

**SYLLABUS OF PHYSICAL
EDUCATION FOR ELEMENTARY
GRADES, CLEVELAND PUBLIC
SCHOOLS, PP. 5-57**

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Syllabus of Physical Education for Elementary Grades, Cleveland Public schools, pp. 5-57 by R. G. Jones

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**Syllabus of
Physical Education
for Elementary Grades
Cleveland
Public Schools**

To the Board of Education:

I desire to submit for your approval this syllabus which is to serve as the prescribed course of instruction in physical education in the Cleveland Public Schools. It is hoped that its use will assist teachers in their work and that it will form the basis for a thoroughly constructive course in this subject.

R. G. JONES,
Superintendent of Schools.

December 9, 1921.

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Foreword

THIS course of study has been prepared in the Department of Physical Training of the Cleveland Public School System by H. W. Luther, Supervisor of Physical Training, and his assistants: Marie W. Wilson, Olive M. Whitworth, Louise C. Wright and Blanche L. Watkins. It is to serve as a basis for the work in Physical Training in Grades One to Eight, inclusive.

The object of Physical Training as a part of our school work is to assist in developing the pupil physically, socially and ethically in such a way as to make him a thoroughly efficient member of society. It seeks to correct detrimental physical tendencies whether inherited or acquired, to establish and maintain the habit of correct posture, to develop bodily and mental poise, to stimulate organic activity and to assist in developing quick and accurate physical and mental reactions.

Physical exercise properly taken develops nerve force which is so essential to successful living. It furnishes experiences which are fundamental in creating in the individual a wholesome respect for his own person, for creating a wholesome respect for the rights of others, for encouraging the spirit of fair play and for inculcating the ideas of co-operation and service.

CHARLES H. LAKE,
Assistant Superintendent of Schools,
in charge of Physical Training.

6-23-50

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Syllabus of Physical Education

Introductory

THE Syllabus as herein outlined includes: Story Plays, Variety Rhythm, Active, Quiet and Singing Games for Grades First, Second and Third.

Marching, Free Exercises, Active, Quiet and Singing Games and Folk Dances for Grades Fourth to Eighth, inclusive.

Athletic Badge Test for boys of Grades Fifth to Eighth, inclusive.

Intra and Inter-School Games for boys of the Seventh and Eighth Grades.

TIME

The minimum time allotted is as follows:

First and Second Grades, twenty minutes per day. This time is divided into periods from three to five minutes in length. There is no special time set aside for these periods, but the teacher is at liberty to give a game whenever she thinks best.

Third Grade, twelve minutes per day. Not less than two games should be played in the morning and one in the afternoon. These games should vary in type including one simple organized game or relay race and one rhythmic game.

Fourth to Eighth Grades, inclusive, not less than twelve minutes per day. In addition to Marching and Free Exercises, one game should be played at the time of each lesson. Two periods a week may be given to games.

The Physical Training lesson is not to be omitted at any time except with the express consent of the principal, and this consent should be requested only when omission is absolutely necessary.

PLAYS AND GAMES

For convenience the games are divided into two large groups, for the School Room and Playground respectively; not with the purpose of limiting the place of performance in view, but rather because of the adaptability to existing conditions.

In order to inject into the teaching of games the desired enthusiasm, a wealth of knowledge of the underlying theory is quite as necessary as in any subject of the curriculum. With the hope of bringing to the teacher a realization of this valuable material for socializing her group, a short explanation of each of these subdivisions follows:

SCHOOL ROOM GAMES

(Subdivided into five groups)

Sense Training Games

I—The games of this group have been selected because of their value for strengthening the senses of hearing, sight and feeling. They make a strong appeal to a child's love of imitation, stimulate his imagination and give considerable opportunity for dramatic expression. These games lend themselves particularly well to the participation of large groups of children and because of their informality give great opportunity for individual initiative.

Many of these games, such as charades, minister's cat and buzz, may be developed with the suggestion that the children use them at home or at social gatherings.

Tagging Games

II—In these games large groups of children are playing in a more or less informal way, are taking the same risks, and are likely at any time to become more active as runner or chaser. As this type of game is that used mostly by the children when playing undirected at home or on the playground, the activity is joyous and spontaneous. In fact, most of these games are outdoor favorites adapted for the school room.

Practically all games of this group possess some form of the tagging element. At times the chaser must imitate such difficult feats performed by the runner that his chase is made doubly hard.

After these games comes the daring, dodging kind in which the player should keep teasing "it" by coming close and taking risks.

School Room Relay Races

III—The games of this group are all school room relay races. These are especially valuable for the short play periods. In a comparatively small space, the same amount of exercise and recreation can be given to a larger number of players by having two or more teams competing at the same time. At a given signal each player on a team in a relay has some part to perform. As soon as the first player has finished, the second on his team repeats the action, then the third, and so on. Each waits behind the starting line until the one in front of him returns and signals him to begin. At first it is well to insist on each player handing a bean bag or some such article to the next one in line. This makes the game simpler for both players and referee.

With older, more experienced players, use the "touch-off," that is, insist that the runner be tagged on the outstretched hand by the one who has just finished.

Thus with the relay races comes the introduction of many more difficult rules and regulations which must be observed. The necessary inhibitive power of the will is the result of long, steady training. This is one of the most important educational features in the use of games. No rules should be announced which cannot be enforced. A foul should be called for every violation in starting, finishing or performing any of the necessary "stunts" of the game. Although all infringements are not the results of intentional cheating, they should have the same penalty.

The simplest method of recording fouls is to count each as one point against a team's record. Then determine the winner by the total number of fouls rather than merely the order of finishing. A most helpful explanation of this scor-