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A PHYSICAL EDUCATION GUIDE FOR THE SEVENTH AND EIGHTH GRADE
CLASSROOM TEACHERS OF THE MISSOULA PUBLIC SCHOOLS

by

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B. S. in Ed., Northwestern University
Evanston, Illinois, 1945

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of the requirements for the degree of
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1955

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CHAPTER I

INTRODUCTION

I. NEEDS FOR THE STUDY

Although it may be desirable for a person with special training to teach physical education in the elementary schools, for many years to come a great majority of schools will have to depend on the classroom teacher to conduct this work. This is in part due to the present shortage of teachers in our public schools, and in part due to the added cost of hiring teachers for special subjects. In a report of the Conference on Physical Education for Children of Elementary School Age¹ the statement is made, "In most elementary schools, the classroom teacher must assume the major responsibility for physical education." This is given more accurate corroboration through an investigation of the Committee on Interschool Competition for Elementary Schools, American Association for Health, Physical Education and Recreation² which claims that:

Fifty nine per cent of the schools in the study

1. Conference On Physical Education For Children Of Elementary School Age, Physical Education for Children of Elementary School Age, Washington, D. C., January, 1951. (Chicago, Athletic Institute) p. 32

2. Robert Hager, Helen Hartwig, Lawrence Houston, Dorothy LaSalle, Simon McNeeley, and Frances Wayman (Chairman), "Report of the President's (AAHPER) Committee on Interschool Competition in the Elementary School," Journal of the American Association of Health, Physical Education and Recreation, XXI (May, 1950) pp. 279-280, 313-314.

report the classroom teacher as solely responsible for the physical education in all grades; twenty per cent reported the teacher responsible in the primary grades, and twenty per cent reported they use special teachers for all grades.

While the classroom teacher may be expected to carry on the physical education for his particular grade, quite often he has not had sufficient pre-service preparation in methods and materials of physical education. Baker, Annis, and Bontz,³ surveying the needs of teachers, as revealed by teachers, indicate that not sufficient physical education material is prepared for a given level of teaching, teacher college preparation is inadequate and an understanding of objectives and methods is lacking. From the same study⁴ it is revealed that:

Inasmuch as studies since 1940 show that the classroom teacher must frequently carry the responsibility for the teaching of physical education at the elementary school level, the nature of her (his) pre-service education in this area deserves earnest study of all institutions preparing elementary teachers.

Added to this inadequate pre-service training of classroom teachers in physical education is the insufficient and incomplete published material which could aid them in this area of instruction. A review of the various current texts concerned with physical education on the elementary

3. Gertrude M. Baker, Elsie Annis, Jean Bontz, Supervision of Physical Education in the Elementary School - Part II, The Classroom Teacher's Viewpoint, (Research Quarterly, V. 25, No. 4, December 1954) p. 384

4. Ibid., p. 386

school level reveals deficiencies in the quantity of material designed for a curriculum for any given grade and lack of aids in planning the weekly, monthly, and yearly program. Suggested desirable outcomes, precautions to take and points to stress in a given activity are also lacking. Baker, Warnock, and Christiansen⁵ divulge other factors that are not found in present day courses of study when they claim:

There is no course of study at present that: (1) gives a steady progression of fundamentals within a grade and from grade to grade; (2) stresses pupil ability objectives in terms of fundamentals and illustrates how activity content and outcomes carry out each objective; . . . Many teachers need to see an entire program which has been worked out in detail in an actual situation; the majority of courses of study have been worked out on paper only.

II. PURPOSE OF THE STUDY

The purpose of this study is to develop a complete curriculum of physical education to be used by the classroom teachers of grades seven and eight. The curriculum is developed in the form of a guide or course of study that will be understandable to the classroom teacher who has limited experience or training in conducting physical education classes. The course of study provides them with a progressive program, descriptions of activities, specific methods to be used in presenting the activities, points to

5. Gertrude M. Baker, Florence M. Warnock, Grace D. Christensen, Graded Lessons in Fundamentals of Physical Education, (New York, A. S. Barnes and Co., 1938) p. 2

stress and desirable outcomes. For the more advanced classes a supplement of additional activities is offered. To give the teacher a better understanding of the background and purposes of physical education, the thesis includes a chapter on philosophy of physical education and a table on the growth characteristics of seventh and eighth grade children.

III. PROCEDURE USED IN THE STUDY

The curriculum and course of study in physical education included in this thesis is the result of many years of practical application of the original course of study designed by the author for the Missoula Public Schools. The thesis is concerned primarily with that portion of this course of study which pertains to the seventh and eighth grades rather than to the entire physical education curriculum prepared for all the grades from the first through the eighth. Many factors entered into its preparation which of necessity become part of the procedure used in this study. Since it is, above all, a curriculum in physical education, Irwin's⁶ statement regarding the factors effecting the development of a curriculum in physical education are pertinent:

Such things as facilities, equipment, available space, time for physical education, climatic conditions, state legislation, size of classes, and num-

⁶ Leslie W. Irwin, The Curriculum in Health and Physical Education (St. Louis, The C. V. Mosby Company, 1951) p. 54

ber and training of physical education staff members have their influence in curriculum construction for physical education.

Other factors that should be mentioned in relation to development of a curriculum should be a philosophy of physical education, which will be discussed in Chapter I, and the needs of boys and girls which are discussed in Table I, page 8.

A survey of the facilities in the Missoula Public Schools when this study was started in 1946, revealed that there were ten schools, five of which had adequate gymnasias with provisions for basketball, and volleyball, but that a long range building program was expected to provide for thirteen schools and twelve gymnasias. In 1946 all schools had playground space but inadequate playground equipment. The schools that did not have gymnasias had play rooms ranging in size from a room twenty feet by twenty feet, to a room twenty feet by forty feet.

The equipment in 1946 for each school consisted of a football, a basketball, playground balls, softballs, bats, and one or two small tumbling mats. This situation improved over the years as the program grew. At the present time the schools have an ample supply of various types of balls, bats, bean bags, bowling pins, tumbling mats, volleyball and jumping standards. Seven of the schools have horizontal ladders and all will eventually be provided with them, and in the long range development program, paved outdoor play space and equipment will be provided in all school

yards.

The teaching staff for physical education in the Missoula Public Schools since 1946 has been composed of the classroom teacher almost exclusively and there is no apparent reason to believe that this situation will be changed in the fore-seeable future. During the period from 1946 to the present only six teachers were hired who had either a major or minor in physical education. In 1946 there were eighty-six classroom teachers concerned with teaching physical education; at the present time there are one hundred and thirty-seven. Many of these teachers have pursued summer session courses in physical education at various colleges and universities.

In 1941, the State of Montana passed a law requiring that physical education be taught in all schools of the state. In 1946 minimum standards for time allotted to physical education were suggested by the State Department of Public Instruction. The requirements for the seventh and eighth grades are one thirty minute period per day, totaling one hundred and fifty minutes per week. The Missoula program, as nearly as enrollment and gymnasium and playground space would permit, has adhered to this suggested time requirement. This factor is discussed further on page 12. of this study.

The activities selected for inclusion in this course of study were evaluated as to their contribution to the

needs of the children and to the objectives of physical education. Table I, page 8, lists the needs and characteristics of children and the implications of these needs and characteristics upon physical education.

To insure a thorough understanding of physical education on the part of the classroom teacher who is concerned with teaching in this field Chapter I discusses the philosophy of physical education. Special emphasis in this chapter is given to the aims, objectives and a definition of physical education.

TABLE I

GROWTH CHARACTERISTICS OF CHILDREN AND THEIR NEEDS IN
PHYSICAL EDUCATION

GRADES 7 & 8

<u>Characteristics</u>	<u>Needs</u>
1. Rapid physical growth, often uneven in various proportions of the body, with resultant awkwardness and lack of coordination. Individuals vary widely in development.	1. A program allowing for grouping of individuals in various ways for different types of activities, according to interest, capacities, and degree of coordinated skills. Care should be taken in all aspects of the program not to expose individuals, who are clumsy and inept at certain activities, to the ridicule of their classmates.
2. Susceptibility to Fatigue.	2. Although interest and attention can be more sustained than in lower grades, activities should not be too long continued. Periods may be longer but activities should be varied between the active and the more restful types.
3. Increasing power of attention and interest in problem-solving.	3. Games and other activities involving mental, as well as physical, skills are appropriate for this age group. "Lead-up" games of a higher type of organization. "Carry-over" activities -- those which may be used profitably for recreation in adult life -- are desirable parts of the seventh and eighth grade program.

TABLE I (continued)

GROWTH CHARACTERISTICS OF CHILDREN AND THEIR NEEDS IN
PHYSICAL EDUCATION

GRADES 7 & 8

- | | |
|---|--|
| 4. Emotions strong and not well under control. | 4. Competitive games may arouse rivalry and even personal antagonisms. Every effort should be made to build standards of fair play, and of being "a good loser" and "a generous winner". |
| 5. Loyalty to gangs, clubs, and teams; strong desire to "belong". | 5. Team games are popular at this level and may be used frequently, but they should be safeguarded by changing the personnel of teams often, in order to avoid emotional clashes and to prevent the child who is not socially adjusted from being ostracised by a "closed" grouping. |
| 6. Desire for excitement and adventure. | 6. Certain team games and individual stunts and contests are also valuable, if competition is keen but friendly. |
| 7. Hero-worship and susceptibility to adult leadership. | 7. Adult leaders should avoid playing upon children's susceptibility for personal satisfaction, but should make themselves responsible for examples of skill, strength, personal attractiveness, self-control, and good sportsmanship to their students. |
| 8. Impatience with parent- or school-imposed restrictions. | 8. Children should participate in the selection or organization of the program of activities and should be helped to work out group rules and safeguards for group action, |

TABLE I (continued)

GROWTH CHARACTERISTICS OF CHILDREN AND THEIR NEEDS IN
PHYSICAL EDUCATION

GRADES 7 & 8

- rather than being restrained by adult domination.
9. Urge for individual prestige increasing.
9. Individual leadership should be encouraged, each individual being helped to "find himself" in some field of competence. Leadership should be rotated and "followership" developed as a desirable ability of a mature individual.
10. Interest in opposite sex beginning, but often expressed by teasing and pretended contempt; sex groups have differing interests and capacities.
10. Boys' and girls' activities should be separated when capacities, interests, and emotional attitudes make it desirable. Careful thought should be given to games, rhythmic activities and other activities in which both groups may participate co-operatively, and with freedom from self-consciousness.

The material for this table is in part the author's and in part taken from, These Are Your Children,⁷ and Physical Education In Small Schools.⁸

7. Gladys Gardner Jenkins, Helen Shacter, William W. Bauer, These Are Your Children (Scott, Foresman and Company Chicago, Atlanta, 1953) pp. 182, 200.

8. Elsa Schneider, Physical Education in Small Schools (The American Association for Health, Physical Education and Recreation, Washington, D. C., 1948) p. 18

IV. BASIC ASSUMPTIONS

1. In the Missoula Public Schools, the classroom teacher is expected to teach his own physical education.
2. He has not had sufficient pre-service training in physical education.
3. He has had a background in educational methods.
4. The seventh and eighth grades are part of the elementary school system. They are not to be construed here as a separate junior high school program.
5. There is some departmentalization in the seventh and eighth grades.
6. A man teacher is expected to teach physical education to the boys; a woman is to teach physical education to the girls.
7. The sexes are to be segregated for physical education. The boys and girls may be combined into mixed classes, however, for such physical education activities as folk dancing, social dancing, volleyball, softball, and non-contact games.
8. Though an effort has been made to write the course of study in such a manner that almost every detail of instruction is included, and that the teacher through its use, may become self-sufficient in physical education, supervision by a specialist is highly desirable.

V. LIMITATIONS

1. The course of study in this thesis is intended for the seventh and eighth grades.

2. The instructions, methods, and teaching aids are for the seventh and eighth grade teachers.

3. Because of climatic conditions in Missoula, an indoor type of program is essential. However, since there is some favorable weather in the fall and late in the spring, the program for these two seasons of the year calls for some outdoor activities.

4. The minimum time per week for physical education is to be ninety minutes. Two forty-five minute periods are suggested.

5. Because of the difficulty of administering physical efficiency or achievement tests and because of their time consuming characteristics, no testing program is included in this study.

VI. DEFINITIONS OF TERMS USED

Classroom teacher. A teacher who has been trained in all aspects of the elementary curriculum without specialization in any particular field.

Special teacher. A teacher who has had major training in a particular field, such as art, music, or physical education.

Departmentalization. Departmentalization means that pupils are taught the various subjects by specific teachers; they may be taught music by one teacher, English by another and physical education by a third.

Curriculum. There are many interpretations and definitions of curriculum. For the purposes of this study, curriculum is the total program of physical education for two years.

Course of study. Curriculum and course of study in many respects are synonymous. For the sake of this study, the term course of study implies the total guide for the teacher in physical education, the methods, the units of the curriculum, the appendix, philosophy, the supplementary material, and the bibliography.

CHAPTER II

PHILOSOPHY OF PHYSICAL EDUCATION

Very often the classroom teacher is called upon to teach physical education, and does so without knowing exactly what physical education is, the aims and objectives towards which it strives, or the principles upon which it is developed. To the teacher, physical education may imply, sports, athletics, recreation, calisthenic exercise, gymnastics, or just aimless play. To clarify his thinking and interpretations, this chapter will briefly state the aim, objectives, and definition of physical education.

I. AIM OF PHYSICAL EDUCATION

The aim of physical education and the aim of education are the same, - which is to provide opportunities for maximum mental, physical, social, and emotional growth in order that the individual may be able to make satisfactory adjustments to a democratic society. Brace¹ singles out the particular part physical education plays in striving toward the aim in stating that:

The particular contribution of physical education to this total aim of education is the building of an efficient, well co-ordinated individual, free from disease, and possessing enough strength, speed, ability, endurance, and skill to meet easily the demands of the day, in work and in play. All of the ex-

1. David K. Brace, Health and Physical Education for Junior and Senior High Schools (New York, A. S. Barnes, 1948) p. 29

periences through which a student acquires these traits should help him to develop a sound philosophy of life based upon a proper recognition of his relationship to his fellow man.

II. OBJECTIVES

According to Williams² aim is used to denote direction general purpose; objectives mark out the specific points along the way toward attaining the aim. The objectives in physical education are many, but they may all be grouped into four major categories. They are: to develop and maintain maximum physical efficiency, to develop useful skills, to act in socially acceptable ways, and to enjoy wholesome recreation.

These objectives require further explanation.

To develop and maintain maximum physical efficiency.

A physically efficient person enjoys sound functioning of the bodily processes, possesses such qualities as strength, speed, endurance, quick reaction, agility, good posture, and efficient body mechanics.

To develop useful skills. The fundamental physical skills are walking, dodging, gauging moving objects, and lifting. The physically skillful person has abilities in a variety of activities calling upon these fundamental skills

² Jesse Feiring Williams, Principles of Physical Education, (Philadelphia, W. B. Saunders Company, 1942) p. 261

and their variations. He possesses such skills as may be found in swimming, individual and team sports, and dancing which contribute to physical efficiency.

To act in socially acceptable ways. A socially mature person works for the common good, respects his fellow-man and acts in a sportsmanlike manner. He manages his emotions even in intense situations; he is courageous and resourceful. Games, sports, and contests that are often stimulating and emotionally charged, help the individual to develop emotional maturity.

To enjoy wholesome recreation. Nash³ says:

Recreation is an objective if man is to retain his sense of integration. It is clear how play becomes an objective for the child; it is equally clear how much of an objective play is for the worker dulled by routine. Finally is it not evident how much of a necessity it is for the man in retirement who wants the last part of life to be the best?

A person who has acquired a fund of recreational interests, knowledge, and skills will include activities that are creative, relaxing, and stimulating.

It is not sufficient to consider physical education as a collection of unrelated exercises and games, but rather as a program of education based on scientific principles of body structure, organic function, social and emotional be-

3. Jay B. Nash, Frances Moensch, Jeanette Saubon. Physical Education, Organization and Administration. (New York, A. S. Barnes and Company, 1951) p. 64

havior. Basically there can be little physical education without vigorous muscular activity, and the most conspicuous outcomes are the organic benefits derived from the practice of vigorous activity. The social, moral, and emotional outcomes, however, are very important secondary objectives which cannot be overlooked.

III. DEFINITION OF PHYSICAL EDUCATION

Any intelligent approach to a curriculum in physical education requires first that the term, physical education, be defined. During the comparatively short existence of physical education as a required part of the school curriculum, there have been many conflicting conceptions of the nature of physical education. Even its title has gone through a rather complete evolution having at various times been called, physical training, physical culture, gymnastics, school gymnastics, health education and recreation. We know now that health education and recreation have become fields of study in themselves. Physical education in its broadest sense includes all of the activities in which a person participates that contributes towards his physical, mental, and emotional well-being. It would include the prescribed program of physical activities in the school curriculum, the intramural program, the athletic program. It would also include swimming, camping, hiking, equestrianism, hunting, and fishing. In a more specific sense:

Physical education is a way of education through physical activities which are selected and carried on with full regard to values in human growth, development, and behavior.⁴

It is a part of the total educational program satisfying the principles of good health, physical efficiency and sound functioning of the organism, and providing outlets for wholesome physical recreation.

IV. SUMMARY

The aim of physical education is toward the well-rounded development of all boys and girls as responsible citizens in our democratic society. The aim is sought through attaining certain objectives which are: organic development and function, acquisition of fundamental skills, social-moral behavior, and wholesome recreational practices. Since we know now that physical education is not just a haphazard collection of unrelated exercises and games, but rather that it is founded on scientific principles of structure, function, and educational processes, it becomes rather easy to define it as a way of education through physical activity.

4. Physical Education, An Interpretation (Washington, D. C., American Association for Health, Physical Education and Recreation, 1951) p. 3

CHAPTER III

CLASSIFICATION OF ACTIVITIES, PLANNING THE LESSON AND METHODS OF INSTRUCTION

The curriculum consists of nineteen units of work for the teacher to follow in conducting the program. These units are subdivided into major classifications of activities to facilitate planning. These classifications are discussed in the following paragraph.

I. CLASSIFICATION OF ACTIVITIES

Marching and warm-up activities. This includes tactic exercises to facilitate maneuvering the class from one formation to another. It includes combinations of marching and free exercises to warm up the musculature. It contains mimetics, which are imitative movements, and which serve the purpose of general conditioning. Also included are certain basic rhythms such as running, jumping, galloping, skipping, and hopping.

Conditioning exercises. This classification consists of exercises designed for the purposes of stretching or strengthening muscle groups, suppling a joint, or co-ordination of movement of several body parts. They are mass activities allowing for purposeful, vigorous exercise in a short period of time. They can be used for the purposes of warm-up, general body conditioning or the development of specific muscle group.

Self-testing activities. Many physical activities have a stunt quality; they challenge the individual and so have acquired the designation, self-testing. This group of activities offers the individual an opportunity to achieve status within the group because of the possibility of excelling in certain skills. In addition many activities of this type offer opportunities to develop muscular strength and co-ordination so essential to good body mechanics.

Combatives. These could be classified with self-testing activities but because of their competitive nature they are considered separately. Combatives are contests of strength pitting one person against another with the prime purpose of besting the opponent in personal combat.

Athletic skills. This classification includes the fundamental skills of highly organized team sports and athletic contests.

Games and relays. This is the "fun" aspect of physical education. In it are included games of medium and low organization, team sports, and various types of relay races. Aside from the recreative and relaxation aspects of games and relays, they also serve to bring about desirable social-moral outcomes. Most authorities feel that active play should make up a large part of the physical education program because it is one of the most

important means of contributing to child growth and development.

Rhythmic activities. Van Hagen, Dexter and Williams¹

say:

Rhythm is a basic aspect of nature. All peoples of the earth manifest it; all animals show it; indeed all of nature portrays rhythm . . . Rhythmic activity must be encouraged in the elementary school child because of the many benefits, emotionally, socially, and physically, derived from it.

In the seventh and eighth grades the rhythm program consists chiefly of national folk dances, fundamental rhythmic steps and combinations pertinent to the dances and basic rhythms such as hopping, skipping, running. The desirable outcomes of a good rhythm program should include balanced posture, physical efficiency, emotional freedom, an appreciation of the culture of various nationalities, and wholesome attitudes toward boy-girl relationships. Concomitant with the dance program should come certain accepted rules of social behavior, appreciation of music, and a correlation with the music and social studies programs of the schools.

II. PLANNING THE LESSONS

In planning the lessons for a two-week period the teacher must first study the unit to determine what is to

1. Van Hagen, Winifred, Dexter, Genevieve, Williams Jesse Feiring, Physical Education In The Elementary School, (Sacramento, California State Department of Education, 1951) p. 191

be most difficult to teach. In some instances, such as in the teaching of athletic skills, a new dance, or a team sport, the bulk of several consecutive lessons may be utilized on the one activity. In other units where the major activity may be of a very strenuous nature or one that brings into play muscles that have not been used extensively, the time consumed on the strenuous activity should be of shorter duration with frequent changes of activities in the lesson. The degree of difficulty determines the time element. A good rule to follow is to start all lessons with warm-up activities such as fundamental rhythms, marching, mass conditioning exercise, or a review of material taught in the previous lesson. Another suggested policy is to finish every lesson with a game or relay which tends to put the pupils in a good frame of mind. The body of the lesson should be used to teach new activities.

The importance of daily lesson plans cannot be over-emphasized. No teacher can hope to do a perfect job without a detailed plan of everything that is to be taught in the lesson. A successful plan is governed by an analysis of the unit. It should consist of a central goal, a breakdown of the unit into lesser parts, each part having unity in itself, and should allow for the planning of several daily lessons in related sequence. The lack of planning results in stereotyped and slipshod

work and is the major cause of failure. It has been said that the chief cause of adverse criticism of physical education is lack of planned programs and planned lessons.²

Despite careful planning and organization, a teacher may still run into difficulties in presenting a lesson. Should this occur, a little introspection is in order. A new approach, a new technique, or a new method of presentation may be required. This calls for an analysis of the material to be taught with relation to the group or individual. If only one or two fail to learn the material, they require extra help. If the class in general is having trouble, despite very careful methods of instruction, the material may have to be discarded and a substitute activity may have to be selected from the supplement, page

III. METHODS OF INSTRUCTION

Just as there are basic methods of teaching that apply to classroom subjects, there are also basic methods that should be employed when teaching physical education. In the units of the course of study, methods of instruction are suggested for teaching specific activities. However, there are some principles of methods that apply to general procedures of instruction in all physical education activities. These are discussed in the following

2. Hilda Clute Kozman, Rosaline Cassidy, Chester O. Jackson, Methods in Physical Education (Philadelphia, W. B. Saunders Company, 1948) p. 224

statements pertinent to the steps in presentation, which are: explanation, demonstration, trial and criticism, and drill and repetition.

Explanation. It would be impossible to teach effectively without explanation. Therefore, explanation must be the first step of presentation. Some techniques of explanation are:

1. Develop a vocabulary of words meaningful in terms of activity.
2. Work continually to shorten words and phrases of explanation and yet be complete enough to be understood.
3. Begin explanations with what the learner knows.
4. Show enthusiasm.
5. Keep control of the voice. Pitch the voice low, use a varying inflection, enunciate clearly, pronounce correctly, and speak at a moderate rate.
6. Make explanation simple, logical, coherent, and concise.
7. Avoid preaching and haranguing; the pupils like activity.

Demonstration. Demonstration in physical education is of more importance than any other technique of instruction. It is much easier for pupils to learn through observation than it is to learn through listening. Some important factors in demonstration are:

1. Determine the specific purpose of the demonstration before presenting it.

2. Prepare pupils beforehand for precisely what is to be demonstrated.

3. When possible, demonstrate the entire activity so that subsequent practice and instruction has direction and meaning.

4. In demonstrating part of an activity, it should be tied in with other parts in relation to the whole activity.

5. Demonstrate the skill in detail to the pupil who is having trouble with it.

6. Use the demonstration as a motivation procedure.

7. Make certain that the demonstration is correct in every detail.

Trial and criticism. This is the step of presentation in which the pupil tries what has been demonstrated and explained. In this step, the teacher must be aware of the common faults that are to be expected and the points to stress in perfecting the activity. Discerning common faults and the points to stress calls for a very careful analysis of the activity prior to presentation. The teacher should observe the pupil's performance and offer constructive criticism where needed.

Drill and repetition. The purpose of drill is to

develop perfection in performance of the activity. This step calls for concentrated effort on the part of the pupil and critical observation on the part of the teacher. The activity may be considered learned when it can be done without premeditation, - when it becomes second nature to do it correctly.

The success of presentation of an activity also depends on some factors which cannot be specifically classified in the foregoing steps of presentation.

These factors are:

1. Analyze the activity to determine whether or not it must be presented in its component parts or whether it can be presented as a whole.

2. Discuss very briefly with the class the main purposes of the activity.

3. If possible, provide participation in the whole activity permitting as much experience in it as possible without interruption.

4. Maintain group attention by having pupils placed advantageously and by directing discussion at their age level.

The success of future instruction depends on the teacher's evaluation of what has been presented. His plans for the next lesson should be made in light of this evaluation.

IV. SUMMARY

To facilitate planning the program of instruction and organization of the work, the activities in each unit are classified according to type and function. Planning the lesson is as vital to successful teaching in physical education as it is in any other subject. Equally as important as planning the lesson is the method of instruction employed in presentation of materials. The important aspects of presentation are stated as they relate to the methods of explanation, demonstration, trial and criticism, and drill and repetition. This chapter was concluded with general suggestions pertinent to presentation.

CHAPTER IV

THE CURRICULUM IN PHYSICAL EDUCATION FOR THE SEVENTH AND EIGHTH GRADES

The nineteen units of the curriculum contain sufficient material to conduct a physical education program during a two year period for both boys and girls. However, before embarking upon the instruction program, certain features of the curriculum must be clarified. Much of the physical education program must be repetitious from the standpoint of attaining perfection of performance and from the standpoint of enjoyment of participation. There is very little difference in physical education ability between seventh and eighth grade children; ability is not effected by grade, but it is effected by age, weight, and height. Girls, as well as boys, can perform all the activities that have been selected for this curriculum, except that girls are not expected to play football or combative sports. In lieu of these two exceptions, girls are provided with an extensive rhythmic program. On the strength of the above-mentioned criteria, there has been no differentiation made in the curriculum between seventh and eighth grade work and only a slight differentiation between boys and girls activities. To avoid a complete repetition of the material in two successive years, it is suggested that certain activities be taught in even numbered years and others in odd numbered years. The division of activities is suggested in Table II, page 30.

All activities not listed in the table are to be included in both years.

TABLE II

ACTIVITIES SCHEDULED ALTERNATE YEARS

EVEN NUMBERED YEARS

ODD NUMBERED YEARS

ACTIVITIES

ACTIVITIES

UNIT I

Human top
 Single knee touch
 Soccer skills (boys and girls)

Horizontal ladders
 Football skills
 Soccer skills (girls only)

UNIT II

Touch toe jump
 Wiggle walk
 Soccer skills
 Soccer (boys and girls)

Horizontal ladder
 Football skills
 Flag foot ball
 Soccer skills (girls only)
 Soccer (girls only)

UNIT III

Spinning wheel
 Field ball
 Soccer (boys and girls)

Horizontal ladder
 Flag foot ball
 Black and white
 Field ball (girls only)

UNIT IV

Field ball
 Wheeling

Flag football
 Field ball (girls only)

UNIT V

Monkey mark
 Human knot
 Field ball

Frog dance
 Bear dance
 Progressive dodgeball
 Poison pin

UNIT VI

Side heel click
 Inch worm
 Steal the bacon
 Club guard

Evading
 Deer jump
 One leg squat
 Stick and ball relay

TABLE II (continued)

ACTIVITIES SCHEDULED ALTERNATE YEARS

EVEN NUMBERED YEARS	ODD NUMBERED YEARS
ACTIVITIES	ACTIVITIES
UNIT VII	
The camel walk The elephant walk Games	Wand jump Jump over the stick Combatives
UNIT VIII	
Hand stand Basketball dribbling relay	Knee shoulder stand A dozen ways of getting there
UNIT IX	
Backward roll Forearm head stand Captain basketball Human burden relay	Head stand Head stand, roll to stand Box basketball Captain dodgeball
UNIT X	
Review Nine court basketball	Review
UNIT XI	
Cartwheel Straddle mount Nine court basketball	Forearm stand Knee shoulder spring Leap frog relay Open rank relay
UNIT XII	
Tumbling combination Relays Combatives	Partner stunts Basketball
UNIT XIII	
Seal slap Eskimo roll	Triple eskimo roll Skin the snake
UNIT XIV	
Softball skills	High ball

TABLE II (continued)

ACTIVITIES SCHEDULED ALTERNATE YEARS

EVEN NUMBERED YEARS	ODD NUMBERED YEARS
ACTIVITIES	ACTIVITIES
UNIT XV	
Combatives	Four court dodgeball
UNIT XVI	
Wheelbarrow relay Around the circle relay Self testing activities	Kick baseball Athletic skills
UNIT XVII	
One old cat Work up Fielding	Horizontal ladders Crab relay Catching Base running
UNIT XVIII	
Shuttle relay	Horizontal ladders
UNIT XIX	
Review	Review

UNIT I

A. Marching and Warm-up Activities

(Teacher should have a rhythm drum or keep time by clapping or tapping a stick for all marching, fundamental rhythms and conditioning exercises.)

1. Marching

- a. on toes
- b. on the outer edge of the foot
- c. on the heels

2. Running

- a. with high knee raising
- b. with kicking the heels backward

Purpose: Strengthen the transverse and longitudinal arch of the foot. Strengthen muscles of the lower leg and ankle. General leg strengthening and increased respiration.

3. Marching with arm circling

- a. raise arms sideward
- b. march forward while executing a small arm circle backward, one complete circle to each step

Purpose: Strengthen muscles of posterior neck, and shoulders. Elevate the chest.

B. Conditioning Exercises

1. Trunk Dipping Sideward

- a. assume a stride stand sideways, left arm over head, right hand on hip
 - 1. bend trunk quickly sideward right and immediately rebound to erect position . . Cts. 1
 - 2. continue in fairly rapid cadence. . . Cts. 2 - 7
 - 3. change arm position and prepare to repeat to the left. Cts. 8
 - 4. repeat to the left. Cts. 8 - 8
- b. repeat entire exercise four to eight times

Purpose: stretches and strengthens lateral trunk muscles.

Points To Stress: Keep feet flat on floor. Avoid a twisting movement.

2. Half Knee Bends

a. close stand, hands on hips

- 1. rise on toes. Cts. 1
- 2. bend knees half deep. Cts. 2
- 3. straighten knees. Cts. 3
- 4. lower heels Cts. 4

b. repeat eight times in fairly slow cadence

Purpose: Strengthens leg muscles.

Points To Stress: Bend only half deep. Keep trunk erect.

3. Sit-ups

a. Lying position rearways, hands on hips

- 1. rise to a sitting position slowly
 Cts. 1 - 2
- 2. lower to a lying position . . . Cts. 3 - 4

b. Repeat exercise six to eight times

Purpose: Strengthens abdominal and hip joint flexor muscles.

Points To Stress: Keep feet and back of legs in contact with floor. Use a slow count.

C. Self-testing Activities

1. Human Top

Stand within a circle drawn on the floor. Jump upward and attempt to make a full turn landing within the circle.

2. Single Knee Touch

Stand on the right foot, bend left knee and hold toe of left foot with right hand in rear of body. Bend right knee, attempting to touch left knee to floor and rise again. Repeat with left leg.

3. Horizontal Ladder

- a. from a side stand facing the apparatus, jump to hang, upper grip on the near beam. Raise knees to the chest Ct. 1
lower slowly Ct. 2

Purpose: Abdominal strengthening.

- b. same starting position as a. Bend the arms and pull chin to the bar Ct. 1
lower. Ct. 2

Purpose: Strengthens arms, shoulders and back muscles.

- c. same starting position at left end of ladder. Travel right sideward by alternately moving hands sideward on the beam. Drop to a stand at the far end.

Purpose: Co-ordination, develops same muscle group as above.

- d. from a cross stand under the ladder, jump to a hang, upper grip on the rung. Raise both knees fore--upward and try to touch one of the rungs in front with toes.

Purpose: Strengthens abdominal, chest, upper arm muscles.

- e. jump to a hang on the rungs, reverse grip right hand, upper grip, left. Travel to other end by letting go with the left, pivoting around right arm and regrasp, reverse left. Let go with the right, pivot around with left, regrasp right, etc. Try to keep body straight.

Purpose: Develops agility, control.

- f. jump to a hang on the beams, outer grip, travel forward with an alternate grasp.

- g. travel backward with alternate grasp.

- h. jump to a hang on beams, swing the body back and forth gently, and on the forward swing release grasp and jump forward, regrasping the beams. Continue in this manner to the end of the ladder.

D. Athletic Skills

1. Forward Pass

Arrange class in squads of four to six, two squads facing each other about five yards apart. Football should be passed from one squad to the other zigzagging down the line. Hold the ball on the lacing and slightly to the rear with fingers well spread and thumb around the ball. Extend left arm forward to act as a guide in passing. In the passing movement bring the ball past the head with the point slightly upward. Think of flicking the lobe of the ear when passing. In receiving the ball from the other player reach out with hands and pull the ball into the midriff.

After the class has learned the technique of passing, have the squads gradually move backward till the distance has widened to about twenty yards.

2. Center Pass

In centering the ball the boy should stand in a fairly wide stride. Bend knees and keep the hips down reaching forward for the ball, head up. Right hand should be slightly under the ball and to the front point. The pass is made by a movement straight back between the legs with no twist of the hands.

3. Soccer Drill

Give each team a soccer ball and have the pupils dribble it to the end of the field and back by kicking it alternately with the left foot and then the right foot.

4. Soccer Dribble and Pass

Two people at a time run about twenty feet apart from each other. Alternately dribble the soccer ball and pass it by kicking it while running down the field.

E. Games and Relays

1. Circle Soccer

Divide the class into two teams, placing one team on each half of a large circle that has a dividing line through the middle. Players are numbered consecutively and space themselves so that each one is able to guard one portion of the circle. #1 from

each team comes to the center, places his right foot on a soccer ball that has been put on the center line. At the referee's whistle, both players attempt to kick the ball through the opposite half of the circle.

Kickers are allowed to run freely within the circle in pursuit of the ball, but circle players must stay behind their restraining line. They are permitted to prevent the ball from going through only by using their feet, legs, and torso. Use of hands is a violation.

When a point is scored, #2 from each team comes forward and #1 returns to the end of his line. If the ball is kicked out of the circle at the end of the dividing line, no point is scored and play is resumed as at the beginning of the game.

The circle should be no less than thirty feet in diameter.

2. Lame Dog Relay

Class is divided into relay teams of equal numbers and placed on a starting line in relay formation. Establish a turning line some forty feet from the starting line. First player on each team bends forward placing both hands on the floor supporting himself on his hands and one leg with the other leg extended backward, thus emulating a dog that has a lame hand leg. In this position each team member in his turn runs to the turning line and back again.

UNIT II

A. Marching and Warm-up Activities

1. Marching with arm circling

Refer to Unit I.

2. Stride Close Jumping

Feet together, hands on hips. Jump to a stride stand Ct. 1
 Jump to a close stand Ct. 2

This is to be done in a forward movement about the gymnasium.

Purpose: Hip joint suppling. Co-ordination.

3. Hopping

Hop forward, eight counts on the left foot, then change to eight counts on the right foot. Perform this continuously around the gymnasium.

Purpose: Hip joint suppling. Co-ordination.

B. Self-Testing Activities

1. Touch Toe Jump

From a closed stand jump straight upward, kick the feet fore-upward with legs straight and touch the toes with the hands.

2. Wiggle Walk

Stand with heels together, toes turned outward, raise the right heel and the left toe and pivot Ct. 1
 Bring toes together moving to the right. Raise the left heel and the right toe bringing the heels together. Ct. 2

Alternate counts 1 and 2, moving right sideward. If you wish to move left sideward it is necessary to start by raising the right toe and the left heel.

3. Horizontal Ladder

a. jump to a hang, upper grip, on the rungs. By flexing the arms and hip joint, raise knees

upward and hook both knees over the rung in front. Unhook the left knee, extend it forward and arch the back Ct. 1
 Return Ct. 2
 Repeat with the right leg Cts. 3 & 4
 Lower to a stand.

- b. jump to a hang, upper grip, on the rung, raise knees as before but hook them over the same rung from which you are hanging. Release the left hand and then the right. Extend the body downward into a knee hang. Come to starting position by first regrasping hands -- then lower legs backward between arms to an inverted hang and drop to a stand.
- c. jump to a hang, upper grip as before, raise knees upward, through the arms, and hook toes on the rung in back, arch the back, raise the head. This is called the "bird's nest".
- d. jump to a hang, upper grip on beam, facing forward. Bend arms and flex hips, attempting to bring toes to the beam. Lower forward to a stand.
- e. same starting position as d. Front hip pull-up to a front lying support across the ladder. This means to bring the toes to the bar and continue to pull upward and completely over until lying on top of the ladder. Lower forward to a stand.

Purpose: To strengthen the abdominal and shoulder muscles, to teach co-ordination and develop courage.

C. Athletic Skills

1. Soccer Goal Kick

The official soccer goal is twenty-four feet wide and eight feet high. This may be indicated by outlining it with chalk on a building wall or using two jumping standards with a hoop stretched across. Place the ball on a line ten yards in front of the goal. Have each person take five turns kicking the ball from this line through the goal. Each kick should be made from a different position on the line so that players acquire accuracy from any angle.

2. Soccer Dribble, Pass and Trap

Arrange teams in shuttle formation. #1 dribble the ball half way down to #2 then kick it. #2 trap the ball by placing the sole of the foot on top and squeezing to the ground as soon as it comes to him. #2 then dribbles half way down to #3 and traps, etc.

3. Football Punting

Arrange boys in squads about thirty to forty yards apart. Furnish them with several footballs and have them take turns kicking back and forth.

Points To Stress:

- a. ball is held forward with arms extended.
- b. take one or two quick short steps as ball is dropped. One step is preferred. Ball is not thrown.
- c. the foot meets the ball with toe well pointed and the kicking leg is straight at the moment of impact.
- d. body should be leaned back slightly after contact is made, arms carry through in an upward motion, and follow through with the kicking leg.

D. Games and Relays

1. Line Soccer

Divide the class into two teams and line them up at opposite ends of the playing field. Number players consecutively.

#1 from each team goes to the center and these two play a game of individual soccer each attempting to kick the ball through the opponents goal line. The goal keepers are permitted to block the ball with their hands. After a score is made or a suitable length of time has expired, change the center players. Gradually increase the number of center players until there are four or five from each team. In this way they learn to pass the ball to each other and play together as a team.

Three halfbacks, center, left, and right, may play only between the halfback line of their own territory, and the center line.

Fullbacks, two, left and right, may play only between the halfback line and the goal line. Goal keeper plays between the goal posts in front of, or to the left or right of the goal.

Ball goes to the opposing team when a player steps out of his designated playing area. Players constantly leaving their lanes may be required to exchange places with the goal keeper or a fullback.

Duties of the Players: Forwards attack their opponents' goal. Halfbacks keep the ball in the possession of their forwards. Fullbacks and goal keepers protect their own goal and keep their opponents from scoring.

The Start: The ball is placed on the center line between the two center players of each team. When the whistle sounds, these two players touch in unison, the ball and the ground alternately three times with their right foot. At the finish of the third time, each player tries to kick the ball to one of his inside forward men. (The play may be started as in regular soccer or as in after a tie ball in speedball.)

Rules:

1. No one may touch the ball with his hands. If he does so, even accidentally, the opposite side is given a free kick at the point where the ball was touched. At any time when a free kick is given, all players must be at least five feet away from person taking free kick.
2. If the ball goes out of bounds, either at the side or end, the player opposite the last one kicking it is given a free kick from the point on the line where the ball passed out.
3. Holding, pushing, kicking, or tripping of players shall not be allowed. A foul must be called immediately, and a point given to the other side.

Suggestions:

1. Teach the forward players to play the ball to each other rather than straight ahead; also, that it is absolutely necessary for the forwards to be in a nearly straight line across the field when attacking their opponents' goal. When nearing the goal lines, the outside players should begin to close in toward the center, and inside players, and always be ready to drop back and get the ball, should it be played out by their opponents' fullbacks or goal keeper.
2. They should also be taught that hard kicks are usually unprofitable ones, and that short, well-placed kicks with every kick followed up, is the idea. Never interfere with the ball if a team-mate is fighting for it -- either cover ground in front of him, or drop a little behind him so that if he loses the ball, you can be ready for it.
3. Weak players may take fullback or goal keepers' positions, as there is comparatively little running to be done. Stronger and more active players should be put into forward and halfback positions.

3. Flag Football

Playing Area: A field forty by eighty yards. Two thirty yard lines should be marked. Goal posts are not necessary.

Equipment: (1) Official football; (2) for each player, two flags, twenty-four inches long, with a knot in each four inches from one end and sixteen inches from the other. The short ends are pulled up under the player's belt so that the knots are snug against the lower edges of the belt and the longer ends hang down each hip. (3) Jerseys or other distinguishing markings for each team.

Procedure:

Flag football is played according to official

football rules¹ except that there is not tackling; a ball carrier is downed when the flag is pulled from his belt. Other exceptions to the official rules are listed below.

Formation: Players are divided into two teams of not more than nine players. There must be five offensive players on the line at the kickoff. The receiving team must have five players not more than twenty yards or less than fifteen yards from line of kickoff.

Playing Period: The game consists of four, eight minute quarters, counted as straight time, including all time-outs and suspension of play excepting the last two minutes of the first half and last five minutes of the second half, when the clock should be stopped for all time-outs.

There should be a two minute rest period between quarters and a ten minute rest period between halves.

Rules of Play

Kickoff: The ball is kicked off from the offensive team's twenty yard line and should travel at least twenty yards towards opponent's goal, unless touched by the receiving team, in order to continue in play.

If the ball goes out of bounds on the kickoff it must be kicked again from the same line. After a second out of bounds kickoff, the receiving team puts the ball in play at midfield.

Out of Bounds Ball: When putting the ball in play, after having gone out of bounds, it should be placed thirteen yards in from the side line, opposite the spot where it went out of bounds.

Downs: A team has four downs to advance the ball from wherever they receive it to the next zone.

¹ Official Football Rules (National Federation of State High School Athletic Associations, Chicago 1955).

Downed Ball: In order to down a ball carrier, either flag must be pulled from the belt. The ball carrier is declared downed at that point. It is illegal for a ball carrier to deliberately touch his own flag. Penalty: Fifteen yards from point of foul and loss of down.

Fumble: A recovered fumble may be advanced by either team.

Passing: All players of the offensive team are eligible to receive passes. A forward pass may be thrown from any point behind the line of scrimmage. A distinct lateral pass should precede every running play. The penalty for the failure to lateral is five yards from spot of preceding down and loss of a down.

Blocking: Line blocking is the same as in regulation football. In open field blocking, it is illegal for the blocker to leave his feet. The block should be more of a "bumping-screening" block, with the blocker retaining his balance. Penalty: Fifteen yards.

Players and Substitutes: Any combination of players for line or backfield may be used.

Scoring: A touchdown counts six points. A try for point after a touchdown counts one point and may be made by running or passing only. A safety counts two points.

E. Combatives

1. Link Tussle

Two boys facing each other interlock right elbows and grasp own right hand with left hand. Attempt to force opponent to release hand by twisting, pulling and hand jerking. Feet may be moved.

2. Back to Back Pull

Two boys stand back to back and grasp each other's hands. Establish a goal line about ten feet in front of each boy. Boys try to pull each other across the line they are facing.

3. Head Push

Two boys stand in a stride stand facing each other. Place right hand on opponents' forehead. By pushing with right hand, attempt to force opponent to move either foot.

UNIT III

A. Marching and Warm-up Activities

1. Forming Ranks of Two's and Four's

While marching around the gymnasium in a flank line, just before the leader comes to the point you wish him to turn, give the command, "COLUMN LEFT BY TWO'S! When the leader reaches this point, give the command, "MARCH!"

When this command is given, the first two turn left and continue marching two by two. As the rest of the class reaches the turning point they follow by two's.

Use the same procedure if you wish the class to form ranks of four or any other number. However, if you should desire more than two in a rank it is best to have the class first count off by whatever number you want.

Purpose: To maneuver the class into columns of two's or four's for various activities which call for this alignment.

2. Open Ranks Through Forward Marching

From column of front ranks, #1 faces left and marches forward on count 1; #2 faces left on count 3; #3 faces left on count 5; #4 faces left on count 7. Thus a spacing of two steps is automatically achieved. Continue marching until command is given to halt whereupon all face right and halt. Command: "Open ranks to the left two steps distance, through forward marching -- March!"

3. Closing Ranks

The general rule is to close ranks just opposite of the way they were opened, using the same method as was used for opening. Command: "Close ranks to right through forward marching -- March!"

Note: The simplest method of opening ranks is by extending arms sideward and moving to the left until fingers no longer touch neighbor. Command: "Raise arms and extend to left -- Move!"

B. Conditioning Exercises

1. Woodchopper

Starting position: Stride stand, hands together, closed to a fist, raised over left shoulder.

Swing arms down forcefully between legs, bending trunk forward Ct. 1

Swing arms up and back over right shoulder, bending backward. Ct. 2

Continue left and right.

Purpose: Strengthening abdominal muscles, back and shoulders.

Points to Stress: A free rhythmic swing.

2. Opposite Toe Touch

Starting position: Stride stand, arms sideward.

Bend forward touching left hand to right toe Ct. 1

Straighten, arms sideward Ct. 2

Bend forward touch right hand to left toe Ct. 3

Straighten. Ct. 4

Purpose: Stretches hamstring muscles.

Points to Stress: Keep knees straight.

3. Rocking on Toes

Starting position: Hands on hips, feet together. Raise heels and lower quickly, one count to the movement.

Purpose: Strengthens muscles of lower leg and foot.

Points to Stress: Do not permit jumping.

4. Full-Ups

Work in partners - #1 lies down on floor, and reaches hands up to #2 who is straddling him.

Keep body stiff, bend arms and pull self up to a hang-lying position. . . . Ct. 1
 Straighten arms and lower to floor. . . Ct. 2

Do this ten times.

Change positions, and #2 does pull-ups.

Purpose: Strengthens biceps, forearm, anterior shoulder and chest muscles.

Points to Stress: Be sure the one standing does not do any pulling.

C. Self-Testing Activities

1. Spinning Wheel

Squat on the left leg with the right leg extended backwards, place hands on floor for support. Circle right leg to the right side. Continue circling leg to the front at same time shift weight back to a squat seat on the left heel. Circle right leg to the left shift both hands (lift hands and replace immediately as leg passes under). As right leg circles around towards left jump over leg quickly with left foot and complete circle with right leg in starting position. Continue circling in this manner.

Points to Stress: Learning to shift weight in opposition to leg movement is important.

2. Horizontal Ladder

Review Units I and II.

D. Rhythmic Activities

1. Schottische Step

Schottische tempo is an even 4/4 time done at a moderate speed. Keep time by tapping or beating on rhythm drum. Progress then to music of the dance. The schottische and most basic rhythms should have been learned at an earlier age. The step is usually done in combination with hopping, walking, or the two step.

Starting with the left foot, walk forward
 three steps (left, right, left) Cts. 1 - 3
 Hop on the left foot. Ct. 4
 Repeat, starting right foot forward . . Cts. 1 - 3
 Hop on the right foot Ct. 4

Repeat, alternating left and right.

2. Schottische Combination

Do two schottische steps forward. . . . Cts. 1 - 8
 Four change steps Cts. 9 -16
 (change step is a quick step, close step
 left then step-close-step right, counted
 1 and 2)
 Repeat two schottische steps starting
 left. Cts. 1 - 8
 Four step hops forward. Cts. 9 -16

This combination may be done individually and
 with couples.

3. Road to the Isles (Scottish)

Music: Methodist Record - M110

Formation: Circle of partners, men on inside.
 Men places right arm over girl's shoulder, she
 grasps his right hand with her left. He grasps
 her right hand in front with his left. (var-
 souviennne position).

Part A

Each person places left toe ahead a foot or
 so. Cts. 1, 2
 Steps behind right foot with left . . . Ct. 3
 Step to right with right foot Ct. 4

Put feet together Cts. 1, 2
 Then extend right toe ahead and place
 on the floor. Cts. 3, 4

then step behind the left foot with right,
 step left with left foot, bring feet to-
 gether, similarly to above, then place left
 heel down ahead Cts. 1, 2
 and then toe back on floor. Cts. 3, 4

in clockwise direction around the big circle.

Part B

Schottische. Forward in clockwise direction around the big circle with two schottische steps (step, step, step-hop, beginning with the left foot). On the step-hop of the second schottische step, the partners do a hop-turn instead, the man turning toward the girl, she away from him. (The turn is clockwise, half way around.) Then they do a schottische (step, step, step, hop-turn) turning back in original direction, and end with a stamp, stamp, stamp in place.

E. Athletic Skills

1. Center Pass and Forward Pass Combination

Divide class into squads of about six or eight.

Number the squads off consecutively. #1 lines up to the left or right of the squad at a distance of about fifteen feet. #2 steps forward about three steps, stands over the ball and centers it to #3. When the ball is snapped, #1 runs out for the pass from #3. After each pass, rotate positions. Receiver goes to the end of the line. The "center" plays "receiver", the "passer" plays "center" and the next in line becomes "passer".

2. Fieldball Passing Skill

Arrange class in squads of six to eight in divided order formation, squads facing each other about twenty feet apart. Practice various types of passing which may be found in Unit VII, Basketball Passing Drills.

F. Games and Relays

1. Soccer (Modified)

Directions in Unit II.

2. Flag Football

Directions in Unit II.

3. Black and White

Divide the players into two teams of equal number and name them "Black" and "White". Draw two parallel lines three feet apart across the middle

of the playing space -- this is neutral territory. At each end, thirty or forty feet, draw a goal line. The players line up beside the neutral zone, toeing the lines, the blacks on one side and the whites on the other. A disk, one side of which has been colored black and the other white, is tossed up so that it falls in the neutral zone. If the black side comes up, the blacks run back to their own goal with the whites in pursuit. All who are tagged join the white side. If the white side of the disk comes up, the whites are chased by the blacks. A player may tag as many of the opposition as possible. The game is won by the side which secures all the opponents or which has the largest number when play ceases. If there is no leader the captains take turns in tossing up the disk.

UNIT IV

A. Marching and Warm-up Activities

1. Wheeling

Wheeling is an activity done by a rank of two or more individuals, in which one end of the rank turns in place while the rest of the rank members march around him, describing a quarter circle, half circle or full circle. The simplest way to teach wheeling is to number the rank members from right to left. A rank of four members is commonly used, thus the one on the right would be, one, the one on the left, four. Following are some examples of wheeling using the quarter wheel or half wheel.

- a. by 4's, quarter wheel right - March!
#1 pivot in place, #2, #3, #4 walk around #1 in four counts, completing a quarter circle.
- b. by 4's, quarter wheel left - March!
The same as exercise a, except that #4 holds the pivot, four counts.
- c. by 4's, half wheel right - March!
#1 remains at pivot while #2, #3 and #4 march around to the right completing a half circle, eight counts.
- d. by 4's, half wheel left - March!
#4 holds the pivot, #1, #2 and #3 wheel around #4, eight counts.
- e. repeat the same wheeling exercise marching forward on the fifth count. Ex: by 4's quarter wheel left and forward - March!

2. Deep Lunge

From a closed stand, take a large step forward with left foot into a deep lunge position and immediately do a dipping movement with knees for eight counts. Then, extend right leg forward and dip the knees for eight counts. Continue this lunging and dipping movement around the gymnasium.

B. Self-Testing Activities

1. Up Spring

Kneeling position with arms extended forward. Swing arms downward and backward. Swing arms forward vigorously and jump from the knees to a standing position.

2. Knee Tuck

Standing position, arms forward. Swing arms downward, backward and bend the knees ready to spring. Swing arms forward vigorously, jump upward, bend the knees, and attempt to wrap arms around knees momentarily.

C. Rhythmic Activities

1. Heel and Toe Polka

Touch left heel forward Ct. 1
 Touch left toe in back. Ct. 2
 Step forward left Ct. 3
 Bring right foot to heel of left foot . . Ct. "and"
 Step left forward Ct. 4

(counts, 3, "and", 4 are the modified polka step).

Repeat same step starting with the heel touch forward, right. Cts. 1 - 4

2. Polka, Skip Combination

Two heel and toe polkas as described above, starting left Cts. 9 -16

Repeat, starting right. Cts. 1 -16

3. Hull's Victory²

Music: Honor Your Partner Album - Ed Durlocher

This dance is usually done with eight couples but maybe done with from six to twenty-four. The Ladies are on the Caller's left-hand side and the Gents on his right. Partners are facing each other with about six feet between lines. Each couple is numbered starting from the Couple nearest the Caller, one to eight or more. In this

2. Ed Durlocher, Honor Your Partner (The Devin-Adair Company, 1952) p. 155

Contra the Odd couples do NOT cross over. As each Couple progresses to the Head or Foot of the set they remain out for one sequence of the dance. The couple at the Head of the set become an Odd numbered Couple and the one at the Foot an Even numbered Couple. Odd Couple execute Calls 1 through 8 while Even Couple do Calls 1, 2, 3, 7 (without Cast Off) and 8.

a. Introduction

Ladies Curtsy, Gents Bow.

b. Dance

Calls are given in the first sentence of each direction.

1. Give right hands to Partners, Left Hands to Opposites, balance four in line (4 bars).

Odd Couples walk to each other, take right hands, turn so that the Lady is facing the Head of the Set and the Gent the Foot. Left hands are now taken with the person alongside of each. The four are now standing in a line crosswise of the Set. Gents hop on the left foot and cross the right, Ladies hop on the right and cross the left. Repeat once starting with the other foot.

2. Turn opposites with left hands (4 bars).

Retaining left hands with Opposites, Partners drop right hands and turn once.

3. Right hands to Partners, left hands to opposites, balance four in line (4 bars).

Partners take right hands again and repeat as in 1.

4. Swing Partners.

Odd Couples walk to center of the line and face each other. Gents take one step to the left. Walk alongside Partner. The outside of the right feet should touch. The left feet are about six inches to the side with the toe of the left in line with the heel of the right. Take a regular dance arm position. Lean back away from each other to obtain leverage. With slight pivot-step

on the ball of the right foot, keep showing around on the left, as if on a scooter.

5. Down the Center

Odd Couples, with Lady on Partner's right side, walk down the center of the set seven steps and . . .

6. And back

Turn and come back to their own position.

7. Cast Off, right and left

Each Odd numbered person passes around the back of the next person below exchanging positions with them. Partners walk to each other and take right hands. Pass by each other dropping hands. Odd numbered Gents keep the Even numbered one on their left in turning to face the center of the line while the Odd numbered Ladies keep the Even numbered ones on their right in turning.

8. Right and left back

Same as above, without Cast Off, returning to new position.

Repeat 1 through 8 until all are back to original position or at the Callers discretion. Odd numbered Couples are usually called ACTIVE COUPLES and Even numbered are INACTIVE.

REMINDER: Couples now at the Head and Foot of the Set stay out one sequence.

D. Games and Relays

1. Field Ball (modified)

Game: Played by two teams of eleven players each on a fair sized playground. A basketball is passed from one player to another. Each team tries to get the ball through the opponents' goal and at the same time tries to prevent the other from scoring a goal. A goal made from the field or from a free throw scores a point.

The Field: The same field that is used for soccer may be used for Field Ball. Diagram is in Unit II.

Team: Three halfbacks, five forwards, two fullbacks and a goal keeper. Fullbacks should never go beyond the center line. Their job is defense. The halfbacks job is partly defense, partly offense. The forwards play strictly offense and should never enter the goal area.

Time: Four quarters of five minutes each.

Start of Play: The team who wins the toss has choice of throwing off or choice of goal.

Team who throws off lines up behind center of field and one of their players throws the ball in the defenders area. No player can cross center line until ball is thrown. Use same method after every score. Side scored against throws off.

At beginning of the second half, ball is thrown by the team who first received.

At beginning of second and fourth quarters, ball is taken out of bounds by person who was first in possession at the point where play was stopped. All players must be five yards away.

Possession of Ball: When a ball has been caught, it must be thrown within three seconds.

The ball may be thrown, batted, dribbled, or juggled in any direction. The ball may be juggled only once.

Goal keeper is the only one allowed to run with the ball and this only in his own area.

Scoring: One point awarded when a team causes the ball to go between goal posts and under crossbar. If a crossbar is not used, ball must be no higher than the goal can reach.

A score cannot be made directly from a throw-in.

Defenders' Ball Out: If defenders are entitled to the ball beyond their own goal line, the goalie may throw the ball into the field from any place within his goal area, with or without a run.

Attackers' Ball Out: When the attackers are entitled to the ball beyond the goal line, one of them shall throw it in while standing at the junc-

tion of the goal and sideline. The defenders must remain five yards away until the ball is thrown.

Free Throw: For all fouls committed, a free throw is awarded the fouled team from the violator's free throw line. Only goalie and fullbacks are allowed to guard. If throw is completed, play starts again at center. If incomplete, ball continues in play.

Fouls and Penalties: Stepping with both feet while in possession of the ball.

Kicking the ball.

Overguarding ball or holder, pushing or any other unnecessary roughness.

Combining a bounce with a juggle.

Penalty for Above: Ball given to nearest opponent on spot of foul for an unguarded throw in any direction.

Penalty when foul is committed inside the goal area: When defenders commit a foul inside the goal area, attackers are awarded a free throw. If goal is made, ball is put in play at center. When attackers commit a foul inside the goal area, ball is given to goal keeper for a free throw from anywhere within the goal area, all other players at least five yards away. Double foul in the goal area, constitutes a free throw for each team toward the opponents' goal from the free throw line.

Offside: At start of game, if a player off side having the throw-off crosses halfway line ahead of the ball, that player is "offside". Throw over with all five yard penalty. Same penalty if ball is thrown less than five yards into the opponents' area.

2. Lap Relay

Divide four corners of a race area around the perimeter of a basketball court or similar size field. Divide class into four relay teams and station them at each corner with the #1 corner on the starting mark at that corner.

Give the first runner of each team a baton or bean bag. As the first runner completes his circuit of the course, he must hand this object to the next runner before that person can go. The last runner must run once around the course, come around his pole and drop the object in the center of the gymnasium before his team is finished.

UNIT V

A. Marching and Warm-up Activities

1. Review all the first four units.

B. Conditioning Exercises

1. Rowing Exercise

Lying rearways. Raise to a sitting position, bend knees, reach forward with arms . Ct. 1
 Lie down, straighten knees, hands at sides Ct. 2

Purpose: To strengthen the abdominal muscles.

Points To Stress: Quick, forceful contraction of abdominal muscles.

2. Squat Extension

Bend to a squat stand, hands on floor Ct. 1
 Kick legs backward to a front support Ct. 2
 Return to a squat Ct. 3
 Straighten to a stand Ct. 4

Purpose: General conditioning of muscles of the hip joint, arms, shoulders, abdomen.

3. Leg Kick Fore-upward

Kick left leg up high in front, knee straight. Ct. 1
 Swing leg down. Ct. 2

Continue through count of 8.

Repeat right.

Purpose: Hip joint suppling, strengthens flexors of hip joint. Stretching of hamstring muscles.

4. Shoulders and neck strengthening

Either sit or stand, hands behind head, upper trunk bent forward relaxed.

Raise head, bring elbows and shoulders well back, elevate chest. Ct. 1
 Lower forward Ct. 2

C. Self-Testing Activities

1. Monkey Mark

Grasp a wand at the top with both hands, the other end standing on the mat. Now move foot backward to a support-lying position using the wand for support. Move hands down about half way to the mat lowering the body and place a chalk mark on the mat as far forward as possible.

2. Human Knot

Cross arms in front of body and grasp a wand chest high, under grip. Place wand over shoulders, work it down behind back to the heels. Step over wand, return to start.

3. Frog Dance

Lower to a squat seat on the left heel, right leg extended sideward. With a jump change leg positions to a squat right, left leg extended sideward. Change quickly left and right.

4. Bear Dance

Lower to a squat seat on the left leg, right leg extended forward. With a jump exchange leg positions, squat right extend left forward. Repeat continuously.

D. Rhythmic Activities

1. Polka Combination

- a. starting with the left foot glide
(gallop) forward 8 Cts.
four polka hops left and right . . 8 Cts.
- b. three polka hops forward 6 Cts.
come to a stop and stamp feet in
place quickly in rhythm three times
. 2 Cts.
- c. four polka hops forward. 8 Cts.
running forward. 8 Cts.
(This is a light running step and must
be slowed down to fit the tempo of the
music.)

2. Waves of Tory (Irish)
 Music: Methodist M-102

The people on the island of Tory developed this after watching the ocean.

Formation: Longways line of couples, the men opposite the women as in a Virginia Reel. As they face head of hall, women are at the right of the men. Six or eight couples are usually used. About six feet separates one line from the other. Couples are paired into sets of two couples numbered 1, 2; 1, 2; all up and down the line.

- a. Waves: Holding hands, all of the girls up and down their lines, and all the men up and down theirs, two lines advance toward each other with three steps, raising joined hands high into the air on the fourth count. Walk backward to places with four steps. Repeat all. 16 counts.
- b. Whirlpools: The lines quickly come together again, and each man #1 gives right hand across to girl #2; each man #2 gives hands to girls #1 to form a right hand star. Walk around in star formation, 8 counts, shift to left hands across and walk around 8 steps back, ending in line in place. 16 counts.
- c. Waves: Repeat as in a.
- d. Whirlpools: Repeat as in b.
- e. Waves sweep out to sea: All face head of the set. Girl takes right arm of the man who is her partner, and the head couple turn sharply to the right, promenades down beside the girl's line toward the foot, all couples following behind. Head couple returns to original place, the others right behind, making a sharp right turn again before heading up the set. 16 counts.
- f. Whitecaps: The couples do an "Under and Over". First couple faces toward the foot of the line, joining inside hands. All others face toward that couple and join inside hands with partners. Making a single arch with their joined hands, the second couple move up to the head position, head couple ducking under and start-

ing toward the foot. This time they make an arch over heads of #3. The motion is over and under, or under and over, all the way down and up the set. As the head couple approaches another couple, this couple becomes active, and with over and under motion, progresses to the head, then to the foot of the set and back to original position. When any couple reaches the head or the foot position, the two drop hands, turn selves about, join inside hands, and move back in the opposite direction. All of this figure done with "over and under" arches. 16 counts.

- g. Waves part: The head couple "casts off", the girl leads down the outside of her line, all the other girls following; the man leads down the outside of his line to the foot. At the foot the head couple makes a double arch by joining (1) go through the arch, (2) return to place in the line with the second couple at the head and head couple remaining at the foot. Repeat as often as desired. Counts 16.

E. Games and Relays

1. Field Ball, refer to Unit IV
2. Progressive Dodge Ball

Playing field marked off in three courts, each about twenty-five by forty feet.

The class is divided into three teams, each occupying a court. These teams are called Red, White and Blue. Use a light rubber ball. The game is played in three periods of three to five minutes each.

Scores are made by hitting the players of another team with the ball. The umpire calls the name of the team whose player is hit and checks a point against it. Players stepping out of the boundary line add a point to their score. The team having the lowest score at the end of the three periods wins.

As soon as the ball strikes the floor or a player, in that area should try to get it before it rolls to another section of the floor and throw at their opponents. Players may run up to the boundary line to throw but may not step over it. Players not having the ball may run to the far side of their space and dodge in any way possible to escape being hit.

When the first period is up, the middle team changes places with one of the end teams, and at the end of the second period this middle team changes with the other end team, so that each team plays in the middle court for one period. A ball going out of bounds is secured by the nearest player who must return it to his own court before it can be thrown against an opponent.

At the start of the game and at the beginning of each period of play, the ball is given to the middle team.

3. Poison Pin

Formation: Divide the class into small circles of not more than eight players. Have each group hold hands and stand bowling pins or Indian clubs in the center of the circle so that there is one less than the number of players.

Object of the game is for the group to pull, push and tug each other over and around the bowling pins in an effort to force someone to knock a pin down. When a person knocks a pin down he is eliminated from the game and one bowling pin is taken out. Continue until only two people and one bowling pin are left.

F. Combatives

1. Knee Wrestle

Opponents take kneeling position facing each other on the mat, place right arm in back of opponents neck, left arm on his elbow. Attempt to tumble opponent from kneeling position.

2. Wrist Wrestle

Opponents stand face to face, grasp hands with

fingers interlocked over the head. By bending wrists forward attempt to force opponent to his knees.

UNIT VI

A. Marching and Warm-up Activities

1. Evading

- a. form in front of right (or left) - March!
 Cts. 1, 2, 3, 4.

Assuming the class is in a column of front ranks of four, #1 to the right, #4 to the left, #2 steps directly in front of #1, #3 directly in front of #2, #4 directly in front of #1.

Purpose: To change formation quickly from a column to a flank line.

- b. form to the left (or right)

#2 step directly to the left side of the leader. #3 steps to the left of #2, #4 steps to the left of #3.

Purpose: To change quickly from a flank line to a column of 4's.

2. Jumping forward with feet together

3. Gallop forward, 8 counts, left, 8 counts, right.
 (A gallop is a quick follow step, one foot leading the other.)

B. Self-Testing Activities

1. Side heel kick from a close stand

Cross right foot in front of left stepping to the left. Swing left foot up to the left side, jump from the right foot attempting to click the heels at the left side and land on the right foot. Immediately cross left in front of right, swing right leg sideways and click heels to the right.

2. Inch Worm

Lower to a front lying support. Without moving hands bring feet forward with short steps keeping knees stiff until feet are as close to hands as possible finishing in an angle support stand. Immediately move hands forward with small steps

until body is fully extended to a front lying support. Continue in this manner.

3. Deer Jump

Take two steps forward and with a double take-off jump straight upward, arch the back, bend the knees, circle the arms forward upward and back downward and slap the heels with the hands. Land with feet together. Counts are 1, 2, 3, (Jump), 4 (Land).

4. One Leg Squat

Stand on right leg arms sideward left leg extend forward. Slowly bend right knee and come to a squat seat on right heel. Rise to a stand. Repeat with left leg.

C. Rhythmic Activities

1. Varsouvienne (Put Your Little Foot) (Polish) Music: Methodist Record #107, Decca #25060

Note: There is no introduction and dancers must begin at the beginning, on the first note.

Formation: Couples in large circle. Girl is in front of boy and partially on his right. Left arms are extended to left side and right elbows are bent as boy holds girls' hands. As dancers change direction, girl shifts from right to left side and arms reverse positions.

Description:

a. "Put Your Little Foot."

Raise left foot over arch of right foot glide left diagonally forward to left and close right foot to left.

b. "Put Your Little Foot." Repeat a.

c. "Put Your Little Foot." Repeat a.

d. "Right there."

Step on left, turn right and point right toe to right. As turn is made, girl shifts to boy's left and right arms straighten to side.

e. "Put Your Little Foot."

Raise right feet over left arch; slide diagonally to right and close left to right.

f. "Put Your Little Foot." Repeat e.

g. "Put Your Little Foot." Repeat e.

h. "Right there."

Step on right, turn left and point left foot to left.

i. Repeat above, a to h.

Chorus:

a. Starting with left foot diagonally left, girl takes three steps across in front of boy and points her right foot. (Left-right-left-point-right.) The boy takes the same steps but does so almost in place.

b. Repeat to right.

c. Repeat a.

d. Repeat b.

Repeat entire dance.

D. Athletic Skills

1. Basketball Shooting Drills

a. Freeze Out

Divide class into squads of about ten each, two squads to the basket. The first boy shoots a long shot and follows up with a short shot. The boy following must make the same shot or better the one the first boy made. If he fails, he is "frozen out", eliminated from the game. Should the first boy make a short shot only, and the second boy miss the short but make the long, he is still in the game. The third boy in line must then make the long shot. If a boy makes a long and a short, the one following him must do the same.

b. Twenty-One

Each boy in turn shoots a long shot from behind a scratch line. He follows the shot, recovers the ball, and takes a one hand step-in shot. The long shot counts two, the short counts one. The first boy to score twenty-one points is the winner.

c. Horse

The first boy in line tries any type shot he wishes from any position on the floor. If he succeeds, the boy following must make the same shot from the same spot. If he fails to do this, it is a "horse" on him. When a boy has three "horses" he is out of the game. When a boy misses a shot, the one following may try anything he wishes.

E. Games and Relays

1. Steal the Bacon

Formation: Two teams of equal number face each other across a play space about forty feet wide. Each team is numbered off consecutively.

Place an Indian club, bowling pin, or bean bag in the center of the area. The leader calls a number, whereupon the person corresponding to that number from each team tries to "steal the bacon", and return to any boundary line before being tagged by his opponent. Should he succeed, his team gets two points. Should he be tagged, the tagger's team gets one point.

2. Club Guard

Formation: A circle about twenty feet in diameter. In the center, place an Indian club and draw a small circle, four feet in diameter around it.

One person is chosen to guard the pin. All the others take positions around the larger circle and take turns throwing a ball at the pin in an attempt to knock it down. The guard tries to prevent this by blocking the ball with feet or legs only.

Rules: Players throwing must stay outside the large circle. The guard must not step into the small, but he can maneuver anywhere around that circle. The guard must protect the club only with his lower extremities.

If a circle player hits the pin fairly, he and the guard change places.

3. Stick and Ball Relay

Formation: Relay teams of six or eight players.

First person on each team is supplied with a stick and a volleyball. The stick is held at one end with the other end in contact with the ball. In this manner, the ball is guided along the floor as the player runs to a turning line and back again, whereupon he stops the ball with the stick and hands the stick to the next runner. At no time is the hand allowed to come in contact with the ball.

UNIT VII

A. Marching and Warm-up Activities

1. Review Units IV and VI.

B. Self-Testing Activities

1. The Camel Walk

#1 stand in front of #2. #1 place hands on the floor while #2 wraps #1's feet tight around his waist. #2 bend forward and place hands on floor, #1 moves head and shoulders between #2's legs and holds tight around his thighs. #2 walks carrying #1.

Positions can be reversed by simply rolling side-ward, bringing #1 on top and #2 under.

2. The Elephant Walk

#1 and #2 face each other. #1 grasp #2 at the hips. #2 jumps up and locks his legs around #1 above the hips. He then drops backward and works head, shoulders and arms between the legs of #1, grasps #1 by the heels. #1 drops forward on the hands. #2 straightens out arms, lifts head and chest high. #1 walks forward.

3. Wand Jump

Hold a wand in front about hip high. Jump straight upward tucking the knees to the chest, quickly swing wand underneath and finish in a stand with wand in back. Can also be done jumping backward over wand.

4. Jump Over the Stick

Place a wand on the floor parallel to and directly in front of toes, grasp toes with hands, now attempt to jump over wand without letting go of the toes.

C. Rhythmic Activities

1. Southern Appalachian Square Dance³

3. Ibid., p. 257

Six to sixteen Couples make a good group but there must always be an even number of Couples.

a. Form A Ring

b. Count Off

Counterclockwise by couples.

c. All Circle To the Left

8 bars.

d. Now All Return

8 bars.

e. Promenade All

Walk counterclockwise in promenade position once around the set to own position.

f. Odd Couples Out and Circle Up Fours

Odd Couples face counterclockwise, even Couples clockwise. Circle to the left, three steps then circle to the right three steps, 2 bars.

g. Right Hands Over

All clasp right hands in the center and walk to the left three steps, 2 bars.

h. Left Hands Back

All drop right hands, turn, take left hands in the center and walk back to place, 2 bars.

i. Swing Your Corner Lady

Corners face. Gent takes one step to the left. Walks alongside corner. The outsides of the right feet are touching. The left feet are about six inches to the side with the toe of the left foot in line with the heel of the right. Take a regular dance arm position. Lean back away from each other to obtain leverage. With a slight pivot-step on the ball of the right foot keep shoving around on the left, as if on a scooter, 4 bars.

j. Now Swing Your Own

Partners face, as in i, 4 bars.

k. On You Go

Even numbered Couples mark time in their original places. All Odd numbered Couples pass between Even Couples to the next Even Couple, 4 bars.

l. Turn The Ring

Hands joined with that of Even Couple, the Odd Couple duck between the Even Couple turning the circle wrong side out. They then circle counterclockwise, 8 bars.

m. Swing Your Corner Lady

As in i, 4 bars.

n. Now Your Own

Partners face, as in i, 4 bars.

o. On You Go

As in k, 4 bars.

p. Four Leaf Clover

Starting as a circle of four, the Odd Couples duck between the Even Couples, turning away from each other. This causes them to pass their clasped hands over their own heads, finishing with each dancer's hands crossed in front of him. This forms the "Clover Leaf" which is broken when. . . , 4 bars.

q. Odd Couples Arch and Evens Under

The Even Couples move under the crossed hands and between the Odd Couples, re-forming the original circle of four. Never let go of the clasped hands during this figure, 4 bars.

D. Games and Relays

1. Ghost Ball

Divide class in two teams of equal number. Place one team in each half of the playing field. Select three players from each team to play the three boundary lines of the opposing team. These three boundary players are the "ghosts" and retrieve any ball that goes out of bounds.

Object of the game: For team one to hit players of team two with a basketball (soccer or volleyball) and vice versa. For players to dodge the ball or try to catch it and throw it back attempting to hit players on the other team.

Start: One player from each team comes to mid-field and jump for the ball as in basketball.

Rules:

- a. Ball must be thrown below the chest.
- b. When a player is hit, he goes to the boundary line of the opposite team and becomes a "ghost".
- c. A player who attempts to catch the ball and drops it is considered hit.
- d. Players may not run or walk with the ball. If they do, the ball goes to the other team.
- e. Only players in the field may be hit. Boundary line players retrieve any ball that goes out of bounds and may throw at the opposing team.
- f. The team that has the most players in the field at the end of a certain time period is the winner. You may also play until only one player is left.

2. Circle Chase

Formation: Closed circle facing inward, counted off by four's.

The leader calls any number from one to four. All players bearing the number step back and run around the circle, each runner attempting to tag the player in front of him. Runners tagged are eliminated and withdrawn. Runners who tag a player continue around the circle attempting to tag another. Runners who are not eliminated upon arriving at the starting point step into it. Another number is called, those players run as before. Continue

this until all numbers have been called. Now if any have been eliminated, have the class again count off by four's. Call each number as before, those eliminated withdrawing. Those remaining are the winners.

Variation: Have the players run two, three or four times around the circle, or have the players count off by three's, five's or six's.

3. Human Hurdle Relay

Arrange class in circles of eight to ten players. Have each circle sit on the floor with feet pointing outward from the center. Make the circles about ten feet inside diameter. Have each player in the circle number off consecutively from one to ten.

At the starting signal, in each circle, #1 stands up, runs to the right around the circle, jumping over each pair of legs as he goes around. As soon as he sits down, #2 starts and then #3, #4, etc. As soon as #10 has run and sat down, the team is finished. The game may also be played by having each person in order get up and run as soon as the preceding one has jumped over him.

c E. Combatives

1. Crane Fight

Opponents stand on right foot and grasp right hands. By pushing, pulling and jerking attempt to force opponent to lower foot to the floor.

2. Hand Wrestle

Opponents stand facing each other in a stride stand grasping right hands. By pulling and pushing attempt to force opponent to move either foot.

3. Crab Fight

Opponents assume the crab walk position, left sides toward each other. By using hips only, attempt to butt opponents off balance.

UNIT VIII

A. Marching and Warm-up Activities

1. Alternate walking and running about three or four laps around the gymnasium.

B. Conditioning Exercises

1. Review Unit I.

C. Self-Testing Activities

1. Hand Stand Against the Wall

Place hands about twelve inches away from wall, kick foot upward until body is extended upward and feet touch the wall.

Points to Stress: Arms must be stiff, head held back. Think of extending body upward when in the inverted position and arch the back. One boy should assist each person trying the stand by catching his feet and helping to steady him.

2. Knee Shoulder Balance

#1 assume position lying on back with knees bent, feet flat. #2 place hands on knees of #1 and lean forward, resting shoulders in hands of #1. #2 kick feet up to an inverted position arch back, point toes, and stretch, head back.

Points to Stress: Be sure one or two people assist in order to avoid accidents. Bottom boy should hold arms firm. Top boy starts with arms bent and gradually straightens them. Center of balance should be directly over bottom boy's shoulders.

3. Forward Roll In the Following Variations

- a. simple roll from a squat stand to a squat stand.
- b. from a cross stand to a cross stand.
- c. from a straddle stand to a straddle stand.
- d. with arms extended out to the side.
- e. holding the toes.

Points to Stress: Tuck the chin against the chest, roll on the back of the neck, not the top of the head. Keep body in a tucked position. Roll quickly.

D. Rhythmic Activities

1. The Waltz

Music: 3/4 Time

- a. **Teaching Procedure:** Class in open order formation. Slide the left foot forward . . Ct. 1
Slide the right foot sideward right. . Ct. 2
Close left to right, rising slightly
on the toes. Ct. 3

Repeat, sliding right foot backward. . Ct. 1
Slide left foot sideward Ct. 2
Slide right foot to left and close . . Ct. 3

Continue, the step thus forming a square. This is known as the box waltz and is probably the easiest way of teaching the sequence of the waltz step.

Analysis: The Waltz is best counted in a smooth rhythm -

	step	---	slide	by	---	close
counts	1		2			3

2. At the Inn "To The Crown" (German)

Music: Methodist Record M115

This is set to the music of a German folk song about Catherine's wedding at the jolly Inn To The Crown.

Formation: Couples in a double circle, men inside, girls outside.

Action: Introduction - Partners join hands. Man leads girl to stand opposite him and both bow.

- a. Partners clap own hands, clap left on left, right on right, then both hands across (one measure each) with quite a flourish. Then they join both hands across and move around each other with four waltzes (step forward on count 1, and take two steps in place, for each waltz measure, then step off on

opposite foot, take two steps in place, etc.) Repeat clapping and turning.

- b. **Waltz Forward.** They join right hands and she turns with four waltz steps under his right arm both moving forward around the big circle counterclockwise. (She turns clockwise.) He takes four small waltz steps forward while she is turning. Waltz. They do a waltz turn as in a., to four waltz measures. Repeat waltz forward and waltz turn.
- c. Both join inner hands and, while doing the waltz step above, swing them forward (first measure) and backward (second measure), then swing them forward again, letting go and completing the turn, he counterclockwise and she clockwise, away from each other (2 measures). Join hands to do this again three more times. Music repeats and so does action "c". To make this one progressive: Man moves ahead (as music repeats) to the next girl and repeats action with her.

E. Athletic Skills

1. Basketball Passing Drills

- a. **Chest Pass:** Hold the ball in both hands, fingers well spread. Bring ball up in front of the chest allowing it to roll toward the finger tips. Throw the ball with a forward snap of the wrists and an extension of the arms, at the same time step forward with either left or right foot. The push comes from the finger tips; the snap from the wrist, the follow-through from the arms, legs, and extension of the fingers. This is a fast short pass; use it at short distances.
- b. **Overhead:** Hold the ball in both hands, go through the same motion as in the chest pass, but the ball is brought up over the head instead of to the chest. Bring the shoulders and upper arm hard into the throw. Step forward on the throw, or combine the throw with a jump. To be used for a longer pass over a close guarding opponent.
- c. **Baseball Pass:** Hold ball in one hand and throw just like a baseball. For small hands, cup the ball in the wrist. Use for very long passes.

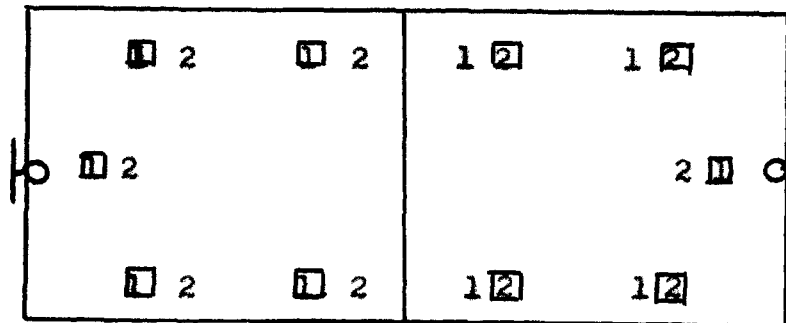
d. Bounce Pass: May be done one hand or two. It is a fast low bounce and should be received about waist high.

Suggestions: For all the above passing drills, use squads of front ranks facing each other about twenty feet apart.

F. Games and Relays

1. Captain Basketball

Field: Any size field, depending on number of players, divided into two equal parts by a center line. For a regulation game the field should be a basketball court. Ten players form a regulation team. They are divided into four basemen, one captain baseman, and four guards and one captain guard. Arrange players and mark field as diagrammed. The bases are two feet square, or three feet in diameter.



Object: To get the ball successively into the hands of two or more basemen of the same side, then pass it to the captain who may take one shot at the basket.

Time: The game is played in two ten minute halves. In case of a tie, extra five minute periods must be played until the tie is broken. At the end of the first half, the teams change sides of the field.

At the beginning of the game, after each scoring play, and after each successful free throw, the referee tosses the ball up in the center for a jump ball between two guards. After each successful run of points, change jumpers.

A score is made when the ball passes from a baseman to another baseman of the same team. A number of rebounds from floor or players during passage

of the ball does not invalidate the throw, nor does rolling. The ball may be passed in any way whatsoever.

In order to score, no baseman may handle the ball more than once during a play. When two opposing players get possession of the ball at the same time it is given to the guard.

Scoring:

- a. If a baseman gets the ball from a baseman on the same side of the court, the play counts one point.
- b. If a baseman on one side of the court gets the ball from one of his basemen on the other side of the court, the play counts two points.
- c. If a captain gets the ball from a baseman on the same team, the play counts two points.
- d. If the ball successively gets into the hands of four different players by crossing the court three times, and then gets to the captain baseman, the play counts eight points. This is the highest score possible in one play.
- e. If the ball successively gets into the hands of two different basemen on the same side of the court and the captain baseman, the play counts three points.
- f. After the captain baseman gets the ball from a baseman of the same team, he may shoot at the basket. If he makes it two points are scored. The ball then is tossed up in the center to start a new play.
- g. If a guard first throws the ball to his captain, there is no score made. In such a case however, the captain may start a scoring play. Highest possible score by this is seven.

Fouls:

- a. A baseman must always have one foot on the base. Failure to do so constitutes a foul. This permits the baseman to jump up for the ball providing he lands in the base.

- b. Guards must not step on the base or on the territory of the opponents.
- c. Touching the ball while it is in the hands of an opponent.
- d. Touching the ball while it is going up when tossed up for a jump ball.
- e. Advancing the ball by one player. This means no dribbling, running or walking while the ball is in the hands.
- f. Unnecessary roughness.
- g. Delaying the game by holding the ball. When a player is in possession of the ball, he must release it by the time the referee counts ten seconds.

Penalties:

- a. Ball is given to the captain baseman for a free throw. If successful, one point is scored and play starts with a jump ball. If unsuccessful, play continues.
- b. In a free throw, the captain must not be interfered with by his guard. Throw cannot be made till the referee blows his whistle.
- c. In case of a foul by a guard during a scoring play, the free throw is not given till the scoring play is over.
- d. If the timekeeper's whistle blows before a free throw has started, the free throw and any ensuing fouls must be played out.

2. A Dozen Ways Of Getting There

Divide class into relay teams. Each player on each team is told in what manner he is to go to the turning line and back again. Use such things as hopping on one foot, running backward, skipping sideward, jumping with feet together, running on all four's, the gallop step, chain step, polka hop, etc.

3. Basketball Dribbling Relays

The first player on each relay team is given a

basketball. He must run, dribbling the ball to a turning line and back again, as he crosses his starting line he hands the ball to the next runner. Continue in this manner.

UNIT IX

A. Marching and Warm-up Activities

1. The Duck Walk

Place the hands on hips, lower to a full squat position and walk.

2. The Bear Walk

Assume an angle support stand keeping knees as stiff as possible. Walk forward on all four's.

3. The Seal Crawl

Have class spread out so that there is about three large steps between each person. Assume a support lying position, walk forward on hands only, dragging the feet.

B. Self-Testing Activities

1. Backward Roll

- a. from a squat stand to a squat stand
- b. from a squat stand to a momentary head or hand stand
- c. from an erect stand, fall back to a seat and immediately roll backward to a stand

2. Forearm Head Stand

Do this against the wall.

Starting Position: Kneel on right knee, left leg extended backward, support on the forearm, and fore part of head.

Kick left leg upward, followed immediately by right to an inverted stand. Support on head and arms and arch the back.

3. Head Stand

Steps in Procedure:

a. Frog Balance

Squat down with hands flat on the floor,

elbows inside of and pressed against the knees. Lean forward slowly, transferring the weight of the body onto the hands and elbows, until the feet swing clear of the floor. Keep head well up and point toes backward. An additional stunt may be performed by leaning forward, touching the head to the floor, thus forming a tripod.

b. Frog Head Stand.

From a frog balance tip forward until the head touches the mat. Be sure that the head is bent backward and point of contact with the mat is at the hair line.

c. From a frog head stand, raise knees off the elbows, straighten back but keep knees bent and together.

d. Straighten body to an erect position.

Suggestions: Draw three marks on the mat forming a triangle for each child. Two sides for the hands and one for the head. Progress is slow, be sure that each step is learned thoroughly before moving to the next. The assistant should stand on the side, not in back of the person performing. He should grasp the ankle with one hand and place the other hand at the hips to help balance. When the child is able to straighten to an erect position he should then stretch upward, extending the toes and knees and hips to the fullest. This is important in maintaining balance and improves the appearance of the finished head stand.

4. Head Stand, Roll Forward to a Stand

From the head stand position, bend hips, tuck the head chin to chest, round the back, push off slightly with hands and roll.

Combination Exercise: Forward roll, head stand, roll forward to a stand with legs crossed, turn and finish with backward roll to a stand.

Suggestions:

- a. For tumbling from now on, arrange your class in squads depending on ability. For example: those that cannot do forward and backward rolls with variations in the lowest squad; those who can do rolls, but cannot do a satis-

factory head stand without assistance in the second squad; those who can do rolls and head stands, in the advanced squad.

- b. Train several larger and reliable children to act as squad leaders and to assist with the tumbling.

C. Rhythmic Activities

1. The Rye Waltz

Music: Decca Record #25058, Imperial Record #1044

Part I

Social dance position. Man starts left, lady starts right. All directions are given for the man. Touch left toe to the side, (1, and); touch left toe to the rear, (2, and); Repeat, (3,4)

. Meas. 1

Slide to the left and close Meas. 2

Repeat all to the right Meas. 3 and 4

Part II

Waltz turn in social dance position . Meas. 5

D. Athletic Skills

1. Basketball Shooting Drills

a. Circle Drill

To develop short shot skill. First boy dribbles in from the side and shoots a lay-up shot then continues around to the end of the line. Next boy comes in on run, retrieves the ball, and shoots, rest of squad follows in order. Practice from right to left.

b. Two Line Drill

Arrange class in two squads facing basket, lined up one behind the other on opposite sides of the court and outside the free throw circle. Lead boy on right dribbles in and shoots, continuing to the end of left line. First boy in left line runs in and retrieves the ball, passing it to boy #2 coming from the right. Passer joins line on the right, and drill continues. Work this also from both sides. Try not to let ball touch floor at any time once the drill is started.

c. Man-In-The-Hole

#1 is stationed under the basket. The rest of squad is lined up outside the free throw circle, to the right of the basket, and counted off consecutively. #1 passes the ball to #2 as he breaks for the basket. #2 shoots and continues in under the basket and moves out to the left. #1 retrieves the shot and before running to the end of the line, passes the ball to #2. #3 breaks for the basket as #2 passes to him. The drill continues in this order. Work this drill from all different angles of the court.

E. Games and Relays

1. Captain Basketball

2. Box Basketball

Arrange class in two teams around the boundary lines of the basketball court. Choose four or five players from each team to play a regular game of basketball in the court. (For girls, use six players to a side, divide the field into two courts, and allow no dribbling.)

Rules:

- a. all rules of basketball apply, except out of bounds.
- b. ball must be played to a linesman before a basket can be made.
- c. linesman may intercept the ball providing he can do so and still keep both feet outside the court.
- d. linesman may not shoot.
- e. in case of held ball between linesman and floor player two floor players jump.
- f. there is no out of bounds on the sidelines.
- g. after a basket is scored, rotate players, sending five sideline players in to replace the field players.
- h. after score, start game with a center jump.

3. Captain Dodge Ball

Arrange two teams on the dodge ball circle.

Object of the Game: For players of team one to try to hit the captain of team two with a ball. For the players of team two to guard the captain of their team by stopping the ball, batting it, kicking it, or catching and throwing it.

Whenever the captain is hit, two of his guards are eliminated. This continues until only two guards are remaining. The two guards are allowed to run anywhere in the large circle and dodge the ball.

Play against time. The Captain remaining in longest is the winner.

4. Human Burden Relay

Arrange boys into relay teams and divide them into partners numbered 1 and 2. #1 carries #2 piggyback to a turning line, where they change positions and #2 carries #1 back to the starting line, touching off the second couple.

UNIT X

Review of the first nine lessons with special emphasis on the self-testing activities, athletic skills, folk dances and games.

A. Games

1. Nine Court Basketball

This is an excellent form of basketball for mixed groups as large as thirty-six players. For girls, it is recommended in preference to two court or three court basketball since it is not as strenuous.

Playing Field: Divide basketball court into nine squares of equal size and number each square from one to nine.

Formation: Have class count off in groups of one to nine. They take positions in courts corresponding to their numbers.

Playing Time: Two ten minute halves with five minute rest between halves.

Scoring: Only the forwards in the three end courts may shoot. A field goal counts two, a free throw, one point.

Players rotate after each goal is made. Ones into court two; two's into court three; -----nines into court one.

Rules:

- a. ball is put into play with a center jump at the beginning of the game and after every successful goal.
- b. jump ball - after a tie ball, and after a double line violation.
- c. out of bounds - if a ball goes out of bounds it is given to the opponent who last touched it, to be thrown in from outside the court.
- d. line violation - touching the ground in bounds beyond the field division lines with any part of the body.

1. If made by player of the team in possession of the ball, the ball is given to nearest competitor who is allowed an unguarded throw. The player cannot shoot for the basket.
 2. If violation is made by the team not in possession of the ball, the player who has the ball keeps it and is allowed an unguarded throw.
 3. If two opponents go over the line at the same time, jump ball.
 4. Foul line - when taking free throw, player shall not step over foul line. Penalty - if goal is made it does not count, and whether made or missed, is followed by a center jump. During the free throw, opponent must be behind the free throw line. Should he overstep foul line, thrower gets another try if goal is missed.
- e. guarding - all guarding must be done in a vertical plane; player shall not guard over opponent or ball; player shall not guard around opponent. Penalty - free throw for team fouled against.
- f. technical fouls - five technicals disqualify a player.
1. Failure to throw the ball within three seconds after it is caught.
 2. Double Dribble. In this definition, "double dribble" refers to more than one bounce. Since most play is in a very small area, dribbling is not allowed.
 3. Running with the ball.
 4. Kicking the ball.
- Penalty - free throw for the side not committing the foul.
- g. personal fouls - three personal fouls disqualify.
1. Holding, blocking, kicking, pushing, tripping.
 2. Unnecessary roughness.

Penalty - free throw for side fouled against. If in the act of shooting, two free throws are awarded.

Note: One of the center forwards in court #2 or #6 try all free throws, regardless who was fouled.

Suggestions:

- a. keep your eye on the ball.
- b. when you are a guard, stay close to your opponent.
- c. when you are a forward, keep away from your opponent.
- d. when a player on the opposite team in another court has the ball, stick close to your opponent. When one of your team-mates in another court has the ball, try to stay away from your opponent.
- e. make short quick passes.
- f. pass the ball through the outer courts as much as possible.
- g. mixed teams of boys and girls may be used, if the boys play in square by themselves and all are matched according to height and weight of players.

UNIT XI

A. Marching and Warm-up Activities

1. Running.
2. Skipping With A Turn

Skip forward six steps on the seventh and eighth counts complete a full turn with two skipping steps.

B. Self-Testing Activities

1. Forearm Stand

First teach forearm head stand as presented in Unit IX. In this stunt the head is not permitted to touch the mat.

2. Cartwheel

From a wide stride position on the mat bend direct to the right, place right hand on the mat immediately swing both legs upward, swing left arm around so that body is forward on both hands in an inverted position. Leg circles around and over until left foot touches mat. Then push off with both hands and finish standing on both feet.

Points to Stress:

- a. Do not be too concerned about perfect form at first. It is more important that the pupil get the feeling of swinging the legs around, rather than up and over.
 - b. Hands and feet must contact the mat in proper sequence - right hand, left hand, left foot, right foot.
 - c. It is sometimes helpful to make a mark on the mat with chalk to be used as a point of concentration. If the pupil is taught to keep his eye fixed on this spot he is not apt to fall over and lose his balance.
3. Knee Shoulder Spring
- Perform the knee shoulder balance as in Unit VIII. After this is learned approach the boy on the mat with a short running start, place hands on his knees allowing shoulders to drop into his hands

and kick feet upward and over to a stand.

Points to Stress: Body must be arched, head must be tucked in as the flip is made, the bottom boy should give a thrust with his arms to help the top boy over. The boy assisting should clasp the top boy by the upper arm with left hand and place his right hand on the small of the back to give added support.

4. Straddle Mount

Two boys clasp right hands and left hands in a cross grip, #2 standing beside #1. #1 bends knees, #2 places his right foot on the bent right thigh of #1, swings the left foot up, and lands a-straddle the neck of #1.

Points to Stress: Stay close to each other. Bottom boy must remain in a crouch with upper trunk erect.

C. Rhythmic Activities

1. A Trip to Helsinki

Music: Methodist Record #M106

Formation: Up to six couples in a set in "Virginia Reel" formation longways with girls on one side, men on the other about twelve steps apart.

Numbers in parenthesis indicate times music plays for particular part.

Action:

(1)

a. **Forward and Back:** Men join hands in line, girls join hands in line. Lines run forward toward each other with six small running steps and six back to place. 4 measures.

Repeat all.

(1)

b. Music plays one measure as all stand still. On second measure all take one step to left and bow. Music plays third measure and all stand still. On fourth measure all turn to face front and place both hands on shoulders of person standing in front of them to form their "train" for Trip to Helsinki.

Lead person places both hands on hips.

(1)

- c. The two lines cast off, ladies turning to right, men to left, as they run down the outside of the set leading the two lines behind them. When they reach the foot of the set they come back to place, and finally face partners across the set as in the beginning. This figure is called Trip to Helsinki.

(3)

- d. Thread the Needle: Girls join hands, men join hands. First girl and first man in each set goes under arch formed by second and third person in their own line. The persons forming the arch turn under their arms so that they can follow the leader as he proceeds down the whole line, going under the arches formed by each succeeding person. Each leader leads his line back to the head each time. When the leaders reach the bottom of the set, they lead the lines back to the original places, facing each other for the chorus.

(1)

- e. Do the waiting, bowing, waiting, turning front and Train to Helsinki.

(2)

- f. Over and Under: "simultaneous weaving". Odd couples face even couples down the set, holding inside hands. Odd couples make an arch as even couples pass under. Then odd couples go under arch made by even couples. Couples progress in this manner up and down the set, dropping hands, turning around and rejoining opposite hands when they reach the head or foot of the set to come back to place.

(1)

- g. Do the waiting, bowing, waiting, turning front and,

(1)

- h. take the trip as above.

D. Games and Relays

1. Nine Court Basketball.

Directions in Unit X.

2. Leap Frog Relay

This is a simple game of leap frog done in the nature of a relay race. Divide class into any number of teams with an even number of players on each team. Each team numbers from front to rear. #1 takes a straddle angle position, about three steps in front of #2. At the "Go" signal, #2 vaults over #1 by placing the hands on the back and straddling legs. He then moves forward about three steps, assumes the straddle angle position, while #3 vaults over #1 and #2. Continue in this manner, #4 and all the rest of the team following in consecutive order. When the last one has vaulted over #1, #1 starts again and after he has gone over the entire line, he stops at the far end of the gymnasium. Each in turn does the same and the race is over when they have all progressed to the opposite end and lined up in reverse order.

3. Open Rank Relay

Formation: Open ranks with teams numbered off from front to rear.

At the starting signal, the first player in each rank turns left about and runs to the rear to the line by zigzagging in and out, encircles the last player on his team, then runs back to place, cutting in and out. As soon as he is in his place, #2 starts backward, runs to the rear, zigzagging all the way to the rear, encircles the rear player and finishes in his place. Then #3 player starts backward and continues as before. Be sure all players go all the way to the rear, encircling the player in the rear and then go all the way to the front and encircle the player in the front before returning to place.

UNIT XII

A. Marching and Warm-up Activities

1. Midget Walk

Bend knees to a half squat position. Walk forward.

Points to Stress: Keep body erect from hip to head. Take small steps. The feeling should be as though walking away from a chair without straightening up.

2. Cross Stride Jumping

With hands on hips jump to a side stand . Ct. 1
 Jump to a cross stand, left foot in front Ct. 2
 Stride stand. Ct. 3
 Cross stand right foot in front Ct. 4

Do this continually moving forward.

B. Self-Testing Activities

1. Tumbling Combinations

The following are exercises involving a series of tumbling stunts to be done continuously.

- a. head stand at the end of the mat, roll forward to a squat stand, forward roll with arms out to the side.
- b. start at the end of the mat, forward roll to a stand, cartwheel, backward roll to a squat stand.
- c. start at the end of the mat, cartwheel, front roll with legs crossed, turn half way about by pivoting on the toes as the legs uncross, roll to a squat stand via a backward roll.
- d. start at the end of the mat, cartwheel, forward roll, head stand, roll forward with legs crossed to a stand, pivot and fall back into a backward roll.

2. Partner Stunts

a. Horizontal Balance Forward

#1 lies on his back with feet raised upward. #2 leans across the soles of the feet of #1 making contact about the abdomen. At the same time #1 and #2 clasp hands. Now #1 straightens legs, lifting #2 upward into a balanced position. As soon as both partners are steady they let go of hands and #2 balances in a front lying position on #1's feet.

Points to Stress: #1 should turn toes outward and should bend his knees at first to allow #2 to take his position.

b. Horizontal Balance To Forward Roll

From the same position as in a. #1 clasps #2 on the upper arm. #2 lowers his body over and in back of #1's head, tucks and does a forward roll to a stand.

c. Sitting Balance

#1 assumes a lying position as above, knees slightly bent, feet upward, toes turned outward. #2 sits on the soles of #1's feet. #2 reaches back and #1 reaches upward clasping hands. #1 starts extending legs upward. Release hands. #2 keeps legs parallel to the floor, arms out to the side, shoulders high.

d. Back Flip Over Partner

Same starting position as the sitting balance. However, partners do not clasp hands. Instead of sitting on the feet and being lifted, this time #2 will arch his back lowering shoulders into the waiting hands of #1. At the same time he continues rolling backward, #1 supports him by the shoulders quickly extending legs and flipping #2 over backwards to a stand.

Points to Stress:

For all partner stunts there should be a third party assisting the other two into position. On the back flip over partner the one assisting should clasp #2 by the upper arm with right hand and place his left hand on the small of the back to help him over.

On all balancing stunts it is important that the bottom person find the center of balance before expecting the top one to stay in position.

All partner stunts and tumbling stunts require mats.

Partner stunts and tumbling require good form and tensed muscles. It is impossible to do any tumbling and stunts if any body part is relaxed.

C. Rhythmic Activities

1. The Highland Schottische (Scottish)
Music: Victor 21616

Formation: Single circle, partners facing each other. Left arm in half circle over head, right hand on hip.

Part I

Hop left and touch right toe to right side. Hop left and raise right foot in back of left ankle. Hop left and place right toe to right side. Hop left and place right foot in front of left ankle Cts. 1 - 4
Schottische step to the right (step right, close left to right, step right, lift left foot in back of right and hop right). Cts. 5 - 8
Hop on the right foot, do the above combination moving to the left Cts. 9 -16

Part II

Partners hook right elbows, left hand on hip. Start with left foot, do three running steps and hop around each other (Schottische, simple). Cts. 17-20
Repeat this three more times, moving around each other, right, left, right. . . . Cts. 21-32

Start the dance from the beginning. . Cts. 1-32

As a variation, on the last four counts of Part II, the boy, or the one taking boy's part, run forward to next partner in circle, thus making a mixer out of the dance.

D. Games and Relays

1. Basketball

Regulation interscholastic basketball rules⁴ with the exception of length of quarters. For boys of seventh and eighth grade, eight minute quarters are usually played, but for gymnasium classes it is wiser to play five minute quarters. If your class consists of four or more teams a good idea is to play two teams, one five minute quarter then let them rest and play two more teams another five minute quarter and so on, alternating every five minutes, with two boys to officiate the games and two to keep score.

2. Human Hurdle Race

Arrange class in circles of eight to ten players. Have each circle sit on the floor with feet pointing outward from the center. Make the circles about ten feet inside diameter. Have each player in the circle number off consecutively from one to ten.

At the starting signal, in each circle, number one stands up, runs to the right around the circle, jumping over each pair of legs as he goes around. As soon as he sits down, number two starts, and then three, four, etc. As soon as number ten has run and sat down, the team is finished. The game may also be played by having each person in order get up and run as soon as the preceding one has jumped over him.

3. Jump and Dive Relay

One person takes a wide stride position about thirty feet in front of and facing his team. Each runner in turn must dive under the legs of this person, whom we'll call "A", continue on to a turning line and run back. Meanwhile "A" has turned left (or right) and gotten down on his hands and knees; so that the runner can hurdle over him as he runs back. Runner #1 touches off #2 who repeats the same performance as #1 did, "A" having resumed his stride position so that #2 can dive through.

4. Basketball Rules, (National Federation of State High School Athletic Associations, Chicago, 1954-1955).

4. Corner Spry

This game is in the nature of a basketball passing drill, and is especially useful in that respect if the teacher directs the class as to the type of pass it should use. Arrange squads of front ranks in various sections of the gymnasium. One person takes a position about twenty feet in front of each squad, facing the squad. He is designated #1 and is given a ball. The rest of the squad are numbered from two through eight. At starting signal #1 passes to #2 who immediately returns the pass to #1. #1 continues passing to all the other members of the squad in turn. When #8 gets the ball, he dribbles to the #1 position and #1 runs to the head of the squad. Drill continues till #1 has moved to end of line, gets the ball and returns to his starting position. The first #1 to return to starting position is the winner.

UNIT XIII

A. Marching and Warm-up Activities

1. Review Unit IV

B. Conditioning Exercises

1. Alternate Toe Touching

Starting position: Straddle seat on the floor, with arms raised sideward.

Right hand to the left toe. Ct. 1
 Straighten trunk, arms sideward, with
 a forceful arm swing backward Ct. 2
 Touch left hand to the right toe. . . Ct. 3
 Return, arm sideward position Ct. 4

Alternate left and right with quick forceful movements.

Purpose: Hip joint suppling, ham-string stretching. Strengthening of the posterior neck and shoulder muscles.

2. Leg Raising

Starting position: Lying position rearways, arms out to the side.

Slowly raise legs to forward position . Cts. 1 & 2
 Slowly lower legs to the floor. . . . Ct. 3 & 4

Points to Stress: Keep knees straight and toes pointed. Count slowly.

Purpose: Strengthening of the abdominal muscles and hip joint flexor muscles.

3. Arch-bend

Starting position: Lying position, frontways. Arms out to the side. Turn face sideward to lay on one cheek.

Arch the back vigorously, raising arms, feet and chest off the floor Cts. 1 & 2
 Lower and relax Cts. 3 & 4

Purpose: Strengthening the muscles of the back.

4. Push Ups

Starting position: Lying position frontways with hands under the shoulders. Girls use a knee lying support.

Push up to a front lying support . Ct. 1
Lower to the floor Ct. 2

Points to Stress: Keep body perfectly straight. After the first push-up the front of the body should not touch the floor.

Purpose: Strengthen the muscles of the forearm, chest and abdominal muscles, the triceps and hip flexors.

C. Self-Testing Activities

1. Seal Slap

From a front lying support position on the floor, push vigorously with both hands, lifting body off the floor, slap hands together, and immediately fall into front lying support.

2. Eskimo Roll

Partner #1 lies on the mat with feet raised upward. #2 stands astride his head. #1 grasps #2 by the ankle and #2 grasps #1 by the ankles. #2 springs from the mat, dives and does a forward roll between #1's feet. At the same time #1 rises to a standing position ready to dive over #2. Continue to roll one over the other in this manner.

3. Skin the Snake

Several people line up, one behind the other, facing the same direction, all in a side stride position. All bend forward and reach right hand between own legs to the person in rear at the same time reach forward with left hand and grasp right hand of the person in front. The last person in the line lies down as the rest of the line moves backward. As each person reaches the end of the line, he lies flat on the back. The last person to lie down, rises immediately, walks forward straddling the line and pulls the next person to his feet. Continue forward until all have returned to their original standing position.

Suggestions: This may also be done as a relay.

D. Rhythmic Activities

1. Horse and Buggy Schottische (American)
Music: Decca #25062-B Military Schottische or
Barn Dance.

Most any schottische will do.

Formation: Double circle. Sets of four with partners holding inside hands, and holding outside hands of other couple all facing the line of direction. Couple in lead will be designated, couple #1; partners following will be couples #2.

Description:

- a. all starting with outer foot, do schottische step diagonally right and left (schottische is - three steps and hop), 8 counts.
- b. repeat a, 8 counts.
- c. four step hops beginning with outer foot. Couple #1 drop inside hands and step-hop around outside of #2 and go to the rear, as #2 goes forward. Couple #1 now join hands in rear of #2, 8 counts.
- d. repeat a and b, 8 counts.
- e. repeat c, finishing in original positions, 4 counts.
- f. repeat a and b, 8 counts.
- g. four step hops, couple #2 raise inside hands and form an arch, as couple #1 moves backward going under. Couple #2 goes forward and untwists by turning inward under their own arms. Do not drop hands, 8 counts.
- h. repeat a and b, 8 counts.
- i. repeat g, ending in original places, 8 counts.
- j. repeat a and b, 8 counts.
- k. four step-hops. #1 form arch. #2 drop outside hands and go forward. Rejoin outside hands, 4 counts.

- l. repeat a and b, 8 counts.
- m. repeat k, ending in original places, 8 counts.
- n. repeat a and b, 8 counts.
- o. four step-hops. Couples drop hands. Ones in back place hands on waist of ones in front, thus making new couples. They turn in a circle outward. 8 counts.
- p. repeat a and b, 8 counts.
- q. repeat o, 8 counts.

E. Athletic Skills

1. Volleyball Pass

a. Underhand Pass

A ball which is received below the shoulder should be played underhand. The elbows should be bent, so that the arms extend in front of the body, hands about waist high, palms up, hands cupped slightly. As the ball comes down, the knees bend and the forearm drops slightly below the waist. The upward force is applied to the ball by straightening the knees and lifting the arms in a continuous movement. Correct timing should be learned, so that there is neither slapping nor holding of the ball. This pass is used to place the ball in position for an overhand pass to a team-mate or for a volley over the net.

b. Overhand Pass

This pass is used when the ball is received above the shoulders. The arms are raised with the elbows held away from the body at shoulder height and bent so that the hands are in front of the face, fingers pointing upward. The ball is played on the "cushions" of the fingers. Flex the knees slightly just before contact. The straightening of the knees and the trunk and the upper extension of the arms impart force to the ball. A pass should always have a high arch so that its receiver has ample time to get into position. Avoid slapping. The overhand pass is usually the only hit that should be employed in volleying the ball over the net. When it becomes a volley instead of

a pass to a team-mate, it should be driven hard, not arched too big, and should be hit as far into the back court as possible.

Suggestions: Work on the passing drills in circle formation and in two squads facing each other the same as for passing drills in basketball.

2. Volleyball Serve

The server takes a position facing the net with his left foot forward (for right handed players). The ball is held about waist high in the palm of the left hand, in front of the right leg. To strike the ball, the right arm is swung forward contacting the ball with the palm of the hand and hitting it out of the left hand. The left hand is dropped away just at time of contact. The ball should be hit with the heel of the hand or may be hit with the fist; though the latter is not recommended.

F. Games and Relays

1. Catch and Pull Tug-O-War

Draw a line down the middle of the playing area. Divide the players into two equal groups, one group on either side of the line. On a signal players reach over the line, catch hold of an opponent by any part of his body, as hand, arm or foot, and tries to pull him across the boundary. Any number of players may try to secure a hold on an opponent, and any number may come to his rescue, either by pulling him in the opposite direction or by trying to secure a hold on one of the opponents. A player is not captured until his entire body has been pulled over the line. He then joins his captors in trying to secure players. The group wins which has the largest number of players at the end of a time limit, or has secured all of their opponents.

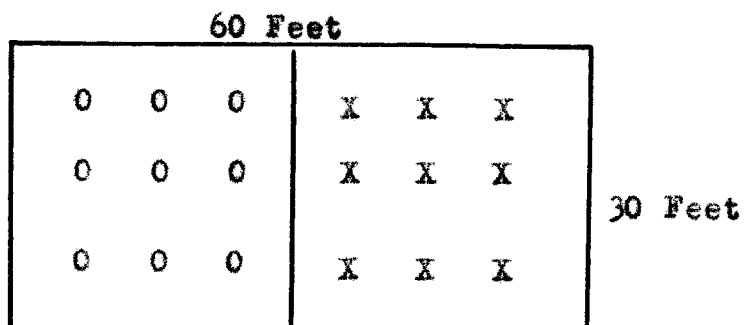
2. Net Ball

Space: Playground, playroom, gymnasium, classroom.

Playing area: Volleyball court, twenty-five or thirty feet by fifty or sixty feet, or smaller if necessary. Height of net should be about seven feet six inches from the ground to the top of the net.

Equipment: Volleyball, soccer ball, utility ball or basketball.

Formation: Players are divided into two teams and members of each team are numbered to determine rotation of serves.



Procedure: The game is a simplified form of volleyball. One side takes the serve and after the ball has been properly served as in volleyball, it is volleyed back and forth until one side misses. The ball is thrown and caught instead of being batted. Players may not walk after catching the ball. **Penalty:** One point is given to the serving side if foul is committed by members of the receiving side; loss of service occurs if foul is committed by members of the serving side. If impace in catching the ball forces the catcher to take a step, he returns the ball from the last spot occupied, whether he is inside or outside the court.

When the serving side fails to return the ball properly it loses the service to the other team. Whenever the receiving team fails to return the ball properly a point is credited to the serving team. Each time change of service occurs, service rotates to a different player, in the order of their numbering.

Serving: The ball is served from the "serving box", right hand, back corner of serving court. The serve is the only time the ball is hit in this game.

Scoring: A game is won when either team scores a two-point lead after fifteen or more points are won. A match consists of the best two out of three games.

Teaching Suggestions:

Play games on time-period basis instead of point basis; in quarters or halves of agreed upon length, teams changing courts for each half or for each quarter. Suggested: Four six-minute quarters, one-minute rest period between quarters, three-minute rest period between halves; or two ten-minute halves, five-minute rest period between halves.

If a forward or a player in the center of the court catches the ball, he should attempt to throw the ball over the net. A player in the rear of the court should throw the ball to a center or a forward of his team. The rotation of players will eventually bring him to the position where he will be required to throw the ball over the net. Three passes are allowed.

Encourage fast throwing. Ball may not be held more than three seconds.

Use game to teach volleyball scoring rules and rotation.

3. Juggle Volleyball

Play the same as net ball except that each player must catch the ball and then hit it over the net or to another teammate. There is no limit to the number of passes.

4. Run, Toss and Catch Relay

Arrange teams in relay formation at one end of a volleyball court. Have the volleyball net in place. Supply the first person of each team with a volleyball or basketball. At the starting signal this person will run, throw the ball over the net as he runs under the net and catches it on the other side. Run to the other end of the volleyball court, turn around, run back, toss the ball over the net, catch it, run to the finish line and toss it to the next runner. Each one takes his turn in order. If the ball is not caught on the fly, the runner must return back under the net, toss it over again and catch it before he can continue the race.

UNIT XIV

A. Marching and Warm-up Activities

Select three from any previous units.

B. Conditioning Exercises

1. Knee Raising

Starting position: Rear support on forearm, knees straight, feet together.

Raise left knee to the chest. Ct. 1
 Straighten leg upward Ct. 2
 Lower straight leg slowly to the floor
 Cts. 3 & 4

Repeat with right leg, four counts.

Purpose: Abdominal strengthening, and strengthening of hip joint flexors.

Points to Stress: Keep the leg straight and toe pointed on counts 3 and 4.

2. Balancing Exercise

Starting position: Close stand, hands at sides.

Raise left leg straight fore-upward as arms are raised sideward Ct. 1
 Move left leg sideward and arms upward Ct. 2
 Left leg backward, arms sideward again Ct. 3
 Lower to starting position. Ct. 4

Do the same exercise circling the right leg, four counts.

Purpose: Strengthening of the muscles of the hip joint and posterior trunk particularly in the lumbar and sacral region. Secondary purpose: Development of a sense of balance.

Points to Stress: Keep the moving leg as high as possible both knees straight. Keep the chest high, head and neck firm. Hint: To maintain perfect balance fix the sight on an imaginary spot in the distance and do not let sight veer from this spot.

3. Jumping in Place

Starting position: Close stand, hands on hips.

Jump to a stride stand. Ct. 1
 Close stand, left foot in front . . . Ct. 2
 Stride stand. Ct. 3
 Close Ct. 4
 Stride. Ct. 5
 Close right foot in front Ct. 6
 Stride. Ct. 7
 Close Ct. 8

Purpose: Hip joint suppling, leg strengthening.
 Development of co-ordination of neuro-muscular system.

4. Shoulder Girdle Exercise

Starting position: Sitting position, hands placed in front of shoulders, head erect, elbows horizontal.

Jerk the elbows backward forcibly . . Ct. 1
 Straighten arms and swing them side-ward and backward forcibly. . . . Ct. 2

Continue, alternating counts 1 and 2.

Purpose: Strengthening of posterior shoulder muscles; stretching of pectoral muscles.

Points to Stress: Movement must be forceful and rapid. Chest must be high and head erect, chin in.

C. Rhythmic Activities

1. The Two Step

Music: 2/4 Time (Fox Trot)

Teaching procedure: Class in open order formation.

a. Slide the left foot forward. . . . Ct. 1
 Slide right foot to left and close
 Ct. 2 "and"
 Slide left foot forward, and pause
 Ct. 2, and

Continue moving forward starting with the right foot.

Analysis: The Two Step

Analysis: The Two Step

	step	---	close	---	step	---	rest
counts	1		and		2		and

2. The Badger Gavotte (American)**Music: Ford Record #110****Formation: Couples join inside hands in circle formation or free formation.****Part I**

- a. begin with outside foot and walk forward
four steps Cts. 1 - 4
- b. face each other, join both hands, and take
three slides to boy's left and dip on left
foot while touching the right in rear
. Cts. 5 - 8
- c. repeat a and b in opposite direction
. Cts. 9 -16

Part II

- a. dance position. Do eight two-steps turning
. Cts.17 -32
- b. repeat all from the beginning. . . Cts. 1 -32

D. Athletic Skills**1. Softball Pitching - Underhand**

Procedure: Two squads in front line about thirty feet apart facing each other. One ball is given to each two squads. The ball is thrown back and forth zigzagging up and down the group.

Points to Stress: Call attention to oppositional leg and arm movement. Left leg forward as ball is thrown with right arm.

Follow Thru: Allow the throwing hand to continue its natural movement forward after ball is released and follow with right leg. In the softball pitch however, the right foot is not allowed to move forward.

2. Softball Throw

Proceed as in the softball pitch except that the throw is made overhand.

Points to Stress: Oppositional arm and leg movement as in the pitch. The throw is completed with a definite snap of the wrist and follow through.

3. Softball Catching

The techniques of catching should be reviewed.

- a. relax fingers and give with the ball by bringing it toward the body to avoid hitting fingers.
- b. to catch a ball above the waist, the fingers of both relaxed hands are pointed upwards with the thumbs together.
- c. in catching a ball below the waist, the relaxed fingers are pointed downwards with the little fingers together.

D. Games

1. High Ball

Number of Players: Any number

Equipment: A volleyball for each group playing. If but one ball is available, divide the players into two groups and have the groups play alternately for two minutes each. If several balls are available the game may continue for five minutes.

Formation: Divide the players into two equal groups and number the players in each group. Each group stands informally by itself, the members facing each other in an irregular circular grouping.

Procedure: The object of the game is to keep the ball in the air by batting or volleying it. On receiving the signal for play, #1 of each group sends the ball into the air by volleying it with the fingers of both hands, trying to direct the ball to a member of his group. Players must move about in the effort to bat the ball and thus keep it in the air. Passing is

continued from player to player until one of the following errors is made:

- a. The ball is struck by a player using but one hand.
- b. The ball is hit with the fist.
- c. The ball hits some object other than the hands of players.
- d. The ball falls to the ground.
- e. The ball is handled twice in succession by the same player.

When an error is made the next higher numbered player of the group puts the ball into play as rapidly as possible.

Scoring: Each time the ball is successfully batted from player to player a score of one point is made for each successful pass. The instant an error is made that score is terminated. A new score begins with each renewal of play. A continuous match may be played by keeping the highest daily score of each group and totaling these scores each week or season.

2. Volleyball

Playing area: Court dimension thirty by sixty feet with a net stretched across the center dividing the court into two thirty feet squares. The net should be seven feet six inches high..

Players: Not more than nine on a side. Arrange in three rows parallel to the net.

Object of the Game: To bat a volleyball with the hands back and forth over the net. The game is started by a serve from the right back half of the back court line. The ball may be assisted over the net should the server fail to serve it directly over. As soon as the ball is put in play the opposing team tries to bat it back over the net again. Thus the ball is volleyed back and forth until one team or the other fails to hit it over, or until it is hit out of bounds. If the receiving team fails to return the ball the serving team gets a point and another chance

to serve. If the serving team fails to return the ball the receiving team gets no points but they do have the chance to serve. For rules and regulations use the official guide.⁵

Suggestions:

- a. Teach players to keep "eyes on the ball" at all times.
- b. Players should try to get directly under the ball to hit it.
- c. Players should play their positions but should be in a stance that will allow them to move left, or right, forward or backward.
- d. Teach players to pass the ball from rear line to front line player who will hit it over. The ball should not be hit over from the rear line.
- e. Girls rules allow for an assist on the serve. Boys should eventually be expected to serve directly over the net.

⁵. National Section on Women's Athletics, Official Recreational Games. (American Association for Health, Physical Education, and Recreation, Washington, 1955).

UNIT XV

A. Marching and Warm-up Activities

1. Review Unit IX.

B. Conditioning Exercises

1. Review Unit VII.

C. Rhythmic Activities

1. Polka Combinations

Review Unit IV, V.

2. Holdiridia (Swiss)
(Also called the Swiss Weggis dance)
Music: Methodist Record #M101

Formation: Couples in a circle facing the line of march. Inside hands joined.

Step a:

1. starting with outside foot, do a heel and toe polka forward.
2. repeat, starting with inside foot.
3. repeat 1 and 2.

Chorus:

1. partners put hands on hips and take one schottische step sideward away from each other, starting with outside foot (step, step, step, hop).
2. repeat coming toward each other.
3. take peasant position (boys hands on girls' hips, her hands on his shoulders, and do four step hops turning clockwise.)
4. repeat 1, 2 and 3 of Chorus.

Step b:

Girl turns to face boy, they join both hands at shoulder height.

1. starting with foot toward the center of the circle do heel and toe polka going in to the center.
2. reverse feet and do heel and toe polka going toward the outside of the circle. Bend opposite elbows so arms are straight in the direction you are moving.
3. repeat 1 and 2.

Repeat Chorus.

Step c:

Facing in line of march, hands crossed.

Both step to the left with the left foot and point right toe.

Two polkas moving forward.

Repeat the step points and the two polkas.

Repeat the Chorus.

Step d:

Exactly like step c except partners turn to face each other and join right hands. Man's back is toward center of circle. The step points are done in place and on the two polka steps move clockwise into partners' position. Repeat all so partners are back in original places.

Repeat Chorus.

Step e:

Partners join inside hands (man's right, girl's left) holding them well back at shoulder level. Swing these joined hands down and turn away from each other with a two step back to back and turn face to face with a two step. Repeat all.

Repeat Chorus:

Note: On the record an interlude is played between each step and this may be used to get in position or to have each girl step forward to meet a new man for each step.

D. Athletic Skills

1. The Racing Start

The left or right toe (usually of the strongest leg) is placed about six inches back of the starting line; the knee is bent; the back knee rests on the ground beside the instep of the forward foot; the hands are just behind the starting line; arms straight, shoulder width apart, and the muscles relaxed. This is the "On Your Mark!" position. When the starter says "Get Set!" the rear knee is raised slightly, the leg is partly straightened, the weight is put well forward, the muscles are tensed. On the word, "Go!" push off with the rear foot and hands. Do not straighten the body too quickly. Remain crouching for the first few steps and do not come out of crouch until after the fifth or sixth stride.

Points to Stress:

1. Hold head up and look straight down the track on "Get Set!" position.
2. At starting signal, assuming that right leg takes first stride, drive left arm forward hard and right arm backward.
3. Never look backward.
4. Body should always be inclined slightly forward.

2. Standing Broad Jump

This can best be learned if pupils are taught to do it on count.

Rise on toes and swing arms forward and upward. Ct. 1
 Swing arms down and backward as you bend the knees, lower the heels and bend the upper trunk slightly forward. . . . Ct. 2
 Swing arms forward and upward, extend the body forward and upward, as both feet ex-
plisively push from the take off. . . Ct. 3

While in flight an effort should be made to tuck the knees up under and raise them as high as possible and extend them forward just prior to landing.

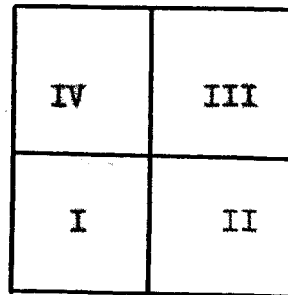
E. Games**1. Volleyball****2. Four-Court Dodge Ball**

Field: Divide gymnasium or outdoor area into four equal playing areas.

Equipment: Four volleyballs.

Players: Any number can play. Four teams equal in number, a team to each square.

Object of Game: To eliminate players on the other teams, and so to get possession of their squares.



To Start: Each team has one volleyball. At the signal, the balls are thrown at any team, or any player on any team, across or diagonally. Assign a referee to each team to enforce the rules and make decisions.

Rules:

- a. a player is eliminated by being hit by a fair ball.
- b. a fair ball is one that hits a player from the shoulder down for boys, from the waist down for girls.
- c. a ball is dead when it touches the floor or ground. A hit by its rolling does not eliminate the player. A dead ball can be put into play by any player of the square in which it landed.
- d. if a player catches a ball thrown at him, the thrower is out.

- e. if a player catches a ball and drops it, he is out.
- f. if a player is hit by an unfair ball (see b) the thrower is out.
- g. any player crossing a line is out, unless his team has conquered the square into which he steps.
- h. a player who is out must leave the court.
- i. in the course of the game, if all the players in a square are eliminated, the team on that half of the court may occupy the two squares. Ex: if Team II is eliminated, Team I can use Squares I and II. If Team III is eliminated, Team IV uses Squares III and IV.
- j. once a team gets in half-court position, while the other two teams remain in their squares, if the half-court team hits the last member of either of the other teams, it gets the right to occupy the third square.
- k. if two teams get in half-court position, they battle it out until one team is eliminated, or time is called.
- l. play continues until only one team remains, or has the most players if time is called.

Suggestions:

Emphasize and enforce the fair ball rule (below shoulders for boys, below waist for girls).

Instruct the referees to keep the balls moving, and to keep them from concentrating too much in any one area.

Emphasize the importance of getting into half-court position, and then of hitting the last member of a team in another square, so as to get the right to move into a third square.

G. Combatives

1. American Wrestle

Place two contestants so they stand facing each other with chests touching. Have each place his left arm over the opponent's shoulder, his right arm about the opponent's waist and clasp his hands behind the back. At signal, each one tries to work himself around in back of the other with his arm encircling the opponent's waist. After the signal has been given, the original hold may be broken. Either contestant, securing his opponent about the waist from behind, whether standing, sitting or lying down wins the bout. Three bouts constitute a match.

2. Back to Back Stick Pull-away

Place two contestants back to back, both holding a wand with both hands overhead. At signal, each tries to pull wand down in front of his chest, thus taking it away from his opponent.

UNIT XVI

Since it is likely that by this time of the year the weather should have modified enough to allow for an outdoor program, the activities in the remaining units are designed to be done outdoors. In the event of occasional inclement weather some activities can be done indoors and the indoor program can also be used to advantage in reviewing certain of the material that has been learned during the year.

A. Marching and Warm-up Activities

1. Running

Easy jogging run about two laps around the playground.

B. Self-Testing Activities

1. Standing Triple Hop

From a standing position on the right foot (or left), hop forward landing on the right foot; without pausing, hop again, and follow immediately with a third hop finishing on the right foot. This is three separate movements in continuous succession without stopping in between. The distance is measured from the take-off mark to the mark made by the heel (or part of body that falls nearest the take-off) after the jump is completed. Avoid any so-called "crow-hops" at the start or between each successive phase of the jump.

2. Standing Triple Jump

Proceed as in the standing triple hop, except that the take-off is from both feet and activity continuous, jumping and landing on both feet.

C. Rhythmic Activities

1. Grand Right and Left

Dancers are in a single circle with partners facing. Giving right hand to each other, partners move forward and each offers his left hand to oncoming person. Passing that person each offers his right hand to third person coming toward him, then the left and so around the circle weaving in and out. Boys always travel counterclockwise and girls clockwise.

2. Too Tur (Danish)
 (Pronounced Toe-Toor, meaning in Danish,
 "two dance".)
 Music: Imperial Record #1038

Formation: Single circle, with hands joined.
 Girl stands at right of partner.

Introduction

All walk clockwise sixteen steps, Measures 1 - 8.

All turn and walk counterclockwise sixteen
 steps, Measures 1 - 8 repeated.

Part I

- a. partners face each other and take social dancing position. They move forward toward center of circle as follows: Boy steps forward on left foot (count "one"), brings right foot up to left (count "and"), steps forward again on left foot (count "two"), pauses ("and"). Girl uses opposite foot, starting right, measure 9.
- b. partners take two walking steps forward, continuing in same direction. Boy steps left, right; girl steps right, left. Measure 10.
- c. repeat measures 9 and 10, moving backward to starting position. Boy steps right back, close left, right back and pause ("one, and two, and"); and two walking steps. Girl uses opposite foot, Measures 11 and 12.
- d. partners do four polka steps, turning clockwise while circle moves counterclockwise. Measures 13 - 16.
- e. figure is repeated, measures 9 - 16, repeated.

Part II

- a. partners, facing give right hands to each other. Using a walking step or polka, they swing into Grand Right and Left. Girls move to right, boys to left, the girl taking the second boy by the left hand, third boy by the right, and so around the circle.

Parts I and II are repeated as many times as desired. If there is a player without a partner,

he or she can join in the Grand Right and Left in an effort to find a partner.

D. Games and Relays

1. Kick Baseball

Equipment: Soccer ball and softball playing field.

Player positions: The same as for softball.

The game: Pitcher bowls the soccer ball to the batter who attempts to kick the ball and gain first base or as many bases as possible without being tagged out or thrown out at first base.

Rules: With the exception of the "batter" kicking the ball, follow the same rules that apply to softball.

Purpose: Purely recreational involving running and some skills of baseball.

2. Around the Circle Relay

Equipment: For each team a ball, beanbag, knotted towel, or stuffed leather ball casing. Objects should be the same size and weight for each team.

Formation: An even number of players form a double circle and stand facing each other. Members of each circle then number off by two's. #1's in each circle form one team and #2's a second team. Captains are chosen. They face each other and each holds a ball.

Procedure: On a signal, a ball is thrown forward and back in a zigzag manner between #1 players until it reaches the #1 captain. #2 players do likewise. A player who misses the ball must get it and return to his position before throwing it. Game continues until one team's captain receives the ball, and that team wins.

Suggestions:

Increase the distance between players as skill improves.

Use this type of formation to practice various types of passes in a small space.

3. Wheelbarrow Relay

Arrange class in relay formation, have each team count off by two's. #1 of the first couple on each relay team assumes a front lying support position. #2 holds his ankles waist high. (This is the wheelbarrow). In this position at the starting signal first couple on each team run to a pre-established turning line. Here they change positions, #2 couple becomes the wheelbarrow, #1 the runner, and return. Upon crossing the starting line, the second couple from each team starts, etc.

UNIT XVII

A. Self-Testing Activities

1. Review horizontal ladder activities of the first unit.
2. Pull-ups (Chinning)

Jump to a hang on the beam of the horizontal ladder, bend arms and pull body up until chin is even with the beam, straighten arms. Continue pulling up and lowering as many times as possible.

B. Rhythmic Activities

1. La Raspa (Mexican)
Music: Victor Record #20-3189

Formation: Couples at random on the floor or may be danced as a circle dance.

- a. Couples facing, clasp hands, weight on left foot.

As music begins, shift weight so that the left foot is quickly shuffled forward and right foot back. Then right forward and left back. Then left forward and rest.

Right, left, right, hold . . . Ct. 1, and 2, rest
 Left, right, left, hold . . . Ct. 1, and 2, rest
 Right, left, right, hold . . . Ct. 1, and 2, rest
 Left, right, left, hold . . . Ct. 1, and 2, rest
 Right, left, right, hold . . . Ct. 1, and 2, rest
 Left, right, left, hold . . . Ct. 1, and 2, rest
 Right, left, right, hold . . . Ct. 1, and 2, rest
 Left, right, left, hold . . . Ct. 1, and 2, rest

- b. Weight on right foot, grasp partner right elbow with your right hand. Stand right sides toward each other.

Starting left, four triple step-hops clockwise. (step, step, step, hop) . . . 4 counts
 Repeat four counterclockwise grasping left elbow with left hand . . . 4 counts
 Repeat right . . . 4 counts
 Repeat left. . . 4 counts

Repeat first shuffle step eight times.

Repeat second figure (turning step).

c. Promenade Step

Position: Girl on boy's right, hands joined shoulder high, outer hand on hip.

Starting outer foot:

2 walking steps forward.	2 counts
1 two step (change step)	2 counts
2 walking steps forward.	2 counts
1 two step turning inward.	2 counts

Repeat opposite direction.

Repeat same.

Figure a.

Figure b.

Figure b.

Figure a.

Promenade, same as in Figure c.

Figure a.

Figure b.

Figure a.

Figure b.

C. Athletic Skills

1. Softball Batting

Arrange your class on the playground in groups of four, a pitcher, a fielder, a catcher and a batter. Each one in each group gets five turns to bat, also takes a turn in order, fielding, pitching, and catching.

Points to Stress:

Stand with left side toward the pitcher, feet parallel to home base and about twenty-four inches apart.

Hold the bat right hand above the left hand with a good tight grip.

The bat is held back of the right shoulder, but not laying on the shoulder!

As the ball comes toward the batter he shifts his weight to the right foot, leans backward slightly, swings the bat in a horizontal arc forward, shifting his weight to the forward foot.

Follow thru swinging the bat completely around following thru with a twist of the body to the left.

The ball should be met with the heavy end of the bat and hit solidly.

Emphasize weight transference, follow through, and above all a horizontal swing.

The batter should keep his eye on the ball from the time of delivery until the bat strikes the ball.

2. Fielding

- a. Ground Balls: When fielding a ground ball, a player should get directly in line with the ball with both feet fairly close together, knees bent, the body low and bent forward at the hips, fingers extended down with little fingers together and with eyes on the ball. A player should move forward to meet a ground ball, and be ready to throw the instant it is fielded.
- b. Slow Hit Ball: A fielder should advance toward a slow-moving grounder but to receive it he should stop, catch the ball, and step in the direction of the throw. There is an exception. If the ball is coming extremely slowly he should run forward and, while running scoop up the ball with his bare hand and make a throw.
- c. Fly Balls: An outfielder must learn to judge how far a ball is going to be hit by the way it is hit. If hit to the ground, he must run up for it. If hit high and hard, he may have to move back. If hit up, but not out and hard, (a "pop-up"), he will have to run forward for it. He should get into position the instant the ball is hit. If, however, he misjudges

and the ball is hit over his head, he should turn and run as fast as he can to get in position to catch the ball. The fielder should catch the ball, if possible, in such a position that it may be returned to the infield immediately. When returning the ball to home plate from the deep outfield, it should be thrown so that it will be received there following a first bounce. In most cases, however, if the fielder is in the distant outfield the ball should be relayed to home plate.

D. Games and Relays

1. One Old Cat

There is a pitcher, a catcher, and one batter. The rest are fielders. There is a home plate and one base.

When a hit is made the batter must run to the base, touch it and return to home before the ball can be returned to the catcher who must touch home base. When a batter is put out each player moves up, that is, the catcher goes to bat, the pitcher becomes catcher, the first fielder, pitcher and so on. The batter now becomes the last fielder.

Batter is out on third strike, fly ball caught, or if tagged by a fielder with ball in hand.

2. Work Up

Equipment: A playground baseball and bat are used.

The Field: Use a baseball diamond, thirty feet between bases; twenty-five feet to pitcher's box.

Players: One, two, or three batters according to the number of players, the rest all out at field.

Object of the Game: Each player tries to get into bat and to remain batter as long as possible. Each player keeps his own score.

Rules: The pitcher uses the underhand throw in pitching. Outs are made as in playground baseball. Baseball rules of base running, stealing, etc., apply. Whenever a batter or baserunner is put out, the players all work up one position nearer batter.

The following is the order of advancement: An "out" goes to right field; right field to center field; center to left field; left to short stop; short stop to third base; third base to second; second to first; first to pitcher; pitcher to catcher; catcher in at bat. When there are more batters than one and an "out" is made, the other batters stay in at bat or on the bases they are occupying, while the advancement is made. The baserunner nearest home is out if he does not reach home before the ball held on home plate in order to have some one at bat. It is the object then of every batter to get around the bases as fast as possible in order to stay at bat. This encourages stealing bases, and taking big risks. A player who catches a fly ball becomes batter.

3. Softball

Since the description and rules for softball are so lengthy, it is advised that the teacher procure an official softball rule book⁶ in order to teach this game.

4. Crab Relay

Formation: Draw as many three foot circles as there are teams to play, placed in a parallel line and five feet apart. A line ten to fifteen feet distant from and paralleling the row of circles should be drawn. Players are divided into teams of equal number, not more than six players to a team. They stand in file formation. #1 of each team steps over the starting line and, with his back to his circle and facing his team-mates, drops to his hands and feet with his heels contacting the starting line, and the front of his body upwards, crab-fashion.

Procedure: On a signal, each #1 player runs backward to reach his circle. On entering his circle, contestant stands and runs back, touching off the #2 player, who is in position with heels touching the starting line. #1 goes to the rear of his file. Game continues until all

⁶ National Section on Women's Athletics, The Official Softball - Track and Field Guide. (American Association for Health, Physical Education, and Recreation, Washington, 1955).

the players of one team have run, and that team is the winner.

Variation: Number the players in each team and have #1's run first, record a point for the winner, and then signal #2's to run. The team wins that has the most points.

Suggestions:

Gradually lengthen the distance of the race course.

Have the runners do the crab run to the turning point and back again.

UNIT XVIII

This unit is short to allow for more time for soft-ball and organization into class leagues and to make up any deficiencies incurred during the past semester's work.

A. Self-Testing Activities

1. Review Unit II, Horizontal Ladder.
2. High Jump

High jumping may be done in any style of the jumper's choice. However, greatest height is attained by the style called, "the roll". Runner approaches the cross bar running from an angle of about 60° , moving at a moderately fast pace. In the jump, he swings up the leg farthest from the cross bar, leans toward the bar, lifts arms vigorously, pushes off with the other foot and rolls over the bar, front of body toward it.

He lands in the pit first on the foot that was kicked up in the jump, and on both hands.

He should roll immediately upon hitting the pit to cushion his fall.

B. Games and Relays

1. Softball
2. Shuttle Relay

Divide class into relay teams of equal members and line them up on a starting line. Establish another line about forty feet distant from the starting line. Now have each team count off consecutively from front to rear. Then send all of the even numbered players to the opposite line where they line up in order directly opposite the team-mates. On the "Go!" signal, #1 runs straight across and tags the right hand of #2. #2 immediately upon being tagged runs across and tags #3. Meanwhile, #1 stands at the end of the line of the even numbered team-mates. When #2 tags #3, #3 runs across and tags #4, meanwhile, #2 lines up at the rear of the odd numbered line. The game continues until each

player has had a turn to cross to the opposite side. The game may terminate here or you may complete the race by having them continue until they have returned to their own positions.

UNIT XIX

Review major activities of Units XI through XVIII with special emphasis on the self-testing activities, the athletic skills, volleyball and softball and folk dancing.

CHAPTER V

SUPPLEMENT

Activities from the supplement are to be used freely providing all the material in each unit of the course of study has been presented and learned to the satisfaction of the teacher. They are to be used by classes that are more advanced than others or as substitute activities in the event a particular activity in the curriculum does not prove satisfactory. The supplementary activities are listed by author, title of book, title of activity, and page number in the reference.

SUPPLEMENTARY ACTIVITIES

A. Self-Testing Activities

1. Virginia Lee Horne, Stunts and Tumbling for Girls (A. S. Barnes and Company, New York, 1943).
 - a. Back to Back Roll - p. 124
 - b. Angel Balance - p. 132
 - c. Chest Stand - p. 130
 - d. Dive Roll - p. 58
 - e. Egg Sit - p. 24
 - f. Corkscrew - p. 31
 - g. Pyramids - p. 192
2. Henry Meyer, "Human Apparatus Work," The Physical Educator, May, 1955. p. 50
 - a. Human Apparatus Work - p. 50 (companion stunts)

3. Hugo Fischer, Dean R. Shawbold, Paul R. Wohlford,
Individual and Dual Stunts, (Burgess Publishing Com-
pany, Minneapolis, 1952).

- a. Knee Balance Pick Up - p. 7
- b. Leg Throw - p. 16
- c. High Kick - p. 29
- d. Human Arch - p. 36
- e. Wand Backward Bend - p. 74
- f. Under the Stick - p. 81
- g. Ball Throw - p. 84
- h. Knee Head Stand - p. 94
- i. Foot Head Stand - p. 95

B. Combatives

1. Hugo Fischer, Dean R. Shawbold, Paul R. Wohlford,
Individual and Dual Stunts, (Burgess Publishing Com-
pany, Minneapolis, 1952).

- a. Bantam Rooster - p. 113
- b. Hand Wrestle - p. 115
- c. Shoulder Wrestle - p. 122
- d. Indian Wrestle - p. 123
- e. Going Down - p. 124
- f. Elbow Wrestle - p. 125
- g. Rooster Fight - p. 126
- h. Body Lift - p. 127
- i. Toe Push - p. 128
- j. Pull Up - p. 129
- k. Cane Wrestle - p. 132

2. Seward Charles Staley, Games, Contests and Relays, (A. S. Barnes and Company, 1942).

- a. American Wrestle - p. 309
- b. Back to Back Stick Pullaway - p. 310
- c. Drake Fight - p. 312
- d. Hat Sparring - p. 315
- e. One Leg Combat - p. 319

C. Rhythmic Activities

1. Larry Eisenberg, The World of Fun Series of Recreation Recordings, (Methodist Publishing House, Nashville, 1951).

- a. Black Nag (English) - p. 22
- b. Come Let Us Be Joyful (German) - p. 10
- c. Crested Hen (Danish) - p. 21
- d. Foehringer Kontra (German) - p. 33
- e. Hopak (Lithuanian) - p. 23
- f. Korobushka (Russian) - p. 21
- g. Spanish Circle (Spanish) - p. 15

2. Ed Durlacher, Honor Your Partner, (Devin-Adair Company, New York, 1952).

- a. Bell Bottom Trousers (Singing call square dance) - p. 272
- b. Broom Dance (Waltz mixer) - p. 158
- c. Cheyenne Mountain Dancers (American square dance) - p. 266
- d. Darling Nellie Gray (American square dance) - p. 88
- e. Girl I Left Behind Me (American square dance) - p. 56
- f. Grapevine Twist (American square dance) - p. 132

- g. Lady Walpole's Reel (Contra dance) - p. 138
- h. Virginia Reel (American Contra dance) - p. 64
- i. Loch Lomond (Square dance) - p. 258
- j. Paul Jones (A "mixer") - p. 160

3. Winifred Van Hagen, Genevieve Dexter, Jesse Feiring Williams, Physical Education in the Elementary School, (California State Department of Education, Sacramento, 1951).

- a. Money Musk (Scottish) - p. 826
- b. Tantoli (Swedish) - p. 838
- c. Buffalo Glide - p. 931
- d. California Schottische (American) - p. 931
- e. Little Man In a Fix (Swedish) - p. 937
- f. Soldiers Joy (English) - p. 942

D. Athletic Skills

1. Winifred Van Hagen, Genevieve Dexter, Jesse Feiring Williams, Physical Education in the Elementary School, (California State Department of Education, Sacramento, 1951).

- a. Football Skills - p. 756
- b. Softball - p. 574
- c. Track and Field - p. 175
- d. Soccer - p. 322, 786

2. E. Benton Salt, Grace I. Fox, Elsie M. Douthett, B. K. Stevens, Teaching Physical Education in the Elementary School, (A. S. Barnes and Company, New York, 1942).

- a. Volleyball - p. 178

E. Games

1. Winifred Van Hagen, Genevieve Dexter, Jesse Feiring Williams, Physical Education in the Elementary School, (California State Department of Education, Sacramento 1951).

- a. Touch Football - p. 791
 - b. Bronco Tag - p. 865
 - c. Base Soccer - p. 820
 - d. Gallop the Puck - p. 876
 - e. Grid Ball - p. 877
 - f. Gymnasium Soccer - p. 880
 - g. Speed Ball - p. 904
 - h. Volley Tennis - p. 918
2. Harold K. Jack, Physical Education For Small Elementary Schools, (A. S. Barnes and Company, New York, 1946).
- a. Bombardment - p. 202
 - b. Hit Pin Baseball - p. 156
3. Seward Charles Staley, Games, Contests and Relays, (A. S. Barnes and Company, 1924).
- a. Catch the Caboose - p. 82
 - b. Duck On The Rock - p. 91
 - c. Elimination Ball - p. 91
 - d. Last Couple Out - p. 105
 - e. Prisoners Base - p. 118

F. Relays

1. Seward Charles Staley, Games, Contests and Relays, (A. S. Barnes and Company, 1924).
- a. Avalanche Relay - p. 243
 - b. Arm Roll Relay - p. 242
 - c. Rope Skip Relay - p. 257
 - d. Jump stick Relay - p. 266
 - e. Kangaroo Relay - p. 267
 - f. Lame Duck Relay - p. 269

2. Winifred Van Hagen, Genevie Dexter, Jesse Feiring Williams, Physical Education in the Elementary School, (California State Department of Education, Sacramento 1951).
 - a. Around The Circle Relay - p. 920
 - b. Obstacle Relay - p. 925
 - c. Toss, Catch, Pass Relay - p. 927
 - d. Dizzy Izzy Relay - p. 494
3. Harold K. Jack, Physical Education for Small Elementary Schools, (A. S. Barnes and Company, New York, 1946).
 - a. Potato Relay - p. 144

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY

This study has attempted to serve a two-fold purpose: (1) to offer a well-rounded curriculum in physical education for the seventh and eighth grades, and (2) to offer a guide that will assist the teacher in understanding and instructing physical education. The two purposes are not separate and distinct in themselves, but of necessity, must be correlated and interwoven. The successful presentation of activities is dependent in part upon methods, which are suggested in Chapter III and augmented by the specific teaching aids accompanying the activities contained in the course of study.

While it is desirable to have special teachers for physical education in the elementary schools, for many years to come this responsibility probably will fall upon the classroom teachers. The latter often lack sufficient pre-service training and in many instances do not have the advantage of supervision by a specialist trained in the field.

A thorough search of the literature concerned with physical education in the grade schools has failed to reveal a single text which satisfies all of the specific needs of the classroom teacher who is responsible for the physical education instruction in the seventh and eighth

grades. Texts and courses of studies reviewed were found to be deficient in one or more of the following areas: discussion of desirable outcomes, presentation of fundamental skills, methods of instruction in specific activities, progression in the course of study, the quantity of the material and a basic program for the teacher to follow.

The aim, objectives, and definition of physical education have been included in this study to give the classroom teacher a better understanding of the field. The activities suggested in the curriculum were selected according to the needs and growth characteristics of boys and girls, and according to the objectives of physical education.

Since methods of instruction and lesson planning are vital to successful teaching, suggestions have been offered to guide the teacher in planning the program and in methods of presentation. In order to provide a better understanding of how the material is organized, the various classifications of activities have been explained with relation to function and type. The units include eighteen marching and warm-up activities, twenty-three conditioning exercises, forty-seven self-testing activities, forty-four games and relays, thirty-two athletic skills, twenty-two rhythmic activities, and twelve combatives. The two year course of study contains one hundred and ninety-eight

separate activities. In addition to the material in the course of study, a list of supplementary activities is offered. These supplementary activities are provided to enrich the program for the more advanced classes and the more experienced teacher, and to provide substitute activities in the event a class encounters unusual difficulty with any phase of the suggested program.

II. CONCLUSIONS AND RECOMMENDATIONS

Though the material in this thesis represents a compilation of nine years of research and is the result of as many years of practical application of a course of study previously prepared by the author, it is by no means conclusive. To be of utmost value, a curriculum must undergo periodic revision in the light of new findings. Revision may be necessary to clarify material that is difficult for the teacher to understand. Activities that no longer hold the interest of pupils should sometimes be abandoned in favor of new activities that have gained in appeal. This substitution must be made with discretion lest the program resolve itself into one that satisfies only pupil preferences without regard for educational outcomes.

As facilities improve, the curriculum should be revised. New gymnasium apparatus such as rings, climbing ropes, balance beams, or vaulting tables may have been procured. The program should be altered to make worth-

while use of this equipment. As playground surfaces and equipment are improved the curriculum should be revised to provide as much of an outdoor program as weather conditions will permit.

The writer is aware that no course of study is complete in every detail. As carefully as the material for this thesis has been compiled, the author realizes that it has shortcomings. Teachers undoubtedly will find that it does not solve all their physical education problems. However, the writer hopes that they will put it to a fair test and that they may profit from its use. Through conscientious application of the material, the classroom teacher should: (1) improve his methods of instruction, (2) be aided in the development of his own program, (3) gain self-confidence, (4) be able to recognize the interests of boys and girls in physical education, and (5) improve his evaluation and planning techniques in this field.

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APPENDIX

TERMINOLOGY, ALIGNMENT, POSITIONS

I. BALLS USED IN PHYSICAL EDUCATION

Most teachers are familiar with the various types of balls used on the playground and in the gymnasium, but too often they are misused. For example: a basketball is too heavy to be used in a game of dodgeball. The soccer and football are the only balls designed for kicking. The soccer ball is too heavy to be hit with the hand. The following definitions will not be a description of the balls but how they are to be used.

1. Basketball: To be used only in basketball type games, relays, and throwing and passing games.
2. Playground Ball: These are rubber balls that come in various sizes from four inches up to thirteen inches. Use the smallest size for bouncing games, such as O'Leary. Use the medium size, eight and ten inches for dodgeball, fistball, relays, and games involving hitting the ball. The thirteen inch ball is used mostly in the primary grades.
3. Softball: To be used only for throwing, catching, batting, or games of softball and baseball. Never for throwing at an individual.
4. Soccer ball: To be used only for the various games of soccer and other kicking games.
5. Volleyball: To be used for volleyball type games, and batting (with the hands) throwing, and passing type games. Never to be kicked.
6. Football: Used only for American Football, its modifications and skills. The football and soccer ball are the only ones ever to be kicked.

II. CLASS FORMATIONS USED IN PHYSICAL EDUCATION

1. Circle Formations

- a. **Single circle.** Members of the circle may face inward, outward, clockwise, or counterclockwise.
- b. **Double circle.** This is a concentric circle of partners. They may face each other; they may both face inward; they may both face outward; they may be side by side facing clockwise (or counterclockwise); one partner may face clockwise while the other faces counterclockwise; or the inner partner may face inward and the outer partner face outward.
- c. **Single circle of partners.** They may face inward, outward, back to back, or face to face.

2. Line or File Formations

- a. **Front line.** Members of the line stand shoulder to shoulder.
- b. **Front rank.** The same formation as a., but members of the rank are counted off.
- c. **Flank line.** Members of the line stand one behind each other.
- d. **Flank rank.** Members stand one behind the other, counted off.

3. Column

Several ranks of two, three, or four members lined up one rank behind the other. The distance between the ranks should be as many steps as there are rank members.

4. Open Order

- a. Take this formation by moving sideward from a column. The ranks separate so that there are at least two steps between rank members.

5. Divided Order

- a. Two ranks, lines, or squads, facing each other

in front formation on opposite sides of a pre-determined space.

6. Square or quadrille

This is the common set used in square dancing. It is made up of four couples, each standing on each of the four sides of an imaginary square.

7. Squad Formations

Used to teach more than one activity at a time to two or more groups.

a. Rotating: Squads move at intervals on signal from one event to another. This is the best method to use for achievement testing activities.

b. Fixed: Squad stays in one place during entire period. Best method to use for tumbling or teaching game and athletic skills.

8. Relay Formations (Depends on type of relay.)

a. Open rank: The same formation as open order with each file representing a team.

b. Regular relay: Teams lined up in flank ranks at a starting line.

c. Lap relay: Four teams lined up at each corner of the gymnasium.

d. Shuttle formation: Teams are split, lined up in a flank rank at opposite ends of a straightaway course. Each team should count off consecutively. Then all odd numbered team members go to the opposite side of the race course, and re-form their line directly opposite their even numbered team mates.

9. Wheeling

The entire rank changes positions as a unit moving much as the spokes of a wheel. One end of the rank pivots as the others move about him.

10. Facing

The individual turns left or right one quarter turn. Half way around is "about face".

11. Transforming

Change position of a rank from flank to front, or front to flank.

III. GRIPS OR GRASPS USED ON APPARATUS

Grip or Grasp: Position of hands used on apparatus in hanging positions.

1. **Upper:** Palms facing away from body, knuckles upward.
2. **Under:** Palms facing toward body, knuckles upward.
3. **Inner:** Palms away from side of body.
4. **Outer:** Palms facing toward side of body.
5. **Mixed:** Any combination of the above.
6. **Alternate:** Move left hand forward, then right reaches forward passing the left hand.
7. **Follow:** Usually indicated left or right. Follow grasp left, the left hand leads, the right hand follows moving only as far as the left. Then the left moves forward again.

IV. HANGING POSITIONS ON APPARATUS

Hangs: Position of the body suspended from the horizontal ladder regardless of grip.

1. **Active:** Body hangs in a rigid position, completely vertical.
2. **Passive:** Body hangs in a relaxed position. Not often used unless for corrective exercises.

3. Bent: Arms flexed as in chinning position.
4. Angle hang: Arms straight, legs extended forward, knees straight.
5. Squat hang: Hips and knees bent.
6. Inverted hang: Body is inverted, head down, feet up, as straight and rigid as possible.
7. Inverted hang: Same position as above, but elbows bent.
8. Inverted angle: Body is inverted, hips are bent, legs extended over the head.
9. Inverted squat: Body is inverted, hips and knees bent.
10. Single knee hand hang: Hang by hands and one knee over the bar.
11. Double knee hand hang: Hang by both hands and both knees over the bar.
12. Double knee hang: Hang only by knees over the bar. Hands are released.

V. RHYTHMIC PATTERNS

1. Clockwise: Same direction as the clock goes.
2. Counterclockwise: Opposite of clockwise.
3. In line of direction: Moving counterclockwise.
4. Inward: Toward the center of the circle.
5. Outward: Away from the center of circle.
6. Encircle: One partner stays in place while other moves around him.
7. Allemand: Used mostly in square dancing. Take person on left by left hand, go once around each other back to own places.
8. Do si do: Move toward partner, evading to left, right shoulders passing each other, pass around each other back to back.

9. Varsouvienne Position: Left hands joined in front. Right hands joined over girls right shoulder.
10. Promenade: Moving counterclockwise, girls hand in boys arm
11. Front chain: Hands crossed in front grasp right to right, left to left, also called skater's position.
12. Rear chain: Hands clasped behind back as above.
13. Social dance position: Boys right arm about girls waist. Girls left hand placed on boys shoulder. Boy grasps girls right hand with his left hand extended loosely to the boys left side about shoulder high.
14. Practice position: Girl places both hands on boys elbow. Boy grasps girls elbow.
15. Starwheel: Individuals or partners moving in a circle with right hands joined in center, or with left hands moving opposite direction.
16. Evading: Moving toward each other, but passing to left or right and continuing in the same direction.
17. Grand right and left: Grand chain. Girls move clockwise. Boys move counterclockwise, alternating, evading each other right and left. Continued until own partner is reached.

VI. POSITIONS THAT THE INDIVIDUAL ASSUMES

1. Attention: Head erect, chin in, chest out, abdomen in, feet parallel and together, hands at the sides. A firm position.
2. At Ease: A relaxed position, hands behind the back, feet astride.
3. Stride stand: Body erect, feet about a medium step apart to the side. May also be done forward.
4. Straddle stand: Body erect, space between feet about twice that in the stride stand. May be done forward.

5. Straddle (stride) angle support-stand: Feet apart, body bent forward supported on the hands.
6. Straddle (stride) angle: As in #4, with body lowered forward. Hands do not support.
7. Squat stand: Knees bent, turned outward, heels raised, sit on heels.
8. Squat support: Same as above except hands placed on floor.
9. Front lying support: Body supported on hands, and toes, head up, hips and knees straight.
10. Rear lying support: Body supported on hands and heels, hips and knees straight.
11. Lying support left: Support on the left hand and left foot only.
12. Kneeling support: On hands and knees, head up, back firm.
13. Knee lying support: On hands and knees, body straight from shoulders to knees, feet raised.
14. Prone: Lying on the front of the body.
15. Lying rearways: On the back.
16. Lunge: Left: Extend left leg forward with knee well bent, right leg remains straight. Left foot points forward, right turns sideward pointing outward. Upper trunk erect. Also done right forward, and left and right sideward.
17. Tailor's seat: Also called cross seat. Sit with knees crossed and bent.
18. Straight seat: Sitting with legs together and extended forward.
19. Straddle seat: Sitting with legs extended forward and apart.
20. Bent seat: Sitting with legs together and knees bent.
21. Support seat: Any of the above with hands placed on floor slightly in rear of body.