

EXPLAIN SYSTEM OF PHYSICAL TRAINING

Booklet Written by Winnetka School Leaders Gives Program in Junior High School

Editor's note: Winnetka Talk has published many articles regarding the various phases of Winnetka's remarkable system of public school instruction. Little emphasis, however, has been given the physical training side of the work, the development of boys and girls to make them robust and the inculcation of attitudes that make for good sportsmanship and fair-dealing. The accompanying article has been prepared and published in pamphlet form jointly by Harry P. Clarke, director of physical education, and Willard Beatty, assistant superintendent of schools. It should be of interest to every parent of a school boy or girl. This is the second installment of the article, the first having appeared in the issue of Winnetka Talk of December 12.

Explain System

A definite effort has been made to eliminate "razzing" from the playground. The following are the children's own words used in a letter sent to incoming seventh-grade pupils:

Be a good sport—play the game for the sake of the game and win if you can. If you can't win—lose like a sport. Don't crab—the other fellow is just as square as you are. Every Skokie fellow wants to do the right thing, just as you do. . . . It doesn't matter whether you have ever played before—you will never learn any younger. It doesn't matter how clumsy you think you are—there is always someone who is clumsier. If you miff the ball, no one will laugh at you, because Skokie players are good sports, and everyone is ready to help everyone else. LEARN!

Playground Enjoyable

The result of this effort has been to make the playground enjoyable for children of all capacities, and we have practically no pupils who attempt to escape participation in the games or other playground activities. The only exceptions are children who have been excused on doctors' certificates.

All this contributes to a healthy activity and an enthusiastic interest in bodily development, leading to an after-school sports program which we

believe marks the greatest success of our entire plan.

In order to stress our second aim, the following list of attitudes is kept before the children both by discussion and by example, and an attempt is made to show their intimate relation to the sports program.

Analysis of Attitudes or Qualities Expressed in Action on the Playing Field

1. Loyalty
 - a. Loyal to a team mate, friend, or comrade
 - b. Loyal to a captain or leader
 - c. Loyal to a team, section, class, or school
 - d. Loyal to a town, state, nation, etc.
 - e. Loyal to ideals of sportsmanship
2. Honesty
 - a. Honest in observing rules of games
 - b. Honest in observing standards of competition
 - c. Honest in reply to officials' queries
 - d. Honest in returning and accounting for equipment
 - e. Honest in respecting property rights
3. Courtesy
 - a. Courteous in speech to opponents, team mates, and officials
 - b. Courteous in action to opponents, team mates, and officials
 - c. Courteous in recognizing ability of team mates and opponents
 - d. Courteous in observing amenities
 - e. Courteous in observing right of adjacent areas
4. Modesty
 - a. Modest in acceptance of important position
 - b. Modest in acceptance of victory
 - c. Modest in acceptance of commendation
 - d. Modest in acceptance of public adulation
 - e. Modest in demeanor while traveling
5. Reliability
 - a. Reliable in taking assigned position
 - b. Reliable in method of play
 - c. Reliable in meeting appointments
 - d. Reliable in adherence to training obligations
 - e. Reliable in maintaining scholarship standards
6. Cheerfulness
 - a. Cheerful in acceptance of group choice
 - b. Cheerful in acceptance of orders
 - c. Cheerful in acceptance of advice or criticism
 - d. Cheerful in acceptance of minor position.
 - e. Cheerful in acceptance of defeat
7. Initiative
 - a. Expressed through resourceful play

- b. Expressed through advice and suggestions to team mates
- c. Expressed through leadership and example
- d. Is the quality expressed under pressure?
- e. Is the quality constant or fluctuating?
8. Sociability
 - a. Co-operates in preparation for activity
 - b. Co-operates in policing (cleaning) after contest
 - c. Co-operates in enforcing regulations
9. Tenacity
 - a. "Sticks to it" in acquiring technique
 - b. "Sticks to it" until game is ended
 - c. "Sticks to it" when on "short end" of score
 - d. "Sticks to it" when playing against odds
10. Pugnacity
 - a. Is the quality plus or minus?
 - b. Is the quality constant or fluctuating?
 - c. Is the quality expressed through bullying?
 - d. Is the quality expressed through "picking fights"?
 - e. Is the quality expressed through determined, efficient effort?

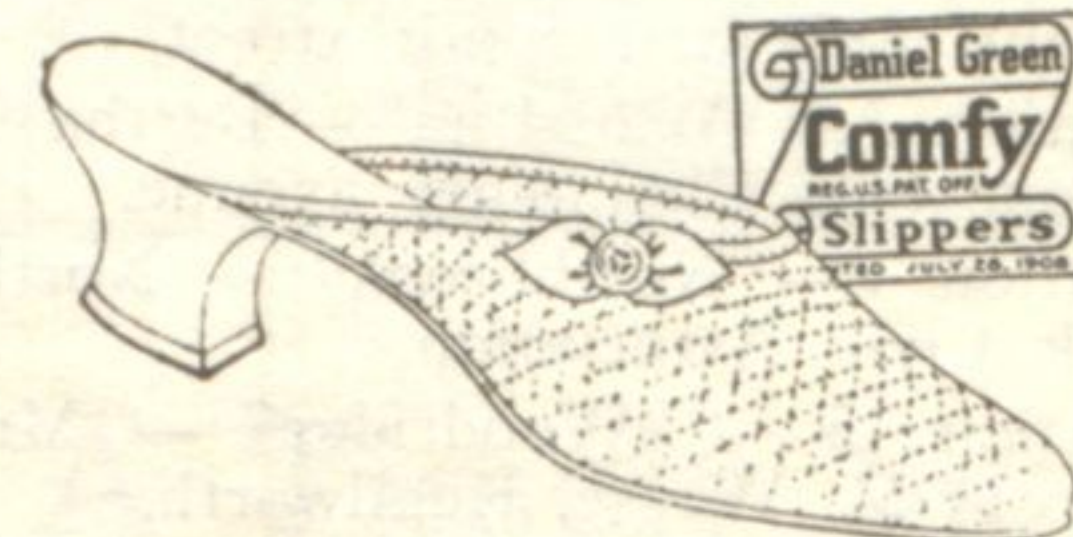
We had been making the athletic emblem award to members of the winning teams in all after-school competition, but the effect of this emphasis on attitude appeared a year ago when the children, through their representatives on the student council, pointed out that many times the players who had shown the best sportsmanship and who had contributed most to the success of the athletic season were members of losing teams. At their suggestion, a new emblem was devised, the sportsmanship emblem. This is now awarded to the member of each team who, in the opinion of his or her team mates, has contributed most, by good sportsmanship and unselfish co-operation, toward bringing success to his team. It is interesting to note that when these emblems are awarded, the recipient is frequently one who could not possibly be chosen as the best player on his team. The award of sportsmanship emblems apparently meets with the indorsement of the entire student body, for that emblem is at the present time one of the most highly prized honors which a child can receive.

(Continued Next Week)

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