A Study of Elementary Physical Education at the Whittier School, Logan, Utah

Phyllis C. Jacobson

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A STUDY OF ELEMENTARY PHYSICAL EDUCATION AT

THE WHITTIER SCHOOL, LOGAN, UTAH

by

Phyllis C. Jacobson

A thesis submitted in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

in

Physical Education

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Phyllis O. Jacobson
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Since the First World War, there has been an increased recognition for the need of physical education in the elementary school. Although educators recognize and agree on the need, they are not in agreement as to how to best achieve this need. Some educators believe that physical education should be taught as a specialized subject. Through this means, instruction is provided by a specialist who is trained in physical education. Some educators believe that physical education should be integrated with every other phase of the school program and taught by the classroom teacher. There are other educators who believe that parts of both the specialized and the integrated program should be followed. By this means the program would be integrated with other phases of the school program and would be taught by the classroom teacher, but a specialist, trained in physical education, would supervise the program.

The type of program used for this study was primarily one of integration. The classroom teachers taught the physical activity as a phase of the total education program. There was no specialized supervision. The Whittier School, which is the Utah State Agricultural College Training School, served as a laboratory for this study.

Purpose

The purpose of this study is to evaluate the physical education program conducted at the Whittier School in light of the desired outcomes and educational values as stated in A Teaching Guide for the Elementary Schools of Utah (23) and Physical Education for Elementary
Schools (24), published by the Utah State Department of Public Instruction.

It is the intent of the writer to evaluate only the activities conducted during the time of observation and to use, as the means of evaluation, the criteria which pertain to these activities.

Procedure

The data for this study were collected by means of observations. The writer and six training teachers carried out the observations over a period of fifteen days, from February 1, 1954 to February 15, 1954.

One day was spent in each grade by the writer, and one day was spent in each grade by a training teacher. The description of data was written up on the basis of the observations of both days spent in each class. Each grade, kindergarten through sixth, was observed and treated in this study.

The evaluative criteria were taken from A Teaching Guide for the Elementary Schools of Utah (23) and Physical Education for Elementary Schools (24), published by the Utah State Department of Public Instruction.

Additional criteria on the characteristics and needs of children were taken from Physical Education in Oregon Elementary Schools. (16)

The evaluation is an attempt to determine how well the activities conducted under the integration system at the Whittier School meet the educational values suggested in the evaluative criteria.

Importance of the study

Leading educators for many years have recognized the need for a well-rounded physical education program in the elementary school.
Today more than ever, the physical fitness of our youth is more important than at any other time in the history of our nation. Experience has shown us that it is impossible for the public schools to start with the improvement of the physical well-being of boys and girls when they reach high school and attain the desired goals.

The results of a good elementary physical education program can be measured throughout the life of the child in terms of better physical, emotional, social and mental balance. (6)

A well-planned, well-conducted activity program is essential for children in the formative period of their development, and it should begin with nursery school and kindergarten and continue through college. (2)

The program must be evaluated in light of desired outcomes and objectives according to the needs, interests, and abilities of the pupils to insure effectiveness and efficiency of the physical education program.

It is hoped that this study will bear out the strengths and weaknesses of the integration type program that is being carried out at the Whittier School.

Definition of terms

Physical education is defined for this study as a means of education through physical activity. The physical education has as its purpose the development of the whole personality, the physical, social, or mental, insofar as physical activities may contribute to this end.

Integration is the plan of school organization through which all phases of the school program are interrelated with each other to help bring about the development of a well-rounded wholesome personality.

Platoon system is the plan of school organization in which the curriculum is divided into two major areas, one involving the academic subjects and the other the special subjects. The students are
divided into two groups; one group attends the academic subjects in the home room while the other group attends the special subjects taught by persons trained in the special subject area.
REVIEW OF LITERATURE

There has been a great deal of controversy among educators concerning the type of organization of subject matter within the school. In 1910, specialization was new, and in schools of education the change from the old professor of pedagogy who covered the entire field to the younger specialist who laid claim to extensive knowledge in particular branches of education was the approved pattern for a forward looking institution. In 1945, many criticisms were made against departmentalization and specialization. The new school of thought places emphasis on integration. The literature today reveals both trends of thought with criticism and advocation of both methods. Integration seems to be the most desirable practice in the elementary school.

Caswell and Foshay (4) define the term integration as pertaining to the emotional, physical and intellectual aspects of behavior in which an organism can act with unity and with the mutually helpful support of all its parts in the achievement of a purpose. They go on to say that with a high level of integration there is an absence of internal conflicts and a maximum ability to devise appropriate responses to problem situations.

L. T. Hopkins, in his book, Integration, Its Meaning and Application, (7) points out that integration is a shorthand word to designate intelligent behavior and refers to continuous, intelligent, interacting adjusting.
The different levels of integration in which one is engaged bring about different results. If one is to reach the results desired, then the program must be completely integrated.

Completely integrated learning may be defined and described as that in which the heart, the head, and the hand work together. Specifically, in integrative learning the individual makes a whole of his experiences in terms of his total personality; in the absence of this kind of learning, experiences remain discrete. Presence of integration in the learning process will reveal itself in a constant attempt to organize facts into some sensible arrangement to hypothesize and constantly check this hypothesis in turn. To make sense of feelings, emotions, attitudes, and values so they make a coherent, dynamic whole. To see that the dynamics of this environment are pulling together and not apart. Students who feel a lack of direction and integration in their learning see their education as somewhat apart from their lives, or at best, as a preparation for future life. They see no connection between living and learning. The teaching problem is to assist students to see that connections between living and learning. (25)

There is a growing tendency in the more progressive public schools to unify the separate courses into such composites as social studies and integrated science. Another step which has been taken is that of integrating subject matter around large units such as "communication." J. G. Umstattd (22) goes on to say that this plan will gradually replace the present cut-up schedule of the typical secondary school.

In his article "Vanishing Fences," L. H. Chrisman (5) compares the modern trend in education of moving away from the isolated subject matter curriculum to the cross fences which are vanishing from the modern farm. He goes on to say that too many students have been missing that which should be common heritage of educated persons as individuals and members of a free society. The theory upon which general courses are based is that they can bring to the student more of the commonly accepted essential elements of a complete education than he has been receiving.
To obtain this desired level of integration, the process must be started in the teacher training institutions. The personnel of these institutions has long recognized the importance of the integrated program in teacher training.

It is assumed that integration can and does take place only as the learner assimilates and makes a part of his behavior principles arrived at through his own experience. M. Lindsey goes on to say that they are trying desperately in the teacher colleges to tie together those things which belong together in the experiences of the children. (10)

If the goals for complete integration which teacher training institutions have set up are reached, only then will proper integration be carried out in the public schools. The teacher has a major responsibility to see that the pupil's experiences tend to further integration.

Caswell and Foshay (4) contend that there is no neutral experience. They say that all experience tends to either further or retard integration. Some curriculums contribute more significantly to integration than do others, but it is the pupil who is integrated, not the curriculum. A curriculum which does not foster integration, but which results in personality conflicts, compartmentalized beliefs, and disorganized knowledge is a poor curriculum. The effort at all times should be to develop a really integrating curriculum, employing whatever basis of organization is found to contribute most significantly to this desired end.

It has been pointed out by Kathryn J. Twomey (21) that the success of integration in any departmentalized school requires cooperation of all teachers and is in direct proportion to the extent of existing
cooperation. She goes further to say that mutual understanding of aims is the best lubricant for the mechanism of teacher collaboration.

Stanley H. Whitmeyer (26) says that the modern teacher must be equipped with a practical knowledge of psychology, philosophy, and educational values. Situations should be constantly set up to help the student in his social adjustment and personal enrichment. The role of the teacher is to arrange situations to which the child can react, to see that this experience is in harmony with his purpose, and see that the student gains satisfaction from this experience.

Teachers' colleges should stress education of the whole child as the most important phase of their training program, and must offer adequate facilities for the training. T. R. Abercrombie (l) goes on to say there is a danger in training teachers for specifics because they fail to see the importance of the development of the whole child. Integration can only take place when there is a unified opinion on the part of teachers of all subjects that the complete education of the child is a common problem. He goes on to say that complete specialization should not be allowed in the elementary and secondary schools. The teachers must make sure the content and techniques of all subject fields do not become ends in themselves, but rather a means toward the common goal of a complete education.

V. E. Leichty (9) in "Integration, A Disintegrating Factor?", says that if the program is completely integrated, the pupil would find the materials he studied and the skills he practiced related not only to each other, but also to the out-of-school activities normal to groups of his educational level. These materials and skills should be of service to him as his work progresses to more advanced materials and
complicated skills. This means that vertical and horizontal integration must take place simultaneously. All teachers must be aware of what the others are doing or the duplication would result in boredom for the student. True integration cannot exist within one classroom or one school alone, but must be planned on a national scale that touches all levels of education. The weakness of integration can be cured by more integration.

W. H. McFarland (11) in his article, "More Team Play Among Teachers," emphasized the fact that teachers are not united around common objectives, and consequently a great amount of teaching effort is wasted. He says this is not a criticism of teachers, but rather of school organization.

If physical education is to contribute to the well rounded development of the individual, it must be more closely integrated with the total school program.

The values which a well rounded physical education program affords must be realized by every teacher; she must provide activities for the pupils to engage in which will best achieve these values.

Every culture has a scale of values, and the values in our society evolve from the democratic philosophy. Democracy values the welfare of the individual and its purpose is to enable him to rise to the highest development of which he is capable. It seeks to develop the individual's physical and emotional health so that he may be free to set up goals which are increasingly more desirable, follow these goals to their fruition, develop ideas for his own satisfaction and the welfare of all, create and choose, ever more wisely. It seeks to provide opportunities for wholesome recreation and equip the individual for a full
enjoyment of it. It seeks to foster a sincere and deep respect for the rights and feelings of others, an attitude of friendliness, helpfulness, and fraternity toward them. It seeks to encourage a sensitivity to injustices and a desire to correct them. It seeks to develop an appreciation that a requisite of freedom is responsibility, and to produce in the individual the understanding that with every right which society bestows there is a corresponding obligation.

Physical education as a phase of today's education has not always been developed with such purposes in view. Physical education is seen today in many forms presented in many ways. There is no standard practice of it, and no standard program which has been adopted in all schools. In fact, it is probably true that there are no two programs exactly alike anywhere. An examination of a random sampling of physical education programs in schools in the nation would reveal a wide variety of methods, objectives, content, and outcomes or results. This is so partly because of the heritage of today's physical education in an ever changing but basically democratic society. Many misconceptions and interpretations of physical education are responsible to a great deal for this wide difference in programs.

Oberteuffer (15) lists some of these misconceptions as follows:

1. There is a belief held by some that physical education is only for the few who are highly skilled— the athletes—and that others are to be content with the role of spectator.

2. Some may have the impression that physical education is mainly play and that play needs neither instruction nor supervision.

3. There is a popular misconception that physical training and physical education are one and the same.
4. That physical education is only body building is a view held by some. They split the human being into body and mind. The mind is cultivated by the Great Books and the body by exercise, and the latter is mildly useful in the welfare of the former.

5. There are some whose experience with physical education has led them to believe it is a hodgepodge of unrelated, unplanned and largely taught physical activities having no apparent objectives other than some relationship to physical fitness.

If these misconceptions are to be overcome, the teachers must interpret the values and objectives of physical education and organize and administer their programs so these values may be realized by the pupils.

In order to obtain the goals which have been set up, we must clearly define and understand the meaning of physical education.

Meyers (12) defines the physical education program as follows:

Physical education is a graded program of activities specifically designed to develop strength, skill, speed, endurance, co-ordination, and social-moral behavior. It is a way of education through physical activities selected and carried on with full regard to values in human behavior. Because it is a way of education, and because it is a phase of the total education program, physical education aims at the same general goal that gives purpose to all the learning experiences of the school—the well rounded development of all children as responsible citizens in our democratic society.

The curriculum of the elementary school is not well rounded unless it provides for regularly scheduled classes in physical education attended by all pupils. Physical education is an integral part of the elementary school curriculum rather than merely a series of exercise periods; it contributes to many of the most important objectives of education in a democratic society. The necessity of such a program in the schools is described by Ragan (17) in the following statements:
Children are so constituted that they need an enormous amount of exercise for the normal development of muscles, circulation, respiration, and other bodily functions; their normal social development requires opportunities for developing recreational interests and skills and for learning to play with others, to choose and respect leaders, and to follow the rules of the game. The monotonous, tense, and highly emotionalized work in which many people engage today, together with the increasing amount of leisure available, make the development of recreational interests and skills a social necessity.

The potential values of a good physical education program for personality development and effective living should not be overlooked. There is no better way to establish easy and companionable human relations, develop friendships, and learn how to be both a good leader and a good follower than through a modern program of physical education.

If physical education is to gain its rightful place in the schools, it must be organized and developed as an integral part of the whole curriculum and regarded on the same basis as other subjects.

One of the new concepts in educational thinking of late is the concept of integration. It holds great promise as a means by which education - and physical education - can become increasingly effective in the lives of students.

Physical education has, since its introduction to the American school system, been largely a special area subject. The teaching of physical education has gone on in the gymnasium, usually in an out-of-the-way part of the building, and there has been little contact between physical education and the rest of the school intellectually or scholastically, or in any other way. Physical education has been thought of as something different from the rest of the curriculum, and as a special area it has not been accorded academic recognition or thought of as having much to do with the academic or intellectual functions of the school. (15, p. 276-277)
There has been virtually no integration of physical education with other school subjects. Physical education personnel have made little contribution to the development of students in other areas and, conversely, other areas have participated hardly at all in the planning of a physical education curriculum.

With the trend toward having the classroom teacher direct her own physical education, it is absolutely essential that she be prepared with courses in methods, principles, and history, plus practical courses in games, dances, tumbling, stunts, and music. The classroom teacher must then teach physical education on a par with any other subject. She must determine the requirements for the age group she is teaching, make thorough preparations for her daily lessons, and adopt a favorable attitude. School boards and administrators must recognize that our modern way of life requires that the curriculum include a total program of physical education, conducted by a trained teacher.

Students majoring in education should be given an opportunity for a broader background in all the practical phases of physical education, a greater opportunity for cadet teaching supervised by a qualified person, and a much broader concept of methods, principles, and history.

The success or failure of physical education under the guide of the classroom teacher depends in a large measure on her attitude. She can slough off, or she can apply herself and do an excellent job. She must be sincere in her purpose. The first essential of sincerity of purpose is never to miss that class, even though it is sometimes so easy to forget. This is so essential to the child, and it is just as essential to the teacher. She must remember that physical education, by its very nature, is the most popular subject she teaches. It is
the one subject that most nearly corresponds to the natural behavior of
the child; it provides a release for pent-up energies, and is fun. If
handled wisely, as much educating can be accomplished in the gymnasium
as in the classroom. The same effort must be put forth in the pre-
paration of the physical education class and the actual process of
teaching as with any other subject. If the teacher is indifferent,
lacks vivacity, enthusiasm, and initiative, her attitude will be re-
lected in the class.

The organization and development of a well rounded physical educa-
tion program has been slow and will continue to be slow as long as
classroom teachers are expected to go beyond their realm and teach a
very specialized subject completely foreign to them.

Henry Meyer (12) backs this statement up with the following
remarks:

Physical education is a highly specialized field, and
not till every teacher's college in the country crams so
much material, methods, principles, and philosophy into its
students that they live, talk, and breathe physical educa-
tion every minute of the day, and go into the field feeling
that they have a mission to perform, will physical education
achieve stature in our schools.

Even though integration has gained recognition as the preferred
practice in the elementary schools, some of the leaders in education
continue to recommend departmentalization to a certain degree.

The most universal plan used is that of the platoon system. The
central feature of the platoon system is the division of the school
into two groups or platoons of pupils, and of the curriculum into two
major parts, one involving the academic subjects and the other the
special subjects. The academic subjects are taught in the home room
during half the time; the special subjects are taught by special teachers during the other half of the day. One platoon is in home rooms studying academic subjects while the other platoon is taking the special subjects.

The platoon plan is supported by the argument that it makes specialists available, and also on the grounds that the curriculum is enriched through the provision of special services and facilities, such as the auditorium, the gymnasium, science and social science rooms, art studios, and the like. The platoons make it possible to utilize such services and facilities 100 percent of the time, which is not the case in other plans of school organization. As a result, the services of specialists are provided without increasing the number of teachers required and with an actual decrease in the size of school plant needs.

Rivlin (18) describes the platoon plan in its relation to the child and the facilities as follows:

The platoon plan of organization is only a means to an end in achieving the more fundamental contribution of the platoon school. Its primary consideration is to provide for children a rich, diversified, and well-balanced curriculum, implemented by extensive facilities in the form of specially designed and equipped studios, shops, laboratories, libraries, gymnasiums, auditoriums, and play grounds in addition to the typical elementary school classrooms. An amount of time equal to that devoted to the intellectual development of the child is given daily to activities contributing to the child's social, physical, and aesthetic development, instead of providing only a few minutes each week for the perfunctory participation in these activities as is characteristic of the typical elementary school. However, the unique plan of organization of the platoon school has attracted so much more attention than its programs of studies that the term "platoon plan" and "platoon school" have become synonymous in the minds of most people.

Efforts to evaluate the platoon school have centered upon the relative efficiency of platoon and non-platoon schools from the standpoints of enrichment of curriculum, cost and building, economies, attendance, pupils progress, and achievement in the common school subjects.
Bolton (3) lists the following advantages of the platoon organization:

The principal advantages secured because of the platoon organization are: (a) better equipped teachers because of specialized preparation; (b) increased efficiency of each teacher because of normal range of instruction; (c) an enriched curriculum; (d) better equipped rooms for specialized instruction; (e) pupils profit by contact with a greater variety of teacher personalities; (f) pupils benefit from the opportunity to move about in passing from room to room.

Whether departmentalized teaching in the elementary school is superior to the single-teacher-per-grade plan has been a great issue in education for several decades. Research to date has dealt with certain aspects of this problem and overlooked others. A study summarized by Margaret Rouse (19) was undertaken for the purpose of discovering the following:

1. What differences, if any, exist in the scope of the school program in departmental and nondepartmental organization?

2. What differences, if any, exist in the general pattern of organization of the curriculum?

3. What differences, if any, exist in the way the program of school life is administered through curriculum practices?

4. What differences, if any, exist in the procedures used in classroom teaching?

Twenty departmental and twenty nondepartmental schools were selected at random and used for this study.

This study indicated that there are some statistically significant differences in regard to the program of school life in schools organized under different types of program organization. However, the fact that only fourteen of the ninety-four differences found in the two groups of schools studied were statistically significant would seem to indicate that schools organized under different plans of program organization
are not so different in actual practice as the theories underlying the various types of organization seem to indicate.

Many criticisms have been made against the subject matter curriculum in recent years. Murcell (14) contends that the paramount emphasis of these criticisms lies not against subject matter as such, or subject matter effectively learned, but against the mechanical, routine, meaningless learning and teaching of it for the sake of spurious and superficial outcomes. He feels that these criticisms are perfectly justified on this basis. An opinion regarding platoon schools and some factors not conducive to high achievement are made by George C. Kyte: (6)

Highly departmentalized organization may result in an artificial, mechanized instructional program. Needed elasticity in the use of time for instructional purposes is impossible. Teaching often becomes subject-centered rather than child-centered. The pupil is exposed to many teachers and may be exploited by the many demands every teacher makes on him. The resulting diffusion of his interests leads to a neglect of the fundamentals. Continuous attention to the development of teamwork in the teaching staff is necessary to assure a desirable instructional program. Extensive and formal articulation of the learning program is required to produce an integration of pupil activities.

Each teacher is responsible for too many children and so can become thoroughly familiar with the needs of only a few pupils, if any. Being subject-centered in compartmentalized organization, she has difficulty in following the most effective teaching procedures. Time is wasted when pupils move from room to room. To overcome this loss of time, children must attend school a long day. Pupils are seated unhygienically because it is impossible to furnish each room with enough seats and desks to seat comfortably the children of different sexes from the several grades. The strain of the work on the teacher is too great over a period of time.

Seegers (20) also regards the platoon and departmental plan as being one of the least desirable on the basis that it emphasizes subjects instead of laying the emphasis on the child. He, however, admits that
this type of organization lends itself to efficient teaching of isolated skills.

It is assumed that art, music, and physical education can be taught profitably by specialists, but that these specialists should arrange programs and contribute to the development of children in consultation with the home-room teacher.
PRESENTATION AND ANALYSIS OF DATA

Description

The description of the activities carried on at the Whittier School, in each class from the kindergarten through the sixth grade, is based on the observations made by the writer and six training teachers.

It was found that the activities of the two days observations in each class were essentially the same, even though some of these observations took place two weeks apart.

The writer has attempted to combine the observations made by herself and those made by the training teachers into one descriptive analysis. A separate description was written of special activities or programs that were unusual to the typical day's schooling.

During the first activity of the kindergarten, the children were seated in a circle for opening comments by the teacher and for a period of "sharing." This period is turned over to the pupils where-in they share any news or happenings by telling the other pupils. This may be something they have seen on the way to school, a new toy, or maybe a new baby sister in the family.

When the pupils were through "sharing," they had a singing period. The songs used were action songs where the pupils move about at will. Songs involving hand motions, climbing stairs, hopping, walking, jumping, and running were used.

The art activities, next carried on, were very well integrated with physical activities. Several activities were provided, allowing the pupil a choice of what he wanted to do. Some chose to paint; this was done on large sheets of paper with large brushes requiring large arm
muscle movements. Some were engaged in tracing, cutting, and covering rabbits. This activity was provided and supervised by a student teacher. The children pulled cotton from rolls and pasted it on the rabbit.

Others chose to be carpenters. The tools and wood were provided, and the students were allowed to make anything they wished. They sawed, hammered, and moved about very freely.

Those children finishing first, or tiring of an activity, were allowed to play house, play games, or read.

At recess the children engaged in many types of activities, supervised by a training teacher. Some of these were: sliding, jungle gym, tag and it games, cowboys and Indians, climbing, and running. At this time bread crumbs which the children brought to school were scattered for the birds.

After recess graham crackers and milk were served, during which time group discussion was encouraged.

The children each have a rug or a blanket which they unroll to lie on for rest period. During this time lullabies and soft music were played.

Rhythm period for the day included action songs requiring running, play acting, imitation of animals, skipping, hopping and creative movement. The children marched both to and from the rhythm room.

The final activity of the day was a story read by the teacher, after which the children were excused for lunch.

In the kindergarten, school is held for only half day, with a new group of students coming at noon.

In the first grade the first hour of school was devoted to reading. During this period much movement about the room was encouraged.
While individual help was being given, other students moved about writing words, reading books, and cleaning lockers to avoid monotony and restlessness of the children.

Recess was supervised by a student teacher. The children played stoop tag, lion's den, and boys played cowboy and Indians. The activity was mostly running.

Milk was served by three students who did the counting and serving. During this time conversation was encouraged. The children told stories and made up riddles.

A word lesson followed with students reading words from the blackboard. All of the words presented began with D. The children made up riddles of new words that begin with D.

The singing period was made up of action songs which required the movements of stretching, squatting, and swaying.

Time was devoted to "sharing," of news and stories by any child who so desired.

The children marched to and from the music room carrying their own chairs.

During rhythm period music was played and the children did any movement they felt like doing. Some ran, galloped, skipped, jumped, walked, turned, and hopped.

"The Milk Man's Horse" was played, and the students imitated the horse by moving fast and moving slow, whichever the music called for.

A dramatic play was acted out by movements to music. The characters were: bears, sunbeam, winter passes, snow flakes.

Waltz music and skipping music was played while the children turned and skipped.
In the second grade, the day was started out with a period of "sharing." The children then stood for lunch count.

The teacher had all students stand up and shake until all the shakes were out of them so they could sit still.

During the writing lesson everyone moved around at will. They were to copy words from the board and from books. Part of the group started reading and the rest continued to write. Many activities were going on at the same time. Some wrote, some read, some cut paper, others colored and still others just roamed around the room.

The children were then excused to go to the fountain for a drink.

During singing period the following songs were sung: "Little Peter Rabbit," (arm and hand movement), "Echo," (no activity), "Lazy Mary," (no activity), "Little Tom Tinker," (little action), "Row, Row Your Boat," (no action), "The Red Fox", (no action), "Little Ducks," (action of hands and turning).

A film, "Good Health Practices", was shown.

Recess came late because of the film. The children played running games, jumped rope, and played kickball. A great deal of arguing and confusion went on. There was no teacher supervision.

After lunch the students all laid their heads on their desk for a ten minute rest period.

Rhythm period consisted of children slapping and moving to music. They were encouraged to create their own movements to the music that was played. A round dance, a three deep tag game, and a hopping relay were all part of the rhythm period activities.
Art activities consisted of covering Valentine boxes, coloring pictures, drawing and cutting out hearts. Some students stayed in the same chair, while others moved about the room at will.

In the third grade, the students took the lunch count, and went to their lockers for a pencil for a spelling test. This test lasted until 9:45.

After the spelling test, the students engaged in an activity called, "Do This, Do That." One person led the entire class in a few arm exercises.

The students then went to their lockers to get library and reading books, and to get ready for an arithmetic test. As soon as the students finished the test, they read in their library books.

Recess period was supervised, but not organized. The activities engaged in were basketball, kickball, keep away, and swinging.

After recess, a story was read to the class by a student teacher. The students then moved downstairs to the stage, where a film on "Milk" was shown.

The children then went back upstairs to get ready to be dismissed for lunch. They sang two songs while waiting for the bell to ring.

After lunch, the singing period consisted of the following songs: "Moon in the Sky," "Cats and Dogs," "Thumbolina," all without any activity. They learned "Hokey Pokey," both the song and the dance.

"My Weekly Reader" was read and discussed.

The students then had a period of "sharing." They told interesting bits of news about things they had heard or seen.

At 1:45 the Valentine Party began. This lasted until 3:00, at which time school was dismissed.
The following activities were carried on: "Here Comes an Old Lady," "Simon Sez," and "Teakettle." These are all quiet games requiring activity of one person at a time.

Refreshments were served by room mothers and the Valentines were passed out.

On a typical day the time spent for the Valentine Party would be spent with the following activities taking place:

Rhythm period consisting of the group marching to music. A fast march and a light three-quarter rhythm would be played.

They would do activity imitating witches, and activity of moving shoulders, head and arms and then the entire body while standing in one spot.

Music was played for the students to do any movement they wished.

In the fifth grade, the schedule for the day was as follows:

Lunch count and class discussion was the first activity.

A period called "library" was engaged in by the pupils doing many different activities. Some read books, some counted hangers which the class was going to sell to a local cleaner in order to buy a basketball, others did art work, which consisted of coloring and cutting. The pupils were then instructed to stand stretch before going on to the next assignment.

Writing lesson consisted of an assignment to write a summary of a film they had seen the previous day.

During arithmetic period, a class room activity was played called, "Bean Bag Throw." The bean bag was thrown by the teacher, the pupil catching the bean bag was given a problem to answer. This was continued until everyone had a chance to answer a problem.
Before recess some discussion was carried on as to what the children would play. The girls decided to play kickball and the boys decided to play basketball. These games were played during recess, with some boys joining in the game of kickball and others playing tag and it games. There was no teacher supervision.

After recess the student teacher read a story to the class.

After lunch the spelling lesson was conducted. During this time the students played a game called "Baseball Spelling." They were divided into two groups. One group was up to bat. If they missed three words it was considered three outs and the other group went to bat until they had missed three words. The activity was progression around the room from base to base until the speller reached home.

During singing practice "Thumbolina" was taught by a student teacher. The following songs requiring arm actions were done: "China Man," "I've Been Working on the Railroad," and "Little Tom Tinker." The song and dance called "Hokey Pokey" was done, which required movement of the whole body.

Art work consisted of making Japanese fans. The pupils were to draw interesting patterns of their own. This was an outgrowth of a social study unit on Japan.

During rhythm period a Dutch dance was taught which was an outgrowth of a social study unit.

During recess basketball and kickball were played. A few students just roamed around the playground.

After recess the pupils usually engaged in a work period, but the schedule was changed for a party. The occasion was a birthday party
for the teacher. The pupils did all of the planning and organizing of the party, which was to be a surprise for the teacher.

Ice cream was made in an old fashioned freezer at the school by the pupils.

A program of readings and musical numbers provided the entertainment. Several of the pupils usually take a music lesson at this time. In order for them to participate in the party, the music teacher came and played several pieces of music which he had composed, and which had been just recently published.

In the sixth grade, the school day started with group discussion. At this time the students discussed and solved problems for the good of the group.

Language arts period consisted of assignment in their book. This was a study and writing period without any activity. Following this period of study, the students all engaged in a stretching exercise of reaching their arms up and to the side.

Arithmetic period consisted of assignment and correction exercises. No activity was involved.

During recess several different types of activities were engaged in. Most of the boys played either basketball or softball. The girls played kickball and dodgeball. These activities were not supervised.

During writing period each student wrote a letter inviting the rest of the school to join them in the afternoon to see some fun films.

Reading is conducted in small groups, supervised by a teacher. The pupils moved their desks into these groups, and when finished, moved them back into position.
During spelling lesson, a bean bag game is played. The teacher throws the bean bag, the pupil catching the bean bag is then given a word to spell.

The afternoon is usually devoted to rhythms, art and work period. This afternoon was devoted to a Valentine Party. The following activities were carried out.

To start the party off, each person passed out his Valentines to the group. Four "fun films" were shown, with class F playing host to the rest of the school.

After the films were shown and the other classes had gone back to their rooms, the children cleared the chairs from the floor for dancing.

Dancing started out with several formations of the grand march. Following the grand march, several round dances were performed, requiring walking, skipping, waltzing, and unique dance steps and formations.

Refreshments were served by the pupils under the guidance and direction of the room mothers.

The students in the sixth grade start the day off with a discussion on how they can improve the hall monitor system, and they all agreed to try to do a better job.

A discussion of world news followed. The students reported the news and the group discussed it.

The following exercise was then performed: stretching body up, back, up, inhale.

During history period the students read the history of Old England. All available books concerning this period of history were borrowed from the library, and each pupil was to make a report on the material they read.
Recess period was conducted in the auditorium. The following games were played: "Streets and Alleys," "Crows and Cranes," and circle dodgeball.

There was no physical activity during the singing period. The pupils remained in their seats and sang seven songs.

Arithmetic consisted of doing one exercise from the book and correcting it.

After lunch, spelling lesson consisted of drill. Students went to the blackboard to write words.

A poem entitled, "Abraham Lincoln", was read by the group.

Art period consisted of paper maché activity. The students could move about as long as they remained busy.

During recess period the boys played basketball, snowball, and running games. The girls played tag and it games. There was no teacher supervision in these activities.

After recess, in conjunction with a unit on climatic conditions, the students recorded the readings of the wind velocity, barometer, thermometer, and anemometer.

The teacher read part of a book on Charlemaign to the class. This book was written on the history of Old England, about which the students are reading during their history class.

The remainder of the day was devoted to library reading.

Special Activity. A special activity which took place during the time of the observation was one in which the sixth grade pupils of the Whittier School played host to the sixth grade of the Adams School for an afternoon of dancing.
The students practiced several round dances before the guest school arrived.

Several round and square dances were done which both school knew. Students from the Whittier School performed a square dance for the guest school. A waltzing exhibition was performed by a teacher and his wife. The students danced several waltz numbers. The students of the two schools mixed very well and the afternoon seemed to be enjoyed by all.

Playground. The playground has swings, a slide, teeter totters, trick bars, a sand box, and a jungle gym. Most of the area is covered with a hard top surface, with a small strip of grass at either end.

Three basketball hoops are nailed on the side of the school building. There is no area adequate for games of high organization. They do not have a softball back stop or a large enough area for a softball diamond which does not interfere with the other activities being played.

The area is very congested and unorganized during recess and noon periods. Indoor facilities include a rhythm room with a record player and records, and a piano. An auditorium with a stage is also available for indoor physical activity. The auditorium is also used for the hot lunch program. After lunch, the tables are moved back and the auditorium could be used for gymnasium activities. During the time of this observation, there was only one class of gymnasium activities conducted in the auditorium.

Evaluation

The evaluation of the physical activities conducted on the integration plan at the Whittier School is based on desired outcomes and educational values as stated in *A Teaching Guide for the Elementary Schools*
of Utah (23) and Physical Education for Elementary Schools (24),

published by the Utah State Department of Public Instruction.

Additional evaluative criteria are taken from Physical Education

in Oregon Elementary Schools. (16)

The purpose of physical education is to train the individual in a skillful performance of the activities, to acquire attitudes toward the enjoyment of play and to achieve habits of conduct according to established standards.

In a few words, the purpose is to train the child so that he will not only acquire ideals of living, but actual experience in living a full, rich, and wholesome life.

The extent to which this purpose is being fulfilled can be determined only by the extent to which the school is meeting each specific need.

Physical Education for Elementary Schools (24) suggests that physical education be correlated with other phases of the school program.

This practice is very apparent at the Whittier School. Physical activity is an outgrowth of other units of study. It is integrated with other subjects and projects of the total school program.

A Teaching Guide for the Elementary Schools of Utah (23, p. 124) states that:

The physical education program for the elementary school should be based on the needs, interests, and abilities of children and not copied from the adolescent or adult pattern. An understanding of facts related to muscular development and control, organic development, physical deviations, social and emotional development and child interests is necessary as a basis for the selection and guidance of activities.

Due to the different characteristics and needs of the primary grade children and the intermediate grade children, the evaluation has been broken down into two areas.
Primary. The primary grades include kindergarten, first, second, and third. Evaluation of the activities carried on at the primary grade level are based on the following characteristics and needs of primary grade children.

1. Children in the primary grades have a relatively slow, steady physical growth, consequently, they need from two to four hours of vigorous activity every day. These activities should include running, jumping, hanging and climbing; using the big muscles of the trunk, arms, and legs. The outcome of these activities should promote increased physical fitness, endurance, power, strength, flexibility, agility, and ability to relax. Knowledge and practice of good body mechanics, including good posture, are desired outcomes. (16, p. 37), (23, p. 124), (24, p. 1)

In the kindergarten, the activities used required big muscle movements such as sawing, hammering, and painting. This was done with large tools and materials. During recess and noon, most of the activity was running and moving about. A jungle gym is provided for the activities of climbing, hanging, and jumping. Rhythm period included vigorous activity performed to music. Most of the fundamental movements were used.

In the first grade the type of activity was much the same as in the kindergarten. Recess and noon activity was mostly running and tag and it games. The rhythm period provided vigorous activities of running, skipping, and hopping.

The second grade engaged in vigorous activities during recess and noon periods. The activity was essentially running in "tag and it"
games. During rhythm period the activity was essentially fundamental movements of walking, running, skipping and hopping.

The activity carried out in the third grade was more in a game situation. The recess and noon periods provided vigorous activities of running, throwing, and kicking in the games of kickball and basketball. Rhythm period also provided vigorous activity in the fundamental movements.

2. Children of this age level tire easily and recover rapidly due to a relatively small lung. The heart is growing rapidly. The activities of this age level should be on alternation of vigorous with moderate or relaxation periods. (16, p. 37), (23, p. 124), (24, p. 1)

In the primary grades at the Whittier School, the activity periods were short in length of time and varied in type of activity. Each class had a period for rest. In the kindergarten and in the first grade, the pupils laid their heads on the table for a short rest period. In the third grade there was no time set aside for rest, but the pupils engaged in periods of study and library reading where there was little physical activity.

In the kindergarten and the first grade, milk and crackers were served, which provided a period of rest and relaxation.

3. Boys and girls of this age level are very active. They have approximately the same interests and abilities. They have a short attention span and their interest lies in the activity more than the result.

Due to these characteristics, the primary grades should be provided with activities in which the entire class participates at the same time.
They should be provided with a variety of simple, short duration activities, with few rules, coming to a quick climax and starting again.

The desired outcome is that there be free and happy participation in a variety of activities, with all playing together and with little concern as to the outcome. (16, p. 37); (23, p. 124)

Much of the play life of the child is social in nature. Seldom do children choose to play alone for any length of time. In their play, children may or may not learn to live cooperatively with other children, depending on the guidance given to many of these experiences. To learn to "play fair", to obey rules which have been accepted by the group, to give the other fellow an equal opportunity to adjust individual desires within the preferences of the group—these are important outcomes of desirable play experiences. They are not necessarily inherent in play, but can be made to function through skilful direction. Quarrels, fights, bullying, selfishness, swearing, are apt to occur in situations where children have not been helped to develop socially desirable patterns of behavior. No teacher can afford to neglect the educative opportunities in play, thereby preventing some undesirable outcomes. (23, p. 123)

In the primary grades at the Whittier School, the activities provided were engaged in by the class as a whole. During rhythm period, the pupils all performed together. During recess and noon, the activities of the boys quite often became more vigorous than those of the girls. Consequently, there was a natural separation of boys and girls for these activities. This was especially true in the third grade.

The boys participated in basketball and running games, while the girls played kickball and dodgeball.

A variety of activities were provided in the kindergarten, first, and second grades, during the art period. The pupils were allowed to move from one activity to another. The variety was limited, however, in the third grade.
Many types of rhythmic patterns and fundamental movements were performed during the rhythm period in all of the primary grades. During singing period, a variety of songs and actions were participated in by the students.

4. The skilled use of the body is of fundamental importance to the child as an instrument of expression of his total personality and as a means of attaining status in his group. There is joy and satisfaction in the use of the body with ease, facility and skill. There is frustration in awkwardness, poor muscle control, poor body mechanics and lack of poise. The child with poorly developed physical skills is unable to successfully participate in group playground activities and he may become maladjusted as a result. Surely it is important to help every child to so develop and use his body that it becomes a skilled instrument for complete living. (23, p. 123)

Large muscles such as those of the arms, legs and trunk are more developed than the small muscles of the hands, fingers, and eyes.

Situations should be provided for the pupils to acquire knowledge and practice of correct basic skills which are appropriate to their age level. Easy to handle equipment such as bean bags, large soft balls, and playground equipment should be provided.

Desired outcomes would be the improvement in basic skills such as walking, running, galloping, sliding, skipping, hopping, jumping; handling large balls and bean bags in the activities of throwing and catching; bouncing balls, throwing and hitting a stationary target, and kicking. (16, p. 37)

In the kindergarten, the pupils engaged in large muscle activity when they painted with large brushes on large sheets of paper; sawed pieces of wood with large saws; and hammered nails with large hammers.

During rhythm period the pupils of the primary grades were taught the fundamental movements of walking, running, hopping, skipping, and galloping.
Large soft balls were used on the playground. There was no instruction on how to perform correctly the skills of throwing, catching, bouncing and kicking in any of the primary grades. The children performed these fundamental skills during the recess and noon periods without instruction.

5. The children of this age level are individualistic and selfish to the extent that they are concerned about their own performance rather than the performance of the group. They should be provided with individual activities where each pupil can be guided and recognized in some way. Rhythms, basic skills, self-testing activities, and small group activities where one can have a "turn", should be provided. The desired outcome is that the pupils gain enjoyment and satisfactory progress in the attaining of both motor and social skills. (16, p. 37)

During art activity, each pupil was allowed and encouraged to make whatever he wanted. Rhythm period provided fundamental and individual performance. The pupils were encouraged to create movements while music was played. This was true in all of the primary grades.

During the recess and noon periods the activities engaged in usually required a person to be "it".

The playground is equipped with swings, slides, teeter-totters, trick bars, and a jungle gym where pupils may perform if they wish. There is little supervision and instruction concerning this equipment, and consequently it was not used frequently.

6. Pupils of this age are very aggressive, curious, and have little fear of trying new things. Careful supervision and teaching of safety skills should be provided.
Desired outcome would be the acquisition of safety habits in regard to equipment, others, and own performance. (16, p. 37)

In the kindergarten there was constant supervision and teaching in the use of the hammer and saw.

In the kindergarten and first grade, there was supervision on the playground, but very little teaching of safety skills.

In the second and third, there was neither supervision nor instruction of these skills.

7. Pupils of this age level enjoy rhythm and sound. They should be provided with a variety of rhythmic experiences, including fundamental, creative, singing games and a simple type of folk dances. Desired outcomes are that the pupils should gain enjoyment and increased skill in rhythm; responding to simple accompaniment, recognizing music, and knowing action and words to singing games or dances. (16, p. 37), (24, p. 1)

The outcomes of this area are very well met in the primary grades. The pupils engage in and know a variety of rhythmic activities and songs which they enjoy and participate in often.

8. The children of this age group are starting to broaden their social contacts or relationships. They need adult leadership and guidance in the development of the feeling of belonging, respecting the rights of others, sharing, cooperating, accepting leadership and group membership.

A desired outcome is that the pupil becomes an accepted member of the peer group and recognizes the importance of democratic procedures. (16, p. 37), (23, p. 123), (24, p. 1)
In the primary grades a period of sharing is provided each day. This enables the pupil to tell stories, show off proud possessions, or teach a new game to the group in which he belongs.

In kindergarten and first grade, during the time that is provided for crackers and milk, group discussion is encouraged and participated in by everyone. During the rest period the students are taught to relax without any unnecessary movements or noise so that everyone in the group may relax.

In kindergarten and first grade, the students enjoyed and benefited from the recognition received from the student teacher during recess and noon periods.

In the second and third grade, the students did not have teacher supervision, and consequently did not enjoy these benefits.

Experiences providing for co-operation, respect for the rights of others, and leadership were engaged in during classroom activity, but too often this did not carry over on the playground, unless under teacher supervision. Consequently, in the second and third grades, there was more confusion than wholesome participation.

9. Children of this age level have a vivid imagination, are very creative and dramatic, and possess a desire to act on their own and make their own decisions. They should have the opportunity to participate in original, imitative, and dramatic activities. They should have the opportunity to make a choice in activities, a chance to solve their own problems and to evaluate their experiences in terms of standards.

The students should gain an increased ability to express through activity; increased ability to choose and direct their own activities,
to solve their own problems, and to evaluate them in terms of standards. (16, p. 37), (23, p. 123), (24, p. 3)

Playground experience can be made more truly educative if children are given the opportunity to plan, execute and evaluate their play activities, particularly when they involve the group. The physical education experience can become a school in democracy where children plan, participate, suggest, and appraise their experiences together. No program should be teacher planned and teacher dominated. The teacher is the skillful leader who helps children do more complete understanding and experience in cooperative living. (23, p. 123)

The pupils in kindergarten had the privilege of choosing from a variety of activities. Some painted, others played house, some played quiet games, while others build objects out of wood. They were given the opportunity of imitating the actions of characters in the songs they sang and in the music they performed to during rhythm period.

The first grade was provided with the opportunity of acting out several songs and stories played from records during rhythm period. They also dramatized a story with rhythmical movements and actions. During their word lesson they were given the opportunity of making up riddles to be guessed by the class.

The second grade was provided with the opportunity of making and performing actions to songs. Each child was encouraged to create his own movements to music played during the rhythm period.

In the third grade, a pupil was chosen to lead the class in an exercise of "do this, do that". They also created movements for action songs and for the dance, "Hokey Pokey".

The game "Here Comes An Old Lady," which was played during their Valentine Party, provided the opportunity for the pupil to create and dramatize the actions of an "old lady." Their rhythm period also provided the opportunity to perform original movements and ideas.
Intermediate. The intermediate grades include fourth, fifth, and sixth.

1. At the intermediate grade level, the pupils show a slow, steady growth, with heart and lungs practically up to adult proportion. They have boundless energy and exhibit a love of adventure and excitement. They need to be provided with vigorous, sustained, rough, and challenging activities which require maximum use of muscles to build strength and endurance essential for posture and health.

Increased physical fitness in endurance, power, strength, flexibility, agility, and ability to relax, should be outcomes of a well rounded physical education program. (16, p. 53), (23, p. 125), (24, p. 1)

The fourth grade participated in vigorous physical activity during recess and noon periods. The boys played basketball and the girls played kickball. During rhythm period, a Dutch dance was taught which required a moderate amount of physical activity.

The fifth grade played basketball, softball, and kickball during the recess period. Vigorous and sustained activity was provided in dance period. The pupils danced several round and square dances.

Recess period for the sixth grade consisted of organized games in the auditorium. These provided both sustained and vigorous activity and practice in throwing skill. During the noon and last recess periods, the boys played basketball, snowball, and running games. The girls played "tag and it" games.

2. The pupils of this age level have a wide range of interests and skills. They should be provided with a wide variety of activities. Desired outcomes should be knowledge and skills making for enjoyment
of many different kinds of activity, with no particular specialization. (16, p. 53), (23, p. 125), (24, p. 1)

There was a definite lack of a variety of activities provided and engaged in in the intermediate grades, due to the fact that there was no evident plan of progressive activities throughout these grades.

3. The intermediate grade level possess a loyalty to their peers. They also possess a strong sense of rivalry. They crave recognition and prestige. They need to claim membership in a group that has opportunity to compete with other groups of comparable ability. A desirable outcome is that they become an accepted member of a peer group. (16, p. 53)

In the fourth grade, the "Bean Bag Throw" activity engaged in during arithmetic period, and the "Spelling Baseball" activity engaged in during spelling period provided the opportunity for competition of knowledge skills in groups of comparable ability. It also provided the opportunity for pupil recognition and achievement.

The games played during recess and noon periods also provided an opportunity for pupil recognition and prestige. Due to the unorganized plan that was followed during recess periods, the students did not enjoy the benefits of boundary lines, fair play, and following the rules of the game. Consequently, the opportunity for recognition and prestige was confused with superimposed rules by the largest and most powerful members of the class.

In the fourth grade, the program of entertainment for the party provided an opportunity for those participating to gain recognition for their performance.
During recess the boys of the fifth grade played basketball and softball. The girls played kickball and dodgeball. These activities provided the opportunity for competition with others of comparable ability. The "Bean Bag Throw" activity used during the spelling lesson provided for competition with others and also provided the opportunity for pupil recognition. The dances engaged in during the party provided for social recognition and prestige based on the ability to perform the dance steps well.

The games participated in by the sixth grade during the morning recess provided competition with others of their group. They also played games of a competitive nature on the playground during the last recess and noon periods.

4. The reaction time of students this age has improved, their attention span has lengthened and they are usually very dependable and independent. They should be given the opportunity to serve as leader and recognition of merit given.

It is hoped that the students will gain self-confidence because of success and approval of the group. (16, p. 53), (23, p. 123, 125)

The students served as leaders by group or self-appointment on the playground. They gained recognition for the accomplishments from the group with which they participated. Activities were not provided in which all pupils might excell, but the same activity was played and the same pupils excelled each time.

5. Due to the varying rates of growth, the pupils should be classified into groups of the same development and ability rather than age or sex. They should gain enjoyment of participation because of success attained in participation with others of the same ability. (16, p. 53)
The pupils of the intermediate grades are on the playground at the same time. They play in groups, not necessarily of the same age or of the same ability, but rather according to the activity they wished to participate in.

6. An interest in acquiring skill and a willingness to practice are exhibited by this age group. The small muscles are developing rapidly and eye-hand coordination is improving. The pupils should be provided with sufficient time to practice and develop skills motivated and assisted by understanding and competent teachers. (16, p. 53)

During rhythm periods, the pupils were given instruction in dance and provided a period for practice and improvement of skills. There was no such instruction of skills for the playground. The pupils participated and practiced during recess and noon periods, but there was no instruction given for the correction and improvement of skills.

7. Interest in rhythm activity is still high at this age level. They should be provided with the opportunity to perform more difficult steps and patterns to interesting and challenging rhythms. They should gain knowledge, appreciation, and skill in various forms of rhythm work, including skill in the basic steps of the polka, schottische, two-step, and the basic social dance steps. (16, p. 53)

The rhythm activities of the intermediate grades seemed to be on a progressive basis. The fourth grade was taught a Dutch dance. The fifth grade was taught several round and square dances. The sixth grade did several round and square dances and also partner dances. They did the waltz, progressing from a slow to a fast rhythm.

8. Generally, boys and girls enjoy playing together as their abilities are the same in many activities. They should be provided
with coeducational activities much of the time to make for pleasant boy-girl relationships. Enjoyment of coeducational physical education and recreation activities is desired outcome. (16, p. 53)

There was coeducation participation in the dance periods. During recess and noon periods the boys usually played together and the girls played together. The type of activity the boys engaged in was much more vigorous than that of the girls.

Coeducational activities participated in by the fourth grade included dancing, preparation for the party, and the two classroom games.

The fifth grade had a spelling game, dancing, and preparation for their party with participation of both boys and girls.

The sixth grade was conducted in gymnasium games with participation of both boys and girls. They also enjoyed coeducational activity in the form of dancing, both with members of their own class and those of the Adams School sixth grade.

9. Boys have a greater power in the shoulder girdle muscles. Sex differences begin to occur with the girls becoming taller and more mature. Sex antagonisms may appear. Situations should be provided for the separation of boys and girls when interests and abilities differ in activities such as tests of strength, contact sports, tumbling, and highly organized team games. The pupils should gain the knowledge and understanding that some activities are better for boys and some are better for girls. They should gain enjoyment in participation of these activities. (16, p. 53)

There was no evidence that activities of this type were being engaged in. Occasionally the boys would get into a wrestling or fighting
match on the playground, but this was due to an argument and not conducted as a regular part of the physical education program.

10. Pupils of the intermediate grade level desire to be free from adult restrictions. Their emotions are strong, easily aroused and swayed. They display a great deal of hero worship. They should be provided with self-directed activities. They should be given the experience and responsibility to organize, plan, enforce rules and regulations, officiate, accept victory or defeat graciously, solve problems and evaluate in terms of accepted standards. They need a capable adult leader who can skillfully guide and direct and yet stay in the background. From these activities, the pupils should develop the ability to successfully organize, plan and run their own activities with a minimum of adult assistance. They should develop a desire and willingness to serve and accept aid or decisions when needed from a leader, whether that leader be one of the peer group or an adult. Growth in desirable social characteristics such as self-confidence, loyalty, sportsmanship, honesty and integrity are desirable outcomes expected of all pupils. (16, p. 53), (23, p. 123), (24, p. 1)

The pupils of the intermediate grade level conducted their own activities on the playground. Due to the insufficient amount of space, the unorganized type of playground activity, and the lack of adult leadership, the pupils did not realize and enjoy the benefits of organized, free play activity. The playground experiences did not always result in fair play and often more quarreling and arguing than playing was the result.
SUMMARY

This study has been an attempt to evaluate the physical education program carried out under the integration method.

Whittier School, Logan, Utah, served as a laboratory for the observations of the writer and six student teachers. These observations were carried out over a 15-day period.

Desirable outcomes and suggestions taken from the publications of the Utah State Department of Public Instruction, A Teaching Guide for the Elementary Schools of Utah, and Physical Education for Elementary Schools, served as criteria for the evaluation of data.

In the primary grades there was a comparatively high level of integration of physical activity with other phases of the program.

The physical activities engaged in, in addition to recess and noon periods, are mainly rhythmical activities.

There is alternation of vigorous with moderate or relaxation type of activities.

The program seems to be lacking in the provision of self-testing activities.

The students have a chance to originate, imitate and dramatize rhythmical activities.

In the intermediate grades there is a lower level of integration of physical activity with other phases of the program.

Very little vigorous activity is provided in addition to that received during recess periods.

Supervised competition in game situations following rules and regulations is not provided.
There is no adequate playground space or facilities for games of high organization such as softball and basketball.

Progressive rhythmical experiences are provided throughout the whole school.

There was no evidence of activities provided in test of strength, contact sports, tumbling and highly organized team games. There was evidence of basketball and softball type games, but they could not be highly organized due to lack of space.

There was very little instruction of safety skills.

A wide variety of activities for the development of recreational and social skills was not provided.
CONCLUSIONS

From the evidence presented, the following conclusions have been drawn:

1. The program at the Whittier School is carried out primarily under the integration system.
2. The program did provide short duration periods of activity and rest.
3. The playground was inadequate as far as space and facilities were concerned.
4. The program did provide instruction in a variety of rhythmical experiences.
5. The program did provide the opportunity for original imitative and dramatic activities.
6. The higher the grade level the less the integration of physical activity in the program.
7. The program did not provide instruction for the correction and improvement of sport skills.
8. The program did not provide a wide variety of games and activities suited to the universal recreational interests and needs of the pupils.
9. There was not sufficient supervision and instruction on the importance of following the rules and regulation of the game.
10. The program did not provide instruction in the performance of skills that lead to safe living.
ll. The method of integration can be adequate when the needs and objectives of physical education are recognized and time and situations provided to meet these needs and objectives.
RECOMMENDATIONS

The following recommendations are made on the basis of evidence presented in the study:

1. It is recommended that similar studies be conducted in schools using the platoon and the specialized supervision plans of organization for physical education.

2. Time should be provided for the teaching of physical activities and skills in addition to recess periods.

3. More adequate supervision should be provided during the recess period.

4. The instructors should provide a greater variety of activities suited to the needs and abilities of the students.

5. The playground should provide adequate space and facilities for games of high and low organization.

6. The auditorium should be utilized to its full potentiality to relieve congested playground area.

7. More instruction should be provided for the correction and improvement of sports skills.
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