



1958

## Physical education curriculum for high school boys in southern California

James Albert Faul  
*University of the Pacific*

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College of the Pacific  
Stockton, Calif.

PHYSICAL EDUCATION CURRICULUM FOR HIGH SCHOOL BOYS  
IN SOUTHERN CALIFORNIA

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A Thesis  
Presented to  
the Faculty of the Department of Physical Education  
College of the Pacific

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts

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by  
James Albert Faul  
June 1958



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## CHAPTER I

### INTRODUCTION

California has a state law requiring a physical education program in the daily curriculum of the secondary schools.<sup>1</sup> This provides the physical educator with the opportunity to make the physical education program a meaningful part of the total school curriculum. He is now challenged to put education into physical education.

It is only comparatively recently, since the turn of the century, that physical education has been an integral part of education. There has been a lack of respect for the program, traceable to the former Puritan theory that all play is bad, the lack of trained teachers, and tight purse strings in the education budget.<sup>2</sup>

Now the program is becoming more acceptable to educators. Several things have contributed to this trend; educators themselves recognize the whole child as part of the education process, industrialization has and is

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<sup>1</sup>Education Code, State of California: Division 4, Chapter 3, Article 6, Sections 10121 and 10124.

<sup>2</sup>Charles A. Bucher, Foundations of Physical Education (St. Louis: The C. V. Mosby Company, 1956), p. 114.



continually providing more free time for people, and the growth of athletics has directed attention to the program.<sup>3</sup>

## I. THE PROBLEM

Statement of the problem. Many physical educators active in the field fail to accept this recent trend as an educational challenge. There continues to be a lack of diligent work on the development of a worthy instructional curriculum. The purpose of this study is to provide an objective and tangible outline for the physical education curriculum for the La Puente Union High School District. Definite objectives, methods, course content, and procedures need to be established to justify the existence of physical education in the school program.

## II. HOW APPROACHED

We are being observed more and more by secondary school administrators. The challenge then becomes even greater to look at our own curriculum objectively and provide truly instructional programs in accordance with educational objectives.

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<sup>3</sup>Ibid.



Personal background. Nine years of teaching experience in four different California senior high schools have provided the investigator with the opportunity to study the physical education curriculums at these schools directly and at various neighboring schools indirectly.

Elementary school questionnaire. A survey by means of a questionnaire to the physical education teachers of the Hudson Elementary School District, Rowland Elementary School District, and Walnut Elementary School District was utilized to find our pre-high school experience of students.

### III. THE FELT NEED FOR THIS RESEARCH

La Puente Union High School District is in an area which will experience unusually rapid growth in the next ten year period. During this time the district will grow from a single high school district to a school system of five or six high schools and will continue to grow even from there. In keeping with this district's policy, a curriculum guide needs to be established to provide a foundation for this expansion. This curriculum guide will help find more acceptable aims and objectives for the growing program.



Much of the challenge in physical education is to be seen in the fact that what we have to offer is significant to national security and international good will. Competitive athletics has already done much to enhance the latter, but the recent Kraus-Weber tests may indicate a greater need in the physical education program for physical fitness. If the problem of complacency in the profession can be awakened, our contribution to the education of youngsters in their formative years can truly be rewarding. A program must be presented which contains a balance between the different types of activities and variety sufficient to provide for total fitness.



## CHAPTER II

### PSYCHOLOGICAL ASPECTS

Overcoming the non-instructional pattern. We assume that the child understands what is happening to him in the experiences of physical education. New students know what they have experienced in the past. It cannot be assumed that they know the reasoning and theory behind a worthwhile instructional program. Too often the program and method is at fault in not giving the instruction to individuals so that they recognize the values to be gained. Many students new to high school are unaccustomed to an instructional program. When they are approached with something more than just a "play" period, they will naturally react unfavorably unless informed properly.

Teaching for understanding is necessary for a positive philosophy of mental hygiene. Sports skills and interests are a basis for a lifetime philosophy of a wise use of leisure time. Classes must, therefore, be instructed as to the benefits of skills and exercises as a means to more worthwhile goals. Favorable mental attitude which is based on a feeling of security will result.<sup>1</sup>

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<sup>1</sup>George F. Anderson, "Psychological Aspects of Teaching Physical Education," Journal of Health, Physical Education and Recreation, 21:3, March, 1950, p. 152.



In practical application of this philosophy, there are many factors to include in teaching. One area includes team and individual activities, with selection and care of proper clothing and equipment. The values of good health must be understood and health habits practiced regularly. Another area is knowledge of sports; including rules, historical orientation and sportsmanship. For use in later years, it is desirable that students know how to evaluate various sports, how to take care of themselves in the out-of-doors, and what sports and recreation do in a community.<sup>2</sup>

In our psychological application to teaching, we need to review the ways a child learns best. Readiness to learn is just as important in physical skills as in mental. Mind set develops and provides motivation.<sup>3</sup> A broad program of activities and continuous self-evaluation provides proper motivation through a series of successful experiences rather than failing ones. To provide this environment, the teacher must maintain an "emotional climate" which is fair and consistent. Individual differences need attention. In this connection particular awareness to the reticent student will be valuable.

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<sup>2</sup>Don Cash Seaton and others, Physical Education Handbook (second edition; Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1954), pp. 8, 9.

<sup>3</sup>Anderson, op. cit., p. 152.



Teaching the skills of physical education has aspects which must be considered carefully. The narrowness of an overemphasis on specific skill without general understanding must be avoided. At the same time, we must be careful not to permit uninhibited practice in the whole reaction to such an extent that bad habits are formed because of lack of specific knowledge.

Physical growth. Physical education develops organic systems and neuromuscular systems and the skills involved in acquiring such development. This naturally comes about from activity and development which should be a part in any educational program. Without activity, leading to organic and neuromuscular development, the educator is not justified in dealing with the growing child. To determine the individual's development in various situations, we need understanding about particular conditions which influence the student.

Size, health, and posture are all conditions which determine reactions and feelings of worth. People react differently to the thin and the fat, the whole and the crippled, the strong and the weak. All teachers need to be aware of this appraisal of others. It is perhaps the physical educator who can have a more direct approach in helping to solve the problem of adjustment growing out of



the deviations.<sup>4</sup>

Physiological development causes problems of suitable behavior to meet varying body size, which goes through rapid change during the age of puberty. This becomes further complicated by the necessity for adjusting to various levels of maturation of peer groups. Boys reach the modal age at fifteen. However, individual variance on this may amount to three or four years in either direction. Bigger and stronger individuals tend to mature earlier than small ones. This provides adequate justification for a physical education curriculum which groups classes both by age and ability.

Readiness to learn at all grade levels and in all physical skills depends on the individual's previous experiences as well as his level of maturation.<sup>5</sup> Therefore, a progressive educational experience should be provided. All levels of achievement need favorable recognition. The teacher's responsibility is to enable each child to accept his limitations and achieve goals in line with his potentials.

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<sup>4</sup>Henry P. Smith, Psychology in Teaching (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1956), p. 25.

<sup>5</sup>Ibid., p. 37.



Emotional growth. In accepting responsibility for emotional growth, the teacher encourages a normal emotional behavior through a practical level of accomplishment.

Emotional development is related to so many other aspects of total personality that it cannot be a separate entity. However, where a physical education program is provided for all students, we can enhance the emotional reaction of the student by providing successful achievement on many levels and by reducing the fear and ridicule of failure.

The pleasures a child experiences in physical education can make him less vulnerable to the emotions of anger, fear, and jealousy.<sup>6</sup> Herein lies the challenge to the teacher as an individual, and to the curriculum as an educational basis for instruction.

Social growth. Our democracy places a premium on skill in social interaction and the competence of the individual to live in a social world. It has been estimated that 85 per cent of the failures in business are due to an inadequate social adjustment. Shorter working hours, speedy transportation, and the transition from rural to urban America all indicate that the development of social competence cannot be left to chance.

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<sup>6</sup>Ibid., p. 79.



The physical education curriculum must contribute favorably to the social development of the individual through a balanced program of different types of activities varied in complexity. Social skills cannot be learned unless social problems are faced. Students can solve these problems with a greater degree of success where the program is graded and includes team, individual and dual sports, co-recreational and recreational activities. When leadership, followership, and sportsmanship are an integral part of the program, students are provided with the opportunity to develop acceptable social traits. Physical education is then seen as a contributor to the guidance of youth in helping them to solve problems centered in relation to others.<sup>7</sup>

Psychological principles. Once the activities have been determined, the test of educational leadership comes with the establishment and application of sound principles which give practical expression to the theories.<sup>8</sup> Many

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<sup>7</sup>Hilda Clute Kozman, "Guidance Techniques in Physical Education," California Journal of Secondary Education, 23:2, February, 1945, pp. 77-81.

<sup>8</sup>Jesse F. Williams, The Principles of Physical Education (Philadelphia and London: W. B. Saunders Company, 1954), p. 11.



lists and statements regarding principles have been published. Many are reptitious and lengthy. Irwin<sup>9</sup> expresses some psychological principles which seem to be fundamental.

1. Teach activities that are interesting. Physical education provides a natural environment for learning. Children inherently enjoy play; if these can consist of natural play activities our contribution to education can be unlimited.

2. Students should know the objectives they are working toward. A good instructional program will see that this is done with each new activity.

3. Students should know the progress they are making. A periodic visual record seems to be most satisfactory.

4. Progression from the known to the desirable unknown should be considered.

5. More efficient learning takes place when planning is done regarding readiness.

6. Activities should allow for expression of emotion.

7. Skills should be taught as whole skills.

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<sup>9</sup>Leslie W. Irwin, The Curriculum in Health and Physical Education (St. Louis: The C. V. Mosby Company, 1950), p. 24.



8. Errors should be eliminated early in the learning period.

9. The program should allow time to learn skills reasonably well.



### CHAPTER III

#### RELATIONSHIP OF PHYSICAL EDUCATION TO GENERAL EDUCATION

Total fitness is a significant aspect of our educational program in America. This recognizes physical growth on an equal basis with mental, emotional, and social growth. However, this concept of physical development is still in its infancy as an accepted part of the total school curriculum.

Aim of education. Since the acceptance of the fact that bodies accompany minds to school, the philosophy of American education has shown a more sincere interest for the welfare of the child and his physical and mental health. Two of the Seven Cardinal Principles of Education bear this out by specifying health, and worthy use of leisure time as part of their listing.

California's Framework for Public Education<sup>1</sup> certainly reflects the educator's concern for the total education of the whole individual. The aims and objectives presented here which directly concern the physical educator include:

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<sup>1</sup>A Framework for Public Education, Bulletin of the California State Department of Education. Vol. XIX, No. 6, November, 1950, pp. 5-7.



Protect his health and that of others.

Desire to learn and grow.

Develop a set of sound moral and spiritual values.

Place human relations first.

Take ethical measures to safeguard his interest.

Give reasonable direction to his own life.

Arrive at appropriate decisions in specific situations as a result of critical thinking.

Respect the law.

The acceptance of these aspects as part of the educational process presents a real challenge to physical education. If physical education is to continue to grow as an accepted phase of the total educational program, it must aim at the well-rounded development of children as worthy citizens in our democracy. It is this basic concept that is the underlying theme of the aims of education and must serve as a guidepost for the development of the physical education curriculum.

Purposes of physical education. Physical education is a way of education through physical activities which contribute to human growth, development, and behavior. It presents a platform for learning in a unique manner which serves youth in a natural environment. Its purposes provide a wealth of activities which foster maximum



development of young people, through contribution to physical and emotional aspects.<sup>2</sup>

The purposes providing for this development are simply and adequately outlined by the Committee on Platform for Physical Education.<sup>3</sup>

1. Develop and maintain maximum physical efficiency.

A physically efficient person enjoys sound functioning of the bodily processes, is free of remediable defects, possesses such qualities as strength, endurance, speed, a sense of balance, agility, and good posture and efficient body mechanics. He exercises these qualities according to his age and physical condition, maintaining a balance of activity, rest, work, and recreation. One who has unremediable defects learns to adjust to and compensate for his infirmities and develop his capabilities in order to live a happy, useful life.

2. Develop useful skills. In this sense, a skillful person is proficient in many fundamental skills, such as walking, dodging, gauging moving objects, and lifting, which are essential to living safely and successfully. He has

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<sup>2</sup>Lester M. Fraley, Warren R. Johnson, and Benjamin N. Massey, Physical Education and Healthful Living (New York: Prentice-Hall, Inc., 1954), p. 1.

<sup>3</sup>Report of the Committee Platform for Physical Education adopted by Society of State Directors during Annual Conference held April 15-17, 1950 at Dallas, Texas.



abilities in a variety of activities, such as team and individual sports, swimming, and dancing, that contribute to physical and social efficiency at each stage of life.

Young people, particularly, find status and belonging with their contemporaries when they are skillful in physical activities to which the group gives value.

3. Conduct himself in socially acceptable ways.

A person who behaves desirably, among other things, acts in a sportsmanlike manner, works for the common good, and respects the personalities of his fellows (team games and other group activities offer many opportunities to practice these qualities). He enjoys, contributes to, and is at ease in a variety of wholesome social situations (co-educational sports, dancing, swimming, and other such activities help to provide learning experiences in such cases). He exercises self-control in activities which are mentally stimulating and often emotionally intense, reacts quickly and wisely under pressure, is courageous and resourceful. He may find socially acceptable outlets for feelings of aggression which normally build up in modern living. Games, contests, and other competitive sports help to bring out all these qualities when there is good leadership.

4. Enjoy wholesome physical recreation. A person who engages in wholesome recreation includes in his daily



living activities that bring deep satisfaction, that are often creative, relaxing, or stimulating. He draws upon a fund of recreational interests, knowledges, appreciations, and skills.

In providing the experiences which will fulfill these purposes, the physical educator needs to be cognizant that they must be realized by all students participating in the program. Through proper organization, selection of activities, and instruction, this can be accomplished.



## CHAPTER IV

### MEETING THE NEEDS OF THE PROGRAM

Every youth has an imperative need for the physical and social development which is the outcome of stimulating games and activities. The school is obligated to provide for such growth in all individuals. It must meet the needs, interests, and capacities of those participating in the program.

Hughes and Williams<sup>1</sup> present us with four great needs which contribute to the development of children and youth that are basic to the physical education curriculum.

1. Physical and organic need.
2. Psychological or mental needs.
3. Safety skills.
4. Recreational skills.

In satisfying these needs, the physical education program indicates our trend away from the formal gymnastic class of early days. This formal type of class complimented the European uniformity, discipline, and mass movement theory. Our young people need to satisfy the inherent

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<sup>1</sup>William Leonard Hughes and Jesse Feiring Williams, Sports, Their Organization and Administration (New York: R. S. Barnes and Company, 1944), p. 91.



desire to play, to express emotion, and to compete against others.

In the organization of class activities it is important to give consideration to a selection of activities and an ability grouping which will best satisfy all individuals. Opportunities are provided for participation in team games, dual and individual sports, recreational games, all of which provide competition on their own level. This will also include periods of rest or limited activity for those needing that kind of a program.

Importance of physical education. Physical education's unique contribution to the needs of youth and the total development of the individual justifies its place in the school curriculum.

Accepting the concept that the responsibility of education is to help individuals find themselves and to better prepare them for living and realizing that mind and body cannot be separated, we recognize physical education as a contributor to this end. Physical education's importance can be seen as it contributes to the promotion, understanding, and development of the body in the educative process.

The physical education program offers an outstanding opportunity for physical and mental health. Stimulating



an interest for exercise builds a greater reserve and better body health. It provides a greater resistance to fatigue, less susceptibility to disease, allows for a higher standard of work for longer periods of time, and maintains a trained heart to meet emergencies. Play also is essential to mental health. Prevention in this field is more important than cure. Today competition of school, job, and society frequently makes individuals feel inferior or inadequate. Physical education supplies the opportunity for these individuals to participate in successful group action. This must allow for favorable achievement and personal success in competition against standards, if not against others.

The real experiences offered students through physical education give rich environment for attitudes towards others, teamwork, sportsmanship, and human relationship. Williams<sup>2</sup> states that it is the focus of the individual in society and not in his muscle in which we are interested.

We provide opportunities for this development through class squads, student leadership, electives, intramurals and regular class activities. Through these

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<sup>2</sup>Hughes and Williams, op. cit., p. 104.



techniques we provide for proficiency in several activities, conditioning, interest, appreciation, knowledge, and recognition of good play in others. However, this will come only with a sense of responsibility toward active participation in the individual student. This promotes the individual's acceptance of his obligation to contribute to the class activity wholeheartedly.<sup>3</sup>

Physical education furthers its importance as it makes individuals increasingly aware of and able to use their bodies as instruments for full expression. It is to be remembered that physical education is identified with all education. Its program is based on the understanding of the growth and development of individuals within a democratic society. It is designed to promote better living for citizens in this society and to contribute to their association with others.

#### Evaluation of elementary school questionnaire.

Three elementary school districts are in the La Puente Union High School District, namely, Hudson, Rowland, and Walnut Districts. The main purpose of the curriculum survey is to determine the activities these districts

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<sup>3</sup>Dorothy La Salle, Guidance of Children Through Physical Education (New York: A. S. Barnes and Company, 1946), p. 28.



include in their physical education programs. It is further felt that if the high school district knows the amount of time each district spends on the various activities, it can aid high school physical education teachers in knowing what familiarity students have with each sport.

The questionnaire (see Appendix A, page 167) was given personally by the investigator to the people involved. It was determined that the survey would be concerned with only the seventh and eighth grade students. It was also noted that basketball had been unintentionally omitted from the list of activities. The teachers contacted also felt that, for the most part, their program was an activity period rather than instructional.

Two of the districts have people with physical education backgrounds to handle the program, while the classroom teacher conducts the physical education classes in the other district. The class sizes average 30-35 students for a forty-minute period. Only one district provides an opportunity for students to dress and shower. No district has a gymnasium, but two districts can use the cafetorium (combination cafeteria and auditorium building) in case of bad weather.

All schools give football, basketball, and softball



their major emphasis, with an 8-10 week time allotment for each. Track, exclusive of distance running and pole vaulting, is given four weeks. The shot put and hurdles are also not included at some schools. Calisthenics as "warm-ups" are used daily. The dancing activity is employed by all districts with the emphasis on folk and square dancing. One district devotes one day a week to folk dancing.

Volleyball is played at all schools but is not taught for more than two weeks at any school. Gymnastics, handball, speedball, and tennis receive only token attention. None of these are taught in every district. All receive two weeks or less on the time schedule. Archery, badminton, soccer, tennis, and wrestling are not taught in any of the elementary schools. The restricted program is recognized in only one district on a very limited basis. All districts do have school teams in flag football, basketball, softball, and track with a limited schedule.

The survey indicates an emphasis on team sports in a recreational type atmosphere with a lack of instructional time provided. These factors, in addition to the fact that the offerings in the three districts are so varied, points out quite vividly the need for a planned instructional



physical education program at the high school level. It is with this thought in mind that the class organization, activities, and testing program have been formulated for the La Puente High School District physical education department to give it guidance and direction as it grows.

Appeal to all students. As with any other phase of the school curriculum, the experiences in physical education should be educational to all students in the program. Since physical education is a required course and many students have to be "sold" on its value, the challenge to the physical educator is to make the program appealing to students through an enriched curriculum. It must seek to broaden the experiences of individuals and provide a utilitarian value for students.

If the program is to develop desirable ideals, attitudes, and habits, it must contribute to the interscholastic competition through the complete program, including the restricted program. Within this framework a variety of activities must be provided in team sports, individual and dual sports, co-educational and recreational activities. Homogeneous grouping must be provided, for in these activities the program provides more appeal to students. These grouped activities allow for a more satisfactory achievement of students in their own peer group.



## CHAPTER V

### CLASSROOM ORGANIZATION

Aims and objectives. Physical education is a way of education through physical activities which contribute to values in human growth, development, and behavior. Its platform for learning serves youth in a natural environment. Its purposes provide a wealth of activities which foster maximum development of young people, through its main contribution to physical and emotional aspects.<sup>1</sup>

Objectives in physical education, as in general education, should make provisions for the development of the whole individual. Perhaps here is the unique contribution of physical education. The very nature of its program can most readily achieve these objectives if it has proper direction. Irwin<sup>2</sup> gives as complete a coverage as any author in providing satisfactory objectives, which can be adapted to a specific school situation.

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<sup>1</sup>Lester M. Fraley, Warren R. Johnson, and Benjamin H. Massey, Physical Education and Healthful Living (New York: Prentice-Hall, Inc., 1954), p. 1.

<sup>2</sup>Leslie W. Irwin, The Curriculum in Health and Physical Education (St. Louis: The C. V. Mosby Company, 1950), pp. 43-54.



A. The physical objectives.

1. To provide for organic development.
2. To develop adequate skills in activities.

B. The social objectives.

1. To develop desirable social relationship.
2. To foster democratic citizenship.
3. To promote leadership and followership.

C. The emotional objectives.

1. To learn to win and lose gracefully.
2. To develop satisfactory self-expression.
3. To promote self-discipline.

D. The recreational objectives.

1. To develop worthy use of leisure time.
2. To develop satisfactory skills in recreational activities.

E. The intellectual objectives.

1. To develop knowledge of rules and regulations of activities.
2. To develop an appreciation of games and recreation activities.

Method of introducing instruction to students.

Different activities and experience level of students may allow for varied methods of instruction. Generally speaking, the psychological approach to learning, rather than the logical approach, is used. This presents the whole activity



first, then refinement of the parts, and back to the whole again. In the whole-part technique, team activities seem to fit best. When the skill is very complex and unfamiliar and the pattern cannot be apprehended readily, the whole should be broken down into its functional parts for instruction.<sup>3</sup> Swimming and the kip-up on the high horizontal bar serve as examples for the latter technique.

Class personnel. Students are assigned to classes according to grade level. Where it is not administratively sound to do this, doubling up the upper classmen (eleventh and twelfth grades) may be necessary and, as a last resort, the ninth and tenth grades. Two exceptions to the grade level separations are made. One is in the restricted program and the other in the sixth-period class. The sixth period is the last period of the day. It is primarily the athletic period, with athletes being transferred to a regular physical education class at the end of a sport. However, due to scheduling difficulties throughout the school curriculum it is necessary to maintain a small physical education class sixth period for those unable to schedule it any other period of the day.

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<sup>3</sup> William Leonard Hughes and Jesse Feiring Williams, Sports, Their Organization and Administration (New York: R. S. Barnes and Company, 1944), p. 104.



Students are further equated for class activity through a classification test, which is explained elsewhere. As new schools are started in the district, students will be equated by this method only, until it is practical to use the grade level also.

Class size. Physical education classes are best suited to an instructional program if they can be limited to forty students per instructor. Enrollment in the restricted program is limited to a maximum of twenty students.

Class time. Physical education classes meet daily and are the length of other classes in the school curriculum. This is a fifty-five minute period divided in the following manner: seven minutes for dressing, thirty-eight minutes for instruction and activity, ten minutes for showering and dressing.

Class policy. All boys are required to dress for physical education unless excused from activity. Excuses are honored from the nurse's office only. The standard gym suit includes tennis shoes, sox, supporter, white "T" shirt, and shorts of color designated by school. All equipment must be stenciled with student's name.



Sanitation requirements include gym clothes' inspection once a week and daily shower following activity.

Non-strips (unexcused) are presented with an activity make-up period. Habitual non-strips are referred to the dean for disciplinary action and parent conference, if necessary.

A physical education record card is to be kept on each boy. This records his athletic participation, as well as physical education activities.<sup>4</sup>

Student assistants. As part of the school curriculum, a course in Office Practice is offered those interested. Students taking this course are placed in various areas of the school where they can be of service. Responsibilities of these student assistants in the physical education department include the following:

1. Office help
2. Test recording
3. Equipment
4. Locker assignments
5. Towel distribution
6. Officiating
7. Assistance in instruction and test administration

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<sup>4</sup>See Table I, page 170, Appendix B.



Equating groups. Boys are assigned to instructors on a grade level basis, as has already been stated. Further classification for activity purposes is accomplished through results for the California Fitness Pentathlon Test. Results of this test determine a boy's classification for participation. The point spread and group colors are indicated below. "T" scores for the Pentathlon are to be found in Table II, page 172. The following breakdown has been established empirically after experimenting with various point adjustments.

Orange	. . . . 260 up
White	. . . . 200 to 259
Grey	. . . . 0 to 199

Squads are chosen on this basis and greys play against greys, etc. Freshmen classes seldom offer a surplus of boys in the orange group. If too few classify in any one division it may be desirable to permit them to compete with sophomores where more equitable competition will be found.

Records are established for each of the five events in each classification. These are posted and serve as a motivating factor in succeeding tests.

The California Fitness Pentathlon was selected on the basis of the following factors: (1) simplicity,



(2) ease of administration, (3) equipment necessary for the testing, and (4) achievement norms are already established.<sup>5</sup> Further justification was felt because the test was designed to measure such elements as power, strength, speed, endurance, flexibility, agility, balance, and coordination.

The administration and scoring of the fitness pentathlon is in accordance with the following rules and regulations:

Pull-ups:

1. The overhand grip shall be used.
2. Arms and legs shall be fully extended.
3. The chin shall be placed over the bar on each attempt.
4. Only one trial will be allowed unless it is deemed that the contestant had an unfair opportunity.
5. The performance will be recorded as the number of pull-ups completed after extension of the arms.
6. The body must not swing during the performance and the knees must not be raised.

Push-ups:

1. The front leaning rest position will be used.
2. The body must remain straight.

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<sup>5</sup>Frederick W. Cozens and others, "The California Physical Fitness Pentathlon," (Bulletin of the California State Department of Education, Vol. XI, No. 8, Sacramento, California: California State Department of Education, November, 1942), p. 16.



3. Only the chin will touch the ground in the down position.
4. The arms must be fully extended during each up position.
5. No resting is permitted.
6. The performance will be recorded as the number of successful push-ups to a full extension of the arms.
7. Push-ups will not be counted if the contestant fails to:
  - a. Keep body straight
  - b. Extend arms fully
  - c. Touch chin to ground--touching the body constitutes a foul

Standing broad jump:

1. Toes must be on or behind take off mark.
2. Jump forward with both feet simultaneously.
3. Three fair trials will be allowed and the best of the three recorded.
4. Record to the nearest inch.
5. Measurement is taken from the nearest imprint to the take off mark.

75 Yard Dash and 300 Yard Run:

1. Sprinters stance will be used.
2. Contestants must not foul another runner.
3. The time will be recorded in seconds and tenths. Record points on T score to the closest tenth indicated.
4. Only one trial is allowed unless contestant is disqualified.



Grading and credits. Marks and credits should be given that evaluate progress in accordance with specific objectives.<sup>6</sup> Most grading systems are set up on this basis but too often the end result is based on subjective measurement. It seems almost impossible to divorce grades from some degree of subjective measurement when we consider all objectives which physical education attempts to evaluate.

The point system is the best technique for keeping grading on a more objective basis.<sup>7</sup> It is undesirable from the standpoint of bookkeeping, but student assistants or squad leaders can offer service in this area. The following outline will help explain this system.

- |             |  |
|-------------|--|
|             | 1. Performance skills--points are                    |
| 25 per cent | awarded on achievement tests as explained elsewhere. |
|             | 2. Knowledge tests--grades given on                  |
| 25 per cent | written exams are totaled in the whole point system. |

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<sup>6</sup>Clifford Lee Brownell and E. Patricia Hagman, Physical Education - Foundations and Principles (New York: McGraw-Hill Book Company, Inc., 1951), p. 321.

<sup>7</sup>Edward F. Voltmer and Arthur A. Esslinger, The Organization and Administration of Physical Education (New York: F. S. Crofts and Company, 1946), p. 309.



3. Daily attitudes--this includes all social and personal attitudes such as cooperativeness, sportsmanship, leadership, etc. Points are earned or lost in the following manner.

<u>Points Earned</u>		<u>Points Lost</u>	
Attendance	- 1	Unexcused non-strip	- 5
Participation	- 1	Excused non-strip	- 2
Proper gym suit	- 1	Tardy	- 1
Cooperation	- 1	Dirty gym suit	- 2
Shower	- 1	Non-cooperation	- 1
		Unexcused absence	- 6

#### Bonus Points

- Pentathlon - 5 points (record holder)
- Officiating - 1
- Area clean-up - 1
- Squad Leader - 5 (for 6 week period)

Points may also be made up after school if the student makes arrangements with the instructor.

One point for each fifteen minutes.

4. Observation of instructor--this is a subjective rating of performance, attitude, and citizenship. It may or may not be used to raise or lower a student's grade one-half of a grade.



The point system should be presented to the students with a positive approach. However, in recording points daily, it is less bookkeeping if only points lost are recorded and then subtracted from the total possible points. Students are informed of point rating each three-week period.

Credits in physical education are on an equal basis with other subjects. State regulations require physical education to be taken by all students. Local school district regulations require a passing grade in each semester for graduation.

Class squads. Squads are homogeneously selected from their classification groups. Each boy is given a chance as a squad leader. They in turn select team members from the group.



## CHAPTER VI

### CLASS ACTIVITIES

#### Teacher's Schedule

Each teacher is assigned to classes on various grade levels. Teachers prefer this method which gives them an opportunity to experience the program on all levels. It also serves as an evaluation check on the program as teachers observe levels of progression.

#### Core and Elective Courses

Activities are selected which provide opportunities for students to participate in varied individual and dual sports, team games, physical and rhythmical activities, recreational and aquatic activities. The core courses are provided for ninth and tenth grades and more opportunity for elective courses in the eleventh and twelfth grades.

#### Core Courses

Basketball

Handball

Body building & combatives

Soccer and speedball

Dancing (folk and square)

Swimming and diving

Football (touch, flag,  
modified)

Softball

Gymnastics

Tennis

Handball

Track and field

Recreation Unit

Volleyball

This unit is taught on tenth grade level and serves as an orientation program to the elective courses.



### Elective Courses

Archery	Swimming
Badminton	Table tennis
Dancing	Team sports
Golf	Tennis
Handball	Horseshoes

### Co-educational Activities

Working arrangements with the boys' and girls' department are necessary for this program. Co-educational activity is held one day a week for the eleventh and twelfth grade with the following activities included: archery, badminton, dancing, golf, swimming, tennis, team sports (volleyball and softball). It is to be understood that previous fundamental instruction has been given in all activities with the exception of dancing. Beginning instruction in dancing is provided in a co-educational period.

### Four-Year Program Outline

#### Freshmen

Basketball	Body building-- combatives
Football	Softball
Swimming	Tennis--handball
Track	tumbling--volleyball



## Sophomores

Basketball	Dance
Football	Gymnastics
Recreation Unit archery, horseshoe, badminton, table tennis, golf	Softball
	Speedball
Track	Tennis, handball

## Juniors

Basketball	Football
Soccer	Softball
Swimming	Track
Volleyball	Electives
Electives	

## Seniors

Basketball	Electives
Football, soccer, speedball	Electives
Softball	Electives
Swimming	Electives

Archery (Tenth Grade--Recreation Unit)

History. Archery was first used for hunting and is now considered to be one of the oldest sports known to mankind. The bow and arrow was used as the principal weapon of war until about 1600 A.D. It was used for the last time in war by the Chinese in 1860.



The Ancient Scorton Arrow contest was organized in Yorkshire, England in 1673 and is the oldest archery tournament in existence today. The United Bowmen of Philadelphia, organized in 1828, was the first organization in the United States. The National Archery Association, formed in 1879, is now the governing body of the sport.

Recent years have brought a revival of archery. It offers a challenging out-of-doors activity which serves as a recreational sport. Its growing popularity provides for participation by both sexes. It is not a strenuous sport, and it does have some remedial posture value. Archery does not have to be an expensive sport, in fact, many participants find enjoyment in making their own bows and arrows.

#### Areas of emphasis.

##### I. Knowledge and handling of equipment

- A. The bow--parts of the bow, back, belly, handle, string, nock; proper bracing and unbracing, keep bow off ground, unbrace bow end of period, never draw bow without arrow of proper length.
- B. The arrow--parts of arrow pile, shaft, nock, feathers, crest; handle arrows by carrying them near pile, pull arrows straight out from target while holding them near pile with their hand on target, keep arrows in quiver, always have six good arrows.



## II. The target and scoring

The outdoor target is forty-eight inches in diameter and marked in concentric circles with the following color value:

Gold	- 9
Red	- 7
Blue	- 5
Black	- 3
White	- 1

An archer shoots six arrows (and) and counts his score. If an arrow hits the scoring surface and bounces off, it scores five points.

## III. Safety rules

Noek arrow after signal has been given to shoot.

Never draw the bow while anyone is on the range, even to the extreme right or left.

All retrievers gather arrows at the same time on a given signal.

Do not crowd around target when arrows are being pulled out. Sometimes deeply imbedded arrows are removed suddenly and may jab a student in the face.

## IV. Shooting techniques

### A. Stance

1. Feet at right angles to target in an easy stride.
2. One foot on each side of range line.
3. Weight equally distributed.
4. Body in good posture.
5. Quiver in front of feet within easy reach.



### B. Nocking the arrow

1. Cock feather is away from bow.
2. Arrow is placed on left-hand side of bow and at correct nocking point on string.
3. Arrow shaft rests forefinger on left hand and upper limb of bow.

### C. Drawing

1. Bow rests on heel of left hand with the wrist behind bow.
2. Left forefinger grasps bow along top edge of bow handle.
3. Left elbow slightly bent and pointing horizontally backward.
4. Bow string should be close to shoulder.
5. Arrow pile should be drawn just to back of bow.
6. The first three fingers are on the bow with the arrow between the forefinger and middle finger at the first joint.
7. Pull the string--do not pinch arrow with fingers.
8. Use upper arm, shoulder and upper back muscles to draw, bring shoulder blades toward each other.
9. Fingers, hand, and forearm remain relaxed in the draw.

### D. The anchor

1. The forefinger comes directly under the jaw bone below corner of the mouth.
2. The string touches the tip of the nose and center of the chin.



3. Do not bend head forward to meet string hand.
4. Anchor point must be the same on every shot.

#### E. Aiming

1. Both eyes or right eye only (for right handers) may be used to get point of aim.
2. The point of aim depends upon weight of bow, distance, and eyesight of the archer.
3. Focus steadily on the point before and after the arrow is loosed.
4. Hold the point of aim a few seconds to steady muscles before arrow is loosed.

#### F. The loose or release

1. Keep left arm in same position as at full draw.
2. Do not grip bow.
3. Relax fingers on string hand allowing string to roll off smoothly.
4. On release right elbow will come back and right hand will pass along side of face.
5. A clean smooth release is essential.
6. Avoid string hand following arrow forward, creeping.

#### G. The hold or follow through

1. Hold assumed position until arrow hits target.
2. Analyze your shot.

#### V. Common faults

##### A. Wobbling arrows



1. Obstruction to string, clothing, etc.
  2. Creeping.
  3. Faulty release, fingers not releasing simultaneously.
  4. Stiff bow arms.
  5. Hunched bow arm.
- B. String snapping bow arm
1. Bow hand and wrist too far to right.
  2. Tension in bow arm.
  3. Bow arm elbow not relaxed.
  4. Fistnele measures incorrectly.
- C. Arrow falling away from bow
1. Pinching arrow between fingers.
  2. Failure to draw directly back.
  3. Improper resting place (shelf) for arrow on bow hand.
- D. String snapping nose
1. Head not facing target.
- E. Arrows not sticking in target
1. Blunted pile.
  2. Poor release.
- F. Arrows hitting below target
1. Low point of aim.
  2. Dropping bow arm at release.
  3. Arrow slanted down when nocked.



G. Arrows overshooting target

1. Aim too high.
2. String hand jerking down.
3. Bow hand jerking up.
4. Arrow slanted up when nocked.

H. Arrows to left of target (right handed)

1. Arrow slipping away from bow.
2. Bow arm jerking left.
3. Jerking string hand away from face on release.
4. Incorrect stance.
5. Improper aiming.
6. Hunching left shoulder.

I. Arrows to right of target

1. Pushing bow arm to right.
2. Improper aiming and body alignment.
3. Creeping with string hand before release.

Terminology.

Anchor point. A definite spot on the face to which the index finger of the string hand must come consistently in drawing.

Arm guard. A leather protection worn on the lower bow arm to prevent string abrasions.

Arrow plate. An insert of hard material designed to prevent injury to the bow, set into the bow where the



arrow crosses it on release.

Back. The flat of the bow; the side away from the string.

Belly. The rounded surface of the bow which faces the string.

Brace. A term used in archery which means to string the bow.

Cock feather. The feather set at right angles to the arrow neck, usually a different color from the hen feather.

Creeping. A moving forward with the string hand at the moment of release.

Draw. The pulling back of the bowstring; the distance to which the bow is drawn.

End. Six arrows shot in succession.

Finger tab. Protection from the string, usually of leather, worn on the string fingers.

Fistmele. Used to measure the distance from the string to the braced bow. The approximate height of the fist with the thumb raised--approximately six inches.

Grouping. The clustering in a close area of the six arrows shot.

Handle. The mid section of the bow which the bow hand grips.



Hit. To strike the target on the scoring surface.

Holding. Steadily keeping an arrow at full draw before its release.

Limbs. Upper and lower parts of the bow, divided by the handle.

Loose. To release the fully drawn bowstring.

Nock. The groove in the end of the arrow; the groove at each end of the bow where the string fits; the act of placing the arrow on the string.

Overdrawn. For the arrow, to draw it so that the pile is within the belly of the bow; for the bow, to draw beyond the required length of the arrow.

Petticoat. The edge of the target face beyond the white ring.

Pile. The pointed metal tip of the arrow.

Point of aim. A mark, used when sighting, upon which the tip of the arrow is aimed.

Quiver. A container in which arrows are carried.

Range. Shooting distance; an archery ground.

Round. The name used to describe shooting a definite number of arrows at specific distances.

Serving. The wrapping of thread around the bowstring in the center of the string which receives wear from nocking and drawing.



Shaft. The main part of the arrow.

Shaftment. The part of the arrow holding the crest and the feathers.

Shooting line. The line from which the archers shoot. Marks a specific distance on the range.

Tackle. A term used to include all archery equipment.

Vane. A feather of an arrow.

Stance. The position you assume when shooting.  
Straddle the shooting line with side to the target.

#### Badminton (Tenth Grade--Recreation Unit)

History. Badminton originated in India under the name "Poona." English officers saw the game there and introduced it in England in the 1870's. The Duke of Beaufort promoted the game to his friends at his home "Badminton" at Gloucestershire, and thus the adopted name.

The game spread to Canada in 1890 and quickly to the United States, where it now has become a backyard sport. Badminton championships are conducted in the various countries playing the sport. There are nearly three hundred badminton clubs in the United States under the direction of the American Badminton Association, which is affiliated with the International Badminton Association in England.



Areas of emphasis.

Background, history, and development.

Equipment necessary and terminology.

Eastern grip--shake hands with racket.

Western grip--pick racket up off the floor.

Importance of wrist snap.

Demonstration by upper classmen of serving,  
scoring, and basic strokes and flight of the shuttle.

Footwork drill--pivot left and right.

Bounce shuttle on racket to get feel of hitting.

Service to partner.

I. Basic shots.

A. Smash

Meet shuttle as high as possible.

Hit shuttle hard.

Racquet face be in advance of right  
shoulder.

Wrist snap is necessary to give speed and  
downward flight.

Use this stroke as an offensive stroke.

It is most effective from near the net.

B. Clear shot

Directed so as to be hit over opponent's  
head.

It should fall near the baseline and be on  
its downward flight when hit.



It is a fairly easy shot to hit, but should not be hit cross court.

C. Net shot

Wrist and forearm movement.

Shuttle should be hit low.

Place the shot just over the net.

D. Drop shot

Racquet meets shuttle well in front of body.

On impact the wrist checks swing of racquet head.

Offensive shot as change of pace to catch opponent off guard.

E. Drive

A hard stroke hit with a horizontal swing.

Hit directly at opponent or place in corner.

Best executed off right foot, unlike other forehand strokes.

II. Singles play

A. Serve deep unless opponent is playing back.

B. Return low serve with a clear or net, if reach soon enough.

C. Return high serve with a drop or clear.

D. Return a smash with a drop to opposite side of court.

E. Drive down the sidelines.

F. Don't outguess opponent, play your position.

G. Hit to your opponents weakness, but not consistently.



### III. Doubles play

- A. Side-by-side system best for beginners, each is responsible for his half of court. Player on left plays center court shots, using his forehand.
- B. Serve low and short.
- C. Play shots that give your opponent an opening.
- D. Avoid playing too close to net.

### Body Building--Combatives (Ninth Grade)

#### Areas of emphasis.

#### I. Correct method of terminology of calisthenics.

##### A. Straddle hop

From attention position, jump with legs astride and hands overhead.

Return to starting position.

Repeat one.

Return to starting position.

##### B. Trunk bobber

Legs astride, bend forward touching ground outside right foot--keeping legs straight.

Bob to touch between feet.

Bob to touch ground outside left foot.

Return to starting position.

##### C. Trunk twister

Legs astride, arms extended to side--twist upper body to right, keeping head straight ahead.



Return to starting position.

Twist to left.

Return to starting position.

D. Wood chopper

Legs astride, hands clasped overhead,  
swing forward, touching hands as far behind  
legs as possible.

Return to starting position.

E. Rocking chair

From attention position with hands on hips--  
bend forward touching toes.

Squat position, arms extended forward.

Return to position one.

Return to starting position.

F. Windmill

Legs astride, arms extended sideward, touch  
right hand to left toe.

Return to starting position.

Touch left hand to right toe.

Return to starting position.

G. Hip bouncer

From squat rest position, extend right leg  
sideward.

Return to squat rest.

Extend right leg backward.

Return to squat rest.

Extend left leg sideward.



Return to squat rest.

Extend left leg backward.

Return to squat rest.

This can be a four-count exercise by using only the side kick or the back kick.

#### H. Push ups

From front leaning rest position, touch chest to ground.

Return to starting position.

#### I. Leg kick

Lying on back, legs straight, arms extended sideward, kick right foot to left hand.

Return to starting position.

Kick left leg to right hand.

Return to starting position.

#### J. Leg lift

Lie on back, legs straight.

Lift legs two feet off ground.

Spread legs.

Cross legs.

Return to spread legs.

Return two feet off ground and bring legs down.

#### K. Sit ups

Lying on back, legs spread, hands clasped behind head, raise trunk, touching right elbow to left knee.

Return to starting position.



Raise trunk, touching left elbow to right knee.

#### L. Bicycling

Lie on back, lifting legs and hips straight overhead.

Pump legs as if riding a bicycle.

#### M. Commando drills

Grass drill--running in place, hit the ground on command and bounce up, continuing running in place.

Walk on all fours--add right shoulder roll, left shoulder roll and somersault to this walk after instruction has been given.

Bear walk--all fours, but right leg and right arm move together.

Back carry--use firemans' carry, placing arm through legs of partner. Straighten up with partner across shoulders. With same arm that is through legs of partner, grasp his arm that is hanging over shoulder and carry him to goal.

Over and under--medicine ball is passed down line of teammates, first over the head, then under the legs.

Indian walk--assume position with bended knees and trunk leaning forward until hands touch ground and walk in that position.

Leap frog--leaping over partner who assumes position on all fours.

Wheelbarrow race--done in partners with one walking on hands while feet are held.

Running backwards.

Cross country run, on prescribed course.

Obstacle course--as prescribed.



Running relays and shuttle relays--many types may be developed.

#### N. Combative activities

Tug of war.

Medicine ball push--push ball across goal line before opponent.

Arm wrestle--lock elbows and pull opponent off balance.

Indian wrestle--lying down with elbows locked, raise inside leg together with opponent. On count of three, hook legs, trying to roll opponent over.

Rooster fight--hop on one leg with arms folded across chest. Try to knock opponent off balance so his arms are unfolded or raised foot touches floor.

Hand pull--grasp hand or wrist of opponent and pull him across line. This may be a neck pull or finger pull also.

Drake fight--grasp own ankles and knock opponent off balance.

Back lift--back to back with opponent, elbows interlocked, lift him off ground. This can be used to push opponent across goal also.

### II. Games of low organization

#### A. Dodge Ball

##### 1. Type of game:

An active game to develop skills in running, dodging, and hitting a moving target.

##### 2. Supplies needed:

A volleyball, soccer ball, basketball, or ten-inch rubber ball.



3. Playing area:

A circle twenty-five feet or more in diameter, depending upon the age of the players and the number of players.

4. Number of players:

Depending on class size.

5. Object of game:

One team attempts to hit as many members of the opposing team with the ball on or below the hips as possible.

6. Scoring:

One point is scored for each opponent hit below the waist.

B. Corner Ball

1. Type of game:

An active game, teaching skills in throwing, catching, and intercepting pass.

2. Supplies needed:

Two or four soccer balls, volley balls, or basketballs.

3. Playing area:

Basketball court.

4. Number of players:

Determined by class size.

5. Object of game:

Fielders attempt to score by throwing ball to own corner men.

6. Rules of game:

The game is started by a jump ball.



Teammates attempt to advance the ball by any means to opposite corner of court to their corner men. Players may not run with ball more than three steps. Defensive players may not enter opposing corners which are approximately five feet square. Out of bounds balls are thrown in the opposing team at the spot.

7. Scoring:

Every time a corner man catches a pass from his teammate while he is standing in his corner one point is scored.

C. Capture the Flag

1. Type of game:

An active game employing combative techniques and teamwork.

2. Supplies needed:

Two soccer balls. Balls are used rather than flags or towels so they can be advanced downfield better.

3. Playing area:

Basketball court or football field.

4. Number of players:

Unlimited.

5. Object of game:

To capture own ball from opposite end of field while protecting opponents' ball.

6. Rules of game:

One ball is placed at each end of field. On given signal, teams go after their own ball at opposite end; pulling and pushing opponent from front is allowed. Violators are assigned time in penalty box.



### 7. Scoring:

The team first to get both balls at their goal is the winner.

### Co-educational Dance

Getting the students together and eliminating the feeling of embarrassment is the first obstacle to overcome. At this level it is best to begin with simple rhythms, such as clapping and walking in time with march music. This can be done either line formation with boys on one side and girls on the other, boys standing behind the girls, or in circle formation around the room.

A progression of couple dance mixers can be taught at the beginning of the dance lesson to get the couples into a dance formation, and to acquaint the group with one another. Some of the mixers taught at this level are:

All American Promenade

Patty Cake Polka

California Schottische

Jessie Polka

After the students are familiar with each other and a simple mixer in keeping time with music they can progress into the basic two-step fox trot, the dance walk, the waltz, and the polka.



It is important to vary the methods of getting students together in order to best avoid any embarrassment on the part of everyone in the group, and to progress into what they want, the social dance element, as quickly as possible.

Methods which may be used in getting the group together and into a dance formation include:

1. Grand march--single line of boys and girls, according to height, come together at one end, march up the center, alternately branch off at the opposite end and come up the center the next time in fours. They then split off and come back up the center with one couple falling in behind the other and all circle around the room in the line of direction. The grand march can be varied in many ways.
2. Couples are ready in circle formation to go into couple dances or to move into a single line for dance instruction from the center.
3. Staggered line of couples on the floor--following the grand march, boys count off from one to eight, and proceed to designated areas on the dance floor.
4. Pick a spot--boys find a home position spacing themselves so all can see and take their partners to that area.



5. Double line--boys file in behind girls as they are spaced an arm's distance apart in a line.

The following pages will include some of the mixers that may be used to begin the dance lesson and progression of social dance from the basic fox trot through the Latin American dances. This unit can run anywhere from four to eight weeks, depending upon the enthusiasm of the group and their background in rhythms and dance.

#### American Couple Dance Mixers

- I. All American Promenade. Double circle facing counter-clockwise, inside hands joined.
  - A. Beginning with outside foot, walk four steps forward, turning on four step to face opposite direction; joining opposite hands, walk four steps backward.
  - B. Repeat four walking steps forward, reverse direction and four walking steps backward.
  - C. Balance out away from partner with step side and touch. Balance in toward partner.
  - D. Change places with four walking steps, lady doing full left turn in front of partner.
  - E. Balance in, balance out.
  - F. Lady swings under left arm of man and back to the right side of a new partner with four walking steps, ready to repeat dance from beginning.
- II. Josephine. Varsouvienna position--boy's right hand holding girl's right hand over her shoulder, his left hand holding hers in front.
  - A. Moving sideward left, step side, behind, side, kick across in front.



B. Moving sideward right, repeat.

C. Both hands joined. Man's back to line of direction. Grapevine step away from each other, holding one hand with back, side, front, kick and back, side, front, kick in the opposite direction past one another.

D. Repeat part C, and on the last four counts the girl walks forward to a new partner with two steps and a two-step turn.

III. Pattycake Polka. Double circle, partners facing, both hands joined.

A. Man begins left, woman begins right with heel-toe, step-together-step, heel-toe, step-together-step.

B. Both slide four times to man's left, counter-clockwise.

C. Repeat both A and B in opposite direction.

D. Clap right hands with partner three times.  
Clap left hands with partner three times.  
Clap both hands with partner three times.  
Slap own knees three times.

E. Hook right elbows, taking four walking steps once around.

F. Take four walking steps, each progressing left to new partner.

IV. Jessie Polka. Two groups of any number in lines facing counter-clockwise, arms linked, or around each other's waist.

A. Place left heel diagonally forward left, step on left foot next to right, touch right toe in back, touch right toe in place next to left foot, place right heel diagonally forward right, cross right foot over left keeping weight on left. (Word analysis is heel-step-toe-touch--heel-step-heel--cross.)

B. Four two-steps forward starting with left foot.



V. Five Foot Two. Double circle. Couples in promenade position counter-clockwise around room.

- A. Two-step left, two-step right, walk, two, three, four.
- B. Two-step left, two-step right, walk to circle four. On the fourth count each partner turns to form one large circle, all joining hands. The man steps forward and faces out; the lady steps back and faces in toward the center of the circle.
- C. Balance in, balance out. Everyone balances forward with a two-step and then backward with a two-step, ladies balancing in toward the center while men balance out.
- D. Turn with the right hand half about with four walking steps--drop left hands, walk a half circle with partner. Men are now facing in and ladies out. Rejoin left hands.
- E. Balance out, balance in, with two-step forward and backward.
- F. Take that girl behind you. Drop right hands with partner. Man turns back to the side of lady he is holding left hands with, crosses his right hand over in front of her, taking her right hand in his, ready in promenade position to repeat the dance.

### Social Dance Progression

Presentation of correct standards in social dancing is essential in beginning a social dance class. Boys learn the correct way to ask the girls to dance. Girls learn the correct and courteous manner of accepting. The procedure of "cutting in" is taught. The proper etiquette in escorting the girl off the dance floor, and gracefully



excusing himself or herself is taught. The usual mixers are used to acquaint the various members of the class.

Some "dos" and "don'ts" well to remember on the dance floor are:

1. Looking well on the dance floor is as essential as being well dressed.

2. Dance in the position that feels best both to yourself and your partner, not too close, not too far apart. The girl's right hand rests in the boy's left, her left hand on his shoulder, and his right hand on her waist.

3. As you dance, look over your partner's right shoulder.

4. To dance with true poise and assurance the girl will be wise to learn the man's part of each step before attempting to do her own part.

5. Let toes be the first to touch the floor, whether going forward, backward, or to the side.

6. The girl takes her backward steps from the hip (not the knee). There should always be a straight line from her hip to the tip of her toe.

7. Avoid brusque and sudden motions. Dancing is done smoothly.

8. Keep head and shoulders high and always on the



same level. Avoid bouncing up and down.

9. Always be natural and quite relaxed.

10. Do not curl arm under partner's or slump over partner. Good posture improves dance appearance 100 per cent.

11. Don't be afraid to hold your partner firmly and assuringly.

12. Boys always lead out with the left foot, so girls expect to follow with their right.

Progression of dances. Taught first without partner, boy standing beside or behind girl.

#### I. Basic fox trot

A. Dance walk is taught as the foundation step of the fox trot and waltz.

1. In rhythm to fox trot music, walk forward, two, three, four.

2. Walk backward, two, three, four.

B. Two-step taught as basic step and as a variation of fox trot.

1. Step sideward left, close right, step sideward left--hold.

2. Repeat to the right--step-together-step--hold.

3. Step forward left-together-left--hold.

4. Step backward left-together-left--hold.



C. Box pattern of fox trot.

1. Step forward left, hold right, step sideward right, close left to right. Step backward right, hold, step sideward left--close right. Repeat forward or backward.

D. Fox trot turn.

1. Step forward left, turning foot out slightly, hold. Step sideward right, finishing one-quarter turn to face left wall, close left to right. Step backward right, turning foot in, hold count. Step sideward left with one-quarter turn, close right. The box pattern is done with most of the turning coming from the shoulder. Boys turn shoulders slightly leading the girls into turn with left hand pull or thrust.

E. Fox trot combinations.

1. Fox trot box pattern and dance walk.

Step left forward, close right to left. Step left forward and hold. Step forward left and hold. Step sideward right, close left to right, walk forward, left, right, left, right.

2. Walk--two-step sideward--balance.

Step left forward, step right forward. Step left sideward left, close right to left. Step left sideward right. Step right sideward right. Close left to right, step right sideward right. Step left forward, bring right even with left, weight on both right and left toes. Step right backward, bring left even with right, weight on both toes.



## II. Basic jitterbug, commonly called New Yorker or Lindy.

A. Basic step pattern can be learned to the rhythm of slow, slow, quick, quick, walking forward. From here we progress to a toe-heel, toe-heel, step, step in place.

1. Begin without partner in place, keeping time with the music.
2. Both hands joined with partner--toe-heel, toe-heel, rock backward and forward.
3. Social dance position, repeat same step pattern with boy beginning left, girl beginning right.

### B. Basic under-arm turn.

1. Social dance position--toe-heel, toe-heel, pull away.
2. Girl leads out under boy's left arm with a toe-heel, toe-heel, right face turn, and rocks back on the quick, quick. Girl comes back with a left face turn in the same step pattern while boy does two step patterns in place.
3. Double turn--begin with basic toe-heel pattern. On the quick, quick step, boy pulls girl's right arm across in front both stepping across and pivoting, boy on his left and girl on her right to face each other on the final quick step.
4. Wrap up, break-away. Both hands joined, boy brings girl's left arm up over her head, and in front across her right arm and his left, releases either hand and turns the girl out while both keep the same step pattern.
5. Single arm wrap-up. On the toe-heel pattern, boy brings girl's right arm behind her, grasping it with his right hand, and pulls her out away from him on the quick, quick, the girl doing a pivot turn to the right.



### III. Waltz is taught in a waltz square first.

#### A. Waltz box.

1. Step left forward, step right sideward, close left to right, take weight on left.
2. Step right backward, step left sideward, close right to left, take weight on right.

#### B. Waltz box turn.

1. Step left diagonally left, turn one-quarter left, step right sideward, close left to right, take weight on left.
2. Repeat stepping backward right, taking one-quarter turn each pattern.

#### C. Waltz balance forward.

1. Step left forward, close right to left, raise on both toes, lower left heel.

#### D. Waltz balance backward and to the side is done the same.

#### E. Waltz hesitation forward and backward.

1. Step left forward, swing right leg forward past left, touch right toe lightly to floor forward.
2. Step right backward, swing left leg backward past right, touch left toe lightly to floor backward.

### IV. Rhumba.

#### A. Basic box pattern.

1. Step left sideward left, close right to left, step left forward.
2. Step right sideward right, close left to right, step right backward.



3. Is done with good hip movement.

B. Basic turn under man's left arm.

1. Take four-step pattern for one complete turn.

V. Cha-cha-cha. Rhythm of slow, slow, quick, quick, quick.

A. Basic step pattern.

1. Step forward left, step forward right, close left to right, step right in place, step left in place.

2. Repeat backward, beginning right.

B. Rock-away step.

1. Step forward left, rock back on right in place, step left in place, close right to left, step left in place.

2. Repeat step backward, then forward.

C. Cross-over step.

1. Step sideward left, cross right over left, step sideward left, close right to left, step left in place.

2. Repeat to the right.

VI. Samba. Basic rhythm is slow, quick, slow.

A. Basic step pattern.

1. Step forward on the left foot, dipping the left knee, slow.

2. Step forward on the ball of the right foot, straightening the knee while transferring the weight, quick.

3. Return the weight to the left foot, dipping in both knees, slow.

4. Repeat same pattern backward, starting



right, tilting the hips backward, shoulders forward.

B. Basic step side to side.

1. Step sideward left slow, close right behind quick, step sideward left, slow.
2. Repeat to the right.

C. Cross-over from side to side.

1. Cross left over right, slow; transfer weight back to right, quick. Step sideward left, slow.
2. Cross right over left. Transfer weight to left, step sideward right.

D. Shuffle step.

1. In open dance position, step forward, boy's left, girl's right.
2. Shuffle or pull left or same foot backward with quick step, on the ball of foot.
3. Step forward right.
4. Repeat beginning left foot again.

VII. Tango. Rhythm is slow, slow, quick, quick, slow.

A. Basic step pattern always begins on the same foot.

1. Step forward left, step forward right, both slow.
2. Step sideward left, close right to left, both quick steps.
3. Step forward left slow, but do not transfer weight.

B. The Whip.

1. Slide left forward slow, slide right forward slow.



2. Touch left forward, taking the weight momentarily, rock back on the right, straightening both knees, and drawing left back to right.

3. Dip back on the left slow.

C. Backward right dip.

1. Rock forward on right, slow; slide left forward, slow.

2. Slide right sideward, close left to right, rising up, both quick.

3. Dip back on right.

D. Cross-over step.

1. Slide left sideward, cross right over left, dipping right knee.

2. Step left sideward, close right to left quick.

3. Slide left sideward.

E. Run around.

1. Slide left forward, slide right forward, weight on ball, slide left sideward.

2. Cross right in front of left, heel leading.

3. Straighten knees.

Gymnastics (Tenth Grade)

History. Early histories of Egypt, Japan, India, Persia, and Greece stressed physical training in their culture and warfare, which may have included gymnastics. However, the Romans appear to have been the first ones to



employ gymnastics as we know it. In their rigid military training they made use of a wooden horse upon which to practice mounting and dismounting.

Germany contributed to the development of the sport toward the end of the eighteenth century. They continued its use as military training but also introduced it to children in the schools. The United States development has been spotty, however, organizations such as the Y.M.C.A., American Turners, and Swiss American Gymnastics Association are continually helping to develop the program.

Areas of emphasis. History background, and development.

I. Safety rules.

- A. Inspect apparatus daily.
- B. Have sufficient mats placed correctly around equipment.
- C. Carry mats, do not drag them.
- D. Strict discipline is a must, no horseplay is allowed.
- E. Make use of resin for performers.
- F. Stay clear of performers and apparatus.
- G. Stunts should be adequately spotted.

Review basic tumbling stunts, use them in daily warm-ups.



## II. Vaulting on horse.

### A. Squat vault.

1. Stand facing horse. Grasp pommels and jump up and forward thrusting feet through arms, land with back to horse.

2. Flank vault (right or left).

Stand facing horse, grasp pommels and jump up and forward. Swing legs and trunk sideways, support weight with opposite hand, land with back to horse.

3. Front vault.

Same procedure as in flank vault, except that as body crosses horse it is facing downward. Land with body making one-quarter turn from starting position and one hand still grasping pommel.

4. Straddle vault.

Take same position as squat vault. Jump upward and forward, spreading legs to get over horse, release grasp, and land with back to horse.

5. Right and left front rest.

From front rest position, thrust right leg outward and forward over horse. Right hand grasp is released to allow leg thrown and re-grasps pommel as leg comes to rest on far side of horse and between pommels. This stunt is also done with the left leg.

6. Right and left back rest.

Same as above, except stunt is started from back rest position.

## III. Parallel bars.

### A. Front mount.



Grasp end of bars, jump upward and forward, coming to straight arm support position.

B. Dips.

From straight arm support position, dip to bend-arm position, and return to starting position.

C. Hand walk.

From straight arm support position alternate hand movement walking length of bar. Hop-ping motion may also be tried.

D. Front mount to cross-straddle seat.

Same as front mount, and swing legs forward to a point higher than bars and spread legs. This puts individual in sitting position; change hands to front of legs and return to straight arm support position. This can be done in a series.

E. Forward roll from cross-straddle seat position.

From cross-straddle seat position, place hands in front of thighs, proceed to do forward roll on bars, returning to cross-straddle seat position.

F. Back dismount.

From straight arm support position at end of bars and facing away from bars on forward swing, release grasp, and land at attention with back to bar.

G. Dismount on back swing.

From straight arm support position swing legs to rear, shift weight to left or right, release grasp, and land sideways to apparatus, holding bar with near hand.



#### IV. Rings.

##### A. Stand and hand.

Feet in position on mat, lean trunk forward, backward, sideward.

##### B. Hang and chin.

##### C. Hang and swing.

##### D. Skin the cat.

From a hang, bring feet up through the hands until toes point to mat, return to hang position. Progress continuing on over and drop to standing position.

##### E. Inverted squat hang.

Pull up to a bent arm hang, turn over backward at end of forward swing to inverted squat hang. Progress to inverted straight body hang.

##### F. Dismounts to know.

Front run away--at bottom of forward swing, release grip and run forward on mat.

Back drop--at end of back swing, release grip and drop to mat.

Front drop (more advanced)--at end of forward swing, thrust feet outward and drop to mat.

#### V. Rope climb.

##### A. Hand and foot climb.

Hands overhead, rope passes down inside of thigh and across top of foot as it is turned at right angles to the lower leg. Opposite leg and foot are placed over foot to snub rope in climb. The hand grasp can be practiced three ways.



1. Follow grasp.

Right or left hand is always lead hand.

2. Hand over hand.

Alternating lead hands.

3. Double grasp.

Both hands moving at the same time.

B. Rope stand.

Climb half way up and free legs of rope, straddling it. Wrap right leg around rope by moving it forward, inward, backward, and outward, so rope comes across arch of foot. With instep of left foot rope is made secure. Place rope behind right shoulder and release hand grip.

C. Sitting on rope.

Climb half way up, hold on to rope with one hand (arm flexed) and hook rope with opposite leg and free hand and lift it up in back of body and under hips. Carry rope over thighs and grasp with hand.

Golf (Tenth Grade--Recreational Unit)

History. The earliest official record of golf provides evidence that the game was so popular in 1457 that the Scottish Parliament forbade the game, because it distracted people from archery. In time the sport spread to England, and a number of courses had been established by the middle of the nineteenth century. John G. Reid, the father of American golf, introduced the sport to this



country in 1888 at Yonkers, New York. Its appeal to the sportsman has made it an increasingly popular sport throughout the years. It offers very fine recreational value to the participant. Through the years it has developed into a sport for both young and old, rich and poor, male or female.

Areas of emphasis.

I. Golf etiquette.

- A. Do not stand close to, move, or talk when player is addressing the ball.
- B. Play tees shots from markers.
- C. Allow fast players to play through.
- D. Do not crowd advance players.
- E. Replace divots.
- F. Use word "fore" to warn others.
- G. Player away putts first, closest player holds pin.
- H. Don't walk ahead of players.
- I. Rake sand traps after use.
- J. All members of foursome should look for lost ball.
- K. Allow others to play through when looking for lost ball.
- L. Do not stand in line of direction when player is putting.
- M. Keep shadow away from putter.
- N. Obey all course rules.



## II. Equipment (Clubs and Distance table).

No. 1 wood	225 yards
No. 2 wood	200 yards
No. 3 wood	190 yards
No. 4 wood	180 yards
No. 1 iron	180 yards
No. 2 iron	170 yards
No. 3 iron	160 yards
No. 4 iron	150 yards
No. 5 iron	140 yards
No. 6 iron	130 yards
No. 7 iron	120 yards
No. 8 iron	100 yards
No. 9 wedge	50 yards

## III. Stance.

### A. Square stance.

Standing with feet exactly parallel to ball.

### B. Open stance.

Standing with left foot back somewhat from the axis of the square stance.

Helps some to prevent slice.

### C. Closed stance.

Standing with right foot somewhat behind the axis of the square stance.

May be used if golfer is hooking ball.

## IV. Grip.

### A. Grip club firmly.

### B. Club rests diagonally across left hand.

### C. V of index finger and left thumb should point to right shoulder.

### D. Overlap right little finger with left index finger.



- E. V of index finger and right thumb should point to right shoulder.
- F. Use right thumb to help index finger grip.
- V. Swing (irons only).
  - A. Place club head on ground and assume stance.
  - B. Bend body slightly forward from hips and keep head down.
  - C. Waggle club to get feel.
  - D. Hand, hips, shoulders, and knees start back swing.
  - E. Left arm straight and clubhead back low along line of direction.
  - F. Wrists will bend when hands get approximately hip high.
  - G. Body pivots as club continues up and shoulders are at right angles to line of direction.
  - H. At top of back swing, right elbow should point to ground.
  - I. On down swing, transfer weight from right to left foot, and pull with left arm.
  - J. Hips lead club head on down swing.
  - K. Wrists become active at hip level.
  - L. Allow clubhead to hit through ball.
  - M. Keep head down.

#### Handball (Ninth and Tenth Grade--Recreational Unit)

History. Ireland is generally considered to be the first country to develop handball and hold the first



tournament. From its early inception, during the tenth century, it has evolved from a single wall game to where presently both games are common. The sport spread to England, where it was a popular school sport and had extensive development with the Basque people on the northern border of Spain. The first international match was played in 1887 with part of the matches in Ireland and part in the United States. The Amateur Athletic Union has provided a stimulating interest in the game by continuing to sponsor the tournament which they started in 1897. The first four-wall tournament was held in 1919 in Los Angeles.

#### Areas of emphasis.

##### I. Simplified rules.

- A. Only one hand can be used in striking the ball at one time.
- B. The ball can be struck only once on an attempted return.
- C. A legal serve is made by dropping the ball to the floor in the service zone and striking the ball so that it hits the back and bounces on the floor behind the short line. It may or may not hit the side walls after first hitting the back wall.
- D. An out is declared against the player failing to make a legal serve.
- E. The server may serve from any place within the service zone.
- F. A legal return is made by striking the ball either before or after it has bounced.



The returned ball must hit the back wall before bouncing on the floor. It may hit any other wall on its way to the back wall.

- G. A point is scored when the receiving player or team fails to make a legal return.
- H. A hinder, where accidental interference occurs, shall be played over. A ball hitting a partner is not considered a hinder.

## II. Basic skills.

### A. Underarm stroke.

The action is similar to softball pitching, the ball should be hit on the heel of the hand or on the fingers. In the latter, wrist action is used and considerable speed is gained. This is used in serving as well as regular play.

### B. Sidearm stroke.

The ball hit with this motion is between the waist and shoulders in height. The stroke is good when firing the ball across court. Make sure the body does not crowd the shot.

### C. Overarm stroke.

The ball is hit from a high reach. The arm should be straight and the arm action will be similar to the overhand throw in baseball.

### D. Stance.

The player should aim to be in such a position on the floor and in such a stance as to provide himself adequate coverage for any spot in the court. The best position is center court, just behind short line in crouch position, facing back wall, feet at comfortable width, and arms in flexed position out from hips.



### III. Strategy.

- A. Keep opponent off balance, use change of pace shots often.
- B. Be alert for low corner shots.
- C. Analyze opponent's weakness quickly.
- D. Plan ahead on your shot.
- E. Keep opponent on defensive.
- F. Aim for good position on the court at all times.

### Basketball (Ninth, Tenth, Eleventh, Twelfth Grades)

History. Basketball came into being in 1891 as the result of a deliberate effort by Dr. Naismith, of Springfield College, to produce a game suitable for indoor competition during the winter months. The desire of the inventor was to produce an active game embodying the essential elements present in all great games--namely, those of competition, team play, and individual skill. The first official game was played the following year.

From the very beginning, the popularity of the game was assured. In principle, it employed the fundamental skills of running, jumping, throwing, and catching. Yet the game applied these skills in new ways. The phenomenal growth of the game can be attributed to simple rules, inexpensive equipment, the ease with which the game skills



can be acquired, and the satisfaction which it affords to both individual and group competitive spirit.

By 1894, basketball had acquired most of the main features it has today. The game has become to the winter season what football and baseball are to the fall and spring seasons. Many states now provide for state high school championships. Girls' teams are also promoted widely in some states.

#### Areas of emphasis.

##### I. Positions.

A. Requirements of each position.

##### II. Catching.

A. "Give" when receiving ball.

B. Don't be stiff.

C. Move towards the ball.

D. Keep fingers spread.

E. Get ball into passing position quickly.

##### III. Chest pass.

A. Hands at side of ball as ball is held in front of chest.

B. Hold ball by fingers, not palms.

C. Keep fingers spread, thumbs pointed in.

D. Step toward receiver when throwing.

E. Throw with both hands.

F. Push with thumbs and fingers.



G. Extend arms to follow through, strong wrist action is demanded.

H. Aim ball for opponent's chest.

#### IV. Overhead pass.

A. Same principle as chest pass, except ball is held high above head and slightly behind.

B. Ball is thrown by both hands.

C. Strong wrist snap and arm extension is necessary.

#### V. Shovel pass.

A. Ball is held close to floor with both hands on side of ball.

B. Player is in crouch position with legs spread.

C. Ball is thrown with underarm sweeping motion, or thrown directly from a waist high position.

#### VI. Dribbling.

A. Keep ball low for control.

B. Keep fingers spread.

C. "Feel" ball with fingers.

D. Wrist is relaxed and flexible.

E. Keep head up with body in crouched position and weight forward.

F. Protect ball.

G. Use left and right hand.

#### VII. One hand push shot.

A. Knees slightly bent.



- B. Right handers have right foot advanced.
- C. Left hand on bottom of ball, right hand behind ball.
- D. Line ball up with right foot and eyes at chin height.
- E. Release ball at height of extended arms.

#### VIII. Lay-up shot.

- A. Drive from right side, taking off with left foot, releasing ball with right hand--(opposite side).
- B. Keep shooting hand under ball.
- C. Carry ball up with both hands and release with shooting hand at top of jump.
- D. Jump for height, not distance.

#### IX. Defense.

- A. Feet spread and slightly staggered, knees flexed with weight on balls of feet.
- B. One hand up to block a shot, other hand low to block pass.
- C. Slide feet, boxer style, don't cross feet.
- D. Keep eye on opponent's belt buckle.
- E. When opponent drives, take step backward.

#### X. Team offense and defense.

- A. Man to man and zone defense.
- B. Attacking these defenses.

#### XI. Rules and regulations.

- A. Violations and fouls (free throw line up).



Tenth Grade

## I. Review fundamentals.

## II. Bounce pass.

- A. Same basic position as chest pass.
- B. Ball is thrown downward.
- C. Push ball out, don't use top spin.
- D. Ball should bounce close to defensive man.
- E. Ball should hit floor about two-thirds of way to receiver.

## III. Hook pass.

- A. With opposite side to receiver, take fade away step.
- B. Cradle ball and sweep arm up and over shoulder in hook motion.
- C. Fingers well spread and behind ball.
- D. Good arm follow through.
- E. Also thrown by side step with opposite foot.
- F. Jump into air, at height of jump, turn and hook ball to receiver.
- G. Land facing receiver.

## IV. Pivoting.

- A. Body in semi-crouch position.
- B. Put weight on pivot foot.
- C. Reverse pivot by swinging opposite leg behind.
- D. Forward pivot by bringing opposite foot across in front.
- E. Protect ball at all times.



V. Team defense.

- A. Screening.
- B. Floor position and ball position.
- C. Rebounding.
- D. Advantage and disadvantage of various defenses.

VI. Team offense.

- A. Three-man patterns.
- B. Front court.
- C. Full court.
- D. Jump ball offense.
- E. Fast and slow break.

Juniors and Seniors

I. Review fundamentals.

II. Pivot shoot.

- A. Use within the free throw line area.
- B. With back to basket, step right or left.
- C. Pivot on ball of foot and bring ball up with both hands.
- D. Release ball with shooting hand behind ball and fingers spread.

III. Switching man-to-man defense.

- A. Used closer to basket, not in outer court.
- B. Screen is called by offensive player whose man sets screen.
- C. If switch is made, try to switch back at earliest opportunity.



#### IV. Defensive strategy.

- A. Man-to-man defense.
- B. Two-three, three-two, two-one-two zone defenses.
- C. Pressing defense.

#### V. Offensive strategy.

- A. Attacking zone and man-to-man defense.
- B. Fast break.
- C. Set pattern (plays).
- D. Stalling game.

#### VI. Refereeing techniques.

- A. Mechanics and signals.
- B. Demonstration of techniques.

### Baseball (Softball)

#### Ninth, Tenth, Eleventh, Twelfth Grades

History. Softball is an adaptation of baseball, accredited to the Y. M. C. A. It was primarily conceived to make it possible to play the game indoors. In order to do that, it was necessary to make the ball softer, the bat smaller, and base-lines and pitching distances shorter.

A few years later, softball began to gain popularity as a recreational game for all ages and groups, to be played in comparatively small outdoor areas. The name of "softball" was adopted in 1933, and the game gained



benefit of its own official organization. This organization, the Amateur Softball Association, set up and standardized rules by which the game is played today.

Areas of emphasis.

I. Team positions.

- A. Individual requirements for each position.

II. Throwing overhand.

- A. Grip ball with two fingers on top.
- B. Left side of body is turned in the direction of the throw (if right hander).
- C. Throwing arm is extended backward with hand at shoulder height.
- D. Whip arm forward over shoulder and add wrist snap before release.
- E. Weight flows forward with throw.
- F. Have good follow through.

III. Throwing underhand.

- A. Grip ball with palm facing forward and arm in hanging extension position.
- B. Arm action is a pendulum swing.
- C. Step forward with opposite foot.
- D. Follow through with arm action and follow up step.

IV. Fielding flies.

- A. Get under ball fast.
- B. One hand position is extended overhead, thumbs together.



- C. Another hand position is hands cupped with little fingers together at chest height.
- D. Turn and run to spot if ball is hit long--don't back peddle.
- E. Give with hands at impact of ball.

V. Fielding ground balls.

- A. Get in front of ball.
- B. Field ball at height of bounce or on short hop.
- C. Legs comfortably apart and knees flexed, keep body low.
- D. Arms away from body, keep hands low.
- E. Be able to get into throwing position quickly.

VI. Batting.

- A. Have feet comfortable width.
- B. Grip bat with left hand, placing right hand above left, but keep touching each other, line up second row of knuckles (right hand batter).
- C. Keep bat label up.
- D. Cock bat over rear shoulder.
- E. Keep arms away from body.
- F. Keep hips and shoulders level.
- G. Stride (short) with pitch.
- H. Swing a level bat.
- I. Break wrists on swing and follow through.
- J. Follow ball with eyes and keep head still.



## VII. Base running.

- A. Start toward first base immediately after swing.
- B. Keep head up, use eyes, see play develop.
- C. When rounding base, swing to outside before getting to base.
- D. Tag inside of base.
- E. Don't "jump" the last step to first base.

## VIII. Team play.

- A. Offense.
- B. Defense.
- C. Batting order.
- D. Left and right handed batters.

## IX. Rules and regulations.

- A. Two pitch rule is used.
  - 1. Offensive man pitches.
  - 2. Batter has two pitches to get ball in play.
  - 3. Member of fielding team is on mound to field ball.
  - 4. Pitcher cannot touch ball.

Tenth Grade

## I. Review fundamentals.

## II. Advanced information on positions.

- A. Bunting (sacrifice).
  - 1. Swing hips around to face pitcher.



2. Not necessary to square feet to face pitcher.
  3. Slide top hand up bat.
  4. Hold bat loosely in top hand, so it can recoil.
  5. Hold bat parallel and at arm pit level.
  6. Don't commit self too soon.
  7. Bunt ball down foul line.
- B. Batting stance.
1. Open stance--front foot back.
  2. Closed stance--front foot crowding plate.
- C. Team strategy.
1. Fielder's position.
  2. Hit and run play.
  3. Bunting.
  4. Stealing bases.

### Juniors and Seniors

- I. Review fundamentals.
- II. Detailed position play.
- A. Pitching.
1. All team members take turns at pitching.
  2. Develops appreciation for position.
  3. Use wind-up pitch to target or partner.
- B. Signals.
1. Bunt.



2. Hit and run.
  3. Steal.
- C. Umpiring and scoring.
1. Mechanics--plate and base umpire.
  2. Demonstrate ability to umpire.
  3. Score a ball game.
- D. Team strategy.
1. Outfield play.
  2. Infield play.
  3. Backing up plays.
  4. Rundown play.
  5. Relay throws.
  6. Game situation drills.

#### Horseshoe Pitching (Tenth Grade--Recreation Unit)

History. Commonly known as barnyard golf, the game has an early origin in Eastern Europe from 200 B.C. Metal plates from horses' feet with holes in the center were used at this time. Greece and Rome held contests in the sport, and it then spread to England where it became known as quoits. Colonists brought the game to America, where the metal plate was changed in design and name to a horseshoe.

In 1900 a club was formed in Long Beach and rules of the game were written. The National Horseshoe



Pitchers Association was formed in 1921 and is now recognized as the official organization for the sport.

Tournament players develop an amazing degree of skill in tossing ringers. The tournament record is eighty-six ringers for each one hundred tosses. The singles match record is fifty-six ringers for fifty-six tosses, or twenty-eight consecutive double ringers.

#### Areas of emphasis.

##### I. Rules and scoring.

- A. Shoe must be tossed from the pitching box.
- B. Opposing players must stay behind player who is tossing the shoe.
- C. When each player has tossed both shoes, it is called an inning.
- D. An official game is twenty-one points. Tournament matches are won by the best six out of eleven games.
- E. Shoes must be within six inches of the stake to score.
- F. The closer shoe scores one point.
- G. A ringer counts three points.
- H. Leaning shoes count two points.

##### II. Hand grips on shoe.

- A. Open end of shoe facing stake. Hold shoe at bend with thumb on top and fingers below shoe. Give shoe one complete turn to right on its flight.



- B. Open end of shoe to left. Hold shoe along side with thumb on top and fingers under shoe. Give shoe one and one-half turns to right while it is in flight. This method may also start with the open end of shoe to the right.
- C. Open end of shoe toward stake. Hold shoe at base or heel. Give an over and under twist as shoe is released. One or two complete revolutions can be used.

### III. Stance and delivery.

- A. Pitching arm should be closest to stake.
- B. Arm motion is underarm pendulum like action resembling easy softball pitching motion.
- C. As arm takes back swing, step forward with opposite arm.
- D. The proper wrist snap at release determines proper turns in flight.
- E. The flight of the shoe should be in a flat spin so the shoe lands in horizontal position. The over and under method, of course, is an exception.

## Soccer (Eleventh Grade)

History. The history of soccer is connected closely with development of football. The sport originated in Greece and spread to Rome and England in its early days. England developed it under the name of Rugby, which implies running with the ball. Soccer in England enjoys the popularity there that football does in America.

Some form of soccer has been played in America since the early nineteenth century. The first



intercollegiate match was played in 1869 with Rutgers beating Princeton. Soccer became organized as a national sport since 1913. Football has taken much of the spotlight from soccer, but an all-American soccer team is still selected annually from the best college players.

Areas of emphasis. Rules and descriptions of game.

Soccer is played by two teams of eleven players each. The object of the game is to move the ball across the opponents' goal line and through their goal, which is bounded on the bottom by the goal line, on the sides by two uprights eight feet tall and eight yards apart, and on the top by a horizontal crossbar connecting the tops of the uprights. One point is scored each time this is successfully done. The ball is maneuvered primarily by various forms of kicking, but may also be moved by use of any other part of the body except the hands and arms, unless this be unintentional or unless they be held closely against the torso of the body.

The players' positions are named as follows: goal-keeper, right fullback, left fullback, right halfback, center halfback, left halfback, center forward, right inside forward, left inside forward, right wing, and left wing. The wings are called outside forwards. The forwards



constitute an attacking force, the halfbacks are both an offensive and defensive force, and the fullbacks and goal-keeper are a defensive force.

When a ball goes out of bounds across the sideline, a player of the team opposite that of the player who last touched it shall make a throw in. When throwing-in the player must have both feet on or outside of the sideline and must use a two-hand overhead throw without moving the feet until the ball is released. Most throw-ins are taken by the nearest halfback, or by the nearest wing if the ball is near the opponents' goal.

When a ball last touched by an offensive player passed across the defensive team's goal line, but not through the goal, the defensive team is awarded a goal kick. In this case the ball is put into play by a forward kick from the goal line within the penalty area, and if it does not directly pass the penalty area it must be retaken.

When a ball passes across the goal line, but not through the goal, and was last touched by a player defending that goal, the opponents are awarded a corner kick. In this case, the ball is placed within the quarter-circle at the nearest corner of the field, and is kicked by a member of the offensive team. Opponents must remain ten yards away from the ball until it has



traveled the distance of its own circumference. A goal may be scored direct from a corner kick.

At the beginning of a half and after each goal is scored, the ball is put into play by means of a kickoff. The ball is placed in the middle of the center line, and all offensive players must remain behind the center line until the ball is in play. The ball is in play when it has been kicked in a forward direction for a distance equal to its circumference. Defensive players must remain in their own half of the field and outside of the ten-yard center circle until the ball is in play.

A player is offside if he is nearer his opponents' goal line than the ball at the moment the ball is played unless:

1. he is in his own half of the field of play,
2. there are two of his opponents nearer to their own goal line than he is,
3. the ball last touched an opponent or was last played by him,
4. he receives the ball direct from a goal-kick, corner kick, throw-in, or a dropped ball by the referee,
5. a player in an offside position cannot put himself onside. This can only be done for him in one of the following ways: (a) if an opponent next plays the ball, (b) if he is behind the ball when it is next played by one of his teammates, or (c) if he has two or more opponents between him and the opponents' goal line when the ball is played by a



teammate who is further from the opponents' goal line than himself,

6. a player who is in an offside position should not be penalized unless he interferes with the play or with an opponent or is seeking to gain an advantage by being offside.

The fullbacks work together and with the goalkeeper in an attempt to keep the ball away from the goal area. They should be strong distance kickers and skillful tacklers (to tackle means to attempt to take the ball away from an opponent). Their first duty is to break up the offense and gain possession of the ball. Their second duty is to put the ball in possession of their own forwards or halfbacks, but when this is impossible they may intentionally kick the ball out of bounds in order to give the halfbacks time to get back on defense. They play as far away from the goal as they dare, but they should never let the offense get the ball past them.

The halfbacks are the key to the team's success, and they must be the most versatile players. The center halfback is usually considered to be the most important team member. Since halfbacks are strongly active in both offense and defense, they must have exceptional endurance and mobility. They must be able to tackle, dribble, and make both short passes and long kicks. Furthermore, they must have a strong sense of position and team play since they ordinarily must keep strategic intervals between



themselves and the forwards ahead and the fullbacks behind. Moreover, they must keep proper lateral intervals so that the opponents do not circle and outdistance them.

The forward linesmen are specialists in attack, and seldom take strong defensive positions behind the center line. They must be experts in deceptive shiftiness, ball control, and accurate passing and trapping while on the dead run.

The center forward is the key man in offensive drives, serving as pivot man for the offensive line. He must decide when to set up plays by feeding the wings and must constantly try to keep himself free to receive passes from the inside forwards or wings when near the goal. He is usually the most deceptive offensive man, and the most highly skilled in ball control.

The two inside forwards should possess similar abilities to those of the center forward, but they have a more pronounced defensive duty--serving as additional halfbacks when the occasion demands. Along with the center forward, they are the goal-shooters of the team. They fall back into their own half of the field to help the halfbacks when the opponents have the ball in that area, but they must not drop back so far that they are out of position for an offensive drive which may develop suddenly as the result of a long kick.



The wings, or outside forwards, should be fast and able to receive and pass while moving at high speed. They should keep in position to receive the ball near the side-line from the halfbacks or fullbacks, and be able to advance the ball rapidly down the side of the field before passing to the center when nearing the goal line. Often when they are tackled by opponents they must clear the ball to the opposite side of the field rather than merely to the center. If they play their positions properly, they have relatively few chances to shoot for the goal since they must guard the sides and feed the center forward and inside forwards.

#### I. Violations.

- A. Kicking, striking, or jumping at opponent.
- B. Tripping.
- C. Handling the ball.
- D. Holding or pushing with arms or hands.
- E. Kneeing opponent.
- F. Charging violently or dangerously.
- G. Charging from behind.
- H. Kicking or attempting to kick the ball when it is legally held by the goalie.
  - 1. Penalties: Inside penalty area, penalty kick if violation is made by a defensive player.
  - 2. Direct free kick if made by offense.



### 3. Outside penalty area, direct free kick.

- I. Off side.
- J. Goalie carrying ball more than four steps without bouncing it.
- K. Charging goalie when he does not have possession of the ball, if the charge is otherwise fair.
- L. Man plays the ball a second time before it has been played by another player, after a throw-in, free kick, corner kick, or penalty kick.
- M. Dangerous play or play likely to be dangerous.
- N. Substitution when the ball is NOT dead.
  - 1. Penalties: Inside penalty area, indirect free kick.
  - 2. Outside penalty area, direct free kick.
  - 3. A free kick is taken from the spot of the infraction, except when penalizing an illegal substitution, in which case the free kick is taken from the position of the ball when the infraction was discovered.
- 4. Penalty kicks may be awarded if an infraction takes place within the penalty area even though the ball was at the time outside the penalty area.

## II. Basic skills.

- A. Toe kick. This is the same as the place kick in football except ball is usually in motion. It is a powerful kick but not too accurate. It is used most often by fullbacks to clear the ball from the area.
- B. Instep kick. Good players learn to hop or leap into proper position to meet the ball.



The kicking leg is brought forcibly forward with the toes pointing downward. The knee is straightened during the follow through.

- C. Inside of foot kick. This is used when the ball is to the left or right of the kicker. The leg swings in a sweeping motion parallel with the ground and meeting the ball on the inside of the foot. Keeping the opposite knee flexed helps in body balance and accuracy.
- D. Outside of foot kick. Used for short passes to flip ball to teammate or short shots at goal. Supinate foot slightly when contacting ball for better accuracy in shot.
- E. Dribbling. Outside of foot or inside of foot can be used. It is a series of easy kicks keeping the ball in front of kicker and no more than a couple of feet in advance.
- F. Trapping. A one-foot trap is used on low traveling ball by smothering the ball with toes or ball of foot with foot flexed. Caution should be used in not stepping on ball too hard to endanger turning an ankle. When ball is approaching from the side, turn toes out and permit ball to contact inside of foot. Allow ball to roll slowly away to position for kicking.
- G. Lower leg trap. Weight is equal on both feet, take position in front of approaching ball, bend knees forward and trap ball between shins and ground.
- H. Chest trap or block. This is used to gain control of a high bouncing ball or aerial ball. Incline upper body forward so ball will be deflected directly to ground. It is necessary to follow up immediately to gain control of the ball.



Speedball (Tenth Grade)

History. Dr. Elmer D. Mitchell of the University of Michigan developed the game of speedball in 1921. It combines elements of basketball, soccer, and football. It was designed as a vigorous outdoor sport which would allow for maximum participation by all players involved. Since it has only limited restrictions for the use of hands, it has seen wide acceptance in the physical education and intramural aspects of the school program. However, the game has not, as yet, developed as part of the fall interscholastic program.

Areas of emphasis. Rules and description.

In speedball the distinction between a fly ball and a ground ball is basic to an understanding of the game. A fly ball is one which has been raised into the air directly from a kick made by any player of either team, and it may be caught in the hands of any player including the man who "raised" it. A ground ball is one which is touching the ground or one which has bounced into the air directly from the ground.

A fly ball remains a fly ball until it touches the ground, at which time it is converted into a ground ball. A fly ball may be caught or it may be advanced by



throwing, drop-kicking, or overhead dribbling. An overhead dribble is made by throwing the ball into the air in any direction and running to catch the ball before it hits the ground. Only one overhead dribble may be taken before passing the ball or converting it into a ground ball, and no score may be made by advancing the ball in this manner. A fly ball may not be kicked or kneed until it is converted into a ground ball again (as in drop-kicking).

If a player receives into his hands a fly ball while standing still, he may take one step only while carrying the ball. If he is moving when he legally receives the ball into his hands he may take two steps. If he is running at top speed the referee shall determine whether he stops as soon as is possible.

A ground ball remains a ground ball until it is raised into the air directly from a kick. Ground balls may not be touched with the arms or forearms, and may be advanced only by kicking, heading, or giving impetus with some part of the body other than the hands or forearms. Goalkeepers have no special privileges with regard to handling the ball.

Four different kinds of scores may be made. A field goal, counting three points, is scored by advancing a ground ball between the goal posts under the crossbar



by any means which is ordinarily legal for advancing a ground ball. A touchdown, counting two points, is scored by completing a pass into the end zone. A drop kick, counting one point, is scored by drop-kicking the ball over the crossbar and between the goal posts (as in football). A penalty kick, counting one point, is awarded for certain fouls, and is made after the ball has been placed on the penalty mark, from which spot a member of the attacking team may kick toward the goal which is guarded only by one defensive player who must stand on the goal line until the ball is kicked. To score as a penalty kick the ball must pass between the goal posts and under the crossbar. On some penalty kicks no follow-up is allowed. In this case, only one kick may be taken and the kicker and the goalkeeper are the only players involved. On other penalty kicks, a follow-up play is allowed, in which case all players of both teams (except the kicker and the goalkeeper) must not enter the end zone or the part of the penalty area enclosed within the foul lines until the ball is kicked. The kicker may not play the ball a second time until it has touched some other player, and he must make an honest attempt at the goal on the first kick.



## I. Fouls and violations.

### A. Personal fouls.

1. Kicking, tripping, charging, pushing, or blocking an opponent.
2. Unnecessary roughness of any kind.
  - a. Penalties: Inside own penalty area of end zone, two penalty kicks with follow-up on second.
  - b. Outside own penalty area or end zone, one penalty kick, without follow-up.

### B. Technical fouls.

1. Unsportsmanlike language.
2. Kicking or kneeing a fly ball unless the player has first caught it.
3. Violating penalty kick rule by defense.
4. Delaying the game by interference on out-of-bounds plays.
5. Violating free kick rule by defense.
6. Advancing beyond restraining line by defense on the kickoff.
  - a. Penalties: Inside own penalty area or end zone, one penalty kick, with follow-up, offended player attempts the kick.
  - b. Outside own penalty area or end zone, one penalty kick without follow-up, any member of the offended team may attempt the kick.

### C. Violations.

1. Carrying the ball.
2. Touching a ground ball with hands or forearms.



3. Making two successive overhead dribbles.
4. Violating kickoff rule by offense.
5. Violating penalty kick restrictions by offense.
6. Violating free kick restrictions by the offense.
7. Unnecessary delay in making free kick or penalty kick.

(Ball is given to the opponents to put into play from out-of-bounds.)

## II. Basic skills.

### A. Kick-up of a stationary ball to a teammate.

1. First method: Place toes of kicking foot as far under the ball as possible without moving it. Kick-up the ball to a teammate about five yards away by lifting it into the air with the tops of the toes and the instep.
2. Second method: With ball slightly ahead of kicking foot, place the sole of the foot on top of the ball. Exert moderate downward pressure and simultaneously retract the foot, putting ball in motion backwards. As the ball moves and the foot rolls off the near edge, put toes under the ball and let ball roll up onto the instep. Then kick the ball into the air to teammate, as in the first method described.

- ### B. Kick-up of a rolling ball to one's self.
- As the ball rolls toward you, extend one leg forward with toes pointed and knee straight, keeping the weight on the other leg, which is slightly bent at the knee. Allow the ball to roll over the toes and onto the instep. Then, if the momentum of the rolling ball is inadequate to propel it up the instep and shins into the hands, impart added momentum by bending the knee and raising the foot in a quick motion which sends the ball upward into the hands.



- C. Kick-up of a bouncing ball to one's self.  
As the ball bounces toward you, run forward and get in the proper position so that the maximum height of a particular bounce will occur about one leg's length in front of you. As the ball begins to drop from its maximum height at the top of the bounce, let it hit the instep of the extended foot, and volley it up into position to be caught in the hands.

This same technique may be used to volley the ball into the hands of a teammate.

- D. The overhead dribble.  
Throw the ball into the air in any direction and run quickly in that direction so that the ball may be again caught in the hands.

You are allowed only two steps while carrying the ball as you catch it. Therefore, it is wise to slow down on the last step or last two steps before catching the ball.

- E. Kick-up of a stationary ball to one's self.

1. First method: The stationary ball on the ground is squeezed between the inside surfaces of the slightly supinated feet, just ahead of the ankle bones. The knees are simultaneously flexed and are quickly straightened so as to perform a small jump off the ground. As soon as the body is in the air the knees and hips are vigorously flexed and the pressure on the ball is released so that the ball is projected up into a position where it can be caught in the hands.
2. Second method: Identical with the second method of kicking up a ball to a teammate except that as the ball rolls up onto the instep, the ankle is flexed so that the ball is projected straight up into a position where it can be caught in the person's own hands.

- F. The drop kick.  
The ball is held between the hands, just below waist level, with the body slightly



flexed at the hips and the weight evenly distributed on both feet, which are side-by-side.

If the kick is to be made with the right foot, the first procedure is to take one short step forward with the left foot, simultaneously dropping the ball. The right foot is then swung sharply forward so as to contact the ball at the exact instant it hits the ground.

If the kick is to be made with the toes, the foot is kept at right angles to the lower leg.

If the kick is to be made with the instep, the ankle is extended and the knee is held rigidly in a partially bent position until contact is made.

G. Skills in kicking the ball, dribbling, and trapping.

(Refer to the section of this chapter on Soccer, pages 93 through 101.)

### Swimming (Ninth, Eleventh, and Twelfth Grades)

History. Man's first attempt at swimming is an unknown event. Since swimming is unnatural to man it seems reasonable that in his early attempts he copied the style of animals which he was able to observe. Carvings in geological findings depict forms of swimmers as early as 9000 B.C. Evidence points to the Greeks, Romans, and Anglo-Saxons having important parts to play in the early development of swimming. In England, the breast stroke came into prominence as the first basic stroke to be taught.



Competition soon became a factor. Times and distances became a matter of record in the early 1800's and styles of swimming began changing to improve speed. An Englishman by the name of Trudgeon, who introduced the trudgeon crawl, and Richard Cavell, an Australian, who introduced the Australian crawl, had much to do with improved methods of swimming.

Swimming's popularity has become quite widespread for all ages. It is a major Olympic sport, as well as a highly potential recreational activity. Diving, water games, water skiing, synchronized swimming, and water safety programs have all received a great deal of popularity as a natural part of the swimming program.

Areas of emphasis. Advanced swimmers are used as teacher aids with beginning classes.

I. Adjustment to water.

A. Shallow water.

1. Wash face, bounce in water.
2. Hold breath for ten count with face in water.
3. Sit on bottom.
4. Fist under water, count fingers.

II. Buoyance.

A. Shallow water.



1. Hold side and allow legs to float up.
2. Jelly-fish float.
3. Prone glide with arms extended.
4. Back glide with hands skulling.

### III. The crawl stroke.

#### A. Body position.

1. Body in layout position--streamlined for less drag and more efficiency.
2. Face in water--water line at hair line.
3. When turning head for breath, keep side of face pressed into water for support.
4. Head and shoulders are pressed somewhat forward and downward giving the impression of swimming downhill. The appearance is somewhat hunchbacked. The upper level of the shoulder is slightly below that of the top of the head.
5. Legs are fully extended, toes pointed.

#### B. Legs.

1. Flutter kick, count: one, two, three, four, five, six.
2. Ankles loose and toes pointed.
3. Small sprocket bicycle motion--fish tail or whiplash motion originating from hips.
4. Feet under water and close together.

#### C. Arms.

1. Elbow high.
2. Hands slightly cupped, fingers together but relaxed.



3. Place hand in water in front of face, finger tips entering first, followed by forearm, elbow, and upper arm.
4. Elbow leads hand at beginning of recovery--elbow point always turned outboard and not downward.
5. Hand presses under water toward bottom, down center line of body and elbow hooks slightly as hand comes below shoulder (more leverage).

#### D. Breathing.

1. Head position--face in water to hairline.
2. Turn head side to center--no preference turn to lift--have head move independently of shoulders--don't lift head and shoulders.
3. Chin in toward neck--inhale in trough behind bow wave.
4. Inhale in single gasp through round open mouth on count; IN two, three.
5. Exhale through nose and mouth with slight explosion just prior to inhaling on count; BLOW, two, three. Emphasize complete exhalation.
6. Inhale as hand on breathing side approaches hip, or as opposite hand is making catch phase of stroke.
7. When turning head to side for breath, keep side of face pressed into water for support.
8. Rhythmical breathing once to each complete stroke is all important for relaxed, easy swimming.

#### E. Drills.

1. Land.



a) Sitting position on deck, feet extended over water--count, one, two, three, four, five six.

b) Lying on deck prone position, same drill.

(1) Kicking.

(2) Breathing count--IN two, three; BLOW two, three, turn head side to center.

(3) Kicking and breathing--count; IN two, three, BLOW two, three.

c) Standing on deck.

(1) Breathing--turn head side to center count: IN two, three, BLOW two, three.

(2) Arms stroking.

Elbow; up-down

Elbow; up-forward-down

Elbow; up and forward and drop hand in front of face about four inches under surface

Stroking with one arm then other

Alternate arm stroking--count;

one, two, three, four, five, six

d) Arms and breathing.

(1) Position--bent at waist, head to side opposite arm extended, other hand at hip ready to inhale. Turn head side to center, chin close to neck--count: IN two, three; BLOW two, three.

(2) Kick, hands on hips shuffling motion with feet, count: one, two, three, four, five, six.

(3) Kicking and stroking--count: one, two, three, four, five, six. Bend over at waist.



- (4) Kicking, stroking, and breathing--  
count: IN two, three, BLOW two,  
three.

## 2. Water.

- a) Kicking--hang on sides--back position  
then prone position. Toes pointed,  
kick from hips, knee flexion--feet  
under water--count: one, two, three,  
four, five, six.
- b) Breathing--face in water--head side  
to center--water line at top of fore-  
head--count: IN two, three; BLOW  
two, three.
- c) Kicking and breathing at side of pool.
- d) Standing on bottom.
  - (1) Breathing--shallow water--bent at  
waist--side of face in water--turn  
head side-to-center--no preference  
turn head to left. Count: IN  
two, three; BLOW two, three.
  - (2) Arm stroking (under land drill).
  - (3) Arms and breathing as (under land  
drill).
- e) Shoving off side in shallow water.
  - (1) Push into back glide--arch back--  
chin up--hands at hips.
  - (2) Prone glide and kick--hands  
extended--chin tucked.
  - (3) Back glide and kick--hips up--  
hands at sides.
  - (4) Prone glide and kick--hands  
extended--hold breath.
  - (5) Kick and arms.
  - (6) Kick, arms, and breathing.



- f) Use kick board for flutter kick--small procket bicycle motion--feet under water.

#### IV. Elementary backstroke.

##### A. Body position.

1. Layout position acquired by arching hips slightly and slowly after each kick is completed. Chin is slightly raised on recovery and lowered slowly on the kick and press.
2. Keep feet and hands under water on recovery and stroke.

##### B. Arms.

1. Underwater recovery and stroking.
2. Timing--count: UP, OUT, TOGETHER.
  - a) Arms and legs recover on UP.
  - b) Take position for power stroke on OUT.
  - c) Press and kick on TOGETHER.
3. Hands recover from hips to arm pits with thumbs along sides of body and palms toward bottom--palms of hands are then turned up and hands are extended above head passing behind ears.

##### C. Breathing.

1. Inhale on recovery of arms and legs and exhale on power strokes.
2. Timing--inhale on UP, exhale on TOGETHER.

##### D. Drills.

1. Land.
  - a) Sitting position on deck, feet extended over water--count: UP EASY, OUT EASY, TOGETHER.



- (1) Hands on hips--kick to count with one foot.
- (2) Arms alone to count.
- (3) Breathing to count.
- (4) Arms and breathing to count.
- (5) Arms and one leg to count.
- (6) Arms, one leg, and breathing to count.

## 2. Water

- a) Grasping side--one hand on top, other underneath, finger tips down.
  - (1) Kick to count.
  - (2) Kick and breathing to count.
- b) Standing on bottom.
  - (1) Arms to count.
  - (2) Arms and breathing to count.
- c) Shoving off side in shallow water.
  - (1) Back push off and glide.
  - (2) Back glide and kick.
  - (3) Arms and legs.
  - (4) Arms, legs, and breathing.

## V. Conventional breaststroke.

### A. Body position.

1. Layout position acquired by slowly breaking arch at hips after each kick.

### B. Legs.

1. Frog kick.



2. Timing--count: UP, OUT, TOGETHER.
  - a) Recover on UP with knees apart and heels close to tail.
  - b) Turn feet out and toes downward, soles of feet toward surface, on OUT.
  - c) Kick on TOGETHER.
3. Kick out, back, and downward with pivoting action of leg at knee.
4. At finish of kick, stop just short of bringing the legs together.

C. Arms.

1. Underwater recovery and stroking.
2. Timing--count: AROUND, UP, OUT, TOGETHER.
  - a) From extended position on face, arms press sideward and downward on AROUND--circular wrist action to present best surfaces for purchase on water.
  - b) Hands stop short of shoulders and press continues around to chest on UP count--legs come up into position at this time.
  - c) On OUT hands are extended and legs come into position for the kick.
  - d) On TOGETHER kick is executed--hands remain together for glide and stretch.
3. Don't kick and press arms together.
4. Don't press arms beyond line of shoulder.
5. Don't hurry count of AROUND--feel resistance against water with hands and arms.



## D. Breathing.

1. Lift head just before count of AROUND of arm press.
2. Timing--inhale on AROUND and exhale on TOGETHER.

## E. Drills.

## 1. Land.

- a) On bench for individual check on kick pattern.
- b) Lying position on deck--count: UP EASY, OUT EASY, TOGETHER.
- c) Lying position, kicking, breathing.
- d) Standing position on deck.
  - (1) Hands on hips, kick with one leg--UP, OUT, TOGETHER.
  - (2) Arms alone, count: AROUND, UP, OUT, TOGETHER.
  - (3) Breathing to count: AROUND, UP, OUT, TOGETHER.
  - (4) Arms and breathing to count.
  - (5) Arms and one leg to count.
  - (6) Arms, one leg, and breathing to count.

## 2. Water.

- a) Grasping side--one hand on top, other hand against side, finger tips downward.
  - (1) Kick to count.
  - (2) Kick and breathing to count.



## b) Standing on bottom.

- (1) Arms to count.
- (2) Breathing to count.
- (3) Arms and breathing to count.

## c) Shoving off side in shallow water.

- (1) Push off into prone glide.
- (2) Prone glide and kick--easy, slow recovery, hands together and extended.
- (3) Prone position--arms and legs--emphasize slow deliberate stroking so that kick may be worked into arm stroke. Feet come up on UP count as hands come up to chest. Hands are extended before kick is executed. Kick is completed before arm press is begun.
- (4) Arms, legs, and breathing with head up throughout.
- (5) Same as above but dropping face in water on TOGETHER or kick count. Face is lifted for breath just before AROUND or arm stroking count.

## VI. Sidestroke.

## A. Body position.

1. Layout position on side acquired by stretching lower arm, arching back, and stretching feet after kick is completed. Avoid rolling toward face position on recovery and kicking action of arms and legs.

## B. Legs.

1. Scissor kick.



2. Timing--count: UP, OUT, TOGETHER.

- a) Recovery on UP with knees and feet together as heels are brought up under tail.
  - b) Spread legs into running position on OUT--one foot forward, one foot aft--one knee forward, one knee under and in line with body--hook toes of front foot, extend ankle of back foot.
  - c) Kick on TOGETHER.
3. Kick with circular motion of knees and feet and stop at center line--kick for sidelines--top leg should be brought forward on strong side for life-saving purposes.

C. Arms.

1. Under water recovery and stroking.

2. Timing--count: AROUND, UP, OUT, TOGETHER.

- a) From side glide position, lower arm is pressed backward and to front of body, stopping opposite shoulder on count of AROUND.
- b) Recovery both arms on UP--hands are brought to lower shoulder, palms down and finger tips pointing in direction of progression--elbows are close to body--legs are also recovered on this count.
- c) Extend under arm on OUT--legs are spread at this point for the kick.
- d) Press upper arm on TOGETHER as legs execute the kick. Follow with glide, arch and stretch, from finger tips to toes--rest head on shoulder.



#### D. Breathing.

1. Timing: inhale on AROUND.
2. Exhale on TOGETHER.

#### E. Drills.

##### 1. Land.

- a) On bench for individual check on kick pattern--both sides.
- b) Lying on deck--count: UP EASY, OUT EASY, TOGETHER.
- c) Same drill with breathing.
- d) Standing position on deck.
  - (1) Lower hand extended, upper hand at side, head on shoulder, kick with one leg to count.
  - (2) Arms alone to count: AROUND, UP, OUT, TOGETHER.
  - (3) Breathing to count.
  - (4) Arms and breathing to count.
  - (5) Arms and one leg to count.
  - (6) Arms, one leg, and breathing to count.
  - (7) All above on both sides.

##### 2. Water.

- a) Grasping side--upper arm on top, lower against side.
  - (1) Kick to count.
  - (2) Kick and breathing to count.



## b) Standing on bottom.

(1) Arms to count--both sides.

(2) Breathing to count.

(3) Arms and breathing to count.

## c) Shoving off side in shallow water.

(1) Side push off and glide--lower arm extended--head on shoulder--upper arm at hip--arch back and stretch feet.

(2) Side glide and kick.

(3) Side position--upper arm and legs--both work together--count; UP, OUT, TOGETHER--under arm extended, cheek resting on shoulder, glide and stretch after each kick.

(4) Arms and legs--emphasize TOGETHER or kick glide, or kick ride and stretch on lower arm--palm toward bottom.

## d) Arms, legs, and breathing.

## VII. Diving.

A. Roll in from sitting position, arms extended.

B. Roll in from one knee on deck, arms extended.

C. Bent knee position, left one leg back, arms extended.

D. Standing dive and glide.

E. Running dive from deck (optional).

F. Low Board (optional).



### VIII. Water Safety.

- A. Staying afloat a long time.
- B. Enter water without submerging head.
- C. Underwater swimming.
- D. Swim long distance by changing strokes frequently.
- E. Safety regulations.
- F. Swim when clothed.
- G. Life-saving techniques.

### Tennis (Ninth and Tenth Grades)

History. Tennis is generally traced to a game of French origin called "le pousse," which was a form of handball played as early as 1300 A.D. in France. It started by hitting a ball over a mound of dirt with the hand. It developed into the use of a paddle and then a racket to hit the ball over a net. No standardization of the rules and regulations of the game were in evidence during its early history, but tennis grew in popularity and attracted many gamblers to the scene of the contest. This led to the abandoning of the sport in France and England. The game was preserved by the upper social class, who continued to play the game privately in their own home and court-yards.

In 1874, the game spread to the United States and in six years had gained wide recognition through the



country. In 1900, Dwight Davis donated a cup for a United States-England tournament. The Davis cup is now widely sought after as the symbol of world supremacy in tennis.

### Areas of emphasis.

#### I. Stance and footwork.

##### A. Ready position.

1. Face net in position to move either direction.
2. Flex knees with equal balance of weight on balls of feet.
3. Bend trunk slightly forward.
4. Keep eye on ball.
5. Hold racket in front of body ready for backhand or forehand stroke.

##### B. Stroking position.

1. Turn side of body to net rather than facing net on ground shots.
2. On a volley shot, the body turn is not as pronounced, the footwork is the same except a shorter step is taken.

#### II. Grip (Eastern grip is only one taught).

##### A. Eastern forehand.

1. Place racket face perpendicular to ground and shaking hands with the handle.
2. Grip racket at butt of handle so palm is behind handle.

##### B. Eastern backhand.

1. Change position of racket so palm of hand is on top of handle.



2. The thumb should run along the back side of the handle.

### III. Forehand drive.

- A. Face the net until you see the ball coming.
- B. Cross the left foot over the right foot so the body is turned sideways to the net and in the same motion step forward towards the ball with the left foot pointing towards the side-line and about twelve inches from the right foot.
- C. Left shoulder is pointing towards the net.
- D. Bend the knees on a low bouncing ball.
- E. As the racket comes back, shift weight from the left foot to the right foot.
- F. As racket comes forward, weight flows from right foot to the left foot.
- G. Hit the ball in front of the left leg.
- H. Follow through ends over the left shoulder.
- I. After follow through, body is facing the net.
- J. At all times keep the head of the racket slightly above the level of the wrist.
- K. Keep well away from the ball.
- L. Try to keep your swing parallel to the ground.
- M. As you hit the ball, the arm should be fully extended.
- N. Hit the ball at the top of the bounce.
- O. Be sure you don't "jump into the ball."
- P. Keep in contact with the ground with both feet.



#### IV. Backhand drive.

- A. Face the net until you see the ball coming.
- B. Cross the right foot over the left foot so the body is turned sideways to the net and in the same motion step forward towards the ball.
- C. Carry the racket well back over the left shoulder as far as comfortable, guiding it with the left hand.
- D. Bend the elbows.
- E. Keep the racquet head slightly above the wrist level.
- F. Bend knees on low bouncing balls.
- G. As the racket comes back, the weight is on the left foot.
- H. Weight flows from left to right foot.
- I. Follow through until the racket ends up over the right shoulder.
- J. After follow through the body should be facing the net.
- K. Keep elbow away from the body.
- L. Don't try to kill the ball at first, work for accuracy.
- M. Keep the racket head above the wrist.
- N. Try to keep the racket parallel to the ground on your stroke.
- O. Don't cramp your stroke.

#### V. The service.

- A. Plain.
  - 1. The grip is halfway between the forehand and backhand grip.



2. The left foot is a few inches back from the base line.
3. The right foot is twelve to sixteen inches behind the left foot.
4. The right heel is at a 35 to 45 degree angle with left foot.
5. Body is sideways to the net.
6. Left shoulder is pointing towards the court you are to serve.
7. Throw the ball up high and out in front of you, at the same time bringing the racket back and shifting the weight onto the right foot.
8. Shift weight to the left foot as the racket comes forward, reaching as high as you can with the racket.
9. Contact the ball at its highest point.
10. After contact, the racket comes down across the body in a follow through to the left side.
11. The follow through should also be in a direct line towards the spot at which you are aiming to hit the serve and then on the final follow through the racket crosses the body to the left side.

#### B. Slice.

1. The backhand grip is usually used.
2. Face of the racket comes around outside of the ball.
3. The rest of the position of the body remains the same as in other serving.
4. As the racket comes around outside of the ball, it hits across from right to left as well as down, imparting a spin on the ball.



5. Throw the ball up slightly to the left of the right shoulder.
6. The top spin creates a partial vacuum under the ball, thus creates a tendency to pull the ball down. It is a safety factor for control.
7. The serve bounces high and the side spin causes the ball to "hop."
8. Control, rather than speed is the result of this serve.
9. Follow through to the left side of the body.

VI. Volley (hitting ball before it bounces).

- A. Use your regular grip.
- B. Use a shortened back swing.
- C. Attempt to block the ball coming over the net.
- D. Meet the ball well in front of you.
- E. Put your weight behind the shot.
- F. Keep the head of the racket up, half way between a vertical and horizontal position.
- G. Footwork is not of too much importance.
- H. The ball comes off the racket more crisply and with greater control if slightly undercut.

VII. Lob.

- A. Use very little wrist action.
- B. It is almost entirely an arm push shot.
- C. Meet the ball in front of the forward leg.
- D. Hit off the forward foot.



- E. Weight is on the forward foot at time of impact.
- F. Use a shortened backswing.
- G. Move racket forward about one foot and then swing up.

#### VIII. Doubles play.

- A. Once the formation for receiving has been set up with the play of the first point, that order must be kept for the entire set.
- B. A cardinal rule is to get the first serve in play using a moderate pace.
- C. Try to serve to the backhand of each of your opponents.
- D. The partner of the server takes a position at the net.
- E. Follow your serve to the net.
- F. In returning a service, the cross court return has to be first choice.
- G. Position at the net should be such that you cover all but about one or two feet of the side-lines.
- H. Get as close to the net as possible so that you can still get to back after a lob.
- I. If the server handles a return lob over his netman's head, the netman should cross well over to the opposite side of the court.
- J. Most of the point scoring is done from a position near the net.
- K. If your lob is weak, your partner should fall back from the net.
- L. Keep your volley low, from the opponent's waist down.
- M. The doubles game is usually won by the offensive team.



## IX. Scoring.

### A. The point.

1. Smallest unit of scoring is the point.
  - a) One is fifteen.
  - b) Two is thirty.
  - c) Three is forty.
  - d) Four equals the game unless the opponent has gained three points (forty).
2. Deuce is the name given the score when each player has won three points. Deuce may also be called at thirty all.
3. Point won after deuce is called "advantage."
  - a) If server wins this point the score is "ad in"--if he loses the point it is called "ad out."
4. When the second point after deuce is won by the player who has the "ad" that player wins the game.
5. The server's score is always called first; for example, when server has scored three points and opponent one, it is called "forty love."
6. If a player has no points, his score is "love." Thus, if the server has no points and the receiver two, the score is called "thirty love."
7. When the score is even it is called "all" such as "thirty all" or "fifteen all."
8. Abbreviations are often used. "Five" is called out for "fifteen," deuce for "thirty all" or "forty all."



### B. The game.

1. The second unit of scoring is the game. A player wins a game when he gains four points without his opponent having won three points. In case of a deuce game the player winning the vantage point plus the next one wins the game.

### C. The set.

1. The third unit of scoring is the set. A set is won when one side gains at least six games and is at least two games ahead of his opponent. Set scores may be: six-zero, six-one, six-two, six-three, six-four, seven-five, eight-six, nine-seven, etc.
2. A deuce set results when both sides win five games before one side was able to achieve a six-four victory. Thus a deuce set starts when the score is five all in games. In order to win the set one side must have two games more than opponents. Thus the set will be won by a game score of seven-five, eight-six, nine-seven, ten-eight, etc. No limit is set on the number of games to which a deuce set may go.

### D. The match.

1. A player wins the match by gaining two out of three sets in women's play, or three out of five in men's play. (Many preliminary matches in men's tournaments are also two out of three set matches.) In a two out of three set match, if one player wins the first two sets, a third is not played. If each player wins a set a third is played to decide the match winner.



Track and Field (Ninth, Tenth, Eleventh, Twelfth Grades)

History. Track and field events feature the natural skills of running, jumping, and throwing, which have been a part of every civilization. Through the ages these skills have not only satisfied man's love for competition but have played a part in his survival.

The Greeks were responsible for the development of the sport as it is known today. Their Olympics were first held in 776 B.C. and continued every four years until 394 A.D. They were revived in Athens in 1898 and have been held since, with America in prominence. This has helped maintain a strong interest in the sport.

Areas of emphasis.

## I. Starting.

- A. Stagger feet, left foot is usually forward, opposite knee comes to instep of forward foot, arms go straight down, head and eyes down track.
- B. On "get set" back is parallel to ground, weight on hands and front foot.
- C. Run out of blocks.
- D. Stay low starting out.
- E. Get good arm action.

## II. Sprints.

- A. Drive hard out of blocks.



- B. Take ten-fifteen yards to get to normal running stride.
- C. Keep arm action between waist and shoulder and close to body.
- D. Look down track.
- E. Run up on toes.
- F. Keep stride low and long (roll hips).

### III. Distance running 440-880-1320-mile.

- A. Ball and heel landing is used--land on back of foot, ankles relaxed to take weight.
- B. Weight on outside of foot with feet close to ground.
- C. Keep elbows in front of body.
- D. Keep natural stride.
- E. Body is at slightly forward angle.
- F. Stride is shorter on longer races.

### IV. Hurdles.

- A. Use sprinting form.
- B. Shoulders are always back.
- C. Lead with either leg.
- D. Trailing leg keeps flat, keep toe up.
- E. Keep knee up off hurdle and lead with knees to next hurdle, never lead with foot.
- F. Use long sprint strides between.
- G. Don't crowd hurdle.
- H. Lead with opposite hand.
- I. Get back on ground as soon as possible.



J. Keep arms forward.

K. Don't let head rear back.

V. High jump.

A. Take off with foot nearest the bar.

B. Jump off the heel and toe and straight up.

C. Lead with near arm over bar.

D. Cross over bar with left side down  
(Western roll).

E. Land on all fours.

F. Use belly roll as second style, but  
discourage scissors jump.

VI. Broad jump.

A. Get up to speed before reaching board.

B. Weight directly over board in take off--  
"throw the belly out."

C. After spring, reach up with arms for  
height, then feet and arms reach forward.

D. Feet are up and out in landing.

E. Fight for distance just as landing.

F. Swing to side to get out.

VII. Pole vault (optional).

A. Keep eyes on box until planted.

B. Put pole in front of you before plant.

C. Swing easily until knees at eye level.

D. Keep upper hand as high as possible.

E. After placing pole in box, keep pole and  
hand directly overhead.



- F. Carry pole straight ahead while running.
- G. Right handers take off with left foot.
- H. Bend elbows overhead on take off.
- I. Keep body close to pole.
- J. Face crossbar when going over.
- K. Have pole straight up and down when released.

#### VIII. Shot put.

- A. Shot rests on fingers and hand, either in hollow of the neck or in front of the point of the shoulder.
- B. Keep shot in straight line during delivery.
- C. Speed across circle is important.
- D. Snap at end with hand and wrist.
- E. Low glide halfway across ring on right foot, letting left leg pull on the glide, land on both feet, left foot directly in front of right, about six inches from tow board.
- F. Keep shot in place.
- G. Drive through with right leg, then hip and shoulder.
- H. Lift and push, letting shot spring off fingers, then follow through.
- I. Reverse foot position to stay in ring.

#### IX. Baton passing.

- A. Hold in left hand with major portion extended forward.
- B. Receiver is to left of runner, not directly in front.



- C. Receiver holds his right hand back and he picks up momentum, with palm up and thumb to inside.
- D. Man ending the race lays baton in receiver's hand and releases when it has been grasped.
- E. Receiver must transfer to left hand while running before making next pass.

#### Ninth Grade

- I. Starting.
- II. Sprints.
- III. High jump.
- IV. Standing broad jump.
- V. Running broad jump.
- VI. Shot put.
- VII. 880 and print relays.

#### Tenth Grade

- I. Review ninth grade.
- II. Omit 880.
- III. Add 330 and 1320 and hurdles.
- IV. Medley relays.
- V. Pole vault.

#### Eleventh Grade

- I. Review tenth grade.
- II. Use 440 and mile as distance events.
- III. High hurdles.
- IV. Spring and medley relays.



### Twelfth Grade

- I. Review of all fundamentals.
- II. All relays.
- III. Training for a race.
- IV. Scoring (meet-event).
- V. Judging two-day decathlon.

### Tumbling (Ninth Grade)

History. Tumbling had an early history in Egypt, Greece, and Rome as pictures, sculpturing and records indicate. In these countries, tumbling was an entertainment feature as part of dancing groups. The activity spread throughout Europe, and Queen Elizabeth at one time kept a group of tumblers as entertainers. By the 1850's, some of these wandering groups were performing in America and continued until the Civil War. Their influence was responsible for the colleges and Y.M.C.A. developing this activity as part of the early physical education program. Most schools now include it as part of their curriculum. The use of diving boards and the trampoline are both an outgrowth of tumbling.

Areas of emphasis. Tumbling activities and teaching procedures.



### I. Forward roll.

Let yourself down easily with arms, ducking head. Land on neck and shoulders, not head. Tuck tightly, chin on chest, roll like ball. Hold the tuck until you come to balance on feet. Keep heels wide and close to buttocks.

### II. Shoulder roll.

Turn head and shoulder under and to side. Break fall with arm, turning elbow in. Land on back of shoulder blade. Roll diagonally over back and buttocks muscles. Roll to stand. When falling off balance forward in a football game or from leaning too far forward for a fly ball in baseball, the shoulder roll is used instead of the forward roll, because it is safer and more natural.

### III. Dive and roll.

Jump off both feet. Break fall with hands and arms. Duck head and roll on neck and shoulders. Keep chin on chest and heels close to buttocks. Throw head well forward to come up to stand.

### IV. Side roll.

Throw yourself sideways as you fall. Land on foot and hand at same time breaking fall. Turn elbow and knee in immediately to avoid injury. Turn shoulder under as you roll with legs extended. Bring knees up under you as you roll onto face again.

### V. Backward roll.

Sit down backward just behind the heels. Place hands on mat to break the fall. Quickly place hands behind the shoulders with palm up. Keep knees close to chest in a tuck. When the weight of the body is on the hands, push up to relieve strain on the neck.



## VI. Squat hand balance (frog stand).

Squat and place hands on mat. Rest knees on arms just above elbows. Push body forward with toes until you are balancing on hands. Rock gently forward and backward. Balance as you would on feet, pressing with heels and toes.

## VII. Head and hand balance.

Draw or imagine an equilateral triangle on mat. Place hands on two points and forehead on third. Walk hips up as high as possible with back straight. Raise legs one after another, to the inverted position. Arch back evenly, lock hips and knees and point toes. Keep weight slightly off balance toward hands. Come down by bending at hips and lowering legs.

## VIII. Forearm balance.

Place forearms parallel and shoulder-width apart on mat. Shoulders should be slightly ahead of elbows. Walk hips up as high as possible, looking straight ahead. Raise legs, still keeping head up. Use head to control the arch by raising and lowering it. Come down by bending at hips and lowering legs.

## IX. Hand balance.

Start with hands on mat and shoulders well ahead of them. Look straight ahead, keep head up throughout.

Control balance in the following manner: When going over too far--press down with finger tips, raise head. When falling back (toward starting position)--drop to heel of hand and bend elbows. Lower head.

Hold an evenly rounded arch, hips and knees must be locked. Point the toes.

## X. Cartwheel.

Try it from a short run at first, turning



sideways as you kick. Make arms and legs resemble spokes of a wheel. Travel in a straight line. Arch back keeping head well up and hips straight. Your side should be toward mat when you land on your feet.

#### XI. Headspring.

From squat, rock forward, placing forehead on mat. As body falls off balance extend hips forcibly. Legs should be straight as you do this. At same time push hard with arms, taking strain off neck. Arch well and bring feet under you to land.

#### XII. Neckspring.

Roll back and place hands well under shoulders. Weight of body should be on neck and shoulders not back. Take advantage of the natural rebound of the body. Kick legs vigorously upward and forward at 45 degree angle. At same time push hard on mat with arms and head. Bring feet under body to land. Land by bending at the knees, not hips.

#### XIII. Bent arm handspring.

Use a short run with a skip on last step. Throw arms down (flexing at the hips) and place hands near take-off foot. Kick back legs up as hands are going down. Look straight ahead as long as possible. Push hard with arms as legs snap over. Arch back well and bring feet back under you to land.

### Volleyball (Ninth and Eleventh Grade)

History. Of our few invented games volleyball is another which received national and international popularity. The game was developed in 1895 by William A. Morgan, director of athletics at Holyoke, Massachusetts, Y.M.C.A.



It has been seriously promoted in Y.M.C.A.'s because it can be played on a fairly small court by a fair-sized team. The Y.M.C.A. held its first National Tournament in 1922, which has now become an annual affair.

Volleyball is considered an excellent recreational game and it has been developed quite extensively in the schools and armed forces. It is a game which offers challenging play in individual and team strategy in a spontaneous and set play pattern.

#### Areas of emphasis.

##### I. Rules.

- A. The server shall stand in back of line.
- B. Each player must serve in turn and has only one trial to hit ball over net.
- C. Teams must rotate in a clockwise rotation as their turn comes to serve and may not change places.
- D. The ball must be clearly batted, not scooped or held.
- E. In playing the ball it is permissible to hit the ball with any part of the body above the hips.
- F. The ball must be returned over the net on the third attempt.
- G. One player may hit ball twice, but not in succession.
- H. No part of player's body shall extend over or under net.



I. A ball within or on boundary line is "in play."

J. A point can be scored only by serving team.

II. Underhand pass (for low balls).

A. Use both hands in cupped position.

B. Hit ball with fleshy part of hands, palms are turned upward.

C. Contact ball on underside.

III. Chest pass (for high balls).

A. Arms are flexed to point where hands are in front of chest and elbows out at side.

B. Knees are flexed and one foot in advance of the other.

C. Extend knees and elbows as ball is hit.

IV. Underhand serve.

A. Hit ball with open hand for most accuracy, advanced players can use heel or fist.

B. Stand facing net with opposite foot advanced.

C. Hit ball out of opposite hand as it is held about knee high.

D. Try to place ball where desired.

V. Overhand serve (advanced players).

A. Left side faces net (for right-hander).

B. Toss ball in air so it goes straight up, not forward.

C. Ball should be hit about head high.

D. The follow through should follow flight of ball.



- E. A bent arm or straight arm position may be used.

#### VI. Set up (advanced).

- A. The second pass on a side should be the set up before the spike.
- B. The set up should come down no closer than one foot from net.
- C. It is usually passed from one front line player to another.
- D. The two players should face each other when ball is hit.
- E. The set up-man should use a chest pass; it may be necessary for him to drop down quite low to meet ball properly.

#### VII. Spiking (advanced).

- A. The ball is hit forcibly downward with one hand from the height of player's jump.
- B. When ball is hit, body is rotated to face toward net.
- C. It is best to use bent arm style for control of ball.
- D. The striking arm must be controlled so it will not foul the net on the follow through.

#### VIII. Blocking (advanced).

- A. Jump straight up immediately in front of net and spiker.
- B. Extend arms and fingers and hold rigid so as to deflect ball.
- C. Time jump with spiker; the tendency is to jump too soon.



## IX. Placement of players.

- A. Volleyball players become specialized in two categories: set-up men and attack men. They are usually placed alternately so that three set-up men and three attack men constitute a team. This creates two general offensive situations:
1. One in which there are two set-up men in right front and left front positions, with an attack man in center front position.
  2. Another in which there are attack men in right front and left front positions with a set-up man in center front position.

## X. Normal pattern of play.

- A. If possible the first hit is a pass to a front-line set-up man. The second hit is a set up to an adjacent attack man, and the third hit is a spike into the court of the opponents.
- B. If the situation is such that there is one set-up man in center front position, the pass comes to him, and he sets the ball up for the left front attack man, assuming that this individual is right-handed.
- C. If the situation is such that there is one attack man in center front position, the pass goes to the set-up man in right front position, assuming again that the attack man is right-handed. It can be seen that other patterns should be followed if the attack men are left-handed. The point is that every player should know the situation and should be ready to make the appropriate initial pass to the proper set-up man, who should in turn make the appropriate set up to the advantage of the attack man.



## XI. Principles of placement in serving and attack.

- A. First, if an opposing player is out of position leaving open a large court area, the ball should be sent to that area.
- B. The ball may be sent to a spot at which either of two opponents could handle the ball, in hopes that they may interfere with each other or else both assume that the other man will get it.
- C. The ball should be sent to the opposing player who will have to make the most difficult pass in order to get the ball to the best set-up man.
- D. When in doubt, aim for the corners at the rear of the opponents' court.
- E. Attempt to do what the defense does not expect (feint and pass in another direction, or lob the ball when they expect you to spike it, etc.). Only second-rate players just try to get it over the net.
- F. Play the percentages; make the opponents earn their points.

## Football (Ninth, Tenth, Eleventh, Twelfth Grades)

History. English Rugby, a forerunner of American football, started in 1823 when a player was allowed to catch a ball and run with it. Football was first played in American colleges as an inter-class game which resembled a free-for-all scramble. Harvard, Princeton, Yale, and Rutgers were the early American colleges playing the game.

In 1869, rules were developed. These called for twenty-five players on each side. Princeton and Rutgers



played the first intercollegiate game under these rules, with Rutgers winning the first contest. President Theodore Roosevelt, in 1905, held a special conference to revise the rules permitting safer play and removing public agitation from the game.

Touch football was a natural outgrowth of the mother game, and has been recognized to the extent that a National Touch Football Committee has been formed.

Outstanding personalities in the early growth and development of football include such coaches as Walter Camp, Amos A. Stagg, Knute Rockne, and Howard Jones.

#### Areas of emphasis. Freshmen

##### I. Passing.

Grip ball slightly behind middle of long axis of ball. Fingers spread and on laces. Throw directly over shoulder (not sidearm). Plant rear foot and point in direction of throw with lead foot.

##### II. Catching.

Give with arms at impact of ball. Keep eye on ball. Position hands correctly so ball can be brought into body to carrying position. Know nomenclature for pass patterns.

##### III. Stance (three point).

Feet shoulder width, left foot advanced toe-to-heel distance ahead of rear foot, form tripod with right hand. Weight on balls of feet, left forearm on left thigh, hips below shoulder height, head up, ready to move out in any direction.



#### IV. Blocking.

Stand up shoulder blocking--keep feet spread and moving to take man out. Move out of line to find pass protection block.

#### V. Ball handling.

One arm carry, as ball carrier. Change ball position in broken field running. Backfield handoffs, center to quarterback, back to back. Fullback carry--two arm carry. Fumble recovery and pickup.

#### VI. Kicking (punting).

Right-footed kick has right foot ahead of left. Adjust ball in hands so laces are up. Use one step or two step method. Ball should drop so long axis is downfield. At impact, ball hits arch of foot and knee joint is snapped to extension. Come across body slightly with kicking leg action. Keep toe pointed.

#### VII. Team formations.

- A. Offensive alignments.
- B. Defensive alignments.
- C. Play series.
- D. Pass patterns.

#### VIII. Rules and penalties.

##### Sophomore

#### I. Center pass.

Upside down forward pass--feet wide with left foot advanced. Left hand is used as guide. Lead runner to left and right, one-hand pass on T exchange.

#### II. Place kicking.

Toe of kicking foot meets ball on the long



axis below middle of ball. Opposite foot is even with ball. Keep head down. One step with opposite foot and kick.

### III. Blocking.

- A. Double team.
- B. Angle blocking.
- C. Pulling out.

### IV. Ball handling.

- A. Laterals--pitch outs.
- B. Backfield faking and handoffs.
- C. Punt receiving.

### V. Kicking.

- A. Punt for out of bounds.
- B. On sides types of kicks.
- C. Quick kicks.

### VI. Offensive game strategy.

- A. Running to short side.
- B. Running to wide side.
- C. Traps, reverse, pitch outs.
- D. Flooding zones for passes.
- E. Criss-cross pass patterns.
- F. Field position.
- G. Quick kicks.
- H. Punting for position, not distance.

### VII. Defensive game strategy.

- A. Overshifting defenses.



- B. Stunting defenses.
- C. Zone pass defense.
- D. Man to man pass defense.
- E. Field position and tactical defenses.
- F. Blocking punts.
- G. Punt returns and kick off returns.
- H. Fair catch.

### Junior

- I. Review ninth and tenth grade fundamentals.
- II. Execute basic patterns.
  - A. T formation.
  - B. Split T.
  - C. Single wing.
  - D. Double wing.
- III. Execute defensive formations.
  - A. Five-three-two-one.
  - B. Six-two-two-one.
  - C. Seven diamond.
  - D. Goal line.
- IV. Officiating.
  - A. Hand and arm signals.
  - B. Officiate one game under supervision.



Senior

- I. Review previous fundamentals.
- II. Flanker and split end offense.
- III. Defensive alignment for flankers.
- IV. Offensive theory.  
Executive quarterback position.
- V. Officiate one game.



## CHAPTER VII

### TESTING

#### I. ADMINISTRATIVE PROBLEMS

At the beginning of the school year no testing is done before the second week of school. This allows for department organization and gives instructors time to condition the students for the activities. The tests may then be repeated once every six weeks for those wishing to improve their scores.

Not only must tests meet certain statistical criteria, but they must also reduce administrative problems to a minimum if they are to have any practical application in a typical teaching situation.

Economy. A test should be economical in terms of time, effort, equipment, and expense necessary to conduct the test. It should be remembered that the time involved not only concerns the preparation for the test but also the time it takes to give the test, and the time it takes to record and use the results.

Simplicity. The test should be simple, easy, and uniform to administer to keep it free of ambiguities. The instructions should not involve too much talking. The



test should not be so long as to involve fatigue. The test should be comprehensive in measuring the trait in question, but simplified to the point that it is not measuring other traits.

Instructions. Instructions should be brief and complete. They should be uniform for all who are to be tested. They should be given in the order in which the test is to be executed. Test instructions should consider both the pupil and the examiner.

Utilitarian. Tests must necessarily have a utilitarian or practical value, if they are to be justified in the instructional program. It is obvious that valuable time should not be spent on tests that are used as an end in themselves.

## II. PSYCHOLOGY OF TESTING

Modern testing programs are continually placing the emphasis on the totality of the individual and basing their tests upon the biological unity of mind and body. This is in contrast to the earlier testing which revolved around anthropometric measurement.

Physical educators are now more intent upon the improvement of the program through better testing. In



testing, we are able to measure our achievements to some degree through the student being tested. With measurement we can approximate the individual's conditioning and abilities and better instruct him towards a successful adjustment to any limitations. Also, our instructional program can and should help individuals to improve on their limitations.

The psychology of the testing program then must be designed to (1) measure student achievement (2) to motivate student participation on all levels, and (3) to aid in the evaluation of the instructional program.

#### Class Organization for Testing

1. Prepare stations for each test, markings, equipment, record forms, free area of other use prior to the actual test period.
2. Indoctrinate student assistants as to their role in the testing program. Written directions may be helpful.
3. Have definite plan for handling students to expedite testing.
4. Know standard explanation for tests. Provide for demonstration if desirable.
5. Allow warm-up or trial period before actual scoring.



### California Fitness Pentathlon

The California Fitness Pentathlon is described at length in Chapter V, pages 25 through page 35.

### Sports Decathlon

The sports decathlon testing program is given during the last six weeks of the school year. It is received quite enthusiastically by the students, and they look forward to it in the Spring. Where more than one trial is indicated, the trials are taken consecutively. The events include:

Chin (one trial)

Football kick (three trials)

Baseball throw (three trials)

Rope climb (one trial)

75 yard dash (one trial)

Broad jump (three trials)

High jump (until three misses)

300 yard run (one trial)

Shot (three trials)

80 yard hurdle (one trial)

These individual tests have all been covered during the school year, either as individual skills or as desirable achievements of parts of a whole activity. No additional teaching is done which specifically teaches to the test.



A scoring table is found in Appendix B, Table III, pages 175-178 for the Orange group, Table IV, pages 179-182 for the White group, and Table V, pages 183-186 for the Grey group. Results of this test are considered as an objective part of the last quarter's grade.

School records are established for each event in each classification and posted in the locker room. Individuals are permitted to retake tests according to their desires and before an established deadline date. Retesting is desirable because of the motivation factor and the increased participation in the events. No retesting is allowed, however, until all students have had their initial test.

### Achievement Tests

Achievement tests have been adopted or established for all the core subjects except dancing, swimming, track, and tumbling. Dancing is rated subjectively, while the other three tend to measure achievement through the accomplishment of individual stunts or performances.

The grading on the achievement tests is the responsibility of each individual instructor. Points are contributed toward the total grade. The tests and points for scoring are shown on the following page. The tests may be taken only once.



Baseball (softball). The Brace test minus the batting is used.

Speed throw--one point for each throw against wall in thirty seconds.

Underarm pitch--points as indicated on target.

Overhand throw at target--points as indicated on target.

Basketball. Johnson's test is used.

Field goal speed test--one point per each goal in thirty seconds.

Throw for accuracy--points as indicated on target (five tries).

Obstacle dribble--one point per each obstacle passed in thirty seconds.

Football. Borleske test is used. Obstacle running is substituted for speed running.

Pass for distance--one point for each yard.

Punt for distance--one point for each yard.

Obstacle run--one point for each obstacle passed in thirty seconds.

Handball. Empirically established.

Speed test--one point each time ball hits wall in thirty seconds.



Accuracy test--points as determined on target.

Serve for accuracy--points as determined on target.

Soccer. Empirically established.

Obstacle dribble--one point for each obstacle passed in thirty seconds.

Heading for accuracy--one point for each goal from ten yards (ten tries). Ball is tossed to contestant.

Kicking for accuracy--one point for each goal from twenty yards (ten tries). Instructor starts ball rolling from twenty-five yards distance.

Speedball. As above except throwing is substituted for heading.

Throw for accuracy--points as indicated on target 20 yards distant.

Tennis. Dyer Backboard test is used.

One point for each hit in area.

Volleyball. Russell, Lange test is used.

Serving--points as indicated in target area (ten tries).

Volley--one point for each hit on wall in thirty seconds.

These tests have been used because they measure desired abilities, are easily administered, prove



interesting to the students, and they are meaningful to the program.

### Knowledge Tests

Students will be held responsible for a written examination at the end of each six-week period. Material included in the test will be based on information presented in class and bulletin board articles posted during this period. The make-up of the test will be the responsibility of each instructor. Questions should represent a good cross-section from the office files or should be constructed by the teacher.



## CHAPTER VIII

### ASSOCIATED PROGRAMS

Health, first aid, and safety. Specific instruction in these areas is given in the science department. Lack of classroom facilities in the physical education department does not permit as good an environment for learning as the science classrooms provide. Physical education instructors complement this teaching through incidental instruction and bulletin board displays.

Restricted program. One class period a day is devoted to the restricted program. The guidance department works out an individual's program to fit this period. The maximum class enrollment is set at twenty. Activities are versatile, corrective, developmental, and recreational in nature. The specific course content is developed by the Director of Athletics.

Intramural. A limited intramural program is carried on in several sports; namely, touch football, basketball, and track. Football and basketball teams are determined by the first or second place teams in the physical education classes. Track competition is an interclass track meet. Team members are selected by the class president or vice president and the Director of Athletics.



This is recognized as a limited program. Bus transportation and a short noon hour discourage many would-be participants.

Interscholastic sports. It is hoped that the interscholastic program, like intramurals, will grow through the physical education program. Competition is provided for in football, cross-country, basketball, baseball, track, and tennis. A, B, and C teams compete and D's in basketball. Junior varsity teams are fielded in football, cross-country, basketball, baseball, and tennis.



## CHAPTER IX

### FINAL INTERPRETATION

General summary. This study is not intended to be an exhaustive interpretation of physical education curriculum. However, it is hoped that it will initiate the challenge of developing an improved program within the school district. The guide lines offered in the activities and events suggest a basis for a sound curriculum and a uniformity of instruction without a stereotype pattern.

Recommendations. This study is to be presented to the schools in the district as a pattern for use in planning course offerings and instruction. It is to be used as a framework within which the teacher can use his own vision, creativeness, and individualism.

It is recommended that it be used and evaluated, in order to attain maximum practicality. It is to be continually evaluated in terms of levels of achievement of the students participating in the program.

Succeeding studies. Succeeding studies need to be concerned with the possibility of changing the curriculum to include more aspects of recreational activities. Needs which individuals will have throughout life must be



considered in this area. One phase of recreation which is already being given attention is the camping program.

Coeducational programs offer a challenge to further study. What contributions can such a program make to a more worthy use of leisure time?

Homogenous grouping as suggested in this study presents opportunities for further investigation. As was indicated, the Pentathlon tests have used division points which have been arrived at by this investigator. These were established after four years of juggling. A thesis study might well be justified in determining the validity of these cut-off points.



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APPENDIX A



PHYSICAL EDUCATION CURRICULUM SURVEY

La Puente Union High School District

Name \_\_\_\_\_ School District \_\_\_\_\_

Teaching Experience in P.E. \_\_\_\_\_

Degrees \_\_\_\_\_

Number of Periods Daily in P.E. \_\_\_\_\_

Number of Students per class \_\_\_\_\_

Length of period (in time) \_\_\_\_\_

Do Students dress for P.E. \_\_\_\_\_

Do Students shower \_\_\_\_\_

What indoor facilities are available \_\_\_\_\_

\_\_\_\_\_ how used \_\_\_\_\_

Indicate which of the following activities are taught as part of the P.E. program. Also indicate the number of weeks taught.

Archery \_\_\_\_\_ No. of Weeks \_\_\_\_\_

Badminton \_\_\_\_\_ No. of Weeks \_\_\_\_\_

Baseball (Softball) \_\_\_\_\_ No. of Weeks \_\_\_\_\_

Calisthenics \_\_\_\_\_ No. of Weeks \_\_\_\_\_

Dancing, Folk \_\_\_\_\_ Square \_\_\_\_\_ Social \_\_\_\_\_ No. of Weeks \_\_\_\_\_

Football, Flag \_\_\_\_\_ Touch \_\_\_\_\_ No. of Weeks \_\_\_\_\_

Gymnastics \_\_\_\_\_ No. of Weeks \_\_\_\_\_

Handball \_\_\_\_\_ No. of Weeks \_\_\_\_\_



Soccer \_\_\_\_\_ No. of Weeks \_\_\_\_\_

Speedball \_\_\_\_\_ No. of Weeks \_\_\_\_\_

Swimming \_\_\_\_\_ No. of Weeks \_\_\_\_\_

Tennis \_\_\_\_\_ No. of Weeks \_\_\_\_\_

Track & Field events \_\_\_\_\_ No. of Weeks \_\_\_\_\_

Which Track & Field events are not taught \_\_\_\_\_

Volleyball \_\_\_\_\_ No. of Weeks \_\_\_\_\_

Wrestling \_\_\_\_\_ No. of Weeks \_\_\_\_\_

List any others \_\_\_\_\_

What school teams are provided \_\_\_\_\_

Do you have a restricted or modified program \_\_\_\_\_

How are students selected \_\_\_\_\_



APPENDIX B



TABLE I

## STUDENT CUMULATIVE RECORD CARD

Name _____		Dept. of Physical Education Puente Union High School								
California Pentathlon						Sports Decathlon				
School	Init-						19__	19__	19__	19__
Year	ial	1st	2nd	3rd	4th	5th				
19__							1. Chin			
							2. FB Kick			
							3. BB Throw			
19__							4. Rope Climb			
							5. 75 yd.			
							6. B. Jump			
							7. H. Jump			
19__							8. 300 yd. Run			
							9. Shot			
							80 yds.			
							10. Hurdle			
19__										
						Total				



TABLE I (continued)

## ATHLETIC RECORD

(back side)

Year	Sport	String	Finish Season	Injured	Quit	Dropped	Special Awards
19__							
19__							
19__							
19__							



TABLE II  
SCORE CHART FOR CALIFORNIA PHYSICAL FITNESS PENTATHLON  
(Revised)

CLASSIFICATION T-SCORES						
Points Scored	Pull Ups	Push Ups	Broad Jump	75 yd. Dash	300 yd. Run	Points Scored
100	26	50	10-0	7.8	32.6	100
98	25		9-9	7.9	33.0	98
96	24	47	9-9	8.0	33.5	6
94	23	46	9-8	8.1	33.9	4
92		45	9-6	.2	34.3	2
90	22		9-5	.3	34.8	90
88	21	42	9-3	.4	35.2	88
86		41	9-2	.5	35.6	6
84	20	40	9-09	.6	36.1	4
82	19		8-11	.7	36.5	2
80	18	37	8-10	.8	36.9	80
78		36	8-8	.9	37.4	78
76	17	35	8-7	9.0	37.8	6
-----						
74	16	33	8-5	.1	38.2	4
72	15		8-4	.2	38.7	2
70		31	8-2	.3	39.1	70
68	14	30	8-1	.4	39.5	68
66	13	28	8-0	.5	40.0	6
64		27	7-10	.6	40.4	4
62	12	26	7-9	.7	40.8	2
60	11	25	7-7	.8	41.3	60



TABLE II (continued)

Points Scored	Pull Ups	Push Ups	Broad Jump	75 yd. Dash	300 yd. Run	Points Scored
58	10	24	7-6	.9	41.7	58
56		23	7-4	10.0	42.1	6
54	9	21	7-3	.1	42.6	4
52		20	7-2	.2	43.0	2
-----						
50	8	19	7-1	.3	43.4	50
-----						
48		18	6-10	.4	44.0	48
46	7		6-9	.5	44.6	6
44		17	6-8	.6	45.1	4
42		16	6-6	.7	45.7	2
40	6	15	6-5	.8	46.3	40
38			6-3	.9	46.9	38
36		14	6-2	11.0	47.4	6
34	5	13	6-0	.1	48.0	4
32		12	5-11	.2	48.6	2
30			5-10	.3	49.2	30
28		11	5-8	.4	49.7	28
26	4	10	5-7	.5	50.3	6
-----						



TABLE II (continued)

Points Scored	Pull Ups	Push Ups	Broad Jump	75 yd. Dash	300 yd. Run	Points Scored
24		9	5-5	.6	50.9	4
22		8	5-4	.7	51.5	2
20	3		5-2	.8	52.0	20
18		7	5-1	.9	52.6	18
16		6	5-0	12.0	53.2	6
14		5	4-10	.1	53.8	4
12	2		4-9	.2	54.3	2
10		4	4-7	.3	54.9	10
8		3	4-6	.4	55.5	8
6	1	2	4-4	.5	56.1	6
4			4-3	.6	56.6	4
2		1	4-1	.7	57.2	2
0				.8	57.6	0



TABLE III

## BOYS' CLASS A DECATHLON RECORD

Pct.	Chin Up	FB Kick	BB Throw	Rope Climb	75 yd. Dash	Run Bd. Jump	Run HI Jump	300 Yard	8 lb. Shot	80 yd. Hurdles	Pct.
1				25.6	14.8	10-5			12.9	16	1
2				25.4	14.7	10-6			13		2
3				25.2	14.6	10-7			13.3	15.9	3
4				25	14.5	10-8			13.6		4
5	1		100	24.8		10-9	3-2	50.0	13.9	15.8	5
6				24.6	14.4	10-10		49.9	14		6
7				24.4	14.3	10-11		49.8	14.3		7
8				24.2		11		49.7	14.6	15.7	8
9				24	14.2	11-1	3-3	49.6	14.59		9
10	2	1	105	23.8	14.1	11-2		49.5	11.53	15.6	10
11				23.6		11-3		49.4	15.3		11
12				23.4	14	11-4		49.3	15.6		12
13				23.2	13.9	11-5	3-4	49.2	15.9	15.5	13
14				23		11-6		49.1	11.6		14
15	3		110	22.8	13.8	11-7		49.0	16.3	15.4	15
16				22.6	13.7	11-8		48.9	16.6		16
17				22.4		11-9	3-5	48.8	16.9	15.3	17
18				22.2	13.6	11-10		48.7	17		18
19				22	13.5	11-11		48.6	17.3		19
20	4	2	120	21.8	13.4	12-1		48.5	17.6	15.2	20
21				21.6	13.3	12-2	3-6	48.4	17.9		21
22				21.4		12-3		48.3	18		22
23				21.2		12-4		48.2	18.3	15.1	23
24				21	13.2	12-5	3-7	48.1	18.6		24
25	5		125	20.8	13.1	12-6		48.0	18.9	15	25
26				20.6		12-7		47.9	19		26
27				20.4	13	12-8		47.8	19.3	14.9	27



TABLE III (continued)

Pct.	Chin Up	FB Kick	BB Throw	Rope Climb	75 yd. Dash	Run. Bd. Jump	Run Hi Jump	300 Yard	8 lb. Shot	80 yd. Hurdles	Pct.
28				20.2	12.9	12-9		47.7	19.6		28
29				20		12-10	3-8	47.6	19.9		29
30	6	3	128	19.8	12.8	12-11		47.5	20	14.8	30
31				19.6	12.7	13		47.4	20.3		31
32				19.4		13-1		47.3	20.6	14.7	32
33				19.2	12.6	13-2	3-9	47.2	20.9		33
34				19	12.5	13-3		47.1	21		34
35	7		130	18.8		13-4		47.0	21.3	14.6	35
36				18.6	12.4	13-5		46.9	21.6		36
37				18.4	12.3	13-6	3-10	46.7	21.9	14.5	37
38				18.2		13-7		46.5	22		38
39				18	12.2	13-8		46.3	22.3		39
40	8	4	134	17.8	12.1	13-9		46.0	22.6	14.4	40
41				17.6		13-10	3-11	45.8	22.9		41
42			136	17.4	12	13-11		45.6	23		42
43				17.2	11.9	14		45.4	23.3	14.3	43
44				17		14-1		45.2	23.6		44
45	9			16.8	11.8	14-2	4	45.0	23.9	14.2	45
46			138	16.6	11.7	14-3		44.8	24		46
47				16.4		14-4		44.6	24.3	14.1	47
48			140	16.2	11.6	14-5		44.4	24.6		48
49				16	11.5	14-6	4-1	44.2	24.9		49
50	10	5	150	15.8		14-7		44.0	25	14	50
51				15.6	11.4	14-8		43.9	25.3		51
52			160	15.4	11.3	14-9		43.8	25.6		52
53				15.2		14-10	4-2	43.7	25.9	13.9	53
54			170	15	11.2	14-11		43.6	26		54



TABLE III (continued)

Pct.	Chin Up	FB Kick	BB Throw	Rope Climb	75 yd. Dash	Run. Bd. Jump	Run Hi Jump	300 Yard	8 lb. Shot	80 yd. Hurdles	Pct.
55	11		174	14.8		15		43.5	26.3	13.8	55
56			175	14.6	11.1	15-1	4-3	43.4	26.6		56
57				14.4	11	15-2		43.3	26.9	13.7	57
58			180	14.2	10.9	15-3		43.2	27		58
59				14		15-4		43.1	27.3		59
60	12	6	185	13.8	10.8	15-5		43.0	27.6	13.6	60
61				13.6	10.7	15-6	4-4	42.9	27.9		61
62			188	13.4		15-7		42.8	28	13.5	62
63				13.2	10.6	15-8		42.7	28.3		63
64			190	13	10.5	15-9		42.6	28.6	13.4	64
65	13			12.8		15-10	4-5	42.5	28.9		65
66			195	12.6	10.4	15-11		42.4	29	13.3	66
67				12.4		16		42.3	29.3		67
68			200	12.2	10.3	16-1		42.2	29.6		68
69				12		16-2	4-6	42.1	29.9		69
70	14	7	205	11.8	10.2	16-3		42.0	30	13.2	70
71				11.6	10.1	16-4		41.9	30.9	13.1	71
72			210	11.4	10	16-5		41.8	31.6		72
73				11.2	9.9	16-6	4-7	41.7	32.4	13	73
74			215	11		16-7		41.6	33.2	12.9	74
75	15			10.8	9.8	16-8		41.5	34	12.8	75
76			220	10.6		16-9	4-8	41.4	34.3	12.7	76
77				10.4	9.7	16-10		41.3	34.6	12.6	77
78			225	10.2	9.6	16-11		41.2	34.9	12.5	78
79				10	9.5	17		41.1	34.10		79
80	16	8	230	9.8		17-1	4-9	41.0	35	12.4	80



TABLE III (continued)

Pct.	Chin Up	FB Kick	BB Throw	Rope Climb	75 yd. Dash	Run Bd. Jump	Run HI Jump	300 Yard	8 lb. Shot	80 yd. Hurdles	Pct.
81				9.6	9.4	17-2		40.9	35.4		81
82			235	9.4	9.3	17-3		40.8	35.8	12.3	82
83				9.2		17-4		40.7	36		83
84			240	9	9.2	17-5		40.6	36.4		84
85	17		245	8.8	9.1	17-6	4-10	40.5	36.8	12.2	85
86				8.6	9	17-7		40.4	37		86
87				8.4	8.9	17-8		40.3	37.4		87
88			250	8.2	8.8	17-9		40.2	37.8	12.1	88
89				8		17-10	4-11	40.1	38		89
90	18	9	255	7.8	8.7	17-11		40.0	38.4	12	90
91				7.6		18		39.9	38.8	11.9	91
92			260	7.4	8.6	18-1	5	39.8	39	11.8	92
93				7.2	8.5	18-2		39.7	39.6	11.7	93
94			265	7		18-3		39.6	39.8	11.6	94
95	19			6.8	8.4	18-4		39.5	40	11.4	95
96			270	6.6		18-5		39.4	41	11.2	96
97				6.4	8.3	18-6	5-1	39.3	42	11	97
98			275	6.2		18-6		39.2		10.8	98
99				6		18-7	5-2	39.1	43	10.6	99
100	20	10	280	5.8	8.2	18-8	5-2	39.0	44	10.4	100
101	21			5.6	8.1	18-9	5-3		47	10.2	101
102	22			5.4	8	18-10	5-4		49	10	102



TABLE IV  
BOYS' CLASS B DECATHLON RECORD

Pct.	Chin Up	FB Kick	BB Throw	Rope Climb	75 yd. Dash	Run Bd. Jump	Hi Jump	300 Yard	8 lb. Shot	80 yd. Hurdles	Pct.
1			151	26	15.0	10-3	3-1	54.2		17-2	1
2			152	25		10-4		54.0			2
3			153	25.8	14.8	10-5		53.8	11-6	17-1	3
4			154	25.4	14.7	10-6		53.6	11-9		4
5	1		155	25.2	14.6	10-7	3-2	53.4	12	17-0	5
6			156	25.0		10-8		53.2	12-3		6
7			157	24.8	14.5	10-9		53.0	12-6	16-9	7
8			158	24.6		10-10		52.8	12-9		8
9			159	24.4	14.4	10-11	3-3	52.6	13	16-8	9
10		10	160	24.2	14	11		52.4	13-3		10
11	2		161	24.0	14.2	11-1		52.2	13-6	16-7	11
12			162	23.8	14.1	11-2		52.0	13-9		12
13			163	23.6	14.0	11-3	3-4	51.8	14	16.6	13
14			164	23.4		11-4		51.6	14-3		14
15	3		165	23.2	13.9	11-5		51.4	14-6	16.5	15
16			166	23.0				51.2	14-9		16
17			167	22.8	13.8	11-6	3-5	51.0	15	16.4	17
18			168	22.6	13.7			50.8	15-3		18
19			169	22.4	13.6	11-7		50.6	15-6	16.3	19
20		20	170	22.2				50.4	15-9		20
21			171	22.0	13.5	11-8	3-6	50.2	16	16.2	21
22			172	21.8				50.0	16-3		22
23	4		173	21.6	13.4	11-9		48.8	16-6		23
24			174	21.4	13.4			48.6	16-9	1	24
25			175	21.2	13.2	11-10	3-7	48.4	17	16.0	25
26			176	21.0				48.2	17-3		26



TABLE IV (continued)

Pct.	Chin Up	FB Kick	BB Throw	Rope Climb	75 yd. Dash	Run Bd. Jump	Ht Jump	300 Yard	8 lb. Shot	80 yd. Hurdles	Pct.
27	5		177	20.8	13.1	11-11		48.0	17-6	15.9	27
28			178	20.6	13.0	12-0		47.8	17-9		28
29			179	20.4	12.9	12-1	3-8	47.6	18	15.8	29
30		30	180	20.2	12.8	12-2		47.4	18-3		30
31			181	20.0	12.7	12-3		47.2	18-6	15.7	31
32			182	19.8		12-4		47.0	18-9		32
33	66		183	19.6	12.6	12-5	3-9	46.9	19	15.6	33
34			184	19.4		12-6		46.7	19-3		34
35			185	19.2	12.5	12-7		46.5	19-6	15.5	35
36			186	19.0		12-8		46.4	19-9		36
37	7		187	18.8	12.4	12-9	3-10	46.3	20	15.3	37
38			188	18.6		12-10		46.2	20-3		38
39			189	18.4	12.3	12-11		46.1	20-6	15.3	39
40		40	190	18.2	12.2	13-0		46.0	20-9		40
41			191	18.0	12.1	13-1	3-11	45.9	21-0	15.2	41
42			192	17.8		13-2		45.8	21-3		42
43	8		193	17.6	12.0	13-3		45.7	21-9	15.1	43
44			194	17.4		13-4		45.6	22-0		44
45			195	17.2	11.8	13-5		45.5	22-3	15.0	45
46			196	17.0		13-6		45.4	22-6		46
47	9		197	16.8	11.7	13-7	4-0	45.3	22-9	14.9	47
48			198	16.6		13-8		45.2	23-0		48
49			199	16.4	11.6	13-9		45.1	23-3	14.8	49
50		50	200	16.2		13-10		45.0	23-6		50
51			201	16.0	11.5	13-11	4-1	44.9	23-9	14.7	51
52			202	15.8		14-0		44.8	24-0		52



TABLE IV (continued)

	Chin	FB	BB	Rope	75 yd.	Run Bd.	Hi	300	8 lb.	80 yd.	
Pet.	Up	Kick	Throw	Climb	Dash	Jump	Jump	Yard	Shot	Hurdles	Pet.
53	10		203	15.6	11.4	14-1		44.7	24-3	14.6	53
54			204	15.4		14-2		44.6	24-6		54
55			205	15.2	11.3	14-3		44.5	24-9	14.5	55
56			206	15.0		14-4		44.4	25-0		56
57	11		207	14.8	11.2	14-5	4-2	44.3	25-3	14.4	57
58			208	14.6	11.0	14-6		44.2	25-6		58
59			209	14.4	10-9	14-7		44.1	25-9	14.3	59
60		60	210	14.2	10.8	14-8		44.0	26-0		60
61			211	14.0		14-9		43.9	26-3	14.2	61
62			212	13.8		14-10		43.8	26-6		62
63	12		213	13.6	10.7	14-11	4-3	43.7	26-9	14.1	63
64			214	13.4		15-0		43.6	27-0		64
65			215	13.2	10.6	15-1		43.5	27-3	14.0	65
66			216	13.0		15-2		43.4	27-6		66
67			217	12.8	10.5	15-3		43.3	27-9	13.9	67
68	13		218	12.6		15-4		43.2	28-0		68
69			219	12.4	10.4	15-5	4-4	43.1	28-3	13.8	69
70		70	220	12.2		15-6		43.0	28-6	13.7	70
71			221	12.0	10.2	15-7		42.9	29-4	13.6	71
72			222	11.8		15-8		42.8	30-0	13.5	72
73			223	11.6	10.1	15-9	4-5	42.7	30-8	13.4	73
74			224	11.4		15-10		42.6	31-4	13.3	74
75	14		225	11.2	10.0	15-11		42.5	32-0	13.2	75
76			226	11.0		16-0		42.4	32-3	13.1	76
77			227		9.9	16-1	4-6	42.3	32-6	13.0	77
78			228	10.8	9.8	16-2		42.2	32-8		78
79			229	10.6	9.7	16-3		42.1	32-10	12.9	79



TABLE IV (continued)

Pet.	Chin Up	FB Kick	BB Throw	Rope Climb	75 yd. Dash	Run Bd. Jump	Hi Jump	300 Yard	8 lb. Shot	80 yd. Hurdles	Pet.
80		80	230	10.4	9.7	16-3		42.0	33-0	12.8	80
81	15		231	10.2	9.6	16-5	4-7	41.9	33-4	12.7	81
82			232	10.0		16-6		41.8	33-8	12.6	82
83			233	9.8	9.5	16-7		41.7	34-0	12.5	83
84			234	9.6		16-8		41.6	34-4	12.4	84
85			235	9.4	9.4	16-9	4-8	41.5	34-8	12.3	85
86			236	9.2	9.3	16-10		41.4	35-0	12.2	86
87	16		237	9.0		16-11		41.3	35-4	12.1	87
88			238	8.8		17-0		41.2	35-8	12.0	88
89			239	8.6	9.2	17-1	4-9	41.1	36-0	11.9	89
90		90	240	8.4		17-2		41.0	36-6	11.8	90
91			241	8.2	9.1	17-3		40.9	37-0	11.7	91
92			242	8.0		17-4		40.8	38-0	11.6	92
93	17		243	7.8	9.0	17-5	4-10	40.7	38-6	11.5	93
94			244	7.6		17-6		40.6	39-0	11.4	94
95			245	7.4	8.9	17-7		40.5	39-6	11.3	95
96			246	7.2		17-8		40.4	40-0	11.2	96
97	18		247	7.0	8.8	17-9	4-11	40.3	41-0	11.1	97
98			248	6.8		17-10		40.2	41-6	11.0	98
99			249	6.6	8.7	17-11		40.1	42-0	10.9	99
100	19	100	250	6.4	8.6	18-0	5-0	40.0	43-0	10.8	100
101				6.2	8.5	18-2	5-1		43-3	10.7	101
101.5				6.0	8.4	18-4	5-1		43-6	10.6	101.5
102					8.2	18-6	5-2		44-0	10.5	102



TABLE V

## BOYS' CLASS C DECATHLON RECORD

Pct.	Chin Up	FB Kick	BB Throw	Rope Climb	75 yd. Dash	Broad Jump	High Jump	300 yd. Run	8 lb. Shot	80 yd. Hurdles	Pct.
1			115	26.6	13.0	8-9		54.9		20.9	1
2			116	26.4	12.9	8-9	3-0	54.8		20.8	2
3			117	26.2	12.8	8-10		54.7	26-5	20.7	3
4	1		118	26.0		8-11		54.6	26-6	20.6	4
5			119	25.8	12.7	9-0	3-1	54.5	26-7	20.5	5
6			120	25.6		9-1		54.4	26-8	20.4	6
7			121	25.4	12.6	9-2		54.3	26-9	20.3	7
8			122	25.2		9-3	3-2	54.2	27	20.2	8
9			123	25.0	12.5	9-4		54.1	27-1	20.1	9
10	2	1	124	24.8	12.4	9-5	3-4	54.0	27-2	20.0	10
11			125	24.6	12.3	9-6		53.9	27-3	19.9	11
12			126	24.4		9-7		53.8	27-4	19.8	12
13			127	24.2	12.2	9-8		53.7	27-5	19.7	13
14			128	24.0		9-9		53.6	27-6	19.6	14
15	3		129	23.8	12.1	9-10	3-5	53.5	27-7	19.5	15
16			130	23.6		9-11		53.4	27-8	19.4	16
17			131	23.4	12.0	10-0		53.3	27-9	19.3	17
18			132	23.2		10-1		53.2	28	19.2	18
19			133	23.0		10-2		53.1	28-1	19.1	19
20	4	2	134	22.8	11.9	10-3	3-6	53.0	28-2	19.0	20
21			135	22.6		10-4		52.9	28-3	18.9	21
22			136	22.4		10-5		52.8	28-4	18.8	22
23			137	22.2		10-6		52.7	28-5	18.7	23
24			138	22.0		10-7		52.6	28-6	18.6	24
25			139	21.8	11.8	10-8	3-7	52.5	28-7	18.5	25
26			140	21.6		10-9		52.4	28-8	18.4	26



TABLE V (continued)

Pct.	Chin Up	FB Kick	BB Throw	Rope Climb	75 yd. Dash	Broad Jump	High Jump	300 yd. Run	8 lb. Shot	80 yd. Hurdles	Pct.
27			141	21.4		10-11		52.3	28-9	18.3	27
28	5		142	21.2	11.7	11-0		52.2	29	18.2	28
29			143	21.0		11-1		52.1	29-1	18.1	29
30		3	144	20.8		11-2	3-8	52.0	29-2	18.0	30
31			145	20.6	11.6	11-3		51.9	29-3	17.9	31
32			146	20.4		11-4		51.8	29-4	17.8	32
33			147	20.2		11-5		51.7	29-5	17.7	33
34	6		148	20.0		11-6		51.6	29-6	17.6	34
35			149	19.8	11.5	11-7	3-9	51.5	29-7	17.5	35
36			150	19.6		11-8		51.4	29-8	17.4	36
37			151	19.4		11-9		51.3	29-9	17.3	37
38			152	19.2		11-10		51.2	30	17.2	38
39			153	19.0		11-11		51.1	30-1	17.1	39
40	7	4	154	18.8	11.4	12-0	3-10	51.0	30-2	17.0	40
41			155	18.6		12-1		50.0	30-3	16.9	41
42			156	18.4		12-2		50.8	30-4	16.8	42
43			157	18.2	11.3	12-3		50.7	30-5	16.7	43
44	8		158	18.0		12-4		50.6	30-6	16.6	44
45			159	17.8		12-5	3-11	50.5	30-7	16.5	45
46			160	17.6		12-6		50.4	30-8	16.4	46
47			161	17.4	11.2	12-7		50.3	30-9	16.3	47
48			162	17.2		12-8		50.2	31	16.2	48
49	9		163	17.0	11.1	12-9		50.1	31-1	16.1	49
50		5	164	16.8		12-10	4-0	50.0	31-2	16.0	50



TABLE V (continued)

Pct.	Chin Up	FB Kick	BB Throw	Rope Climb	75 yd. Dash	Broad Jump	High Jump	300 yd. Run	8 lb. Shot	80 yd. Hurdles	Pct.
51			165	16.6		12-11		49.9	31-3	15.9	51
52			166	16.4		13-0		49.8	31-4	15.8	52
53			167	16.2	11.0	13-1		49.7	31-5	15.7	53
54			168	16.0		13-2		49.6	31-6	15.6	54
55	10		169	15.8		13-3	4-1	49.5	31-7	15.5	55
56			170	15.6		13-4		49.4	31-8	15.4	56
57			171	15.4		13-5		49.3	31-9	15.3	57
58			172	15.2	10.9	13-6		49.2	32	15.2	58
59			173	15.0		13-7		49.1	32-1	15.1	59
60	11	6	174	14.8		13-8	4-2	49.0	32-2	15.0	60
61			175	14.6	10.8	13-9		48.9	32-3	14.9	61
62			176	14.4		13-10		48.8	32-4	14.8	62
63			177	14.2		13-11		48.7	32-5	14.7	63
64			178	14.0		14-0		48.6	32-6	14.6	64
65	12		179	13.8	10.7	14-1		48.5	32-7	14.5	65
66			180	13.6	10.6	14-2		48.4	32-8	14.4	66
67			181	13.4		14-3		48.3	32-9	14.3	67
68			182	13.2		14-4	4-3	48.2	33	14.2	68
69			183	13.0	10.5	14-5		48.1	33-1	14.1	69
70	13	7	184	12.8		14-6		48.0	33-2	14.0	70
71			185	12.6	10.4	14-7	4-4	47.9	33-3	13.9	71
72			186	12.4		14-8		47.8	33-4	13.8	72
73			187	12.2	10.3	14-9		47.7	33-5	13.7	73
74			188	12.0		14-10		47.6	33-6	13.6	74
75			189	11.8	10.2	14-11	4-5	47.5	33-7	13.5	75



TABLE V (continued)

Pct.	Chin Up	FB Kick	BB Throw	Rope Climb	75 yd. Dash	Broad Jump	High Jump	300 yd. Run	8 lb. Shot	80 yd. Hurdles	Pct.
76	14		190	11.6		15-0		47.4	33-8	13.4	76
77			191	11.4	10.1	15-1		47.3	33-9	13.3	77
78			192	11.2		15-2		47.2	34	13.2	78
79			193	11.0	10.0	15-3		47.1	34-1	13.1	79
80		8	194	10.8		15-4	4-6	47.0	34-2	13.0	80
81			195	10.6	9.9	15-5		46.9	34-3	12.9	81
82			196	10.4		15-6		46.8	34-4	12.8	82
83			197	10.2	9.8	15-7		46.7	34-5	12.7	83
84			198	10.0		15-8		46.6	34-6	12.6	84
85	15		199	9.8	9.7	15-9	4-7	46.5	34-7	12.5	85
86			200	9.6	9.6	15-10		46.4	34-8	12.4	86
87			201	9.4		15-11		46.3	34-9	12.3	87
88			202	9.2		16-0		46.2	35	12.2	88
89			203	9.0	9.5	16-1		46.1	35-1	12.1	89
90	16	9	204	8.8		16-2	4-8	46.0	35-2	12.0	90
91			205	8.6	9.4	16-3		45.9	35-3	11.9	91
92			206	8.4		16-4		45.8	35-4	11.8	92
93			207	8.2	9.3	16-5		45.7	35-5	11.7	93
94			208	8.0		16-6		45.6	35-6	11.6	94
95	17		209	7.8	9.2	16-7	4-9	45.5	35-7	11.5	95
96			210	7.6	9.1	16-8		45.4	35-8	11.4	96
97			211	7.4	9.0	16-9		45.3	35-9	11.3	97
98			212	7.2		16-10		45.2	35-10	11.2	98
99			213	7.0	8.9	16-11		45.1	35-11	11.1	99
100	18	10	214	6.8	8.8	17	4-10	45.0	36	11.0	100