary but decided disapproval of the opposite sex.

The following characteristics are listed by Sehon, and others:

1. Height and weight show steady increase, with some children reaching the adolescent spurt by the end of the sixth grade.
2. Heart and lungs are practically up to adult proportion, general health is excellent, resistance to disease is high, and endurance is improved.
3. Muscular strength does not keep pace with growth.
4. Coordinations are good. Many skills are now automatic, and the children are interested in the development of other skills as such.
5. The gregarious instincts are superseding individualistic ones. Team and "gang" loyalties develop.
6. There is a developing interest in competitive activities, and through them an understanding of fair play and sportsmanship can be taught.
7. Some children become discouraged and may give up trying when unsuccessful.
8. The attention span has lengthened considerably. The child can listen to and follow more directions and will retain knowledge more easily.
9. Love of adventure and excitement is strong.
10. Sex differences are appearing. Boys will develop greater power in shoulder girdle muscles. Interests are not always the same and there is some antagonism between sexes.


7 Elizabeth L. Sehon and others, Physical Education Methods for Elementary Schools, p. 28-29.
Classification of Boys

There are several ways of classifying boys which have proven to be successful. Any means of classifying should depend largely upon the type of program to be enacted, the number of students participating, the facilities available, and teaching staff.

Miller emphasizes the significance of classification in the following statement:

Classification or grouping of students in respect to their individual needs and differences is recommended to protect the individual and his fellow participant, improve morale, motivate better performance, facilitate progressive teaching, and provide a simple and reliable basis for evaluation of results.

Sharman's method for determining the classification of pupils by the use of a battery of tests includes measurements of intelligence, athletic power, and posture.9

The Minnesota State Department of Education sets forth the following purposes for classification of boys:

1. To provide for a more homogeneous grouping based upon physical capacity.
2. To provide situations in which pupils can make maximum progress in relation to their capabilities for development.
3. To give the teacher a better idea of the instructional problem presented by the class.10

The following statement indicates Hinman's method of classifying

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boys. "In the average elementary school, pupils are fairly well classified by grades."\textsuperscript{11}

Due to our limited facilities and the shortage of trained staff in the field of physical education, and the number of students participating, it becomes necessary to classify the boys according to grades, and to group them according to nature and needs of the individuals.

Criteria for the Selection of the Activities

If the objectives set forth are to be reached, definite criteria must be formulated by which all materials may be evaluated.

Hinman submits the following criteria for selecting activities for an elementary physical education program:

1. Marching.- Children should be taught how to stand at attention, to dress right, to face right and left, to mark time, to march forward and backward, and also to be able to do column right and left.

2. Conditioning exercises.- Such exercises are usually done without any hand apparatus, such as dumbbells, indian clubs, or wands.

3. Games and Relays.- These activities are extremely important in the program and provide opportunities for the development of skills, attitudes, and character which have definite values. They are rich in big-muscle activity and are popular with all children.

4. Athletics in the elementary schools should be of intramural type only. The major portion of the regular physical education period, devoted to lessons in athletics, should be used in giving specific instruction; and the recess, noon, and after school periods should then be used for playing games in which these skills are further developed.

\textsuperscript{11} Hinman, \textit{op. cit.}, p. 34-35.
5. Rhythms.- Rhythmic activities of all kinds play a large part in the lives of little children.

6. Stunts and self-testing activities.- Children like to do stunts and to test their strength and ability with others of their own age. The activities in a program of physical education challenge boys and girls to some of their best efforts and, if properly motivated, will provide a means of wholesome physical activity in which pupils will engage outside of school hours.

7. Swimming and lifesaving.- It is unfortunate that we have placed the cart before the horse in our public schools of America by providing swimming in our secondary schools and offering very little of it in our elementary schools. Relatively few swimming pools are in our elementary schools, as compared with the number found in intermediate or high schools. Young children learn to swim very easily. Such children should be taught swimming; this practice, in the first place, would be a safety measure and, in the second place, an activity which could be made into a life-long pleasure and means of recreation.12

The program based upon the following physiological, psychological, sociological principles is a practical one, although the lack of facilities and inadequate training of teachers may eliminate some of the activities.

1. Physiological principles.
   A. The physical education curriculum should provide ample opportunities for a wide range of movements involving the large muscle groups.
   B. The facts related to the growth and development of children should guide in curriculum construction.
   C. Provisions should be made in the program for the differences in physical capacities and abilities which are found among students.
   D. Insofar as practicable, outdoor activities should be selected in preference to indoor activities.

2. Psychological principles.
   A. The physical education program should consist predominantly of natural play activities.
   B. The activities should be selected in the light of the psychological age characteristics of the child as well as the physiological.

12 Hinman, op. cit., p. 32-34.
C. The individual difference which exist among students should be considered in the selection of the activities.

D. Activities which are valuable in arousing and expressing the emotions should be chosen.

E. In the selection placement of activities, sufficient time should be provided so that the skill may be learned reasonably well.

   A. The curriculum should be rich in activities adaptable to leisure time.
   B. Activities should be selected for their possible contribution to the youths' training.
   C. The curriculum should be suited to the ideals of the community as well as to the needs.
   D. Activities which are particularly rich in possibilities for individual character training are especially desirable.
   E. All students should be taught activities which can be used at home and in the immediate vicinity of the home.
   F. Activities which reflect the present social order and anticipate future trends should be provided in the program.

In the selection of activities for any particular group, it is necessary first to study all the factors and problems.

Nixon and Cozen submit the following criteria for the selection of activities:

1. The inherent interests and characteristics of children at various stages of development.
2. The level in fundamental skills as represented in the group under consideration.
3. The physical condition of the individual being considered.
4. The personnel of the group with which we have to deal.
5. Sex must be taken into account, especially after the tenth year.
6. Values desired.
7. The "teacher load."
8. Hygienic considerations.
9. Size of play space available.
10. The equipment available.

13 Voltmer and Esslinger, op. cit., p. 73.
11. The time allotment.
12. Geographic and climatic conditions.
13. The ability of the teacher to develop student leadership.

Classification of Activities

A well-rounded program of activities, selected in relation to the needs and interests of the children, is the contribution that can be made by physical education.

Activities that are classified by Williams and Brownell are divided into the following six groups:

1. Play
2. Dancing and dramatic activities.
3. Self-testing activities.
4. Fundamental skills.
5. Out-of-doors camping activities.
6. Individual gymnastics.

Play includes games, sports, athletics, aquatics, and similar forms of activity. Dancing and dramatic activities include folk, natural, clog, and social dancing. Self-testing activities include boxing, wrestling, stunts, apparatus exercises, and various combat and self-defense activities. Fundamental skills include running, jumping, throwing, lifting and carrying. Out-of-door activities include hiking, hunting, fishing, and camping. Individual gymnastics include special exercises for individuals, designed to correct physical defects of certain kinds.

The following activities are classified by Nash:

1. Stunt activities.
2. Dramatic activities.
3. Chasing and fleeing activities.
4. Rhythmic activities.
5. Combative activities.
6. Athletic activities.

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16 J. B. Nash, The Administration of Physical Education, p. 244.
The Minnesota State Department of Education classifies the following activities:

1. Natural activities which include athletic games and sports, rhythmics, swimming, self-testing, and combat stunts.
2. Formal activities which include gymnastics, marching, and corrective exercises.
3. Related activities which include hiking, camping, boating, and fishing.17

The problem of classifying activities will depend upon the existing conditions of the local situations, taking into consideration adequate facilities, space, and time allotment.

Relationship of Physical Education to General Education

The purpose of the school is to provide experiences for boys and girls which will permit them to develop physically, mentally, and emotionally, and by which they can adapt themselves to variable living conditions.

Physical education is that part of education which proceeds by means of, or predominantly through, physical activity; it is not some separate, partially related field. This significant means of education furnishes one angle of approach in educating the entire individual, who is composed of many component, interrelated functional units, rather than of several distinctly compartmentalized facilities. The physical, mental, and social aspects must all be considered together. Physical education, when well taught, can contribute much to the goals of education. This is made possible, in part, by the fact that participation in physical education is very largely on the level at which the youngsters live. They grant their coaches and teachers great authority; the instructors in physical education have less need to demand it than do most other teachers: opportunity for excellent achievement knocks continually at the door of the physical educator, making physical education one of the most keen-edged tools in the educational kit. With it he may sculpture beautiful

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17State of Minnesota, op. cit., p. 3.
figures or hack to pieces and mutilate the already partially shaped raw material that comes to him. In discussing contributions we assume that a reasonably skilled teacher is in charge, for even the most perfect system or machine will not function well without competent direction.18

Philosophy of Physical Education

A good lively play experience has been a definite asset to many boys. Play activity is a prerequisite to the child's development and his complete being. Young human beings are so constituted as to need a great deal of physical activity for their growth. It is the big muscle activity that helps to develop bodily control and coordination, which evolves self-confidence and assurance. Activity is a part of nature's plan for growth. Then physical education is an excellent way to help to meet this basic, biological need.

Probably no other single factor counts so much in a boy's feeling of adequacy as to be able to play games well with his group. Physical prowess is pre-eminent among boys in establishing prestige with their group.

The physical education program, to be of value, must include those activities which meet the needs, satisfy the desires, challenge the interests, and foster the physical, mental, social, and emotional growth of each pupil. Few, if any, children are able to excel in the performance of all the activities involved in physical education, but every child must be able to find somewhere, in the broad physical education program, a form of activity in which he should be encouraged to attempt many types of endeavor: he should not be expected nor required to achieve outstanding

success in an activity which he is not physically, socially, emotionally, or mentally equipped to master.\(^{19}\)

Study of Local Conditions

In order to prepare and administer a physical education program for the fifth, sixth, seventh, and eighth grades in the elementary school of Jacksboro, Texas, it was necessary to make a general study of the local conditions which exist in the participating school.

Jacksboro, Texas, is a town of three thousand people. It is the county seat of Jack County. It is centrally located, and is surrounded by good ranching district, ranching being the chief industry of the county; however, there is a lot of recent oil development which has caused considerable increase in the enrollment of the local school. The enrollment is chiefly composed of rural and laboring classes of people, and, at the close of 1949-50 term, was 646.

The school system is set up on the eight-four plan, with the first eight grades in the elementary, and the last four in high school. The school does not employ a physical education teacher; therefore the homeroom teacher has the responsibility of supervising the physical education for his particular grade.

In most elementary schools physical education is taught by the regular classroom teachers, for this is the most practical and economical plan. It enables a teacher to guide her pupils in complete experiences, which might include physical education, geography, music, industrial arts, and subject matter from other fields.\(^{20}\)

\(^{19}\)Jones, Morgan, Stevens, \textit{op. cit.}, p. 3.

Due to the limited facilities, the proposed program will not fully meet the state requirement for physical education in the elementary school.

Each elementary school student must receive 150 minutes per week of class instruction in physical education each year. Recess periods and free play periods shall not be considered as a part of the 150 minutes.

Each school should have a gymnasium or some suitable indoor space large enough to accommodate classes during inclement weather.

Sufficient locker and locker room space should be provided for safe keeping of gymnasium suits, clothing and towels. Sanitary and adequate dressing space should be provided for the largest class or group during the school day.

It is recommended that playground space be provided, where possible, according to the generally accepted standards as follows:

1. Schools with an enrollment below and including 100 students, 5 to 7 acres.
2. Schools with an enrollment of from 101 to 300 students, 6 to 10 acres.
3. Schools with an enrollment of from 301 to 600 students, 8 to 14 acres.
4. Schools with an enrollment of from 601 to 1000 students, 12 to 18 acres.
5. A special room should be set aside for health instruction for boys and girls.
6. Offices should be provided for instructors where they may have conferences with students.
7. A first-aid room should be available to students and teachers at all times.21

This physical education program is to be chiefly an outdoor program since the elementary school does not have a gymnasium.

There are three softball diamonds, which may also be used for touch football, soccer, and any of the other activities that require a large area when softball is not being played. There is one basketball

21Texas State Department of Education, Standards and Activities of the Division of Supervision and Accreditation of School Systems, p. 78-81.
court which may be used for volley ball or group games. There are
two tennis courts on the elementary school ground, and two avail-
able courts on the high school ground just across the street from
the elementary school ground, which can be used some of the time.
There are 8000 square yards of space that may be used for relays
or group games.

In grouping the boys, the fifth and sixth grades will be
together for most of their activities, but will be permitted to
have inter-class games at least once a week. The seventh and
eighth grades will be grouped for most of their athletic type
activities. They, too, will have inter-class games once a week.

The activity program will be offered to both groups on a six-
weeks period basis. Since their individual needs and capacities
differ, there will be a variance in the content and the degree of
skill expected from each group. The fifth and sixth grades will
not have as much competitive activity as will the seventh and
eighth grades.

It will not be possible for the students to take showers
after the physical education classes; therefore, they will not
be required to have special clothing for the physical education
classes.

Due to the limited facilities, the physical education classes
will be correlated with the health classes, and the grades will be
given in conjunction with the health grades. The students will be
graded on the basis of interest, participation, attitude, and atten-
dance. "As for correlation of physical education with science, the
The classroom teacher alone is aware of the many possibilities. The classroom teacher, then, is the one who teaches physical education in the elementary school."22

Jack County now has a school nurse who will serve all the schools of the county. The plans are to check students each year, give immunization serums for whooping cough, diphtheria, and smallpox to those who desire to take them; they will not be required. Individual health records will be kept.

Specific Aims and Objectives

In order to formulate a physical education program for the fifth, sixth, seventh, and eighth grade boys in the elementary school of Jacksboro, Texas, it was necessary to set up definite aims and objectives for the program. Encompassing previously stated aims, these are:

1. To develop favorable and desirable character habits.
2. To help improve the individual physically, mentally, emotionally, and socially.
3. To develop leadership ability.
4. To reduce absence and retardation.
5. To provide experiences which include new elements and enlarge the child's present interests and capacities.
6. To improve health habits.

7. To develop cooperation with leadership, as well as the development of leadership.

8. To develop abilities to play in an organized manner without direct supervision.

9. To develop good health habits.

10. To improve morale by developing the body.

11. To improve personality.

12. To improve the use of leisure time.

13. To develop well-poised bodies, which will carry their loads easily.

14. To train citizens of today so they may take their place in the society of tomorrow.

Selection of Activities

Before the activities for the proposed program could be selected, it was first necessary to make a study of the activities used in other elementary schools and of the activities which authorities in the field of health and physical education recommend. Several related studies have been made of the activity interest of elementary and junior high school boys.

Team games requiring considerable skill are chosen by boys in the fifth grade. Games such as soccer, basketball, and volley ball are popular with boys. Self-testing activities, which require great strength to perform, have great appeal to boys.

Versatility in playing many games and positions becomes apparent in the sixth grade. Strategy in playing games becomes an important quality, especially to boys.

Choices of seventh grade boys indicate a desire for more
virile games, sports, and self-testing activities, than indicated by girls.\textsuperscript{23}

In grades seven and eight in Waco Junior High, a tentative course of study has been set up for health and physical education as a trial basis, or experimental course, for the school year of 1937-38. The activities offered in both seventh and eighth grades are football, soccer, boxing, basketball, tumbling, volley ball, horseshoes, track and field, and playground ball.\textsuperscript{24}

1. Activities should be suited to the ages, concerns, and needs of children.
2. Activities should be interesting, meaningful, and significant to children.
3. Activities should be adaptable to supervised play, and to be used elsewhere than on school playgrounds, gymnasiums, and recreation rooms.
4. Activities should develop organic vitality and improve the neuro-muscular system.
5. Activities should have possibilities of developing wholesome attitudes toward victory and defeat.
6. Activities should have social and ethical, as well as physical, possibilities.
7. Activities should develop skills and tastes that have future as well as present values.\textsuperscript{25}

After making a survey of the related studies, a check sheet was prepared and given to the fifth, sixth, seventh, and eighth grade boys in the elementary school of Jacksboro, Texas, to check and rank the activities in which they would like to participate. They were also asked to list and rank any activity that was not on the check sheet, in which they would like to participate. The boys were told that the purpose of the check sheet was to obtain

\textsuperscript{23}Patricia Ruth O'Keefe and Helen Fahey, \textit{Education Through Physical Activities}, p. 30-33.


\textsuperscript{25}O'Keefe and Fahey, \textit{op. cit.}, p. 16-17.
information to be used in preparing a physical education program for their elementary school. They were asked to give careful attention in ranking the activities, for the information obtained would be used as a basis for the program. The activities that were listed on the check sheet were found to be very popular among the boys of adolescent age.

The activities listed, that were to be checked and ranked, were as follows: touch football, basketball, soccer, volley ball, track, shuffle board, wrestling, archery, hiking, tennis, softball, horseshoes, ping-pong, tumbling, badminton, washers, bicycling, group games, dodgeball, tops, boxing, marbles, scouting, croquet, and tumbling.

From the above twenty-five activities listed, only fourteen were checked and ranked by all the boys of each grade. The results obtained from the check sheet are shown in Table 1.

Data in Table 1 show a relatively close degree of relationship of interest to grade placement. It is to be expected that some of the activities will vary a great deal between fifth and eighth grade level. Possibly the season of the year could account for softball ranking first in all four grades, and soccer ranking last, as the check sheets were issued in May, which is softball season. The boys of the local school have never played soccer, which may also account for its being ranked so low. Soccer is a game that should appeal to boys of this age group because of the bodily contact, running, jumping, and dodging.
# TABLE 1

**PHYSICAL ACTIVITIES RANKED ON BASIS OF INTEREST BY FIFTH, SIXTH, SEVENTH, AND EIGHTH GRADE BOYS IN THE ELEMENTARY SCHOOL OF JACKSBORO, TEXAS**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Rank on Basis of Interest</th>
<th>Composite Rank</th>
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</thead>
<tbody>
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<tr>
<td>Washers..........</td>
<td>7</td>
<td>11</td>
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<tr>
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<td>8</td>
<td>9</td>
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<tr>
<td>Ping-pong........</td>
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<td>10</td>
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<tr>
<td>Bicycling........</td>
<td>10</td>
<td>7</td>
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<td>Volley ball......</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Soccer...........</td>
<td>11</td>
<td>13</td>
</tr>
</tbody>
</table>

After making the composite rank of the fourteen activities in which the four grade groups indicated they were interested, it was then necessary to make a comparison of these activities as they were ranked by junior high school boys of Waco, Amarillo, by junior high school boys in the State of California, and by experts.

Table 2 presents somewhat similar stress. Data in Table 2 reveal a fairly close degree of relationship among the seven

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26 J. Gearley, *op. cit.*, p. 34.
activities that were ranked by the four similar studies. It is to be observed that Amarillo, Waco, the State of California, and experts did not have the same fourteen activities that the Jacksboro school boys ranked.

TABLE 2

A COMPARISON OF THE FOURTEEN PHYSICAL ACTIVITIES WHEN RANKED ON BASIS OF INTEREST BY THE FIFTH, SIXTH, SEVENTH, AND EIGHTH GRADE BOYS IN THE ELEMENTARY SCHOOL OF JACKSBORO, TEXAS, WHEN RANKED BY JUNIOR HIGH SCHOOL BOYS IN AMARILLO, WHEN RANKED BY JUNIOR HIGH SCHOOL IN WACO, TEXAS, WHEN RANKED BY SIMILAR GROUPS FROM THE STATE OF CALIFORNIA, AND WHEN RANKED BY EXPERTS

<table>
<thead>
<tr>
<th>Activities</th>
<th>Jacksboro</th>
<th>Amarillo</th>
<th>Waco</th>
<th>California</th>
<th>Experts</th>
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<td>4</td>
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<td>4</td>
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<td>2</td>
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<tr>
<td>Track</td>
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<td>8</td>
<td>9</td>
<td>5</td>
<td>10</td>
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<tr>
<td>Tennis</td>
<td>5</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>8</td>
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<tr>
<td>Tops</td>
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<td>Horseshoes</td>
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<tr>
<td>Washers</td>
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<td>Group games</td>
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<td>Ping-pong</td>
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<tr>
<td>Soccer</td>
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<td>12</td>
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<td>5</td>
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<tr>
<td>Volley ball</td>
<td>14</td>
<td>9</td>
<td>11</td>
<td>14</td>
<td>6</td>
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</tbody>
</table>

It was observed from this table that the seven activities that were not ranked by the other studies were swimming, baseball, football, golf, boxing, and tumbling. Due to the fact that the elementary school of Jacksboro, Texas, does not have a gymnasium
is likely the cause for the elimination of all these activities from the list, except swimming, football, and golf. It was observed that swimming ranked first in three, and second in one of the four studies compared.

Since these fourteen activities selected by the boys of the fifth, sixth, seventh, and eighth grades in the elementary school of Jacksboro, Texas, have such close degree of relationship with the four studies made, they will constitute the activities that will be used in the physical education program for the elementary school of Jacksboro, Texas.

The physical education classes will meet at a regular period of five days a week for thirty minutes each day.
CHAPTER III

THE PROGRAM

The purpose of this chapter is to present the plan by which the physical education for the fifth, sixth, seventh, and eighth grade boys in the elementary school of Jacksboro, Texas, will be administered.

Since World War II educators and parents have become aware of the fact that physical education activities contribute much to the physical, social, and emotional development of the child. They were not so aware of this fact until so many of the nation’s young men were rejected for military service. With another war confronting the people, it is a reminder of the greater need for better physical education programs.

With the objectives, available facilities, and the criteria for selecting the activities in mind, the following activities will be used to constitute the physical education program:

1. Softball
2. Touch football
3. Basketball
4. Track
5. Tennis
6. Tops
7. Marbles
8. Bicycling
9. Horseshoes
10. Washers
11. Group games
12. Ping-pong
13. Soccer
14. Volley ball

From the fourteen activities listed above, the six following activities will be used as the major activities for periods of six weeks as seasonal sports:

1. Touch football
2. Soccer
3. Basketball
4. Volley ball
5. Track
6. Softball

The eight remaining minor activities will be used in correlation with the six major seasonal activities. The program is set up on a six-weeks period, and it revolves each six weeks with the major activities; but some of the minor activities may be used throughout the year, depending upon the nature and needs of the students.

The fifth and sixth grades will be grouped together, and the seventh and eighth grades together; but each grade will be permitted to organize teams for inter-class games which will be played on Friday afternoon of each week.
Touch Football

Touch football is the regular game of football which has been modified to a great extent, eliminating the need for expensive equipment, the need for a high degree of organization, and bodily contact to a limited degree. This removes the element of injury to a great extent. Speed, endurance, and quick thinking are valuable outcomes of this game. Some of the lead-up games are as follows:

1. Punt back
2. Forward pass drive
3. Running back kick-off
4. Forward pass for accuracy
5. Forward pass for distance
6. Punt for distance

Fifth and sixth grades. - This group will spend two days each week on lead-up activities, and three days each week playing the game of touch football.

Seventh and eighth grades. - This group will actually participate all during the first six weeks, but will go deeper into the fundamentals of the game than the fifth and sixth grade pupils.

Soccer

Soccer has a close resemblance to football. It is enjoyed immensely by adolescent boys, since they have a natural ability to kick, run, and jump. It is a good game for developing coordination, speed, endurance, and agility.
Some of the lead-up games as recommended by Mason and Mitchell are:

1. Line soccer
2. Shuttle dribble and pass relay
3. Circle soccer
4. Soccer goal ball
5. Figure eight soccer
6. Soccer dodge ball

Fifth and sixth grades. - These grades will play the game of soccer three days each week and engage in the lead-up activities the remaining two days.

Seventh and eighth grades. - These grades will participate the full six weeks in the game of soccer, but will spend more time on the details of the game than the fifth and sixth grades.

Basketball

Basketball is a fine game to teach boys cooperation and sportsmanship. It is a game which requires great skills in running, jumping, dodging, and muscle coordination. It is also a good all-around game, a good body builder, and most boys like to play it.

Some of the lead-up games recommended by Mason and Mitchell are:

1. Keep away
2. Captain ball
3. King ball
4. Six hole basket
5. Two-in-one-out
6. Score ball
7. Basket passing
8. Dribble relay

1 Bernard S. Mason and Elmer D. Mitchell, Active Games and Contests, p. 405-432.
2 Ibid., p. 487-511.
Fifth and sixth grades.— These grades will spend two days each week in the lead-up activities.

Seventh and eighth grades.— These grades will participate in basketball the full six weeks, with special emphasis on the fundamentals of developing skills.

Volley Ball

Volley ball is a game that can be played in all seasons of the year. It is a good game to develop muscle coordination and team play. It also gives a moderate amount of good exercise.

Some of the lead-up games recommended by Mason and Mitchell are:

1. Toss ball
2. Double volley ball
3. Singles
4. Bounce volley ball
5. Bounce net ball
6. Sponge ball
7. Ring volley ball
8. Giant volley ball

Fifth and sixth grades.— These grades will participate in the lead-up games two days, and three days a week in regular volley ball game.

Seventh and eighth grades.— These grades will engage in the game of volley ball the full six weeks, giving special emphasis to the execution of the fundamental skills which are necessary to play a good game of volley ball.

Track

The track events that will be given special emphasis are the ones which are offered by the Interscholastic League.

1. 50-yard dash  
2. 100-yard dash  
3. 440-yard dash  
4. Chinning bar  
5. High jump  
6. Broad jump

Track will be represented mainly by individual competition. Each grade will compete separately until the final day; then the fifth grade will compete against the sixth, and the seventh against the eighth.

Softball

Softball is a modification of the great game of American baseball. It is a game that is loved by every boy. Softball has the same fundamental skills as does baseball. It is a game that requires speed, agility, alertness, quick thinking, and action. It is a game that does not require expensive equipment. It is a great game for participation during leisure time.

Some of the lead-up games as submitted by Mason and Mitchell are:

1. Baseball twenty-one  
2. Three grounder or a fly  
3. Beatball  
4. Base running  
5. Progressive throw and catch

4 The University of Texas Publications, Constitution and Rules of the University Interscholastic League, p. 108.
6. Baseball throw for distance
7. Baseball throw for accuracy
8. One old cat

Fifth and Sixth grades.— These grades will continue the regular schedule of two days each week participating in the lead-up activities, and three days each week in game contests.

Seventh and Eighth grades.— These grades will follow the usual routine of the other sports by engaging the full six weeks in game participation with emphasis being placed on the rudiments of the game.

The fourteen activities which were selected by the pupils represent their choices of the activities in which they would like to participate. A schedule of these activities, which is set up on a six-weeks basis, will be found in the six tables which are presented in their relationship and periodic sequence.

Table 3 indicates the activities selected for the first six-weeks, based on the pupils' choice. Touch football, a modification of football, was probably chosen because it gives the vigorous activity which the bodies of boys of this age demand. Washers was also selected for all grades to assist those who were incapacitated. Tennis was chosen for the seventh and eighth grades, and ping-pong for those who desired less vigorous activity.

Table 4 indicates choice of activities for the second six-weeks period, beginning October 16, and ending November 22. Soccer,

\[\text{Mason and Mitchell, op. cit., p. 326-351.}\]
which is a modified game of football and also a desirable seasonal activity, was chosen. Horseshoes and ping-pong were chosen to meet the needs and satisfy the interests of those who do not need the more vigorous activity.

Table 5 indicates the activities that were selected for the third six-weeks period, beginning November 27. The activities are basketball, group games and bicycling. This is the time of year for colder weather, and these activities should provide much exercise which the body needs to keep the blood stimulated and circulating well.

Table 6 indicates the activities that were chosen for the fourth six weeks, beginning January 15. Volley ball fits well into this season of the year because it requires a great deal of action. Washers and horseshoes will serve those who like competitive games of a lesser degree of action.

Table 7 includes the fifth six-weeks program, beginning February 26. At this season, track is a very popular sport. Bicycling was selected because it serves as a leg exercise for track. Tops, marbles, tennis and ping-pong will serve the needs of those of incapacitated ability.

Table 8 includes the activities for the sixth six-weeks period, beginning April 11. Softball was selected for the major sport. Tennis, tops, and marbles were selected to meet the needs of the students who desire less vigorous activity.
<table>
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<tr>
<th>Weeks</th>
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### TABLE 5

ACTIVITIES FOR THIRD SIX WEEKS BASED ON THE PUPIL CHOICES OF
THE FIFTH, SIXTH, SEVENTH, AND EIGHTH GRADE BOYS
OF ELEMENTARY SCHOOL OF JACKSBORO, TEXAS

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### Table 6

**Activities for Fourth Six Weeks Based on the Pupil Choices of the Fifth, Sixth, Seventh, and Eighth Grade Boys of Elementary School of Jacksboro, Texas**

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### TABLE 7
ACTIVITIES FOR FIFTH SIX WEEKS BASED ON THE PUPIL CHOICES OF
THE FIFTH, SIXTH, SEVENTH, AND EIGHTH GRADE BOYS
OF ELEMENTARY SCHOOL OF JACKSBORO, TEXAS

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Due to the fact that the school does not have a gymnasium, the following indoor activities will be used during inclement weather:

**Zoo**

A leader chooses six children to stand in front of the room. Each of the six children chooses the name of his favorite animal, and the leader places the chosen children in a line, saying their animal names. The children not chosen as animals stand, wave their arms, and jump up and down quietly. They return to a sitting position and close their eyes. While their eyes are closed, the six children in front of the group change places. The leader asks the children to open their eyes, and calls a child to go to the front of the room, to place the animals in their original position, and to call the six children by the names of the animals which the children selected for themselves. If this child can place the animals in their original standing position and call them by their chosen names, he may become an animal in the zoo and choose a name for himself. He takes his place at the right end of the line of animals. The game continues until twelve, or some designated number of children, are in the zoo. These children then return to their seats, and the game begins again. The names of flowers, birds, airplanes, or statesmen may be used instead of the names of animals.

**Do a Stunt**

A child acting as a leader gives a small object to the children, who pass the object from one to another. A child chosen to be "It" stands with his back to the group and with his eyes closed while the object is being passed. When "It" says, "Stop," the object remains in the hand of the child who has it at the time, and all the children pretend that they have the object by holding up their closed hands. "It" gets three chances to guess who has the object. No penalty is attached when "It" does not guess correctly. Whoever has the object has the fun of doing a stunt before the group and gets to take the place of "It".

**Poor Pussy**

A player is chosen to be Pussy, who stands or sits in front of someone, meows like a pussy, and makes funny faces, trying to make the other child laugh. This player pats Pussy's shoulder and says, "Poor Pussy." If he can say, "Poor Pussy" three times without laughing, the pussy moves on to another child. But if this player laughs, he becomes "Poor Pussy". If the group is large, several children may be "Poor Pussies."
Buzz

The children may sit in a line or in a circle formation. They decide on a number to be used for the game. If they decide on number five, then all numbers with five or a multiple of five in them will have substituted for them the word, "buzz," For example: one of the players starts the game by saying "one", the next says "two", etc., until the number "five" is reached; then the word "buzz" is substituted for the number chosen. The next player says "six", and so on up to a multiple of five, such as ten, fifteen, twenty, etc., on each of which the word "buzz" should be used instead of the right number. If any player says the number when he should say "buzz" or uses "buzz" in the wrong place, or if he says the wrong number, he must do a stunt as his penalty. The game may continue with the same number or the number may be changed; for example, the number seven may be used instead of five.

Beasts, Bird, Fish

A player who is the leader calls, "Beast, or Bird, or Fish." The leader points to another player and says, "Bird," or he may say "Bird," or "Beast." The player called upon has to give the name of an animal, a fish, or a bird three times before the leader can count five. The player called upon to name a member of the fish family would probably say "goldfish," or "cat," or some other familiar type of fish. If the player fails to say the name three times before the leader counts from one to five, the leader repeats the request to another player. If a player responds correctly, then he becomes the leader, and the game continues.

Finger Tips

Children sit or stand facing each other. The children opposite each other are partners. One child holds out his hands with the palms turned upward. His partner holds out his hands with the palms turned downward and with his finger tips resting on the tops of the finger tips of his partner. The child with his palms turned upward tries to turn his hands over quickly in order that he may slap the tops of his opponent's hands. One or both hands may be used.

Grocery Store

A player or leader stands in front of the group and says, "My mother sent me to the grocery store for "S.P.," and has the other players guess for what he was sent (soda pop). The players may ask whether it comes in a can or whether it is something to drink or to eat. After finding out how the food comes, the players then have four guesses to find out what was purchased from the store. The player who guesses correctly becomes the leader, and the game continues.

Fruit Basket

A player who is the leader goes to the front of the room, and has the other children in the room name five kinds of fruit.
He then goes around the room, having each player given a fruit name. The order in which the names of the fruit were given is followed. The leader then calls the name of a fruit. All the players with that fruit name change seats, while the leader tries to obtain a seat. The player left without a seat becomes the leader, and calls out the name of another fruit. If the leader says, "Fruit basket upset," all the players must change seats. Interest may be further stimulated by having a contest between the boys and girls. If a boy is left without a place to sit and has to become the leader, the girls score. If a girl is left, the boys score. At the end of the playing time, the group with the lowest score wins.

Pass Ball

The players are in two or more rows, and the players in each row stand shoulder to shoulder, facing the same direction. A ball is given to the first player or leader of each row, who passes the ball to the player next to him when the signal "Go," is given. The ball is passed across the body in front of each player until the ball reaches the end of the row. All players turn, face the opposite direction, and pass the ball quickly to the child at the head of the line. When the ball returns to the leader, he holds it above his head to show that all the children in his group have passed the ball. The line that is first to get the ball back to its leader is the winner.

Bounce Ball

This game, with one variation, is played in the same way as Pass Ball is played. The ball is bounced once before it is passed.

Overhead Ball

The players stand in line formation, facing the front of the line, with their hands held high overhead. A ball or object is passed back over their heads to the last player in the row. As soon as a player has passed the ball, he faces the opposite direction. When the last player has received the ball, he faces the opposite direction, and passes the ball back over his head. The line whose leader is the first to get the ball back is the winner.

Dart Target

A target is chalked or painted on the blackboard, or on a lightweight panel board, with alabastine or calcimine paint. The small circle is 3 inches in diameter; the next circle, 6 inches; and the last circle, 12 inches. Two to six players stand in line behind a leader who is about 6 feet from the target. The leader throws three or more vacuum darts at the target. His score is then added. Darts hitting in the small circle count five points; in the next circle, two points; and in the last circle, one point. After counting his score, the
player removes the darts from the board and gives them to the next player. At the end of the playing time, the player with the largest score is the winner.

**Dart Baseball**

The baseball diagram may be painted on the blackboard, or on a lightweight panel board, with alabastine or calcimine paint. In the diamond, the letters indicate the following terms:

- H - Home run
- O - Out
- F - Foul ball
- S - Strike

The players are divided into two baseball teams. The play starts with one team at bat, ready to throw the darts, and the other team watching the throwers. The first batter stands 6 feet or farther from the diagram and throws the vacuum darts until he scores or makes an out. A player should have at least eight darts to throw. If a dart strikes and sticks in the H area, a home run is scored. If an S is hit, a strike is made, and the player continues throwing. If an S is hit three times, the player is out. A foul ball on the last strike, as in regular baseball, is not counted as the third strike. A player is always out when an O is hit. The darts are not removed from the board until all the darts have been thrown or until the player has scored an out or a run. A dart that touches a line is called a "liner" and does not count. As the player's throwing skill improves, an out may be counted if he throws all his darts without scoring. The player finishing throwing removes the darts from the board for the next player. After three outs have been made by a team, the teams change places. The children who were throwers now watch the players on the other team throw the darts. The team scoring the most runs is the winner.

**Horseshoes or Gym Shoes**

This game may be purchased or it may be made by the children. The commercial game consists of two pegs and four rubber shoes, two green and two red. If the game is homemade, the top of an orange crate, together with a peg made from a 6-inch piece of broomstick, is used. A quoit, made from 1 foot of rubber tubing with the two ends bound together with tape, can be used for a horseshoe. The pegs are placed at least 10 feet apart. Two players stand behind one peg and toss the horseshoes, attempting to ring the opposite peg. Each player has two horseshoes of the same color. When four players play, the partners are at the opposite pegs. Each player tosses his two horseshoes to the opposite peg, and each partner tosses them back, attempting to ring the opposite peg. In the scoring, a horseshoe that rings the peg counts five points. A horseshoe
that touches the peg counts three points. If no ringers or
leaners are made, then the horseshoe that is closest to the
peg counts one point. The player or team having the highest
score at the end of the playing time is the winner.

Table Tennis

A regulation table tennis table, two or four paddles, a
regulation net and attachments, and one ping-pong ball are the
equipment for this game. Two players (singles) or four players
(doubles) may play.

GAME OF SINGLES

Choice of service or court.- The right to serve or receive in
the first game of each match is determined by a toss. If the
winner of the toss chooses to be the server or receiver, his
opponent has the choice of the court, or vice versa. The player
who serves at the beginning of the first game receives at the
beginning of the second game. At the end of each game the
players change places at the end of the table.

Service.- The server stands behind his end of the table and
hits the ball with his paddle so that it bounces from the
table on his side of the net, passes over the net, and bounces
upon any portion of the table on the receiver's side. The
server having made a good service, the receiver attempts to
make a good return, and thereafter the server and the receiver
alternately hit the ball back and forth until a point is scored.
As in tennis, the player scores when the opponent fails to re-
turn the ball. In making a good return, the player hits the
ball in one stroke upon its first bounce so that it passes
over the net and touches the table on his opponent's side.
Hitting the ball more than once is not allowed. Throughout
the game, except when the score is tied at twenty points the
server becomes the receiver, and the receiver becomes the
server after each five serves. When the score is tied at
twenty points, the server becomes the receiver and the re-
ceiver becomes the server after each serve.

Let.- If a served ball touches the top of the net and falls
on the opponent's side of the table, it is called a "let ball."
This does not count as a point or as a serve, and the server
serves again.

Scoring.- A player wins one point when:
1. His opponent fails to make a good serve.
2. His opponent or his opponent's paddle
touches the net while the ball is in play.
3. His opponent fails to return a good ball.
4. His opponent hits a ball before it has
dropped on the table. The first player
to reach twenty-one points is the winner.
If both players make twenty points each,
one player must win two points in succession
to win the game.
GAME OF DOUBLES

In doubles, four players compete, two on each side. Service.— The service is the same as in singles, except that the ball must hit the table within the right-half of the server’s court before going over the net, and the ball must land in the right-half of the receiver’s court and must not touch the center line on the service. After serving five balls, the server changes places with his partner. They then become the receiving pair. Thus each server serves to the same person throughout the game.

Order of Service for Doubles.— A serves the first five balls to D, after which A and his partner B change places. D serves the next five balls to B, after which D and C change places. B serves the next five balls to C, after which A and B change places. C serves the next five balls to A, after which C and D change places. This order of service continues until the end of the game, or until the score is tied at twenty points, in which case each server shall have only one serve until the pair of players has scored two points in succession to win the game.

Animal Rummy

Animal Rummy is a card game for three to six players. The cards for this game have pictures of animals like bears, elephants, and zebras on them. Each card also contains a number on it from one to four. There are four cards of each animal. A player starts the game by dealing cards one at a time until each player has six cards. The remaining cards are placed face down on the center of the table. These cards are called the "drawing pile." The first card of the drawing pile is placed face upward next to the drawing pile. This card is the beginning of the discard pile.

The child at the left of the player who dealt the cards starts the game. The draws a card from the top of either the discard pile or the drawing pile. If the card he draws matches any of the cards in his hand, he may keep it and discard another card from his hand. If the card does not match any of the cards in his hand, he may place it on the discard pile. Whenever a player can make a "book" or a "set," he may place the book or set in front of him. A book is three or four cards with the picture of the same animal, like three bears or three monkeys. A set is four or more cards of the same number, like monkey number 2, elephant number 2, bear number 2, or lion number 2. Whenever a player places a book or a set, consisting of three cards down, the other players in the group may play on the books or sets by adding the fourth matching card. Each book and set contains four cards. The game then continues, with the next player taking his turn. The game is won by the player who is the first to get rid of all of his cards.
If the cards in the drawing pile have been used up before the game is won, the cards in the discard pile are turned over and become the drawing pile.  

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6 Patrick Ruth O'Keefe and Helen Fahey, *Education Through Physical Education*, p. 234-244.
CHAPTER IV

SUMMARY

The purpose of this study was to prepare and administer a physical education program for the fifth, sixth, seventh, and eighth grade boys in the elementary school of Jacksboro, Texas. This study was based upon the results of a survey of activity interest of adolescent boys, accepted education policies, and from sound concepts of authorities in the fields of education, health, and physical education.

Data were obtained from two sources, human and documentary. Check sheets were designed to obtain information as to the physical activity interest of adolescent boys in the elementary school of Jacksboro, Texas. Extensive research was made of professional literature to obtain basic principles from which the program was to be administered.

The following activities were found to be the ones in which the participating students were most interested:

1. Softball
2. Touch football
3. Basketball
4. Track
5. Tennis
6. Tops
7. Washers
8. Group games
9. Ping-pong
10. Bicycling
11. Horseshoes
12. Marbles
13. Volley ball
14. Soccer

The rank of the above fourteen activities, on the basis of interest, was compared to activity interest in junior high schools of Waco and Amarillo, Texas, similar groups in California, and by authorities. There were seven of the above fourteen activities that were comparatively ranked by the four studies. There were only two activities which ranked identically, and they were softball and soccer at Waco and Amarillo; however, they all had a close degree of relationship.

Conclusions

The data obtained in this study appear to warrant the following conclusions:

1. That the boys of the fifth, sixth, seventh, and eighth grades have a variety of interests.

2. In order to have a well-rounded physical education program, including many activities, which the child's interest demands, it is necessary to have adequate facilities, equipment, and a properly trained staff of teachers.
3. Activities should be suitable to the needs of the seasonal sports.

4. Activities should be suitable to the weather conditions.

5. Since it is not possible to take a shower after the physical education period, the health status is below standard.

6. This program does not meet the state requirements.

7. The equipment available should be suitable for the prepared program.

8. Since competition is limited to inter-class activities, uniforms are confined to inexpensive types.

Recommendations

From the facts obtained in this study, the following recommendations are submitted:

1. The elementary school of Jacksboro, Texas, can not fully comply with the requirements of the Texas State Department of Education because it does not have a gymnasium; therefore, it is recommended that provisions be made for a gymnasium as soon as possible.

2. Since swimming ranked first in interest of all studies except Waco, some provisions should be made for a sanitary swimming pool for the city of Jacksboro, whereby it may be used by students of physical education classes during the school term.

3. It is further recommended that emphasis be placed upon health education, physical education, and recreation to stimulate greater interest in the program.

4. Provisions should be made for a summer intramural program.
Students please check and rank the following activities in which you would like to participate. Please give careful consideration to these activities, for the ones you select will be used as a basis for the activities used in preparing a physical education program for the local elementary school. You may list and rank any activity that is not listed.

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<th>Activities</th>
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