

TO REVISE THE PROGRAM OF PLAYGROUND ACTIVITIES FOR GRADES
ONE, TWO, AND THREE FOR ROSEMONT ELEMENTARY SCHOOL OF
DALLAS, TEXAS, BASED ON THE EVALUATION OF TWENTY-NINE
PLAYGROUND TEACHERS AND ON THE GAME CHOICES OF 750
THIRD-GRADE CHILDREN OF THE DALLAS CITY SCHOOLS

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THESIS

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INTRODUCTION

From Plato to Froebel the value of play in childhood was recognized. Plato said, "Education should begin with the right direction of children's sports." Froebel declared that the plays of childhood are the germinal leaves of all later life.¹

The writer of this thesis became interested in this problem through her experience in the elementary grades of the City Schools of Dallas, Texas.

Statement of the Problem

The problem is limited to the revision of the program of playground activities for grades one, two, and three of the elementary schools, Dallas, Texas.

Purpose of This Study

The purpose of this study was to collect and tabulate material which would be embodied in a revised course of study for the playground activities for grades one, two, and three of the elementary schools of Dallas, Texas.

Sources of Data

The material for this study was obtained through two sources: (1) documentary materials, which include magazines, pamphlets, bulletins, books, and a blueprint; and

¹Dorothy LaSalle, Play Activities for Elementary Schools, Introduction.

(2) human sources, including authorities in the fields of education and physical education, twenty-nine playground teachers and the supervisor of physical education of the Dallas City Schools, 750 third-grade children, and the experience of the writer as a playground teacher in the Dallas City Schools.

Treatment of Data

The data obtained were divided into the following divisions: first, the history and meaning of the platoon system of education; second, the social, mental, and physical objectives for grades one, two, and three as stated by authorities; third, the presentation and tabulation of questionnaire responses from twenty-nine playground teachers and 750 third-grade children; and fourth, the revised program of playground activities.

CHAPTER I

THE PLATOON SCHOOL

In order better to understand the importance of play in the elementary schools of Dallas, Texas, it was necessary to give a brief resume of the procedures followed in a platoon school.

William A. Wirt of Gary, Indiana, believed and promoted the theory that the chief factors in a child's education are work, study, and play. He believed that if the child is to have a well-rounded education, the schools must provide for these activities. Because of Wirt's strong belief in the work, study, and play theory, the first platoon school was established in 1900 in Bluffington, Indiana.

In the following paragraphs C. L. Spain states how the platoon system promotes more fully the seven cardinal principles of education:

The platoon system provides for the health of its pupils through its gymnasium, its playground activities, its school clinic, its lunch room, and its auditorium lessons in hygiene.

It teaches the fundamentals, the three R's, as effectively as the conventional school ever has done.

It trains its pupils in the duties and responsibilities of citizenship and develops in them an enlightened social consciousness through the medium of its auditorium activities and its library periods, supplementing the instruction in civics, history and literature.

It prepares its pupils for worthy home membership through its vocational activities, through its provisions for play and physical education, through its library facilities, and through its auditorium activities. All of these activities offer, to the pupils, opportunities for self-activity, self-control, and self-direction.

It arouses in the pupils interests and tests their aptitudes and tastes through the medium of its shops, its kitchens, its domestic art classes, and its mechanical drawing.

The cultural side of a child's life is appealed to through the music room, the literature room, the auditorium, and the library.

This particular type of school, because it appeals to so many phases of a pupil's nature, because it arouses a many sided interest, because it offers such a variety of experiences, because it provides so many avenues for self-expression, and because it demands and requires so much from pupils in the way of self-direction and self-control, is the best type of school yet devised to develop ethical character.¹

The distinctive feature of the modern platoon school is the alternating between the special activity rooms where the children receive training in the social, ethical, physical, and vocational phases of life and the "home-room" where the three R's are taught.

Since play is included as an integral part of the platoon system, it seemed advisable to enumerate the physical, mental, and social objectives for play as stated by such authorities as G. R. Quesenberry, Frederick William Maroney, Mary Louise Curtiss, and Adelaide B. Curtiss.

The social objectives, according to Maroney, are as follows:

1. To develop sportsmanship.
2. To develop leadership.
3. To form such habits as obedience, subordination,

¹G. L. Spain. The Platoon School. pp. 42-51

self-sacrifice, cooperation, friendliness, loyalty, and patriotism.

4. To develop self-control.
5. To secure an erect and self-respecting carriage of the body.²

According to Quesenberry, the social objectives are the following:

1. To create favorable attitudes.
2. To teach principles.
3. To develop comradeship.
4. To develop citizenship.³

The social objectives, according to the Manual of Physical Education, are as follows:

1. To respect authority and the rights of others.
2. To apply safety rules.
3. To follow the rules of the game.⁴

According to Mary Louise Curtiss and Adelaide B. Curtiss, the social objectives for play are as follows:

1. To inspire love for games.
2. To help in overcoming timidity and to check forwardness.⁵

²Frederick William Maroney, Physical Education for Public Schools, p. 3.

³C. R. Quesenberry, Recreation Handbook, p. 1.

⁴Manual of Physical Education, p. 9.

⁵Mary Louise Curtiss and Adelaide B. Curtiss, Physical Education for Elementary Schools, p. 14.

The mental objectives for play, according to Curtiss and Curtiss, are as follows:

1. To prepare for physical emergencies by developing alertness, quick response, and accuracy.
2. To enrich knowledge of the ways of people in all lands.
3. To deepen the understanding and appreciation of time and rhythm and the beauty of responding to music.⁶

Mental objectives have been set forth by Quesenberry in the following manner:

1. To develop quick, accurate judgment.
2. To coordinate mind and body.
3. To develop self-discipline.
4. To provide for an outlet and change.⁷

The mental objectives of play, according to Marooney, are the following:

1. To develop initiative.
2. To develop perseverance.
3. To develop decisiveness.
4. To develop mental and moral poise.
5. To develop courage.
6. To develop aggressiveness.⁸

The physical objectives of play, according to Curtiss

⁶Ibid.

⁷Quesenberry, op. cit., p. 1.

⁸Marooney, op. cit., pp. 3-4.

and Curtiss, are the following:

1. To develop and stimulate the body systems, thereby improving the functioning of the entire body.
2. To develop suppleness and agility.
3. To favor good posture by strengthening in particular the muscles of the back, chest, and abdomen.
4. To provide big-muscle activity.
5. To develop strength, ease, and balance.⁹

The physical objectives mentioned by Marooney are as follows:

1. To develop neuro-muscular control.
2. To obtain ability to meet physical emergencies.¹⁰

The physical objectives of play, according to Quesenberry, assume the following functions:

1. To develop nervous stability.
2. To develop motor control.
3. To develop functional strength.¹¹

⁹Curtiss and Curtiss, op. cit., p. 14.

¹⁰Marooney, op. cit., pp. 2-4.

¹¹Quesenberry, op. cit., p. 1.

CHAPTER II

PREPARATION, PRESENTATION, AND TABULATION OF THE RESULTS OF THE QUESTIONNAIRE

In order to determine the need for a revised program of playground activities, a questionnaire was sent to twenty-nine playground teachers of the Dallas City Schools, in which the teachers were requested to rate each game included in the present course of study according to popularity. They were also requested to express their opinions as to the need for supplementary games and to suggest additional games which are popular in their respective schools.

The teachers were asked to rate each game according to its popularity in their own schools. Number one was to indicate the highest degree of popularity; number two, the second degree of popularity; number three, the least popular; and zero was to be used to designate games not rated. Table 1 shows that twenty-eight or 96.5 per cent of the teachers rated the game "Cat and Rat" one, one or 3.4 per cent rated it two, none or zero per cent rated it three, and none or zero per cent rated it zero. Three teachers or 10.3 per cent rated the game "Four Around" one, nine or 13.0 per cent rated it two, thirteen or 44.8 per cent rated it three,

TABLE 1

THE TYPE AND LIST OF GAMES IN THE COURSE OF STUDY FOR
GRADE ONE, AND THE TEACHERS' NUMERICAL AND PERCENTAGE
RATING OF THESE GAMES

Game	Numerical Rating				Percentage Rating			
	1	2	3	0	1	2	3	0
Circle Games								
Cat and Rat.....	28	1	0	0	96.5	3.4	0	0
Four Around.....	3	9	13	4	10.3	31.0	44.8	13.7
Hello.....	8	4	13	14	27.5	13.7	44.8	13.7
High Window.....	4	11	9	5	13.7	37.9	31.0	17.2
Slep Jack.....	7	14	4	4	24.1	48.2	13.7	13.7
Ring Master.....	6	6	12	5	20.6	20.6	41.5	17.2
Singing Games								
Snail.....	4	6	5	14	13.7	20.6	17.2	48.2
Chase Games								
Animal Chase.....	13	6	6	4	44.8	20.6	20.6	13.7
Bird Catcher.....	13	4	6	6	44.8	13.7	20.6	20.6
Flowers and Wind.....	6	9	9	5	20.6	31.0	31.0	17.2
Home Tag.....	7	7	12	3	24.1	24.1	41.3	10.3
Squat Tag.....	15	8	5	1	50.3	27.5	17.2	3.4
Squirrel in Tree.....	16	6	4	3	55.1	20.6	13.7	10.3
Stoop Tag.....	9	9	8	3	31.0	31.0	27.5	10.3

TABLE 1 -- Continued

Game	Numerical Rating				Percentage Rating			
	1	2	3	0	1	2	3	0
Games with Ball								
Round Ball.....	13	3	6	7	44.8	10.3	20.6	24.1
Teacher and Class.....	13	9	3	4	44.8	31.0	10.3	13.7
Miscellaneous Games								
Crossing the Brook.....	12	10	3	4	41.3	34.4	10.3	13.7
Flying Geese.....	11	5	6	7	37.9	17.2	20.6	24.1
Good Morning.....	11	8	3	7	37.9	27.5	10.3	24.1
Jack Be Nimble.....	7	10	7	5	24.1	34.4	24.1	17.2
Puss in Corner.....	8	11	8	2	27.5	37.9	27.5	6.8
Railroad Train.....	9	9	6	5	31.0	31.0	20.6	17.2
Robbers and Soldiers.....	14	4	5	6	48.2	13.7	17.2	20.6
Squirrel and Nut.....	11	7	5	6	37.9	24.1	17.2	20.6
Water Sprite.....	3	5	14	7	10.3	17.2	48.2	24.1

and four or 13.7 per cent rated it zero. Eight or 25.5 per cent of the teachers rated the game "Hello" one, four or 13.7 per cent rated it two, thirteen or 44.8 per cent rated it three, and four or 13.7 per cent rated it zero. Four or 13.7 per cent of the teachers rated the game "High Window" one, eleven or 37.9 per cent rated it two, nine or 31.0 per

per cent rated it three, and five or 17.2 per cent rated it zero. Seven or 24.1 per cent of the teachers rated the game "Slap Jack" one, fourteen or 48.2 per cent rated it two, four or 13.7 per cent rated it three, and four or 13.7 per cent rated it zero. Six or 20.6 per cent of the teachers rated the game "Ring Master" one, six or 20.6 per cent rated it two, twelve or 41.5 per cent rated it three, and five or 17.2 per cent rated it zero. Four or 13.7 per cent of the teachers rated the game "Snail" one, six or 20.6 per cent rated it two, five or 17.2 per cent rated it three, and fourteen or 48.2 per cent rated it zero. Thirteen or 44.8 per cent of the teachers rated the game "Animal Chase" one, six or 20.6 per cent rated it two, six or 20.6 per cent rated it three, and four or 13.7 per cent rated it zero. Thirteen or 44.8 per cent of the teachers rated the game "Bird Catcher" one, four or 13.7 per cent rated it two, six or 20.6 per cent rated it three, and six or 20.6 per cent rated it zero. Six or 20.6 per cent of the teachers rated the game "Flowers and Wind" one, nine or 31.0 per cent rated it two, nine or 31.0 per cent rated it three, and five or 17.2 per cent rated it zero. Seven or 24.1 per cent of the teachers rated the game "Home Tag" one, seven or 24.1 per cent rated it two, twelve or 41.3 per cent rated it three, and three or 10.3 per cent rated it zero. Fifteen or 50.3 per cent of the teachers rated the game "Squat Tag" one, eight or 27.5 per cent rated it two, five or 17.2 per cent

rated it three, and one or 3.4 per cent rated it zero. Sixteen or 55.1 per cent of the teachers rated the game "Squirrel in Tree" one, six or 20.6 per cent rated it two, four or 10.3 per cent rated it three, and four or 13.7 per cent rated it zero. Nine or 31.0 per cent of the teachers rated the game "Stoop Tag" one, nine or 31.0 per cent rated it two, eight or 27.5 per cent rated it three, and three or 10.3 per cent rated it zero. Thirteen or 48.8 per cent of the teachers rated the game "Round Ball" one, three or 10.3 per cent rated it two, six or 20.6 per cent rated it three, and seven or 24.1 per cent rated it zero. Thirteen or 44.8 per cent of the teachers rated the game "Teacher and Class" one, three or 10.3 per cent rated it two, six or 20.6 per cent rated it three, and seven or 24.1 per cent rated it zero. Twelve or 31.0 per cent of the teachers rated the game "Crossing the Brook" one, ten or 34.4 per cent rated it two, three or 10.3 per cent rated it three, and four or 13.7 per cent rated it zero. Eleven or 37.9 per cent of the teachers rated the game "Flying Geese" one, five or 17.2 per cent rated it two, six or 20.6 per cent rated it three, and seven or 24.1 per cent rated it zero. Eleven or 37.9 per cent of the teachers rated the game "Good Morning" one, eight or 27.5 per cent rated it two, three or 10.3 per cent rated it three, and seven or 24.1 per cent rated it zero. Seven or 24.1 per cent of the teachers rated the game "Jack

"Be Nimble" one, ten or 34.4 per cent rated it two, seven or 24.1 per cent rated it three, and five or 17.2 per cent rated it zero. Eight or 27.5 per cent of the teachers rated the game "Puss in Corner" one, eleven or 37.9 per cent rated it two, eight or 27.5 per cent rated it three, and two or 6.8 per cent rated it zero. Nine or 31.0 per cent of the teachers rated the game "Railroad Train" one, nine or 31.0 per cent rated it two, six or 20.6 per cent rated it three, and five or 17.2 per cent rated it zero. Fourteen or 48.2 per cent of the teachers rated the game "Robbers and Soldiers" one, four or 13.7 per cent rated it two, five or 17.2 per cent rated it three, and six or 20.6 per cent rated it zero. Eleven or 37.9 per cent of the teachers rated the game "Squirrel and Nut" one, seven or 24.1 per cent rated it two, five or 17.2 per cent rated it three, and six or 20.6 per cent rated it zero. Three or 10.3 per cent of the teachers rated the game "Water Sprite" one, five or 17.2 per cent rated it two, fourteen or 48.2 per cent rated it three, and seven or 24.1 per cent rated it zero.

Table 2 shows that five or 17.2 per cent of the teachers rated the game "All Down" one for grade two, seven or 24.1 per cent rated it two, nine or 30.1 per cent rated it three, and eight or 27.5 per cent rated it zero. Three or 10.3 per cent of the teachers rated the game "Find the Ring" one, ten or 34.4 per cent rated it two, nine or 30.1 per cent rated it three, and seven or 24.1 per cent rated it zero.

TABLE 2

THE TYPE AND LIST OF GAMES IN THE COURSE OF STUDY
FOR GRADE TWO, AND THE TEACHERS' NUMERICAL
AND PERCENTAGE RATINGS OF THESE GAMES

Game	Numerical Rating				Percentage Rating			
	1	2	3	0	1	2	3	0

Circle Games

All Down.....	5	7	9	8	17.2	24.1	30.1	27.5
Find the Ring.....	3	10	9	7	10.3	34.4	30.1	24.1
Fish in the Middle.....	11	7	9	2	37.9	24.1	30.1	6.8
Jacob and Rachel.....	16	5	7	1	55.1	17.2	24.1	3.4
Jump the Shot.....	11	5	6	7	37.9	17.2	20.6	24.1
Three Up.....	13	7	5	4	44.8	24.1	17.2	13.7

Chase Games

Bird Catcher.....	10	7	8	4	34.4	24.1	27.5	13.7
Black Tom.....	17	6	3	3	58.5	20.6	10.3	10.3
Bronco Tag.....	7	8	6	8	24.1	27.5	20.6	27.5
Cross Tag.....	7	13	3	6	24.1	44.8	10.3	20.6
Hit Tag.....	7	11	4	7	24.1	37.9	13.7	24.1
Japanese Tag.....	8	9	6	6	27.5	31.0	20.6	20.6
Lame Fox and Chickens.....	8	5	8	8	27.5	17.2	27.5	27.5
Partner Tag.....	11	9	3	6	37.9	31.0	10.3	20.6

TABLE 2 -- Continued

Game	Numerical Rating				Percentage Rating			
	1	2	3	0	1	2	3	0
Peison.....	10	8	7	4	34.4	27.5	24.1	13.7
Squirrel in Tree.....	14	7	4	4	48.2	24.1	13.7	13.7
Schoolroom Tag.....	9	5	7	8	31.0	17.2	24.1	27.5
Stoop Tag.....	11	11	6	1	37.9	37.9	20.6	3.4
Trades.....	15	3	4	7	50.3	10.3	13.7	24.1

Games with Ball

All Run.....	9	10	4	6	31.0	34.4	13.7	20.6
Ball Stand.....	4	11	6	8	13.7	37.9	20.6	27.5
Center Base.....	9	11	4	5	31.0	37.9	13.7	17.2
Circle Ball.....	20	4	2	5	68.9	13.7	6.8	10.3
Ring Call Ball.....	13	8	7	1	44.8	27.5	24.1	3.4

Miscellaneous Games

Follow the Leader.....	21	4	4	0	72.4	13.7	13.7	0
Hound and Rabbit.....	14	8	3	4	48.2	27.5	10.3	13.7
Last Couple Out.....	10	10	4	5	34.4	34.4	13.7	17.2
Spin the Platter.....	5	9	11	4	17.2	31.0	37.9	13.7
Sun Dial.....	0	7	14	8	0	24.1	48.2	27.5

Eleven or 37.9 per cent of the teachers rated the game "Fish in the Middle" one, seven or 24.1 per cent rated it two, nine or 31.0 per cent rated it three, and two or 6.8 per cent rated it zero. Sixteen or 55.1 per cent of the teachers rated the game "Rachel and Jacob" one, five or 17.2 per cent rated it two, seven or 24.1 per cent rated it three, and one or 3.4 per cent rated it zero. Eleven or 37.9 per cent of the teachers rated the game "Jump the Shot" one, five or 17.2 per cent rated it two, six or 20.6 per cent rated it three, and seven or 24.1 per cent rated it zero. Thirteen or 44.8 per cent of the teachers rated the game "Three Up" one, seven or 24.1 per cent rated it two, five or 17.2 per cent rated it three, and four or 13.7 per cent rated it zero. Ten or 34.4 per cent of the teachers rated the game "Bird Catcher" one, seven or 24.1 per cent rated it two, eight or 27.5 per cent rated it three, and four or 13.7 per cent rated it zero. Seventeen or 58.5 per cent of the teachers rated the game "Black Tom" one, six or 20.6 per cent rated it two, three or 10.3 per cent rated it three, and three or 10.3 per cent rated it zero. Seven or 24.1 per cent of the teachers rated the game "Bronco Tag" one, eight or 27.5 per cent rated it two, six or 20.6 per cent rated it three, and eight or 27.5 per cent rated it zero. Seven or 24.1 per cent of the teachers rated the game "Cross Tag" one, thirteen or 44.8 per cent rated it two, three or 10.3 per cent rated it three, and six or 20.6 per cent rated it

zero. Seven or 24.1 per cent of the teachers rated the game "Hit Tag" one, eleven or 37.9 per cent rated it two, four or 13.7 per cent rated it three, and seven or 24.1 per cent rated it zero. Eight or 27.5 per cent of the teachers rated the game "Japanese Tag" one, nine or 31.0 per cent rated it two, six or 20.6 per cent rated it three, and six or 20.6 per cent rated it zero. Eight or 27.5 per cent of the teachers rated the game "Lame Fox and Chickens" one, five or 17.2 per cent rated it two, eight or 27.5 per cent rated it three, and eight or 27.5 per cent rated it zero. Eleven or 37.9 per cent of the teachers rated the game "Partner Tag" one, nine or 31.0 per cent rated it two, three or 10.3 per cent rated it three, and six or 20.6 per cent rated it zero. Ten or 34.4 per cent of the teachers rated the game "Poison" one, eight or 27.5 per cent rated it two, seven or 24.1 per cent rated it three, and four or 13.7 per cent rated it zero. Fourteen or 48.2 per cent of the teachers rated the game "Squirrel in Tree" one, seven or 24.1 per cent rated it two, four or 13.7 per cent rated it three, and four or 13.7 per cent rated it zero. Nine or 31.0 per cent of the teachers rated the game "Schoolroom Tag" one, five or 17.2 per cent rated it two, seven or 24.1 per cent rated it three, and eight or 27.5 per cent rated it zero. Eleven or 37.9 per cent of the teachers rated the game "Stoop Tag" one, eleven or 37.9 per cent rated it two, six or 20.6 per cent rated it three, and one or 3.4 per cent rated it zero.

Fifteen or 50.3 per cent of the teachers rated the game "Trades" one, three or 10.3 per cent rated it two, four or 13.7 per cent rated it three, and seven or 24.1 per cent rated it zero. Nine or 30.1 per cent of the teachers rated the game "All Run" one, ten or 34.4 per cent rated it two, four or 13.7 per cent rated it three, and six or 20.6 per cent rated it zero. Four or 13.7 per cent of the teachers rated the game "Ball Stand" one, eleven or 37.9 per cent rated it two, six or 20.6 per cent rated it three, and eight or 27.5 per cent rated it zero. Nine or 31.0 per cent of the teachers rated the game "Center Base" one, eleven or 37.9 per cent rated it two, four or 13.7 per cent rated it three, and five or 17.2 per cent rated it zero. Twenty or 68.9 per cent of the teachers rated the game "Circle Ball" one, four or 13.7 per cent rated it two, two or 6.8 per cent rated it three, and three or 10.3 per cent rated it zero. Thirteen or 44.8 per cent of the teachers rated the game "Ring Call Ball" one, eight or 27.5 per cent rated it two, seven or 24.1 per cent rated it three, and one or 3.4 per cent rated it zero. Twenty-one or 72.4 per cent of the teachers rated the game "Follow the Leader" one, four or 13.7 per cent rated it two, four or 13.7 per cent rated it three, and zero or zero per cent rated it zero. Fourteen or 48.2 per cent of the teachers rated the game "Hound and Rabbit" one, eight or 27.5 per cent rated it two, three or 10.3 per cent rated it three, and four or 13.7 per cent

rated it zero. Ten or 34.4 per cent of the teachers rated the game "Last Couple Out" one, ten or 34.4 per cent rated it two, four or 13.4 per cent rated it three, and five or 17.2 per cent rated it zero. Five or 17.2 per cent of the teachers rated the game "Spin the Platter" one, nine or 31.0 per cent rated it two, eleven or 37.9 per cent rated it three, and four or 13.7 per cent rated it zero. None or zero per cent of the teachers rated the game "Sun Dial" one, seven or 24.1 per cent rated it two, fourteen or 48.7 per cent rated it three, and eight or 27.5 per cent rated it zero.

Table 3, relating to an evaluation of the popularity of playground activities for the third grade, shows that thirteen or 44.8 per cent of the participating teachers rated the game "Bean Bag Circle Toss" one, nine or 31.0 per cent rated it two, two or 6.8 per cent rated it three, and five or 17.2 per cent rated it zero. Twenty or 68.9 per cent of the teachers rated the game "Cat and Rat" one, one or 3.4 per cent rated it two, six or 20.6 per cent rated it three, and two or 6.8 per cent rated it zero. Twelve or 41.3 per cent of the teachers rated the game "Come with Me" one, six or 20.6 per cent rated it two, seven or 24.1 per cent rated it three, and four or 13.7 per cent rated it zero. Fifteen or 50.3 per cent of the teachers rated the game "Eraser Tag" one, eleven or 37.9 per cent rated it two, one or 3.4 per cent rated it three, and two or 6.8 per cent rated

TABLE 3

THE TYPE AND LIST OF GAMES IN THE COURSE OF
STUDY FOR GRADE THREE, AND THE TEACHERS'
NUMERICAL AND PERCENTAGE RATINGS OF
THESE GAMES

Game	Numerical Rating				Percentage Rating			
	1	2	3	0	1	2	3	0
Circle Games								
Bean Bag Circle Toss.....	13	9	2	5	44.8	31.0	6.8	17.2
Cat and Rat.....	20	1	6	2	68.9	3.4	20.6	6.8
Come with Me.....	12	6	7	4	41.3	20.6	24.1	13.7
Eraser Tag.....	15	11	1	2	50.3	37.9	3.4	6.8
Have You Seen My Sheep?...	7	8	7	7	24.1	27.5	24.1	24.1
I Say Stoop.....	8	9	7	5	27.5	31.0	24.1	17.2
Number Change.....	10	5	8	6	34.4	17.2	27.5	20.6
Relay Games								
All Up Relay.....	16	6	3	4	55.1	20.6	10.3	13.7
Circle Relay.....	14	7	5	3	48.2	24.1	17.2	10.3
Shuttle Relay.....	16	5	6	2	55.1	17.2	20.6	6.8
Chase Games								
Black Tom.....	19	6	1	3	65.5	20.6	3.4	10.3
Sheep Come Home.....	11	12	0	6	37.9	41.3	0	20.6

TABLE 3 -- Continued

Game	Numerical Rating				Percentage Rating			
	1	2	3	0	1	2	3	0
Games with Ball								
Arch Ball.....	5	6	11	7	17.2	20.6	37.9	24.1
Boundary Ball.....	6	6	10	7	20.6	20.6	34.4	24.1
Center Base.....	9	7	7	6	31.0	24.1	24.1	20.6
Dodge Ball.....	24	3	2	0	82.7	10.3	6.8	0
Kick Ball.....	23	5	1	0	79.3	17.2	3.4	0
Long Ball.....	6	5	11	7	20.6	17.2	37.9	24.1
Playground Baseball.....	14	13	2	0	48.2	44.8	6.8	0
Miscellaneous Games								
Follow the Leader.....	15	8	6	0	50.3	27.5	20.6	0
Jacks.....	18	7	3	1	62.0	24.1	10.3	3.4
Hill Dill.....	8	7	6	8	27.5	24.1	20.6	27.5
Hop Scotch.....	13	8	7	1	44.8	27.5	24.1	3.4
Tommy Tiddler's Ground....	6	4	11	8	20.6	13.7	37.9	27.5

it zero. Seven or 24.1 per cent of the teachers rated the game "Have You Seen My Sheep?" one, eight or 27.5 per cent rated it two, seven or 24.1 per cent rated it three, and seven or 24.1 per cent rated it zero. Eight or 27.5 per cent

of the teachers rated the game "I Say Stoop" one, nine or 31.0 per cent rated it two, seven or 24.1 per cent rated it three, and five or 17.2 per cent rated it zero. Ten or 34.4 per cent of the teachers rated the game "Number Change" one, five or 17.2 per cent rated it two, eight or 27.5 per cent rated it three, and six or 20.6 per cent rated it zero. Sixteen or 55.1 per cent of the teachers rated the game "All Up Relay" one, six or 20.6 per cent rated it two, three or 10.3 per cent rated it three, and four or 13.7 per cent rated it zero. Fourteen or 48.2 per cent of the teachers rated the game "Circle Relay" one, seven or 24.1 per cent rated it two, five or 17.2 per cent rated it three, and three or 10.3 per cent rated it zero. Sixteen or 55.7 per cent of the teachers rated the game "Shuttle Relay" one, five or 17.2 per cent rated it two, six or 20.6 per cent rated it three, and two or 6.8 per cent rated it zero. Nineteen or 65.5 per cent of the teachers rated the game "Black Tom" one, six or 20.6 per cent rated it two, one or 3.4 per cent rated it three, and three or 10.3 per cent rated it zero. Eleven or 37.9 per cent of the teachers rated the game "Sheep Come Home" one, twelve or 41.3 per cent rated it two, none or zero per cent rated it three, and six or 20.6 per cent rated it zero. Five or 17.2 per cent of the teachers rated the game "Arch Ball" one, six or 20.6 per cent rated it two, eleven or 37.9 per cent rated it three, and seven or 24.1 per cent rated it zero. Six or 20.6 per cent of the teachers

rated the game "Boundary Ball" one, six or 20.6 per cent rated it two, ten or 34.4 per cent rated it three, and seven or 24.1 per cent rated it zero. Nine or 31.0 per cent of the teachers rated the game "Center Base" one, seven or 24.1 per cent rated it two, seven or 24.1 per cent rated it three, and six or 20.6 per cent rated it zero. Twenty-four or 82.7 per cent of the teachers rated the game "Dodge Ball" one, three or 10.3 per cent rated it two, two or 6.8 per cent rated it three, and none or zero per cent rated it zero. Twenty-three or 79.3 per cent of the teachers rated the game "Kick Ball" one, five or 17.2 per cent rated it two, one or 3.4 per cent rated it three, and none or zero per cent rated it zero. Six or 20.6 per cent of the teachers rated the game "Long Ball" one, five or 17.2 per cent rated it two, eleven or 37.9 per cent rated it three, and seven or 24.1 per cent rated it zero. Fourteen or 48.2 per cent of the teachers rated the game "Playground Baseball" one, thirteen or 44.8 per cent rated it two, two or 6.8 per cent rated it three, and none or zero per cent rated it zero. Fifteen or 98.4 per cent of the teachers rated the game "Follow the Leader" one, eight or 27.5 per cent rated it two, six or 20.6 per cent rated it three, and none or zero per cent rated it zero. Eighteen or 62.0 per cent of the teachers rated the game "Jacks" one, seven or 24.1 per cent rated it two, three or 10.3 per cent rated it three, and one or 3.4 per cent rated it zero. Eight or 27.5 per cent of the

teachers rated the game "Hill Dill" one, seven or 24.1 per cent rated it two, six or 20.6 per cent rated it three, and eight or 27.5 per cent rated it zero. Thirteen or 44.8 per cent of the teachers rated the game "Hop Scotch" one, eight or 27.5 per cent rated it two, seven or 24.1 per cent rated it three, and one or 3.4 per cent rated it zero. Six or 20.6 per cent of the teachers rated the game "Tommy Tiddler's Ground" one, four or 13.7 per cent rated it two, eleven or 37.9 per cent rated it three, and eight or 27.5 per cent rated it zero.

The teachers were asked to write "yes" if they believe more types of games should be included in the course of study and "no" if they consider that the present blueprint has sufficient variety of games. Table 4 shows that sixteen or 55.1 per cent of the teachers checked "yes" for more circle games, twelve or 41.3 per cent checked "no," and one or 3.4 per cent did not check either. Fifteen or 50.3 per cent of the teachers checked "yes" for more singing games, nine or 31.0 per cent checked "no," and five or 17.2 per cent did not check either. Seven or 24.1 per cent of the teachers checked "yes" for relay for first grade, twenty-one or 72.4 per cent checked "no," and one or 3.4 per cent did not check either. Twenty-two or 75.8 per cent of the teachers checked "yes" for more chase games, five or 17.2 per cent checked "no," and two or 6.8 per cent did not check either. Twenty-two or 75.8 per cent of the teachers checked

TABLE 4

**THE TYPE OF GAME NEEDED AND THE NUMBER AND
PERCENTAGE OF TEACHERS WHO RECOMMENDED
THE NEED FOR SUPPLEMENTARY WORK
FOR GRADE ONE**

Type of Game	Response			Percentage		
	Yes	No	No Answer	Yes	No	No Answer
More circle games....	16	12	1	55.1	41.3	3.4
More singing games...	15	9	5	50.3	31.0	17.2
More relays.....	7	21	1	24.1	72.4	3.4
More chase games....	22	5	2	75.8	17.2	6.8
Rope jumping needed..	22	5	2	75.8	17.2	6.8
More miscellaneous games.....	14	10	5	48.2	34.4	17.2
More games with ball.	17	7	5	58.5	24.1	17.2

"yes" for rope jumping, five or 17.2 per cent checked "no," and two or 6.8 per cent did not check either. Fourteen or 48.2 per cent of the teachers checked "yes" for more miscellaneous games, ten or 34.4 per cent checked "no," and five or 17.2 per cent did not check either. Seventeen or 58.5 per cent of the teachers checked "yes" for more games with ball, seven or 24.1 per cent checked "no," and five or 17.2 per cent did not check either.

Table 5 shows that sixteen or 55.1 per cent of the teachers checked "yes" for more circle games for the second grade,

TABLE 5

**THE TYPE OF GAME NEEDED AND THE NUMBER AND
PERCENTAGE OF TEACHERS WHO RECOMMENDED
THE NEED FOR SUPPLEMENTARY WORK
FOR GRADE TWO**

Type of Game	Response			Percentage		
	Yes	No	No Answer	Yes	No	No Answer
More circle games....	16	9	4	55.1	31.0	13.7
More singing games...	17	8	4	58.5	27.5	13.7
More relays.....	16	9	4	55.1	31.0	13.7
More chase games.....	13	11	5	44.8	37.9	17.2
Rope jumping needed..	18	10	1	62.0	34.4	3.4
More miscellaneous games.....	19	9	10	65.5	31.0	34.4
More games with ball.	12	11	6	41.3	37.9	20.6

twelve or 41.3 per cent checked "no," and one or 3.4 per cent did not check either. Fifteen or 50.3 per cent of the teachers checked "yes" for more singing games, nine or 31.0 per cent checked "no," and five or 17.2 per cent did not check either. Seven or 24.1 per cent of the teachers checked "yes" for more relays, twenty-one or 72.4 per cent checked "no," and one or 3.4 per cent did not check either. Twenty-two or 75.8 per cent of the teachers checked "yes" for more chase games, five or 17.2 per cent checked "no," and two or

6.8 per cent did not check either. Twenty-two or 75.8 per cent of the teachers checked "yes" for more rope jumping, five or 17.2 per cent checked "no," and two or 6.8 per cent did not check either. Nineteen or 65.5 per cent of the teachers checked "yes" for more miscellaneous games, nine or 31.0 per cent checked "no," and ten or 34.4 per cent did not check either. Twelve or 41.3 per cent of the teachers checked "yes" for more games with ball, eleven or 37.9 per cent checked "no," and six or 20.6 per cent did not check either.

Table 6 shows that ten or 34.4 per cent of the teachers checked "yes" for more circle games in the third grade, fourteen or 48.2 per cent checked "no," and five or 17.2 per cent did not check either. Twelve or 41.3 per cent of the teachers checked "yes" for more singing games, fourteen or 48.2 per cent checked "no," and three or 10.3 per cent did not check either. Thirteen or 44.8 per cent of the teachers checked "yes" for more relays, eleven or 37.9 per cent checked "no," and five or 17.2 per cent did not check either. Thirteen or 44.8 per cent of the teachers checked "yes" for more chase games, nine or 31.0 per cent checked "no," and seven or 24.1 per cent did not check either. Seventeen or 58.5 per cent of the teachers checked "yes" for more games with ball, eight or 27.5 per cent checked "no," and four or 13.7 per cent did not check either. Twelve or 41.3 per cent of the teachers checked "yes" for more miscellaneous games,

TABLE 6

THE TYPE OF GAME NEEDED AND THE NUMBER AND
PERCENTAGE OF TEACHERS WHO RECOMMENDED
THE NEED FOR SUPPLEMENTARY WORK
FOR GRADE THREE

Type of Game	Response			Percentage		
	Yes	No	No Answer	Yes	No	No Answer
More circle games....	10	14	5	34.4	48.2	17.2
More singing games...	12	14	3	41.3	48.2	10.3
More relays.....	13	11	5	44.8	37.9	17.2
More chase games.....	13	9	7	44.8	31.0	24.1
More games with ball.	17	8	4	58.5	27.5	13.7
More miscellaneous games.....	12	10	7	41.3	34.4	24.1
More rope jumping....	22	6	1	75.8	20.6	3.4

ten or 34.4 per cent checked "no," and seven or 24.1 per cent did not check either. Twenty-two or 75.8 per cent of the teachers checked "yes" for more rope jumping, six or 20.6 per cent checked "no," and one or 3.4 per cent did not check either.

The teachers were asked to suggest supplementary games of each type for grade one. Table 7 shows that two teachers listed "Bull in Ring," two "Charley over the Water," three "Come Along," two "Come with Me," twenty "Drop the Handkerchief,"

TABLE 7

THE TYPE AND LIST OF SUPPLEMENTARY GAMES RECOMMENDED
FOR GRADE ONE AND THE NUMBER OF TEACHERS
SUGGESTING EACH GAME

Game	Number Suggesting
<u>Circle Games</u>	
Airplanes	1
Beat the Bell	1
Bear in the Pit	1
Blind Man's Bluff	1
Blind Man's Wand	1
Bull in Ring	2
Charley over the Water	2
Come Along	3
Come with Me	2
Drop the Handkerchief	20
Exchange Tag	1
Find the Rock	1
Fish in the Middle	1
Frog in the Middle	2
Hang On	1
Have You Seen My Sheep?	1
Heigh Ho	1
Hot Potato	1
Hunt the Key	1
I Saw	3

TABLE 7 -- Continued

Game	Number Suggesting
Jump the Shot	1
Little Miss Muffet	1
Magic Carpet	1
Poison Snake	2
Puss in the Circle	2
Rachel and Jacob	1
Red Light, Green Light	1
Ring Round Rosie	1
Ring of a String	1
Simon Says	1
Skip Away	1
Skip Tag	9
The Night before Christmas	1
Thousand Ways to Walk or Skip	1
Three Deep	6
Tommy Tucker	2
Wild Bull	1
Who Has Come from the Ring?	1

Singing Games

As I Was Walking down the Street	3
A Hunting We Will Go	1
Baa, Baa, Black Sheep	1
Blue Birds	3

TABLE 7 -- Continued

Game	Number Suggesting
Brother, Come down with Me	1
Chimes of Dunkirk	2
Did You Ever See a Lassie?	4
Farmer in the Dell	21
Go in and out the Window	1
How Do You Do, My Partner?	4
I See You	3
Jack and Jill	1
London Bridge	17
Looby Loo	19
Marching around the Levee	2
Mulberry Bush	7
Nixie Polka	1
Oats, Peas, Beans, and Barley	3
Paw-Paw Patch	1
Rig-jig-jig	1
Round and Round the Village	3
Sally Go Round	2
Sing a Song of Sixpence	1
The Farmer Sows His Wheat	1
Thread the Needle	1
This Is the Way We Go to School	1

TABLE 7 -- Continued

Game	Number Suggesting
<u>Chase Games</u>	
Big Bad Wolf	1
Black Tom	1
Brownies and Fairies	4
Bulldog and Master	1
Chickidy Hand	1
Chinese Tag	1
Cowboys and Indians	1
Cross Tag	1
Disease Tag	1
Eraser Tag	2
Five Geese in a Flock	1
Five Ten	1
Follow the Leader	1
Fox and Farmer	1
Fruit Basket	1
Giants' Cave	1
Hand Tag	1
Sheep, Sheep, Come Home	2
Hide and Seek	1
Huntsman	1
Last Couple Out	1
Little White House over the Hill	2

TABLE 7 -- Continued

Game	Number Suggesting
Mailman	1
Midnight	8
Old Witch	6
Red Rover	2
Run, Rabbit, Run	2
Simple Tag	1
Twelve O'clock	1
Tommy Tiddler's Ground	1
Wolf over the River	1
Wood Tag	4

Games with Ball

Baseball	1
Bat Ball	1
Boundary Ball	1
Call Ball	4
Circle Ball	2
Circle Stride Ball	1
Center Catch Ball	1
Dodge Ball	12
Elimination Ball	1
Hit the Spot	1
Keep Away	2
Kick Ball	5

TABLE 7 -- Continued

Game	Number Suggesting
Line Ball	1
Put Ball in Basket	1
Prison Ball	2
Roll Ball	1
Soccer	2
Spud	1
Toss Ball	2
Underarm Ball	1

Miscellaneous Games

Back to Back	1
Birds in Nest	1
Brothers	1
Catch the Caboose	1
Change All	1
Dog and Bone	3
Ducks Fly	1
Guess Who	1
Go Stop	1
Hunter	1
I Spy	2
Jack in the Box	1
May I?	1
Mother's Bad Children	1

TABLE 7 -- Continued

Game	Number Suggesting
Seven Up	2
Swinging Statues	1
The Camel	1
Vis a Vis	1
What to Play	1

Relays

Around and Down Relay	1
Automobile Relay	1
Ball Relay	1
Cross Stick Relay	1
Duck Walk Relay	1
Hopping Relay	3
Indian Club Relay	1
Jump Stick Relay	1
Jumping Relay	3
Line Relay	1
Over Relay	1
Over and Under Relay	1
Pass the Bean Bag	3
Race Around Ball Diamond Relay . . .	1
Run and Sit Relay	1
Running Relay	3

TABLE 7 -- Continued

Game	Number Suggesting
Skipping Relay	2
Stunt Relay	1
Tag the Wall Relay	1
Toss Ball in Basket Relay	1

two "Frog in the Middle," three "I Saw," two "Poison Snake," two "Puss in Circle," nine "Skip Tag," six "Three Deep," two "Tommy Tucker," two "As I Was Walking down the Street," three "Blue Birds," two "Chimes of Dunkirk," four "Did You Ever See a Lassie?" twenty-one "Farmer in the Dell," four "How Do You Do, My Partner?" three "I See You," seventeen "London Bridge," nineteen "Looby Loo," two "Marching around the Levee," seven "Mulberry Bush," three "Oats, Peas, Beans, and Barley," three "Round and Round the Village," two "Sally Go Round," four "Black Tom," two "Eraser Tag," two "Sheep, Sheep, Come Home," two "Little White House over the Hill," eight "Midnight," six "Old Witch," two "Red Rover," two "Run, Rabbit, Run," four "Wood Tag," four "Call Ball," two "Circle Ball," twelve "Dodge Ball," two "Keep Away," five "Kick Ball," two "Prison Ball," two "Soccer," two "Toss Ball," three "Dog and Bone," two "I Spy," two "Seven Up," three "Hopping Relay," three "Jumping Relay," three "Pass the Bean Bag Relay," three "Running Relay," and two "Skipping Relay." The following games were listed by one teacher for each: "Airplanes,"

"Beat the Bell," "Bear in the Pit," "Blind Man's Bluff,"
 "Blind Man's Wand," "Exchange Tag," "Find the Rock," "Fish
 in the Middle," "Hang on," "Have You Seen My Sheep?" "Heigh
 Ho," "Hot Potato," "Hunt the Key," "Jump the Shot," "Little
 Miss Muffet," "Magic Carpet," "Rachel and Jacob," "Red
 Light, Green Light," "Ring Round Rosie," "Ring of a String,"
 "Simon Says," "Skip Away," "The Night before Christmas,"
 "Thousand Ways to Walk or Skip," "Wild Bull," "Who Has Come
 from the Ring?" "A Hunting We Will Go," "Baa, Baa, Black
 Sheep," "Brother, Come Down with Me," "Go in and out the
 Window," "Jack and Jill," "Nixie Polka," "Paw-Paw Patch,"
 "Rig-jig-jig," "Sing a Song of Sixpence," "The Farmer Sows
 His Wheat," "Thread the Needle," "This Is the Way We Go to
 School," "Big Bad Wolf," "Black Tom," "Bull Dog and Mester,"
 "Chickidy Hand," "Chinese Tag," "Cowboys and Indians," "Cross
 Tag," "Disease Tag," "Five Geese in a Flock," "Five Ten,"
 "Follow the Leader," "Fox and Farmer," "Fruit Basket,"
 "Giants' Cave," "Hand Tag," "Hide and Seek," "Huntsman,"
 "Last Couple Out," "Mailman," "Twelve O'clock," "Tommy Tid-
 dler's Ground," "Wolf over the River," "Baseball," "Bat Ball,"
 "Boundary Ball," "Circle Stride Ball," "Center Catch Ball,"
 "Elimination Ball," "Hit the Shot," "Line Ball," "Put Ball
 in Basket," "Roll Ball Spud," "Underarm Ball," "Back to
 Back," "Birds in Nest," "Brothers," "Catch the Caboose,"
 "Change All," "Ducks Fly," "Guess Who," "Go Stop," "Hunter,"
 "Jack in the Box," "May I?" "Mother's Bad Children," "Swinging

Statues," "The Camel," "Vis a Vis," "What to Play," "Around and Down Relay," "Automobile Relay," "Ball Relay," "Cross Stick Relay," "Duck Walk Relay," "Indian Club Relay," "Jump Stick Relay," "Line Relay," "Over Relay," "Over and Under Relay," "Race Around Ball Diamond Relay," "Run and Sit Relay," "Stunt Relay," "Tag the Wall Relay," and "Toss Ball in Basket Relay."

Table 8 shows that for grade two, two teachers listed "Blind Man's Bluff," three "Cat and Rat," two "Circle Tag," three "Double Circle," five "Drop the Handkerchief," four "Flying Dutchman," three "Have You Seen My Sheep?" seven "Three Deep," two "A Hunting We Will Go," three "Blue Birds," six "Did You Ever See a Lassie?" twelve "Farmer in the Dell," two "How Do You Do, My Partner?" two "In and Out the Window," two "I See You," five "Jolly Is the Miller," two "Little Jack Horner," eight "London Bridge," eight "Looby Loo," two "Muffin Man," four "Mulberry Bush," five "Oats, Peas, Beans, and Barley," three "Old Roger Is Dead," two "Peas Porridge Hot," three "Rig-a-jig-jig," two "Roman Soldiers," four "Round and Round the Village," two "Sing a Song of Sixpence," three "Thread, Follow the Needle," three "Animal Chase," two "Big Bad Wolf," two "Cops and Robbers," two "Eraser Tag," three "Old Witch," ten "Red Light," three "Red Rover," three "Slap Jack," two "Wolf over the River," three "Wood Tag," three "Baseball," three "Call Ball," three "Circle Stride Ball," seventeen "Dodge Ball," three "Keep Away," thirteen

TABLE 8

THE TYPE AND LIST OF SUPPLEMENTARY GAMES RECOMMENDED
FOR GRADE TWO AND THE NUMBER OF TEACHERS
SUGGESTING EACH GAME

Game	Number Suggesting
<u>Circle Games</u>	
Airplanes	1
Bear in Pit	1
Beat the Bell	1
Blind Man's Bluff	2
Bull in Ring	1
Buzz	1
Cat and Rat	3
Circle Spot Tag	1
Circle Snatch, Grab	1
Circle Tag	1
Come Along	2
Come with Me	1
Double Circle	3
Drop the Handkerchief	5
Flying Dutchman	4
Forest Lookout	1
Four Man Circle Chase	1
Fox and Geese	1
Fruit Basket	1
Frog in the Middle	1

TABLE 8 -- Continued

Game	Number Suggesting
Good Morning	1
Hand Slapping Tag	1
Hand Squeeze	1
Have You Seen My Sheep?	3
Hot Potato	1
Poison Circle	1
Puss in Circle	1
Skip Tag	1
Texas Grunt	1
Three Deep	7
Trains	1
Two Circle Race	1
Where Are My Sheep?	1

Singing Games

A Hunting We Will Go	2
As I Was Walking down the Street	1
Blue Birds	3
Did You Ever See a Lassie?	6
Farmer in the Dell	12
Follow Me to London	1
Hippity Hop	1
How Do You Do, My Partner?	2
How Many Miles to Babylon?	1

TABLE 8 -- Continued

Game	Number Suggesting
In and Out the Window	2
I See You	2
Jack and Jill	1
Jolly Is the Miller	5
Little Jack Horner	2
London Bridge	8
Looby Loo	8
Marching Around the Levee	1
Muffin Man	2
Mulberry Bush	4
Oats, Peas, Beans, and Barley	5
Old Roger Is Dead	3
Oh Where, Oh Where Is Mary?	1
Organ Grinder Man	1
Peas Porridge Hot	2
Picking up Paw-Paws	1
Rig-a-jig-jig	3
Roman Soldiers	2
Round and Round the Village	4
Sleeping Beauty	1
Sing a Song of Sixpence	2
Singing Blind Man's Bluff	1
Thread, Follow the Needle	3

TABLE 8 -- Continued

Game	Number Suggesting
<u>Chase Games</u>	
Animal Chase	3
Brownies and Fairies	1
Big Bad Wolf	2
Capture the Flag	1
Catch the Caboose	1
Chain Tag	1
Cops and Robbers	2
Crows and Cranes	1
Disease Tag	1
Drop the Bean Bag	1
Eraser Tag	2
Gypsy	1
Home Tag	1
Hoop on Tag	1
Hill Dill	1
Lion Hunt	1
Little White House over the Hill . .	1
Mail Man	1
Mother, May I Go Out to Play? . . .	1
Midnight	3
Old Witch	3
Pincho	1

TABLE 8 -- Continued

Game	Number Suggesting
Red Light	10
Red Rover	3
Scat	1
Shadow Tag	1
Slap Jack	3
Steal the Pecan	1
Three Around	1
Touch the Bear	1
Weathercock	1
Whites and Indians	1
Wind and Flowers	1
Wolf over the River	2
Wolf and Sheep	1
Wood Tag	3

Games with Ball

Ball Puss	1
Ball Stand	1
Ball Tag	1
Baseball	3
Bat Ball	1
Beat Ball	1
Call Ball	3
Circle Stride Ball	3

TABLE 8 -- Continued

Game	Number Suggesting
Dodge Ball	17
German Kick Ball	1
Hand Ball Drill	1
Jump Ball	1
Keep Away	3
Kick Ball	13
Pass Ball	2
Poison Ball	2
Prisoner Base	1
One Base Kick Ball	1
Overtake	1
Scrub	1
Skip Ball	1
Soccer	3
Soccer Center Ball	1
Spud	2
Teacher and Class	1
Townball	1
Zig-zag Ball Passing	1

Miscellaneous Games

Back to Back	1
Baste the Bear	1
Bean Bag	1

TABLE 8 -- Continued

Game	Number Suggesting
Black and White	1
Button, Button	1
Dog and Bone	1
Five and Ten	1
Gardener and Scamp	1
Guess Who	1
Hide and Seek	1
Hop Scotch	1
I Spy	1
Jack in the Box	2
May I?	4
O'Grady	1
Railroad and Train	1
Skip Tag	1
Squirrel and Nut	1
Stature	1
Stealing Sticks	1
The Farmer's Sheep	1

Relays

Automobile Relay	3
Bean Bag Relay	3
Hopping Relay	6
Indian Club Relay	1

TABLE 8 -- Continued

Game	Number Suggesting
Jumping Relay	2
Kangaroo Hop Relay	1
Line Relay	1
Lock Arm Relay	1
Over and Under Relay	4
Over Relay	2
Passing Relay	1
Potato Relay	2
Running Relay	5
Sack Race	1
Skipping Relay	2
Simple Relay	1
Tag the Wall Relay	1
Tunnel Relay	2
Walking Relay	1

"Kick Ball," two "Pass Ball," two "Poison Ball," three "Soccer," two "Spud," two "Jack in the Box," four "May I?" three "Automobile Relay," three "Bean Bag Relay," six "Hopping Relay," two "Jumping Relay," four "Over and Under Relay," two "Over Relay," two "Potato Relay," five "Running Relay," two "Skipping Relay," and two "Tunnel Relay." The following games were listed by one teacher for each: "Airplanes," "Bear in Pit," "Beat the Bell," "Bull in Ring," "Buzz,"

"Circle Spot Tag," "Circle Snatch, Grab," "Circle Tag,"
 "Come with Me," "Forest Lookout," "Four Man Circle Chase,"
 "Fox and Geese," "Fruit Basket," "Frog in the Middle," "Good
 Morning," "Hand Slapping Tag," "Hand Squeeze," "Hot Potato,"
 "Poison Circle," "Puss in Circle," "Skip Tag," "Texas Grunt,"
 "Trains," "Two Circle Race," "Where Are My Sheep?" "As I
 Was Walking down the Street," "Follow Me to London," "Hip-
 pity Hop," "How Many Miles to Babylon?" "Jack and Jill,"
 "Marching Around the Levee," "Oh, Where, Oh, Where Is Mary?"
 "Organ Grinder Man," "Picking up Paw-Paws," "Sleeping Beauty,"
 "Singing Blind Man's Bluff," "Brownies and Fairies," "Capture
 the Flag," "Catch the Caboose," "Chain Tag," "Crows and
 Cranes," "Disease Tag," "Drop the Bean Bag," "Gypsy," "Home
 Tag," "Hook-on Tag," "Hill Dill," "Lion Hunt," "Little White
 House over the Hill," "Mail Man," "Mother, May I Go out to
 Play?" "Pincho," "Scot," "Shadow Tag," "Steal the Bean,"
 "Three Around," "Touch the Bear," "Weathercock," "Whites and
 Indians," "Wind and Flowers," "Wolf and Sheep," "Ball Puss,"
 "Ball Stand," "Ball Tag," "Bat Ball," "Beat Ball," "German
 Kick Ball," "Hand Ball Drill," "Jump Ball," "Prisoner Base,"
 "One Base Kick Ball," "Overtake," "Scrub," "Skip Ball,"
 "Soccer Center Ball," "Teacher and Glass," "Townball,"
 "Zig-zag Ball Passing," "Back to Back," "Baste the Bear,"
 "Bean Bag," "Black and White," "Button, Button," "Dog and
 Bone," "Five and Ten," "Gardner and Scamp," "Guess Who,"
 "Hide and Seek," "Hop Scotch," "I Spy," "O'Gredy," "Railroad

and Train," "Skip Tag," "Squirrel and Nut," "Stature," "Stealing Sticks," "The Farmer's Sheep," "Indian Club Relay," "Kangaroo Hop Relay," "Line Relay," "Lock Arm Relay," "Passing Relay," "Sack Relay," "Simple Relay," "Tag the Wall Relay," and "Walking Relay."

Table 9 shows that for grade three two teachers listed "Center Base," three "Drop the Handkerchief," seven "Flying Dutchman," two "Rachel and Jacob," two "Slap Jack," six "Three Deep," two "A Hunting We Will Go," two "Captain Jinks," two "Carrousel," two "Did You Ever See a Lassie?" ten "Farmer in the Dell," two "Hansel and Gretel," three "I See You," two "I Tiskit, I Taskit," six "Jolly Is the Miller," six "London Bridge," five "Looby Loo," two "Mulberry Bush," two "Paw-Paw Patch," two "Peas Porridge Hot," three "Roman Soldiers," three "Round and Round the Village," two "Ten Little Indians," three "Animal Chase," three "Bird Catcher," two "Old Witch," two "Partner Tag," two "Poison," three "Red Rover," two "Steal the Pecan," two "Stoop Tag," two "Swat," two "Trades," two "Wolf over the River," two "Wood Tag," two "All Run," two "Bat Ball," three "Call Ball," two "Dodge Ball," two "German Bat Ball," two "Keep Away," three "Kick Ball," four "Prisoner's Base," four "Newcomb," six "Soccer," three "Spot Ball," four "Stride Ball," two "Bean Bag Board," two "Animal Relay," two "Back to Back," two "Bean Bag Relay," two "Grab Relay," two "Cross Over Relay," five "Eraser Relay," five "Hopping Relay," two "Jumping Relay,"

TABLE 9

THE TYPE AND LIST OF SUPPLEMENTARY GAMES RECOMMENDED
FOR GRADE THREE AND THE NUMBER OF TEACHERS
SUGGESTING EACH GAME

Game	Number Suggesting
<u>Circle Games</u>	
Airplanes	1
Beat the Bell	1
Beater Goes Around	1
Blind Man's Bluff	1
Bull in Ring	1
Buzz	1
Call It	1
Center Base	2
Circle Chase	1
Circle Rush	1
Drop the Handkerchief	3
Drop the Keys	1
Flying Dutchman	7
Fruit Basket	1
Gardener and Scamp	1
High Windows	1
Indians and Cowboys	1
Jump the Shot	1
Magic Carpet	1
Musical Squat	1

TABLE 9 -- Continued

Game	Number Suggesting
Old Man Mouse	1
Passing the Eraser	1
Poison Circle	1
Puss in Circle	1
Rachel and Jacob	2
Sheep Come Home	1
Simon Says	1
Slap Jack	2
Spider and Flies	1
Spin the Platter	1
Spin the Wooden Man	1
Skip Tag	1
Spoke Tag	1
Squirrel in Tree	1
Stop and Start	1
Stunts	1
The Postman	1
Three Around	1
Three Deep	6
Thurn Rosa	1
Trains	1
Whip Tag	1

TABLE 9 -- Continued

Game	Number Suggesting
<u>Singing Games</u>	
A Hunting We Will Go	2
Captain Jinks	2
Carrouseh	2
Did You Ever See a Lassie?	2
Farmer in the Dell	10
Green Gravel	1
Hansel and Gretel	2
Heigh Ho	1
How Do You Do, My Partner?	1
I See You	3
I Tiskit, I Taskit	2
Jolly Is the Miller	6
Let the Feet Go Tramp	1
London Bridge	6
Looby Loo	5
Marching Around the Levee	1
Muffin Man	1
Mulberry Bush	2
Oats, Peas, and Beans	1
Paw-Paw Patch	2
Peas Porridge Hot	2
Pop Goes the Weasel	1

TABLE 9 -- Continued

Game	Number Suggesting
Put Your Little Foot	1
Rig-a-jig-jig	1
Roman Soldiers	3
Round and Round the Village	3
Ten Little Indians	2
Thread, Follow the Needle	1

Chase Games

Animal Chase	3
Bears and Cattle	1
Bear in the Chain	1
Beast, Bird, and Fish	1
Bird Catcher	3
Boiler Marks	1
Capture the Flag	1
Chain Tag	1
Changing Seats	1
Chickidee	1
Chinese Tag	1
Crows and Cranes	1
Cowboy and Indians	1
Cross Tag	1
Dog and Bone	1
Double Tag	1

TABLE 9 -- Continued

Game	Number Suggesting
Exchange Tag	1
Fire Engine	1
Five and Ten	1
Follow Chase	1
Fox and Geese	1
Forest Lookout	1
Help Tag	1
Hook On Tag	1
Japanese Tag	1
Last Couple Out	1
Little White House over the Hill . .	1
Nose and Toe Tag	1
Number Change	1
Old Witch	2
Oyster Supper	1
Partner Tag	2
Poison	2
Poison Wood	1
Pom-Pom Pulleway	1
Poor Kitty	1
Red Light	1
Red Line	1
Red Rover	3
Shadow Tag	1

TABLE 9 -- Continued

Game	Number Suggesting
Steal the Pecan	2
Stoop Tag	2
Swat	2
Trades	2
Two Deep	1
Wolf over the River	2
Wood Tag	2

Games with Ball

All Run	2
Ball Jump Race	1
Ball Passing	1
Ball Stand	1
Ball Tag	1
Basketball	1
Bat Ball	2
Call Ball	3
Circle Ball	1
Dodge Ball	2
End Ball	1
German Bat Ball	2
Hit Ball	1
Hot Ball	1
Jump Ball	1

TABLE 9 -- Continued

Game	Number Suggesting
Keep Away	4
Kick Ball	3
Prisoners' Base	4
Newcomb	4
Red Ball	1
Sidewalk Dodge Ball	1
Skip Ball	1
Soccer	6
Split Team Passing	1
Spot Ball	3
Spud	1
Stride Ball	4
Throw Ball	1
Toss Ball	1
Touch Football	1

Miscellaneous Games

Animals' Blind Man's Bluff	1
Bean Bag Board	2
Black and White	1
Come Along	1
Every Man in His Den	1
May I?	1
Home Teg	1

TABLE 9 -- Continued

Game	Number Suggesting
Partner Tag	1
Ring Volley	1
Snatch	1
Spanish Fly	1
Spud	1
Swinging Statue	1

Relays

Animal Relay	2
Animal Walk Relay	1
Automobile Relay	1
Back to Back Relay	2
Ball Relay	1
Baseball Diamond Relay	1
Bean Bag Basket Relay	1
Bean Bag Relay	2
Broom Relay	1
Crab Relay	2
Cross Over Relay	2
Do as I Do Relay	1
Egg Race Relay	1
Eraser Relay	5
Fetch and Carry	1
File Relay	1

TABLE 9 -- Continued

Game	Number Suggesting
Handkerchief Relay	1
Hook On	1
Hopping Relay	5
Jumping Relay	2
Jump Stick Relay	2
Kangaroo Jumping Relay	2
Line Relay	1
Message Relay	1
Over Relay	3
Over and Under Relay	9
Pass Ball Relay	1
Potato Relay	2
Partner Relay	1
Posture Relay	2
Rescue Relay	1
Rope Jumping Relay	1
Run and Sit Relay	1
Run, Skip, Hop Relay	2
Simple Relay	7
Stick Relay	1
Tag the Wall Relay	1
Three Legged Race	1
Tunnel Relay	1
Under Relay	1
Walking Relay	1

two "Jump Stick Relay," two "Kangaroo Jumping," three "Over Relay," nine "Over and Under Relay," two "Potato Relay," two "Posture Relay," two "Run, Skip, Hop Relay," and seven "Simple Relay." The following games were listed by one teacher each: "Airplanes," "Beat the Bell," "Beater Goes Around," "Blind Man's Bluff," "Bull in Ring," "Call It," "Circle Chase," "Circle Rush," "Drop the Keys," "Fruit Basket," "Garden Scamp," "High Windows," "Indians and Cowboys," "Jump the Shot," "Magic Carpet," "Musical Squat," "Old Man Mouse," "Passing the Eraser," "Poison Circle," "Puss in Circle," "Sheep Come Home," "Simon Says," "Spider and Flies," "Spin the Platter," "Spin the Wooden Man," "Skip Tag," "Spoke Tag," "Squirrel in Tree," "Stop and Start," "Stunts," "The Postmen," "Three Around," "Thurn Rosa," "Trains," "Whip Tag," "Green Grave," "Heigh Ho," "How Do You Do, My Partner?" "Let the Feet Go Tramp," "Marching Around the Levee," "Muffin Man," "Oats, Peas, and Beans," "Pop Goes the Weasel," "Put Your Little Foot," "Rig-a-jig-jig," "Thread, Follow the Needle," "Bears and Cattle," "Bear in the Chain," "Beast, Bird, and Fish," "Boiler Marks," "Capture the Flag," "Chain Tag," "Changing Seats," "Chickidee," "Chinese Tag," "Crows and Cranes," "Cowboy and Indians," "Cross Tag," "Dog and Bone," "Double Tag," "Fire Engine," "Exchange Tag," "Five and Ten," "Follow Chase," "Fox and Geese," "Forest Lookout," "Help Tag," "Hook On Tag," "Japanese Tag," "Last Couple Out," "Little White House over the Hill," "Nose and Toe Tag,"

"Number Change," "Oyster Supper," "Poison Wood," "Pom-Pom Pullaway," "Poor Kitty," "Red Light," "Red Line," "Shadow Tag," "Two Deep," "Ball Jump Race," "Ball Passing," "Ball Stand," "Ball Tag," "Basketball," "Circle Ball," "End Ball," "Hit Ball," "Hot Ball," "Jump Ball," "Red Ball," "Sidewalk Dodge Ball," "Skip Ball," "Split Team Passing," "Spud," "Throw Ball," "Toss Ball," "Touch Football," "Animals' Blind Man's Bluff," "Black and White," "Come Along," "Every Man in His Den," "May I?" "Home Tag," "Partner Tag," "Ring Volley," "Snatch," "Spanish Fly," "Spud," "Swinging Statues," "Animal Walk Relay," "Automobile Relay," "Ball Relay," "Baseball Diamond Relay," "Bean Bag Basket Relay," "Bean Bag Relay," "Broom Relay," "Crab Relay," "Cross Over Relay," "Do As I Do Relay," "Egg Race Relay," "Fetch and Carry Relay," "File Relay," "Handkerchief Relay," "Hook On," "Line Relay," "Message Relay," "Pass Ball Relay," "Partner Relay," "Rescue Relay," "Rope Jumping Relay," "Run and Sit Relay," "Stick Relay," "Tag the Wall Relay," "Three Legged Race," "Tunnel Relay," "Under Relay," and "Walking Relay."

The second step in this study was to obtain from the children information as to their rating of the games included in the present blueprint and their choices of activities which could be used to supplement the present course of study for playground activities for grades one, two, and three. Due to the immaturity and lack of experience of the first- and second-grade children, the questionnaire was

sent only to third-grade children. The questionnaire was divided into three parts: first, the rating of the material in the present course of study; second, the rating of the games listed by authorities for the third grade; and third, suggestions made by the children. The questionnaire was sent to the physical education teachers in twelve elementary schools in Dallas which represented the various economic strata of the population of the Dallas City Schools. The teachers were asked to assist the third-grade children in filling out the questionnaire which represented the popularity of games in the course of study.

The children were asked to draw three lines under the games they enjoyed playing most, two lines under the games they enjoyed playing next best, and one line under the games they enjoyed playing least. They were asked not to underline the games they did not enjoy playing. Table 10 shows that 474 or 63.2 per cent of the children did not underline the game "Bean Bag Circle Toss," eighty-eight or 11.7 per cent underlined it one time, and seventy-eight or 10.4 per cent underlined it two times, and 110 or 14.6 per cent underlined it three times. One hundred sixty-seven or 22.2 per cent of the children did not underline "Cat and Rat," 123 or 16.4 per cent underlined it one time, 168 or 22.4 per cent underlined it two times, and 292 or 38.9 per cent underlined it three times. Four hundred or 53.3 per cent of the children did not underline the game "Come with Me,"

TABLE 10

THE TYPE AND LIST OF GAMES IN THE COURSE OF STUDY FOR
GRADE THREE AND THE CHILDREN'S NUMERICAL AND
PERCENTAGE RATING OF THESE GAMES

Game	Numerical Rating				Percentage Rating			
	0	1	2	3	0	1	2	3
Circle Games								
Bean Bag Circle Toss.....	474	88	75	110	63.2	11.7	10.4	14.6
Cat and Rat.....	167	123	168	292	22.2	16.4	62.4	38.9
Come with Me....	400	102	113	125	53.3	13.6	15.0	16.6
Have You Seen My Sheep?.....	403	113	108	126	53.7	15.0	14.4	16.8
Number Change...	377	100	99	174	50.2	13.3	13.3	23.2
Relays								
All Up Relay....	519	95	75	61	69.2	12.6	10.0	8.1
Circle Relay....	538	76	69	67	71.8	10.1	9.2	8.9
Shuttle Relay...	612	62	40	36	81.6	8.2	5.3	4.8
Chase Games								
Black Tom.....	362	78	120	190	48.2	10.4	16.0	25.3
Sheep Come Home.	434	120	104	92	57.8	16.0	13.8	12.3

TABLE 10 -- Continued

Game	Numerical Rating				Percentage Rating			
	0	1	2	3	0	1	2	3
Games with Ball								
Arch Ball.....	480	84	45	141	64.9	8.5	6.8	19.6
Boundary Ball...	512	117	58	63	48.1	15.6	7.7	8.4
Center Base.....	512	117	58	63	48.1	15.6	7.7	8.4
Dodge Ball.....	179	92	122	357	23.9	12.2	16.2	47.6
Long Ball.....	336	138	114	162	44.8	18.4	15.2	21.6
Miscellaneous Games								
Jaeks.....	397	99	85	169	52.9	13.2	11.3	22.5
Hill Dill.....	415	120	106	109	55.3	16.0	14.1	13.2
Hop Scotch.....	331	103	94	222	44.1	13.7	12.5	29.6
Tommy Tiddler's Ground.....	469	75	56	150	62.5	10.0	7.4	20.0

102 or 13.6 per cent underlined it one time, 113 or 15.0 per cent underlined it two times, and 125 or 16.6 per cent underlined it three times. Four hundred three or 53.7 per cent of the pupils did not underline the game "Have You Seen My Sheep?" 113 or 15.0 per cent underlined it once, 108 or 14.4 per cent underlined it twice, and 126 or 16.8 per cent underlined it three times. Three hundred seventy-seven or 50.2

per cent did not underline the game "Number Change," one hundred or 13.3 per cent underlined it one time, ninety-nine or 13.2 per cent underlined it twice, and 174 underlined it three times, representing 23.2 per cent of the total number of children participating in the study. Five hundred nineteen or 71.8 per cent of the pupils did not underline the game "All Up Relay," ninety-five or 12.6 per cent underlined it one time, seventy-five or 10.0 per cent underlined it two times, and sixty-one or 8.1 per cent underlined it three times. Five hundred thirty-eight or 71.8 per cent of the children did not underline the game "Circle Relay," seventy-six or 10.1 per cent underlined it one time, sixty-nine or 9.2 per cent underlined it two times, and sixty-seven or 8.9 per cent underlined it three times. Six hundred twelve or 81.6 per cent of the children did not underline the game "Shuttle Relay," sixty-two or 8.2 per cent underlined it once, forty or 5.3 per cent underlined it twice, and thirty-six or 4.8 per cent underlined it three times. Three hundred sixty-two or 48.2 per cent of the pupils did not underline the game "Black Tom," seventy-eight or 10.4 per cent underlined it one time, 120 or 16.0 per cent underlined it twice, and 190 or 25.3 per cent underlined it three times. Four hundred thirty-four or 57.8 per cent of the third-grade pupils did not underline the game "Sheep Come Home," 120 or 16.0 per cent underlined it one time, 114 or 13.8 per cent underlined it two times, and ninety-two or 12.2 per cent

underlined it three times. Four hundred eighty or 64.9 per cent did not underline the game "Arch Ball," eighty-four or 8.5 per cent underlined it one time, forty-five or 6.8 per cent underlined it two times, and 141 or 19.6 per cent underlined it three times. Five hundred twelve or 48.1 per cent did not underline the game "Boundary Ball," 117 or 15.6 per cent underlined it one time, fifty-eight or 7.7 per cent underlined it two times, and sixty-three or 8.4 per cent underlined it three times. Five hundred twelve or 48.1 per cent did not underline the game "Center Base," 117 or 15.6 per cent underlined it one time, fifty-eight or 7.7 per cent underlined it twice, and sixty-three or 8.4 per cent underlined it three times. One hundred seventy-nine or 23.9 per cent did not underline the game "Dodge Ball," ninety-two or 12.2 per cent underlined it one time, 122 or 16.2 per cent underlined it two times, 332 or 44.2 per cent underlined it three times. Three hundred thirty-six or 44.8 per cent of the third-grade children did not underline the game "Long Ball," 138 or 18.4 per cent underlined it one time, 114 or 15.2 per cent underlined it two times, and 162 or 21.6 per cent underlined it three times. Three hundred ninety-seven or 52.9 per cent did not underline the game "Jacks," ninety-nine or 13.2 per cent underlined it one time, eighty-five or 11.3 per cent underlined it twice, and 169 or 22.5 per cent underlined it three times. Four hundred fifteen or 55.3 per cent of the pupils did not underline the

game "Hill Dill," 120 or 16.0 per cent underlined it one time, 106 or 14.1 per cent underlined it two times, and 109 or 13.2 per cent underlined it three times. Three hundred thirty-one or 44.1 per cent did not underline the game "Hop Scotch," 103 or 13.7 per cent underlined it one time, ninety-four or 12.5 per cent underlined it two times, and 222 or 29.6 per cent underlined it three times. Four hundred sixty-nine or 62.5 per cent of the third-grade pupils did not underline the game "Tommy Tiddler's Ground," seventy-five or 10.0 per cent underlined it one time, fifty-six or 7.4 per cent underlined it two times, and 150 or 20.0 per cent underlined it three times.

A list of games was compiled from third-grade selections as recommended by authorities such as La Salle, Curtiss, Marooney, and Quesenberry. This list appears in Table 11, which shows that 438 or 58.4 per cent of the third-grade children included in this study did not underline the game "Airplanes," ninety-eight or 13.0 per cent underlined it one time, sixty-seven or 8.9 per cent underlined it two times, and 147 or 19.6 per cent underlined it three times. Three hundred sixty-nine or 49.2 per cent of the pupils did not underline the game "Animals' Blind Man's Bluff," 123 or 16.4 per cent underlined it once, 110 or 14.6 per cent underlined it twice, and two hundred or 28.6 per cent underlined it three times. Five hundred sixty-six or 75.4 per cent of the pupils did not underline the game "Baste the Bear,"

TABLE 11

THE TYPE AND LIST OF GAMES AS SUGGESTED BY AUTHORITIES
FOR GRADE THREE AND THE CHILDREN'S NUMERICAL
AND PERCENTAGE RATING OF EACH GAME

Game	Numerical Rating				Percentage Rating			
	0	1	2	3	0	1	2	3
Circle Games								
Airplanes.....	438	98	67	147	58.4	13.0	8.9	19.6
Animal Blind Man's Bluff..	369	123	110	200	49.2	16.4	14.6	28.6
Beste the Bear..	566	81	62	41	45.4	10.8	8.2	5.4
Bull in the Ring	448	83	99	120	59.7	11.0	13.2	16.0
Flying Dutchman.	516	83	55	96	68.8	11.0	7.3	12.8
I Say Stoop.....	355	126	103	166	47.3	16.8	13.7	22.1
Rachel and Jacob	500	95	75	80	66.6	12.6	10.0	10.6
Third Man.....	520	62	55	113	69.3	8.2	7.3	15.0
Water Sprite....	533	106	59	52	71.0	14.0	7.8	6.8
Relays								
Hopping Relay...	477	119	75	79	63.6	15.8	10.0	10.5
Jumping Relay...	493	131	66	60	65.7	17.4	8.8	8.0
Over Relay.....	444	114	95	95	59.2	15.2	12.6	12.6
Over and Under Relay.....	472	109	76	93	62.9	14.5	10.1	12.4
Potato Relay....	564	65	46	75	75.2	8.6	6.1	10.0
Simple Relay....	492	126	65	87	62.9	16.8	8.6	11.6

TABLE 11 -- Continued

Game	Numerical Rating				Percentage Rating			
	0	1	2	3	0	1	2	3
Straddle Ball Relay.....	489	136	68	67	65.2	16.8	9.0	8.9
Tag the Wall Relay.....	452	100	93	105	60.2	13.3	12.4	14.0
Under Relay.....	498	91	87	74	66.4	12.1	11.6	9.8
Chase Games								
Bird Catcher....	230	105	119	298 ⁶	30.6	14.0	15.6	38.4 ^{9 4}
Cap Tag.....	544	88	66	52	72.5	11.8	8.8	6.8
Ditch Pull.....	557	81	53	59	74.2	10.8	7.0	7.8
Floor Tag.....	510	100	77	63	68.0	13.3	10.3	8.4
Hindo Tag.....	507	82	34	127	67.6	10.9	4.5	16.9
Hound and Rabbit	383	111	104	150 ²	52.6 ^{1 1}	14.8	13.8	20.0 ¹
Japanese Tag....	314	143	103	190	41.8	16.8 ^{9 1}	13.7	25.3
Nose and Toe Tag	467	102	66	115	62.2	13.6	8.8	15.3
Partner Tag.....	462	123	94	71	61.6	16.4	12.5	9.4
Spider Tag.....	449	112	47	52	59.8	14.9	6.2	6.8
Games with Ball								
All Run.....	516	83	55	96	68.8	11.0	7.5	12.8 ⁷
Circle Ball Tag.	459	117	58	116	61.2	15.6	7.7	15.5

TABLE 11 -- Continued

Game	Numerical Rating				Percentage Rating			
	0	1	2	3	0	1	2	3
Miscellaneous Games								
Bag Pile.....	593	62	39	56	79.0	8.2	5.2	7.4
Crows and Cranes	417	78	83	172	55.6	10.4	11.0	22.9
Do This, Do That	414	114	104	118	56.5	15.2	13.8	15.7
Fox and Geese...	500	84	83	83	66.6	11.2	11.0	11.0
Red Rover.....	169	122	157	302	22.5	16.2	20.9	40.2
Squirrel in Tree	399	88	94	169	53.2	11.7	12.5	22.5
Still Pond, no More Moving..	506	116	59	69	66.1	15.4	7.8	9.2
The Farmer and Crow.....	534	80	67	69	71.2	10.6	8.9	9.2

eighty-one or 10.8 per cent underlined it one time, sixty-two or 8.2 per cent underlined it two times, and forty-one or 5.4 per cent underlined it three times. Four hundred forty-eight or 59.7 per cent of the pupils did not underline the game "Bull in the Ring," eighty-three or 11.0 per cent underlined it one time, ninety-nine or 13.2 per cent underlined it two times, and 120 or 16.0 per cent underlined it three times. Five hundred sixteen or 68.8 per cent did not underline the game "Flying Dutchmen," eighty-three or 11.0

per cent underlined it one time, fifty-five or 7.3 per cent underlined it two times, and ninety-six or 12.8 per cent underlined it three times. Three hundred fifty-five or 47.3 per cent of the third-grade children did not underline the game "I Say Stoop," 126 or 16.8 per cent underlined it once, 103 or 13.7 per cent underlined it twice, and 166 or 22.1 per cent underlined it three times. Five hundred or 66.6 per cent of the children did not underline the game "Rachel and Jacob," ninety-five or 12.6 per cent underlined it one time, seventy-five or 10.0 per cent underlined it two times, eighty or 10.6 per cent underlined it three times. Five hundred twenty or 69.3 per cent of the children did not underline the game "Third Man," sixty-two or 8.2 per cent underlined it one time, fifty-five or 7.3 per cent underlined it two times, and 113 or 15.0 per cent underlined it three times. Five hundred thirty-three or 71.0 per cent of the children did not underline the game "Water Sprite," 106 or 14.1 per cent underlined it once, fifty-nine or 7.8 per cent underlined it twice, and fifty-two or 6.8 per cent underlined it three times. Four hundred seventy-seven or 63.6 per cent of the children did not underline the game "Hopping Relay," 119 or 15.8 per cent underlined it one time, seventy-five or 10.0 per cent underlined it two times, and seventy-nine or 10.5 per cent underlined it three times. Four hundred ninety-three or 65.7 per cent did not underline the game "Jumping Relay," 131 or 17.4 per cent underlined it once, sixty-six

or 8.8 per cent underlined it two times, and sixty or 8.0 per cent underlined it three times. Four hundred forty-four or 59.2 per cent did not underline the game "Over Relay," 114 or 15.2 per cent underlined it one time, ninety-five or 12.6 per cent underlined it two times, and ninety-five or 12.6 per cent underlined it three times. Four hundred seventy-two or 62.9 per cent did not underline the game "Over and Under Relay," 109 or 14.5 per cent underlined it one time, seventy-six or 10.1 per cent underlined it two times, and ninety-three or 12.4 per cent underlined it three times. Five hundred sixty-four or 75.2 per cent of the third-grade children did not underline the game "Potato Relay," sixty-five or 8.6 per cent underlined it one time, forty-six or 6.1 per cent underlined it two times, and seventy-five or 10.0 per cent underlined it three times. Four hundred ninety-two or 62.9 per cent of the pupils did not underline the game "Simple Relay," 126 or 16.8 per cent underlined it one time, sixty-five or 8.6 per cent underlined it two times, and eighty-seven or 11.6 per cent underlined it three times. Four hundred eighty-nine or 65.2 per cent of the third-grade pupils did not underline the game "Straddle Ball Relay," 126 or 16.8 per cent underlined it one time, sixty-eight or 9.0 per cent underlined it two times, and sixty-seven or 8.9 per cent underlined it three times. Four hundred fifty-two or 60.2 per cent of the children did not underline the game "Tag the Wall Relay," one hundred or 13.3

per cent underlined it once, ninety-three or 12.4 per cent underlined it twice, and 105 or 14.0 per cent underlined it three times. Four hundred ninety-eight or 66.4 per cent of the third-grade children did not underline the game "Under Relay," ninety-one or 12.1 per cent underlined it one time, eighty-seven or 11.6 per cent underlined it twice, and seventy-four or 9.8 per cent underlined it three times. Two hundred thirty or 30.6 per cent of the pupils did not underline the game "Bird Catcher," 105 or 14.0 per cent underlined it one time, 117 or 15.6 per cent underlined it two times, and 298 or 38.4 per cent underlined it three times. Five hundred forty-four or 72.5 per cent of the third-grade children did not underline the game "Cap Tag," eighty-eight or 11.7 per cent underlined it once, sixty-six or 8.8 per cent underlined it twice, and fifty-two or 6.8 per cent underlined it three times. Five hundred fifty-seven or 74.2 per cent of the children did not underline the game "Ditch Pull," eighty-one or 10.8 per cent underlined it one time, fifty-three or 7.0 per cent underlined it two times, fifty-nine or 7.8 per cent underlined it three times. Five hundred ten or 68.0 per cent of the pupils did not underline the game "Floor Tag," one hundred or 13.3 per cent underlined it one time, seventy-seven or 10.3 per cent underlined it two times, and sixty-three or 8.4 per cent underlined it three times. Five hundred seven or 67.6 per cent of the children did not underline the game "Hindo Tag," eighty-two

or 10.9 per cent of the children underlined it one time, thirty-four or 4.5 per cent underlined it two times, and 127 or 16.9 per cent underlined it three times. Three hundred eighty-five or 52.6 per cent of the pupils did not underline the game "Hound and Rabbit," 111 or 14.8 per cent underlined it once, 104 or 13.8 per cent underlined it twice, and 150 or 20.0 per cent underlined it three times. Three hundred fourteen or 41.8 per cent of the pupils did not underline the game "Japanese Tag," 143 or 16.8 per cent underlined it one time, 103 or 13.7 per cent underlined it two times, and 190 or 25.3 per cent underlined it three times. Four hundred sixty-seven or 62.2 per cent of the children did not underline the game "Nose and Toe Tag," 102 or 13.6 per cent underlined it one times, sixty-six or 8.8 per cent underlined it two times, and 115 or 15.3 per cent underlined it three times. Four hundred sixty-two or 61.6 per cent of the third-grade children did not underline the game "Partner Tag," 123 or 16.4 per cent underlined it one time, ninety-four or 12.5 per cent underlined it twice, seventy-one or 9.4 per cent underlined it three times. Four hundred forty-nine or 59.8 per cent of the pupils did not underline the game "Spider Tag," 112 or 14.9 per cent underlined it once, forty-seven or 6.2 per cent underlined it twice, and fifty-two or 6.8 per cent underlined it three times. Five hundred sixteen or 68.8 per cent of the children did not underline the game "All Run," eighty-three or 11.0 per cent

underlined it one time, fifty-five or 7.3 per cent underlined it two times, and ninety-six or 12.8 per cent underlined it three times. Four hundred fifty-nine or 61.2 per cent of the children did not underline the game "Circle Ball Tag," 117 or 15.6 per cent underlined it one time, fifty-eight or 7.7 per cent underlined it twice, and 116 or 15.5 per cent underlined it three times. Five hundred ninety-three or 79.0 per cent of the third-grade pupils did not underline the game "Bag Pile," sixty-two or 8.2 per cent underlined it once, thirty-nine or 5.2 per cent underlined it twice, and fifty-six or 7.4 per cent underlined it three times. Four hundred seventeen or 55.6 per cent of the pupils did not underline the game "Crows and Cranes," seventy-eight or 10.4 per cent underlined it one time, eighty-three or 11.0 per cent underlined it two times, and 172 or 22.9 per cent underlined it three times. Four hundred fourteen or 56.5 per cent of the children did not underline the game "Do This, Do That," 114 or 15.2 per cent underlined it one time, 104 or 13.8 per cent underlined it two times, and 118 or 15.7 per cent underlined it three times. Five hundred or 66.6 per cent of the pupils did not underline the game "Fox and Geese," eighty-four or 11.2 per cent underlined it one time, eighty-three or 11.0 per cent underlined it two times, and eighty-three or 11.0 per cent underlined it three times. One hundred sixty-nine or 22.5 per cent of the pupils did not underline the game "Red Rover," 122 or 16.2 per cent

underlined it one time, 157 or 20.9 per cent underlined it two times, and 302 or 40.2 per cent underlined it three times. Three hundred ninety-nine or 52.2 per cent of the children did not underline the game "Squirrel in Tree," eighty-eight or 11.7 per cent underlined it once, ninety-four or 12.5 per cent underlined it twice, and 169 or 22.5 per cent underlined it three times. Five hundred six or 66.1 per cent of the pupils did not underline the game "Still Pond and No More Moving," 116 or 15.4 per cent underlined it one time, fifty-nine or 7.8 per cent underlined it two times, and sixty-nine or 9.2 per cent underlined it three times. Five hundred thirty-four or 71.2 per cent of the children did not underline the game "The Farmer and Crow," eighty or 10.6 per cent underlined it one time, sixty-seven or 8.9 per cent underlined it two times, and sixty-nine or 9.2 per cent underlined it three times.

The children were asked to suggest supplementary games for each type for grade three. Table 12 shows that three children listed "Drop the Handkerchief," two "Hello," twenty-eight "Magic Carpet," two "High Little Lassie," four "London Bridge," three "My Goose," thirty-seven "Pop Goes the Weasel," twenty "Rig-a-jig-jig," seventeen "Farmer in the Dell," ten "Roman Soldiers," ten "Cops and Robbers," two "Fairies and Brownies," twenty "Eraser Tag," thirty-five "Skip Tag," eleven "Wood Tag," twenty-one "Ball and Basket," 122 "Baseball," thirty-five "Basketball," three "Bat Ball," four "Call

TABLE 12

THE TYPE AND LIST OF SUPPLEMENTARY GAMES AND THE
NUMBER OF THIRD-GRADE CHILDREN SUGGESTING
EACH GAME

Game	Number Suggesting
<u>Circle Games</u>	
Black Magic	1
Drop the Handkerchief	3
Hello	2
Magic Carpet	28
Ring Around the Roses	1
<u>Singing Games</u>	
High Little Lassie	2
London Bridge	4
Muffin Man	1
My Goose	3
Pop Goes the Weasel	37
Rig-a-jig-jig	20
Farmer in the Dell	17
Roman Soldiers	10
<u>Chase Games</u>	
Chinese Tag	1
Cops and Robbers	10
Fairies and Brownies	2
Flowers and Wind	1

TABLE 12 -- Continued

Game	Number Suggesting
Eraser Tag	20
Skip Tag	35
Wood Tag	11

Games with Ball

Ball and Basket	21
Baseball	122
Basketball	35
Bat Ball	3
Call Ball	4
Four Corner Ball	1
Hockey	9
Prisoner's Base	15
Tenikoit	6
Tennis	8
Volley Ball	4
Soccer	115
Football	83
Keep Away	4

Miscellaneous Games

Animal Cat	1
Baa, Baa, Black Sheep	1
Balancing	8
Bird	2

TABLE 12 -- Continued

Game	Number Suggesting
Black Man	1
Blind Man's Bluff	2
Capture the Flag	36
Cowboy	1
Cut the Butter	15
Dog and Bone	59
Dolls	1
Dress Up	1
Five and Ten	5
Five Ten Bag	3
Grocery Store	4
Guns	6
Have You Seen My Kitty?	3
Ha, Ha!	1
Heads Down	2
Hide and Seek	26
Hide the Checkers	18
Hide the Whistle	1
Hi, Ho, Little Dog	1
Horse Race	1
I Spy	20
Kick the Can	2
Jack in the Box	1
Jumping Rope	66

TABLE 12 -- Continued

Game	Number Suggesting
Jump the Brook	9
Little White House over the Hill . . .	21
Marbles	2
May I?	136
Miss America's Children	2
Movie Star	4
No Man's Land	1
Old Grandma's Dirty Sock	1
Old Witch	7
Paper Dolls	1
Pass the Eraser	1
Plane Tag	1
Pom-Pom Pullaway	1
Poker	3
Poison	3
Poor Kitty	22
Pretty Bird, My Cup	2
Queen Mary	1
Rabbit Guts	1
Red Light and Green Light	4
Richard	1
Rigg Gun	1
Rotten Egg	1
Rock School	3

TABLE 12 -- Continued

Game	Number Suggesting
Run, Sheep, Run	1
Sakes	2
Seven Up	3
Silent Man	1
Simon Says	18
Pleased and Displeased	6
Pull the String	1
Pussy Wants a Corner	42
Soldiers	1
Statue	1
Stooping Skip	3
Street Car	1
Swing I	1
Thumbs Up	1
Washers	1
Who Is Missing?	6
Wolf over the River	7

Ball," nine "Hockey," fifteen "Prisoners' Base," six "Teni-koit," eight "Tennis," four "Volley Ball," one hundred fifteen "Soccer," eighty-three "Football," four "Deep Away," eight "Balancing," two "Bird," two "Blind Man's Bluff," thirty-six "Capture the Flag," fifteen "Cut the Butter," fifty-nine "Dog and Bone," five "Five and Ten," three "Five

Ten Bag," four "Grocery Store," six "Guns," three "Have You Seen My Kitty?" two "Heads Down," twenty-six "Hide and Seek," eighteen "Hide the Checkers," twenty "I Spy," two "Kick the Can," sixty-six "Jumping the Rope," nine "Jump the Brook," twenty-one "Little White House over the Hill," two "Marbles," 136 "May I?" two "Miss America's Children," four "Movie Star," seven "Old Witch," three "Poker," three "Poison," twenty-two "Poor Kitty," two "Pretty Bird, My Cup," four "Red Light and Green Light," three "Rock School," two "Sakes," three "Seven Up," eighteen "Simon Says," six "Pleased and Displeased," forty-two "Pussy Wants a Corner," three "Stooping Skip," six "Who Is Missing?" and seven "Wolf over the River." The following games were listed by one child each: "Black Magic," "Muffin Man," "Chinese Tag," "Flowers and Brownies," "Four Corner Ball," "Animal Cat," "Baa, Baa, Black Sheep," "Black Man," "Cowboy," "Dolls," "Dress Up," "Ha, Ha," "Hide the Whistle," "Hi, Ho, Little Dog," "Horse Race," "Jack in the Box," "No Man's Land," "Old Grandma's Dirty Sock," "Paper Dolls," "Pass the Eraser," "Plane Tag," "Pom-Pom Pullaway," "Queen Mary," "Rabbit Guts," "Richard," "Rigg Gun," "Rotten Eggs," "Run, Sheep, Run," "Silent Man," "Pull the String," "Soldiers," "Statue," "Street Car," "Swing I," "Thumbs Up," and "Washers."

CHAPTER III

RECOMMENDATIONS FOR THE REVISED PROGRAM OF PLAYGROUND ACTIVITIES FOR GRADES ONE, TWO, AND THREE

In view of the material tabulated in Chapter II, 154 supplementary games were listed by the teachers to be used in the first grade, but since 104 games were suggested by only one teacher for each, it seemed advisable to include only those games which were listed by two or more teachers.

The following supplementary circle games are recommended for grade one:

Bull in the Ring
Charley over the Water
Come Along
Come with Me
Drop the Handkerchief
Frog in the Middle
I Saw
Poison Snake
Puss in the Circle
Skip Tag
Three Deep
Tommy Tucker

The following supplementary singing games are recommended for grade one:

As I Was Walking down the Street

Blue Birds

Chimes of Dunkirk

Did You Ever See a Lassie?

Farmer in the Dell

How Do You Do, My Partner?

I See You

London Bridge

Looby Loo

Marching Around the Levee

Mulberry Bush

Oats, Peas, Beans, and Barley

Round and Round the Village

Sally Go Round

The following supplementary chase games are recommended for grade one:

Brownies and Fairies

Eraser Tag

Sheep, Sheep, Come Home

Little White House over the Hill

Midnight

Old Witch

Red River

Run, Rabbit, Run

Wood Tag

The following supplementary games with ball are recommended for grade one:

Call Ball

Circle Ball

Dodge Ball

Keep Away

Kick Ball

Prison Ball

Soccer

Toss Ball

The following supplementary miscellaneous games are recommended for grade one:

Dog and Bone

I Spy

Seven Up

The following supplementary relays are recommended for grade one:

Hopping Relay

Jumping Relay

Passing the Bean Bag

Running Relay

Skipping Relay

One hundred sixty-eight supplementary games were listed by the teachers for the second grade, but since 106 games were suggested by only one teacher each, it seemed advisable to include only those games which were listed by two or more teachers.

The following supplementary circle games were recommended for grade two:

Blind Man's Bluff
Cat and Rat
Come Along
Double Circle
Drop the Handkerchief
Flying Dutchman
Have You Seen My Sheep?
Three Deep

The following supplementary singing games are recommended for grade two:

A Hunting We Will Go
Blue Birds
Did You Ever See a Lassie?
Farmer in the Dell
How Do You Do, My Partner?
In and Out the Window
I See You
Jolly Is the Miller
Little Jack Horner
London Bridge
Looby Loo
Muffin Man
Mulberry Bush
Oats, Peas, Beans, and Barley

Old Roger Is Dead
 Peas Porridge Hot
 Rig-a-jig-jig
 Roman Soldiers
 Round and Round the Village
 Sing a Song of Sixpence
 Thread, Follow the Needle

The following supplementary chase games are recommended for grade two:

Animal Chase
 Big Bad Wolf
 Cops and Robbers
 Eraser Tag
 Midnight
 Old Witch
 Red Light
 Red Rover
 Slap Jack
 Wolf over the River
 Wood Tag

The following supplementary games with ball are recommended for grade two:

Baseball
 Call Ball
 Circle Stride Ball
 Dodge Ball

Keep Away

Kick Ball

Pass Ball

Poison Ball

Soccer

Spud

The following supplementary miscellaneous games are recommended for grade two:

Jack in the Box

May I?

The following supplementary relays are recommended for grade two:

Automobile Relay

Bean Bag Relay

Hopping Relay

Jumping Relay

Over and Under Relay

Over Relay

Potato Relay

Running Relay

Skipping Relay

Tunnel Relay

Two hundred one supplementary games were listed by the teachers for the third grade, but since 137 games were suggested by only one teacher each, it seemed advisable to include only those games which were listed by two or more teachers.

The following supplementary circle games are recommended for grade three:

Center Base

Drop the Handkerchief

Flying Dutchman

Rachel and Jacob

Slap Jack

Three Deep

The following supplementary singing games are recommended for the third grade:

A Hunting We Will Go

Captain Jinks

Carrousel

Did You Ever See a Lassie?

Farmer in the Dell

Hansel and Gretel

I See You

I Tiskit, I Taskit

Jolly Is the Miller

London Bridge

Looby Loo

Mulberry Bush

Paw-Paw Patch

Pess Porridge Hot

Roman Soldiers

Round and Round the Village

Ten Little Indians

The following supplementary chase games are recommended for grade three;

Animal Chase

Bird Catcher

Old Witch

Partner Tag

Poison

Red Rover

Steal the Pecan

Stoop Tag

Swat

Trades

Wolf over the River

Wood Tag

The following supplementary games with ball are recommended for the third grade:

All Run

Bat Ball

Call Ball

Dodge Ball

German Bat Ball

Keep Away

Kick Ball

Prisoners' Base

Newcomb

Soccer

Spot Ball

Stride Ball

The following supplementary miscellaneous game is recommended for the third grade:

Bean Bag Board

The following supplementary relays are recommended for the third grade:

Animal Relay

Back to Back Relay

Bean Bag Relay

Broom Relay

Crab Relay

Cross Over Relay

Eraser Relay

Hopping Relay

Jumping Relay

Jump Stick Relay

Kangaroo Jumping Relay

Over Relay

Over and Under Relay

Potato Relay

Posture Relay

Run, Skip, and Hop Relay

Simple Relay

The tabulation reveals that 154 supplementary games were suggested for the first grade, 168 for the second grade,

and 201 for the third grade. The largest number of singing games was suggested for grade one, supplementary circle games were second in number, chase games were third, games with ball were fourth, relays were fifth, and miscellaneous games were sixth.

The largest number of games suggested for grade two was singing games. Supplementary chase games were second, games with ball and relays tied for third place, circle games were fourth, and miscellaneous games were fifth.

Singing games and relays tied for the most frequently suggested games for the third grade. Supplementary chase games and games with ball tied for second place, circle games were third, and miscellaneous games were fourth.

In lieu of the fact that in the present blueprint of playground activities for the Dallas City Schools twenty-four games are included and that 750 third-grade children suggested 103 supplementary games, it seemed advisable to include only those listed by at least five or more children. This list is equal to thirty-four games, which is more than the number listed in the present blueprint.

The following supplementary games were recommended by the children for grade three:

Circle Games

Magic Carpet

Singing Games

Farmer in the Dell

Pop Goes the Weasel

Rig-a-jig-jig

Roman Soldiers

Chase Games

Cops and Robbers

Eraser Tag

Skip Tag

Wood Tag

Games with Ball

Ball in the Basket

Baseball

Basketball

Hockey

Prisoners' Base

Tenikoit

Tennis

Soccer

Football

Miscellaneous Games

Balancing

Capture the Flag

Dog and Bone

Five and Ten

Guns

Hide and Seek

Hide the Checkers

I Spy

Jumping the Rope

Jump the Brook

Little White House over the Hill

May I?

Old Witch

Poor Kitty

Simon Says

Pleased or Displeased

Pussy Wants a Corner

Who Is Missing?

Wolf over the River

Cut the Butter

No supplementary relays were recommended for grade three.

The total tabulation reveals that 103 supplementary games were suggested for the third grade by the children. The largest number of miscellaneous games was suggested for grade three. Supplementary games with ball were second, chase games and singing games tied for third place, and circle games were fourth. No relays were suggested.

CHAPTER IV

THE VERIFICATION OF THE VALIDITY OF THE CHOICES OF PLAYGROUND ACTIVITIES BY THE APPLICATION OF THE OBJECTIVES AS PREVIOUSLY STATED

In order further to test the validity of the choices of playground activities mentioned in the preceding chapter, the writer of this thesis deemed it advisable to apply the objectives as established by authorities and listed in Chapter I to different types of games. The greatest number of games for the different types were the singing games. These games help in the development of leadership, self-control, and comradeship, which are the social objectives as listed by authorities. Singing games are played in groups which include a leader or leaders and followers; therefore singing games help to develop leadership. Singing games require self-control due to the fact that they are acted out to the words of a song. The participant must be capable of waiting his turn to act out his part of the dance, be able to work with all in the group, and be able to work with a partner. Training in comradeship is evident in singing games because all must work together as one group, work as individuals, and work in groups of two and four.

From the standpoint of mental objectives the following are developed from the singing games: quick, accurate judgment; self-discipline; and an outlet and change. Quick, accurate judgment is developed in singing games because the person must remember the movements of the dance and must be capable of performing the movements with the words of the song. A continuous practice of doing movements to words of the song helps to develop quick, accurate judgment. In singing games the person must stand at attention while others respond to the music with the movements of the dance, and he must do his part of the dance as an individual, as a partner, and as a member of a group; therefore self-discipline is developed in singing games. Singing games encourage initiative and self-expression, which provide for an outlet and change.

The physical objectives of the singing games are improvement of the function of the entire body, development of ease and balance, and neuro-muscular control. The singing games require the use of the big muscles of the body, thereby improving the function of the entire body. In most of the singing games there are much repetition, impersonation, and imagination which help to develop ease and balance. Singing games develop the sense of rhythm, without which the person would be unable to perform movements to the words of the song. Through a continuous participation in rhythm activity, neuro-muscular control is developed.

Chase games were second for the number of supplementary

games listed. These games help to develop leadership and sportsmanship, to apply safety rules, and to inspire love for games in accordance with the social objectives. In most chase games one person must be "it," and "it" is considered the leader. Thus good training for leadership is fostered. Sportsmanship is developed by the chase games because fair play is encouraged; to win by strength or skill is the aim of the chase games, and the rights of others must be respected in the chase games. Chase games are not usually played with objects or equipment which sometimes contribute to injuries. Safety is encouraged by the instructor because the child is taught not to catch hold of clothing while someone is running; not to trip, push, or hold a person when "it" is trying to tag someone. In chase games the child gains self-respect and the respect of others through some particular skill, which makes him a desired classmate. By gaining self-respect and the respect of others through developed skills in the chase games, the child develops a love for games.

From the standpoint of mental objectives the following are developed from chase games; to coordinate mind and body, to develop alertness, and to develop courage. The chase games require the coordination of mind and body because the child's mind must be kept on the person who is "it," and the mind must direct the action of the body so that the child can dodge "it." Since body movements must function with the

message sent to the mind so that the child tries to escape being tagged, coordination of mind and body is essential in the chase games. The person who is "it" must try many different methods in catching his captive and the child who is trying to avoid being tagged must learn through practicing ways of escaping "it." Therefore, chase games contribute to the development of alertness. The child must give "dares," run risks of being caught, and exercise his courage in many ways, thus developing courage through chase games.

The physical objectives of the chase games are to develop and stimulate the body systems, thereby improving the functioning of the entire body, and to provide big-muscle activity. Running, dodging, skipping, and hopping make the heart beat faster, thereby speeding up circulation and respiration and helping to develop and stimulate the body systems, in this way improving the entire function of the body. Running, dodging, skipping, and hopping require the use of the big muscles of the body; therefore, the chase games provide for big-muscle activity.

Games with ball were third for the number of supplementary games listed. These games help to develop sportsmanship; to form such habits as obedience, subordination, self-sacrifice, cooperation, friendliness, and loyalty; to develop self-control; to create favorable attitudes; to respect authority and the rights of others; to apply safety rules; to follow the rules of the game; and to help overcome timidity

and check forwardness. When playing games with ball, the following are essential: fair play, skill, training, courage, respect for others, strength, honesty, kindness, and accuracy. Sportsmanship is the expression of the essentials mentioned above; therefore, games with ball develop sportsmanship. When playing games with ball, one must follow the rules of the game, fair play must be practiced, skills must be developed, respect for others must be recognized, training in taking turns must be practiced, working together in groups with equipment must be practiced, kindness and honesty must be developed, and players must assume responsibility; therefore, games with ball help the child to form such habits as obedience, subordination, self-sacrifice, cooperation, friendliness, and loyalty. The player must learn to take his turn when playing games with ball and he must respect the rights of others. In these ways self-control is developed in playing games with ball. In playing games of this type, rules of the game must be obeyed, respect for others must be encouraged, fair play practiced, and kindness to others employed. These desirable traits create favorable attitudes. Decisions of the officials or leaders must be respected by all participants. Players should be taught to do their best rather than to excel; players must accept and recognize a good player whether he is on their team or the opponents'; and players play for the game through cooperation and teamwork and not as individuals.

By the practices mentioned above players learn to respect the authority and the rights of others. Skills are taught in catching and throwing the ball, thereby avoiding injury by incorrect methods of handling the ball. Protection of the face and other parts of the body is taught by gaining skills in catching and throwing of the ball; therefore, safety rules are practiced in games with ball. All team games must be played according to rules, and for this reason games with ball are good training for players in following the rules of the game. In playing games with ball the timid, shrinking child learns to take his turn with others; the bold, selfish child learns that he may not monopolize opportunities; the unappreciated child gains self-respect and the respect of others through some skill which makes him acceptable to the group; therefore, games with ball help to overcome timidity and to check forwardness.

From the standpoint of mental objectives the following are developed from the games with ball: to develop quick, accurate judgment; to coordinate mind and body; to develop self-discipline; to develop decisiveness; and to develop courage. Timing is very important in any games with ball. To know when to throw the ball, to know to whom to throw the ball, and to know when to hold the ball are all important; therefore, quick, accurate judgment is developed by playing games with ball. The mind must reason out what is to be done with the ball and the muscular control of the

body must work in harmony with the mind to carry out the message sent by the nerve cells. In this way mind and body coordinate in bringing about a relationship which is essential in all games with ball. The individual player must learn to take turns in playing games with ball; he must learn to play his part of the game and not others' parts; he must learn that his part is as important as another's and must be performed to the best of his ability; therefore, games with ball help to develop self-discipline. In all games with ball the players are called upon to make quick decisions as to what they will do with the ball when in their possession, and for this reason the development of decisiveness is an important factor in games with ball. A player must give "dares" and run risks in being hit with the ball as in the game of "Dodge Ball"; therefore, games with ball help to develop courage.

The physical objectives of games with ball are to develop and stimulate the body systems, thereby improving the functioning of the entire body; to favor good posture by strengthening, in particular, the muscles of the back, chest, and abdomen; to provide big-muscle activity; to develop strength; and to cultivate ability to meet physical emergencies. Running, throwing the ball, kicking the ball, and catching the ball stimulate the circulatory and respiratory systems, thereby improving the functioning of the entire body. The muscles in the back, chest, and abdomen are

used when the player runs, stretches, and jumps to catch the ball or throws or kicks the ball; therefore, games with ball develop the muscles of the back, chest, and abdomen, in this way favoring good posture. Running, jumping, throwing the ball, catching the ball, and kicking the ball provide for big-muscle activity, thus fulfilling one of the physical objectives of games of this type. Running strengthens the muscles of the legs, throwing and catching the ball strengthen the muscles of the arms, and kicking the ball strengthens the muscles of the legs and feet; therefore, games with ball develop the muscles of the entire body; and when the body tone is called upon to meet physical emergencies, the body muscles have been built up and strengthened until the muscles have obtained the ability to meet the physical emergencies that may arise in everyday life.

Circle games were fourth for the number of supplementary games listed. These games help to develop leadership and to develop self-control, which are the social objectives. In many circle games one person is "it," as in the game "Slap Jack"; therefore, circle games help in the development of leadership. In most of the circle games the player must await his turn to run. Sometimes he must wait in the circle as long as five minutes without participating in activities; thus the circle games help to develop self-control.

From the standpoint of mental objectives the following are developed from circle games: to coordinate mind and body,

and to provide outlet and change. In circle games the child's mind must be kept on the actions of the person who is "it," as in the game "Slap Jack," and when the child is tagged the body must function efficiently when it receives the message of the brain; then, by the coordination of mind and body the child tries to catch the person who tagged him; therefore, circle games coordinate the functions of mind and body. Some circle games require imitations, and others require self-expression and initiative, which provide for an outlet and change.

The physical objectives of circle games are to develop strength and to develop motor control. Running, dodging, and jumping help to strengthen the muscles; therefore, circle games develop strength. Circle games help to develop motor control in that the pupils have a certain playing area in which to play. This area is a circle. Thus they must control their motor activity to get into the circle and to make the circle a round one. Some children have the tendency while playing a circle game such as "Slap Jack" to run anywhere while being chased. If the game is played long enough, they will soon learn that they must just go around the circle. Their motor activities will be controlled so that they will do this.

Relays were fifth for the number of supplementary games listed. These games help to develop self-discipline and to follow the rules of the game, which are the social

objectives. In participating in relays the child must await his turn to do his part of the relay. He must work as an individual and also as a part of a team; therefore, relays help to develop self-discipline. All relays have a set of rules to follow, and if these rules are not followed, the side must take a penalty, as in "Over-under Relay"; if a person drops the ball, the person dropping the ball must get the ball and start it over at the head of the line. Due to the severe penalty for not following the rules of the game, the players practice following the rules.

From the standpoint of mental objectives the following are developed from the relays: to coordinate mind and body, and to develop quick response. The child's mind must be kept on the one who is performing his part of the relay; he must know when it comes his turn; and the mind must direct the action of the body so that the child can hop, run, or pass objects, according to the nature of the relay in which he is participating. In these ways relays require the coordination of mind and body. The child must remember to take his turn, he must remember the rules of the game, and he must remember that he is part of a team and that he must do his very best as an individual in order to help win for his side; therefore, relays help to develop quick response.

The physical objectives are to develop and stimulate the body systems, thereby improving the functioning of the entire body, and to develop motor control. Running, hopping,

jumping, skipping, throwing the ball, jumping the rope, and dribbling the ball all increase the activity of the circulatory and respiratory systems, thereby improving the function of the entire body. In participating in relays the body motivations must be restrained until it is one's turn to run in a simple relay; and when it is time for the child to run, he must run as fast as he can and then wait until his turn again; therefore, through participating in relays he develops motor control.

Miscellaneous games were sixth for the number of supplementary games listed. These games help to form such habits as obedience and cooperation, and to create favorable attitudes, which are the social objectives. When playing miscellaneous games such as "Crows and Cranes," participants must follow the rules of the game. Being honest with oneself and with teammates is essential because when the player is touched he must voluntarily go to the other side without the instructor telling him to go to the opponents' side. Players must learn to run in either direction as the leader may indicate by calling "Crows and Cranes"; therefore, miscellaneous games help to form such habits as obedience and cooperation. In playing miscellaneous games the players must learn to play according to the rules, the respect of others must be encouraged, and fair play must be practiced; therefore, miscellaneous games help to create favorable attitudes.

From the standpoint of the mental objectives the following are developed from the miscellaneous games; to coordinate mind and body and to develop alertness. In the game "Brownies and Fairies" the child's mind must be alert for the sound of the whistle and each side must turn and run immediately either to give chase or to be chased. The system of the body that controls motivation must work as soon as the message is received from the brain; therefore, miscellaneous games help to coordinate mind and body. In the game "Brownies and Fairies," as mentioned above, the mind must be developed to be alert because as soon as the whistle blows each player must either give chase or be chased; therefore, participation in miscellaneous games helps to develop alertness.

The physical objectives are to provide big-muscle activity and to develop motor control. Running, jumping, dodging, and tagging a player provide for big-muscle activity. In the game "Trades" the child has to stand in line until told to get in a huddle; he must stay in the huddle until the leader tells him the trade the team is planning to perform; then he must walk to the other line and there stand until the rhyme is repeated, after which he must go to work and show his trade. Through a continuous participation in following the rules of the game, including waiting for the time to show the trade, the motor control of the body is being developed. In similar manner big-muscle

activity is provided for and motor control is fostered by the miscellaneous group of games mentioned in this study.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

On the basis of the factual information recorded in the foregoing chapters, the following conclusions are presented:

1. The material listed in the present playground blueprint of the Dallas elementary schools is inadequate.

2. According to suggestions made by twenty-nine playground teachers, it is evident that a greater variety of singing games, circle games, chase games, games with ball, miscellaneous games, and relays is needed.

3. In order of need the types of games listed by the teachers were as follows:

- (1) Singing games.
- (2) Chase games.
- (3) Games with ball.
- (4) Circle games.
- (5) Relays.
- (6) Miscellaneous games.

4. The suggestions of the 750 third-grade children paralleled those of the twenty-nine playground teachers as to the grave need for supplementary games.

5. In order of need the games listed by 750 third-grade children were as follows:

(1) Miscellaneous games.

(2) Games with ball.

(3) Singing games.

(4) Chase games.

(5) Circle games.

(6) Relays.

6. By a critical analysis of the games suggested by teachers and by third-grade pupils, it was shown that they fulfill the mental objectives as stated by authorities in the field of physical education, namely: (1) to develop quick, accurate judgment; (2) to coordinate mind and body; (3) to develop initiative; (4) to develop mental and moral poise; and (5) to develop courage. In the second place, they fulfill the physical needs: (1) to develop and stimulate the body systems; (2) to provide big-muscle activity; (3) to develop strength, ease, and balance; (4) to develop neuro-muscular control; (5) to develop motor control; (6) to develop nervous stability; and (7) to develop functional strength. Thirdly, they fulfill the social needs of the child by (1) developing sportsmanship, (2) developing leadership, (3) creating favorable attitudes, (4) developing comradeship, and (5) developing citizenship, which are the objectives as stated by authorities in the field of health and physical education.

As a result of this study it is recommended that the supplementary games listed by the twenty-nine playground teachers and by the 750 third-grade children be embodied in a revised course of study for the elementary grades of the Dallas City Schools.

APPENDIX

QUESTIONNAIRE FOR GAME PREFERENCE FOR THE THIRD GRADE

1. Name of school _____
2. Underline boy or girl. Age _____
3. Draw three lines under the games you enjoy playing most.
4. Draw two lines under the games you enjoy playing next best.
5. Draw one line under the games you enjoy playing least.
6. Do not underline the games you do not enjoy playing.

CIRCLE GAMES

Airplanes

Flying Dutchman

Animal Blind Man's Bluff

I Say Stoop

Baste the Bear

Number Change

Bull in the Ring

Rachel and Jacob

Cat and Rat

Third Man

Circle Stride Ball

Water Sprite

Come with Me

CHASE GAMES

Bird Catcher

Hound and Rabbit

Black Tom

Japanese Tag

Cap Tag

Nose and Toe Tag

Ditch Pull

Partner Tag

Floor Tag

Sheep, Come Home

Hindo Tag

Spider Tag

GAMES WITH BALL

All Run

Circle Ball Tag

Arch Ball

Dodge Ball

Boundary Ball

Kick Ball

Center Base

RELAYS

All Up Relay

Potato Relay

Circle Relay

Shuttle Relay

Hopping Relay

Simple Relay

Jumping Relay

Straddle Ball Relay

Over Relay

Tag the Wall Relay

Over and Under Relay

Under Relay

MISCELLANEOUS GAMES

Bag Pile

Jacks

Crows and Cranes

Red Rover

Do This, Do That

Squirrel in Tree

Fox and Geese

Still Pond, No More Moving

Hill Dill

The Farmer and the Crow

Hop Scotch

Tommy Tiddler's Ground

QUESTIONNAIRE TO DETERMINE POPULARITY OF GAMES LISTED IN THE
COURSE OF STUDY FOR GRADES ONE, TWO, AND THREE

1. Name of School _____
2. Rate each game as 1, 2, or 3.
3. Rate the game that is the most popular one.
4. Rate the games that are next popular two.
5. Rate the game that is least popular three.

The following singing game is listed in the course of study for grade one:

_____ Snail

Do you think more singing games should be included in the course of study? (Underline Yes or No.)

List supplementary singing games that are popular in your school.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

The following circle games are listed in the course of study for grade one:

_____ Cat and Mouse	_____ High Windows
_____ Four Around	_____ Ring Master
_____ Good Morning	_____ Slap Jack
_____ Hello	_____ Squirrel and Nut

Do you think more circle games should be included in the course of study for grade one? (Underline Yes or No.)

List supplementary circle games that are popular in your school.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

The following chase games were listed in the course of study for grade one:

- | | |
|------------------------|--------------------|
| _____ Animal Chase | _____ Midnight |
| _____ Bird Catcher | _____ Squat Tag |
| _____ Flowers and Wind | _____ Stoop Tag |
| _____ Home Tag | _____ Water Sprite |

Do you think more chase games should be included in the course of study for grade one? (Underline Yes or No.)

List supplementary chase games that are popular in your school.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

The following games with ball are listed in the course of study for grade one:

- | | |
|---------------------|-------------------------|
| _____ Boundary Ball | _____ Teacher and Class |
|---------------------|-------------------------|

Do you think more games with ball should be included in the course of study for grade one? (Underline Yes or No.)

List supplementary games with ball that are popular in your school.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

No relays are listed in the course of study for grade one. Do you think relays should be included in the course of study for grade one? (Underline Yes or No.)

List supplementary relays that are popular in your school.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

The following miscellaneous games are listed in the course of study for grade one;

- | | |
|--------------------------|----------------------------|
| _____ Crossing the Brook | _____ Railroad Train |
| _____ Flying Geese | _____ Robbers and Soldiers |
| _____ Jack Be Nimble | _____ Squirrel and Tree |
| _____ Puss in the Corner | |

Do you think more miscellaneous games should be included in the course of study for grade one? (Underline Yes or No.)

List supplementary games with ball and other miscellaneous games that are popular in your school.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

No rope jumping is listed in the course of study for grade one. Do you think rope jumping should be included in the course of study for grade one? (Underline Yes or No.)

No singing games are listed in the course of study for grade two. Do you think singing games should be included in the course of study for grade two? (Underline Yes or No.)

List supplementary singing games that are popular in your school.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

The following circle games are listed in the course of study for grade two:

- | | |
|------------------------|---------------------|
| _____ Catch | _____ Jump the Shot |
| _____ Find the Ring | _____ Poison |
| _____ Jacob and Rachel | _____ Three Up |

Do you think more circle games should be included in the course of study for grade two? (Underline Yes or No.)

List supplementary circle games that are popular in your school.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

The following chase games are listed in the course of study for grade two:

- | | |
|------------------------|-----------------------------|
| _____ Bird Catcher | _____ Japanese Tag |
| _____ Black Tom | _____ Lane Fox and Chickens |
| _____ Centipede | _____ Midnight |
| _____ Cross Tag | _____ Partner Tag |
| _____ Hound and Rabbit | _____ Schoolroom Tag |
| _____ Hit Tag | _____ Stoop Tag |

Do you think more chase games should be included in the course of study for grade two? (Underline Yes or No.)

List supplementary circle games that are popular in your school.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

The following games with ball are listed in the course of study for grade two:

- | | |
|-------------------|----------------------|
| _____ All Run | _____ Circle Ball |
| _____ Ball Stand | _____ Ring Call Ball |
| _____ Center Base | _____ |

Do you think more circle games should be included in the course of study for grade two? (Underline Yes or No.)

List supplementary games with ball that are popular in your school.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

No relays are listed in the course of study for grade two. Do you think relays should be included in the course of study for grade two? (Underline Yes or No.)

List supplementary relays that are popular in your school.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

The following miscellaneous games are listed in the course of study for grade two:

- | | |
|--------------------------|-------------------------|
| _____ Do This, Do That | _____ Rope Jumping |
| _____ Fish in the Middle | _____ Spin the Platter |
| _____ Follow the Leader | _____ Squirrel and Tree |
| _____ Gypsy | _____ Sun Dial |
| _____ Hide and Seek | _____ Trades |
| _____ Last Couple Out | |

Do you think more miscellaneous games should be included in the course of study for grade two? (Underline Yes or No.)

List supplementary miscellaneous games that are popular in your school.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Four-weeks' time is allotted to rope jumping in grade two. Do you think additional time should be given to rope jumping in this grade? (Underline Yes or No.)

No singing games are listed in the course of study for

grade three. Do you think singing games should be included in the course of study for grade three? (Underline Yes or No.)

List supplementary singing games that are popular in your school.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

The following circle games are listed in the course of study for grade three:

- | | |
|----------------------------|-------------------------------|
| _____ Bean Bag Circle Toss | _____ Eraser Tag |
| _____ Cat and Rat | _____ Have You Seen My Sheep? |
| _____ Come with Me | |
| _____ Number Change | |

Do you think more circle games should be included in the course of study for grade three? (Underline Yes or No.)

List supplementary circle games that are popular in your school.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

The following chase games are listed in the course of study for grade three:

- _____ Black Tom

Do you think more chase games should be included in the course of study for grade three? (Underline Yes or No.)

List supplementary chase games that are popular in your school.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

The following games with ball are listed in the course of study for grade three:

- | | |
|---------------------|---------------------------|
| _____ Boundary Ball | _____ Kick Ball |
| _____ Canter Base | _____ Long Ball |
| _____ Dodge Ball | _____ Playground Baseball |

Do you think more games with ball should be included in the course of study for grade three? (Underline Yes or No.)

List supplementary games with ball that are popular in your school.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

The following relays are listed in the course of study for grade three:

- | | |
|--------------------|---------------------|
| _____ All Up Relay | _____ Shuttle Relay |
| _____ Circle Relay | |

Do you think more relays should be included in the course of study for grade three? (Underline Yes or No.)

List supplementary relays that are popular in your school.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

The following miscellaneous games are included in the course of study for grade three:

- | | |
|---------------------------|---------------------------------|
| _____ Bean Bag Ring Throw | _____ Jacks |
| _____ Follow the Leader | _____ Sheep, Come Home |
| _____ Hill Dill | _____ Tommy Tiddler's
Ground |
| _____ Hop Scotch | _____ Weathercock |
| _____ I Say Stoop | |

Do you think more miscellaneous games should be included in the course of study for grade three? (Underline Yes or No.)

List supplementary miscellaneous games that are popular in your school.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Two-weeks' time is allotted to rope jumping for the third grade. Do you think additional time should be given to rope jumping? (Underline Yes or No.)

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