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PHYSICAL CONDITIONING PROGRAM

FOR STUDENTS AGES FOUR TO FIFTEEN

(TITLE)

BY

Phillip Thomas Lorenc

PLAN B PAPER

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
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YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

7 August 1964
DATE

Raymond O'Brien
ADVISER

8/7/64
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DEPARTMENT HEAD

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CHAPTER I

INTRODUCTION

Physical educators have been urging the implementation of a more functional program in elementary physical education for several years. It is commonly held that the physical education field is lacking in both the theoretical and instructional phases of its physical development of youth. This inadequacy would logically begin in the early stages of planning when student needs and interests are set forth. It is thought that a planned program will accomplish a great deal even though the instructional phase is lacking.

The purpose of this paper is to develop a comprehensive conditioning program considering the many facets of an elementary student's physical growth and relating these to his particular level of maturation. The conditioning activities most appropriate to the elementary grades would include: fundamental skills, stunts and tumbling, games, rhythms, correctives, posture, and combatives.

The scope of this planned program will be concerned with conditioning activities for ages four through fifteen.

The data found within this course plan was derived from a review of literature found in the Eastern Illinois Library.

Definition of terms:

Conditioning is a process of repeated exposures graded in intensity and complexity in which the athlete changes himself into a more resilient and effective person.¹

Fundamental skills is a habit done with a high degree of perfection.²

Stunts and tumbling are activities which develop an individual's body mechanics and muscle control.³

Games are activities which may either be used to introduce sport skills or aid in the acquisition and appraisal of physical fitness.⁴

Physical fitness is a fitness to perform some specified task requiring muscular effort.⁵

¹Laurence E. Morehouse and Philip J. Rasch, Sports Medicine For Trainers, 2nd Edition, (Philadelphia and London, W. B. Saunders Company, 1963), p. 22.

²Jay B. Nash, Francis J. Moench, and Jeanette Sanborn, Physical Education Organization and Administration, (New York, A. S. Barnes and Company, 1951), p. 66.

³Winifred Van Hagan, Genevie Dexter, and Jesse Feiring Williams, Physical Education in the Elementary School, (California State Department of Education, Sacramento, 1951), p. 214.

⁴David K. Brace, Health and Physical Education for Junior and Senior High School, (New York, A. S. Barnes and Company, 1948), p. 186.

⁵Peter Karpovich, Physiology of Muscular Activity, 4th Edition, (Philadelphia, W. B. Saunders Company, 1953), p. 18.

Psychological fitness is the emotional stability necessary to meet the everyday problems characteristic of one's environment, and sufficient reserve to handle sudden emotional trauma.¹

Muscular strength is a defined force that a muscle or group of muscles can exert against a resistance in one maximum effort.²

Muscular endurance is the ability of a muscle to work against a moderate resistance for long periods of time.³

Criteria for the Selection of Activities

In the selection of activities there must be standards set from which justifiable data is drawn. The following are nine such criteria as listed by Nash.

Participation at own maturity level.

Learning group techniques according to their understanding.

Development of positive attitudes toward group living.

Opportunity for children to learn planning and evaluation.

Participation in as many different activities as possible.

Opportunity for achievement and goal satisfaction.

Opportunity to have group membership.

Opportunity to have an outlet of emotional tensions.

Protection in all activities by safety and health measures.⁴

¹Ibid., p. 4.

²Ibid.

³Ibid.

⁴Nash, op. cit., p. 206.

CHAPTER II

AGE GROUP FOUR TO SIX

I. The growth and development of children in the primary grades tends to permit a wide degree of variance between age groups. This chapter will be concerned with ages four to six, and will include the following areas:

- (1) Particular age characteristics relating to the total personality which will give the instructor a deeper understanding of the most appropriate teaching methods and aid in the selection of activities most pertinent to this age group;
- (2) Pretesting procedures which will aid in the classification of pupils;
- (3) Fundamental skills, stunts and games which meet the needs of this age group;
- (4) An evaluation which should draw together all the information obtained from course content by either testing or observational methods, and rates each child as to his particular class status.

II. Specific Characteristics

Physical Development

Measurements: 44-48 inches, normal height; 44-45 pounds, normal weight.

Growth: steady, slow, legs lengthening, heart and lungs small in comparison to body.

Big Muscles: arms and legs developing.

Vision: farsighted.

Resistance: lacking; fatigues quickly, recuperates rapidly.

Skill and Strength

Development of big muscles in arms and legs; climbs, runs jumps.

Speed

Movement: constantly on the move but falls frequently; running lacks form; inaccurate in dodging.

Accuracy

Inaccurate because of poor vision and undeveloped small muscles; but learning he can throw and catch.

Coordination

Shows sense of limited skill in balance; body is agile and flexible; grace of movement lacking; can skip, hop, likes simple stunts involving whole body; rhythmic activities.

Reaction time: slow.

Competencies: the child can

Run without falling.

Throw and catch a volleyball with another child.

Broadjump own height.

Jump rope a short distance.

High jump knee height.

Tag and dodge.

Perform simple stunts.

Walk, run, skip to accompaniment.

Participate in large and small group games.

Social-Emotional Development: Acceptance and Recognition

Prefers to play alone or in small groups; confused by large groups; requires much supervision.

Strong personalities evident.

Eager for recognition from adults, seeks protection from adults.

Selection of friends is not based on sex, race, creed, or economic status.

Not particularly courteous or considerate; argues when he is not first or "it" or he has to share.

Cooperation

Cooperates because he wants to please adults; seeks praise.

Loyalty lacking; does not understand its meaning.

Competition

Group competition spirit lacking.

Emotional Skills: Self-Confidence

Lacks self-confidence; self-assertion is strong (to be first, to be "it", and not to share); self-centered.

Honesty prevails; amoral in attitudes; tattles.

Self-Discipline

Lacks self-control; will cry, have tantrums, exhibit behavior traits of thumbsucking, nailbiting; restless.

Does not know the meaning of responsibility.

Self-Adjustment

Adjusts easily because of unawareness of difference between self and others.

Social, Emotional Competencies: the child can

Participate in small group activities with supervision.

Cooperate and think of others.

Wait for turn.

Let others be "it" willingly.

Share willingly.

Overcome tattling.

Intellectual development: Knowledges

Shows ability to understand and follow simple rules and directions.

Can count off in groups with close supervision.

Knows simple formations and can form them with supervision.

Awareness of time.

Can understand and follow simple health and safety rules.

Reasoning:

Ability to reason and judge lacking.

Concerned with the immediate; indecisive.

Interests:

Likes animals.

Has strong memory; vivid imagination; imitative; enjoys creative and rhythmic acts.

Competencies: the child can

Know, participate in, and enjoy a variety of low organized activities.

Form small groups quickly and quietly.

Know the different kinds of simple equipment and its use.

Return equipment to its place.

Know and help others in getting into formation quickly and quietly.¹

¹Helen L. Young, A Manual-Workbook of Physical Education for Elementary Teachers, (New York, The MacMillan Company, 1963), pp.4-5.

III. Pretests

Pretesting is an aid to the instructor in understanding students and gives insight regarding particular capacities and abilities. Testing is only worth time and effort if the scores are used and will facilitate and improve teaching. Pretests of age group four to six in graded stunts will furnish the instructor with the data so that students may be classified at the various ability levels. The knowledge which is thus acquired may also be used to grade achievement and retrogression, and to challenge each student at his particular skill level.

Graded Stunts

Elephant Walk	Tight Rope Walking	Weather Vane
Monkey Run	Chicken Walk	Log Roll
Rabbit Hop	Seal Crawl	Sit-ups
Frog Hop	Lame Puppy Walk	Somersault
Duck Walk	Human Ball	Bear Walk

Coupled Stunts

Wheelbarrow	Bouncing Ball	Row Boat
Rocker	Throwing Ball	Rooster Fight ¹

IV. Fundamental Skills

Fundamental skills of a young child should stem from his growth, ability, and interests. Muscular control is most essential toward the acquisition of skill development.²

¹Maryhelen Vannier and Mildred Foster, Teaching Physical Education in Elementary Schools, Third Edition, (Philadelphia and London, W. B. Saunders Company, 1963), p. 222.

²Edwina Jones, Edna Morgan, and Gladys Stevens, Methods and Materials In Elementary Physical Education, (New York, World Book Company, 1957), p. 67.

Balancing: Walk across a walking board, placing one foot after the other. Extend arms at the side for balance, and look straight ahead. Walk across, turn around, and walk back to the original place. Walk backward across the board.

Bouncing Balls: Bounce and catch a ball. Bounce ball to partner. Bounce ball several times in succession while standing. Tap while walking. Combine bouncing, catching, and tapping in a pattern.

Catching: Catch with two hands a ball or bean bag thrown into the air. Catch a ball after a bounce. Catch a beanbag or ball thrown by another child.

Jumping: Jump in place, landing lightly on two feet. Jump to musical accompaniment. Jump an individual rope.

Kicking: Manipulate the ball with feet.

Leaping: Leap over a 12 inch hurdle while running, taking off one foot at a time and landing lightly on one foot at a time.

Throwing: Throw a beanbag into the air and catch it. Throw underhanded to a partner with a vigorous arm swing.¹

V. Appropriate Games

Games to be a contributing factor to a child's growth must be based on the natural play instincts and interests. Games for age group four to six will include fundamental movements such as running, jumping, skipping and dodging.²

¹Ibid., p. 67.

²Jones, Morgan, and Stevens, op. cit., p. 99

Tag Games

Ball Tag	Base Exchange	Base Tag
Chain Tag	Beanbag Hop Tag	Catch the Pheasant
Last Couple Out	Exchange Tag	Hook-on
One Foot Tag	Shoulder Tag	Stoop Tag

Circle Games

Beat the Count	Circle Exchange Tag	Circle Keep Away
Circle Race	Circle Stride Ball	Circle Target
End Dodge Ball	General and His Men	Number Please

Relays

Bounce Relay	Dribble Relay	Leapfrog Relay
Obstacle Relay	One Hand Relay	Overhead Pass Relay
Pass and Zigzag Relay	Prone Circle Relay	Hobble Relay
Hobble Kick Relay	Elbow Pair Relay	Forward and Backward Relay
Shuttle Relays	Three Legged Relay	

Rope Skipping

Singles	Doubles	Long Rope Skipping ¹
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VI. Suggested Stunts

The introduction of stunts and tumbling at this early age helps to coordinate muscular power and skill in such activities as balance, walking, jumping, crawling, and combinations thereof.

Balance the Object: Place beanbag, block, or small book on the head and walk while balancing it. The child should walk a distance to test his ability.

Bouncing Ball: Jump up and down lightly on toes, gradually lowering height of jump until a stooping position is reached. The stunt may be performed to rhythmic accompaniment.

¹Ibid., p. 19.

Duck Walk: Walk in deep squat position, keeping knees far apart, back straight, and head high. Arms may be bent and waved up and down to indicate wings.

Puppy Run: Walk or run on all fours, using short steps.

Somersault: Stand on floor at edge of mat with feet apart in stride position. Place hands near edge of mat, with fingertips pointing toward each other. Keeping knees straight, bend over, tucking head under so that back of head rather than crown touches mat. Roll over, completing somersault.

Tuck Stand: Stand with feet crossed and arms folded. Maintaining this foot and arm position and keeping back straight, slowly sit. In same manner, rise to a standing position.

Bear Walk: Walk slowly on all fours, swaying from side to side, keeping arms and knees straight, feet apart, and hips held high.

Elevator: With feet apart and hands on waist, bend to a half knee bend, keeping back straight. Then rise slowly to a standing position.

Frog Jump: Stoop and place hands on the floor with arms between knees. Pushing equally with the hands and feet, move forward with a high, light jump.

Lying to Sitting: Lie on the back on a mat, sit up to a sitting position, and touch toes. In like manner, return to supine position.

Rabbit Hop: Bend over, and place the hands on the floor in front of the body. Keeping the hands in place, move the feet to hands with a light jump, and continue the process.

Seal Crawl: Place hands on the floor, shoulder width apart. Extend legs backward and rest weight on hands and top of toes. Keeping back straight and head held high, walk forward on hands, dragging legs.

Tightrope Walking: Walk slowly along a ten-foot chalk line on a crack between two boards. Arms should be extended from the sides to assist in maintaining balance.¹

¹Ibid., p. 119

VII. Evaluation

Evaluation should be a composition of elements of the conditioning program. The instructor should make a constant effort to observe, record and evaluate the student's particular skill and ability, and level of performance. The challenge to each student is composed of the instructor's objective and subjective judgment. Classification according to skill and ability will also aid in the construction of groups for an efficient teaching technique and a wise utilization of class time.

The employment of the Kraus-Weber Test is suggested for this age group. (See Appendix.)

Observation of the character and social development should be recorded and used to evaluate the total program as to student needs. This would be shown by the students' frustrations within a particular activity. If this breakdown is shown by total class, the activity itself might be a possible cause, whereupon it should be dropped and another activity substituted.

CHAPTER III

AGE GROUP SIX TO EIGHT

I. The conditioning phase for ages six to eight will place a greater emphasis on progressive conditioning. Specific characteristics will show new and greater variance for this age level. Pretesting, fundamental skills, games and stunts will be adjusted in meeting the needs of both the slow and fast pupils. The inclusion of rhythms seems most appropriate at this age level. The evaluation includes a small section for the teacher to be alert for posture defects. If symptoms of poor posture are observed the teacher should consult with the parents and suggest they have the child examined by a physician.

II. Specific Characteristics

Physical Development

Measurements: 45-50 inches, normal height; 45-60 pounds, normal weight.

Growth: steady, slow, legs lengthening, heart and lungs small in comparison to body.

Big Muscles: developing.

Vision: farsighted.

Resistance: lacking; fatigues easily; recuperates quickly.

Skill and Strength

Development of big muscles of arms and legs; climbs; runs; jumps.

Speed

Constantly on the move; seldom falls in running; improvement in dodging skills.

Accuracy

Inaccurate because of poor vision and underdeveloped small manipulative muscles; indifferent to form; can throw, catch, hit stationary objects or a close moving object.

Coordination

Improvement in the sense of balance; body is agile and flexible; grace of movement lacking, but enjoys rhythmic activities; likes simple stunts involving the whole body.

Competencies: the child can

Run without falling.

Race, throw and catch a volleyball with another child.

Kick a ball; bounce a ball with hand.

Broad jump own height.

High jump own knee height.

Climb an 18 foot rope half way.

Chin self; perform simple stunts.

Jump rope.

Walk, run, skip, and hop to accompaniment.

Participate in large and small group games.

Pass the "Kraus-Weber" test.

Social-Emotional Development: Acceptance and Recognition

Prefers small groups, but can participate in large groups under supervision.

Strong personality evident.

Eager for recognition from adults, seeks protection from adults.

Selects friends with no bias.

Is not particularly courteous or considerate; argues when he is not first or "it", or when he has to share.

Cooperation

Cooperates because he wants to please adults; seeks praise

Loyalty lacking; does not understand its meaning.

Competition

Group competitive spirit lacking.

Emotional Skills: Self-Confidence

Lacks self-confidence; self-assertion is strong (to be first, to be "it", and not to share); self-centered.

Honesty prevails; amoral in attitudes; tattles.

Self-Discipline

Evidence of control; does not cry as often; less evidence of behavior traits; continues to be restless, attention span short; indecisive; does not understand the meaning of responsibility.

Self-Adjustment

Adjusts easily, unaware of differences between self and others.

Social, Emotional Competencies: the child can

Participate in small groups with a minimum of supervision.

Think of others.

Wait his turn.

Let others be "it".

Share voluntarily.

Help whenever possible.

Intellectual Development: Knowledges

Shows ability to understand and follow simple rules and directions.

Can make suggestions.

Can count off and get into own group with supervision.

Knows simple formations and can form them.

Is aware of time, but ignores it.

Can understand and follow simple health and safety rules.

Can encourage others to follow.

Reasoning

Has limited reasoning; is concerned with the immediate; indecisive.

Interests

Has pets.

Has strong memory; vivid imagination.

Imitative; enjoys creative and rhythmic acts.

Competencies: the child can

Know rules; follow directions.

Know a variety of formations and get into them quietly.

Remember the group he is assigned to.

Help to score.¹

¹Young, op. cit., pp. 4-5.

III. Pretests

Pretesting of this age group of six to eight will continue to serve as a determiner of skill acquisition. The stunts themselves will be individual in nature with varying degrees of difficulty.

Graded Stunts

Turk Stand	Jump and Slap Heels	Cartwheel
Egg Roll	Spanker	Backward Kick
Crab Walk	Bent Knee Hop	Knee Lift
Jumping Jack	Kangaroo Hop	Step Over the Wand
Inch Worm	Forward Roll	Backward Roll

Couple Stunts

Bouncing Balls	Rooster Fight	Dual Sit-ups
Wring the Dishrag	Hand Wrestle	Wheelbarrow Race ¹

IV. Fundamental Skills

Fundamental skills of age group six to eight are progressing from individual skills to activity involving two persons. Also emphasis on strength, speed, and agility is introduced at this age level.

Balancing: Walk backward to the end of beam. Walk across beam holding wand against chest. Walk length of beam holding wand behind shoulders.

Bouncing Balls: Bounce ball continuously, swinging leg over it at regular intervals. Bounce ball to partner over net, using overhand throw.

Catching: Catch ball bounced over net by partner. Catch beanbag thrown through hoop by partner. Catch ball rebounding from wall. Catch volleyball thrown over net.

Dodging: Dodge runner. Dodge ball thrown by players in circle.

¹Vannier and Foster, op. cit., pp. 221-222.

Kicking: Manipulate a ball with feet. Kick soccer ball, meeting ball with top of instep to direct ball along the floor.

Jumping: Jump rope in various ways, as with legs crossed feet apart. Jump long rope. Jump individual rope with partner. Jump long rope that is turning away from jumper. From standing position, jump over rope placed at various heights. Take off from two feet and land lightly on two feet. This is a modified standing jump.

Leaping: Leap over 18 inch or 21 inch hurdle while running. While running, leap over rope placed at various heights from the floor. Take off from and land lightly on one foot at a time. This is a modified running high jump.

Throwing: Throw a volleyball, using a shoulder throw. Throw volleyball over net or rope, using shoulder throw. Throw ball at wall target, using underhand throw.¹

V. Appropriate Games

The games suggested for age group four to six will be quite applicable for this age group. In addition to these activities, there is a need for rhythmic games to meet the following objectives:

- Develop a sense of rhythm.
- Develop coordination and skill.
- Develop self-expression through rhythm.
- Develop poise and confidence.
- Develop awareness, understanding, and appreciation for rhythm.
- Develop desirable relationships through dance.
- Develop understanding of people of other lands through dance.²

Suggested Games which Provide for Rhythmic Fundamentals

Mimic the Leader	Shuttle Relays
Book Balance (Partners) Race	Double Hobble Relay
Elbow Relays	Kangaroo Hop
Rope Skip Variation Relay	Forward and Backward Roll Shuttle
Forward and Backward Relay	Goat Butting Shuttle Relay ³

¹Jones, Morgan and Stevens, op. cit., pp. 68-70.

²Frank H. Geri, Illustrated Games, Rhythms and Stunts for Children - Upper Elementary Grades, (New York-Chicago-San Francisco, Prentice Hall, 1963), p. 103.

³Ibid.

VI. Fundamental Stunts

Bent-Knee Hop: With hands on hips, bend knees deeply and assume squat position. Keeping knees far apart, back straight, and head held high, hop lightly twice in place, hop forward twice, and hop forward to starting place.

Chinese Get-Up: In center of a mat, stand back-to-back with partner of similar size. Link elbows, and sit slowly. Stretch legs out straight. Moving in unison with partner and keeping arms linked, bring knees up close to chest. Then brace feet against the mat and back against partner's back. By pushing, rise to a standing position.

Kangaroo Hop: With arms folded, bend knees deeply and assume squat position. Spring forward in high jump, landing lightly in squat position, with back straight and knees far apart. Leaning forward slightly when springing high will direct movement forward.

Step Over The Wand: Hold a wand in horizontal position across the front of the body, grasping it at both ends, with the back of the hands toward the ceiling. Now step over the wand one foot at a time, and repeat by stepping backward over the wand one foot at a time.

Wring The Dishrag: Partners of equal height face each other and join both hands. The two children lift one pair of clasped hands high, and each with his partner walks under these raised hands so as to stand back to back. The two lift the other pair of hands, and without pausing, they turn under these arms so as to stand face to face. The complete turn should be made slowly, but without pause, and hands should be clasped throughout.

Crab Walk: Stand in place, bend knees and lean backward, placing hands on the floor behind the body. Walk on all fours in any direction, facing upward and keeping body straight.

Wicket Walk: Walk forward on all fours, with hands flat on the floor and knees straight. Use short steps, and keep hands and feet close together.¹

¹Jones, Morgan, and Stevens, op. cit., pp. 87-88.

VII. Evaluation

The elementary teacher of physical education must make a constant effort to help the elementary school child through an impersonal relationship. Such a relationship is more easily maintained by a physical education instructor than by teachers in other educational areas.¹

Again the pretest scores are charted and correlated with the retest scores and the difference is recorded.

Scoring of changes in attitude and development of emotional control over an extended period should furnish accumulative record. Conclusions may then be drawn as to the need of a conference between the teacher and the pupil, or possibly the teacher and the parents.

After all instruments for testing have been employed, findings should be recorded and used to rank the student in relation to the rest of the class.

The employment of the Kraus-Weber Test is suggested for this age group. (See Appendix.)

An appraisal of physical fitness should consist of the ability of the student to do:

Squat thrusts - the number in a predetermined allotment of time
 Agility run through obstacle course.
 Fifty and three-hundred yard runs.
 Standing broad jump.
 Basketball throw.
 Pushups, situps, leg raisers, pullups.²

¹Edward F. Voltmer, Arthur A. Esslinger, The Organization and Administration of Physical Education, Third Edition, (New York, Appleton-Century-Crofts, 1958), p. 506.

²David K. Brace, Health and Physical Education For Junior and Senior High Schools, (New York, A. S. Barnes and Company, 1948), pp. 150-152.

An appraisal of posture should be applied, keeping in mind that:

Scoliosis is a curvature of the spine .

Kyphosis is round shoulders .

Lordosis is the hollow back condition.¹

¹Vannier, op. cit., p.355.

CHAPTER IV

AGE GROUP NINE TO TWELVE

I. The conditioning phase of this age group, nine to twelve, will be more progressive in nature than the six to eight year group. This chapter will include the specific characteristics of this group, pretesting procedures, fundamental skills, rhythms and dances, games, and stunts and tumbling. Special emphasis will be placed on the corrective exercises for common posture faults most usually found in this age group.

II. Specific Characteristics

Physical Development

Measurements: 50-55 inches, normal height; 55-75 pounds, normal weight.

Growth: Muscular development gradual for both legs and small muscles; eye-hand coordination good; girls grow and mature faster than boys; heart and lungs undersized for rest of body.

General Health: Good.

Endurance: Fair. Care must be taken because organic development has not yet kept pace with muscular development; apt to overdo physical exertion; energetic.

Skill and Strength: Boys gradually increasing in arm and leg strength; strength does not keep pace with growth.

Speed: Good, but fatigues quickly.

Accuracy: Manipulative skills developed.

Neuro-muscular Skills: Good; neuro-muscular coordination continues to improve.

Social Skills

Moving into a peer-centered group; make dependable and responsible leaders; club membership important.

Recognition

Seeks recognition from peers; lacks sympathy for opposite sex; interest is more in own sex.

Cooperation

Enjoys working with others; is cooperative and wants others to be so.

Generally can control emotions; self-discipline is weak.

Self-Adjustment

Somewhat aware of his own abilities, strengths and weaknesses.

Difficulty in accepting own weaknesses; may alibi.

Social, Emotional Competencies: the child can

Mix with minimum of prodding.

Be loyal to the group.

Initiate and assume leadership responsibilities.

Sublimate own desires for welfare of group.

Compete fairly; score honestly.

Initiate own practice for self-improvement.

Intellectual Development: Knowledges

Understands more difficult rules and regulations.

Understands basic principles of health, safety.

Reasoning and Judgment

Understands reasons for practice for a short time .

Shows ability to judge; can assist in games, scoring, refereeing; beginning to make decisions.

Guided by clear-cut reasoning.

Attitudes, Appreciations and Interests

Few interests or hobbies

Competencies: the child can

Understand and implement rules of complex games, dances, and self-testing activities.

Appreciate values of worthwhile activities.

Understand basic rules of etiquette.¹

III. Pretests

Pretesting of age group nine to twelve will continue to grade skill acquisition. Stunts will include both individual and coupled. Posture checks will continue to be of importance to the instructor.

Graded Stunts

Free Standing
Wicket Walk

Mule Kick
Bear Dance

Egg Sit
Thread and Needle

¹Young, op. cit., pp. 4-5.

Coupled Stunts

Wring the Dishrag	Dual Situps	Rooster Fight
Churn the Butter	Elephant Walk	Leap Frog ¹

Posture Appraisal

Scoliosis is a curvature of the spine.
 Kyphosis is round shoulders.
 Lordosis is a hollow back condition²

IV. Posture Course

Posture training of age group nine to twelve would concern itself with the explanation of what good posture is, and what the most common defects of posture would include. A visual method of observing postural alignment would be to position the child beside a vertical line and check for vertical alignment of the feet, legs, hips, trunk, shoulders, and head.³

The only way to improve posture is to change the posture habit. To improve posture, the pupil must do three things:

1. Learn the proper position
2. Get the "feel" of the proper position.
3. Practice the new position continually until the feeling of the new position blots out the old.⁴

¹Vannier and Foster, op. cit., p. 221.

²Ibid., p. 355.

³Youth Physical Fitness, President's Council on Youth Fitness, Superintendent of Documents, (Washington, D. C., United States Government Printing Office, 1961), p. 94.

⁴Ibid., p. 96.

The instructor should concern himself with three simple functional defects for which he can prescribe corrective exercises:

1. Hips out of line.
2. Round shoulders.
3. Forward head.¹

Exercises for correcting hips out of line:

The Bicycle Man: Pupil lies on back, hands and arms on floor beside body, chin in, legs raised. Pumps legs as though pedaling a bicycle.

Indian Sit: Pupil sits with trunk erect, legs crossed, outside of feet on the floor. Tense abdominal muscles, flatten lower back, rock forward, swing arms, rise to a standing position. Return to sitting position.

The Rabbit: Pupil assumes a crouch position; lean forward, supporting weight on feet and hands. Raise hands, push forward with legs. Catch weight on hands. Bring feet up to original position.

Head Up: Pupil lies on back, knees bent, feet flat on floor close to buttocks, hands clasped behind neck, elbows on the floor. Tighten abdominal muscles. Raise head and press chin to chest. Keep the lower back flat and arms on the floor.

The Bridge: Pupil lies on back, knees flexed, feet flat on floor. Arms are extended close to body, palms down. Press head to floor, raise buttocks and shoulders. Return to original position.

The Seal: Pupil lies face down, arms extended down, close to body, thumbs extended, palms on floor. Raise head, shoulders, and legs from floor. Raise and lower arms vigorously imitating "flippers" of a seal.²

Proper foot position while standing and walking during formative years is essential for proper body alignment. The feet are the base upon which the body weight is carried.³

¹Ibid., p. 96.

²Ibid., p. 101.

³Ibid.

Exercise for correcting pronated ankles and flat feet:

Tightrope Walker: Pupil stands with one foot ahead of the other on a chalk line on the floor. While walking the line on tiptoe with exactness and care, turn the toes in and heels out and try to grasp the floor with the toes.

Picking Up Marbles: Furnish each pupil with one or more marbles. Pupil picks up marbles with the toes and transfers to hand. Repeat several times with each foot.

Towel Pull: Stand with toes of one foot at one corner of the towel, other foot dropped back. Grasp towel with toes of forward foot, and raise towel from floor. Move towel to side by pivoting on heel. Release. Continue, trying to move entire length of towel.¹

V. Fundamental Skills

Balancing: Touch one knee to balance beam after each step. Lift knee high after each step on balance beam. Walk length of balance beam, balancing on one foot and extending the other foot backward after each step. Walk across beam and at any desired time and place on beam, step over wand held in two hands.

Batting: Bat indoors, hitting successfully two out of six well-pitched balls.

Catching: Catch baseball rebounding from wall. Catch ball thrown by another player. Catch batted ball. Catch volleyball rebounding from wall. Catch volleyball thrown by another player.

Dribbling: Dribble soccer ball, advancing it with light kicks.

Jumping: Execute running high jump over cross bar or rope placed at height of 25 to 40 inches. Execute standing broad jump. Jump two long ropes turning inward simultaneously. "Double Dutch". Execute running high jump, using scissors jump. Execute standing high jump. Jump two long ropes turning outward simultaneously. "Double Irish".

Kicking: Kick soccer ball distance of 20 feet.

Running: Run 40 yard dash for time.

Serving: Serve volleyball, either underhand or overhand.

¹Ibid., p. 101.

Throwing: Throw volleyball using overhand or shoulder throw. Throw baseball 25 feet. Pitch baseball 20 feet, using underhand throw. Throw volleyball at moving target.¹

VI. Rhythms and Dance

Rhythm in dance is unlike rhythm found in sports or daily chores in that it serves no utilitarian purpose but is simply expressive movement made with or without music. In teaching children, one starts with the familiar and progresses as skill and perception increase.²

Suggested Types of Square Dances

The Circle	Sisters Form a Ring	The Square
Promenade	Longways Formation	Red River Valley
Grand Right and Left	Jesse Polka	Cowboy Loop
Take a Little Peek	Maine Mixer	Wagon Wheel
All Hands Across	Swings	Texas Star
Mexican Mixer	Cotton-Eyed Joe	Virginia Reel ³

Suggested Types of Social Dancing

Body Positions (Closed-Open)	Fox Trot
Leading Steps	Two Step
Dance Walk	Two-One Step
Waltz (Straight)	Waltz (Box) ⁴

¹Jones, Morgan and Stevens, op. cit., pp. 70-71.

²Ruth Lovell Murray, Dance in Elementary Education, (New York, Harper and Brothers, 1963), p. 174.

³Vannier and Foster, op. cit., pp. 191-192.

⁴Ibid., p. 202.

VII. Suggested Games

Circle Kick Ball: Players are in a circle with joined hands. Soccer ball is kicked around the circle, keeping ball close to floor. If the ball should leave the circle, two players between whom the ball escapes are eliminated from the game.

Circle Touch Ball: Players stand in circle about six feet from the nearest neighbors. One player stands in middle of the circle. Circle players throw a volleyball from one to the other and center player attempts to touch it. If he succeeds in touching it, he exchanges place with the person last to touch it.

Freeze-Out: Players form a single line twelve feet from the basketball goal, and await turns to shoot for a basket. First player shoots twice, one from long distance and one from a short distance. Each player is required to equal the record of the player who preceded him or is frozen out.¹

VIII. Fundamental Stunts

This unit on stunts and tumbling is included because of the opportunities these activities offer the student to overcome awkwardness, to speed up reactions, to develop flexibility, muscle strength, agility, and body control.²

Tumbling

Do a forward roll to a headstand.
 Do a dive to chest, sit through, and backward roll.
 Do a high dive over a 3 foot rope.
 Do a headstand for 10 seconds.
 Do an assisted shoulder spring over a low back.
 Do a foot to pelvis front somersault.
 Climb a rope to a height of 15 feet, using hands and legs.

Horse

Do a thief vault.
 Do a high front vault.
 Do a squat vault with half-turn.
 Run, leap to a stand in the saddle, dismount with a half-turn.

¹ Jones, Morgan, and Stevens, op. cit., pp. 132-134.

² Brace, op. cit., p. 311.

Horizontal Bar

Jump and swing with high dismount on back swing.
 Do a single knee-mount to a side riding seat on bar.
 Do a single back knee circle to rest on bar, under-swing dismount.
 Do a single back circle mount to front-leaning rest, underswing dismount.
 Do a single back circle mount to front-leaning rest, underswing dismount.

Parallel Bars

Run, jump to center, swing, and back vault right.
 Run, jump to center, swing, and front vault to left.
 Mount to cross riding seat at end, travel forward in cross riding seat.

Springboard

Leap from one foot and land with half turn.
 Jump to end and work the board
 Jump from both feet, touching toes with both hands in air.¹

Individual Stunts

Crooked Man Walk
 Kangaroo Hop

Corkscrew
 Heel Click

Folded Leg Walk
 Pushups²

Pyramids

Triangle
 Mercury

Turbine
 Wheel

Mesa
 Six-Man Fan³

¹Ibid., p. 319.

²Ibid.

³Ibid.

IX. Evaluation

The evaluation of age group nine to twelve would include self-testing stunts and activities and a series of five elementary fitness tests.

Self-testing Stunts and Activities:

Ankle Toss: Hold a volleyball or soccer ball between the feet. Throw the feet backward and upward so as to toss the ball over the head, trying to catch it as it comes down.

Back-to-Back Rise: Two pupils stand back to back and link elbows. From this position they sit down on the floor, continue to lock arms and rise again.

Balance Bend: Stand with heels together, and the hands behind the back with the right hand clasping the left wrist. Bend the knees and touch the finger tips of the left hand to the floor without separating the heels.

Cross Leg Stand: Fold the arms in front of the body. Cross one foot over in front of the other and sit down. Rise without unfolding the arms.

Donkey Kick: Fall forward on both hands and, just as the hands touch the floor, kick both feet backward and upward. Push upward from the floor with the hands as the feet come down, and assume the standing position.

Heel Slap: Jump high in the air and raise both heels up behind, slapping them with the hands.

Human Fly: Stand with the back toward a solid wall. Stoop down and place the hands on the floor. Walk up the wall with the feet until the body is up straight, resting on the hands.

Top: Jump high in the air and make a complete 360° turn.¹

¹Strong Hinman, Physical Education in the Elementary Grades, (New York-Chicago-San Francisco, Prentice-Hall, Inc., 1939). p. 43.

Suggested Physical Fitness Tests for Age Group Nine to Twelve

Shuttle Run: Mark two parallel lines 30 feet apart. Place two erasers or blocks of wood of comparable size behind the lines. On the signal, "Ready! Go!" the pupil runs to the blocks, picks up one, returns, and places it behind the starting line. He does not throw or drop it. He then runs and picks up the second block and carries it back across the starting line. Record times on stop watch. Average time for age ten is 11.2; age eleven is 11.0; and age twelve is 10.5.

Standing Broad Jump: Pupil stands on a base line with his feet comfortably spread. Jump, swinging arms forcefully forward and upward taking off from the balls of the feet. Give the pupil three trials. Measure from the base line to where the heel or any part of the body that touches the surface nearest the takeoff line. Average for age ten is 5 feet; age eleven is 5 feet 4 inches; age twelve is 5 feet 8 inches.

Fifty Yard Dash: The pupil stands behind the starting line. The starter takes a position at the finish line with a stop watch. He raises one hand preparatory to giving the starting signal. When starter brings his hand down quickly and hits his thigh, the pupil leaves his mark. As the pupil crosses the finish line, the time is noted and recorded. Average time for age ten is 8.1; age eleven is 7.9; age twelve is 7.5.

Softball Throw for Distance: Pupil stands behind a restraining line far enough so that he can move two quick steps as he throws a twelve inch softball. Average throw in feet for age ten is 103 feet; age eleven is 115 feet; age twelve is 132 feet.

600 Yard Run: Measure a circle or track for a distance of six hundred yards marking start and finish. On a signal, "Ready! Go!" the pupil starts running the 600-yard distance. (Walking only if necessary). The average time for age ten is 2:30; age eleven is 2:24; and age twelve is 2:19.¹

¹Youth Physical Fitness, op. cit., p. 44.

CHAPTER V

AGE GROUP THIRTEEN TO FIFTEEN

I. Conditioning program for ages thirteen to fifteen focuses special attention on upper body and abdominal development. This will be implemented by the employment of stunts and tumbling and the fundamental exercises which are directed toward this end. Other activities included within this chapter are: rhythms and dance, games, and Dr. T. K. Cureton's "Eighteen Item Motor Efficiency Test - Using No Apparatus."

II. Specific Characteristics

Physical Development

Measurements: 54-61 inches, normal height; 65-101 pounds, normal weight.

Growth: prepubescent period with growth erratic; awkwardness results.

General Health: good.

Endurance: satisfactory if not overtaxed; energy may be cut down; shows fatigue which may be misinterpreted as laziness; boys strength superior to girls.

Speed

Good in form and performance; speed increased.

Accuracy

Very good; capable of good performance in activities requiring accuracy--ball games, stunts, tumbling.

Coordination

Awkwardness may occur if development is out of proportion to growth.

Reaction time satisfactory.

Competencies: Social-Emotional Development

Seeks prestige from own sex.

Evidence of sex antagonism.

Recognition

Likes to assume leadership in group planning.

Can initiate, organize and execute plans.

Cooperation

Seeks praise for things well done.

Knows the meaning of teamwork and practices it.

Competition

Fair competition important.

Emotional Skills: Self-Confidence

Is self-confident.

Is self-conscious.

Self-Discipline

Is honest, reliable and dependable; aware of morals and conscience.

Concentration is good; seriousness of purpose evident.

Self-Adjustment

Realization of own importance, superiority or inferiority present.

Prestige important

Social-Emotional Competencies: the child can

Conscientiously follow rules of good sportsmanship; use accepted behavior.

Become accepted as a leader by peers and teachers.

Show enthusiasm toward self-improvement.

Intellectual Development: Knowledges

Understands desirable personal and community health and safety; encourages others.

Enjoys making suggestions.

Reasoning and Judgment

Voluntary practices; can assume responsibility in directing and teaching own squad.

May argue a point; can compromise.

Attitudes, Appreciations, and Interests

Enjoys creative effort.

Shows diversified interests and appreciations.

Attitudes changed to voluntary practice and work.

Competencies: the child can

Understand and perform dances of more complex forms.

Understand and practice standard health and safety rules.

Understand and practice etiquette and manners.¹

¹Young, op. cit., pp. 4-5

III. Pretests

The pretest of age group thirteen to fifteen would employ Dr. T. K. Cureton's "Eighteen Item Motor Efficiency Test - Using No Apparatus", from a University of Illinois reprint of the test.

Balance:

Diver's Stance on toes, eyes closed, 20 seconds.

Squat Stand, 10 seconds, balance.

Dizziness Recovery, walk 10 foot line, 5 seconds after 10 turns around finger on the floor.

Flexibility

Floor touch, knees straight.

Trunk Flexion Forward, sitting position, knees held down, forehead slowly to within 8 inches of floor, (2 fists, one on top of the other).

Agility

Kneeling Jump, spring to feet, hold balance for three seconds.

Jack Spring, touching hands to toes at least waist high, 5 times in succession.

Agility 6-count Exercise, squat, extend legs backward, extend legs forward, flip over, return to squat-rest position, return to standing position, (6 times in 20 seconds).

Strength

Man Lift, pick up partner of own weight and place on shoulders for carry in 10 seconds.

Stick Body, hold 30 seconds head on partner's knee, hands on hips.

Extended Press-Ups from hands and toes without using elbows.

Power

Standing Broad Jump, height plus 1 foot.

Endurance

Floor Push-Ups, 15 times.

Straddle Chinning, 20 times.

V-Sit, 60 seconds.

Breath Holding, 30 seconds after running in place 120 seconds at 180 steps per minute.

Endurance Hops, in succession, 200 up and down, 200 straddle jump, 200 alternate stride, 50 on left toes, 50 on right toes, and as many full squat-jumps as possible.

IV. Rhythms and Dance

Refer to section on rhythms and dance for age group nine to twelve for content of this section. (See page 28.)

V. Appropriate Games

Double Line Keep It Up: Class is divided into equal groups. Each group is arranged in two parallel lines about ten feet apart. Players face each other. The first man volleys to the man across from him, and the rest of the team will volley in a zigzag fashion until someone misses or if it goes through the entire team. Each successful volley is scored one point.

Ten Trips: Players are arranged in groups of three, with players in each group standing in single file equidistant from each other with from five to ten feet between players. Center player of each group has a baseball. On signal he throws to one of the end players, who in turn throws to the third player at the other end of the line. The third player returns it to the middle man. Following the same sequence, ten trips are made.

Five-Three-One: Form a single line behind the free throw line. The first man shoots for a bucket, and scores five points if it is made. He would then run in and rebound and shoot a second shot worth three points. Then he would again rebound and shoot a third shot for one point.

Guard the Clubs: Form a circle with one man in the center with three Indian Clubs in its center. The men in the circle pass the ball around until they have a shot at the pins. If someone can knock them over he will exchange the guard post with the middle man.¹

VI. Fundamental Stunts

The growth spurt at ages thirteen to fifteen is by far the most rapid of the elementary youth. Stunts and tumbling or activities such as these will be the most difficult and challenging because of this rapid growth. Each pupil must acquire additional strength and endurance to accomplish these stunts. This may be facilitated by the combined effort of the teacher's planning and the pupil's conscientious development of the upper body.²

Backward Roll Progression: continuous backward rolls.

Backward Roll from standing to straddle position.

Backward Roll to prone position

Couple Elephant Walk

Handspring Progressions: handspring over back.

¹Jones, Morgan, and Stevens, op. cit., p. 141.

²E. L. Sehon, and Others, Physical Education Methods for Elementary Schools, (Philadelphia and London, W. B. Saunders Company, 1955), p. 42.

Handspring with assistance .

Handstand Progressions: headstand with support .

Handstand with one assistant .

Headstand .

Merry-go-round.¹

VII. Suggested Program of Exercise

Fundamental exercises for age group thirteen to fifteen will place emphasis on the upper body and abdominal region. Additional exercises may be provided if the child shows a deficiency in his upper muscular development.

Squat Thrust: Assume an erect position, on signal bend knees, place hands in front of feet. Thrust legs back far enough so that the body is perfectly straight. Return to squat position. Return to erect position.

Body Bender: Hands are interlaced behind the head, and pupil is in an erect position. Bend sideward to the left as far as possible, return to original starting place and bend the other way.

Wing Stretcher: Stand erect, raise elbows to shoulder height, fists clenched, palms down, in front of chest. Thrust elbows backward vigorously and return. Head should remain erect.

Jump and Touch: Pupil jumps up as high as possible bringing heels to buttocks, and swinging arms around the knees.

Bobber: Pupil keeps knees straight and bounces three times touching ankle, top of feet, and lastly the toes.

Back Twist: Pupil is in a prone position and legs are raised to a perpendicular position to be floor. Keeping both feet together he slowly swings legs to one side then up and over to the other side.

Reclining Pull Ups: One pupil is on back and partner stands astride him, looking face to face, feet beside reclining pupil's chest. Partners

¹Jones and Morgan, op. cit., p. 94.

grasp hands, with fingers interlocked. Pupil on the floor pulls himself up until he touches his partner's thigh. He remains straight while resting on heels.

Side Flex: Pupil lies on side with arms extended over head. With push action raise the topmost arm and leg vertically. Attempt to make contact with foot and hand. Change to other side after a few times.¹

VIII. Evaluation

Give a retest on the Dr. T. K. Cureton "Eighteen Item Motor Efficiency Test - Using No Apparatus." (Refer to Page 36.) Record student's test as to improvement or retrogression from pretest scores.

Correction should be made when student's attitude toward dancing and rhythmical activities is improper.

¹Youth Physical Fitness, op. cit., p. 59.

SUMMARIZATION

An attempt has been made to provide a comprehensive course plan for the elementary grades. This plan concerns itself primarily with the many facets embodied in a program of physical conditioning. Such a program concerns itself basically with exercises, body mechanics, rhythmic and large-muscle type games. There was no mention of varsity interscholastic sports throughout this program. The writer's intention was to implement these sports into a particular program when the instructor felt the pupils had mastered the basic conditioning of the particular age group to which the students belong before going into the more highly organized sports.

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APPENDIX

APPENDIX

KRAUS-WEBER TEST

- TEST I. Clasp the hands behind the neck and roll up to a sitting position as someone holds both feet on the floor.
- TEST II. Bend the knees, clasp the hands behind the neck and roll up into a sitting position as someone holds both feet on the floor.
- TEST III. With the hands clasped behind the neck and legs extended straight, raise the heels 10 inches from the floor. Hold this for 10 seconds or as someone counts 1 thousand and 1, 1 thousand and 2, 1 thousand and 3, and so forth.
- TEST IV. Lie face down with a pillow under the abdomen. Clasp hands behind the neck; then raise head, chest, and shoulders off the floor. Hold this for 10 seconds or ten counts as in Test III.
- TEST V. Place the hands under the head and a pillow under the abdomen. Raise both legs off the floor and keep knees straight. Hold this for 10 seconds or 10 counts as in Test IV.
- TEST VI. Keep feet together, slowly bend forward, keeping knees straight, and see how nearly you come to touching the floor with your finger tips. Do not bend the knees or bounce down. If you can touch the floor with the finger tips for three seconds or counts of 1 thousand and 1, and so forth, you pass the test; if not, it is a failure. (This is the one item most of the American children failed.)