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Physical Education Curriculum for Boys Senior High School, Edwards County Community Unit District #1, Albion, Illinois

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Eastern Illinois University

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PHYSICAL EDUCATION CURRICULUM FOR BOYS

SENIOR HIGH SCHOOL, EDWARDS COUNTY

COMMUNITY UNIT DISTRICT #1, ALBION, ILLINOIS

A Thesis

Presented to the Faculty of
the Department of Men's Physical Education
Eastern Illinois University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by

David L. Hart

July, 1959
APPROVED:                      Date:       July 23, 1959

[Signature]

Chairman

[Signature]
The ultimate test of any school program or educational procedure is the change which takes place in the student's behavior, the knowledge he acquires, the skills he develops, and the attitudes he forms.

With this in mind, I have developed a physical education program for the Edwards County Community Unit District #1, Albion, Illinois.

This program will be in effect in our Unit as soon as our new building program is complete. We will have all the high school students in the Senior High School at the same time when this building program is complete. Now the attendance center at West Salem, Illinois, has two years of high school; Bone Gap, Illinois, has one year of high school, and until this year, Browns, Illinois, had one year of high school.

A well rounded high school physical education program should have the greatest possible variety of activities to offer students. With our new building program and added facilities I feel we will have a better physical education program in our Senior High School.
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CHAPTER I

PHYSICAL EDUCATION IN THE SCHOOL PROGRAM

The program of physical education should be considered a part of the total school curriculum and as such, its objectives should be in harmony with the ultimate objectives of general education.

Physical education in providing exercise to alleviate some of the evils of unnatural living is the most conspicuous and readily understandable purpose of the program as it exists in the school. But above this function physical education must be thought of as a primarily educational function. Organized education undertakes to help the individual to develop to the maximum degree his capacity to function successfully in the environment in which he lives.¹

The responsibility of physical education is to make individuals increasingly aware of and able to use the body as an instrument for the fullest expression of the total personality. Physical education identifies itself wholeheartedly with all education. It endeavors to base its program on an understanding of the growth and development of human individuals within this democratic society. It affirms its faith in that forward looking education which will free man from that part of his past which shackles him and will give him power to live in a democratic society in security and joy with himself, and with and for others.²


Physical education is also a type of laboratory work, designed to cause the student to react to many and varied situations in the gymnasium, on the athletic field, play field, in such ways as to provide desirable changes in his behavior and the character behind it. He is encouraged to participate in physical activities in such a way as gradually to develop self-confidence, self-reliance, and a better morale.\(^3\)

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CHAPTER II

PHILOSOPHY OF PHYSICAL EDUCATION

Education in our democracy provides experiences which assist in meeting the common, as well as the individual, educational needs of youth. Educational experiences must provide youth with skills, knowledge, and attitudes which are basic to effective adjustment to living in our democratic society. These experiences should be available to all individuals irrespective of race, color, or creed.\(^4\)

It is believed that the purposes of education include those objectives which are essential to a sound educational program. These purposes are the objectives of self-realization; economic efficiency; civic responsibility; and human relationships. The experiences of education must be in a continuous process of improvement in relation to the changing needs and interests of youth and society.\(^5\)

Physical education is that phase of the school experiences planned to promote total development through the medium of physical activities. These experiences should be intelligently guided to stimulate physiological, sociological, and psychological growth, since they are basic prerequisites to effective living. The program and associated experiences are planned with special consideration for the needs of both the individual as a personality and as a member of a social group. The worth of each individual should


\(^5\)Ibid., p. 148.
be recognized, and experiences should be offered which provide the individual with opportunities to gain recognition from his peers. By means of the physical education experience each individual should increase his knowledge of his body and should become aware of the body as a medium of expression and as an instrument of creativity. The health of each individual and the establishment of understandings and habits necessary for healthful living are primary concerns of the physical education program. The physical education program should develop and acquaint each individual with sources, understandings, and skills for the satisfying use of leisure time. Each individual should be given guidance in learning and practicing the skills of human relationships essential for effective living. The experiences provided and the methods used to promote these developments should be based upon and consistent with the democratic principles.

Physical education in schools includes a sequence of activities involving basic movements such as running, jumping, throwing, kicking, climbing, swinging or striking, through which educational outcomes may be attained. The physical education curriculum includes a wide variety of activities, including games, relays, rhythms, stunts, tumbling, calisthenics, sports, and other activities. The outcome of the physical education program can be expressed in terms of the student's organic development, his neuromuscular development, and his social and emotional development.

Normal children need an appropriate amount of vigorous physical activity in order to grow. Various studies estimate this need to be from

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6 Ibid.
7 Ibid.
8 Ibid., p. 149.
three to five hours a day. The physical education period in school helps
fulfill this need. By means of physical activity, the organic systems of
the body are developed. Efficient functioning of the circulatory, respira-
tory and all other systems of the body makes sustained effort possible.
Thus the appropriate amounts of exercise promote strength and endurance
sufficient to carry on the normal tasks of living with ample reserve to
prevent the early onset of fatigue. 9

Each individual needs sufficient physical skill for the efficient use
of his body. Most motor coordinations except the basic reflexes, such as
the eye-wink and knee-jerk are learned. The physical education program seeks
to improve these coordinations. It follows also that the ability to throw
and catch a ball reasonably well, to move rhythmically, to strike a ball
with some assurance, or to shoot a basket accurately increases the enjoyment
of games and sports which employ these skills. 10

Enjoyment increases the likelihood that individuals will seek appropriate
physical recreational pursuits in out-of-school life. Thus appears the
need for instruction, for assisting individuals in developing suitable
neuromuscular skills. 11

Each individual needs to develop those finer qualities which make for
successful living together in families, as neighbors, and as citizens.
Physical education provides a setting, different from the classroom, in
which many of these finer qualities can be taught. The basic elements
appear on the playground in taking turns, respecting the rights of others,
and exercising leadership and followership roles. In team games strong

9 Ibid.
10 Ibid., p. 150.
11 Ibid.
group purposes emerge which draw individuals into combined efforts for a common cause. As the social development of individuals progresses successfully in classrooms and on playgrounds, socializing qualities are more likely to be exhibited in everyday living. The basis of teamwork, the attitude of cooperation, found in physical education is similar to the basis of living together successfully as neighbors and as citizens.\footnote{12}{Ibid.} 

Because it is fun to play games, throw, catch and hit a ball, the player sheds routine cares during the playing. Children and adults need the release from tensions of living which play affords. On the other hand, the rules of the game and the code of sportsmanship can force control of emotional outbursts against "bad breaks." The game can teach the acceptance of things as they are and the willingness to cope with the situation at hand, for an "alibi" always fails to change the final score. Thus, physical education contributes in a real way to the \textit{emotional} development of students.\footnote{13}{Ibid., pp. 149-150.”}
CHAPTER III

AIM AND OBJECTIVES

Physical education is that phase of education which is concerned, first, with the organization and the leadership of children in big-muscle activities, to gain the development and the adjustment inherent in the activities according to social standards; and second with the control of health or growth conditions naturally associated with the leadership of the activities so that the educational process may go on without growth handicaps.14

Physical education should aim to provide skilled leadership and adequate facilities that will afford an opportunity for the individual or group to act in situations that are physically wholesome, mentally stimulating and satisfying, and socially sound.15

General objectives of Physical Education:
1. To develop skills in activities and favorable attitudes toward play that will carry over and function during leisure time.
2. To develop the organic system of the body to the end that each individual may live at the highest possible level.
3. To provide opportunities for controlled participation in physical activities that will result in educative experiences.16

These statements indicate that physical education has the responsibility for guiding the experience of boys in such a way that they will be helped to spend their leisure happily, to develop the organic systems of their bodies, and to develop wholesome personalities and good traits of character.

15 Elwood C. Davis and John D. Lawther, Successful Teaching in Physical Education (New York: Prentice-Hall, 1941) p. 65.
LaPorte also lists as general objectives:

1. The development of fundamental skills in aquatic, gymnastic, rhythmic, and athletic activities for immediate educational purposes - physical, mental, and social.
2. The development of useful and desirable skills in activities suitable as vocational interests for use during leisure time.
3. The development of essential safety skills and the ability to handle the body skillfully in a variety of situations for the protection of self and of others.
4. The development of a comprehensive knowledge of rules, techniques, and strategies suitable to the age group.
5. The development of the power of self-expression and reasonable self-confidence, (Physical and mental poise); by mastery of difficult physical - mental - social problems in supervised activities.
6. The development of essential health habits, health knowledge, and health attitudes as the result of a specific instruction in health principles and careful supervision of health situations.
7. The elimination of remediable defects and the improvement of postural mechanics insofar as these can be influenced by muscular activities and health advice, based on an adequate physical and health diagnosis.17

The ultimate aim of physical education may well be to so develop and educate the individual through the medium of wholesome and interesting physical activities that he will realize his maximum capacities, both physically and mentally, and will learn to use his powers intelligently and co-operatively as a good citizen even under violent emotional stress.18

18 Ibid., p. 36.
CHAPTER IV
REGULATIONS AND PLANS

The following set of general regulations and plans are designed for use in the curriculum presented in this paper. They have been used at the Edwards County Senior High School, Albion, Illinois for the past three years.

Requirement:

All pupils are required to enroll in and attain a satisfactory standard of achievement in physical education for eight semesters. One-fourth credit will be given for each year completed.

Assignment:

All students who are in good health will be required to take physical education. Students not physically able to participate in the regular program will be required to participate in a modified program designed to meet their needs.

Class Schedule:

All classes in physical education will meet five times a week. The place of the meeting will depend upon the activity. When weather is favorable, classes will be held out of doors.

Time:

The class period will be forty minutes in length. The class will begin five minutes after the beginning of the regular period and will end ten minutes before the end of the regular period. This will enable students to shower and change regularly.
Uniform:

A standard uniform is required of all students. The uniform will consist of T-shirt, supporter, heavy socks, and gym shoes. The uniform may be purchased through the school at a reduced cost to the student. Two uniforms are recommended so that while one is in use the other can be laundered. Uniforms must be laundered at least once a week.

Equipment:

The school will provide all physical education equipment.

Towels:

The school will have a towel service; students will be required to have a clean towel at least twice a week.

Lockers:

Each student will be provided with an individual locker. A lock must be rented from the school and the locker locked at all times.

Showers:

In accordance with hygienic standards, each student will be required to take a shower after each activity class. Liquid soap will be provided by the school. This regulation will be enforced by the instructor.

Attendance:

Class attendance in physical education will be in accordance with the general school policy. All absences will be handled through the principal's office. No student will be admitted to class after an absence without a permit from the principal's office. For extended absences, a student must have a medical slip from a doctor to re-enter class.

Excuses:

No student will be given a permanent excuse from physical education class. A valid excuse must be signed by the County Health Service and by a competent physician stating reasons for non-competition. The physician
should state in what activities the student can participate.

Examinations:
The basic and the performance examinations will be given at the end of the period devoted to the activity. Supplementary examinations may be given at the discretion of the instructor.
CHAPTER V

FACILITIES

Administration must provide and maintain adequate facilities and equipment for the physical education program. Many valuable and interesting physical education activities can be carried on with a very minimum of facilities and equipment. No teacher should give up hope and fail to put forth his best effort because of the lack of an elaborate physical lay-out. It is highly desirable to have adequate facilities and equipment to carry on a broad program of activities suited to the needs of the pupils. Some school administrators seem to think, at times, that a very limited number of balls, bats, nets, mats, and other kinds of supplies are adequate for large classes in physical education.

It must be recognized that in learning skills in physical education, frequent and continued repetition plays an important part as it does in perfecting other types of motor skills; adequate supplies are essential to successful teaching and practice.19

At our Senior High School, Albion, Illinois, we have the following facilities and equipment:

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<td>Three showers</td>
<td>Soccer balls (four)</td>
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19 Sharman, op. cit., pp. 196-197.
INDOOR (Cont'd)

Shuffle board court (one)
Volleyball net (two)
Volley balls (twelve)
Basketballs (fourteen)
Badminton net (three)
Badminton set (six)
Shuttlecock (three cans)
Deck tennis ring (four)
Duck pins (ten)
Hockey cage (two)
Climbing rope (one)
Mats (six)
Baskets (four with nets)
Plastic bat (two)
Whiffle ball (twelve)

OUTDOOR (Cont'd)

Softball diamond (two)
Softballs (twelve)
Softball bats (ten)
Playground balls (eight 5" balls)
Playground area

In 1960-61, the Senior High School will have twenty acres of additional campus area. The present plan is to add a lighted baseball diamond, track, play area, and possibly a swimming pool. This swimming pool is a community recreation project and will be built on school ground and used by the school whenever the weather will permit.

The rest of the area will be used for recreational area by the community, with picnic ground and play area to be used by the school if they so desire.

This part of the physical education program is just in the planning and developing stage now, and will be used in the program as the area is improved.
CHAPTER VI

PLAN OF INSTRUCTION

The merits of the so-called natural and formal methods of teaching have been widely discussed. Each has strong as well as weak points. The instruction procedure should be adapted to the individual needs of the student, using a wholesome and natural approach, and combining the methods that seem to assure the most rapid learning with the greatest degree of pleasure and satisfaction. Be sure to explain the general idea of the game or activity, and the terms most often used. Use explanations, demonstrations, and other teaching aids in presenting the techniques.

An effective plan of instruction for a given class period is suggested in the following outline:

1. Description of new fundamentals for the day's lesson, with proper demonstration and explanation of their relation to the game as a whole.

2. Review practice of fundamentals learned in the preceding class period.

3. Practice of the new skills, and practice individually and in mass formation.

4. Practice of the new skills by squads and teams.

5. Practice of the new skills and preceding ones in a natural game situation using only those fundamentals that have already been presented and properly learned.

This last part should introduce the learner to the complete act in the
total game situation with the usual attendant pleasure and satisfaction growing out of game participation.\textsuperscript{20}

\textsuperscript{20}LaPorte, \textit{op. cit.}, p. 49.
CHAPTER VII
GRADING PLAN

The following grading plan will be used in our Senior High School, Albion, Illinois.

This grading plan was adopted with the idea of taking away subjective grading as much as possible. There will be a certain amount of subjective grading in any grading plan where individuals and skill in activities are considered.

In this grading plan, a student who attends regularly, practices hygienic standards, has good social attitudes, keeps uniforms clean, enjoys playing games and participating in activities, and can do any skill or demonstration, could obtain the necessary points to pass physical education.

The grade for each student will be based upon ten different items, and points from one to ten will be given for each. The following are the items:

1. **Performance skills**: Points will be based on the individual's ability to perform the complete activity under game conditions.

   1 to 10 points.

2. **Demonstration skills**: Points will be based on the individual's ability to demonstrate a specific fundamental skill or some phase of the total activity.

   1 to 10 points.

3. **Knowledge of Rules and Strategy**: Points will be based on the individual's knowledge of rules, strategy, and details of performance by a written exam of the activity.

   1 to 10 points.
4. **Social Attitudes**: Points will be based on individual in respect to cooperation, dependability, courtesy, sportsmanship, and leadership. (2 points each) 1 to 10 points.

5. **Posture**: Points will be based on each individual's posture. This does not mean that every student has to have some posture - but, each individual maintaining a good posture in activities - not stooped or slouchy. 1 to 10 points.

6. **Effort**: Points will be based upon amount of effort and enthusiasm put forth in activities. 1 to 10 points.

7. **Improvement**: Points will be based upon the improvement the individual shows during the activity (beginning and advanced) 1 to 10 points.

8. **Regularity of Attendance**: Perfect attendance: 10 points
   (School policy - all unexcused absences - Zero)
   1 to 3 absences: 3 points
   3 to 6 absences: 6 points
   Over 6 absences: 0 points

9. **Showering**: Points will be given and based upon taking a shower regularly (each day after activity). This can be checked by towel checkout. 1 to 10 points.

10. **Uniform**: Points will be based upon proper uniform.
    This includes:
    
    **Outside** - Sweat shirt
    T-shirt
    Supporter
    Gym trunks
    Heavy socks
    Gym shoes

    **Inside** - Sweat shirt not necessary.
    The uniform will be purchased through the school at a reduced cost to the student. This will standardize the uniform in color and type.

I have arranged the points down into minus grades to correspond with the grading of the academic classes in our school grading system.
A -- Excellent
B -- Good
C -- Fair
D -- Poor
E -- Failure

95 to 100 points -- A
90 to 94 points -- A-
85 to 89 points -- B
80 to 84 points -- B-
75 to 79 points -- C
70 to 74 points -- C-
65 to 69 points -- D
60 to 64 points -- D-
Below 59 points -- E
CHAPTER VIII
THE IMPORTANCE AND USE OF EVALUATIVE PROCEDURES

The primary purpose of evaluation is the improvement of instruction. Only through a careful analysis of the degree to which desired goals are reached can the learning experiences provided be properly modified or fortified. Only by the accumulation of accurate information about the pupil can contributions be made to his individual needs on the basis of his difficulties, his strengths and his weaknesses. Evaluation seems absolutely essential to the improvement of teaching techniques and conditions of learning.21

To evaluate our physical education program, a proficiency examination will be given in each of our physical education activities. These proficiency exams will be obtained from the University of Illinois and consist of three parts: (1) a written examination covering rules, strategy, etc., (2) a demonstration examination covering skills in the particular activity, and (3) a performance examination in a competition.22 A record will be kept during the student's four years; and a comparison will be made each year to see what the individual student is doing. This will provide the instructors in physical education with the information on what skills and knowledge the students need and what part of the instruction is being slighted, or what could be over emphasized. There will be other tests, such


22 Ibid., p. 103.
as the Marine Corp Test, which has pushup, pullup, squat, jump, situp, 330 yard run, given and the results recorded and compared each year to check the improvement of each individual student.
CHAPTER IX

SELECTION OF CONDUCTED ACTIVITIES OR PROGRAM CONTENT

A review of the literature in connection with school programs of physical education reveals that there are many procedures and activities that might be included in the program. In order to decide satisfactorily what should be in the program content, it is necessary that some guiding principles be accepted which can be used as standards in the selection of activities and techniques. 23

The following statements are suggested as valid criteria for the selection of the content of this physical education program.

1. The activities included in the program must occur frequently in the daily lives of most individuals.
2. The content of the program must be within the range of experience, interest, ability, and capacity of the pupils so that they can achieve a reasonable degree of success.
3. The activities included in the program must be such that they can be graded and arranged in progression to fit the needs of the pupils.
4. The activities included in the program must be such that a maximum correlation with other subjects is possible.
5. The activities should provide desirable and wholesome contacts with other people.
6. The activities should lead to other worthwhile activities.
7. The content of the program must be such that it is not provided satisfactorily by other agencies outside the school.
8. The activities included in the program must be such as to occur frequently in the daily lives of most individuals as they live during adulthood.
9. The activities included in the program should be the ones of the greatest relative value.
10. The number of activities included in the program must be relatively small so that a few valuable activities may be taught intensively rather than treating many activities superficially. 24

23 Sharman, op. cit., p. 10.
24 Ibid., pp. 10-11.
In order for an activity to be included in the program, it is not necessary that it conform to all of these criteria, but the activities which meet the requirements of the greater number of the standards should be selected for the content of the program.25

The following summary of conducted activities are for each year, and for a given number of weeks.

**FRESHMAN YEAR - FIRST SEMESTER**

6 weeks: 1. Playing *touch football* (Beginning) reasonably well and intelligently.

6 weeks: 2. Playing *volleyball* (Beginning) reasonably well and intelligently.

6 weeks: 3. Playing *basketball* (Beginning) reasonably well and intelligently.

**FRESHMAN YEAR - SECOND SEMESTER**

6 weeks: 1. Engaging in *wrestling* (Beginning) reasonably well and intelligently.

6 weeks: 2. Engaging in *individual tumbling stunts and pyramids* reasonably well and intelligently.

6 weeks: 3. Playing *softball* (Beginning) reasonably well and intelligently.

**SOPHOMORE YEAR - FIRST SEMESTER**

6 weeks: 1. Engaging in *touch football* (Advanced) reasonably well and intelligently.

4 weeks: 2. Playing *soccer* (Beginning) reasonably well and intelligently.

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25 Ibid., p. 10.
2 weeks: 3. Engaging in square dancing reasonably well and intelligently.

6 weeks: 4. Engaging in apparatus stunts reasonably well and intelligently.

**SOPHOMORE YEAR - SECOND SEMESTER**

5 weeks: 1. Engaging in double tumbling stunts reasonably well and intelligently.

5 weeks: 2. Playing basketball (advanced) reasonably well and intelligently.

4 weeks: 3. Engaging in tennis (beginning) reasonably well and intelligently.

4 weeks: 4. Engaging in archery (beginning) reasonably well and intelligently.

**JUNIOR YEAR - FIRST SEMESTER**

5 weeks: 1. Playing softball (advanced) reasonably well and intelligently.

4 weeks: 2. Playing soccer (advanced) reasonably well and intelligently.

5 weeks: 3. Playing volleyball (advanced) reasonably well and intelligently.

4 weeks: 4. Playing speedball (beginning) reasonably well and intelligently.

**JUNIOR YEAR - SECOND SEMESTER**

4 weeks: 1. Engaging in weight lifting reasonably well and intelligently.

4 weeks: 2. Playing badminton reasonably well and intelligently.

4 weeks: 3. Engaging in co-educational sports reasonably well and intelligently.

6 weeks: 4. Engaging in track and field events reasonably well and intelligently.
SENIOR YEAR - FIRST SEMESTER

6 weeks: 1. Playing baseball (beginning) reasonably well and intelligently.

4 weeks: 2. Playing speedball (advanced) reasonably well and intelligently.

4 weeks: 3. Engaging in social games and activities reasonably well and intelligently.

4 weeks: 4. Participation in social dancing reasonably well and intelligently.

SENIOR YEAR - SECOND SEMESTER

5 weeks: 1. Engaging in indoor recreation sports reasonably well and intelligently.

4 weeks: 2. Playing tennis (advanced) reasonably well and intelligently.

4 weeks: 3. Engaging in archery (advanced) reasonably well and intelligently.

5 weeks: 4. Playing baseball (advanced) reasonably well and intelligently.
This activity will aid the pupils to become familiar with the size of the field, the numbers, names, and positions on a touch football team. It will enable the pupils to learn the rules necessary in order to start playing the game; to learn the relationship of touch football to football; and develop the skills, strategy, and terms used in touch football.

**Specific Objective:**

Playing touch football reasonably well and intelligently

**Control Objectives:**

Skill in performing the following activities:

1. Making the following passes:
   a. Forward pass
   b. Lateral pass
   c. Center pass or snap

2. Receiving the following passes:
   a. Forward pass
   b. Lateral pass
   c. Center pass or snap

3. Running and dodging with the ball

4. Tagging the ball carrier

5. Making the following kicks:
   a. Place
   b. Drop
   c. Punting
6. Receiving punts
7. Recovering loose balls
8. Blocking
9. Avoiding the blocker
10. Running interference
11. Offensive charging
12. Defensive charging
13. Individual defensive play

Knowledge of the following:
1. Rules of touch football
2. Terms of touch football
3. Offensive and defensive strategy of touch football

Condition:
Play a full game of touch football without undue fatigue

Materials for Learning:
1. One touch football field
2. Five footballs
3. Touch football rules, several copies
4. Two books relative to touch football:
VOLLEYBALL (Beginning)

Six Weeks

This activity will aid the pupils to become familiar with the size and layout of a volleyball court; the number, names, and positions on a volleyball team. It will aid the pupils in acquiring a comprehensive knowledge of as many rules as necessary to begin playing the game, and become familiar with a brief history of the game of volleyball.

Specific Objectives:

Playing volleyball reasonably well and intelligently.

Control Objectives:

1. Skills in making the following passes:
   a. Underhand
   b. Overhand
   c. One hand

2. Skills in performing the underhand serve

3. Skills in methods included in the attack:
   a. Feeding
   b. Boosting
   c. Spiking

Knowledge of the following:

1. Knowledge of the rules
2. Knowledge of the offensive strategy
3. Knowledge of the defensive strategy
4. Knowledge of teamwork

Condition:

Condition to play a full three games of twenty-one points without undue fatigue.
Materials for learning:

1. Classroom (discussions)
2. Two volleyball courts with standards for fastening nets
3. Two volleyballs for each court
4. Two volleyball nets
5. Official rule books
6. Three reference books on volleyball:
   b. *How To Improve Your Volleyball* (The Athletic Institute, Chicago: 209 St. Street, 1950)
BASKETBALL (Beginning)

Six Weeks

Introduce to the pupils a brief history of the game, progress of the sport and the various steps in its development. This activity will aid the pupils to become familiar with the positions, the size of the regulation court, and rules necessary to begin playing the game of basketball.

Specific Objective:

Playing basketball reasonably well and intelligently

Control Objectives:

Skills in performing the following activities:

1. Skills involved in passing:
   a. Single underhand passing
   b. Double underhand pass
   c. Hook pass
   d. Two hand shoulder pass
   e. Double overhead pass
   f. Single overarm pass
   g. Two hand push pass
   h. Bounce pass
   i. Underhand flip pass or toss

2. Catching or receiving the ball:
   a. High
   b. Low
   c. To the right
   d. To the left

3. Shooting:
   a. Two hand push shot
b. One hand push shot
c. Hook shot
d. One hand lay-up shots
e. Pivot shots
f. Free throw shot

4. Dribbling:
   a. Types: high, low
   b. Reverse
c. Drag
d. Uses of the dribble

5. Use of the eyes:
   a. Forward vision
   b. Peripheral vision
c. Eyes in feinting

6. Use of body movements:
   a. Head fakes
   b. Shoulder fakes
c. Body fakes

7. Use of foot movements:
   a. Quick stops
   b. Reverses
c. Quick starts
d. Pivots (full, half, and quarter)

8. Screening

9. Individual defense:
   a. Body position
b. Stance

c. Footwork

d. Use of the hands

10. Defensive maneuvers:
   a. Guarding the man with the ball
   b. Guarding man without the ball
   c. Guarding the men on various parts of the floor
   d. Guarding - two on one
   e. Avoiding the screens

Knowledge of the following:

1. Rules of basketball

2. Principles of offensive and defensive strategy

3. Terms used relative to basketball

Condition:

Condition to play one complete game of basketball without undue fatigue

Materials for learning:

1. Six basketballs

2. Three basketball rule books

3. Four basketball goals with nets

4. One or more basketball courts

5. Clock or stop watch

6. Four reference books of basketball:


   b. Bunn, John, Basketball Methods (New York: The MacMillan Co.)

   c. Holman, Nathan, Championship Basketball (New York: Prentice-Hall, Inc.)

FRESHMAN YEAR - SECOND SEMESTER

WRESTLING (Beginning)

Six Weeks

The activity will introduce to the pupils the origin and history of wrestling. This sport can develop proficiency in the very small boy as well as the large boy. It will aid the pupils to understand and become familiar with the rules, types of wrestling, and techniques.

Specific Objective:

Engaging in wrestling reasonably well and intelligently.

Control Objectives:

Skill in performing the following activities:

1. Warm up drills:
   a. Changing positions
   b. Back pivot
   c. Briding
   d. Shoulder roll
   e. Standing side roll
   f. All four side roll
   g. Foot work

2. Assuming the following fundamental positions:
   a. On guard
   b. Referee’s position
   c. Rump position

3. Taking the opponent to the mat from the front:
   a. Leg dive
   b. Arm drag (falling)
   c. Kelly
   d. Inside trip
e. Arm drag from knee

4. Going behind the opponent:
   a. Switch
   b. Sit-out and arm drag
   c. Indiana stand up

5. Riding the opponent for time advantage and defense:
   a. Crotch ride
   b. Wrist ride
   c. Waist and ankle ride
   d. Bar arm and outside leg
   e. Elbow and crotch ride

6. Pinning and holds and defenses:
   a. Half nelson and reverse body scissor
   b. Half nelson and inside crotch
   c. Reverse nelson and inside crotch
   d. Reverse nelson and double bar arm

Knowledges of the following:
1. The rules of wrestling
2. Offensive strategy
3. Defensive strategy
4. Terminology of wrestling
5. History of wrestling
6. Principles involved in wrestling

Condition:

To be able to wrestle a match eight minutes duration without undue fatigue.

Materials for learning:
1. Mats
2. Rule books for wrestling
3. Three reference books for the wrestling activities:
TUMBLING (Individual Stunts)

Six Weeks

Introduce to the pupils a brief history of tumbling and the relationship to gymnastics. This activity will aid the pupils to develop self-confidence, individual skill, and techniques of tumbling and individual stunts.

Specific Objective:

Engaging in tumbling reasonably well and intelligently.

Control Objectives:

Skills in performing the following activities:

1. Forward roll, three in succession, rise to a standing position.
2. Backward roll, three in succession, rise to a standing position at the end of roll.
3. Running-long dive eight feet.
4. Hand stand, five seconds.
5. Squat stand, ten seconds.
6. Cartwheel, three in sequence.
7. Running forward hand spring.
8. Single elbow lever.

Double tumbling stunts:

1. Knee shoulder balance, five seconds.
2. Double knee bend walk, ten feet forward and ten feet backward.
3. Hand balance and pull over, complete cycle.
4. Elephant walk, each man travel ten feet in each position.

Knowledge of the following:

1. Nomenclature commonly used relative to the stunts.
2. Principles involved in performing individual tumbling stunts

3. Safety practices

Condition:

To participate in tumbling stunts for forty minutes without undue fatigue.

Materials for learning:

1. Mats for tumbling

2. Three reference books on tumbling:
   a. Harby, S. F., Tumbling (Philadelphia: W. B. Saunders Co.)
   c. McClow, L. L., Tumbling Illustrated (New York: A. S. Barnes and Co.)
SOFTBALL (Beginning)

Six Weeks

This activity will aid the pupils to become familiar with the game, its history, size of diamond, equipment, and the rules. It will aid the pupils to understand various techniques involved in playing various positions on a softball team.

Specific Objective:

Playing softball reasonably well and intelligently

Control Objectives:

Skills in performing the following activities:

1. Throwing the ball
   a. Techniques of throwing from the various fields
   b. Throwing to various bases
   c. Full arm throw (outfield)
   d. Underhand throw (pitcher)
   e. Catcher's throw

2. Catching a thrown ball
   a. High throw
   b. Low throw

3. Fielding balls
   a. High fly
   b. Line drives
   c. Bouncing balls
   d. Rolling (fast, slow)

4. Base running

5. Batting:
   a. Stance
   b. Step (smooth - not too much stride)
c. Swing (choke and full)
d. Gripping the bat
e. Follow through
f. Proper swinging in regard to various pitches
g. Hitting behind the runner

6. Playing the several fielding positions
   a. Catcher
   b. Pitcher
   c. First base
d. Second base
e. Third base
f. Short stop
g. Left field
h. Center field
i. Right field

Knowledge of the following:
1. Rules of soft ball
2. Equipment used in softball games
3. Terms used in softball
4. Hitting and field strategy
5. General team play and strategy
6. The various techniques involved in playing the various fielding positions

Condition:
Condition to play a full game of softball without undue fatigue.

Materials for learning:
1. Softball diamond
2. Bases

3. Four softballs

4. Softball bats

5. Rule books for softball, five

6. Two reference books on softball:
   
SOPHOMORE YEAR - FIRST SEMESTER

Touch Football (Advanced)

Six Weeks

This activity will review the fundamental skills learned in beginning touch football. The offensive strategy, defensive strategy, signal, and various formations will be stressed more. This activity will cover play of regulation game of touch football.

Specific Objective:

Playing touch football reasonably well and intelligently.

Control Objectives:

Understanding the skills and participation in the following:

1. Review of the fundamental skills learned in beginning touch football
2. Team organization
3. Shifting on offense and defense
4. Team offense
   a. Short punt
   b. Long punt
   c. T-formation
   d. Single wing
5. Signal system
6. Team defense
   a. Six-three-two
   b. Six-two-two-one
   c. Five-four-two

Knowledge of the following:

1. Rules of touch football
2. Terminology commonly used
3. Principles involved in touch football

**Condition:**

To play a regulation game of touch football without undue fatigue.

**Materials for learning:**

1. One touch football field
2. Five footballs
3. Touch football rules, several copies
4. Two books relative to touch football:
SOCCER (Beginning)

Four Weeks

This activity will aid the pupils to become familiar with the size and layout of the field, the numbers, names, and positions on a soccer team. It will enable the pupils to learn the rules and skills necessary in order to start playing the game of soccer.

Specific Objective:

Playing soccer reasonably well and intelligently.

Control Objectives:

Skill in performing the following activities:

1. Dribbling the ball
2. Trapping the ball
   a. Foot trap
   b. Skin trap
   c. Thigh trap
   d. Body trap
3. Kicking the ball
   a. Stationary ball
   b. Rolling ball
   c. Bouncing ball
   d. Ball in flight
4. Kicking goals
   a. Approach from front
   b. Approach from side
5. Kicking the ball backward
   a. With the heel (left and right)
   b. Over the head
6. Heading the ball in any direction

7. Making the throw in

8. Skills in making various kicks
   a. Penalty kick
   b. Goal kick
   c. Corner kick
   d. Driving the ball to the wing

9. Skills in making throw in

10. Skills in receiving a passed ball

11. Chesting the ball

Knowledge of the following:

1. The rules of soccer

2. Actions to take in game situations

3. Terminology of soccer

4. Strategy of soccer
   a. Defense
   b. Offense

5. General team play

6. Principles involved in playing soccer

Condition:

To play a game of soccer without undue fatigue.

Materials for learning:

1. Soccer field (football field will do)

2. Soccer balls, at least three

3. Rule books on soccer, four

4. Three reference books on soccer:
   a. Caswell, J. E., Soccer for Junior and Senior High Schools (New York: A. S. Barnes and Co.)

SQUARE DANCE

Two Weeks

This activity will aid the pupils to develop an interest in the history and purpose of dancing. It will encourage pupils to develop the appreciation of the dance and to want to mix with social groups.

Specific Objective:

Participating in square dancing reasonably well and intelligently

Control Objectives:

Skills in the movements involved in performing the dances:

1. Phases of the quadrille:
   a. Allemande left
   b. Docey doe
   c. Docey four handed
   d. Head couple
   e. Opposite couple
   f. Promenade
   g. Right and left grand
   h. Side couple
   i. Swing

2. Round dances:
   a. Spanish waltz
   b. Swing
   c. Rock and roll

Knowledge of the following:

1. Terminology used in square dancing, including the various calls
2. Musical time and tempo
3. Square dance and round dance etiquette
4. Principles involved in performing the various dances

**Condition:**

To participate in square dancing and round dancing for one-half hour without undue fatigue

**Materials for learning:**

1. Record player
2. Records
3. Caller and instructor in round and square dancing
4. Reference books on social dancing, two:
APPARATUS STUNTS

Six Weeks

This activity will aid the pupils to become familiar with positions, and the movement from one position to another. To aid the pupil to develop skills, technique, and terms used in apparatus work. Apparatus stunts develop individual skills, self-confidence and poise.

Specific Objective:

Participating in apparatus stunts reasonably well and intelligently.

Control Objectives:

Skills in performing the following activities:

1. Performing the following horizontal bar stunts:
   a. Kip
   b. Hip circle, front and back
   c. Ten chin-ups
   d. Various hangs (monkey-leg)

2. Performing the following on parallel bar:
   a. Various mounts
   b. Shoulder stand
   c. Dismount

3. Performing on rope:
   a. The climbing clinch
   b. Hand over hand
   c. Foot clamp

4. Performing on rings:
   a. Extended leg balance
   b. Inverted hang
   c. Dismount
Knowledge of the following:

1. Terminology used in apparatus stunts
2. Principles involved in performing apparatus stunts
3. Techniques in safety practices
4. History and development of apparatus stunts

Condition:

To perform apparatus stunts for one period without undue fatigue.

Materials for learning:

1. Horizontal bar
2. Parallel bar
3. Rings
4. Ropes
5. Mats
6. Reference books on apparatus stunts:
   a. Cramlet, T., Cramlet, H. R., Physical Education Activities (New York: Dodd, Mead and Co.)
SOPHOMORE YEAR - SECOND SEMESTER

Double Tumbling Stunts

Five Weeks

This activity will enable the pupils to work out a number of group combinations in tumbling. To put in use the skills learned in individual tumbling stunts and to develop cooperation and confidence with the group or class.

Specific Objective:

Performing double tumbling stunts reasonably well and intelligently.

Control Objectives:

Skills in performing the following activities:

1. Elephant walk
2. Camel walk
3. Chain roll, forward and backward
4. Combined forward and backward roll
5. Ankle pick up
6. Shoulder mount by jumping from front
7. Knee shoulder balance
8. Straddle vault over thrower's head
9. Double hand spring

Knowledge of the following:

1. Terminology used in double tumbling stunts
2. Principles involved in double tumbling stunts
3. Techniques in safety practices
4. History of tumbling

Condition:

Participate in the course activities for one period without undue fatigue.
Materials for learning:

1. Mats

2. Reference material on tumbling:
Advanced basketball will aid the pupil to organize teams and use the skills developed in beginning basketball, and to aid the pupils to play a regular game of basketball, using the strategy and techniques used in the game. The advanced skills will aid the pupils to make play more versatile and enjoyable.

**Specific Objective:**

Playing organized basketball reasonably well and intelligently.

**Control Objectives:**

Understanding and executing the following skills required in the game of basketball:

1. Fundamentals learned in the beginning course of basketball:
   a. Passing
   b. Receiving the ball
   c. Pivoting
   d. Foot work
   e. Shooting
   f. Faking
   g. Feinting

2. Defensive variations:
   a. Straight man to man
   b. Shifting man for man
   c. Pressing
   d. Zone press
   e. Zone defenses:
      (1) 2-1-2
      (2) 2-3
3. Offensive variations:
   a. Single post
   b. Double post
   c. Revolving
   d. Combination
   e. Against the zone
   f. Ball control (protect lead)

4. Special offensive formations (for specific situations)
   a. After free throw
   b. Jump ball
   c. Out of bounds
   d. After rebound

Knowledge of the following:
1. The rules
2. The terminology
3. Principles involved
4. History of basketball

Condition:
To participate in a regulation game without undue fatigue.

Materials for learning:
1. Basketballs
2. Basketball court
3. Clock
4. Reference books on basketball:
   a. Bee, Clair, The Basketball Library, Drills and Fundamentals; Man to Man Defensive and Attack; The Science of Coaching;
And Zone Defense and Attack (New York: A. S. Barnes and Co.)

b. Rupp, Adolph, Championship Basketball (New York: Prentice-Hall, Inc.)
TENNIS

Four Weeks

This activity will aid the pupil to learn tennis rules, and the correct marking of the court. To realize that concentration, quick thinking, self-control, and analysis of their opponents are important. To develop the skill and muscular co-ordination to play the game and realize the social values of tennis.

**Specific Objective:**

Play tennis reasonably well and intelligently.

**Control Objectives:**

Skills in performing the following activities:

1. Western grip
2. Eastern grip
3. Receiving stance
4. Serving stance
5. Forehand drive
6. Backhand drive
7. Forehand volley
8. Backhand volley
9. Foot fault
10. Lob shot

**Knowledges of the following:**

1. Rules of tennis
2. Terminology of tennis
3. Principles involved in playing tennis

**Condition:**

To play a three set match without undue fatigue.
Materials for learning:

1. Tennis court
2. Net
3. Tennis balls
4. Rules for tennis
5. Reference books on the game of tennis:
   a. Agutter, George, Lessons in Tennis (New York: A. S. Barnes and Co.)
   b. Bowers, Chester, Advanced Tennis (New York: MacMillan Co.)
   c. Vines, Ellsworth, Tennis Simplified for Everyone (New York: A. S. Barnes and Co.)
ARCHERY

Four Weeks

Archery is an individual activity which can be enjoyed both indoor and outdoor. It is a challenge to try to achieve the coordinated muscles and eyes needed for the skill in archery. To enjoy archery, skill is required, and to obtain this skill you must practice certain techniques. For this activity to develop great skill the individual needs to be fitted with the proper equipment.

Specific Objective:

Engaging in archery reasonably well and intelligently.

Control Objectives:

1. Repairing a bow, string, and arrow
2. Stringing and unstringing a bow
3. Establishing and adjusting a point of aim
4. Shooting techniques:
   a. Stance
   b. Notching arrow
   c. Drawing
   d. Aiming
   e. Release and follow through
   f. Shooting at the following distances: 15, 30, 40 and 50 yards

Knowledge of the following:

1. Rules of scoring
2. Rules for shooting the American round
3. Competitive shooting
   a. Clout
   b. Novelty
   c. Archery golf
4. Archery tackle
5. The common terminology used in archery
6. Principles involved in archery

Condition:

To shoot the American round without undue fatigue.

Materials for learning:

1. Targets (four)
2. Bows (four)
3. Arrows
4. Reference books on archery:
JUNIOR YEAR - FIRST SEMESTER

Softball (Advanced)

Five Weeks

This activity will develop more advanced skills and knowledge of the game of softball, leading up to the offensive strategy, the defensive strategy and organizing teams for an organized game of softball.

Specific Objective:

Playing softball reasonably well and intelligently.

Control Objectives:

Skills in performing the following activities:

1. Fundamental skills:
   a. Batting
   b. Bunting
   c. Throwing from the different positions
   d. Catching
   e. Base stealing
   f. Pitching

2. Playing the various positions
   a. Catcher
   b. Pitcher
   c. First base
   d. Second base
   e. Third base
   f. Short stop
   g. Left field
   h. Center field
   i. Right field
3. Strategy
   a. Offensive strategy
   b. Defensive strategy
   c. Team organization and play

Knowledge of the following:
   1. Rules
   2. Terminology
   3. Defensive strategy
   4. Offensive strategy
   5. Principles involved in the playing of softball
   6. Team organization

Condition:
   Condition to play a regulation game of softball without undue fatigue.

Materials for learning:
   1. Softball diamond
   2. Bases
   3. Four softballs
   4. Softball bats
   5. Five softball rule books
   6. Two reference books on softball:
SOCCER (Advanced)

Four Weeks

This activity will enable the pupils to use the beginning skills and to learn the advanced skills to organize and play a regulation game of soccer. This gives the pupils the opportunity to use the rules, offensive strategy, defensive strategy and principles involved in team play.

Specific Objective:

Playing advanced soccer reasonably well and intelligently.

Control Objectives:

Understanding of the skills and participating in the following:

1. Fundamentals of the game learned in the beginning course.
2. Organization
3. Offensive strategy
4. Defensive strategy
5. Tournament play

Knowledge of the following:

1. Rules of the game
2. Terminology associated with the game of soccer
3. Understanding of the principles involved in team play
4. Strategy involved in playing soccer
5. History and development of soccer

Condition:

To play a regulation game of soccer without undue fatigue.

Materials for learning:

1. Soccer field
2. Soccer balls, four
3. Four rule books on soccer
4. Three reference books on soccer:


b. Jeffrey, Bill, *The Boy With the Educated Feet* (Soccer) (Minneapolis: Burgess Publishing Co.)

c. *Soccer* (U. S. Naval Institute, New York: A. S. Barnes and Co.)
VOLLEYBALL (Advanced)

Five Weeks

Volleyball is ranked third in the world as a recreational team sport. This activity will aid the pupil in handling the ball, the correct position on the court, and the ability to control and place the ball. During this activity team organization and regulation games will be played.

Specific Objective:

Playing advanced volleyball reasonably well and intelligently.

Control Objectives:

Skills in performing the following activities:

1. Review elementary fundamentals
2. Handling of low balls
3. Overhand and underhand service
4. Handling high balls
5. Passing up
6. Setting up
7. Spiking
8. Blocking
9. Team organization
10. Team strategy:
   a. Offense
   b. Defense

Knowledge of the following:

1. Rules of volleyball
2. Offensive strategy
3. Defensive strategy
4. Principles involved in playing volleyball
5. Terminology of volleyball

**Condition:**

To play three or more matches without undue fatigue.

**Materials for learning:**

1. Two volleyball courts
2. Two volleyballs for each court
3. Two nets
4. Volleyball rule book
5. Reference books on volleyball:
   
   a. *How to Improve Your Volleyball* (Published by the Athletic Institute, Chicago: 209 S. State Street)
   
SPEEDBALL (Beginning)

Four Weeks

This activity will aid the pupils to understand the history of the game, showing its relationship to soccer. It will aid the pupils to learn the rules necessary to start playing the game of speedball.

Specific Objective:

Playing speedball reasonably well and intelligently

Control Objectives:

Skills in performing the following activities:

1. Dribbling
2. Kicking
3. Heading
4. Trapping
5. Passing
6. Catching
7. Guarding
8. Pivoting
9. Feinting
10. Blocking

11. Team practice:
   a. Kick-off
   b. Throw in
   c. Toss up
   d. Free kick
   e. Penalty kick

12. Defensive team play
13. Offensive team play
Knowledge of the following:

1. Rules of speedball
2. Terminology of speedball
3. Offensive strategy
4. Defensive strategy
5. Principles involved in speedball

Condition:

To play a regulation game of speedball without undue fatigue.

Materials for learning:

1. Speedball field (regulation football field)
2. Soccer balls (volleyballs) three balls
3. Rules for speedball, three rule books
4. Reference books on speedball:
JUNIOR YEAR - SECOND SEMESTER

Weight Lifting

Four Weeks

This activity is based on a primary function of man and his potentialities; in this case that of lifting heavy objects. It can be highly dangerous to the unskilled and unsupervised beginner.

Weight training has been growing in favor in American schools because of its corrective and remedial aspects. The use of weights for the strengthening and correction of weak muscles, badly set bones, and body defects is unchallenged.26

Specific Objectives:

To engage in weight lifting reasonably well and intelligently.

Control Objectives:

Skills in performing the following activities after warm-up, curl, side bend, dead lift and rowing motion:

1. Clean and jerk
2. Snatch
3. Military press
4. Prone press
5. Deep knee bends
6. Stomach Rise

Knowledge of the following:

1. The N.A.A.U. weight lifting rules
2. Terminology commonly used.
3. Record lifts
4. Principles involved in weight lifting

Condition:

To engage in weight lifting one period without undue fatigue.

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Materials for Learning:

1. Several bars
2. Assortment of weights
3. Rack for storage - when not in use
4. Floor mats
5. Chinning bars
6. Dumb bells
7. Reference books on weight lifting:
BADMINTON

Four Weeks

Badminton is now one of our most popular sports. Played by experts, it requires faster coordination and more physical stamina than does tennis. This activity will aid the pupils to understand the rules, size of the court, number of players, and techniques of the game.

Specific Objective:

To play badminton reasonably well and intelligently

Control Objectives:

Skill in performing the following activities:

1. Proper grip of racket
2. Making serves:
   a. High lob
   b. Low lob
3. Returning serves
   a. High lob
   b. Low drop
4. Strokes
   a. Forehand lob
   b. Backhand lob
   c. Overhead smash
   d. Forehand drop shot
   e. Backhand drop shot
5. Proper foot work
6. Proper stance
7. Court strategy

Knowledge of the following:

1. Rules of Badminton
2. Standard procedure of match play
3. Terminology used in Badminton
4. Principles involved in playing Badminton
5. Offensive strategy
6. Defensive strategy
7. The history and development of Badminton

Condition:
To play badminton for one period without undue fatigue.

Materials for learning:
1. Three badminton courts
2. Twelve badminton rackets
3. Shuttlecocks
4. Three nets
5. Four rule books on badminton
6. Reference books on badminton:
   a. Develin, K. Frank, Badminton For All (New York: Doubleday, Doran and Co.)
   b. Fisher, Herbert L., How to Play Badminton (Minneapolis: Burgess Publishing Company)
CO-EDUCATIONAL SPORTS

Four Weeks

The activities program for mixed groups is rapidly bidding for its rightful share of emphasis in the school curriculum. Boys and girls should learn to play together while in school. This will enable them to make proper adjustments courteously, graciously, and successfully in social situations. This activity should aid the pupils to make good use of the co-educational sports.

Specific Objective:
To participate in co-educational sports reasonably well and intelligently.

Control Objectives:
Skills in performing the following sports:
1. Volleyball
2. Badminton
3. Modified basketball
4. Shuffle-board
5. Table tennis
6. Social dancing

Knowledge of the following:
1. Rules of the sports listed above
2. Terminology
3. Principles involved in participating in the above sports (co-educational)
4. Proper conduct and attitude

Condition:
To participate in co-educational sports with proper manner and attitude.

Materials for learning:
1. Shuffle-board court and equipment
2. Table tennis equipment
3. Record player and records
4. Reference books on games, recreation, and relays:
   c. Staley, Seward, *Games, Contests, and Relays* (New York: A. S. Barnes and Co.)
TRACK AND FIELD

Four Weeks

This activity will aid the pupils to gain a knowledge of the activities and the rules for each event. It will encourage the pupils to know the history of track and field, and develop confidence, alertness, and good sportsmanship.

This activity will aid the pupils to learn to measure themselves in terms of their own records or achievements.

Specific Objective:
Performing track and field events reasonably well and intelligently

Control Objectives:
Skill in performing the following activities:

1. 50 yard dash
2. 75 yard dash
3. 440 yard dash
4. Relays - short distances - attention on exchange of baton and position of runners
5. High jump
6. Running broad jump
7. Standing broad jump
8. Shot put (12 lb.)
9. Discus

Knowledge of the following:

1. Rules of track and field events listed above
2. Terminology used in connection with track and field
3. Baton exchange
4. Condition and warm-up

Condition:

To participate in track and field events for one period without undue fatigue.
Materials for learning:

1. Track
2. Stop watch
3. Two shot puts
4. Two discus
5. High jump stands and cross bar (made at school)
6. 100 foot tape
7. Discus and shot put circle
8. Reference material on track and field:
The true origin of baseball is a subject of much dispute. Mr. Abner Doubleday has been credited by some as the founder at Cooperstown, New York in 1839. The popularity of the game has increased very rapidly, and seems to be gaining popularity each year. This activity will aid the pupils to learn the history of baseball, number, positions, and skills needed to play the various positions.

**Specific Objective:**

To play baseball reasonably well and intelligently.

**Control Objectives:**

Skill in performing the following activities:

1. Throwing the ball
   a. Overhand
   b. Sidearm
   c. Underhand
   d. Catcher throw

2. Catching thrown balls
   a. High
   b. Low
   c. Right
   d. Left

3. Fielding balls
   a. Fly balls
   b. Bouncing balls
   c. Rolling balls - slow
   d. Line-drives
. e. Bunts

4. Batting
   a. Proper stance
   b. Step
   c. Gripping bat
   d. Swing-choke, full
   e. Follow through
   f. Proper swing - relating to pitch
   g. Hitting behind the runner

5. Base running
   a. Proper position - lean
   b. Lead off of base

6. Playing the several fielding positions
   a. Catcher
   b. Pitcher
   c. First base
   d. Second base
   e. Third base
   f. Short stop
   g. Left field
   h. Center field
   i. Right field

Knowledge of the following:

1. Rules of baseball
2. Equipment used in baseball
3. Terminology of baseball
4. Hitting and fielding strategy
5. Team play and strategy

6. The various techniques involved in playing the various fielding positions.

Condition:
To be able to play a regulation game of baseball without undue fatigue.

Materials for learning:

1. Baseball diamond
2. Bases
3. Eight baseballs
4. Twelve baseball bats
5. Mask, breast protector, and shin guards
6. Reference material on baseball:
SPEEDBALL (Advanced)

Four Weeks

Speedball is a game of American origin, by Elmer Mitchell at the University of Michigan in 1921. As the name indicates, fast footwork, handwork and headwork are very necessary for playing the game. This activity will aid the pupils to learn the rules and the skills needed to play speedball.

Specific Objective:

Playing advanced speedball reasonably well and intelligently.

Control Objectives:

Understanding of the skills and participating in the following:

1. Review of the fundamentals learned in beginning speedball
2. Team organization
3. Defensive strategy
4. Offensive strategy
5. Tournament play

Knowledge of the following:

1. Rules of the game
2. Terminology associated with the game
3. Strategy involved in playing the game
4. Understanding the principles involved in team play

Condition:

To play a regulation game of speedball without undue fatigue

Materials for learning:

1. Speedball field (football field)
2. Soccer balls (or volley balls)
3. Rules for speedball, three rule books
4. Reference books:

SOCIAL GAMES AND ACTIVITIES

Four Weeks

The activities will enable the pupils to enjoy the activity as a recreational period, with not much supervision. Some people feel that the social games and activities have little or no place in the physical education program. The programs that include these activities in their programs think they have been well accepted and are a benefit to the pupils.

Specific Objective:

Participation in social games and activities reasonably well and intelligently

Control Objectives:

Skill in and executing the movements involved in the following activities:

1. Deck Tennis
2. Basketball shoot relay
3. Stunts and tricks
4. Musical Chair
5. Three Deep
6. Broom Dance

Knowledge of the following:

1. Rules for the social activities covered in the above
2. Terminology used in the several activities
3. Principles involved in activities

Condition:

To participate in the several activities with proper manners and attitude

Materials for learning:

1. Deck tennis rings, at least two
2. Two basketballs
3. Record player and records
4. Broom

5. References on social games:
   c. Staley, Seward, *Games, Contests, and Relays* (New York: A. S. Barnes and Co.)
SOCIAL DANCING

Four Weeks

This activity could have been introduced in the program earlier. It has been the experience in our program that the ninth and tenth grade students will not take part in social dancing, but the upper class students will use this activity and have a desire to develop the skills, techniques, and etiquette for social dancing.

Specific Objective:

Participating in social dancing reasonably well and intelligently

Control Objectives:

Skill in performing the following activities:

1. Rhythmic response to waltz time
2. Response to fox trot time
3. Dance position (acceptable)
4. Other fundamental steps in social dance

Knowledge of the following:

1. Proper dance floor etiquette
2. Terminology commonly used in social dancing
3. Principles involved in performing the dances

Condition:

To participate in social dancing with proper attitude and manners

Materials for learning:

1. Record player and records
2. History of various dances
3. Reference books on social dancing:
   a. Dietrich, Sally, and O'Donnell, Mary P., Notes for Modern Dance (New York: A. S. Barnes and Co.)
   b. H'Doubler, Margaret, The Dance - It's Place in Education (New York: Narcourt, Brace and Company)
   c. Stewart, Virginia, Modern Dance (New York: E. Eyhe)
SENIOR YEAR - SECOND SEMESTER

Indoor Recreational Sports

Five Weeks

The purpose of this activity is to aid the pupils to become acquainted with a variety of games not used in our physical education program. This will help the pupils to feel that they are having a change or break in the activities program, and are valuable for their social development.

Specific Objective:

Playing indoor sports reasonably well and intelligently

Control Objectives:

Skills in performing the following indoor sports:

1. Dodge ball
2. Indoor hockey
3. Indoor softball (whiffle ball - plastic bat)
4. Pin ball
5. Sock ball (two volley balls)

Knowledge of the following:

1. Rules of the games
2. Terminology used in the various sports
3. Principles involved in playing the sports

Condition:

To participate in the indoor sports without undue fatigue

Materials for learning:

1. Twelve playground balls
2. Three volleyballs
3. Duck pins - four
4. Plastic bat and plastic whiffle ball
5. Two hockey goals
6. Reference books on games:


b. Smith, Charles F., *Games and Game Leadership* (New York: Dodd, Mead and Co.)
TEENIS AND ARCHERY (ADVANCED)

Tennis Four Weeks

Archery Four Weeks

Tennis actually started as handball. The early court was shaped like an hourglass, and the balls were leather, stuffed with hair. From this the development of the game has made great change. This activity will develop the pupil's skill to enable them to play organized games of tennis.

One of our oldest weapons is the bow and arrow. Today the interest has developed greatly in archery. Archery can be enjoyed at almost any age and by both sexes, both indoors and outdoors. This activity will enable the pupils to develop the skills learned in beginning archery and to improve or advance to match shooting and competition.

Specific Objective:

Playing tennis and engaging in archery reasonably well and intelligently.

Control Objectives: (Tennis)

Understanding the skills and participating in the following:

1. Review of fundamental skills learned in beginning tennis
2. Offensive strategy (single and double)
3. Defensive strategy (single and double)
4. Tournament play (round robin)

Control Objectives: (Archery)

1. Review of the fundamentals learned in beginning archery
2. Shooting at the different distances
3. Competitive shooting
4. Shooting the American round

Knowledge of the following:

1. The rules
2. Terminology associated with each sport
3. Principles involved in the enumerated sports

Condition:

In tennis, to play three set match without undue fatigue

In archery, to shoot the American round without undue fatigue

Materials for learning:

Tennis:

1. Tennis court
2. Net
3. Tennis balls
4. Rules for tennis
5. Reference books on tennis (listed with beginning tennis)

Archery:

1. Targets (four)
2. Bows (four)
3. Arrows
4. Rules on archery
5. Reference books on archery (listed with beginning archery)
BASEBALL (ADVANCED)

Five Weeks

This activity will aid the pupils to understand more advanced skills or technique, organize teams, and play regulation baseball games. Baseball is a game of strategy between the pitcher and hitter, runner and fielder, and hitter and fielder, and each team wants to score more runs than their opponents in nine innings. This activity will aid the pupils to become more familiar with the terminology used in baseball.

Specific Objective:

Playing baseball reasonably well and intelligently

Control Objectives:

Understanding the skills and participating in the following:

1. Reviewing the fundamental skills learned in beginning baseball
2. Team organization
3. Offensive strategy
4. Defensive strategy

Knowledge of the following:

1. Rules of baseball
2. Terminology of baseball
3. Principles involved in playing baseball

Condition:

To play a regulation baseball game without undue fatigue

Materials for learning:

1. Baseball diamond
2. Bases
3. Baseballs
4. Twelve bats
5. Mask, breast protector, and shin guards
6. Reference books on baseball:
   


CHAPTER X

GENERAL SUMMARY

This curriculum has been organized for the purpose of improving our physical education program. I have attempted to construct a program which has a wide variety of activities. Exposing the high school student to a large number of sports will increase his knowledge and skills in recreational sports. This will contribute to a more worthy use of leisure time after his graduation from high school.

Grading and marking in this paper has been set up to reduce subjective grading as much as possible; but, I do not think subjective grading can be completely taken out of a grading plan. Our testing program and the evaluation of the activities and the student will be on an objective basis as much as possible. Through the intelligent use of proper measurements, the instructors can determine the individual needs and capacities, and therefore measure more accurately the progress.

This program will better meet the needs of the student as an adult in the community. It will serve as a check on the student through all four years of high school, on the improvement in skills, attitudes, and knowledge.
SELECTED REFERENCE FOR ACTIVITIES


H'Doubler, Margaret. The Dance, It's Place in Education. New York: Harcourt, Brace and Company, 1925.


How to Improve your Volleyball. The Athletic Institute, Chicago: 209 State Street, 1950.


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