THE WENZEL HOTELS

Hotel Besse

A WENZEL HOTEL

PITTSBURG, KANSAS

Re Need to Know the Body -
Co. Recreation
Radio
Newspaper
Between Halves B.B. Game.
Present Friends — Change

Eternal Change

Frederick Ludwig Jahn - Turnkunst
Chas. Beck Latin - Greek Classics
Chas. Follen Harvard University -
Black Shirts -
Girard College = Philadelphia =
25 foot stone wall around the entire
college and that no clergyman
should ever be admitted within
the walls -
Look your part.
Swedish - German Gymnastics
English Theory and Practice
Informal Recreation and Free Play
Progressive Education
Tau Sigma
Orchesis

WENZEL HOTELS

HOTEL ANDERSON
ANDERSON, INDIANA

GRASMERE HOTEL
4621 SHERIDAN ROAD
CHICAGO, ILL.

TERRE HAUTE HOUSE
TERRE HAUTE, INDIANA

HOTEL WASHINGTON
WASHINGTON ST. BET. LA SALLE & N. WELLS STS.
CHICAGO, ILL.

11:15 am Miss Telford Safety in Phy. Education

(1)

asst Supt What We Want is Inspiration

(2)

Prin Name of This Inspirational Bunk

ages 3-20 Accidents the

most frequent of Deaths

15 to 19 yr. B. stands 1st

Health.

accidents in Athletics.

Why. to we do This

To Develop Courage

& Emotional Balance

1. Skills

2. Physique

3. Self

4. Pleasure

5. attitudes

6. Ability

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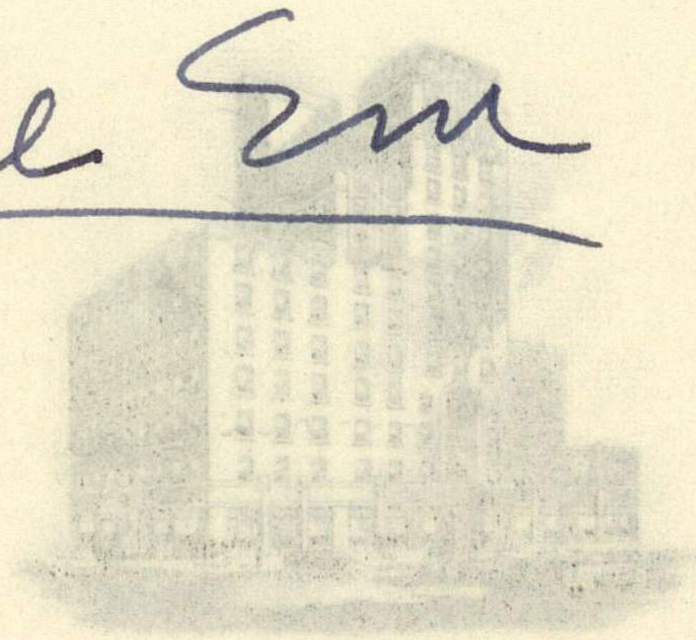

(1) Your Host

THE WENZEL HOTELS

Hotel Besse

A WENZEL HOTEL

PITTSBURG, KANSAS

WENZEL HOTELS

HOTEL ANDERSON
ANDERSON, INDIANA

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CHICAGO, ILL.

TERRE HAUTE HOUSE
TERRE HAUTE, INDIANA

HOTEL WASHINGTON
WASHINGTON ST. BET. LA SALLE & N. WELLS STS.
CHICAGO, ILL.

2

How Big is Your Problem?

Loss of Time from Accidents to
17000 days Eastwood

1000 students How many accidents to
Touch Football Boots
Heavy apparatus
Swimming.

THE WENZEL HOTELS

Hotel Besse

A WENZEL HOTEL

PITTSBURG, KANSAS

WENZEL HOTELS

HOTEL ANDERSON
ANDERSON, INDIANA

GRASMERE HOTEL
4621 SHERIDAN ROAD
CHICAGO, ILL.

TERRE HAUTE HOUSE
TERRE HAUTE, INDIANA

HOTEL WASHINGTON
WASHINGTON ST. BET. LA SALLE & N. WELLS STS.
CHICAGO, ILL.

LEONARD HICKS, MANAGING DIRECTOR

Judith

THE WORLD'S TALLEST HOTEL

MORRISON HOTEL

James B. McCahey and Thurlow G. Essington, Trustees.

A Great Hotel in a Great City

CHICAGO

Erma Jean Nevins Radio Articles
Especially calling attn.
to the one on State Phy Ed.
meeting

Wm Mifflen The Same

Ray Parkins

Pat Mason

Mrs Allen

Statement Re Basket Ball Rules -
Research - Rules.
Basket Ball is still a sport not a
business. Let's keep it an educational sport.

Dr Anderson

Curtis McGraw Marvin Harms

John Glenn

Miss Scott

Warren Woodey -

CENTRAL DISTRICT PHYSICAL EDUCATION ASSOCIATION
CONVENTION
March 30, 31, April 1, 2
1938

VISITATION - Wednesday, March 30, 1938

ELEMENTARY SCHOOLS - Boys and Girls

9:00 a.m. to 12:00 a.m.	Seward School Whittier School Willard School

JUNIOR HIGH SCHOOLS - Boys and Girls

9:00 a.m. to 12:00 a.m.	Jefferson Jr. High School Phillips Jr. High School Marshall Jr. High School Bryant Jr. High School (Swimming)

SENIOR HIGH SCHOOLS

		Girls		Boys
10:30 to 12:30 p.m.	Edison	Individual Sports	10:30 a.m.	Fundamental Athletic Skills
11:30 a.m.	North	The Modern Dance	11:30 a.m.	Apparatus
8:30 a.m. to 10:30 p.m.	Roosevelt "	Fundamental Rhythm	9:30 a.m. 10:30 a.m.	Tests and Measurements " " "

COLLEGES AND UNIVERSITY

(A) 8:30 a.m. to 3:30 p.m. - University of Minnesota - Men's Athletic Dept.
Visits to New Men's Athletic Building, Field House, and Stadium.

(B) 8:30 a.m. to 3:30 p.m. (except 12:30 - 1:30) - University of Minnesota - Women's Gymnasium
Physical Education for Women.

9:00 a.m. to 1:00 p.m. — Dowling School for Crippled Children

Transportation will be furnished to delegates upon presentation of convention badge or membership card.

Visitation - Wednesday, March 30th.

Bus Schedule

Elementary Schools - Boys and Girls.

Lv. Nicollet Hotel	Going to:	Return from school as follows:
9:00 A.M.	Willard School, Queen & 16th Aves.N.	10:45 - 12:00
10:30 A.M.	Whittier School, Blaisdell & W. 26th St.	11:00 - 12:15
	Seward School, 24th St. & 28th Ave.S.	11:15 - 12:30

Junior High Schools - Boys and Girls.

Lv. Nicollet Hotel	Going to:	Return from school as follows:
9:00 A.M.	Jefferson Jr. High, Fremont Av.S.& 26th St.	10:45 - 12:00
10:30 A.M.	Bryant Jr. High, Clinton & 38th St.	10:55 - 12:10
	Phillips Jr. High, 13th Ave. S. & 22nd St.	11:05 - 12:20
	Marshall High , 14th Ave. S.E. & 5th St.	11:15 - 12:30

Senior High Schools

Lv. Nicollet Hotel	Going to:	Return from school:
10:00 A.M.	Edison High, Monroe & 22nd N.E.	12:30 P.M.

Lv. Nicollet Hotel	Going to:	Return from school:
11:00 A.M.	North High, Fremont & 17th Ave. N.	12:30 P.M.

Lv. Nicollet Hotel	Going to:	Return from school:
8:00 A.M.	Roosevelt High, 28th Ave. S. & 40th St.	9:30 A.M.
9:00 A.M.	" " " "	10:30 A.M.
10:00 A.M.	" " " "	12:30 P.M.

Colleges and University:

Lv. Nicollet Hotel	Going to:	Return from New Mens Athletic Bldg:	Return from Womens Gym
8:30 A.M.	University of Minnesota	9:55 A.M.	10:00 A.M.
9:30 A.M.	" " "	10:55 A.M.	11:00 A.M.
10:30 A.M.	" " "	11:55 A.M.	12:00 Noon
11:30 A.M.	" " "	12:55 P.M.	1:00 P.M.
12:30 P.M.	" " "	1:55 P.M.	2:00 P.M.
1:30 P.M.	" " "	2:55 P.M.	3:00 P.M.
2:30 P.M.	" " "	3:40 P.M.	3:45 P.M.

Dowling School for Crippled Children

Lv. Nicollet Hotel	Going to:	Return from school:
9:00 A.M.	Dowling School	10:30 A.M.
10:00 A.M.	" "	12:00 Noon

Transporting Delegates to Demonstration — Thursday, March 31st.

Lv. Nicollet Hotel	Going to:	Return:
3:00 P.M.	Mens Athletic Bldg. University of Minnesota	At close of program.

Transporting Delegates to Ice Follies — Friday, April 1st.

Lv. Nicollet Hotel	Going to:	Return:
7:30 P.M.	Minneapolis Arena	At close of program.

MINNEAPOLIS
1938 Central District 1938
Physical Education Association
CITY OF LAKES

MIDWEST BADGE & NOVELTY CO.
MINNEAPOLIS, MINN.
PATENT NO. 2,035,789
STYLE
NO. 1L

MINNEAPOLIS

Vacations · Conventions

MINNEAPOLIS

City of Lakes

GATEWAY *to the Land of* 10,000 LAKES

OFFICIAL GUIDE to ATTRACTIONS of MINNEAPOLIS

MINNEAPOLIS, *City of today-and tomorrow*

For the visitor seeking the many recreations presented by a thoroughly modern city and enjoyed in an atmosphere of progressive spirit, sincere hospitality, and natural beauty, Minneapolis' attractions are not surpassed by those of any city in the world. And—it is the Gateway to Vacationland.

You may ride for hours along its tree-lined boulevards, or meet your friends in the new Minneapolis Auditorium, one of the most modern convention halls in the country. A group of ultra smart hotels invites you to restful ease, while a few blocks away you may view the giant flour mills at St. Anthony Falls, which was discovered in 1680 by Father Louis Hennepin.

City Has Eleven Lakes

No other city has eleven lakes within its city limits, where devotees of outdoor sports may revel in bathing, boating, canoeing, and sailing. A retail shopping district offers you the products of all countries shown in all of the modes and not far away is the University of Minnesota, at once the home of the nationally known Minneapolis Symphony Orchestra and the University of Minnesota football team.

Above the beautiful gorge of the Mississippi River is Minnehaha Falls, famed in Longfellow's poem "Hiawatha" and located in one of the hundreds of public parks. This progressive city with its wide streets, fine homes, excellent school system, and thirty-story buildings is only a few hours drive from the pine woods and resort country of the Land of 10,000 Lakes.

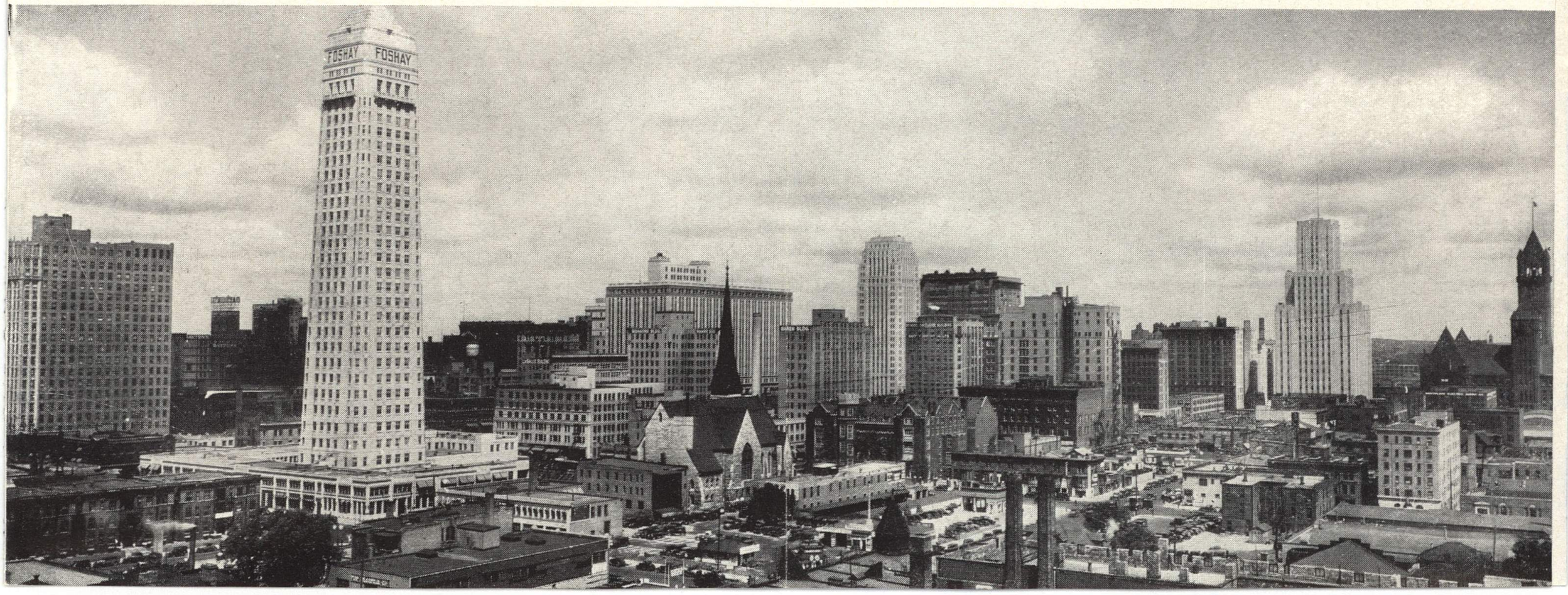
Lake of the Isles and boulevard

Now Fifteenth Largest City

Steady progress has marked the advancement of Minneapolis from a sawmill to a metropolis of nearly half a million. The population has never failed to gain 22 per cent or more in any U. S. Census decade. It is now the fifteenth largest city in the nation.

Tomorrow—a million population, same natural beauties, same hospitality of its people, added modernity of atmosphere, and a greater mecca for millions of visitors every year, MINNEAPOLIS, City of Lakes.

Commercial, financial, educational, and cultural center of the Northwest.



Minnehaha Falls, immortalized in Longfellow's "Hiawatha"

YOUR STAY *Made Pleasant*

Hotels of Character

Hotel accommodations in Minneapolis are excellent; the rates for rooms and for meals are reasonable, which facts are vouched for by visitors who have enjoyed the distinctive services offered in its many and varied hostelries.

The personnel of Minneapolis' hotels is alert to give courteous, considerate service, and to assure the comfort and pleasure of all guests.

Convention Conveniences

Maintaining the position of Minneapolis as a leading convention center, the hotels offer complete convention facilities including large meeting places, committee rooms, banquet halls, and ample exhibit space.

Minneapolis Municipal Auditorium

For the larger meetings and expositions, the Minneapolis Municipal Auditorium is available with its full convention equipment. This $3,000,000 building seats 10,545 persons. It is the scene of convention meetings, expositions, sports' events, circuses, musical assemblages, and religious services.

YOU'LL *Want to See . . . .*

Lakes of Minneapolis

Millions enjoy the recreational advantages of the Minneapolis' lakes each year, residents and visitors alike. Bathing beaches, diving, bridle paths, picnic groves, sailing, boulevards, canoeing, and motorboat racing are some of the attractions which these lakes provide.

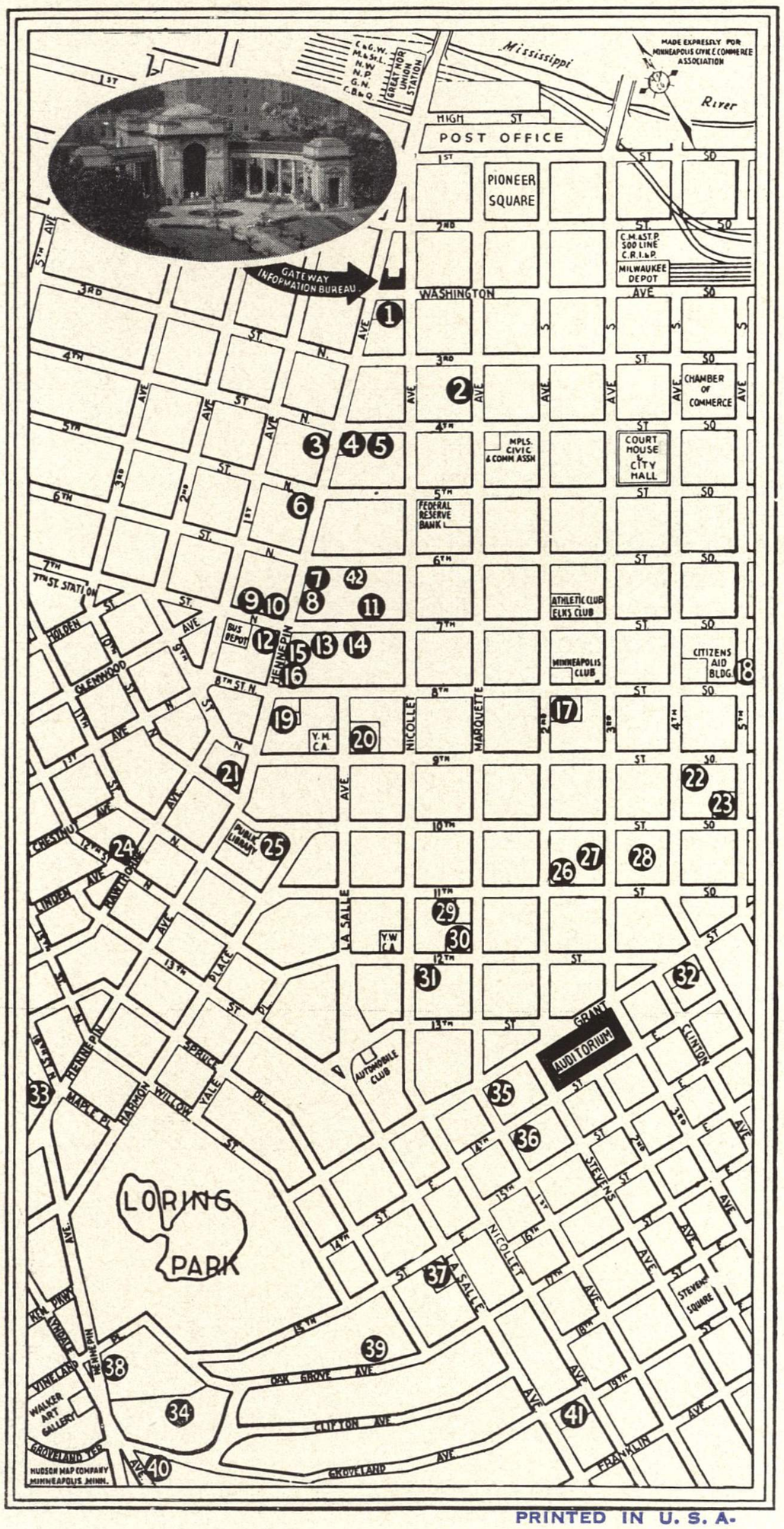
University of Minnesota

Fourth largest university in America with a campus of 550 acres set in natural scenic background. Exceptional professional schools, including medicine with which the Mayo Foundation is affiliated. Outstanding College of Agri-

Skyline showing flour milling center of the world

Key to Map—Theatres

Alvin..... 9
Aster..... 7
Century..... 11
Grand..... 8
Hennepin Orpheum.....21
Lyceum.....29
Lyric.....15
Metropolitan..... 2
Minnesota.....20
Palace..... 3
Pantages.....12
Seventh Street.....13
State.....19
Time.....16
World.....10



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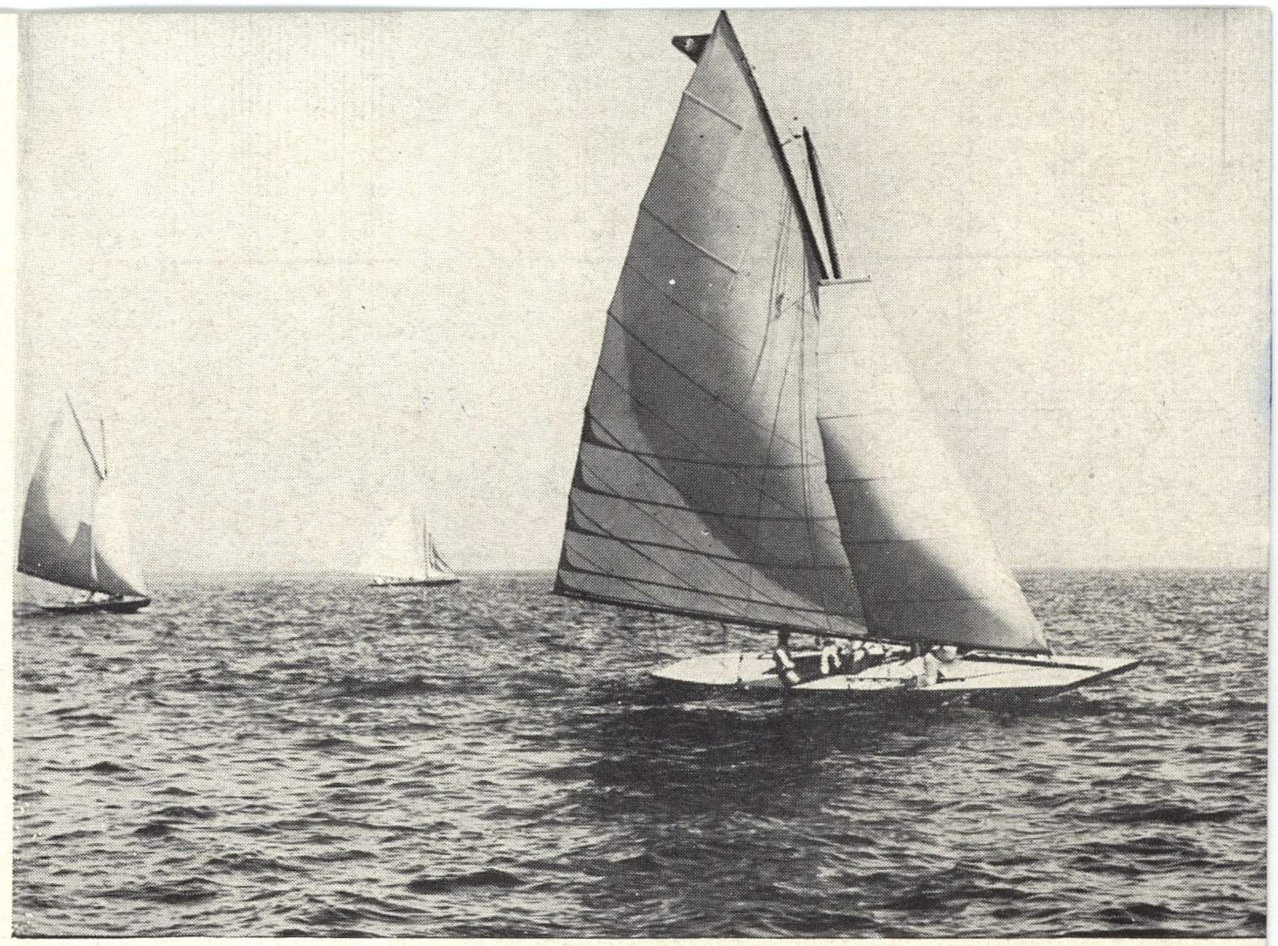

Lake Minnetonka is dotted with these

Churches

Basilica of St. Mary (Catholic).....33
Central Lutheran Church.....32
Church of The Redeemer (Universalist).....17
First Baptist Church.....25
Friends Church (Quaker).....36
Gethsemane Church (Episcopal).....22
Hennepin Avenue M. E. Church.....40
Plymouth Church (Congregational).....41
St. Marks Church (Episcopal).....38
Second Church of Christ Scientist.....26
Wesley Church (Methodist Episcopal).....35
Westminster Presbyterian Church.....31

HOTELS • *Rates and Locations*

HOTELS	No. Rooms	Without Bath		With Bath		Key to Map
		Single	Double	Single	Double	
ANDREWS Hennepin at 4th Street	328	$1.50 up	$2.50 up	$2.25 up	$3.25 up	4
BUCKINGHAM 1500 LaSalle Avenue	265	.....	.....	2.00 up	2.75 up	37
CURTIS 10th at 4th Ave. S.	825	.....	.....	2.00 up	3.00 up	28
DYCKMAN 27 South 6th Street	300	.....	.....	2.00 up	3.00 up	42
FIELD 510 S. 8th St.	100	1.50 up	2.50 up	2.50 up	4.00 up	18
510 GROVELAND 510 Groveland Avenue	130	.....	.....	3.50 up	5.00 up	34
FRANCIS DRAKE 10th and 5th Avenue S.	200	.....	.....	2.00 up	3.00 up	23
HASTINGS 12th and Hawthorne Ave.	150	.....	.....	1.50 up	2.25 up	24
LEAMINGTON 10th at 3rd Avenue S.	500	.....	.....	2.50 up	3.50 up	27
NICOLLET Nicollet at Washington	600	2.50 up	4.00 up	2.50 up	4.00 up	1
OAK GROVE 230 Oak Grove	300	.....	.....	2.50 up	3.50 up	39
RADISSON 45 S. 7th Street	500	2.00 up	3.50 up	2.50 up	4.50 up	14
SHERIDAN 1112 Marquette Avenue	450	1.25 up	2.00 up	2.00 up	3.00 up	30
VENDOME 17 S. 4th Street	250	1.00 up	1.50 up	1.50 up	2.50 up	5
WEST Hennepin at 5th Street	335	1.25 up	2.25 up	2.00 up	3.00 up	6

TABLE I

KANSAS-NEBRASKA GAME

	Evolution Points	Corliss	Harp	Pralle	Reid	Florell	Golay	Ebling	Schmidt	Johnson	Durand	Hunt	Kappelman	Team Total
No. of Player		3	4	5	6	8	10	12	18	20	7		15	
No. of Minutes Played		23	29.5	40	5	2.5	11.5	36.5	35	12.5	3	.5	1	
Total Evaluation Points		126	137	239	24	9	32	166	149	30	22	0	3	937
Eval. Points per minute		5.5	4.6	5.9	4.8	3.6	2.8	4.6	4.3	2.4	7.3	0	3	4.68
Goals attempted		6	4	18	1	2	2	8	8	2	0	0	0	51
Goals made		4	2	6	0	0	0	3	2	0	0	0	0	17
% Goals made		66.7	50.0	33.3	0	0	0	37.5	25	0	0	0	0	33.3
Free throws attempted		1	1	5	1	1	0	8	1	0	0	0	0	18
Free throws made		1	1	3	1	1	0	7	0	0	0	0	0	14
% Free throws		100	100	60	100	100	0	88	0	0	0	0	0	77
Personal fouls		0	1	1	1	0	2	2	4	2	0	0	0	13
Goal Eval. Points	10	40	20	60	0	0	0	30	20	0	0	0	0	170
Free throw Eval. Points	5	5	5	15	5	5	0	35	0	0	0	0	0	70
Immediate assists	4	4	4	4	0	0	12	16	12	4	0	0	0	56
Secondary assists	3	0	9	6	0	0	0	3	15	0	0	0	0	33
Ball off opp. backboard	2	6	8	6	0	4	2	14	0	2	2	0	0	44
Ball off own backboard	2	8	2	2	0	0	4	8	4	0	6	0	0	34
Taps and recovers own ball	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Recovers own teammates jump	1	0	1	0	0	0	1	1	3	1	0	0	1	8
Good passes	1	34	51	72	9	3	18	40	61	16	8	0	1	313
Good catches	1	34	42	78	10	1	15	42	64	15	8	0	1	310
Total No. poss. Eval. Pts.		130	142	243	24	13	52	189	178	38	24	0	3	1036
Error of omission	-1	0	0	0	0	0	0	0	-1	0	0	0	0	-1
Held ball obtained by opp.	-1	0	0	-2	0	0	0	0	0	0	0	0	0	-2
Fumbles & goes out of bounds	-2	-2	0	0	0	0	0	-6	0	0	-2	0	0	-10
Fumbles & obtained by opp.	-2	0	0	-2	0	0	0	-2	-4	0	0	0	0	-8
Taps ball out of bounds	-2	-2	0	0	0	0	0	-2	-2	0	0	0	0	-6
Wild pass out of bounds	-3	0	0	0	0	0	-3	0	-3	0	0	0	0	-6
Wild pass to opponents	-4	0	0	0	0	-4	-4	-8	-4	0	0	0	0	-20
Violation	-5	0	-5	0	0	0	-5	-5	-15	0	0	0	0	-30
Foul - Offensive Eval. Pts.	-8	0	0	0	0	0	-8	0	0	-8	0	0	0	-16
Total Negative Eval. Pts.		-4	-5	-4	0	-4	-20	-23	-29	-8	-2	0	0	-99

MOTIVATION OF SELF-TESTING ACTIVITIES

James R. Shepherd

Director of Physical Ed.
West Junior High School
Kansas City, Missouri

TUMBLING GROUPS
(arranged according to difficulty)

Stunt	Percent	Diff from M in percent	σ Value from M	Difficulty Value when σ is 3 σ
Group I				
1. Forward Roll	99	- 49	- 2.33	.67
*2. Tip Up	96	- 46	- 1.75	1.25
*3. Inverted Squat Stand	94	- 44	- 1.56	1.44
*4. Head Stand (Supported)	89	- 39	- 1.23	1.77
*5. Mule Kick	88	- 38	- 1.18	1.82
Group II				
6. Backward Roll (Standing)	86	- 36	- 1.08	1.92
7. Backward Roll (Sitting)	85	- 35	- 1.04	1.96
8. Dive	82	- 32	- .92	2.08
*9. Elbow Stand (Supported)	82	- 32	- .92	2.08
*10. Forearm Balance (Supported)	79	- 29	- .81	2.19
Group III				
11. Headstand	78	- 28	- .77	2.23
12. Handstand (Supported)	73	- 23	- .61	2.39
13. Elbow Stand	62	- 12	- .39	2.69
14. Head Spring (Rolled Mat)	65	- 15	- .31	2.61
15. Cart Wheel	53	- 3	- .08	2.92
Group IV				
16. Forward Round Off	43	7	.18	3.18
17. Forearm Balance	42	8	.21	3.21
18. Front Over	41	9	.23	3.23
19. Back Bend (Recover)	39	11	.28	3.28
20. H And Spring	38	12	.31	3.31
Group V				
21. Snap-Up	30	20	.52	3.52
*22. Forward Roll and Snap-Up	29	21	.55	3.55
*23. Backward Roll to Head Stand	27	23	.61	3.61
24. Hand Spring (One Hand)	24	26	.71	3.71
25. Hand Walk	21	29	.81	3.81
Group VI				
26. Snap-Up from Head Stand	21	29	.81	3.81
27. Forward Somersault (With Run)	20	30	.84	3.84
*28. Backward Roll to H and Stand	20	30	.84	3.84
29. Back Over	13	37	1.13	4.13
*30. Chest Roll	10	40	1.28	4.28
Group VII				
31. Forward Somersault (Rolled Mat)	10	40	1.28	4.28
32. Forward Somersault	.09	41	1.34	4.34
33. Back Somersault (Rolled Mat)	.05	45	1.65	4.65
34. Back Somersault	.04	46	1.75	4.75
35. Back Hand Spring	.04	46	1.75	4.75

Group VIII

(Borrowed entirely from McClow and assumed to be more difficult than preceding stunts.

36. Gainer (With Run)
37. Forward Somersault with 1/2 twist
38. Backwards Somersault with 1/2 twist
39. Baroni
40. Back Hand Spring (With Layout)

* Stunts studied only one year.

EXPLANATION OF INDEX VALUES ASSIGNED EACH STUNT

The percentage of students, who were successful in reaching the required standard in each stunt after the practice period, was computed. These percentages were then expressed as differences from the average, the stunt successfully done by 50% of students. So the Forward Roll (#1) would represent a -49% difference from the average (99-50): and the Chest Roll (#30) would have a difference value of 40 (50-10). On the assumption of a normal distribution; these difference values are expressed in terms of standard deviations from the mean (the 50% point), using the proper statistical table. "Standard Deviation" values of each stunt are then referred to a scale in which -3 standard deviations (0 on our scale) represents the easiest possible stunt, and +3 standard deviations (6 on our scale) represents the hardest possible stunt.

The difficulty values of the stunts for which we have figures range from .67 to 4.75.

Since these indexes are in terms of standard distances on a linear scale they can be directly compared. Item #29 is thus almost exactly twice as difficult as items #8 and #9. Item #33 is seven times as hard to learn as stunt #1. Item #6 is as much harder than #5 as #25 is harder than #24.

Pupils learning the various stunts should be given credit, therefore, in proportion to these standard difficulties of each performance.

DISTRIBUTION OF STUDENTS BY GROUPS

Hour	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
I	3	5	14	13	7	3	0	3
II	2	5	14	12	8	7	0	3
III	2	5	14	19	2	4	2	0
IV	3	4	19	14	9	1	0	1
VI	4	1	15	8	6	3	0	0
VII	2	5	12	17	5	3	0	0
	16	25	88	83	37	21	2	7

MOTIVATION OF SELF-TESTING ACTIVITIES

One of the most satisfactory objectives of self-testing activities is body manipulation. There is nothing so satisfying to a boy as to be able to manipulate his body in as many good forms as possible. In the introduction to McClow's "Tumbling Illustrated", Martin A. Foss has shown 666 different exercises, and around 20,000 combinations of muscular feats. The McClow study is one of the most exhaustive in the field of tumbling, and yet he does not cover all the territory.

Another objective of self-testing activities that should be mentioned is the development of leadership. Physical abilities are individual, and a boy's skill can quickly be noted. The gifted boy is soon discovered and becomes an inspiration to his fellows, and is immediately given the place as leader.

At West Junior High School practically all the leaders in the physical education classes are in the upper one-half of the classes in tumbling. There is no doubt that tumbling is a great strength builder and one of the best forms of activity to reach all the muscles of the body. Tumbling gives much gratification to the performer, especially as he feels himself increase in skill and grace. This physical success builds up confidence in himself and gives him poise to meet his fellows in the regular school classes. Tumbling exercises can be used all through a person's life. It is not uncommon to hear a man in his 70's brag about how far he can walk on his hands, and I have read that some famous movie actor claims that his entire program of exercise is handwalking. Most stunts, once learned, are never lost but are practiced throughout life.

I think the greatest problem in physical education today is the need for graded material. At the present time, the physical education classes are large and composed of heterogeneous groups made up of children ranging in size from midgets to giants with all types of mentality, as well as various levels of skill. Each level requires a suitable adaptive form of work. This condition makes it difficult for the teacher of physical education to satisfy the needs of the the various groups found in the average physical education class. Some of the boys are completely unskilled and physically illiterate, others are gifted and highly skilled, moving at a very high rate of speed.

After observing tumbling stunts, I felt that each stunt was a little more difficult than the other and that a table of difficulty could be worked out. However without some statistical procedure, I was unable to prove or find the correct grading of stunts as to their difficulty. A few studies have been made of the difficulty of stunts, based chiefly on observation and judgment. McClow has reported on the difficulty of a great number of stunts and rated the range of difficulty from 1 to 15. The Cotteral twins have done a fine piece of work in rating difficulty and appear to be on the right track, but they have limited their research to the performance of girls and have only classified the stunts up to the handwalk. They are also a little indefinite in their nomenclature. Probably everyone feels that he could rate the difficulty of stunts, but will find himself considerably inadequate when confronted with the task. A table of difficulty will not be found absolutely satisfactory because of physiological reasons (some boys being supple and capable of doing a certain type of stunts) however, it is a tool that is well worth using.

Teachers of physical education, if they are to continue in existence, must be able to prove that the material for physical education is graded, and that it advances in natural steps. A large number of administrators come from the time before the age of our informal education, and their general attitude is that all boys can carry on the same activities: that is, the Sixth grade boy and the high school boy are capable of the same difficulty of performance. If we are to stop having the physical education classes made a dumping ground where all boys are placed regardless of their relative age and skill, we must be able to prove to the administrator that the work in the gymnasium has natural steps just as there are levels of advancement in arithmetic, English, or history. Most of us know that these natural steps exist in physical education; and while we have been accused of teaching the same thing to the same boy, day after day, year after year, we are constantly teaching on a higher level. For instance, an instructor developing the game of football to a freshman class would teach entirely different material to a senior class; however this fact would be difficult to prove. The day is rapidly approaching when we will be forced to go to the administrator and prove to him that we have a graded scientific program built on the basis of difficulty. Our problem is largely to organize these natural steps. The large mass of material and activities present an arduous task to formulate the steps of difficulty as they are shown in arithmetic problems. A boy may throw a baseball so far this month, and

a month later, after a satisfactory amount of practice, he is able to throw it much farther. These increases are the natural steps, but it is our problem to show figures proving these steps. We have convinced some administrators that physical education material is graded, and in the Soldan High School of St. Louis, all the physical education class assignments are made first, and the academic subjects are made to comply with those assignments.

There are several methods of presenting tumbling stunts to physical education classes. Probably the most common practice is to divide the class into squads, and assign a certain stunt or a number of stunts to each mat. All members of each squad do the same stunt, whether the boy is good or bad, fat or lean, tall or short, bright or stupid. After they have gone through one stunt the teacher blows the whistle, and the squads rotate; then they do another stunt at the next mat and follow that procedure until the class period ends. This limits the range of stunts that can be taught in a given class period, and is very dangerous to the safety of certain boys. A clumsy boy of heavy stature finds it very difficult and very unsafe to do a forward somersault with a run, so when this stunt is presented the tendency of the teacher is to look in the other direction while a boy of this type is performing. Probably the best that boy ever does is some sort of a forward roll. On the other hand the nervy type of boy will try stunts far above his capacity while the lazy or timid boy will refuse to do the more difficult stunts, and will rarely ever get past the forward roll stage.

This method of presenting tumbling activities is unscientific and nonprogressive. I knew one man who worked on the theory that all stunts could be learned if every boy in the class could learn a snap-up, so he spent most of his tumbling time teaching the boys to do the snap-up. This meant that the gifted boy probably learned the snap-up in one short period and then spent the rest of the year practicing it, while the slower boys never learned it and therefore became discouraged.

Another method of presenting stunts is to put a line of mats crosswise in the gymnasium, and have the boys come up six or eight at a time, and all do the same stunt on their mat. This is an excellent method to introduce new material or to correct errors in performance, but it will limit the amount of instruction to a very small number of stunts. Practically all the criticisms given against the squad method are applicable to this method also.

The gifted boy is held back by either of the two previous methods, and it is the slow and awkward boy that sets the pace for the whole class. Either of these two methods will take the thrill out of tumbling for the gifted boy for he is

constantly learning new stunts and moves at a very fast rate of speed. The slow boy never gets to feel the thrill of success while competing with these gifted boys, and so will never get anything interesting out of tumbling. In order to get any interest in the class at all, the stunts must be held to the median group. There is no chance for the instructor under these methods to do any remedial work for these slower boys unless he disrupts the entire class.

The objectives in teaching stunts have been too far apart, and they should follow naturally by developing lead-ups to the main objective. McClow says, and I have also observed, that there are about fifteen distinct stunts and some of these fifteen could really be grouped together, making probably ten or twelve groups. It takes a long period of practice for a boy to reach each of the objectives. Unless there are definite in-between steps, he is likely to become discouraged. If I am unable to present a more scientific method than either of the two methods described above, your time has been wasted, and nothing has been accomplished by this discussion.

The LaPort committee has listed stunts as a very fundamental part of the national physical education program, but they have failed to break the group into its component parts. The whole trend in physical education is toward individualized instruction. At the present time, the individual at the top, represented by members of varsity teams, is given individualized instruction. Likewise the group at the bottom, represented by the modified and remedial groups are given individual instruction, but the normal boy takes his in a mass, and is never treated as an individual. The method to be presented will attempt to give individual instruction to all groups. Tumbling stunts were used in this study because they are individual activities and lend themselves easily to a progressive arrangement. The procedure used in this study is the same as is used to standardize academic tests. Having accumulated a large number of stunts I proceeded to eliminate practically all combinations; all stunts that required apparatus; and all stunts that once perfected would eliminate, to a large extent, the use of mats. This elimination left only the fifteen fundamental stunts and those other stunts that, in my opinion,are very necessary to lead up to the fundamentals.

For the first two years of this study, twenty-five stunts were used. These stunts were outlined on a mineographed sheet with two columns, one for November and one for March. Each boy in the class was given one of these sheets. During

the physical education classes, stations were established around the gymnasium for the various stunts. The class was then instructed in the performance of the stunts. Squad leaders were appointed to check. They were told not to require a finished performance on each stunt, but to have each boy go through the stunt in fairly good form. If a boy were capable of performing the stunt, "Yes" was placed in the column for that particular stunt, and he moved on to the next mat to attempt another and so on through each of the various stations. If he were unable to perform any stunt at any given station, "No" was placed in the proper column. After allowing the boys in all the classes to attempt all twenty-five of the stunts, the percentage of boys able to perform each stunt was found for each grade, and a table developed for that class. During the winter these twenty-five stunts were used as the subject matter for the tumbling classes, and instruction was given under the old procedure. In March, the sheets were given back to the boys and they were allowed to attempt the same stunts again. After percentages were found in the spring, and the first semester percentages were averaged with these, a rough table of difficulty was established. These percentages were placed on a normal curve to find the degree of difficulty; however, finding the degree of difficulty is not as important as finding the natural steps in the teaching of tumbling stunts.

Most of the twenty-five stunts fall in a natural order, with four or five percentage points between each; but, as the table reaches the more difficult stages, there are some wide gaps. These gaps must be filled eventually, and an attempt has been made to do that during the past year. It would be a great accomplishment to be able to present to you here today, one hundred stunts, each, one percentage point more difficult than the previous one. That is the final objective, but, as yet, I am unable to realize that ambition.

The formation of the table of difficulty goes as far as the study could proceed the first year. The second year, however, after the mimeographed sheets had been filled in in November, each boy's sheet was totaled for the number of stunts performed. These papers were divided into groups of five stunts. Each boy was placed in his group according to the number of stunts he could perform: for instance, any boy that could perform fewer than five stunts was placed in group One, or at the other end, any boy that could perform more than twenty stunts was placed in group Five, etc.. Each group was assigned to five stunts to be learned. These five stunts were taken in their order from the table of difficulty. After a boy

was assigned to a group, he practiced only those five stunts in that group. One day a week during the three winter months, December, January, and February was given over to tumbling. There may be some argument against this method of presenting this material, but according to Cozens, who conducted a study in several track and field events, this method was rated the best.

J. R.Sharman, in his book on the teaching of physical education says:

> "It is recommended, therefore, that teachers of physical education, arrange their instructional program so as to provide for directed practice in each activity for relatively short periods, distributed throughout the semester. The evidence indicated that this is a better procedure than to practice each activity intensively for a short period (two weeks for exmaple) and then to leave it entirely, while other activities are practiced intensively";

while the LaPort Committee in the report of their nine year study recommends the block system, and this next year a block will be attempted in presenting these stunts; however, at the present time, the piece-meal plan is being used. Each boy is required, once a week, to practice intensively on the five stunts assigned to his group. As soon as he does the five stunts in group One, he is immediately promoted to the next higher group, and as he learns the five in that group, he is then advanced to the next, and so on to the top. As stated previously, only five groups were used last year; but this year, an additional group of ten stunts have been studied. The classes are now divided into seven groups, using the same system of five stunts per group.

It was found that most of the stunts were too difficult for the average boy, and the trend of the grouping was toward the lower end of the table. The addition of the last ten stunts,making seven groups, has resulted in a better distribution this year. It might be added at this point, that I was forced by the progress of certain gifted boys, to add an eighth group of unstudied stunts, borrowed entirely from McClow, and assumed to be more difficult than any of those presented in the table. The boys in the lower two groups are considered the slowest group and much in need of remedial work, so considerable attention and instruction is given this group to motivate tumbling stunts, correct errors, and overcome fears. By using this procedure the danger of personal injury is eliminated since a boy is doing only the stunts that he is capable of performing. Each boy is encouraged to reach higher goals as the steps are shorter and the objectives are more easily reached and his desire to get into the upper groups is given impetus by seeing the other boys promoted.

This study presents several conclusions. First, the table of difficulty finds a place for each stunt in its natural position, and arranges all stunts into fifteen separate classifications as McClow has done. Second, the new teaching method provides every boy with a reasonable opportunity for success, and allows the gifted boy to proceed at his own speed. Third, there is a provision for an accurate account of each student's progress to be kept as well as an accurate account of classes, ages, etc.. Fourth, remedial work may be given to the slow groups without sacrifice of time for the average and gifted groups.Last,this study opens a field of investigation for all phases of physical education: for exmaple, the same study could be made for each piece of apparatus, swimming, field events, track events, and with some degree of success, game skills.

THE BEHAVIOR PATTERN OF THROWING AND SOME OBSERVATIONS CONCERNING ITS COURSE OF DEVELOPMENT IN CHILDREN

Monica R. Wild

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A. The Problem

An interest in the genetic foundations and growth of the motor activities common to the play forms of children in general and of throwing behavior in particular stimulated this study. The main problem was to determine how children of successive age levels use their bodies when executing a hard overhand throw. Four specific objectives were: 1) To study particularly the hard overhand throw as a special but commonly used type, 2) To discover age characteristics in manner of throwing, 3) To discover sex differences in manner of throwing, 4) In a general way to study the development of throwing behavior in children of ages two to twelve.

B. Sources of Data and Methods of Procedure

Thirty-two carefully selected children, a boy and a girl at each six-months' age level from two to seven years and at each year level from seven to twelve years, were the reactors. They were selected because each had achieved normal development in four significant phases of child growth; had homogeneous home and school environment conducive to good health and normal play life; were right-handed. The children attended the preschools, elementary, and junior high schools of the University of Iowa. This professional courtesy was generously extended to the University of Wisconsin.

Observation of nursery school children served to define the problem and to determine the experimental procedure. Data were secured by motion pictures. In a carefully arranged throwing field including distance scale marks and electric clock, each reactor executed three hard overhand throws for filming.

Film analysis included: 1) securing distances traversed by the ball in recorded time; 2) obtaining verbal description of the throws; 3) tracing body positions. Three measures of objectivity of trial verbal descriptions were secured: 1) a percentage of agreement between the main descriptive items of five matched descriptions - 94.1%; 2) a percentage of agreement between all items --71.4%; 3) a coefficient of correlation between the matched time readings of five throws -+.98±.004. The result under (2) dictated minute detail in the final descriptions.

C. Results and Conclusions

Treatment of the data has yielded among others the following results and conclusions:

1. Initial velocities of the hard overhand throw range from eight feet per second average for a two-year-old girl to seventy-five feet per second average for a twelve-year-old boy.

2. Movement and timing features of the throw demonstrate an age series of patterns.

3. Six typical age patterns of movement for the whole throw were demonstrated. These six types, of which only four are clearly defined, can be assigned to an age schedule and show a developmental sequence as follows: (incompletely though briefly stated)

Stage I. Typical antero-posterior movements of body and throwing arm over feet which remain in place. (Type II) Type I is the incipient stage, showing scarcely any body movement as yet. Age 2 to 3, overlapping into 3 to 4.

Stage II. Introduction of arm and body movements in the horizontal plane over feet which remain in place. (Type III) Ages $3\frac{1}{2}$ to 5 years.

Stage III. Introduction of stepping with the unilateral foot (right foot in right-handed throwing); combination of antero-posterior and horizontal features. (Type IV) Ages 5 to 6.

Stage IV. The left-foot-step-forward throw with trunk rotation and horizontal adduction in the arm's forward swing. This throw is the mature throw (Type VI) and is found in all boys from $6\frac{1}{2}$ years up. Most of the girls from $6\frac{1}{2}$ years up show this form but with arm movements incompletely developed (Type V).

4. The outstanding trend disclosed by the movement types is change from movements in the antero-posterior plane to movements largely in the horizontal plane.

5. The outstanding trend disclosed by the timing features is a progressively shorter period of acceleration and an earlier release. This trend attends the change in movement types.

6. Overlapping of features into chronologically adjacent types demonstrates emergence of one stage into the next.

7. Comparison of the girls' performances with boys' performances indicates sex similarity in the basic growth pattern of the age and sex differences in the performance level of that pattern.

8. Evidence suggests that the arm action is largely responsible for the speed imparted to hand and ball.

9. The average acceleration per second throughout the interval from the beginning of the forward swing to the release ranges from 18 feet to 1200 feet.

10. Four means of evaluating the throw have been diversely arrived at: 1) velocity of the ball, 2) movement performance score, 3) timing score, 4) acceleration of the hand with ball. Relationships between ranks assigned to these evaluations and to age expressed in rank order intercorrelations range from $+.81 \pm .043$ to $+.95 \pm .012$ for the entire group; from $+.83 \pm .055$ to $+.98 \pm .007$ for the boys' group; and from $+.77 \pm .072$ to $+.95 \pm .017$ for the girls' group.

11. Comparison of age rank with a final single score derived from the four evaluations suggests that the manner of throwing a hard overhand throw is a function of age. Correlations are $+.91^{+}_{-}.022$ for the entire group; $+.92^{+}_{-}.027$ for the girls' group; $+.97^{+}_{-}.01$ for the boys' group.

D. Conclusions Interpreted in the Light of Allied Knowledge.

Features of change apparent in sequential throwing patterns demonstrate a trend toward better mechanical means of projection and more advantageous timing, which contribute greater speed and accuracy.

Growth of throwing behavior exhibits certain developmental characteristics present in other forms of growth.

Development of the basic type pattern seems dependent upon development of equilibratory powers; its development into an intricately timed activity seems dependent upon the proprioceptive mechanism.

Maturational factors are assumed as responsible for the basic type patterns of throwing. Learning may be largely responsible for the skill pattern individuating out of and upon the basic growth stage; it may be the factor accountable for the differences in performance between sexes.

SCHOOL BULLETIN

Minneapolis Public Schools

No. 28 March 31, 1938 1937-8

They're on Local Convention Program

At top are Anne Wolk and Evelyn Erickson, members of the North high school modern dance class which gave a demonstration yesterday for visitors at the physical education convention. Dr. C. H. McCloy, president of the American Association for Health and Physical Education, is a convention speaker, and Virginia LaValle will be a star performer in the Ice carnival.

PHYSICAL "ED" BODY HEARS ANDERSON

Session Wednesday Night Starts Full Program of Central Area Convention; 800 Attend from 9 States

Sounding the keynote of the four-day Central District Physical Education convention which has attracted 800 delegates from nine states to Minneapolis, Alfred Anderson, president, told the first general session last night at the Nicollet hotel that "teaching the youth of the nation to win with honor rather than to win at any cost should be one of the principle by-products of any program of physical education."

He made these suggestions for increasing sportsmanship among students: Emphasize fair-play in the primary grades. Foster co-operation of pupils in all grades in evaluating citizenship behavior of their schoolmates. Improve the training of athletic teachers. Emphasize vigorous sports activities, especially of the outdoor type.

Miss Perrin Speaks

At the second general session this morning, Ethel Perrin, former director of physical education, Detroit, Mich., public schools, spoke on "The Inside Story of the Change of Heart of a Strict Formalist." Convention business today, tomorrow, and Saturday will be transacted in the main in section meetings.

Dr. David Bryn-Jones, Carleton college professor, will discuss "Education for Democracy" at the third general session at 9 a. m. Friday. Summarizing the work of the entire convention, P. E. Mickelson, supervisor of physical education, Fargo, N. D., will speak at the fourth and final general session at 9 a. m. Saturday.

Special convention features include:

Banquet in the Nicollet hotel grand ballroom at 7 p. m. today, followed by dancing. Speakers will include: L. F. Keller, director of physical education for men, University of Minnesota; Edna McCullough, Kansas City State Teachers College; Ethel Perrin, former physical education head in the Detroit public schools; Hugo Fischer, Minnesota Department of Education; Prudence Cutright, assistant superintendent, Minneapolis Public Schools; and J. H. Morrison, Northern States Teachers College, Aberdeen, S. D.

Demonstration at "U"

A physical education demonstration in the Men's Athletic Building at the University of Minnesota at 4 p. m. today.

Special demonstration and radio broadcast over KSTP on "Experiments in Teaching Sports Through Rhythm" in the

(Continued on page 3)

Bulletin of the Superintendent of Schools

Minneapolis, Minnesota

C. R. REED, SUPERINTENDENT

Published every Thursday from the offices of the Board of Education, 305 City Hall, Main 4284

All copy for the School Bulletin must be in the Superintendent's Office not later than noon on Monday preceding the date of publication.

Printed in the Miller Vocational High School Print Shop

OFFICIAL NOTICES

Teachers' Retirement Fund Association

The Board of Trustees of the Minneapolis Teachers' Retirement Fund Association is experiencing increasing difficulty in making its investments, due to the Act of the 1935 Minnesota legislature in amending the law governing the investment of the permanent school fund to provide that the fund must be invested in bonds "yielding not less than three per cent." The investment of the funds of the association is affected by this measure.

Since it is almost impossible to buy sound securities at a yield of three per cent, the Board is considering proposing, at the next annual meeting, an amendment to the Articles of Incorporation, which will permit them to purchase United States Government and all municipal bonds at a less than three per cent basis.

The exact text of the proposed amendment will be published in a subsequent issue of the Bulletin.

A. M. BANK,
Secretary.

Easter Vacation

The Minneapolis Public Schools will be closed for the Easter vacation from April 9 to 17, inclusive. Administrative offices will be closed on Good Friday, April 15.

Men Teachers' Federation

To make plans for the Minnesota State Federation of Teachers' convention at the Curtis hotel, Minneapolis, April 13 and 14, the Minneapolis Federation of Men Teachers will meet at the Citizens Aid building at 4 p. m. next Wednesday.

"Nature Notes" Publication

Attention of teachers is called to "Nature Notes," a bi-monthly publication of the Minneapolis Public Library Natural History Museum, which contains timely and interesting articles on various phases of natural history. Subscriptions are $1 a year or 10 cents a copy, and may be sent to the Museum. This magazine has the recommendation of the Library committee of the Minneapolis Public Schools.

English Teachers' Assembly

Dr. George P. Conger, University of Minnesota philosophy professor, will discuss "Turns of Thought and Whims of Doctrine" at the Minneapolis English teachers' dinner meeting at Benton hall, Y. W. C. A. main building, 1130 Nicollet, at 5:30 p. m. next Tuesday. Price of the dinner is: Members, 75 cents; guests, $1. Reservations are to go to Mrs. Vahlborg Nelson at South high school today, and may not be cancelled after Monday noon.

Teachers of Special Education

The Guide Book in Special Education is printed and ready for distribution. Every teacher in special education may secure a copy by requisition from the Supply House.

Civil Service Examination For School Clerks

The Civil Service Commission will hold an examination for school clerks on April 30, 1938. Applications will be received up to April 20. The applicant must be between the ages of 17 and 21. For further information relative to this examination call the office of the Civil Service Commission.

Grade Teachers' Dinner

Varying its usual meeting procedure this month, the Grade Teachers' section of the Minneapolis Teachers' League will have a dinner at the Y. W. C. A. main building, 1130 Nicollet avenue, at 6 p. m. Wednesday, April 20. Professor N. L. Huff, University of Minnesota botanist, will present an illustrated lecture on "Minnesota Plant Life" as the highlight of the evening's program. Dinner reservations must be made with building representatives by next Wednesday. Cost of the dinner and lecture is 75 cents for members and guests and $1 for non-members. Students and non-members may attend the lecture. Lecture tickets are 25 cents each. League members may attend the lecture on presentation of membership cards.

DELAYED PUBLICATION

Editor's Note—Several articles are being held over to next week to make room for material on physical education convention.

Streamlined Train Ride Now on Excursion List

A ride on one of the streamlined trains from Minneapolis to St. Paul is now available as an optional feature of the second grade trip to the postoffice and depot. The trip will arrive at the postoffice at 10:30 in the morning. After visiting the postoffice, the group will eat lunch in their bus before entering the railroad station at approximately 11:40. After inspecting the station and trains they will ride on one of the streamlined trains to St. Paul. After inspecting the St. Paul station, they will return by bus to their school. The total charge, including bus and train transportation cost, will be 32 cents. A minimum of not less than 45 pupils will be required. Teachers who wish to take advantage of this feature, but whose class groups run under this number may find it possible to add a few representatives from other class groups in the school to bring the total up to or above the minimum required.

C. C. Minty,
Field Workers.

Dr. W. H. Kilpatrick to Address Luncheon Assembly

Some time during the week of April 11, which is School Men's Week at the University of Minnesota, Dr. William H. Kilpatrick, formerly of Teachers College, Columbia University, will give one or two addresses. The Minnesota alumni body of Teachers College, Columbia University, of which Miss Bernice Newell is state director, is planning a luncheon for Tuesday, April 12, at which Dr. Kilpatrick will be the guest of honor.

The place and hour for this luncheon will be announced in next week's School Bulletin. Former students and friends of Dr. Kilpatrick are invited by the Minnesota Teachers College, Columbia University Alumni Association to attend.

School Nurses

There will be a meeting of all school nurses on Thursday, April 7, at 3:30 p. m. in room 305, Boys' Vocational high school building. Dr. E. S. Platou, physician in the hygiene and health education department, will speak.

Senior High School Woodworking Instructors

There will be a meeting of the senior high school woodworking instructors on Thursday, April 7, at 3:30 p. m. at the Minneapolis Institute of Arts.

Community Study is Reported at Meeting

Mrs. Eva Dratz, Whittier Teacher, Addresses Social Subjects Session at University.

For some time the primary grades, through the study of local stores, the greenhouse, the milk plant, the postman, the fireman, the policeman, have used the community as a source of material for the social studies.

At the recent State Social Studies Convention, held under the direction of Dr. Edgar Wesley at the University of Minnesota, Mrs. Eva Dratz, a sixth grade teacher in Whittier School, showed the possibilities of the community at intermediate level.

School Is a Community

Mrs. Dratz pointed out that the school itself with its various needs, constitutes a community. Health problems, care and appearance of buildings and grounds, traffic congestion in halls, and policies initiated from time to time, call for group action similar to that in the city itself. Even the problems of welcoming strangers is common to both the small and the large group, she said.

A recent survey of the school district, made by sixth grade pupils, was reported. This included nationality of children as well as of their parents and grandparents; the type of dwelling in which children live; number of parents owning homes; and a report on the magazines taken or read regularly. The material was tabulated by two compiling committees. Children learned methods of making a survey and of making accurate tabulations in an efficient manner.

Information to Be Used

The various uses and possibilities of the tabulated material were shown. One interesting outcome will be a series of assemblies calculated to give pride in cultural background to nationality groups represented in the school, and a proper appreciation for certain minority groups. That children may come into contact with persons prominent in each group is an important part of the plan. Obviously these findings make a point of departure for vital civics, history, geography, and elementary social sociology—in short, the social studies.

PHYSICAL "ED" BODY

(Continued from page 1)

Edison high school auditorium at 1 p. m. today.

Ice carnival at the Minneapolis Arena at 8:30 p. m. Friday.

Ralph C. Tapp, director of physical education for the Minneapolis public schools, is convention arrangements chairman.

Board to Act as Committee of Whole on Question Of Ignoring Civil Service in Naming Business Head

To Study Three Proposed New High Schools, Also, After Spirited Session Monday

The Board of Education concluded a busy and outspoken meeting Monday with the following accomplishments recorded for the session:

Referred to the committee of the whole a proposal that a business superintendent be named without civil service examination, and a proposal that the civil service commission be requested to certify Harry Benson, acting supervisor of buildings, to that post immediately.

Referred to the committee of the whole proposals for three new schools, a new North high, new southwest high school, and a new Morris Park elementary school.

Rescinded previous action for payment of the $1,200 charge for the recent employes' reclassification survey by the Public Administration Service of Chicago after statements by board members that the survey was "worthless."

Heard a report from Walter Johnson, board member, that the city council and Board of Public Welfare definitely are "not interested" in the school board's proposal for an exchange of quarters by the school and public welfare boards.

Accepted the resignation of Dr. S. Alan Challman as director of the Minneapolis Public Schools Child Guidance department. Dr. Challman has gone to New York City for a year's study and will be in the New York City schools' Child Guidance Bureau during that time.

Discussion of the selection of a successor to the late George F. Womrath as assistant superintendent of business affairs arose when Mr. Johnson reported that the civil service commission reported it does not expect to be able to conduct the examination for about a month. Arthur LeSueur, board member, charged that the delay in the matter and consequent continuance of a temporary administrative setup is disrupting the morale of shop employes.

E. H. Enger, supervising enginer, said he believed work was progressing satisfactorily at the shops.

Mr. Womrath died October 12.

Ice Carnival

Outstanding Minneapolis high school skaters, and nationally known blade stars will share the spotlight at the Physical Education Convention Ice Carnival this week-end. The special convention performance at 8:30 p. m. Friday will be followed by shows Saturday and Sunday evenings, and a Saturday matinee for students, parents and teachers Saturday at 3 p. m.

"English Teachers Face the Future"

Roberts' Article Calls for Full Use of New Media by Instructors; Says All Will Influence Language

Presented herewith is an abstract of an article, "English Teachers Face the Future," by Holland D. Roberts, contained in the English Journal for February, 1938, and in the March edition of the Educational Digest.

We face the challenge of using all the new media of language, the radio, sound films, voice recordings and the like. All these will influence language, whether the school directs them or not.

It is absolutely necessary for English teachers to make use of them. It is being done. A month ago, five high school students representing Aberdeen, Wash., took part in a planned two-way conversation on student government with a group of students speaking from the short wave station at the Menlo, Calif., school and junior college.

The portable transmitter used in the Menlo school cost $125 and may be enclosed in a small suitcase.

"Every class room can now choose its audience from among class rooms within a radious of several hundred miles," the author points out.

We can look forward to having class rooms in Europe talk with our own.

Voice recording as part of oral development is an important innovation. Says the writer:

"We are authoritatively told that we can begin to plan for the use of television in education."

These and a multitude of other vital changes are important to children. It is more than likely that creative impulse will find outlet in the type of expression which uses the recent inventions. Children need interest, need something to say which is their own, and an audience before which to say it.

Leadership is automatically going to those who break sharply with the past. Creative writing and oral expression must get away from the worse concept of what is art. Children must see themselves that their expression about their own world is really art—really creative. —E. K. P.

Boys' Vocational Open-House

To give 1,000 parents and friends the opportunity to see classes in full swing, Boys' vocational high school will have "open house" from 7 to 9:30 p. m. next Wednesday. All shops and departments will be open for inspection, and there will be an exhibit of finished products.

January '38 Issue of "Education Method" Given Over to 'Pre-Adolescence Discussion

Given herewith is the second of a series of reviews of books and articles on curriculum trends in grades 4, 5, and 6.

National Education Association, "Education Method," a magazine published by the Department of Supervisors and Directors of Instruction, N. E. A. (One copy is in Board of Education library and other copies may be borrowed from supervisors and principals who are members of the organization.) The January, 1938, issue is given over to "Pre-Adolescence."

The editor of this issue, Mrs. Mossman of Teachers' College, Columbia University, introduces it with the following statement:

"Later childhood, the pubescent event, and perhaps the beginnings of adolescence characterize the growth status of children in the intermediate grades. These children range in age from eight or nine to twelve or thirteen. In terms of present school classification, they are in the fourth, fifth, and sixth grades. In some sections of the United States the seventh grade is also included as intermediate. What are the growth tendencies of these children? Their needs? Their interests? In attempting to understand them, one finds a paucity of material that helps. Relatively little has been done by way of study of them. Infancy, early childhood, and adolescence have had much attention and study.

More Attention Suggested

"Are these intermediate children uninteresting? Are they merely marking time? Are they, as some have thought, going through an uneventful period in which they are best occupied in drill and memorization? Or are they individuals, each unique, each living a life that to him, at least, is very important? Are their experiences significant? Are they developing personalities that have their own values? Do they care? Do they have challenges and concerns? Do they need careful guidance?"

Situations Vary

Pointing out that learning situations vary according to variabilities of the learners, which calls for sympathetic understanding from teachers, Mrs. Mossman contends that this raises fundamental questions as to children's potentialities, and the sort of teachers and teaching needed. The January issue presents articles containing suggestions for adequate solutions of these questions.

In an article on "Education as Living for Better Living," Dr. Kilpatrick discusses various situations in living for children with illustrations drawn from intermediate grades.

Dr. Stoltz of the Oakland schools, reports on the "Growth Needs of Children in Intermediate Grades."

An intermediate teacher in the Winnetka schools, two teachers in the San Gabriel, Calif., schools and a teacher in the Bronxville, N. Y., schools describe experiences in co-operative undertakings with their pupils.

Science needs of intermediate grade children and how they are met in the schools of Garden City, N. Y., are reported. A reorganization of a social science program in the schools of Ironwood, Mich., to meet the foreign nationality situation is reported.

Weekly Log of Educational Air Programs

FEATURES: North Star School concludes season's activity with summarization program. Journal School Forum turns to vocational education. (See listings.)

Instructional Programs

Local

"NEWS X-RAY"—WCCO, Tuesday, 2:30 to 2:45 p. m., interpretation of world current events especially for social studies pupils.

"LEARN BY DOING"—KSTP, Thursday, April 7, 1 to 1:30 p. m., extra-curricular program under the direction of Miss Harriet Lucas with pupils of South High taking part.

"UNIVERSITY OF MINNESOTA CONVOCATION"—WLB, Thursdays, 11:30 to 12:30 p. m.

Network

"AMERICAN SCHOOL OF THE AIR"—WCCO, Monday through Friday.

Thursday, March 31, 1:30 to 1:45 p. m., music for the intermediate grades, topic: Broadcast from Riga, Latvia"; 1:45 to 2 p. m., literature for the primary grades, topic: "How the Raven Turned From White to Black."

Friday, April 1, 1:30 to 1:45 p. m., vocational guidance for the junior high schools, topic: "Interviews with Boys at Work in Air-Conditioning Plants and Refrigeration Plants"; 1:45 to 2 p. m., science for the elementary schools, topic: "Lighter-Than-Air Craft."

Monday, April 4, 1:30 to 2 p. m., Human Relations Forum, topic: "Where Shall We Look for Belief and Life-Philosophies?"

Tuesday, April 5, 1:30 to 2 p. m., music, topic: "Operatic Flowering," the beginnings of Italian opera.

Wednesday, April 6, 1:30 to 2 p. m., geography for junior high schools, topic: "Uruguay—Land of Cattle."

Thursday, April 7, 1:30 to 1:45 p. m., music for the intermediate grades, topic: "Broadcast from Tartu or Tallinn Esthonia"; 1:45 to 2 p. m., literature for the primary grades, topic: "The Hungry Witch of the Purple Land."

"FUN IN MUSIC"—KSTP, Tuesday, 1 p. m., instruction in instrumentation by Dr. Joseph Maddy.

"METROPOLITAN OPERA GUILD"—WTCN, Wednesday, 2:45 to 3 p. m.

"MUSIC APPRECIATION HOUR"—KSTP. Friday, 1 to 1:30 p. m., Damrosch talks and concert.

For Educational Information

SUPERINTENDENT REED—KSTP, Mondays and Thursdays, 7:10 to 7:15 a. m., talks on educational problems and activities.

"SCHOOL NEWS"—WDGY. Each school day, 8:45 to 8:55 a. m., news bulletins on Minneapolis Public Schools activities.

"NORTH STAR SCHOOL"—WCCO, Wednesday, 6:30 to 6:45 p. m., concluding broadcast for season. Summarizations talks on two series given this season on child behavior and child training, and vocational guidance. Speakers to be Mrs. Myrtle Hooper Dahl, president of M. E. A.; Walter Englund, executive secretary, and N. Robert Ringdahl, chairman of the M. E. A. radio committee.

"JOURNAL SCHOOL FORUM"—KSTP, Thursday, 4:45 to 5 p. m., vocational series starting March 31 and continuing through April; March 31, "Development of Vocational Education in Minneapolis," a three-party conversation; April 7, "Training for a Job," a dramatization by Miller Vocational high school students.

9th Grade Pupils in National Youth Poll

Ninth grade community civics pupils in the Minneapolis Public Schools are participating in a series of National Youth polls. Local students recently voted on the following five questions:

1. Should pedestrians who disobey traffic rules be fined just as are motorists who break traffic laws?
2. Should all states have laws requiring every motorist to have his car's brakes tested every six months?
3. Should the U. S. spend a billion dollars in building a bigger Navy?
4. Should the government own all munitions factories?
5. Should the U. S. permit groups within its borders to advocate fascism and communism?

Readers of the Bulletin are urged to determine their own response to these questions before investigating the answers of pupils and parents which are listed below.

	Yes	No	Undecided
Question I			
Boys	810	212	73
Girls	794	116	47
Fathers	655	69	8
Mothers	707	66	18
Question II			
Boys	988	64	36
Girls	886	40	26
Fathers	609	46	9
Mothers	756	26	11
Question III			
Boys	563	352	153
Girls	239	481	245
Fathers	434	234	70
Mothers	401	239	153
Question IV			
Boys	808	190	87
Girls	652	162	154
Fathers	564	135	35
Mothers	629	105	50
Question V			
Boys	88	910	86
Girls	72	744	123
Fathers	98	627	33
Mothers	38	709	40

RADIO SCRIPTS SOUGHT

Minneapolis school teachers interested in writing radio scripts carrying health education messages are invited to telephone the Hennepin County Tuberculosis Association, MA 5275. Information will be given on the script requirements and on the association's radio periods, which present material of the type desired. A small fee will be paid for accepted manuscripts.