

THE BOARD OF EDUCATION OF THE CITY OF DULUTH

DEPARTMENT OF PHYSICAL EDUCATION

CO-RECREATION IN THE ELEMENTARY
SCHOOLS

A SOCIAL DANCING PROGRAM

THE CENTRAL DISTRICT OF THE AMERICAN PHYSICAL
EDUCATION ASSOCIATION -- Minneapolis
March 31, 1938

Compiled by Florence Owens

PROGRAM

Turn the Glasses Over - American Singing Game
Music: "Skip to my Lou"
page 6

Square Dance

Swedish Schottische

Waltz

Fox Trot

Miss Selma Petrich, Principal
Cobb School

Mr. John Hear

Accompanists

- - - -

Cobb School - Ruby Allanfall - 6th Grade teacher
Mayme Brockway - 1st Grade teacher
Russell Southworth - Physical Education
Teacher

Nettleton School - Virginia O'Neil - 6th Grade teacher
Katherine Roland - Physical Education
teacher

Manroe School - Rose Oxman - 6th Grade teacher

Longfellow - Anna Young - 6th Grade teacher
Dorothy Avey - Physical Education
teacher

Florence Owens - Assistant Supervisor of
Physical Education in charge of Elementary
Schools

CO-RECREATION IN THE ELEMENTARY SCHOOL

General Objective of Education:

A succession of experiences by which the learners grow in power and efficiency to participate in all the activities of a wholesome and satisfying life.

-- F. G. Bonser

Specific Objective of Social Dancing:

To develop socially well-adjusted boys and girls -

- a. By insuring the boy or girl an ease or poise in a social group.
- b. By instilling desirable attitudes towards the learning and use of good manners.
- c. By developing wholesome boy and girl relationships.

Immediate Problem:

To build up satisfying attitudes that are socially sound.

Procedure:

I have asked Mrs. Rose Oxman, the sixth grade teacher at the Monroe School, to give her techniques of presenting the program.

"My interest in Physical Co-education grew out of a demonstration program I saw last year at the Endion School.

"Interest of the children was aroused by my account of some dances in which I had taken part in the class conducted by the women Physical Education teachers, one of which was the Kentucky Round Dance. We had been studying about the Kentucky Mountaineers, and when the children expressed a desire to learn one of their dances, I took this opportunity to introduce what was to become social dancing.

"From this, we proceeded, with Miss Owens' help, to other dances: the "Four in a Boat," "Turn the Glasses Over," etc., where "choosing a partner" was not necessary, but wherein boys and girls participated. By this time, attitudes of courtesy and "fun for all" had been established to the point where children were considered ready for dances for which partners had to be chosen. The Schottische was the dance, and all the children willingly participated.

"At about this point we felt that the children were ready to broaden their social experience. A party was planned for which they were to be hosts to about seventy children from a neighboring school. After a discussion of the elements of a successful party, they made a list of requisites for their own party:

1. Everyone must be courteous
2. All must be good hosts
3. No one refuses to dance when asked
4. Make as many new friends as possible
5. Don't be silly, etc.

"The experience proved very interesting and instructive. We could see that the children were headed in the direction we intended. Wholesome attitudes were being built up, particularly boy and girl attitudes, and children were gaining social experiences which would be of value to them later.

"Results could be felt outside the Physical Education period - an increased feeling of co-operation, respect for each other, as well as themselves, courtesy, ease in relationships, especially between boy and girl, and greater poise among a group of strangers."

-- Mrs. Rose Oxman

Realizing that the children were competent judges concerning the program we were trying out, we formulated a questionnaire and compiled the answers for our future use. The following are some of the questions and answers:

1. Did you have a good time at the party?

Yes - 58 boys, 45 girls

No - 5 boys, 11 girls

(63 boys, 56 girls at the party)

Reasons:

Yes - 42 - Like dancing
16 - Met new friends
28 - People polite and not silly
10 - All took part
5 - Liked lunch

No - 1 - Did not like to dance
5 - People too noisy
4 - Children not good sports

2. Would you like another party like the last one?

Yes - 52 boys, 42 girls

No - 9 boys, 13 girls

3. What part of the party did you like best?

88 - Dancing

18 - Lunch

1 - Music

4. In what ways did this party help you?

- 91 - How to act at other parties
- 78 - Met new friends
- 38 - Dance with others and not be bashful
- 12 - Learn new dances
- 5 - How to be good hosts

5. What changes do you think will make for a better party?

- 73 - Be more polite
- 43 - No refusing
- 47 - Be less noisy
- 9 - Become acquainted with others
- 7 - Learn more dances
- 6 - Line up for lunch

-- Miss Lillian Hanson
Principal Monroe, Bryant, Park
Point Schools

Mrs. Hedwig Cosgrove, sixth grade teacher at the Endion School, submits the following suggestions for carrying on a co-recreation program and some of the outcomes:

"After learning our dances sufficiently well and deciding on giving a party and asking a room from another school as our guests, the question arose, "How are we going to ask them?" When I explained how many invitations were given over the telephone but how impossible it would be to phone about thirty-five people and how much nicer written invitations were, the children became immensely interested and very enthusiastic about learning how to write one. They were also eager to know how to write acceptances and regrets.

"This is the first time that I have ever had such a wonderful response in teaching these three required things in our Six A Grade Course of Study. The boys have always acted so silly in doing this work. Not only did they learn the wording and spelling of written invitations, but it was a very good Penmanship lesson. When I told them that arm movement was absolutely necessary and that I would choose the five best ones to send to different guests everyone in the room tried his very best.

"They were told in the beginning that this was absolutely their party, they were all hosts and hostesses, and each of them was responsible for the pleasure that their guests would have. They planned on a reception committee and decided what they were to do. An English period was devoted to writing a "Welcoming Address," and a "Closing Address." The best ones were chosen to be given.

"Courtesy lessons were given in another English period. This gave a chance to work on the material which our Citizenship Club has chosen for this semester. Some of the points that were stressed were how to ask a girl for a dance; escorting her to her seat after the dance, and thanking her; how it wasn't the thing to do to allow a girl to cross the floor unescorted, and, above all, to see that the guests were all enjoying themselves. Lessons were given on "introductions."

"In planning the dance program, I was very surprised to see how well it was balanced. They decided on having an Announcer.

"One of the best results of this project was the good effect it had on several "problem cases." I really feel that it was one of the very most worthwhile projects that I have had the pleasure to see through.

"Besides all the good lessons it afforded, I know that when my children go to Junior High School next fall they will know how to conduct themselves in a becoming manner and also will be able to enter in the fun that is afforded by their Twilight Dances. The bashful, quiet girls and boys will not have to miss all of this fun. You would be surprised to see what these lessons have done for them."

-- Mrs. Cosgrove

Many rooms had these parties inviting a room from another school, and the groups met not with competition as a basis, but, rather, cooperation. These parties were no hit-and-miss affairs. The whole plan revolved around the idea "one must give our guests a good time." From the time the invitations went out, the cookies made (in school), the program planned and carried out, and the last guest bade farewell, the whole thought was - "consideration for others." Here, certainly, is a great opportunity to build attitudes which are socially sound.

We must ever keep before us the objectives of such a program. Years ago we taught dancing to teach dancing - our emphasis now is not on the accumulation of a series of steps but rather on what goes on within the child's mental and emotional processes. Dancing, social dancing, makes a very fine channel through which the skilled teacher can direct all sorts of attitudes and habits necessary for a wholesome living.

There are fifteen schools in Duluth where the sixth grade boys and girls have been introduced to such a program. Of course, some schools are more successful than others, but in not one school could one say that the plan did not work.

The man Physical Education teacher can be a great help, or hinderance, to a dance program - depending on his attitude. The man who mixes in and helps direct or even takes charge himself can make a great contribution.

We are fortunate in Duluth in having principals and a large group of teachers who are character education minded so that the introduction of any program that had for its objective the development of socially well adjusted boys and girls was a simple matter.

"I have long since felt that a Physical Education program furnishes a rich field for the development of character. Many of our children do not have the opportunity of learning those fine courtesy traits essential for wholesome living. We long since, in the lower grades, have taught the folk dances of other nations, but we have failed in providing a similar activity program for the upper grade boys and girls, who need it far more in their relationships with each other.

"We have neglected our own American folk dances which correlate well with our early American History. We have found this year in teaching the early American dances, that unwholesome barriers between boys and girls are gradually being broken down. Certain behavior problems have been solved, the causes of unsocial attitude are being detected, which gives us an opportunity to develop a code for wholesome living."

-- Floy Kensinger
Principal Nettleton, Chester Park
Schools

We have found that the best introduction to such a program is through the medium of American Singing Games. Because of their rollicking nature and their native appeal, we have found that those games found in "Skip to My Lou" published by Girl Scouts, Inc., 14 West 49th Street, New York City, priced at 10¢, fulfill the needs of such a program. We have proceeded with our Social Dancing Program with the following material:

1. "Turn the Glasses Over" - is a good game to use to open a program of social dancing. In this dance there is an odd boy and everyone must grab a partner at the end of the music or be left out. The music to this game is so catchy and the words so nonsensical that it is learned in a very short period.

2. "Four in a Boat" - has usually been the next step. In this game boys and girls have to choose partners and it must be done in such a hurry that they have their partners before they realize it has happened.

3. "Sandy Sand" - introduces the Grand Right and Left, where partners are mixed up and a different one found each time.

4. The "Kentucky Round Dance."

5. The Square Dance - the children in Duluth have had a great deal of fun out of the old fashioned square dance. It is a good form of dancing to be used early in the Social program because there are no definite "steps" to be learned. They really are only drills. Children quickly develop into "callers."

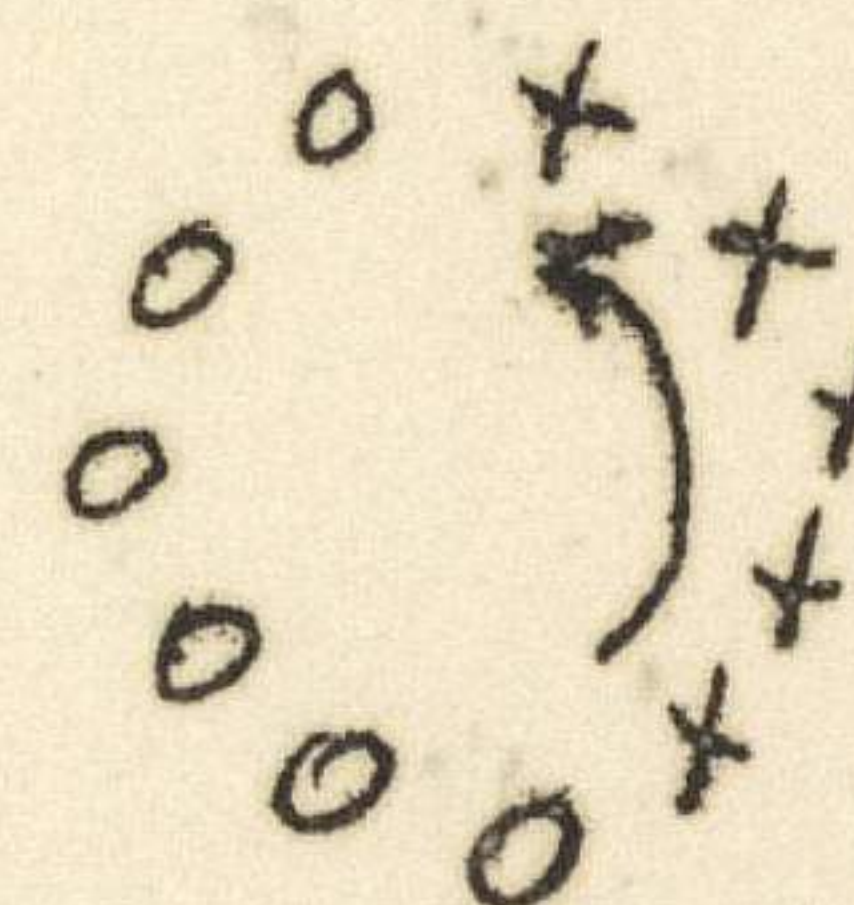
6. The Schottische has an unusual appeal since it is danced in so many nations. During the first semester the women in the department of Physical Education in Duluth conducted a dance group every Monday night. Anyone who was interested was invited to attend. Some evenings there were as many as seventy in attendance. The group decided on the type of dancing it would like and teachers were found. A native of Sweden taught the Schottische which you will see demonstrated today. In some schools the children have learned the Swedish words and sing as they dance. In one part of the Schottische we introduced the closed position for ballroom dancing and our greatest hurdle has been made.

7. The Waltz

a. Clapping to get accent
b. Walking in place accenting first beat
c. Join hands, walk toward the center of the circle the first measure and out the second. This exercise gives the children a very definite feeling of the waltz pattern because in order to recover their balance to start back their feet must be together on the third count.

d. Circle moving counter clockwise, girls moving backward, boys forward. They use such helps as:

"Step - step - together"
"One - two - together"
"Open - open - close"



e. Standing in two lines along back of room, join both hands with partner, girl going backward, boy forward with waltz step.

o o o o o o o o o o Boys

x x x x x x x x x x Girls

f. As soon as individual couples have mastered the waltz step, we tell them they are ready to use the closed position they used in the Schottische.

g. Few couples waltz and rest of class appraise them on:

1. Position
2. Rhythm
3. Waltz Step

h. Children realize that just going in the same direction all the time is uninteresting, so we learn to turn by using the "Waltz Square."

8. The Rye Waltz

9. The Fox Trot - can very easily be taught with the background already built up. The one used today is in this bulletin.

Obstacles that might have to be overcome:

Individuals who, because of a feeling of inferiority, are too bashful - we have found success in telling these people we "expect" them to take part like all the others. Often a boy who has raised the most objections has become our best leader. They tell us they are bashful because they "don't know how."

I believe we adults have been in a great measure responsible for the self-conscious boy. It is our experience that boys who are bashful are only too thankful to be released from such an emotional handicap. In discussing it with them afterwards, I have asked groups of boys if we did wrong in asking them to dance when they were bashful, and they have all said "no" - that the reason they didn't want to dance was because they didn't know how and now that they could dance they liked it.

I have included in this paper some of the material used today. The music for the Swedish Schottische was arranged by Mr. Axel Wexel of Duluth and Miss Myrtle Larson of Duluth, so there is no question of copyright. Miss Marigold Mattson, third grade teacher, planned the Fox Trot routine.

The demonstration which you have witnessed this afternoon represents the culmination of the program described in the preceding pages. We hope the children have shown you the outcomes of our Social Dancing Program. These boys and girls were selected by their classmates - not for their dancing ability, but rather for their outstanding traits of character. The selection followed after much discussion on the attributes of a good citizen.

The test of our program today is not - are the children good dancers, but - how do they react in a group. They have met only twice as a group.

We believe that our objectives have been realized in the following outcomes:

1. The boys and girls are at ease in a group
2. They use good manners
3. The boys and girls enjoy each other's company

QUADRILLE
SQUARE DANCE

-- Arrangement, Mayne Brockway

Figure 1 - First four: Right and left
Balance four
Ladies chain
Half promenade

Allemande left, right hand to partner and grand right
and left. Swing partner to place

Side four: Repeat same

Figure 2 - First lady swing with right hand gent, right hand
around, swing partner, left hand around, lady in the
center and seven hands around. Lady swing out and
gent swing in; all join hands and circle again

Allemande left, right hand to partner and grand right
and left, meet partner with double swing. Repeat same
with each lady in turn.

Figure 3 - First couple lead to the right, four hands around.
Lead to the next, six hands around.
Lead to the next, eight hands around.
Circle to left -

Allemande left. Right hand to partner and grand
right and left - meet partners, promenade to seats.

FOX TROT ROUTINE

1. Closed Position

4 Walking Steps
2 Two Steps

Repeat

2. Open Position - 4 Walking Steps

Closed Position - 2 Two steps

Open Position - 4 Walking Steps

Closed Position - 3 Slides and Hold

3. Open Position - 2 Walking Steps

" " - 2 Two Steps

" " - 1 Twinkle Step

4. Open Position - 2 Walking Steps

Closed Position - Step, Step (Turning)

Repeat 3 times.

SWEDISH SCHOTTISCHE



DEMONSTRATION PROGRAM

Thursday, March 31

3:45 p.m.

A departure from customary procedure relative to demonstrations has been attempted this year. Instead of the usual method of presenting a very large number of people doing a great variety of activities in one large exhibition, smaller groups are attempting to demonstrate types of activities and techniques of teaching that might be helpful to teachers of physical education. The program which is to be given at this time is an attempt to show some of the activities that are representative of present day trends in the physical education fields. The committee hopes that the delegates may find something worth-while and helpful in the program.

1st Number

3:45

A demonstration of Rhythms for Primary Grades - presented by the Kindergarten and Primary department of the Summit School, St. Paul, Minnesota under the direction of -----MISS MURIEL LEE

In order that these children may be less self-conscious and hence more natural it is requested that there be no applause until their program has been completed.

The dances have been selected from a large group worked out by the children during their regular rhythm periods. The children have been taught to listen to the music, and then express what they have heard. They have not been shown or given suggestions by the teacher. In working out story dances and simple folk formations, the ideas, suggestions and organizations have come from the children.

Group I

- | | |
|--------------------|--------------|
| 1. Run, walk, etc. | Kindergarten |
| 2. Russian | 1st. grade |
| 3. Phrasing | 2nd. grade |

Group II

- | | |
|----------|--------------|
| 4. Waltz | Kindergarten |
| 5. Waltz | 1st. grade |
| 6. Waltz | 2nd. grade |

Group III Story Dances

- | | |
|-----------------|--------------|
| 7. Duck | Kindergarten |
| 8. Windmill | 1st. grade |
| 9. Wood cutters | 2nd. grade |

Group IV

- | | | |
|-----|--------|--------------|
| 10. | Minuet | Kindergarten |
| 11. | Minuet | 1st. grade |
| 12. | Minuet | 2nd. grade |

Group V

- | | | |
|-----|----------------------|--------------|
| 13. | Folk Dance (Swedish) | Kindergarten |
| 14. | Folk Dance | 1st grade |
| 15. | Folk Dance | 2nd grade |

Group VI

- | | | |
|-----|----------------|------------|
| 16. | Folk Dance | 3rd. grade |
| 17. | Seed unfolding | 3rd. grade |
| 18. | Music Box | 2nd. grade |

2nd Number

4:05

Demonstration of Social Dancing in the Elementary Schools -
presented by Sixth Grade Boys and Girls from Nettleton, Longfellow, Cobb
and Monroe Schools of Duluth, Minnesota, under the direction
of -----MISS FLORENCE OWENS
Miss Selma Petrich, Piano
Mr. John Hoar, Violin

For details of this number consult the special program.

3rd Number

4:25

A demonstration of Volleyball as a school-wide coeducational
activity - presented by the Public Schools of New Ulm, Minnesota, under
the direction of -----MR. TOM PFAENDER

All boys and girls in the New Ulm Schools from the seventh
through the twelfth grades play volleyball in their
physical education classes one hour each week for six
weeks. Four regularly organized teams play each hour
from 8:00 a.m. until 4:00 p.m. on these "play days".
The term in which "play days" are scheduled is preceded
by a term in which volleyball skills, such as serving,
smashing, "spiking", and "spotting" are among the
physical education class "aims" or work assignments.

One two hour period for boys and one two hour period
for girls is scheduled each week for pupils especially
interested in volleyball. Coeducational volleyball is
popular during the noon recreation hour in the gymnasium.

Volleyball is a boy's game, a girl's game, a man's game, a woman's game, and a coeducational game. It is splendid exercise and grand recreation. It merits careful teaching and large scale use in physical education and recreation programs.

The New Ulm group's demonstration will include practice in ball handling skills, smashing, spiking, a boy's game, a girl's game and a coeducational game.

4th Number
4:45

Progression and Methods in Tumbling presented by gymnastic teams of North High School under the direction of -----MR. LEWIS BURNETT
University of Minnesota under the direction of -----MR. RALPH PIPER

- A. Teaching of Front work - Mr. Burnett
- B. Teaching of Back work - Mr. Piper
- C. Progression in Tumbling Stunts demonstrated by members of North and West High School and the University of Minnesota gymnastic teams.

5th Number
5:05

A demonstration of teaching the Modern Dance by students from the physical education classes of the University of Minnesota under the direction of ----- MARY V. GARDNER

A quick survey of the work from beginning exercises and techniques through studies and composition.

Beginning work	--	Regular Class
Advanced work	--	Orchesis

Summary of Three Hundred and Eighty-Nine Responses to Four Hundred and Seventy-Seven Questionnaires Mailed in May 1937 in the University of Minnesota Study of Physical Education Facilities and Equipment of the Accredited Public Secondary Schools of Minnesota

1. Number of Returns from Schools Classified According to Type of Organization and Secondary School Enrollment as Indicated by Respondents.

Type of Organization	Secondary School Enrollment										Total
	50 and less	51 to 100	101 to 200	201 to 350	351 to 500	501 to 750	751 to 1000	1001 to 1150	1251 to 1500	1501 and more	
Junior-Senior High School	1	12	23	38	24	14	7	4		3	126
Four-year High School	16	38	26	8	2	1			2	4	97
Junior High School	1		1								2
Senior High School					1	1	4	1	1	3	11
Six-year Undivided High School	4	46	85	13	1						149
High School Department	2		2								4
Total	24	96	137	59	28	16	11	5	3	10	389

2. In 75.6 per cent of the schools the elementary and secondary school pupils are housed in the same building. In 74.8 per cent of the schools the elementary and secondary school pupils use the same outdoor physical education facilities. In 69.7 per cent of the schools the elementary and secondary school pupils use the same gymnasium.

3. Average Noon Hour Attendance

Attendance	Number of Schools
25 or less	28
26 to 125	209
126 to 275	80
276 to 500	14
501 and more	14

4. Supervision at Playgrounds or Indoor Physical Education Facilities

Time	Percentage of 389 Schools
After school	22
Noon hours	45
Saturday	6
Summers	8

5. Number of Schools According to Secondary School Enrollment with Acreage of Outdoor Space at School for all Physical Education Activities - 329 Schools Reported

Secondary School Enrollment	Acres					Total
	Less Than 2	2 to 5	5.1 to 7	7.1 to 10	10.1 and more	
50 and less	2	14		1		17
51 to 100	28	43	4	3	1	79
101 to 200	41	59	7	8	3	118
201 to 350	16	21	4	7	4	52
351 to 500	7	9	8		2	26
501 to 750	6	5	1		1	13
751 to 1000	4	3	1	1	1	10
1001 to 1250	2	1	1			4
1251 to 1500	1					1
1501 and more	6	2	1			9
Total	113	157	27	20	12	329

6. Gymnasium facilities and equipment needs: Mats - 84; gymnasium - 79; lockers - 48; showers - 48; horizontal bar - 37; parallel bars - 37; more space - 31; horses - 35; locker room - 28; climbing ropes - 22; etc.

Athletic field needs: field - 34; track - 17; tennis courts - 15; etc.

Playground needs: playground - 65; playground equipment - 16; etc.

7. Frequency of inspection of physical education equipment and apparatus: irregularly - 22; annually - 60; semi-annually - 31; more frequently than semi-annually - 96.

8. The shower baths, locker rooms, and gymnasium are on the same floor and adjacent to each other in 181 of the 335 schools with complete responses.

9. Is there a physical education room for use of men and boys only? Yes - 301, No - 64
 Is there a physical education room for use of women and girls only? Yes - 281, No - 84
 Is the same locker room used by boys and girls? Yes - 20, No - 298
 Are lockers or lockers and baskets provided for physical education? Yes - 211, No - 91
 Are lockers or lockers and baskets provided for athletic squads only? Yes - 109, No - 144
 Do boys' athletic teams have a separate locker room? Yes - 65, No - 277
 Do you need padlocks? Yes - 134

10. Methods of locking boys' lockers: Miscellaneous pupils' padlocks - 143; combination school-owned padlocks - 109; permanent door locks - 46; school-owned key padlocks - 36.

11. Square feet of locker space per pupil in largest boys' physical education class: 1 to 5 - 36, 6 to 15 - 112, 16 to 30 - 87, 31 or more - 24.
12. The basket system is used in 89 schools.
13. Box lockers are used in 50 schools.
14. Locker and basket needs: lockers - 132, baskets - 54, lockers and baskets - 69.
15. Shower baths are available for boys in 339 of 361 schools reporting, and for girls in 312 of 361 schools reporting.
16. Shower Bath-Pupil Ratio in Largest Boys' Physical Education Class

<u>Shower Baths per Pupils</u>	<u>Number of Schools</u>
One for less than 3	23
One for 3 to 5	49
One for 6 to 8	64
One for 9 to 12	46
One for 13 or more	98

17. Type of boys' showers: central or gang control - 25, individual control - 272, both gang and individual control - 43.

18. Towel systems were reported by 344 schools as follows:

Furnished free to each pupil	- 6 %
Towel fee is required	- 2 %
Pupil supplies his own	-92 %

19. Method of Laundering Towels and Physical Education Uniforms Exclusive of Interscholastic Uniforms

Method of Laundering	<u>Towels</u>		<u>Uniforms</u>	
	Number	Per Cent	Number	Per Cent
Delegate responsibility to student	194	84	162	73
Commercial laundry charges paid by student	12	5	7	3
Commercial Laundry charges paid by school	14	6	47	21
School Laundry	12	5	5	2

20. Soap is furnished for shower baths by 217 schools, by the pupils in 144 schools.

21. Kind of soap in shower rooms: Cake - 183, liquid - 53, liquid and cake - 39, powder - 3, powder and cake - 2.

22. Number of school gymnasiums: none - 54 (15%), one - 250 (71%), two - 45 (13%), three or more - 2 (1%).
23. Gymnasiums were to be available on September 1, 1937 in 15 of the schools which reported none in May 1937.
24. The boys and girls have separate gymnasiums in 38 of the 357 schools which furnished the information.
25. Armories or other non-school properties are used by 75 schools for indoor athletic contests exclusive of tournaments.
26. Gymnasiums are located in the wing of the main building and on the ground floor - 203, in a separate building - 36, on the top floor of the main building - 8, and elsewhere - 80.
27. Type of gymnasium: auditorium-gymnasium - 137, separate unit for games and spectators - 73, combination gymnasium and assembly hall on same floor - 50, stage-gymnasium - 46.
28. Gymnasium seating capacity: 350 or less - 123, 351 to 1000 - 143, over 1000 - 30.
29. Gymnasium floor markings: basketball - 333, volleyball - 232, indoor baseball - 116, shuffleboard - 58, badminton - 37, deck tennis - 36, handball - 16, other - 19.
30. A separate room is provided for health examinations in 69 schools; a room is provided for orthopedic activities in 8 schools.
31. Does the men's physical education office permit a view
of the gymnasium floor? Yes - 36, No - 237
of the locker room? Yes - 73, No - 194
32. Building facilities other than the gymnasium used for physical education activities: class rooms - 84 (35%), lunchroom or cafeteria - 39 (16%), auditorium - 26 (11%), assembly room - 23 (10%), other - 70 (29%).
33. The gymnasium is available for community use in 302 (92%) of the 328 schools which furnished the information.
34. Adult groups may use the gymnasium facilities without charge - 130, by paying a flat rental fee - 94, by paying for lights only - 66, and by some other arrangement - 9.
35. Percentage of 389 schools which reported certain kinds of available equipment and apparatus: basketball baskets - 91, piano - 65, mats (24 sq. ft. or less) - 45, phonograph - 41, climbing ropes - 27, mats (25-50 sq. ft.) - 26, parallel bars - 25.
36. Methods of cleaning mats: soap and water - 80, vacuum - 74, mat covers - 71, paint - 2.
37. Nineteen schools had facilities for indoor handball; none had indoor squash courts.

38. Are the school playground and athletic field on separate sites?
 Yes - 212, No - 152

39. Acreage of Playgrounds at School and of Athletic Fields Which Are
 on Separate Sites

<u>Playgrounds</u>		<u>Athletic Fields</u>	
Less than 2	- 129	5 or less	- 197
2 to 5	- 114	5.1 to 10	- 28
5.1 to 7	- 6	10.1 to 15	- 5
7.1 to 10	- 4	15.1 or more	- 7
10.1 to 12	- 1		

40. If the playground and athletic field are not on separate sites, are
 separate areas reserved for playground and athletic
 use? Yes - 94, No - 94

41. Acreage Reserved for Playgrounds and Athletic Fields Which Are
 On The Same Sites

<u>Playgrounds</u>		<u>Athletic Fields</u>	
Less than 2	- 38	5 or less	- 72
2 to 5	- 43	5.1 to 10	- 8
5.1 or more	- 4	10.1 or more	- 2

42. If no playground is provided at the school site, what is the distance to
 the nearest playground exclusive of the athletic field? less than 1/8
 mile - 11, 1/8 to 1/4 mile - 16, more than 1/4 mile and less than 1/2 mile
 - 4, 1/2 to 1 mile - 14, more than 1 mile - 0.

43. Is the athletic field lighted for night use? Yes - 51 (15%)
 No - 301 (85%)

44. Thirteen schools anticipated lighted athletic fields by September 1, 1937.
 Only one school of those with enrollments of 100 or less has a lighted
 field.

45. Is the playground lighted for night use? Yes - 23 (6%) No - 339 (94%)

46. Drainage of athletic fields by tiling, sloping, or tiling and sloping is
 made on 45% of 341 school athletic fields, and on 44% of 345 school play-
 grounds.

47. Seating Capacity and Seating Arrangements at Athletic Fields

Seating Capacity	Number of Schools	Seating Arrangements	Number of Schools
None	197	None	218
1-250	41	Permanent bleachers	55
251-500	33	Portable bleachers	54
501-1500	25	Permanent and port- able bleachers	7
1501-3000	12		
Over 3000	11		
Total	319		334

48. Track Facilities: Total oval tracks 78
Oval cinder tracks 57
440 yard oval tracks 41
Oval tracks with 220 yard straightaways.. 29
Straightaways and no oval tracks 28

49. Number and Percentage of 281 Schools Which Have One or More Areas
for Different Activities

Activity Areas	Number of Schools	Per Cent
Archery ranges	29	10
Baseball diamonds	209	74
Softball fields	206	74
Football fields	209	74
Hockey rinks	58	21
Horseshoe courts	61	22
Tennis courts	99	35
Tracks	84	30
Volleyball courts	72	26

50. The percentage of 373 schools which indicated provision for one or more of various types of playground equipment and facilities are as follows: high jump standards - 55, swings - 53, teeter-totters - 51, basketball baskets - 45, baseball backstops - 35, volleyball standards - 33, slides - 32, giant strides - 32.

Carl L. Nordly
Department of Physical Education and Athletics
University of Minnesota

A Study of Certain Bases for Selecting Content
of Professional Courses in Physical Education

The scientific selection of materials to be included in professional courses in physical education is a problem that is confronting the many teacher-training institutions today. Obviously, there are many bases that may be used in selecting the content of these courses.

It was the purpose of this study to investigate two of these bases, namely: the time spent by teachers in the field in performance of administrative and teaching duties; and the subjective opinion of these same teachers as to the importance of professional training in the duties involved.

These two bases would appear to be most worthy of consideration as aids in the matter of selecting the content of the professional courses in physical education. Training should be directly related to the duties the teacher-to-be will be called upon to perform when he gets out into the field. Furthermore, no one would appear to be in a better position than the teachers in the field to judge as to the relative importance of professional training in the activities he is called upon daily to perform.

The question as to their worth as bases for evaluating the content of the professional courses has never been really established however, and as stated above it was the purpose of this investigation to study them through scientific procedure.

The first step in this investigation involved the construction of a check list of seventy activities, relative to the administrative and teaching duties of physical education teachers. This check list was sent to two hundred fifty high school men physical education teachers. They were asked to check:

1. The activities according to the amount of time they spent (none, little, considerable, great amount) in performing their duties as physical education teachers.
2. The activities according to their importance (none, little, considerable, great) in professional training.
3. The activities in which they had received their college training.

A total of one hundred questionnaires was returned and master sheets were developed to compile the data. These totals were expressed in terms of percentages of those reporting as to (1) time spent in the activity, (2) importance of professional training in the activity, and (3) those having college training in the activities.

Tables were then constructed to indicate the following:

1. Time spent in performing administrative duties.
2. Opinion as to importance of professional training in the activities.

3. Time spent in the performance of teaching duties.
4. Opinion as to importance of professional training in teaching duties.
5. The ranking of the administrative activities as the result of considering the time spent in their performance and the subjective opinion of those reporting as to the importance of professional training in the same.
6. The ranking of the teaching activities as a result of considering the time spent in their performance and the subjective opinion of those reporting as to the importance of professional training in the same.

In the construction of these tables, consideration was given only to the tabulations where the teacher had checked in the considerable or great column. It was decided that for purposes of this study the teacher should make an evaluation in terms of none, little, considerable, or great, but that rankings would be based entirely upon the checks recorded in the considerable and great columns.

Correlations were made for purposes of determining, through statistical procedure, the relationship existing between:

1. Time spent in performance of administrative activities and subjective opinion as to importance of professional training in the same.

2. Time spent in administrative activities and the item of previous college training in the activities.
3. Opinion as to importance of professional training in the activities and the experience of college training in the same.
4. Time spent in teaching activities and the experience of college training in the same.
5. Time spent in teaching activities and opinion as to importance of professional training in the same.
6. Opinion as to importance of professional training in teacher's activities and previous experience of college training in the same.

The final ranking of the activities as a result of using time spent and opinion as to importance of professional training as bases are listed in the following tables.