

WHAT TO DO AT RECESS

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What to do at recess by George Ellsworth Johnson

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GEORGE ELLSWORTH JOHNSON

**WHAT TO DO
AT RECESS**



A FOLK DANCE IN THE SCHOOL YARD

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BY

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PREFACE

Once upon a time the citizens of a certain city were greatly interested in the nurture and training of children, and when the question arose as to whether they should build a great public school or open a playground, it was decided to open a playground. Now it came to pass, in the course of years, that the citizens of that city advanced so far beyond the rest of the human race that, in all the centuries since, the nations that have gone on building public schools and neglecting to open playgrounds have not been able to catch up with them even to this day.

This is fact, not fancy. At seven years of age the Athenian lad entered the palæstra, which was essentially a playground. All the first and better half of the day was spent in gymnastics, dancing, games, and play. In the afternoon there was singing, some writing (the beginners wrote in the sand box or in sand strewn upon the ground), some reading, all in the open air, and then came a long period of play again. Such was the schooling of the Greek lad up to the age of ten or eleven, and it did not differ essentially up to the age of sixteen, except in the

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severity of the exercises. And yet the world has not ceased to marvel at the results of the Greek education. It produced the highest type of man, physically and intellectually, that the world has ever seen, which Galton says was as far in advance of the modern Englishman as the modern Englishman is in advance of the native African. In physical beauty, courage, and patriotism, in philosophy, literature, architecture, and art, the Greeks have been the unsurpassed models of the ages, and are still the inspiration of our schools to-day. But they placed the emphasis upon hygiene, exercise, games, and play, which we neglect, if not ignore.

We have reversed the order of importance in education as it was observed by the Greeks. The Greek education was essentially a playground education, and the education most nearly approaching it to-day is that supplied by the playgrounds of America. To that classic demonstration of the educational value of the playground has been added in our day an avalanche of testimony from biology, physiology, anthropology, and sociology. Of the \$10,000,000 playgrounds of Chicago, President Roosevelt says: "They are the greatest civic achievement the world has ever seen."

While we would not, if we could, return to the educational methods used in Athens, yet is it not strange that, in their continued worship of Greek

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culture and the results of Greek education, our schools should so sadly neglect that feature of our public school education which, almost alone of all our complicated system, bears any resemblance whatever to that of the Greeks, the playground?

This book may encourage and help some teacher to make a better use of the recess and the playground. If it does, I shall rejoice, and I believe that teacher will rejoice with me, that the book was written.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for ensuring transparency and accountability in financial operations. This section also highlights the role of internal controls in preventing errors and fraud, and the need for regular audits to verify the accuracy of the records.

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