

PHYSICAL EDUCATION ACTIVITIES

Grades 1 - 12

For the Public Schools of Frederick County, Maryland

A TEACHERS' GUIDE

by

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Thesis submitted to the Faculty of the Graduate School
of the University of Maryland in partial
fulfillment of the requirements for the
degree of Doctor of Education

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PREFACE

This study has grown out of a felt need of the teachers of Frederick County. A survey of the teachers indicated that, next to the need for increased funds for equipment, the greatest need was for a simple guide to assist them in setting up and conducting adequate programs of physical education.

The elementary school group, which worked on part one, met as an in-service training group weekly for one complete semester while the smaller committees which helped prepare parts two and three were sub-committees of the County School Health Council.

A large part of the credit for preparation of this guide should go to the members of the committees listed at the beginning of each part.

The problem was to prepare a simple but comprehensive activities guide for the use of teachers who are responsible for conducting physical education programs. In the elementary school the classroom teacher, with little specific training in the field of physical education, is responsible for the program while in the secondary school trained physical education teachers meet physical education classes for all the children during three to five class periods per week. The great variation in background of teachers using a guide of this type makes it necessary and desirable to present the material in the simplest and most readily available form. References were limited to books available to teachers in their own school buildings which include several purchased and placed in each school as a result of this study.

The basic resource or related study used was a resource unit "Keeping Physically Fit" issued by the Maryland State Department of Education

and prepared by members of a summer workshop at Towson in 1946. This resource was a starting point, as was intended by the state department and the workshop group, for the following study and gave ideas and a framework for this guide. Other related materials, besides books listed as references at the end of each part, are as follows:

For elementary grades, (1) "Tentative Course of Study in Physical Education for Elementary Grades" by the Baltimore City Department of Education; (2) "Physical Education in Small Schools" by the Department of Rural Education and American Association for Health, Physical Education, and Recreation of the National Education Association; and (3) "Physical Education in the Elementary School" by the California State Department of Education.

For the secondary grades, (1) "A Modern Physical Education Program for Boys and Girls" by Vaughn S. Blanchard and Laurentine B. Collins of the Detroit Public Schools and (2) "Health and Physical Education for Junior and Senior High Schools" by David K. Brace of the University of Texas and formerly of the Texas State Department of Education.

This guide does not pretend to be the last word or a finished program of physical education for the schools of Frederick County. It represents the present status and thinking; from this beginning it is hoped that a fully adequate program may eventually be developed. Continued evaluation of the program and revision of this guide are obviously necessary, and provision for this work will be made from year to year.

Warren R. Evans

Frederick, Maryland

July 10, 1953

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PART ONE

PHYSICAL EDUCATION ACTIVITIES IN THE
ELEMENTARY SCHOOL

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CHAPTER I

INTRODUCTION

A. MAJOR OBJECTIVES

1. The promotion of health and the development of organic vigor to overcome the trend toward sedentary living in our modern machine age society.
2. To assist each individual in his development of qualities of leadership and followership.
3. The securing and maintenance of good posture through emphasis on correct standing, sitting, and walking habits.
4. The development of interest and skill in wholesome physical activities for use in leisure time now as well as in later life, as means of relief from mental and emotional strains of modern life, and to counteract the tendencies toward poor forms of recreation and juvenile delinquency.
5. To help each person develop such qualities as courtesy, resourcefulness, sportsmanship, initiative, self-control, cooperation, alertness, fairness, good citizenship, courage, tolerance, loyalty, and self-sacrifice by participation in group experiences.

B. TIME ALLOTMENT

A minimum allotment of thirty (30) minutes of physical education activity per day is required of all elementary school children (exceptions may be made by medical personnel). The above periods should be in addition to the regular supervised recess and lunch periods and is a teaching period, not a free play period.

The elimination of one recess in order to make time available for the physical education period may be desirable in some school situations.

C. RECESS PERIODS

The recess period should be a play period but must have, not only proper supervision, but some organization if all children are going to have equal opportunity to play. Assignment of equipment and play areas is necessary as well as some planning as to games to be played, leaders, etc.. If children are simply turned loose on the playground, the more aggressive children will monopolize the equipment and most desirable play area, while the timid and less vigorous children (often those needing physical activity the most) get little chance to participate.

D. EQUIPMENT

Such items as rope quoits, bean bags, hoops, jumping ropes, etc. can be made by teachers and pupils. The construction of these items of equipment can well be used as desirable arts and crafts projects.

The following is a minimum basic list of equipment needed to conduct an adequate program:

1. Playground balls (rubber 7" and 8 $\frac{1}{2}$ ")
2. Soccer balls (leather or rubber)
3. Softballs
4. Softball bats
5. Bean bags
6. Jumping ropes
7. Piano and music or phonograph and records

There are, of course, many other items which are desirable for the enrichment of the program and necessary if an optimum program is to be developed.

The most desirable pieces of playground equipment are:

1. Junglegym
2. Horizontal ladder
3. Horizontal bar (3 level)
- *4. Teters
- *5. Swings
6. Merry-go-round

*Swings and teters, though desirable, care for very few children per unit of cost.

E. CLASSIFICATION OF ACTIVITIES

1. Formal floor activities. Includes calisthenics and mimetics.

A short time should be spent at the beginning of each physical education period on this type of activity for the purpose of getting pupils warmed up for the more strenuous activities which follow. Continuous use of well selected formal activities will also contribute greatly to the development of strength, agility, coordination and endurance.

2. Rhythms. Includes fundamental rhythms, singing games, folk dances, tap and clog dancing, square dancing and social dancing. Should be included in the physical education program for both boys and girls at all grade levels. Definitely contributes to social and personality training as well as actual physical education.

3. Self-testing activities. Includes stunts, tumbling, and apparatus work. The lack of arm and shoulder girdle strength of most Americans indicate the need for special emphasis on the development of these muscle groups. Activities in this classification are especially adaptable to meeting this need as well as offering excellent opportunity for all-around development.

4. Individual athletics. Includes track and field events, adaptive combatives, and individual sports such as tennis, paddle tennis, horseshoes, and badminton. More advanced types of individual sports can only be introduced to a small degree in the elementary school but the importance of developing interest in activities which will carry over into after-school life must be kept in mind.
5. Games of low organization. Includes tag games, hunting games, story plays, simple relays, and the less complex team games. Most games for the primary grades would normally come under this classification and the use of activities of this type should gradually decrease as the children develop in their ability to play more complicated games.
6. Team games. Includes all types of team games such as softball, soccer, touch football, volleyball, and dodgeball. Introduction to these games and the teaching of the skills of these games should be well along when pupils finish the elementary school.

F. FACILITIES

1. Playground. Definite assignment of areas should be made for each grade and for each activity. Physical education periods need to be arranged so that all groups have use of play space needed to meet their needs. Unless play space is extremely large or number of pupils very small it is not desirable to have all students scheduled to use playground at the same time.
2. Classroom. In most elementary schools the physical education period must be given in the classroom during inclement weather. Movable seats are desirable and make possible a larger variety of activities.

Though the number of possible activities is limited in a regular classroom there are still large numbers of interesting and worthwhile things to do and the fact that there are no indoor facilities but the classroom must not mean the curtailment or elimination of the physical education period. Special care must be taken to ventilate classrooms properly during physical education periods. Lots of fresh air is essential.

3. Corridor. In many schools the corridors are overlooked as possible areas for physical education activities. There are many activities which can be successfully conducted in the corridors and every effort should be made to use this space effectively.
4. Playroom. Some schools have an extra room which can be used as a playroom for physical education activities. It should be properly floored, lighted, and ventilated and scheduled so that it is available at certain times to all grades.
5. Gymnasium. Schools with gymnasiums can offer a more varied winter program and should take full advantage of available facilities by scheduling gymnasium so that full use is made of it.

G. SUGGESTIONS TO TEACHER

1. Always keep the objectives of education and physical education in mind.
2. Stress sportsmanship and character training.
3. Do not feel that you need to be able to perform the activity yourself in order to teach it effectively, but play with the children whenever possible.
4. Plan your program on a daily, monthly, and yearly basis.
5. If you have any doubt that a child is physically able to participate, do not let him play.
6. Use student leadership.
7. Never omit the physical education period because of lack of equipment or facilities.
8. Be careful not to let pupils overwork.
9. Do not teach games too advanced for age group.
10. Have separate groups for boys and girls in grades 5 and 6 but have some activities together.
11. Hold activities outdoors whenever possible.
12. Meet the interest needs of group when possible.

H. INTRAMURALS

Intramural sports should be the basis of the athletic program in the elementary school. There should be no formal school teams or interscholastic competition in the elementary school with the exception of an annual invitation type play day.

The activities used should be those taught during the regular physical education periods.

The team units used will depend on the local school situation but care must be taken to divide players into fairly evenly matched competitive groups.

I. PLAY DAYS¹

Play days should be the culminating activity at the end of certain units of the school physical education program. A logical program might include school play days toward the end of both the fall and the winter programs and an invitation interschool play day near the end of the school year.

The aim of the play day should not be to decide championships but to give all pupils a chance to show what he has learned during his physical education periods.

Parents and friends of pupils and teachers should be invited to attend, the play day should be made a real community social event. A picnic lunch or other refreshment may be desired but care should be taken to have food and drinks available only at lunch time and have them consist of wholesome items.

¹ For details in planning play days see Neilson, W.F. and Van Hagen, W. Physical Education for Elementary Schools (New York, A. S. Barnes and Co. 1931) page 24.

J. POSTURE

Most cases of poor posture can be greatly improved by a very simple but definite posture improvement program in the elementary school. Much less chance of success in the improvement of posture is the evident result of waiting until the junior or senior high school to institute a program of this type.

Very frequently poor posture is the result of lack of proper attitude toward it and such things as ignorance of what constitutes a good posture and indifference. In order to stimulate pupils to improve their posture, the following program is suggested:

1. Appropriate use should be made of visual posture material such as charts, posters, still pictures and motion pictures.
2. Short lecture-demonstrations should be given frequently during physical education period. Emphasis should be placed on the possible ill-effects of poor posture both on the vital organs and on individual appearance.
3. Children with poor posture must be reminded of their shortcomings frequently and be given instruction in posture improvement.
4. Cases of poor posture caused by weakness or lack of proper control of muscles which control retraction of the lower abdomen, elevation of the chest, and pelvic tilt can usually be improved by use of proper exercises. Exercises are of little value if not accompanied by the proper attitude toward an improved posture. The warm up exercises (see Appendix A) are almost all exercises which have definite posture value but the following are especially selected for the improvement of posture.

Exercise #1

a. Starting position

- (1) Standing erect, feet together, arms at the side.

b. Movement

- (1) Swing arms forward and upward to full stretch vertically and at the same time rise high on the toes.
- (2) Swing arms sideward and downward, press arms backward hard, and at the same time retract the chin and let heels drop back to floor.

Exercise #2

a. Starting position

- (1) Standing erect, feet together, arms extended overhead with palms forward.

b. Movement

- (1) Bring arms down without bending elbows, touch legs with hands just above knees, and bend head forward until chin touches collar bone. Suck in stomach as hands come down.
- (2) Raise arms and head to starting position.

Exercise #3

a. Starting position

- (1) Standing erect, feet together, arms at the side with fists clenched.

b. Movement

- (1) Raise arms forward to position straight in front of body.
- (2) Pull fists vigorously back to shoulders.
- (3) Thrust fists vigorously forward to position straight in front of body.

- (4) Lower arms to starting position.

Exercise #4

a. Starting position

- (1) Standing erect, feet apart, fingers laced behind the head.

b. Movement

- (1) Rotate body to the left, then forward, and then upward to original position.
- (2) Rotate body to the right, then forward, and then upward to original position.

Exercise #5

a. Starting position

- (1) Standing erect, feet together, arms at the sides.

b. Movement

- (1) Raise arms sideward, palms down.
- (2) Rotate shoulders to rear as far as possible and turn palms up.
- (3) Relax and return to position (1)
- (4) Lower arms to starting position.

X. HEALTH SAFEGUARDS IN PHYSICAL EDUCATION

1. Adequate medical examinations should be given to all pupils taking part in program and the activities of each individual based on the results of this examination. (This does not mean that program should be eliminated or curtailed greatly if facility and personnel shortages make medical examination of all students difficult.)
2. If there is any doubt as to a student's health, have physician check him before he is permitted to participate in vigorous activities.

3. Permit pupils who have recently recovered from a serious illness to participate only upon recommendations of his physician.
4. Be careful not to use activities which overtax the physical capacities of immature students.

L. MEDICAL EXAMINATIONS

A successful physical education program must be based on a physical examination of each pupil. Every effort should be made by all school personnel to have children receive physical examinations and to maintain a record of the health status of each child. Our first objective must be to include all children in the pre-school or early school (1st grade) examination. The Frederick County Health Department is cooperating in this matter and teachers must make every effort to get 100% participation in this program. Many examinations can be made by the family physician, with the county health officer handling only cases not taken care of by family physician. Be sure that health examination and teacher observation cards are on file for each student in your school and that proper use is made of them when selecting physical education activities for each pupil. As increased facilities and personnel become available we must include periodic examinations during the entire school life of each student.

M. CORRECTIVE PHYSICAL EDUCATION

There are many children suffering from a physical defect that may be corrected by special exercises. These children must be handled as individual cases and exercises should be prescribed only under the

close supervision of the child's physician.

N. FIRST AID IN PHYSICAL EDUCATION

Every effort should be made to prevent accidents by safety education, proper selection of activities, selection of safe equipment, adequate maintenance of building and grounds, and by efficient supervision. In spite of all precautions there will be accidents on the playground and in the gymnasium for which all teachers should be prepared.

The following are suggested as the course of action to follow in case of the most common injuries incurred in physical education:

1. Serious accident. If accident appears to be serious or there is any doubt as to the seriousness of the injury call a doctor. Call the child's family physician if possible. If he is not available call another doctor. Notify parents as soon as possible.
2. Cuts. If blood flows rapidly and in spurts, it is necessary to prevent loss of blood as soon as possible. This can usually be done by pressing directly over the wound with the cleanest cloth available but if this fails it is necessary to apply pressure at the proper point between the heart and the wound either with the thumb or a tourniquet (use tourniquet with care and loosen for short time at least every ten minutes). If bleeding persists, prompt medical care is essential. If bleeding is limited, encourage bleeding, clean only if there is evidence of dirt in the wound, apply Merthiolate or other good antiseptic and cover with sterile bandage.

3. Abrasions. When friction has removed only the outer skins, wash with clean cotton swab soaked in Merthiolate, apply vaseline, unguentine, or similar substance, and cover with a sterile gauze bandage.
4. Sprains. The application of ice or immersion in cold water is necessary as soon as possible after injury in order to prevent excessive swelling. Removal of ice and light massage around sore spot at intervals is desirable. After about thirty minutes of above treatment the joint should be wrapped snugly with an elastic bandage.
5. Bruises. The application of ice or immersion in cold water is desirable as soon as possible after the injury. This can be followed by firm elastic bandage if injury is to an extremity.
6. Fractures. Do not move injured person or attempt to correct any deformity. Make patient comfortable. Be sure and keep him warm enough, especially if he shows any signs of shock. Call a doctor.

C. HEALTH EDUCATION

Though the teaching of health facts and the formation of good health habits is not the major aim of a program of activities there are many opportunities to do very good incidental health teaching in connection with the physical education class. The teacher should be aware of these opportunities and use them to teach facts and form desirable habits in the health fields of personal hygiene, nutrition, first aid and safety, structure and function of the human body, physiology of exercise, community health and sanitation, mental and social health,

cause and prevention of disease, and medical and dental care. Teachers should take advantage of every possible chance for integrating health materials with physical education activities or any other school subject.

CHAPTER II

FORMAL FLOOR ACTIVITIES

<u>Activity</u>	<u>Principal Skills</u>	<u>Difficulty Level</u>	<u>Reference</u>
1. Warm up Exercises	Large muscle development	1-6	Appendix
2. Animal Imitations	Large muscle development, develop strength, agility and body control.	1	#1,p.92-93
a. Rabbits	Release from emotional tension.		
b. Ducks	Develops courage, self-confidence and determination.		
c. Horse galloping			
d. High stepping horses			
e. Birds			
f. Butterflies			
g. Cats			
h. Bears			
i. Frogs			
j. Elephants			
3. Building stone wall	Same as above	1	Same
4. Ferryboat	Same as above	1	Same
5. Follow the leader	Cooperating with leader Doing one's best	1	#1,p.93 #4,p.190
6. Statues	Dramatic ability Cooperating with leader	1	#4,p.191
7. Ringmaster	Cooperating with leader	1	#4,p.190
8. Stop and Start	Stop quickly Follow directions	1	#1,p.92
9. What to play	Ability to think quickly Cooperating with leader	1	#1,p.92
10. Icicle	Loosening up	1	#2,p.36
11. Snowball	Arm-shoulders	1	#2,p.39
12. Tree	Trunk-neck-head	1	#2,p.40
13. Jack-in-the-box	Legs, back	1	#2,p.41
14. Rubber ball	Feet - legs	1	#2,p.43
15. Reaching for cookies	Stretching	1	#2,p.43
16. Bell ringing	Large muscle development	2	#1,p.121

<u>Ch. 2</u> <u>Activity</u>	<u>Principal Skills</u>	<u>Difficulty</u> <u>Level</u>	<u>Reference</u>
17. Climbing ladders	Interesting to do	2	#1,p.121
18. Elevator	Develops strength, agility and body control	2	#1,p.121
19. Snowballing	Is a release from emotional tension	2	#1,p.121
20. Rooster		2	#1,p.121
21. Toad jump		2	#1,p.121
22. Weather vane		2	#1,p.121
23. Menagerie	Cooperating with leader	2	#6,p.132
24. Jack-be-nimble	Jumping, running	2	#6,p.114
25. I say stoop	Develops body control	2	#6,p.113
26. Do this, do	Hopping, jumping, arm movements, knee bending, head bending	2	#6,p.75
27. Weather cock	Cooperating with leader Develops body control	2	#6,p.204
28. Scooping sand	Develops body control	2	#1,p.93
29. Snowman	Loosening up	2	#2,p.37
30. Flower	Loosening up	2	#2,p.36
31. Rope jumping	Arms and shoulders	2	#2,p.38
32. Toy doll	Trunk, neck, head	2	#2,p.39
33. Seesaw	Trunk, neck, head	2	#2,p.40
34. Window shade	Legs and back	2	#2,p.42
35. Popcorn	Feet and legs	2	#2,p.42
36. Elastic	Stretching	2	#2,p.43
37. Skipping rope	Development of muscles of the upper back and shoulders, of the abdomen and of the feet, arms and legs.	3	#5,p.20
38. Catching a ball		3	#5,p.20
39. Running in place	Development of muscles of the upper back and shoulder of the abdomen, of the feet and arms and legs	3	#5,p.20

Ch. 2 <u>Activity</u>	<u>Principal Skills</u>	<u>Difficulty Level</u>	<u>Reference</u>
40. Sowing seeds		3	#5,p.20
41. Paddle a canoe	Give body control	3	#5,p.20
42. Climbing a tree		3	#5,p.20
43. Standing-hop- step-jump		3	#5,p.20
44. Pumping water	Motor ability	3	#5,p.20
45. Batting a base- ball	Muscular endurance	3	#5,p.20
46. Pitching a base- ball		3	#5,p.20
47. Shoveling snow or sand		3	#5,p.20
48. Throwing a base- ball		3	#5,p.20
49. Bicycling		3	#1,p.145
50. Bouncing balls		3	#1,p.145
51. Cowboys throwing lasso		3	#1,p.145
52. Furling sail		3	#1,p.145
53. Seesaw		3	#1,p.145
54. Skating		3	#1,p.146
55. Striking the anvil		3	#1,p.146
56. Archery		4	#1,p.191
57. Firecracker		4	#1,p.191
58. Jack-in-the-box		4	#1,p.191
59. Jack knife bend (13B)		4	#1,p.191
60. Jumping rope		4	#1,p.191
61. Sewing Machine		4	#1,p.191
62. Skating		4	#1,p.191
63. Using a sledge hammer		4	#5,p.20
64. Pulling up the anchor		4	#5,p.20
65. Pitching a soft ball	Development of muscles of the upper back	4	#5,p.20

Ch. 2	Activity	Principal Skills	Difficulty Level	Reference
66.	Spading or digging	Development of the shoulders, of the abdomen, of the feet, arms and legs	4	#5, p. 20
67.	Wood chopping	Muscular endurance	4	#5, p. 20
68.	Raking leaves	Gave body control	4	#5, p. 20
69.	Row a boat	Motor ability	4	#5, p. 20
70.	Loosening up	Muscular development	4	#2, p. 43
71.	Arms and Shoulder	Motor-skills-achievement	4	#2, p. 44
72.	Trunk-neck-head	Loosening up	4	#2, p. 45
73.	Legs and back	Loosen up fingers	4	#2, p. 46
74.	Feet and legs	#I and #II	4	#2, p. 47
75.	Stretching	#I and #II	4	#2, p. 47
76.	Chopping wood	Warding up	5	#1, p. 234
77.	Cross cut saw		5	#1, p. 234
78.	Pumping up bicycle tire		5	#1, p. 235
79.	Scythe swinging		5	#1, p. 235
80.	Signaling		5	#1, p. 235
81.	Standing broad jump		5	#1, p. 235
82.	Thread needle		5	#1, p. 235
83.	Rusty bicycle	Loosening up	5	#2, p. 236
84.	Old King Cole's orchestra	Loosening up	5	#2, p. 237
85.	Train	Arms and shoulders	5	#2, p. 237
86.	Swimming	Arms and shoulders	5	#2, p. 238
87.	Pendulum	Trunk, neck, head	5	#2, p. 240
88.	Tight rope walker	Legs and back	5	#2, p. 241
89.	Track runner	Feet and legs	5	#2, p. 242

Ch. 2 <u>Activity</u>	<u>Principal Skills</u>	<u>Difficulty Levels</u>	<u>Reference</u>
90. Ice skating	Feet and legs	5	#2,p.242
91. Painting a fence	Stretching	5	#2,p.243
92. Loosening up, #3	Warming up	5,6	#2,p.44
93. Loosening up, #4	"	5,6	#2,p.44
94. Arms and Shoulders #2	"	5,6	#2,p.44
95. Arms and Shoulders #3	"	5,6	#2,p.44
96. Arms and Shoulders #7	"	5,6	#2,p.44
97. Trunk, neck, head #3	"	5,6	#2,p.44
98. Trunk, neck, head #5	"	5,6	#2,p.45
99. Trunk, neck, head #6	"	5,6	#2,p.45
100. Legs and back #4	"	5,6	#2,p.46
101. Legs and back #8	"	5,6	#2,p.46
102. Legs and back #9	"	5,6	#2,p.46
103. Feet and legs #3	"	5,6	#2,p.47
104. Feet and legs #4	"	5,6	#2,p.47
105. Feet and legs #5	"	5,6	#2,p.47
106. Stretching #2	"	5,6	#2,p.47
107. Baseball batting	"	5,6	#1,p.271
108. Jump and clap	"	5,6	#1,p.271
109. Locomotive	"	6	#1,p.271
110. Pulling up anchor	"	6	#1,p.271
111. Screw driver	"	6	#1,p.272
112. Steamboat	"	6	#1,p.272
113. Teamster Warming up	"	6	#1,p.272
114. Rip Van Winkle	Loosening up	6	#2,p.36
115. Ball pitching	Arms and shoulders	6	#2,p.38

Ch. 2		Difficulty	
<u>Activity</u>	<u>Principal Skills</u>	<u>Levels</u>	<u>Reference</u>
116. Stumbling	Arms and shoulders	6	#2,p.36
117. Sattler	Arms and shoulders	6	#2,p.39
118. Heavy head	Trunk, neck, head	6	#2,p.40
119. Elevator	Legs and back	6	#2,p.41
120. Window cleaner	Legs and back	6	#2,p.41
121. Track runner	Feet and legs	6	#2,p.42
122. Bicycling	Feet and legs	6	#2,p.43
123. Hammering nails	Stretching	6	#2,p.43

CHAPTER III

RHYTHMS

<u>Activity</u>	<u>Principle Skills</u>	<u>Difficulty Level</u>	<u>Record</u>	<u>Reference</u>
1. Little Miss Muffet	Running	1		#2,p.65 #3,p.213
2. Baa, Baa Black Sheep	Walking Following directions	1	Victor 20987	#9 (Dramatize)
3. Little Jack Horner	Following directions	1	Victor 20212	#9 (Dramatize)
4. Wee Willie Winkle	Running Rapping	1	Victor 20621	#9 (Dramatize)
5. London Bridge	Walking Pulling	1	Victor 20806	#6,p.360 #2,p.57 #15,p.51
6. Hey Diddle Diddle	Jumping Running	1	Victor 20212	#9 (Dramatize)
7. Hickory, Dickory Dock	Running Following directions	1	Victor 20621	#10, Sel. 51 #2,p.55 #3,p.210
8. Did you Ever See a Lassie	Following directions	1	Victor 21618	#1,p.81 #10, Sel. 53 #2,p.53 #5,p.62 #3,p.244 #15,p.46
9. Farmer in the Dell	Running Clapping Follow directions	1	Victor 21618	#1,p.83 #10, Sel. 62 #2,p.58 #5,p.61 #3,p.245 #15,p.44
10. Here We Go Round The Mulberry Bush	Skip Imitations	1	Victor 20806	#6,p.365 #10, Sel. 42
11. Looby Loo	Skipping Turning Sliding Walking Running	1	Victor	#1,p.86 #6,p.362 #4, Sel. 47 #2,p.53 #5,p.63 #3,p.259 #15,p.48

Ch. 3

<u>Activity</u>	<u>Principle Skills</u>	<u>Difficulty Level</u>	<u>Record</u>	<u>Reference</u>
12. The Muffin Man	Skip Follow directions	1	Victor 20606	#6,p.364 #10,Sel.48 #2,p.573 #5,p.68 #15,p.45
13. How D'ye Do My Partner	Courtseying Skipping Distinguishing between left and right	1	Victor 21685	#1,p.85 #2,p.52 #3,p.249
14. Round and Round the Village	Skipping Bending Follow directions Walking	1		#1,p.87 #6,p.375 #10,Sel.46 #2,p.59 #3,p.246 #15,p.52
15. Shoemakers Dance	Skipping Form double circle Clapping Simple polka	1	Victor 20450	#1,p.88 #2,p.51 #5,p.66 #3,p.276
16. I See You	Bending Skipping Clapping	1	Victor 20432	#7,p.42 #10,Sel.50 #2,p.94 #5,p.66 #3,p.251 #15,p.47
17. Creative	March Skip Flying Birds Tip toe march Trotting Running High Stepping Horses Pushing (wheel barrow)	1	Victor 20526	Follow the directions given on record.
18. Rock-a-by Bobby	Rocking Kneeling	1		#2,p.50 #3,p.214
19. Sing a Song of Six Pence	Walking Jumping Waving Stooping Clapping Bowling	1	Victor 22760	#2,p.54
20. Ride a Cock Horse	Galloping	1		#3,p.214

Ch. 3

<u>Activity</u>	<u>Principle Skills</u>	<u>Difficulty Level</u>	<u>Record</u>	<u>Reference</u>
21. Humpty, Dumpty	Galloping, Walking	1		#3,p.211
22. A Hunting We Will Go	Skip with partner Clap	2	Victor 22356	#1,p.100 #6,p.349 #10,Sel.22 #2,p.99 #3,p.236 #12,p.159 #15,p.61
23. Chimes of Dunkirk	Stamping Clapping Running	2	Victor 21618	#1,p.1 #7,p.1 #2,p.75 #5,p.64 #15,p.53
24. Danish Dance of Greeting	Clapping Bowing Stamping Running	2	Victor 20432	#1,p.99 #7,p.2 #10,Sel.19 #2,p.71 #5,p.109 #3,p.243
25. Oats, Peas and Beans	Walking Skipping Stamping Clapping	2	Victor 20214	#1,p.102 #6,p.369 #10,p.52 #2,p.78 #5,p.63 #15,p.60
26. Carrousel	Walking Sliding	2	Victor 20432	#1,p.128 #7,p.44 #5,p.108
27. Pussy Cat	Sliding Curtsey Walking Whirling	2	Victor 22759	#1,p.105 #2,p.72
28. Kinder Polka	Sliding Running in place Clapping Pointing Stamping	2	Victor 20432	#1,p.173 #7,p.4
29. The Swing	Pushing Swaying Skipping Running	2	Victor 20744	#1,p.107

Ch. 3

<u>Activity</u>	<u>Principle Skills</u>	<u>Difficulty Level</u>	<u>Record</u>	<u>Reference</u>
30. Dancing Song	Whirling Sliding Skipping	2	Victor 19891B	#9 (Dramatize)
31. See Saw	Bending Stooping Stretching	2		#10, Sel. 26 #3, p. 208
32. Old Roger Is Dead	Marching Stretching Bending	2		#1, p. 103 #10, Sel. 64 #15, p. 62
33. Hop, Mother	Bowing Skipping Swinging Stamping Clapping Polka	2	Victor 21618	#7, p. 22 #2, p. 114 #5, p. 112 #15, p. 120
34. Rig-a-Jig	Walking Bowing Skipping Skating	2		#10, Sel. 24 #2, p. 77 #3, p. 267
35. Tailor's Dance	Skipping Jumping Elking step	2		#7, p. 41 #2, p. 74
36. John Brown	Clapping Walk forward and backward Curtsey Skipping	2		#2, p. 77
37. Creative Rhythm Melody	March Skip Flying birds Wheel barrow Tip toe Trot Run	2	18548A 18548B	Follow the directions given on record
38. Tantoli	Heel and toe polka Stamping Hop Waltz	3	Victor 20992	#7, p. 10 #2, p. 154 #5, p. 175 #3, p. 278 #15, p. 114
39. Peas Porridge Hot	Clapping Sliding Polka	3	Victor 20621	#1, p. 132 #2, p. 98

Ch. 3

<u>Activity</u>	<u>Principal Skills</u>	<u>Difficulty Level</u>	<u>Record</u>	<u>Reference</u>
40. Jolly is The Miller	Marching Skipping Changing Partners	3	Victor 20214	#1,p.132 #10, Sel. 54 #2,p.93 #5,p.65 #3,p.252 #12,p.161
41. Little Bo Peep	Skipping Shaking and nodding head, skip backwards	3	Victor 20212	#1,p.133
42. Nixie Polka (Nigare-polska)	Bleking step Clapping Running	3	Victor 21685	#1,p.134 #7,p.12 #2,p.143 #5,p.111 #15,p.95
43. Klappdans (Swedish Clap Dance)	Polka step Bowing Clapping Stamping	3	Victor 20450	#7,p.13 #2,p.151 #5,p.111
44. Ace of Diamonds	Polka Clapping Hopping forward and backward	3	Victor 20989	#1,p.258 #7,p.25 #2,p.170 #5,p.112 #3,p.237
45. Old Dan Tucker	Marching Running Slipping Grand right and left	3	Victor 20447	#1,p.135
46. Miss Jennie Jones	Walking Imitations	3		#2,p.91
47. Hansel and Gretel	Curtsey Point toe Skipping Polka Stamping Clapping	3-5	Victor 21620	#1,p.178 #10, Sel. 67 #2,p.79 #15,p.90
48. Atiskit-Atasket	Skipping Running	3		#6,p.350 #2,p.92
49. On The Bridge of Avignon	Skipping Bowing Curtsey	3	Victor 22356	#2,p.95

Ch. 3

<u>Activity</u>	<u>Principle Skills</u>	<u>Difficulty Level</u>	<u>Record</u>	<u>Reference</u>
50. The Wind-mill Dance	Bending Stooping Sweeping movement with arm	3		#2,p.96
51. Hot Cross Buns	Walking Jumping Shaking head Extending arms	3		#2,p.97
52. Taffy Was a Welshman	Strutting Tip toe Stooping	3		#2,p.100
53. Ten Little Indians	Long step Crouching	3	Victor 22759	#1,p.138 #2,p.103
54. Seven Pretty Maids in a Ring	Skipping Clapping	3	Victor 17761	#3,p.67
55. Broom Dance	Marching Pumping Skipping	4	Victor 20448	#1,p.172 #2,p.115 #5,p.108 #3,p.239
56. The Washing Song	Bending Step and Point Clapping Stooping Stretching	4		#2,p.116
57. I Had a Nut Tree	Polka Step Curtsey Bowing Skipping	4		#2,p.117
58. Pop Goes The Weasel	Walking Bowing	4	Victor 20151	#1,p.185 #2,p.125 #5,p.172 #3,p.266
59. Jump Jim Crow	Jumping Twirling Sliding Stamping	4-6		#1,p.182 #2,p.118 #3,p.253
60. The Minuet	Pointing Stepping Minuet step Bowing Curtsey Walk	4-6	Victor 20990 Victor 1693	#1,p.183 #2,p.122 #5,p.175 #3,p.261

Ch. 3

<u>Activity</u>	<u>Principle Skills</u>	<u>Difficulty Level</u>	<u>Record</u>	<u>Reference</u>
61. The Irish Dance	Running Jumping Stamping Bowing	4-6		#2,p.124
62. Burrel Schottische	Bending Polka Stamping Clapping	4-6	Victor 20448	#2,p.128
63. Coming Through The Rye	Stepping Raise arms Turning Bowing Running	4-6	Victor 20448	#2,p.128
64. Dutch Couple Dance	Dutch step Stamping Hopping Dutch Waltz	4-6	Victor 22761	#1,p.176
65. Indian Hunters	Crawling Standing Hopping Stepping Swaying Balance	4-6		#1,p.180
66. Sellenger's Round		4-6		#1,p.288 #3,p.272 #15,p.138
67. Turn Me Around	Stamping Turning under joined arms	4-6	Victor 21620	#2,p.145
68. Bleking	Bleking step Jumping Hopping	4-6	Victor 20989	#1,p.218 #3,p.147 #5,p.110 #3,p.238 #15,p.74
69. Caebagar	Sliding Walking	5-6	Victor 20992	#1,p.220 #2,p.148 #5,p.173 #3,p.242 #15,p.116
70. Norwegian Mountain March	Walking Stamping Knee bending Walking backward	5-6	Victor 20151	#1,p.264 #2,p.150 #5,p.173 #3,p.263 #15,p.128

Ch. 3

<u>Activity</u>	<u>Principle Skills</u>	<u>Difficulty Level</u>	<u>Record</u>	<u>Reference</u>
21. Lobster Quadridle	Walking Stepping Skipping	5-6		#2,p.152
72. Finnish Reel	Hopping Stamping Running	5-6	Columbia A-3062	#1,p.221
73. Virginia Reel	Bowing Curtsey Square Dance	5-6	Victor 20447 Col.50018 Col.33048F	#1,p.225 #2,p.178 #3,p.281 #12,p.188 #15,p.146
74. Paw Paw Patch	Skipping	4-6		#2,p.172 #3,p.265
75. Shoe Fly	Walking	4-6		#2,p.173
76. Polly Wolly Doodle	Walking backward Skipping Sliding	4-6		#2,p.174
77. Highland Schottische	Highland step	4-6	Victor 21616	#2,p.175
78. Irish Reel	Stepping and swinging	4-6		#2,p.177
79. Portland Fancy	Square dance	4-6	Ford 114A	#2,p.182
80. Sicilian Circle	Square dance	4-6	Victor 20639	#1,p.266 #2,p.184
81. Captain Jinks	Marching Skipping Swing partner	4-6	Victor 20639	#1,p.260 #3,p.239 #14,p.64 #15,p.76
82. Gustaf's Skool	Square dance	4-6	Victor 20988	#1,p.261 #5,p.113 #3,p.247 #15,p.86
83. Little Man In a Fix	Running waltz	4-6	Victor 20449	#1,p.262 #3,p.247 #15,p.180
84. Lottie Is Dead or Lottist Tod	Sliding Bending Jumping Hopping Waltz	4-6	Victor 20988	#1,p.263

Ch. 3

<u>Activity</u>	<u>Principle Skills</u>	<u>Difficulty Level</u>	<u>Record</u>	<u>Reference</u>
85. Soldier's Joy	Square dance	4-6	Victor 20592	#8,p.6
86. Lady of the Lake	Square dance	4-6	Victor 20592	#8,p.34
87. Boston Fancy	Square dance	4-6	Victor 20001	#8,p.39
88. Money Musk	Square dance	4-6	Victor 20447	#8,p.55
89. Arkansas Travelers	Square dance	4-6	Victor 20638	#8,p.58
90. Duck for The Oyster	Square dance	4-6	Durlacher Album 2	#14,p.20
91. Oh Susannah	Square dance	4-6	Victor 30638	#14,p.88
92. Honolulu	Square dance	4-6	Durlacher Album 1	Instruction on record
93. Two Head Ladies Cross Over	Square dance	4-6	Durlacher Album 1	Instruction on record
94. Darling Nellie Gray	Square dance	4-6	Durlacher Album 2	#14,p.58
95. Red River Valley	Square dance	4-6		#14,p.54
96. Texas Star	Square dance	4-6	Durlacher Album 3	#14,p.32
97. Elbox Swing	Square dance	4-6		#14,p.27

CHAPTER IV

SELF-TESTING ACTIVITIES

<u>Activity</u>	<u>Principle Skills</u>	<u>Difficulty Level</u>	<u>Reference</u>
1. Forward Roll (Somersault)	Somersault Physical courage	1	#1,p.191 #12,p.66
2. Backward Roll (Backward Somersault)	Physical courage	1	#3,p.288 #1,p.192 #12,p.65
3. Log Roll	Strenght - trunk	1	#2,p.289 #4,p.193 #12,p.63
4. Duck Walk	Strength - legs and feet	1	#5,p.58 #4,p.193 #3,p.288 #12,p.61
5. Running	Strength - legs and feet	1	#4,p.193
6. Jumping	Strength - legs, feet and abdominal Courage	1	#4,p.194
7. Climbing	Strength - feet, legs, arms and shoulder girdle	1	#4,p.194
8. Trained Seal	Strength - upper back	1	#4,p.194
9. Half Sit-up	Strength - abdomen	1	#4,p.195
10. Push-up from Knees	Strength - arms and shoulder girdle	1	#4,p.195
11. Jump	Strength - legs and feet	1	#5,p.57
12. Hop	Strength - feet and legs	1	#5,p.57
13. Minuet Bow	Balance	1	#5,p.59
14. Chicken Walk	Strength - legs	1	#5,p.61
15. Measuring Worm	Strength - back and knees	1	#3,p.289
16. Wheelbarrow	Strength - arms and shoulder girdle	2	#4,p.200 #12,p.67

Ch. 4

<u>Activity</u>	<u>Principle Skills</u>	<u>Difficulty Level</u>	<u>Reference</u>
17. Human Rocker	Strength - back	2	#4,p.210
18. Greet the Toe	Balance	2	#4,p.210
19. Turk Sit and Stand	Flexibility	2	#4,p.210
20. The Top	Strength - feet, legs and trunk	2	#4,p.211
21. Jump and Turn	Strength - legs and feet	2	#5,p.57
22. Backward Jump	Strength - legs and feet	2	#5,p.57
23. Dog Run	Strength - legs and feet	2	#5,p.58
24. Frog Hop	Strength - legs and feet	2	#5,p.60 #12,p.62
25. Turk Stand	Strength - legs	2	#5,p.61 #12,p.62
26. Rocking Horse	Strength - chest	2	#3,p.289
27. Gallop	Strength - feet and legs	3	#5,p.58
28. Chinese Get Up	Strength - feet and legs	3	#5,p.59 #12,p.63
29. Stooping Stretch	Stretching	3	#5,p.59
30. Balance Stickchin	Muscle Coordination	3	#3,p.59
31. Sit Up	Strength - abdominal muscles	3	#3,p.289 #5,p.60
32. Coffee Grinder	Strength - arm and shoulder	3	#3,p.277 #5,p.60 #12,p.66
33. Heel Click	Strength - feet and legs	3	#5,p.61
34. Walrus Walk	Strength - arm and shoulder	3	#3,p.289 #5,p.61
35. Crab Walk	Strength - arms and shoulder	3	#3,p.288 #12,p.64
36. Siamese Twins	Balance	3	#3,p.291
37. Spin	Strength - arm and shoulder	3	#3,p.292

Ch. 4

<u>Activity</u>	<u>Principle Skills</u>	<u>Difficulty Level</u>	<u>Reference</u>
38. Swinging from The Bar	Arm strength, Courage	4	#3,p.300
39. Chinning From The Bar	Arm strength	4	#3,p.300
40. Modified Push-up	Arm strength	4	#4,p.242
41. Skinning The Cat	Arm and shoulder strength	4	#3,p.301
42. Rocking Chair	Abdomen strength	4	#5,p.171 #4,p.242
43. Head Stand	Arm, shoulder and trunk strength	4	#5,p.104 #4,p.243 #12,p.74
44. Fish Hawk Dive	Back and leg strength	4	#4,p.243
45. Tandem (Boys and girls separately)	Arms, legs and shoulder strength	4	#5,p.90 #4,p.243
46. Twister (Boys and girls separately)	Balance, flexibility	4	#4,p.243
47. Climbing	Legs, feet, arms and shoulder strength	4	#4,p.243
48. Balancing Test	Balance	5	#1,p.202
49. Leg Lifts	Abdominal strength	5	#1,p.208
50. Set Up	Abdominal strength	5	#1,p.212
51. Vaulting	Arm strength	5	#4,p.255 #3,p.201-2
52. Push Up	Arm strength	5	#4,p.256 #1,p.209
53. Elephant Walk	Strength, flexibility	5	#4,p.256 #12,p.71
54. Eskimo Roll	Strength, flexibility	5	#4,p.257
55. Jump Stick	Strength, flexibility	5	#4,p.257
56. Bear Dance	Balance	5	#4,p.257
57. Hanging by Legs From Bar	Leg muscles	5	#3,p.301

Ch. 4

<u>Activity</u>	<u>Principle Skills</u>	<u>Difficulty Level</u>	<u>Reference</u>
58. Stunts		5 p.26 for choice	#3,p.288 295
59. Baseball Batting for Accuracy	Judging distance, body control	5	#1,p.203
60. Baseball Fly Catching	Balance, co-ordination	5	#1,p.203
61. Baseball Throw Accuracy	Arm and chest muscles Co-ordination	5	#1,p.204
62. Base Running	Leg muscles	5	#1,p.204
63. Basket Ball Foul Throw	Throwing	5	#1,p.205
64. Basket Ball Pass for Accuracy	Throwing	5	#1,p.205
65. Basket Ball Throw for Distance	Throwing	5	#1,p.205
66. Basket Ball Throw for Goal	Throwing	5	#1,p.206
67. Eskimo Race	Leg muscles	5	#1,p.206
68. Dodging Run	Body control	6	#4,p.272
69. Hanging on Bar	Muscular strength	6	#4,p.273
70. Turn over on low Bar	Strength, physical courage	6	#4,p.273
71. Front Support on Low Bar	Strength, physical courage	6	#4,p.273
72. Roll Over on Low Bar	Strength	6	#4,p.274
73. Squat Thrust	Strength, endurance	6	#4,p.274
74. Forward Roll Over Mat	Strength, play skills Physical courage	6	#4,p.275
75. Chair Creeper	Strength, play skills Physical courage	6	#4,p.275
76. Squash Pyramid	Strength, play skills Physical courage	6	#4,p.275

Ch. 4

<u>Activity</u>	<u>Principle Skills</u>	<u>Difficulty level</u>	<u>Reference</u>
77. Chinning the Bar	Strength, play skills Physical courage	6	#3,p.300
78. Balance on Beam (7 Acts)	Balance	6	#3,p.302
79. Individual Stunts	See page 26 for proper selections for this level	6	#3,p.288- 292
80. Group Stunts		6	#3,p.292- 296
81. Heel and Toe Spring		6	#1,p.254
82. Skin the Snake		6	#12,p.75
83. Handstand		6	#12,p.73

CHAPTER V

INDIVIDUAL ATHLETICS

<u>Activity</u>	<u>Principle Skills</u>	<u>Difficulty Level</u>	<u>Reference</u>
1. Rope Jumping	Jumping, turning	1-6	#1,p.207 269,197 #3,p.65, 69,70,71 #2,p.38,165 #5,p.117
2. Hop Scotch	Controlled kicking Hopping, accurate throwing, turning and balancing	1-6	#6,p.116 #4,p.223 #2,p.129
3. Egg and Spoon Race	Running	1-3	#11,p.117
4. Overhead	Throwing, catching, jumping, reaching	1-6	#3,p.77
5. Horse Shoes	Pitching, throwing, aiming	4-6	#6,p.127 #13,p.317
6. Quoits	Throwing, aiming	4-6	#6,p.198 #2,p.139 #13,p.309
7. Ring Toss	Throwing, aiming	4-6	#6,p.205 #3,p.82
8. Shuffleboard	Pushing	4-6	#6,p.217 #13,p.310
9. Square pull	Pulling	4-6	#6,p.232
10. Baseball Throw and Catch	Throwing, catching	4-6	#1,p.203
11. Potato Race	Running, snatching	4-6	#5,p.114 #2,p.164
12. All Up Indian	Manipulation, running Stopping quickly	4-6	#5,p.114
13. Baseball Throw for Distance and Accuracy	Throwing	4-6	#5,p.115

Ch. 5

<u>Activity</u>	<u>Principle Skills</u>	<u>Difficulty Level</u>	<u>Reference</u>
14. Box Ball	Bat the ball with open hand	4-6	#6,p.477
15. Deck Tennis (Rubber Ball)	Tossing	4-6	#6,p.512 #13,p.298
16. Skipping Race	Skipping, hopping	4-6	#1,p.250
17. Table Tennis	Hitting ball with racquet Aiming	4-6	#6,p.630 #13,p.319
18. Indian Wrestle	Rolling	5	#1,p.230 #2,p.275 #5,p.170 #4,p.257
19. Hand Wrestle or Hand Tug	Balance, tugging	5-6	#5,p.104 #4,p.258 #1,p.257 #2,p.234
20. Stick Wrestle or Stick Pull	Pulling, pushing Twisting	5-6	#4,p.248 #2,p.198
21. Rocking Chair	Rocking, balancing	4-6	#5,p.171 #4,p.242
22. Twister	Flexibility, balance twisting	5-6	#4,p.243
23. Tandem		5-6	#3,p.292 #4,p.243 #5,p.90
24. Merry-go-Round		4-6	#4,p.244 #3,p.293
25. Track Events	Running	1-6	#11,p.116 #13,p.245
26. Field Events		1-6	#11,p.119
27. Paddle Tennis		4-6	#6,p.578 #13,p.307

CHAPTER VI

GAMES OF LOW ORGANIZATION

<u>Activity</u>	<u>Principle Skills</u>	<u>Difficulty Level</u>	<u>Reference</u>
1. Teacher-ball	Shoulder-girdle	1	#6,p.402 #4,p.179
2. Toss Ball	Shoulder-girdle	1	#4,p.178
3. Circle Pass Ball	Accurate throwing shoulder-girdle	1	#4,p.180 #6,p.494
4. Call Ball	Shoulder-girdle	1	#6,p.478 #4,p.180 #3,p.48
5. Chase Animal Around Circle	Skill in passing objects	1	#5,p.62 #1,p.89
6. Cat and Mice	Running, tagging, dodging	1	#1,p.89 #4,p.181 #3,p.95 #6,p.74
7. Squirrel in Trees	Running, courage, courtesy	1	#1,p.91 #4,p.182 #3,p.113 #6,p.233
8. Old Mother Witch	Feet, legs	1	#3,p.75 #4,p.183
9. Brownies-Fairies	Endurance, feet, legs	1	#1,p.89 #5,p.52 #4,p.184 #3,p.45 #12,p.94
10. Tag	Feet, legs	1	#5,p.53
11. Charley-over-the Water	Legs	1	#5,p.53 #6,p.76
12. Squat Tag	Feet, legs	1	#4,p.186
13. Tiptoe Tag	Running	1	#4,p.186
14. Shadow Tag	Endurance	1	#4,p.186
15. Ankle Tag		1	#4,p.186

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<u>Activity</u>	<u>Principle Skills</u>	<u>Difficulty Level</u>	<u>Reference</u>
16. Nose Toe Tag		1	#4,p.186
17. Flowers and Wind	Feet, legs, running	1	#3,p.56 #4,p.186 #1,p.96 #6,p.96
18. Bird Catcher	Feet, legs	1	#4,p.187 #12,p.96
19. Catch of Fish	Feet, legs, dodging	1	#4,p.187
20. Fox and Geese	Feet, legs, trunk	1	#4,p.188 #3,p.57
21. The Huntsmen	Running	1	#1,p.90 #3,p.57
22. Run, Rabbit, Run	Running	1	#1,p.91
23. Skip Tag	Skiping	1	#1,p.91
24. I Spy	Hopping, balance, feet, legs	1	#6,p.136
25. Jump the Brook	Feet, legs, jumping, abdomen, leaping	1	#1,p.90 #4,p.189 #6,p.86
26. Magic Carpet	Skiping	1	#1,p.91
27. Stop and Start	Running, hopping	1	#1,p.92
28. Relay Race	Running	1	#5,p.47
29. Between the Legs	Back, legs	1	#5,p.48
30. All Fours Relay	Back	1	#5,p.49
31. The Playground	Uses all skills	1	#1,p.69
32. A Day in the Country	Uses all skills	1	#1,p.68
33. The Sleeping Princess	Uses all skills	1	#1,p.68
34. Circus	Uses all skills	1	#1,p.69
35. Autumn in the Woods	Uses all skills	1	#1,p.69

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<u>Activity</u>	<u>Principle Skills</u>	<u>Difficulty Level</u>	<u>Reference</u>
36. Halloween	Uses all skills	1	#1,p.70
37. Brownies		1	#1,p.70
38. Coming to this Country		1	#1,p.71
39. How Animals Get		1	#1,p.71
40. Fireman	Uses all skills	1	#1,p.72
41. Cowboys		1	#1,p.73
42. Skating		1	#1,p.74
43. Dear Old Santa		1	#1,p.74
44. Christmas Toys	Uses all skills	1	#1,p.75
45. Building a House		1	#1,p.76
46. March Winds		1	#1,p.76
47. Toy Shop	Uses all skills	1	#1,p.77
48. Playing in the Wind		1	#1,p.78
49. At the Beach		1	#1,p.79
50. Santa Claus' Visit Jumping		1	#1,p.115
51. Mining Coal	Bending	2	#1,p.115
52. Coasting with New Christmas Sled	Pushing, running	2	#1,p.115
53. Ice Play	Reaching	2	#1,p.116
54. George Washington	Running, reaching	2	#1,p.116
55. Repairing Roads	Stretching	2	#1,p.116
56. Moving Day	Stooping	2	#1,p.117
57. Lumbering	Running	2	#1,p.117
58. The Wind	Running	2	#1,p.117
59. Swimming	Jumping	2	#1,p.109
60. The Fire	Climbing	2	#1,p.109

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<u>Activity</u>	<u>Principle Skills</u>	<u>Difficulty Level</u>	<u>Reference</u>
61. Indians	Walking	2	#1,p.109
62. Automobiles	Bending and stretching	2	#1,p.110
63. Countries	Walking	2	#1,p.110
64. In the Barn	Climbing	2	#1,p.110
65. The Toys' Jubilee	Marching	2	#1,p.111
66. Farm Chores	Bending, climbing	2	#1,p.111
67. Maple Sugar	Walking, jumping	2	#1,p.111
68. A Day at the Playground	Throwing	2	#1,p.112
69. Thanksgiving	Stooping	2	#1,p.112
70. Pilgrims	Stooping and walking	2	#1,p.113
71. Newsboy	Skipping, walking	2	#1,p.113
72. Modes of Travel	Running	2	#1,p.113
73. Building an Eskimo Home	Walking	2	#1,p.114
74. Washing Clothes	Running	2	#1,p.114
75. The Eskimos	Throwing	2	#1,p.114
76. Cat and Rat	Running, dodging	2	#6,p.72 #5,p.56 #4,p.200
77. Drop the Handkerchief	Running, tagging	2	#1,p.95 #5,p.51 #12,p.95
78. Gardener and Scamp	Strength - legs and feet	2	#3,p.104 #4,p.201
79. Back to Back	Cooperation	2	#6,p.106 #5,p.56
80. Run for Your Supper	Running	2	#4,p.201
81. Slap Jack	Running	2	#6,p.225 #5,p.52

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<u>Activity</u>	<u>Principle Skills</u>	<u>Difficulty Level</u>	<u>Reference</u>
82. Hounds and Rabbit	Control in the exciting parts of the game	2	#5, p. 54 #4, p. 202 #1, p. 96 #6, p. 130
83. Sore Spot Tag	Running	2	#5, p. 52
84. Kick the Bag	Running, kicking	2	#4, p. 203
85. Race Two Deep	Running	2	#1, p. 171 #5, p. 53
86. Fox Trail	Endurance	2	#4, p. 204
87. Midnight	Turning and running	2	#3, p. 72 #4, p. 205
88. Red Light	Running, stopping	2	#1, p. 97 #4, p. 206
89. Pom-Pom, Pull Away	Running	2	#5, p. 55
90. New York	Running	2	#3, p. 73
91. Red Rover	Running	2	#3, p. 81
92. Pick Up Race	Running	2	#3, p. 106
93. The Sea	Running	2	#3, p. 112
94. Polson Club	Dodging, jumping	2	#4, p. 206
95. Jump the Spot	Jumping	2	#4, p. 207 #12, p. 101
96. Rope-jumping	Jumping	2	#4, p. 207
97. Giant Steps	Honesty	2	#4, p. 208
98. Hide and Seek	Honesty in counting	2	#4, p. 209
99. Ball Stand	Throwing, running	2	#4, p. 198
100. Circle Stride Ball	Quick throwing	2	#4, p. 199
101. Center Base	Cooperation in giving turns	2	#4, p. 200
102. Rail-Walk Relay	Running	2	#5, p. 47
103. Circle-Foot Relay	Running	2	#5, p. 47

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<u>Activity</u>	<u>Principle Skills</u>	<u>Difficulty Level</u>	<u>Reference</u>
104. Passing Relay	Motor Skill	2	#5,p.48
105. Jumping Race	Jumping	2	#5,p.48
106. Heel Relay	Bending	2	#5,p.49
107. Jump Ditch Relay	Running, jumping	3	#5,p.47
108. Caterpillar Relay-	Running	3	#5,p.47
109. Elephant Relay	Running	3	#5,p.48
110. Foot Relay	Running	3	#5,p.48
111. Eskimo Relay	Running	3	#5,p.48
112. Hobble Relay	Jumping	3	#5,p.59
113. Dribble Relay	Running	3	#5,p.49
114. Double Hopping Relay	Hopping	3	#5,p.49
115. Stiff Knee Relay	Running	3	#5,p.49
116. Behind the Back	Bending	3	#5,p.48
117. Overhead Passing	Stretching	3	#5,p.48
118. Stoop and Stretch	Bend, stretch	3	#5,p.49
119. Backward-all-Fours Walking		3	#5,p.49
120. Cross Over	Motor skill	3	#5,p.49
121. Bear Walk	Walking	3	#5,p.49
122. Bean Bag Throw	Throwing	3	#5,p.49
123. Criss Cross	Cooperation	3	#5,p.49
124. Toe Hold	Endurance	3	#5,p.49
125. Heel Hold	Endurance	3	#5,p.49
126. Ball Pass	Throwing	3	#1,p.123
127. Bean Bag Box	Throwing	3	#1,p.123
128. Bean Bag Circle Toss	Throwing	3	#1,p.123 #12,p.99
129. Double Tag	Running	3	#1,p.123

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<u>Activity</u>	<u>Principle Skills</u>	<u>Difficulty Level</u>	<u>Reference</u>
130. Exchange Tag	Running	3	#1,p.124
131. Fire Engine	Running, jumping	3	#1,p.124
132. Floor Tag	Running, bending	3	#1,p.124
133. Flying Dutchman	Running	3	#1,p.124
134. Follow the Leader	Jumping, walking	3	#1,p.125
135. Forest Lookout	Running, clapping	3	#1,p.125
136. The Ocean is Stormy	Walking, running	3	#1,p.125
137. Statues	Hopping, jumping	3	#1,p.125
138. Stoop Tag	Squatting, bending	3	#1,p.126
139. Three Around	Run, walk, skip, hop	3	#1,p.126
140. Double Circle	Running	3	#5,p.54 #1,p.96
141. Red Light	Cooperation, speed	3	#3,p.80
142. Over the Top	Running	3	#3,p.78
143. Jump the Shot	Jumping	3	#3,p.65
144. Crows and Cranes	Running	3	#3,p.97
145. Stealing Sticks	Dodging, running, endurance, strength	4	#5,p.93 #4,p.238
146. Duck in the Rock	Dodging, tagging, throwing, running	4	#4,p.239
147. Arch Ball Relay	Running	4	#1,p.163 #6,p.428
148. Potato Relay	Strength, running, touching off	4	#4,p.240
149. Hopping Relay	Hopping	4	#6,p.116 #1,p.165
150. Dare Tag	Tagging, running	4	#1,p.269 #3,p.53
151. Walking Relay	Walking, touching	4	#1,p.166

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<u>Activity</u>	<u>Principle Skills</u>	<u>Difficulty Level</u>	<u>Reference</u>
152. Hop Scotch Golf	Touching, hopping, kicking	4	#3,p.62
153. Tip Cat	Hitting, jumping	4	#1,p.170
154. Number Race	Running	4	#3,p.74
155. Poison Seat	Skipping, running, marching	4	#1,p.170
156. Cross Tag	Running, tagging	4	#1,p.269 #3,p.53 #6,p.87
157. Circle Run	Running	4	#5,p.92
158. Pull A Cross Line	Pulling, tugging	4	#5,p.94
159. Bears and cattle	Running, tugging	4	#5,p.94
160. Bear in the Pit	Running	4	#6,p.52 #5,p.97
161. Spud	Throwing, hitting	4	#5,p.98
162. Safety Zones	Tagging	4	#3,p.83
163. Three Deep		4	#12,p.107
164. Over the Top	Tagging	4	#3,p.78
165. Red Light	Follow directions	4	#3,p.80
166. Link Tag	Tagging	4	#1,p.169
167. Stunt Relay	Hopping, running, jumping	4	#1,p.166
168. Soccer Relay	Running, rolling ball	4	#1,p.166
169. Farmer and Crow Relay	Hopping, imitating	4	#1,p.164
170. Attention Relay	Running	4	#1,p.164
171. Japanese Tag	Tagging, running	4	#6,p.145
172. Pinch-O	Running	4	#6,p.181
173. Run, Sheep, Run	Running	4	#6,p.214
174. Siege	Throwing	4	#6,p.221
175. Wood Tag	Running, Tagging	4	#6,p.263

Ch. 6

<u>Activity</u>	<u>Principle Skills</u>	<u>Difficulty Level</u>	<u>Reference</u>
176. Buddy Speed	Running, throwing balls	5	#3,p.46
177. Club Guard	Throwing ball objectively	5	#5,p.97 #3,p.50 #1,p.232
178. Goal Tag	Running, throwing balls	5	#1,p.270 #3,p.60
179. Last One Out	Running, tagging	5	#3,p.68
180. Snake Tag	Running, tagging	5	#3,p.83
181. Bean-Bag-on-Head Relay	Running, balance	5	#3,p.92
182. Plug	Throwing ball, dodging	5	#3,p.107
183. Red, White and Blue	Dodging ball and throwing	5	#3,p.110
184. Last Man Over	Tag and tugging	5	#5,p.93
185. Line Tag	Tagging and running	5	#5,p.94
186. Rope Skip Elimination	Skipping	5	#5,p.96
187. Ante Over	Throwing, running and catching	5	#1,p.230
188. Center Catch Ball Touch	Catching	5	#1,p.231
189. Circle Kick Ball	Kicking ball	5	#1,p.231 #12,p.111
190. Bean Bag Target Toss	Throwing bean bag	5	#1,p.231
191. Catch a Fish	Tagging and running	5	#6,p.37 #1,p.232
192. Hook-on	Running, tagging	5	#1,p.232
193. Pass and Change	Passing ball	5	#1,p.233
194. Vis-A-Vis	Follow directions	5	#1,p.234
195. Black and White	Stooping and tagging	5	#6,p.65
196. Body Guard	Tagging	5	#6,p.68
197. Circle Run	Running	5	#6,p.80

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<u>Activity</u>	<u>Principle Skills</u>	<u>Difficulty Level</u>	<u>Reference</u>
198. Dumb Bell Tag	Tagging	5	#6,p.90
199. French Tag	Tagging, climbing	5	#6,p.106
200. High Windows	Tagging	5	#6,p.113
201. Hip	Tagging, running	5	#6,p.115
202. Hunt	Chasing and tagging	5	#6,p.132
203. Partner Tag	Tagging, running	5	#6,p.179
204. Pom-Pom Pull Away	Running	5	#6,p.184
205. Shuttle Relay	Running	5	#6,p.220
206. Slap Catch	Running, tagging	5	#6,p.224
207. Hopping Relay	Running, hopping	5	#4,p.268
208. Overhead Relay	Running, passing ball, receiving	6	#4,p.269
209. Rope Jumping Relay	Running, rope jumping	6	#4,p.269
210. Jump the Stick Relay	Running, jumping	6	#4,p.270
211. One Old Cat	Running, jumping	6	#4,p.271
212. Call Ball	Catching, throwing	6	#3,p.48
213. Center Keep Away	Catching, throwing	6	#3,p.249
214. Club Snatch	Catching, throwing	6	#6,p.135 #1,p.268 #3,p.51
215. Duck on a Rock	Running	6	#6,p.89 #1,p.269 #3,p.54 #5,p.95
216. Exchange Dodge Ball	Running, dodging	6	#3,p.55
217. Keep Away	Running, catching	6	#3,p.266
218. Poison	Avoid knocking down club	6	#3,p.79 #6,p.182
219. Stride Ball	Hitting, dodging ball	6	#1,p.231 #3,p.85
220. Treasure Island	Running, tagging	6	#3,p.87

Ch. 6

<u>Activity</u>	<u>Principle Skills</u>	<u>Difficulty Level</u>	<u>Reference</u>
221. Double Newcomb	Batting Ball	6	#6,p.572 #3,p.101
222. Post Ball	Running, throwing	6	#3,p.108
223. Prisoners Base	Running, tagging	6	#6,p.191 #5,p.93 #3,p.116
224. Streets and Alleys	Running, tagging	6	#3,p.117
225. Stride Ball	Running	6	#3,p.119
226. Target Toss	Tossing at target	6	#5,p.94
227. Boundary Ball	Throwing	6	#5,p.95
228. Goal Ball	Throwing, tagging	6	#5,p.96
229. Last Couple Out	Tagging, running	6	#1,p.270
230. Barley Break	Running	6	#6,p.60
231. Centipede	Guessing	6	#6,p.75
232. Farmer is Coming	Running	6	#6,p.93
233. Fox Trail	Tagging	6	#6,p.104
234. Going to Jerusalem	Marching	6	#6,p.107
235. Hill Dill	Running	6	#6,p.114
236. Jack Stones	Tossing	6	#6,p.137
237. Last Man	Running	6	#6,p.150
238. Maze Tag	Tagging	6	#6,p.162
239. Red Loin	Running	6	#6,p.200
240. Robbers and Soldiers	Climbing, dodging	6	#6,p.206
241. Yards Off	Running, stooping	6	#6,p.264
242. Run and Catch Relay	Running, ball handling	6	#11,p.119
243. Flag Relay	Running	1-6	#11,p.118
244. Black Relay	Running	1-6	#11,p.118

CHAPTER VII

TEAM GAMES

<u>Activity</u>	<u>Principle Skills</u>	<u>Difficulty Level</u>	<u>Reference</u>
1. Midget Dodge Ball	Throwing, catching, dodging, aiming	2-3	#11,p.123
2. Circle Dodgeball	Throwing, catching, aiming, dodging	4-6	#4,p.249 #6,p.515 #1,p.146 #2,p.164 #11,p.122
3. Base on Ball	Place kick, running, catching, blocking	3-4	#4,p.216 #12,p.109
4. Boundary Ball	Throwing, catching	3-6	#6,p.473 #1,p.146 #5,p.95
5. Long Base With Volley Ball	Batting with fist running, throwing, catching	3-4	#4,p.217
6. Kick Ball	Kicking, running, catching	3-6	#6,p.555 #1,p.147 #5,p.156 #12,p.129
7. Line Soccer	Kick, dribbling passing, blocking, running, catching	4-5	#4,p.235 #5,p.153 #12,p.104
8. Simplified Soccer	Running, kicking, dribbling	6	#1,p.245 #3,p.153 #2,p.189 #11,p.20 #13,p.186
9. Soccer Dodge Ball	Kicking, dodging, twisting	4-5	#1,p.161 #11,p.12
10. Circle Soccer	Kicking	6	#5,p.155 #2,p.199
11. Newcomb	Throwing, catching, taking one step with ball	5-6	#4,p.251 #5,p.572 #3,p.160 #2,p.277 #11,p.192 #12,p.105

Ch. 7

<u>Activity</u>	<u>Principle Skills</u>	<u>Difficulty Level</u>	<u>Reference</u>
12. Schlag Ball	Running, dodging, kicking, throwing, catching	5-6	#4,p.252
13. Base Football	Putting the ball, throwing, catching, running	5-6	#4,p.253
14. Bat Ball	Batting ball, running, dodging, throwing, catching	4-6	#4,p.254 #1,p.151
15. Modified soccer	Running, kicking, catching, trapping, dodging, throwing	6	#4,p.264
16. Corner Ball	Throwing, catching, dodging	6	#4,p.266 #5,p.159
17. Aerial Bombardment	Throwing, catching, dodging	6	#4,p.267
18. Throw It and Run	Throw, catch, run	3	#3,p.127
19. Captain Ball or Captain Basketball	Passing ball, dribbling, jumping, catching, guarding, running	4	#6,p.479 #1,p.193 #5,p.158 #3,p.136
20. Pin Soccer	Kicking, dribbling, passing	4	#1,p.157 #3,p.149 #11,p.19
21. One Old Cat, Scrub or Long Ball	Batting, running, catching, throwing	3-6	#4,p.270 #6,p.569 #1,p.157 #2,p.221 #11,p.173
22. Soft Ball	Underhand throw, overhand throw, side arm throw, catching, batting, running, fielding	4-6	#4,p.271 #12,p.119 #12,p.204
23. Balloon Ball	Batting, guarding, jumping	4-6	#6,p.432 #11,p.192
24. Game Skills			
a. Toss Throw	Throwing	1	#4,p.175
b. Vertical Toss Throw	Throwing	1	#4,p.176

Ch. 7

<u>Activity</u>	<u>Principle Skills</u>	<u>Difficulty Level</u>	<u>Reference</u>
c. Arm catch	Catching	1	#1,p.176
d. Two Arm Shoulder Throw	Throwing	2	#1,p.196
e. Side Arm Throw	Throwing	3	#1,p.212
f. Kicking Soccer Ball	Kicking	3	#1,p.212
g. Batting With Fist	Batting	3	#1,p.213
h. Overhand Soft-ball Throw	Throwing	4	#1,p.228
i. Underhand Pitch	Throwing	4	#1,p.229
j. Catching Soft-ball	Catching	4	#1,p.229
k. Batting Soft-ball	Batting	4	#1,p.230
l. Dribbling Soccer Ball	Dribbling	4	#1,p.231
m. Passing Soccer Ball	Passing	4	#1,p.232
n. Knee Trap	Trapping	4	#1,p.232
o. Foot Trap	Trapping	4	#1,p.233
p. Passing Foot-ball	Passing	5	#1,p.247
q. Punting Foot-ball	Kicking	5	#1,p.248
r. Catching Foot-ball	Catching	5	#1,p.248
s. Fielding Soft-ball	Catching, throwing	5	#1,p.249
t. Center Football Pass	Throwing	6	#1,p.259
u. Heading	Heading	6	#1,p.260
v. Chest Pass	Throwing	6	#1,p.260

Ch. 7

<u>Activity</u>	<u>Principle Skills</u>	<u>Difficulty Level</u>	<u>Reference</u>
w. Underhand Foul Shot	Throwing	6	#1, p. 261
x. Basketball Dribble	Dribbling	6	#1, p. 261
y. Bounce	Bouncing	6	#1, p. 262
25. Touch Football	Running, throwing, catching	5-6	#1, p. 262 #13, p. 224
26. Soccer	Running, kicking	5-6	#13, p. 186
27. Volleyball	Agility	5-6	#12, p. 126 #13, p. 248
28. Basketball	Running, throwing, catching	5-6	#13, p. 166

CHAPTER VIII

CLASSROOM ACTIVITIES

<u>Activity</u>	<u>Principle Skills</u>	<u>Difficulty Level</u>	<u>Reference</u>
1. Good Morning	Training hearing sense	1-3	#3,p.321 #6,p.109 #2,p.114
2. Have You Seen My Sheep	Walk, run, recognize description of one's self	1-3	#6,p.112 #2,p.108
3. Do This Do That	Follow directions	1-3	#6,p.87 #2,p.64
4. Crossing the Brook	Jumping	1-3	#1,p.90 #6,p.64
5. Chinese Chickens	Hopping	1-3	#6,p.79
6. Changing Seats	Follow directions Quick moving	1-3	#6,p.75 #1,p.96
7. Cat and Mice		1-3	#6,p.72 #1,p.89 #3,p.95 #3,p.
8. Black and White	Twirling disk	1-3 4-6	#6,p.65 #2,p.197 #5,p.55
9. Bend and Stretch Relay	Bending, stretching, passing	1-3	#6,p.63
10. Huckle Buckle Bean Stalk or Hide the Thimble or Hide in Sight	Guessing	1-6	#6,p.133 #6,p.288 #3,p.322
11. The Lost Child	Test memory	1-3	#6,p.157
12. Old Man Tag	Tagging, alertness	1-3	#6,p.177
13. Slap Jack	Walking	1-4	#6,p.225 #5,p.52
14. Weather Cock	Alertness, follow directions	1-4	#6,p.257

Ch. 8	<u>Activity</u>	<u>Principle Skills</u>	<u>Difficulty Level</u>	<u>Reference</u>
	15. Button-Button	Thinking, guessing	1-6	#2, p. 80
	16. Simple Blackboard Run	Alertness, quick movement	1-3	#2, p. 86
	17. School Room Auto Relay Race		1-6	#1, p. 120
	18. Wee Bologna Man	Vicacity of movement	2-4	#6, p. 258
	19. Guess Who	Follow directions	1-6	#6, p. 110 #2, p. 61
	20. Circle Seat Relay	Follow directions, alertness	1-7	#6, p. 61
	21. Magic Carpet	Walking, running, skipping	1-6	#1, p. 91 #3, p. 323
	22. Bean Bag or Waste Basket Pitch	Throwing, aiming	1-6	#6, p. 389 #3, p. 316 #5, p. 50 #2, p. 113
	23. Do This and Add	Thinking, waving, nodding, hopping, scratching	1-6	#3, p. 318
	24. Simon Say or I Say Stoop	Following directions	1-6	#6, p. 307 #6, p. 136 #3, p. 329 #1, p. 170 #2, p. 133
	25. Up Jenkins or Hands Up-Hands Down	Walking, guessing	2-6	#3, p. 330 #6, p. 286 316
	26. Aisle Pass Relay	Passing objects	2-4	#1, p. 120
	27. Dog and His Bone or Watch Dog	Snatching, creeping, being quiet	2-6	#3, p. 318 #6, p. 256
	28. Forty Ways to Get There	Running, hopping, skipping, walking	2-6	#3, p. 319
	29. Gossip	Hearing, remembering	3-6	#3, p. 321
	30. Grocery Store	Remembering	3-6	#3, p. 321
	31. Old Sayings	Thinking, memory	3-6	#3, p. 324
	32. Salesman	Memory, walking, alertness	3-6	#3, p. 326

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<u>Activity</u>	<u>Principle Skills</u>	<u>Difficulty Level</u>	<u>Reference</u>
33. Ships Record	Quick thinking	3-6	#3,p.328
34. Bird, Beast or Fish	Thinking quickly	3-6	#6,p.274 #3,p.316
35. Black Magic	Thinking	3-6	#6,p.274 #3,p.317
36. Eraser Relay	Passing	3-4	#1,p.141
37. Stoop and Stretch Relay	Running, stooping,	3-4	#1,p.142
38. Tea Kettle	Thinking	4-6	#2,p.330 #6,p.310
39. Railroad Train	Thinking, walking, overcoming obstacles	3-6	#1,p.91
40. Poison Seat	Skipping, walking, running	4-5	#1,p.170
41. Buzz	Thinking	4-6	#6,p.275 #3,p.217
42. Coffee Pot	Asking and answering questions	4-6	#3,p.318 #1,p.188
43. Who or Where Am I	Thinking, guessing	4-6	#3,p.330 #6,p.317
44. This is My Elbow	Quick thinking	4-6	#6,p.331
45. Blackboard Drawing or Relay	Alertness, quick thinking	4-6	#6,p.66 #2,p.86 #1,p.215
46. Catch the Cane	Developing alertness	4-6	#6,p.74
47. All Up Relay	Running, stepping quickly	4-6	#6,p.57 #5,p.91
48. Poison Ball	Throwing, fast walking, dodging, jumping	5-6	#4,p.251 #2,p.61
49. Jack Be Nimble	Jumping	1-2	#2,p.64 #1,p.90 #6,p.137
50. Squirrel and Nut	Running	1-3	#6,p.233
51. Kaleidoscope	Running	1-3	#6,p.290

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<u>Activity</u>	<u>Principle Skills</u>	<u>Difficulty Level</u>	<u>Reference</u>
52. Follow the Leader	Cooperation Follow directions	1-3	#4,p.190 #6,p.97 #2,p.84 #1,p.125
53. Going to Jerusalem Marching		1-6	#3,p.320 #1,p.234 #6,p.107
54. Warm Up Exercises	Large muscle development	1-6	Appendix

CHAPTER IX

EVALUATION

I ORGANIC - NEURO - MUSCULAR

- A - Is he growing in endurance?
- B - Is he growing in arm and shoulder girdle strength? In upper back strength? In abdominal strength?
- C - Is he growing in play skills?
- D - Does child have good posture?
 - 1. Standing
 - a - Are the head and neck centered directly over the trunk?
 - b - Is the pelvic girdle directly under the trunk?
 - c - Are the feet directly under the pelvic girdle?
 - 2. Sitting
 - a - Does he sit well back in his seat?
 - b - Is the weight of his trunk resting securely in the pelvic girdle?
 - c - Does he move from the hips, bringing his whole trunk forward to reach his desk?
 - d - Are both feet placed on the floor?
 - 3. Walking
 - a - Are the head and neck centered directly over the trunk?
 - b - Is the trunk balanced securely in the pelvic girdle?
 - c - Are the hips directly under the body?
 - d - Does the swinging leg move ahead of the body?
 - e - Are the feet pointed straight ahead as they receive the body weight?
 - f - Do the arms swing easily at the sides?

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E - In a half-hour period of vigorous play:

1. Does he become extremely breathless?
2. Is his face excessively flushed?
3. Does he become pale? Does his face show strain?
4. Does he exhibit less of coordination? (Stumbling, falling, loss of control)

F - Evaluation Strength (Upper - Grades)

1. Does he have sufficient strength to hold his body erect throughout the school day?
2. Can he lift objects equal to one-fourth of his weight from the floor to a table waist high?
3. Can he arise from a lying to a sitting position without the aid of his hands?

G - Has he attained efficient, easy, less-fatiguing body control?

H - Does he have sufficient recreation skills to provide him with tools for happy, wholesome use of leisure, for maintenance of health and organic vigor, for gaining social status and prestige with associates, for developing friendly relationship with others, and for overcoming the effect of sedentary living in our modern society?

II SOCIAL - MORAL

A - Does he play with enthusiasm and pleasure?

B - Does he adjust easily from the play period to the quiet activities of the classroom?

C - Is he growing in emotional stability?

D - Is he growing in a consideration of the rights and feelings of others during play?

E - Is he growing in cooperation?

F - Is he growing in leadership?

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- G - Is he growing in follower-ship?
- H - Has he developed the proper spirit toward victory and defeat?
- I - Is he developing courage, cooperation, self-control, courtesy, kindness, resourcefulness, loyalty, obedience, honesty, sportsmanship, initiative, alertness, fairness, tolerance, and other traits of good citizenship and character?
- J - Does he seem relaxed and good-natured when the game is over?
- K - Has he developed interest and skill in wholesome physical activities for use in leisure time, now and in later life, as a relief from emotional and mental strains of modern life?
- L - Do these activities counteract tendencies toward poor forms of recreation and juvenile delinquency?
- M - Is the recess period being used in helping the children to organize for themselves the activities learned in the physical education period?
- N - Is a check made to determine whether or not children are playing outside of school the games learned in school, thus giving evidence that at least some of their play needs are being met?
- O - Does he have a feeling of security and belonging in the group?
- P - Has the child developed a satisfactory sense of responsibility for carrying out group objectives and for care of equipment?
- Q - Has the child developed the ability for self-direction? (Act the same whether the teacher is present or not)

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APPENDIX

WARM UP EXERCISES

1 - The jumping jack

a. Starting position

- (1) Standing erect, feet apart, arms extended over head with palms in

b. Movement

- (1) Squat down making full knee bend so that palms are on floor, elbows inside and next to knees
- (2) Jump, extend arms overhead and return to starting position

2 - The Bird

a. Starting position

- (1) Standing erect, feet together, arms crossed low in front of body

b. Movement

- (1) Rise on toes and extend arms sideward with palms up
- (2) Lower heels and return arms to starting position

3 - The bobber

a. Starting position

- (1) Standing erect, feet apart, arms at the side
- (2) Relax slightly, then bounce downward again and touch floor
- (3) Return to starting position

4 - The stork walk

a. Starting position

- (1) Standing erect, feet together, arms at the side

b. Movement

- (1) Raise left knee until upper leg is perpendicular to body.

App.

At the same time raise right arm forward to shoulder height.

Lower left leg and right arm to starting position.

(2) Repeat with right leg and left arm.

5 - The 100 yard dash

a. Starting position

(1) Standing erect, feet together with most of weight on front part of feet, elbows bent so that forearms are parallel to floor.

b. Movement

(1) Begin running slowly in place, then speed up, raising knees high. Increase gradually to full speed then slow down before stopping.

6 - The side bender

a. Starting position

(1) Standing erect, feet apart, arms overhead with hands interlocked

b. Movement

(1) Bend sharply to the left making sure to go straight to the side and not forward. Return to starting position.

(2) Repeat to the right.

7 - The bend and stretch

a. Starting position

(1) Standing erect, feet apart, arms extended overhead with palms in.

b. Movement

(1) Bend trunk forward and downward. At the same time swing arms between the legs, touching fingers to the floor between and behind the heels. Knees are bent. Touch fingers as far behind heels as possible.

App.

8 - The windmill

a. Starting position

- (1) Standing erect, feet apart, legs straight, arms extended to the side with palms down.

b. Movement

- (1) Twist trunk to left and touch left foot with right hand
- (2) Return to starting position
- (3) Twist trunk to right and touch right foot with left hand
- (4) Return to starting position.

PART TWO

PHYSICAL EDUCATION ACTIVITIES IN THE
JUNIOR HIGH SCHOOL

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CHAPTER I

INTRODUCTION

a. General

This guide is prepared in order to assist teachers in the enrichment of physical education programs. The following of this guide rigidly is not necessarily the answer to the problem of program improvement, but it is felt that suggestions given herein will help teachers improve and enrich their activity programs. The program contained herein is not intended to be complete and there are obviously many other activities in each classification which would be suitable.

Activities should be chosen which meet the needs of the children in each class and that are most desirable under local conditions. Flexibility within the framework outlined in this publication will be necessary depending on personnel, equipment, and facilities available.

On the other hand some degree of uniformity among the school of Frederick County is desirable. Care should be taken to use activities in all six areas so as to offer a broad program and meet the needs of as many pupils as possible.

b. Major Objectives

- (1) The promotion of health and the development of organic vigor to overcome the trend toward sedentary living in our modern machine age society.
- (2) To assist each individual in his development of qualities of leadership and followership.

- (3) The securing and maintenance of good posture through emphasis on correct standing, sitting and walking habits.
- (4) The development of interest and skill in wholesome physical activities for use in leisure time now as well as in later life, as means of relief from mental and emotional strains of modern life, and to counteract the tendency toward poor forms of recreation and juvenile delinquency.
- (5) To help each person develop such qualities as courtesy, resourcefulness, sportsmanship, initiative, self-control, cooperation, alertness, fairness, good citizenship, courage, tolerance, loyalty, and self-sacrifice by successful participation in group experiences.

c. Classification of Activities

- (1) Formal Floor Activities. Includes calisthenics, marching, and mimetics. A short time should be spent at the beginning of each physical education period on this type of activity for the purpose of getting pupils warmed up for the more strenuous activities which follow. Continuous use of well selected formal activities will also contribute greatly to the development of strength, agility, coordination and endurance.
- (2) Rhythms. Includes fundamental rhythms, singing games, folk dances, tap and clog dancing, square dancing and social dancing. Should be included in the physical education program for both boys and girls at all levels. Definitely contributes to social and personality training as well as actual physical education.
- (3) Self-testing Activities. Includes stunts, tumbling, and apparatus work. The lack of arm and shoulder girdle strength of most Americans indicate the need for special emphasis on the develop-

ment of these muscle groups. Activities in the classification are especially adaptable to meeting this need as well as offering excellent opportunity for all-around development.

- (4) Individual Athletics. Includes track and field events, adaptive combatives, and individual sports such as tennis, table tennis, paddle tennis, horseshoes, and badminton. More advanced types of individual sports can only be introduced to a small degree in the elementary school but the importance of developing interest in activities which will carry over into after-school life must be kept in mind.
- (5) Games of Low Organization. Includes tag games, hunting games, story plays, simple relays, and the less complex team games. Most games for the primary grades would normally come under this classification and the use of activities of this type should gradually decrease as the children develop in their ability to play more complicated games.
- (6) Team Games. Includes all types of team games such as softball, soccer, football, volleyball, and dodgeball. Introduction to these games and the teaching of the skills of these games should be well along when pupils finish the elementary school.

d. Suggestions to Teachers

- (1) Always keep the objectives of education and physical education in mind.
- (2) Stress sportsmanship and character training.
- (3) Do not feel that you need to be able to perform the activity yourself in order to teach it effectively, but play with the children whenever possible.
- (4) Plan your program on a daily, monthly, and yearly basis.

- (5) If you have any doubt that a child is physically unable to participate, do not let him play.
- (6) Use student leadership.
- (7) Never omit the physical education period because of lack of equipment or facilities.
- (8) Be careful not to let pupils overwork.
- (9) Do not teach games too advanced for age group.
- (10) Hold activities outdoors whenever possible.
- (11) Meet the interest needs of the group when possible.

e. Intramurals

Intramural sports should be the basis of the athletic program in the junior high school. There should be no formal interscholastic competition in the junior high school with the exception of invitation type games and play days.

The activities used should be those during the regular physical education periods.

The team units used will depend on the local school situation but care must be taken to divide players into fairly evenly matched competitive groups.

f. Play Days

Play days should be the culminating activity at the end of certain units of the school physical education program. A logical program might include school play days toward the end of both the fall and the winter programs and an invitation inter-school play day near the end of the school year.

The aim of the play day should not be to decide championships but to give all pupils a chance to show what he has learned during his

physical education periods.

Parents and friends of pupils and teachers should be invited to attend and the play day should be made a real community social event.

g. Posture

Most cases of poor posture can be greatly improved by a very simple but definite posture improvement program. Much less chance of success in the improvement of posture is the evident result of waiting until the senior high school to institute a program of this type.

Very frequently poor posture is the result of lack of proper attitude toward it and such things as ignorance of and indifference to what constitutes a good posture. In order to stimulate pupils to improve their posture, the following program is suggested.

- (1) Appropriate use should be made of visual posture material such as charts, posters, still pictures and motion pictures.
- (2) Short lecture-demonstrations should be given frequently during physical education period. Emphasis should be placed on the possible ill-effect of poor posture both on the vital organs and on individual appearance.
- (3) Children with poor posture must be reminded of their shortcomings frequently and be given instruction in posture improvement.
- (4) Cases of poor posture caused by weakness or lack of proper control of muscles which control retraction of the lower abdomen, elevation of the chest, and pelvic tilt can usually be improved by use of proper exercises. Exercises are of little value if not accompanied by the proper attitude toward an improved posture. The warm up exercises (see appendix) are almost all exercises which have definite posture value, but the following are especially selected for the improvement of posture.

Exercise #1

a. Starting position

- (1) Standing erect, feet together, arms at the side.

b. Movement

- (1) Swing arms forward and upward to full stretch vertically and at the same time rise high on the toes.
- (2) Swing arms sideward and downward, press arms backward hard, and at the same time retract the chin and let heels drop back to floor.

Exercise #2

a. Starting position

- (1) Standing erect, feet together, arms extended overhead with palms forward.

b. Movement

- (1) Bring arms down without bending elbows, touch legs with hands just above knees, and bend head forward until chin touches collar bone. Suck in stomach as hands come down.
- (2) Raise arms and head to starting position.

Exercise #3

a. Starting position

- (1) Standing erect, feet together, arms at side, fists clenched.

b. Movement

- (1) Raise arms forward to position straight in front of body
- (2) Pull fists vigorously back to shoulders
- (3) Thrust fists vigorously forward to position straight in front of body.
- (4) Lower arms to starting position

Exercise #4

a. Starting position

- (1) Standing erect, feet, apart, fingers laced behind the head

b. Movement

- (1) Rotate body to the left, then forward, and then upward to original position.
- (2) Rotate body to the right, then forward, and then upward to original position.

Exercise 15

a. Starting position

- (1) Standing erect, feet together, arms at the sides.

b. Movement

- (1) Raise arms sideward, palms down
- (2) Rotate shoulders to rear as far as possible and turn palms up
- (3) Relax and return to position (1)
- (4) Lower arms to starting position

h. Health Safeguards in Physical Education

1. Adequate medical examinations should be given to all pupils taking part in programs and the activities of each individual bases on the results of this examination. (This does not mean that programs should be eliminated or curtailed greatly if facilities and personnel shortages make medical examinations of all students difficult.)
2. If there is any doubt as to a student's health, have a physician check him before he is permitted to participate in vigorous activities.
3. Permit pupils who have recently recovered from a serious illness to participate only upon recommendations of his physician.
4. Be careful not to use activities which overtax the physical capacities of immature students.

i. Medical examinations

A successful physical education program must be based on a physical examination of each pupil. Every effort should be made by all school personnel to have children receive physical examinations and to maintain a record of the health status of each child. Be sure that a health examination card is on file for as many students in your school as possible and that proper use is made of it when selecting physical education activities for each pupil. As increased facilities and personnel become available we must include periodic examinations during the entire school life of each student. Before periodic and complete examination are possible in the school, it is recommended that each child be required to have the form shown in the appendix completed by his family physician at the beginning of each school year.

j. Corrective Physical Education

There are many children suffering from a physical defect that may be corrected by special exercises. These children must be handled as individual cases and exercises should be prescribed only under the close supervision of the child's physician.

k. First Aid in Physical Education

Every effort should be made to prevent accidents by safety education, proper selection of activities, selection of safe equipment, adequate maintenance of building and grounds, and by efficient supervision. In spite of all precautions there will be accidents on the playground and in the gymnasium for which all teachers should be prepared.

The following are suggested as the course of action to follow in case of the most common injuries incurred in physical education.

1. Serious Accident

a. If accident appears to be serious or there is any doubt as to

the seriousness of the injury, call a doctor. Call the child's family physician if possible. If he is not available call another doctor. Notify parents as soon as possible.

2. Cuts

- a. If blood flows rapidly and in spurts, it is necessary to prevent loss of blood as soon as possible. This can usually be done by pressing directly over the wound with the cleanest cloth available but if this fails it is necessary to apply pressure at the proper point between the heart and the wound either with the thumb or a tourniquet (use tourniquet with care and loosen for short time at least every ten minutes.) If bleeding persists prompt medical care is essential.
- b. If bleeding is limited, encourage bleeding, clean only if there is evidence of dirt in the wound, apply merthiolate or other good antiseptic and cover with sterile bandage.

3. Abrasions

- a. When friction has removed only the outer skins, wash with clean cotton swab soaked in merthiolate, apply vasoline, unguentine, or similar substance, and cover with a sterile gauze bandage.

4. Sprains

- a. The application of ice or immersion in cold water is necessary as soon as possible after injury in order to prevent excessive swelling. Removal of ice and light massage around sore spot is desirable. After about thirty minutes of above treatment the joint should be wrapped snugly with an elastic bandage.

5. Bruises

- a. The application of ice or immersion in cold water is desirable as soon as possible after the injury. This can be followed by firm elastic bandage if injury is to an extremity.

6. Fractures

- a. Do not move injured person or attempt to correct any deformity.

Make patient comfortable. Be sure and keep him warm enough, especially if he shows any signs of shock.

1. Health Instruction in Physical Education

Though the teaching of health facts and the formation of good health habits is not a major aim of a program of activities, there are many opportunities to do very good incidental health teaching in connection with the physical education class. The teacher should be aware of these opportunities and use them to teach facts and form desirable habits in the health fields of personal hygiene, nutrition, first aid and safety, structure and functions of the human body, physiology of exercise, community health and sanitation, mental and social health, cause and prevention of disease, and medical and dental care. Teachers should take advantage of every possible chance for integrating health materials with physical education activities or any other school subject.

m. Time Allotment

The need for large amounts of vigorous physical activity is very great among children of junior high school age, and the school must meet at least part of this need. Each physically fit junior high school child should have one period (45 to 60 minutes) each day of physical education under proper leadership and supervision.

n. Student Leadership

Students should be given every possible opportunity to receive leadership training not only to assist teachers in developing a more efficient program but also to develop qualities of leadership among

the students. Officiating, managing teams, keeping records, caring for equipment, and many other unusually splendid activities are available as part of the physical education program in which children can take an active and constructive part.

o. Sportsmanship

Physical education presents unusually excellent opportunities to develop desirable traits of character which can be summed up in the term sportsmanship. Good social moral training does not take place automatically when children are placed in game situations, but need to be developed by careful leadership. In fact, many physical education activities can become situations in which many undesirable attitudes are developed if adequate leadership is not given. Teachers must take special care to set a good example, encourage good sportsmanship, and emphasize the enjoyment of the game rather than the winning, if proper attitudes are to come out of the program.

p. Class Administration

Shortage of time to properly carry out the objectives of the program being one of the major problems, it is essential that classes be organized efficiently so that no time is wasted. A class time schedule might be set up as follows:

(1) Changing from street to gym clother	5-8 minutes
(2) Checking attendance	1-2 minutes
(3) Warm up or conditioning exercise	5-8 minutes
(4) Teaching skills	5-10 minutes
(5) Group activities	15-20 minutes
(6) Taking shower and dressing	8-10 minutes (boys)
	10-12 minutes (girls)

Usually it is best to divide the class into squads under a squad leader whose duty it would be to check attendance, lead squad in drills, organize team in squads and help supervise the shower and locker room.

All students should be required to dress in gymnasium suits which should be washed at least once a week. A shower at the end of each activity period should be required of all students. The teacher of each class should be dressed in an appropriate uniform for the activity being taught.

All safety precautions must be taken to prevent accidents when activities of a dangerous nature are being conducted.

CHAPTER II

PROGRAM FOR GIRLS

A. Seventh Grade

	<u>Reference</u>	<u>Page</u>
I. <u>Fall Program</u>		
a. <u>Formal Floor Activities</u>		
1. Warm Up exercises (3-5 minutes each day)	Appendix A No. 6	26
2. Conditioning exercise	No. 7,8,12	36,37,174
3. Marching	No. 12	161
b. <u>Rhythms</u>		
1. American Mixer	No. 3	203
2. Grand March	No. 3	203
3. Pop Goes the Weasel (Victor 20151)	No. 2	172
4. Rye Waltz (Decca 2090)(Ford 107B)	No. 1,3	304,208
5. Gustaf's Skoal (Victor 20988)	No. 3	206
c. <u>Self Testing Activities</u>		
1. Continuous Cart Wheels	No. 2	164
2. Setting Pegs	No. 1,2	307,165
3. Straddle Jump	No. 1,2	308,165
4. Camel Walk	No. 1,2	309,169
5. Elephant Walk	No. 2	168
6. Horizontal Balance	No. 2	168
7. Elbow Roll	No. 1	312
d. <u>Individual Athletics</u>		
1. Hand Tennis	No. 1,4,5	320,548,298
2. Quoits	No. 4,5	198,306

	<u>Reference</u>	<u>Page</u>
<u>e. Games of Low Organization</u>		
1. Ball Passing Relay	No. 1	312
2. Stand Up Relay	No. 2	144
3. Crows and Cranes	No. 3	226
4. Dizzy Izzy	No. 3	229
5. Obstacle Relay	No. 2	149
6. Prisoner's Base	No. 3,4,5	235,190,162
7. Run and Catch Relay	No. 6	151
<u>f. Team Games</u>		
1. Touchdown Pass	No. 6	121
2. Line Soccer	No. 7	119

II. Winter Program

a. Formal Floor Activities

1. Warm Up Exercise (3-5 minutes each day)	Appendix A No. 8	28
2. Conditioning Exercises	No. 7,8,12	37,38,174
3. Marching	No. 12	181

b. Rhythms

1. Sailor's Hornpipe (Victor 21685)	No. 2	176
2. Tantoli (Victor 20992)	No. 2	175
3. Come, Let Us Be Joyful (Victor 20448)	No. 2 No. 3	171 304
4. Highland Schottische (Columbia A 3039)	No. 1	301
5. Heel and Toe Polka (Ford 107A)	No. 3	207
6. Norwegian Mountain March (Victor 20151)	No. 2	173

	<u>Reference</u>	<u>Page</u>
<u>c. Self Testing Activities</u>		
1. Long Reach	No. 1	307
2. Bicycling	No. 1	308
3. Cartwheels Left and Right	No. 2	164
4. Wiggle Walk	No. 2	165
5. The Cricket Walk	No. 2	167
6. Finger Feat	No. 1,2	308,165
7. Forward Roll	No. 8	41
8. Backward Roll	No. 8	42
9. Eskimo Roll	No. 8	46
10. Double Back Bend	No. 8	47
<u>d. Individual Athletics</u>		
1. Shuffleboard	No. 4,5	217,306
<u>e. Games of Low Organization</u>		
1. Lane-Dog Relay	No. 2	146
2. Poison	No. 1	315
3. In-and-Out Relay	No. 2	145
4. Whip Tag	No. 1	316
5. Standing Broad Jump Relay	No. 2	147
6. Centipede Run	No. 3	224
7. Duck Race	No. 2	148
8. Stick and Ball Relay	No. 2	147
<u>f. Team Games</u>		
1. Nine-Court Basketball	No. 1,4	282,573
2. Simplified Volleyball	No. 3	230

III. Spring Program

a. Formal Floor

	<u>Reference</u>	<u>Page</u>
1. Warm Up Exercises (3-5 minutes each day)	Appendix A No. 8	28
2. Conditioning Exercises	No. 7,8,12	37,38,174
3. Marching	No. 12	181
b. <u>Rhythms</u>		
1. Hay-Role Dance (Victor 20990)	No. 2	177
2. Minuet (Victor 20990)	No. 2	175
3. Csebogar (Victor 20992)	No. 2	173
4. Old Dan Tucker	No. 1	303
5. Standard Club Quadrille (Figure I-Victor 20638, Ford 102A-Figure II, Victor 20638, Ford 102B-Figure III, Victor 20639, Ford 1020)	No. 3	210
c. <u>Self Testing Activities</u>		
1. Double Cartwheels	No. 2	165
2. The Monkey Walk	No. 2	167
3. Head Stand	No. 8	179
4. The Folded Leg Walk	No. 2	167
5. The Frog Dance	No. 2	168
6. Touch Toe Jump	No. 2	169
7. Spinning Wheel	No. 2	169
8. Knee Shoulder Stand	No. 1	311
d. <u>Individual Athletics</u>		
1. Horseshoes	No. 1,4,5	280,127,310
2. Track and Field	No. 6,12	115,302
e. <u>Games of Low Organization</u>		
1. Target Softball	No. 3	218
2. Up to Bat	No. 3	219
3. Throw and Catch Practice	No. 3	220
4. Skin the Snake Relay	No. 1	314

	<u>Reference</u>	<u>Page</u>
5. Hop-Step Relay	No. 2	149
6. Chicken Race	No. 2	148
7. Tap-Top Relay	No. 2	150
f. <u>Team Games</u>		
1. Softball	No. 2,7 9,12	161,129, 14,278

B. Eighth Grade

I. Fall Program

a. Formal Floor Activities

1. Warm Up Exercises (3-5 minutes each day)	Appendix A No. 8	28
2. Conditioning Exercises	No. 7,8,12	37,38,174
3. Marching	No. 12	181

b. Rhythms

1. The Girl I Left Behind (Columbia 33140F)	No. 1	342
2. Badger Gavotte (Ford 115A)	No. 1,3	334,240
3. Waltz Valeta (Decca 2092)	No. 3	244
4. Jigs and Reels (Ford 1029)	No. 3	248
5. Couple Down Center	No. 3	242

c. Self Testing Activities

1. Jump the Stick	No. 3	262
2. Full Squat	No. 1	346
3. Grab Your Place	No. 3	263
4. Cross Over	No. 3	260
5. Sitting Balance	No. 2	166
6. Andy Over	No. 2	170
7. Churn the Butter	No. 2	171

	<u>Reference</u>	<u>Page</u>
d. <u>Individual Athletics</u>		
1. Deck Tennis	No. 4,7	512,146
e. <u>Games of Low Organization</u>		
1. Feet and Club Relay	No. 2	145
2. In and Out Relay	No. 2	145
3. Zig Zag Hopping Relay	No. 2	146
4. Hold Hop Relay	No. 1	348
5. Japanese Crab Relay	No. 1	348
6. Wheelbarrow Relay	No. 1	350
7. Kick Over Head	No. 3	261
f. <u>Team Games</u>		
1. Soccer	No. 7,10,12	117,133,272
2. Speedball	No. 7,10,12	127,156,284
3. Line Soccer	No. 7	119

II. Winter Program

a. <u>Formal Floor Activities</u>		
1. Warm Up Exercises (3-5 minutes each day)	Appendix A No. 8	28
2. Conditioning Exercises	No. 7,8,12	37,38,174
3. Marching	No. 12	181
b. <u>Rhythms</u>		
1. Mollebrok	No. 1	337
2. Military Schottische	No. 1	339
3. Multiple Country Dance	No. 3	237
4. Hungarian Varsoviene (Ford 1934)	No. 3	246

	<u>Reference</u>	<u>Page</u>
<u>c. Self Testing Activities</u>		
1. Hand Stand	No. 7	42
2. Head Stand	No. 7	43
3. Diving	No. 7	43
4. Chest Roll	No. 7	44
5. Combination Rolls	No. 7	44
6. Angel Balance	No. 7	47
7. Pyramids	No. 7	49
8. Indian Wrestle	No. 2	170
<u>d. Individual Athletics</u>		
1. Table Tennis	No. 4,5	630,300
<u>e. Games of Low Organization</u>		
1. Pass-through-hoop Relay	No. 2	144
2. Potato Relay	No. 2	144
3. Double Circle Pass Relay	No. 2	145
4. Basketball Throws	No. 3	264
5. Three Shots	No. 3	264
6. Human Hurdle Relay	No. 1	346
7. Toss, Catch, and Pass Relay	No. 1	349
<u>f. Team Games</u>		
1. Newcomb	No. 2,4,5	160,572,151
2. Volleyball	No. 6,9,10 12	186,122 61,290

III. Spring Program

a. Formal Floor Activities

1. Warm Up Exercises (3-5 minutes each day)	Appendix A No. 8	26
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	<u>Reference</u>	<u>Page</u>
2. Conditioning Exercises	No. 7,8,12	37,38,174
3. Marching	No. 12	181
b. <u>Rhythms</u>		
1. Jigs and Reels (Ford 102D)	No. 3	248
2. Hinky-Dinky, Parlee-Voo (Ford 109A)	No. 3	251
3. Life on the Ocean Wave (Ford 109B)	No. 3	252
4. Little Old Log Cabin In The Sky (Ford 108B)	No. 3	255
c. <u>Self Testing Activities</u>		
1. Roll Over the Back-Arms Locked	No. 2	170
2. Roll Over the Back-Arms Sideward	No. 2	170
3. Hand Stand Dip	No. 1,2	347,170
4. The Rocking Stunt	No. 2	171
5. One Arm Push Up	No. 1,2	346,169
d. <u>Individual Athletics</u>		
1. Track and Field	No. 6,12	115,302
2. Paddle Tennis	No. 4,5	578,304
e. <u>Games of Low Organization</u>		
1. Broncho Tag	No. 1,3	350,261
2. Roly Poly	No. 2	152
3. Stick and Ball Relay	No. 2	147
f. <u>Team Games</u>		
1. Throwing Shuttle Relay	No. 2	148
2. Hoop Rolling Relay	No. 2	148
3. Softball	No. 2,7,9	161,129,14
4. Volleyball	No. 12	278

	<u>Reference</u>	<u>Page</u>
<u>C. Ninth Grade</u>		
<u>I. Fall Program</u>		
<u>a. Formal Floor Activities</u>		
1. Warm Up Exercises (3-5 minutes each day)	Appendix A No. 8	28
2. Conditioning Exercises	No. 7,12,8	37,174,38
3. Marching	No. 12	181
<u>b. Rhythms</u>		
1. Modern Dance	No. 7,10,12	93,69,236
2. Square Dance	No. 12	231
<u>c. Self Testing Activities</u>		
1. Pyramids	No. 7	149
2. Basketball Throw for Distance	No. 7	215
<u>d. Individual Athletics</u>		
1. Tennis	No. 7,10,12	138,177,346
<u>e. Games of Low Organization</u>		
1. Keep Away	No. 7	128
2. Hit-Pin Baseball	No. 4	444
3. Beatball	No. 4	447
<u>f. Team Games</u>		
1. Fieldball	No. 6,10	48,292
2. Line Soccer	No. 7	119
<u>II. Winter Program</u>		
<u>a. Formal Floor Activities</u>		
1. Warm Up Exercises (3-5 minutes each day)	Appendix A No. 8	28
2. Conditioning Exercises	No. 7,8,12	37,38,174

	<u>Reference</u>	<u>Page</u>
3. Marching	No. 12	181
b. <u>Rhythms</u>		
1. Tap Dancing	No. 7,10,12	75,104,224
c. <u>Self Testing Activities</u>		
1. Tumbling	No. 7	41
2. Basketball Goal Throw for Speed	No. 7	218
3. Situps	No. 7	216
d. <u>Individual Athletics</u>		
1. Badminton	No. 4,5, 7,12	428,292, 143,337
e. <u>Games of Low Organization</u>		
1. Pivot and Pass	No. 3	265
2. Zig-Zag Bounce Pass	No. 3	264
3. Twenty-one	No. 7	125
f. <u>Team Games</u>		
1. Basketball	No. 7,10,12	122,39,267
III. <u>Spring Program</u>		
a. <u>Formal Floor Activities</u>		
1. Warm Up Exercises (3-5 minutes each day)	Appendix A No. 8	28
2. Conditioning Exercises	No. 7,8,12	37,38,174
3. Marching	No. 12	181
b. <u>Rhythms</u>		
1. Folk Dancing	No. 7,10,12	54,99,219
c. <u>Self Testing Activities</u>		
1. Pull-Ups (modified)	No. 7	215
2. Push-Ups (modified)	No. 7	210
3. Baseball Throw and Catch	No. 7	218

	<u>Reference</u>	<u>Page</u>
4. Batting the Playground Baseball	No. 7	219
d. <u>Individual Athletics</u>		
1. Track and Field	No. 6,12	115,302
e. <u>Games of Low Organization</u>		
1. Beat It Ball	No. 7	131
2. Bunting Game	No. 7	131
f. <u>Team Games</u>		
1. Softball	No. 7,9 10,12	129,14, 122,278

CHAPTER III

PROGRAM FOR BOYS

A. Seventh Grade

<u>I. Fall Program</u>	<u>Reference</u>	<u>Page</u>
<u>a. Formal Floor Activities</u>		
1. Warm Up Exercises (3-5 Minutes each day)	Appendix No. 11	47
2. Conditioning Exercises	No. 7,11,12	149,145,174
3. Marching	No. 12	184
<u>b. Rhythms</u>		
1. American Mixer	No. 3	203
2. Grand March	No. 3	203
3. Pop Goes the Weasel (Victor 20151)	No. 2	172
4. Rye Waltz (Decca 2090, Ford 107B)	No. 1,3	304,208
5. Gustof's Skoal (Victor 20988)	No. 3	206
<u>c. Self Testing Activities</u>		
1. Continuous Cart Wheels	No. 2	164
2. Setting Pegs	No. 1,2	307,165
3. Straddle Jump	No. 1,2	308,165
4. Camel Walk	No. 1,2	309,169
5. Elephant Walk	No. 2	168
6. Horizontal Balance	No. 2	168
7. Elbow Roll	No. 1	312
<u>d. Individual Athletics</u>		
1. Hand Tennis	No. 1,4,5	320,548,298
2. Quoits	No. 4,5	198,308
<u>e. Games of Low Organizations</u>		
1. Ball Passing Relay	No. 1	312

	<u>Reference</u>	<u>Page</u>
2. Stand-Up Relay	No. 2	144
3. Crows and Cranes	No. 3	226
4. Dixy Issy	No. 3	229
5. Obstacle Relay	No. 2	149
6. Prisoner's Base	No. 3,4,5	235,190,162
f. <u>Team Games</u>		
1. Soccer	No. 1,6 10,12	287,10 133,272

II. Winter Program

a. Formal Floor Activities

1. Warm Up Exercises (3-5 minutes each day)	Appendix No. 11	47
2. Conditioning Exercises	No. 7,11,12	149,45,174
3. Marching	No. 12	184

b. Rhythms

1. Sailor's Hornpipe (Victor 21685)	No. 2	175
2. Tantoli (Victor 20992)	No. 2	175
3. Come, Let Us Be Joyful (Victor 20448)	No. 2 No. 3	171 204
4. Highland Schottische (Columbia A3039)	No. 1	301
5. Heel and Toe Polka (Ford 107A)	No. 3	207
6. Norwegian Mountain March (Victor 20151)	No. 2	173

c. Self Testing Activities

1. Long Reach	No. 1	307
2. Bicycling	No. 1	308
3. Cartwheels Left and Right	No. 2	164
4. Wiggle Walk	No. 2	165

	<u>Reference</u>	<u>Page</u>
5. The Cricket Walk	No. 2	167
6. Finger Feat	No. 1,2	308,165
7. Forward Roll	No. 8	41
8. Backward Roll	No. 8	42
9. Eskimo Roll	No. 8	46
10. Double Back Bend	No. 8	47
d. <u>Individual Athletics</u>		
1. Shuffleboard	No. 4,5	217,306
e. <u>Games of Low Organization</u>		
1. Lane-Dog Relay	No. 2	146
2. Poison	No. 1	315
3. In-and-Out Relay	No. 2	145
4. Whip Tag	No. 1	316
5. Standing Broad Jump Relay	No. 2	147
6. Centipede Run	No. 3	224
7. Duck Race	No. 2	148
8. Stick and Ball Relay	No. 2	147
f. <u>Team Games</u>		
1. Basketball	No. 6,7 10,12	94,168 39,260
2. Simplified Volleyball	No. 3	230
III. <u>Spring Program</u>		
a. <u>Formal Floor Activities</u>		
1. Warm Up Exercises (3-5 minutes each day)	Appendix No. 11	47
2. Conditioning Exercises	No. 7,11,12	149,45,174
3. Marching	No. 12	164
b. <u>Rhythms</u>		

	<u>Reference</u>	<u>Page</u>
1. May Pole Dance (Victor 20990)	No. 2	177
2. Minuet (Victor 20990)	No. 2	177
3. Csebogar (Victor 20992)	No. 2	173
4. Old Dan Tucker	No. 1	303
c. <u>Self Testing Activities</u>		
1. Double Cartwheels	No. 2,8	165,46
2. The Monkey Walk	No. 2	167
3. Head Stand	No. 8	43
4. The Folded Leg Walk	No. 2	167
5. The Frog Dance	No. 2	168
6. Touch Toe Jump	No. 2	169
7. Spinning Wheel	No. 2	169
8. Knee Shoulder Stand	No. 8	48
d. <u>Individual Athletics</u>		
1. Horseshoes	No. 1,4,5	200,127,310
2. Track and Field	No. 6,12	115,302
e. <u>Games of Low Organization</u>		
1. Target Softball	No. 3	218
2. Up to Bat	No. 3	219
3. Throw and Catch Practice	No. 3	220
4. Skin the Snake Relay	No. 1	314
5. Hop-Step Relay	No. 2	149
6. Chicken Race	No. 2	148
7. Tap Top Relay	No. 2	150
f. <u>Team Games</u>		
1. Softball	No. 2,7,12	161,129,278

B. Eighth Grade

<u>I. Fall Program</u>	<u>Reference</u>	<u>Page</u>
<u>a. Formal Floor Activities</u>		
1. Warm Up Exercises (3-5 minutes each day)	Appendix No. 11	77
2. Conditioning exercises	No. 7,11,12	149,45,174
3. Marching	No. 12	184
<u>b. Rhythms</u>		
1. The Girl I Left Behind Me (Columbia 3310F)	No. 1	342
2. Badger Gavotte (Ford 110A)	No. 1,3	334,240
3. Waltz Voleta (Decca 2092)	No. 3	244
4. Jigs and Reels (Ford 102D)	No. 3	248
5. Couples Down Center	No. 3	242
<u>c. Self Testing Activities</u>		
1. Jump the Stick	No. 3	262
2. Full Squat	No. 1	346
3. Grab Your Place	No. 3	263
4. Cross Over	No. 3	260
5. Sitting Balance	No. 2	166
6. Andy Over	No. 2	170
7. Churn the Butter	No. 2	171
<u>d. Individual Athletics</u>		
1. Deck Tennis	No. 4,7	512,146
<u>e. Games of Low Organization</u>		
1. Feet and Club Relay	No. 2	145
2. In and Out Relay	No. 2	146
3. Zig-Zag Hopping Relay	No. 2	146
4. Hold-Hop Relay	No. 1	348

	<u>Reference</u>	<u>Page</u>
5. Japanese Crab Relay	No. 1	348
6. Wheelbarrow Relay	No. 1	350
7. Kick Over Head	No. 3	261
<u>f. Team Games</u>		
1. Soccer	No. 7,12	117,272
2. Speedball	No. 7,12	127,284
3. Touch Football	No. 6,7,12	33,167,254

II. Winter Program

a. Formal Floor Activities

1. Warm Up Exercises (3-5 minutes each day)	Appendix No. 11	47
2. Conditioning Exercises	No. 7,11,12	149,45,174
3. Marching	No. 12	184

b. Rhythms

1. Mollebrok	No. 1	337
2. Military Schottische	No. 1	339
3. Multiple Country Dance	No. 3	237
4. Hungarian Varsovienne (Ford 103A)	No. 3	246

c. Self Testing Activities

1. H and Stand	No. 7	42
2. Head Stand	No. 7	43
3. Diving	No. 7	43
4. Chest Roll	No. 7	44
5. Combination Rolls	No. 7	44
6. Angel Balance	No. 7	47
7. Pyramids	No. 7	49
8. Indian Wrestle	No. 2	170

	<u>Reference</u>	<u>Page</u>
d. <u>Individual Athletics</u>		
1. Table Tennis	No. 4,5	630,300
e. <u>Games of Low Organization</u>		
1. Pass-Through-Hoop Relay	No. 2	144
2. Potato Relay	No. 2	144
3. Double Circle Pass Relay	No. 2	145
4. Basketball Throws	No. 3	264
5. Three Shots	No. 3	264
6. Basketball Dribble	No. 3	265
7. Human Hurdle Relay	No. 1	348
8. Toss, Catch, and Pass Relay	No. 1	349
f. <u>Team Games</u>		
1. Newcomb	No. 2,4,5	160,572,151
2. Volleyball	No. 6,10,12	186,61,290
3. Basketball	No. 6,7, 10,12	94,168 39,260

III. Spring Program

a. <u>Formal Floor Activities</u>		
1. Warm Up Exercises (3-5 minutes each day)	Appendix No. 11	47
2. Conditioning Exercises	No. 7,11,12	149,45,174
3. Marching	No. 12	184
b. <u>Rhythms</u>		
1. Jigs and Reels (Ford 102D)	No. 3	248
2. Hinky-Dinky, Parlee-Voo (Ford 109A)	No. 3	251
3. Life On The Ocean Wave (Ford 109B)	No. 3	252
4. Little Old Log Cabin In The Sky (Ford 108B)	No. 3	255

	<u>Reference</u>	<u>Page</u>
<u>c. Self Testing Activities</u>		
1. Roll Over the Back-Arms Locked	No. 2	170
2. Roll Over the Back-Arms Sideward	No. 2	170
3. Hand Stand Dip	No. 1,2	347,170
4. The Rocking Stunt	No. 2	171
5. One Arm Push Up	No. 2,1	169,346
<u>d. Individual Athletics</u>		
1. Track and Field	No. 6,12	115,302
2. Paddle Tennis	No. 4,5	578,304
<u>e. Games of Low Organization</u>		
1. Broncho Tag	No. 1,3	350,261
2. Roly Poly	No. 2	152
3. Stick and Ball Relay	No. 2	147
4. Throwing Shuttle Relay	No. 2	146
5. Hoop Rolling Relay	No. 2	148
<u>f. Team Games</u>		
1. Softball	No. 2,7,12	161,129,278

C. Ninth Grade

I. Fall Program

a. Formal Floor Activities

1. Warm Up Exercises (3-5 minutes each day)	Appendix No. 11	47
2. Conditioning Exercises	No. 7,11,12	149,45,174
3. Marching	No. 12	184

b. Rhythms

1. Social Dancing	No. 7,10,12	109,109,227
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c. Self Testing Activities

	<u>Reference</u>	<u>Page</u>
1. Pyramids	No. 7	204
d. <u>Individual Athletics</u>		
1. Tennis	No. 7,10,12	138,177,346
e. <u>Games of Low Organization</u>		
1. Keep Away	No. 7	128
2. Hit-Pin Baseball	No. 4	444
3. Boatball	No. 4	447
f. <u>Team Games</u>		
1. Soccer	No. 6,7,12	10,117,272
2. Speedball	No. 6,7,12	78,127,284
3. Touch Football	No. 6,7,12	33,167,254

II. Winter Program

a. <u>Formal Floor Activities</u>		
1. Warm Up Exercise (3-5 minutes each day)	Appendix No. 11	47
2. Conditioning Exercises	No. 7,11,12	149,45,174
3. Marching	No. 12	184
b. <u>Rhythms</u>		
1. Social Dancing	No. 7,10,12	109,109,227
c. <u>Self Testing Activities</u>		
1. Tumbling	No. 7,10,11	160,311,253
d. <u>Individual Athletics</u>		
1. Badminton	No. 4,5 7,12	428,292 143,337
e. <u>Games of Low Organization</u>		
1. Pivot and Pass	No. 3	265
2. Zig-Zag Bounce Pass	No. 3	264
3. Twenty-One	No. 7	125

	<u>Reference</u>	<u>Page</u>
f. <u>Team Games</u>		
1. Basketball	No. 6,7 10,12	94,168 39,260
III. <u>Spring Program</u>		
a. <u>Formal Floor Activities</u>		
1. Warm Up Exercises (3-5 minutes each day)	Appendix No. 11	47
2. Conditioning Exercises	No. 7,11,12	149,45,174
3. Marching	No. 12	184
b. <u>Rhythms</u>		
1. Folk Dancing	No. 7,10,12	54,99,219
c. <u>Self Testing Activities</u>		
1. Pull-Ups	No. 7	207
2. Push-Ups	No. 7	209
3. Baseball Throw and Catch	No. 7	218
4. Batting the Playground Ball	No. 7	219
d. <u>Individual Athletics</u>		
1. Track and Field	No. 6,12	115,302
e. <u>Games of Low Organization</u>		
1. Beatball	No. 7	131
2. Bunting Game	No. 7	131
f. <u>Team Games</u>		
1. Softball	No. 6,7 10,12	166,170, 122,278

CHAPTER IV

CO-RECREATIONAL ACTIVITIES

<u>A. Seventh Grade</u>	<u>Reference</u>	<u>Page</u>
1. Rhythmical Activities (See Chapter II)		
2. Hand Tennis	No. 1,4,5	320,548,298
3. Quoits	No. 5,4	308,198
4. Games of Low Organization (See Chapter II)		
5. Shuffleboard	No. 4,5	217,306
6. Simplified Volleyball	No. 3	230
7. Horseshoes	No. 1,4,5	310,280,127
<u>B. Eighth Grade</u>		
1. Rhythmical Activities (See Chapter II)		
2. Deck Tennis	No. 7,4	146,512
3. Games of Low Organization (See Chapter II)		
4. Table Tennis	No. 4,5	630,300
5. Newcomb	No. 2,4,5	160,572,151
6. Volleyball	No. 6,10,12	186,61,290
7. Paddle Tennis	No. 4,5	578,304
<u>C. Ninth Grade</u>		
1. Rhythmical Activities (See Chapter II)		
2. Tennis	No. 7,10,12	138,177,346
3. Games of Low Organization (See Chapter II)		
4. Badminton	No. 4,5 7,12	428,292, 143,337

CHAPTER V

EVALUATION

A. Physical Fitness TestI. Girlsa. Pull-ups

Number one lies on her back with arms sideward at shoulder level on the floor. The forearm is bent to the vertical. Number two stands astride and facing number one, feet outside and touching elbows of number one. Partners then clasp hands, bent finger hold (use cleansing tissue to protect from long fingernails) and number one chins upward as often as possible. Chest should meet firm resistance with partners thighs on each pull-up. Both partners keep legs and back straight. Arms of supporting partner are straight throughout.

b. Standing Broad Jump

The jumper stands with toes on take-off line and jumps forward with both feet as far as possible to a landing on both feet. Both jump and landing must be made with both feet. Distance is measured from take-off to the back of the heel print nearest to starting line.

c. Sit-ups

Pupil lies on the floor, face up, legs astride, with hands laced behind the neck. Partner grasps ankles of performer and holds them firmly on the floor. The girl being tested comes to a sitting position and bends forward, touching left elbow to right knee, and return to starting position. On the next sit-up the right elbow touches the left knee and is continued touching

alternate elbows to opposite knee. No rest is permitted between sit-ups and bouncing is not permitted.

d. Push-ups

Pupil lies on the floor, face downward, knees bent to a right angle, hands on the floor under the shoulders and body straight from knees to shoulders. Push up until arms are straight. This counts as one push-up. Repeat as often as possible without resting between push-ups. When lowering the body to the floor, touch only the chest to the floor. Do not bend hips or sway back.

e. 30 Second Squat Thrust

From a standing position the student (1) takes a deep knee bend, placing hands on the floor in front of her in a squat-rest position with elbows inside the knees; (2) jumps and extends her legs backward to a front leaning rest position with the body resting on hands and toes; (3) returns to squat rest position; (4) stands erect, head up, repeat as many times as possible in the time allowed.

II. Boys

a. Pull-ups

This event requires a horizontal bar. This may be made of a pipe or gymnasium horizontal bar, or other rigid horizontal support which is not over $1\frac{1}{2}$ inches in diameter. The bar should be high enough to permit the performer to hang at full length without touching the floor or ground. The test is started with the pupil hanging at full length from the bar with arms straight. The forward grasp is used with the palms turned away from the face. The pull up is not until the chin is above the level of

the bar then the body is lowered until elbows are completely straight. The student should continue for as many repetitions as possible but must not jerk or jack knife, must not swing, must raise chin above bar, and arms must be completely straight at the bottom of the movement.

b. Squat Jumps

The movement is started squatting on right heel with finger laced on top of head, palms down. The feet should be placed 4 to 6 inches apart with the heel of the left foot on a line with the toes of the right foot. The movement is done by springing upward until both knees are straight and both feet are clear of the ground. Keep the upper body erect. While off the ground reverse the position of the feet bringing the right foot in front. Then drop to a squat on the left heel, this actions is continued without rest.

c. Push-ups

The performer assumes the front leaning rest position with the body straight from head to heels. Palms are directly under the shoulder and elbows are straight. The body is lowered until the chest touches the ground or floor lightly, then raised to the original position by straightening the elbows. The entire body must be maintained in a straight line throughout, the arms must be straight at top of push-up, and the stomach, thighs, or legs must not touch floor or ground.

d. Sit-ups

Pupil lies on the floor, face up, legs astride, with hands laced behind the neck. Partner grasps ankles of performer and holds them firmly on the floor. The boy being tested comes to a sitting

position and bends forward, touching left elbow to right knee and returns to starting position. On the next sit-up the right elbow touches the left knee and is continued touching alternate elbows to opposite knee. No rest is permitted between sit-ups and bouncing is not permitted.

e. 60 Second Squat Thrust

From a standing position the student (1) takes a deep knee bend, placing his hands on the floor in front of him in a squat-rest position with elbows inside the knees; (2) jumps and extends his legs backward to a front leaning rest position; with body resting on hands and toes; (3) returns to squat-rest position; (4) stands erect, head up. Repeat as many times as possible in the time allowed.

III. Performance Levels

Rigid standards of achievement for individuals should not be used but students should be encouraged to compete with their own record so as to make continuous improvement.

B. Measuring Social - Morale Development

There are no acceptable objective means of measuring progress in this field but every effort must be made by teachers to evaluate the success of the program in the development of such things as:

- | | | |
|--------------------|---------------------|-------------------|
| a. Courtesy | f. Cooperation | k. Tolerance |
| b. Resourcefulness | g. Alertness | l. Loyalty |
| c. Initiative | h. Fairness | m. Self-sacrifice |
| d. Sportsmanship | i. Good Citizenship | n. Democracy |
| e. Self-control | j. Courage | o. Leadership |

The teacher of physical education has an unusual opportunity to contribute to the social and emotional education of children. Our

society seems to be creating greater and greater needs in this field and placing more and more importance on social, emotional, and personality development. We can and must accept our responsibility and increase our efficiency in these areas of great need. There are no better places or more desirable activities in which to promote growth of this kind than are available in physical education. Good leadership is the key to success.

C. Evaluating Health Teaching

As indicated in the introduction, the direct teaching of health facts need not be a major aim of a physical activity program. Teachers of physical education, nevertheless, are in an excellent position to do incidental teaching in health. These daily opportunities must not be missed and progress in the development of attitudes and habits related to health education should be considered when evaluating any program of physical education. We can do especially good work in the improvement of posture if proper efforts are made. A contribution can be made and evaluation can be based on the following areas into which our county health instruction program has been divided.

- | | |
|---|------------------------------------|
| a. Personal Hygiene | e. Physiology of Exercise |
| b. Nutrition | f. Community Health & Sanitation |
| c. First Aid and Safety | g. Mental and Social Health |
| d. Structure and Functions of
the Human Body | h. Cause and Prevention of Disease |
| | i. Medical and Dental Care |

D. Sports Skill Tests

Skills in performance must be considered with emphasis on individual improvement. References number seven, ten, and twelve, include some fine material on achievement standards.

E. Testing Knowledge of Rules of Games

Oral or written test may be given on rules and techniques of

activities used in the program; reference ten is especially rich in materials of this type.

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APPENDIX A

WARM UP EXERCISES1. The Jumping Jack

a. Starting Position

(1) Standing erect, feet apart, arms extended over head with palms in.

b. Movement

(1) Squat down making full knee bend so that palms are on floor, elbows inside the knees.

(2) Jump, extend arms over head and return to starting position.

2. The Bird

a. Starting position

(1) Standing erect, feet together, arms crossed low in front of body.

b. Movement

(1) Rise on toes and extend arms sideward with palms up.

(2) Lower heels and return arms to starting position.

3. The Bobber

a. Starting position

(1) Standing erect, feet apart, arms at the side.

b. Movement

(1) Bend forward with knees straight and touch floor between feet.

(2) Relax slightly, then bounce downward again and touch floor.

(3) Return to starting position.

4. The Stork Walk

a. Starting position

(1) Standing erect, feet together, arms at the side.

b. Movement

(1) Raise left knee until upper leg is perpendicular to body, at

the same time raise right arm forward to shoulder height, lower left leg and right arm to starting position.

(2) Repeat with right leg and left arm.

5. The 100-yard Dash

a. Starting position

(1) Standing erect, feet together with most of weight on front part of feet, elbows bent so that forearms are parallel to floor.

b. Movement

(1) Begin running slowly in place, then speed up, raising knees high, increase gradually to full speed then slow down before stopping.

6. The Side Bender

a. Starting position

(1) Standing erect, feet apart, arms overhead with hands interlocked.

b. Movement

(1) Bend sharply to the left making sure to go straight to the side and not forward. Return to starting position.

(2) Repeat to the right.

7. The Bend and Stretch

a. Starting position

(1) Standing erect, feet apart, arms extended overhead with palms in

b. Movement

(1) Bend trunk forward and downward. At the same time swing arms between the legs, touching finger to the floor between and behind the heels. Knees are bent, touch fingers as far behind heels as possible.

8. The Windmill

a. Starting position

(1) Standing erect, feet apart, legs straight, arms extended to the

the side with palms down.

b. Movement

- (1) Twist trunk to left and touch left foot with right hand.
- (2) Return to starting position.
- (3) Twist trunk to right and touch right foot with left hand.
- (4) Return to starting position.

APPENDIX B

REQUEST TO PHYSICIAN

From _____ date _____
 Name of School

 Name of Student

This student has come to you for a physical examination and for your advice regarding his or her physical education program. Students are classified for instruction into the four groups outlined below. Please check in the appropriate box the classification in which you recommend this student be placed.

Unrestricted	- No limitations as to strenuousness of activity	_____
Restricted	- No extremely strenuous or highly competitive activity	_____
Remedial	- Individual exercise and semi-quiet games	_____
Rest	- No exercise at all	_____

Please give reason for classification if not #1 and any other comment you may feel will assist teacher in more nearly meeting the needs of this student.

Signed: _____
 Physician

PART THREE

PHYSICAL EDUCATION ACTIVITIES IN THE
SENIOR HIGH SCHOOL

PREPARED BY FOLLOWING COMMITTEE

Mrs. Helma H. Bowers

Physical Education Teacher - Frederick High School

Mr. James F. Zimmerman

Physical Education Teacher - Frederick High School

Mr. James Fraser

Physical Education Teacher - Frederick High School

Mr. Warren R. Evans

Supervisor of Health and Physical Education

CHAPTER I

INTRODUCTION

A. MAJOR OBJECTIVES

1. The promotion of health and the development of organic vigor to overcome the trend toward sedentary living in our modern machine age society.
2. To assist each individual in his development of qualities of leadership and followership.
3. The securing and maintenance of good posture through emphasis on correct standing, sitting, and walking habits.
4. The development of interest and skill in wholesome physical activities for use in leisure time now as well as in later life, as means of relief from mental and emotional strains of modern life, and to counteract the tendencies toward poor forms of recreation and juvenile delinquency.
5. To help each person develop such qualities as courtesy, resourcefulness, sportsmanship, initiative, self-control, cooperation, alertness, fairness, good citizenship, courage, tolerance, loyalty, and self-sacrifice by successful participation in group experiences.

B. CLASSIFICATION OF ACTIVITIES

1. Formal floor activities. Includes calisthenics, marching, and mimetics. A short time should be spent at the beginning of each physical education period on this type of activity for the purpose of getting pupils warmed up for the more strenuous activities which follow. Continuous use of well selected formal activities will also contribute greatly to the development of strength, agility coordination, and endurance.
2. Rhythms. Includes fundamental rhythms, singing games, folk dances,

tap and clog dancing, square dancing and social dancing. Should be included in the physical education program for both boys and girls at all grade levels. Definitely contributes to social and personality training as well as actual physical education.

3. Self-testing activities. Includes stunts, tumbling, and apparatus work. The lack of arm and shoulder girdle strength of most Americans indicate the need for special emphasis on the development of those muscle groups. Activities in this classification are especially adaptable to meeting this need as well as offering excellent opportunity for all-around development.
4. Individual athletics. Includes track and field events, adaptive combatives, and individual sports such as tennis, table tennis, paddle tennis, horseshoes, golf and badminton. Greatly increased emphasis in these activities with carry-over value is needed.
5. Games of low organization. Includes tag games, hunting games, story plays, simple relays, and the less complex team games. Most games for the primary grades would normally come under this classification and the use of activities of this type should gradually decrease as the children develop in their ability to play more complicated games.
6. Team games. Includes all types of team games, such as softball, soccer, touch football, volleyball, and dodge ball.

C. SUGGESTIONS TO TEACHERS

1. Always keep the objectives of education and physical education in mind.
2. Stress sportsmanship and character training.
3. Do not feel that you need to be able to perform the activity yourself in order to teach it effectively, but play with the children

whenever possible.

4. Plan your program on a daily, monthly, and yearly basis.
5. If you have any doubt that a child is physically unable to participate, do not let him play.
6. Use student leadership.
7. Never omit the physical education period because of lack of equipment or facilities.
8. Be careful not to let pupils overwork.
9. Do not teach games too advanced for age group.
10. Have separate groups for boys and girls, but have some activities together.
11. Hold activities outdoors whenever possible.
12. Meet the interest needs of group when possible.
13. Remember that the physical education period is a teaching period and not fundamentally a play period.

D. HEALTH SAFEGUARDS IN PHYSICAL EDUCATION

1. Adequate medical examinations should be given to all pupils taking part in program and the activities of each individual based on the results of this examination. (This does not mean that program should be eliminated or curtailed greatly if facility and personnel shortages make medical examination of all students difficult.)
2. If there is any doubt as to a student's health, have physician check him before he is permitted to participate in vigorous activities.
3. Permit pupils who have recently recovered from a serious illness to participate only upon recommendations of his physician.
4. Be careful not to use activities which overtax the physical capacities of immature students.

E. MEDICAL EXAMINATIONS

A successful physical education program must be based on a physical examination of each pupil. Every effort should be made by all school personnel to have children receive physical examinations and to maintain a record of the health status of each child. Many examinations can be made by the family physician with the county health officer handling only cases not taken care of by family physician. Be sure that a health examination card is on file for each student in your school and that proper use is made of it when selecting physical education activities for each pupil. As increased facilities and personnel become available we must include periodic examinations during the entire school life of each student. Before annual and complete examinations are possible it is recommended that each child be required to have the form shown in Appendix B completed by his family physician at the beginning of each school year.

F. CORRECTIVE PHYSICAL EDUCATION

There are many children suffering from a physical defect that may be corrected by special exercises. These children must be handled as individual cases and exercises should be prescribed only under the close supervision of the child's physician.

G. POSTURE

Many cases of poor posture can be greatly improved by a very simple, but definite, posture improvement program.

Very frequently poor posture is the result of lack of proper attitude toward it and such things as ignorance of what constitutes a good posture and indifference. In order to stimulate pupils to improve their posture,

the following program is suggested:

1. Appropriate use should be made of visual posture material such as charts, posters, still pictures, and motion pictures.
2. Short lecture-demonstrations should be given frequently during physical education period. Emphasis should be placed on the possible ill-effects of poor posture both on the vital organs and on individual appearance.
3. Children with poor posture must be reminded of their shortcomings frequently and be given instruction in posture improvement.
4. Cases of poor posture caused by weakness or lack of proper control of muscles which control retraction of the lower abdomen, elevation of the chest, and pelvic tilt can usually be improved by use of proper exercises. Exercises are of little value if not accompanied by the proper attitude toward an improved posture. The warm up exercises (see Appendix A) are almost all exercises which have definite posture value, but the following are specially selected for the improvement of posture.

Exercise #1

a. Starting position

- (1) Standing erect, feet together, arms at the side.

b. Movement

- (1) Swing arms forward and upward to full stretch vertically and at the same time rise high on the toes.
- (2) Swing arms sideward and downward, press arms backward hard and at the same time retract the chin and let heels drop back to floor.

Exercise #2

a. Starting position

- (1) Standing erect, feet together, arms extended overhead with palms forward.

b. Movement

- (1) Bring arms down without bending elbows, touch legs with hands just above knees, and bend forward until chin touches collar bone. Suck in stomach as hands come down.
- (2) Raise arms and head to starting position.

Exercise #3

a. Starting position

- (1) Standing erect, feet together, arms at the side with fists clenched.

b. Movement

- (1) Raise arms forward to position straight in front of body.
- (2) Pull fists vigorously back to shoulders.
- (3) Thrust fists vigorously forward to position straight in front of body.
- (4) Lower arms to starting position.

Exercise #4

a. Starting position

- (1) Standing erect, feet apart, fingers laced behind the head

b. Movement

- (1) Rotate body to the left, then forward, and then upward to original position.
- (2) Rotate body to the right, then forward, and then upward to original position.

Exercise #5

a. Starting position

- (1) Standing erect, feet together, arms at the sides.

b. Movement

- (1) Raise arms sideward palms down.
- (2) Rotate shoulders to rear as far as possible and turn palms up.
- (3) Relax and return to position (1).
- (4) Lower arms to starting position.

H . FIRST AID IN PHYSICAL EDUCATION

Every effort should be made to prevent accidents by safety education, proper selection of activities, selection of safe equipment, adequate maintenance of building and grounds, and by efficient supervision. In spite of all precautions there will be accidents on the playground and in the gymnasium for which all teachers should be prepared.

The following are suggested as the course of action to follow in case of the most common injuries incurred in physical education:

1. Serious accident

- a. If accident appears to be serious or there is any doubt as to the seriousness of the injury call a doctor. Call the child's family physician if possible. If he is not available call another doctor. Notify parents as soon as possible.

2. Cuts

- a. If blood flows rapidly and in spurts, it is necessary to prevent loss of blood as soon as possible. This can usually be done by pressing directly over the wound with the cleanest cloth available, but if this fails it is necessary to apply pressure at the proper point between the heart and the wound with the thumb or a tourniquet (use tourniquet with care and loosen for short time at least every ten minutes.) If bleeding persists prompt medical care is essential.

- b. If bleeding is limited, encourage bleeding, clean only if there is evidence of dirt in the wound, apply merthiolate or other good antiseptic, and cover with sterile bandage.

3. Abrasions

- a. When friction has removed only the outer skin, wash with clean cotton swab soaked in merthiolate, apply vaseline, unguentine, or similar substance, and cover with a sterile gauze bandage.

4. Sprains

- a. The application of ice or immersion in cold water is necessary as soon as possible after injury in order to prevent excessive swelling. Removal of ice and light massage around sore spot is desirable. After about thirty minutes of above treatment the joint should be wrapped snugly with an elastic bandage.

5. Bruises

- a. The application of ice or immersion in cold water is desirable as soon as possible after the injury. This can be followed by firm elastic bandage if injury is to an extremity.

6. Fractures

- a. Do not move injured person or attempt to correct any deformity. Make patient comfortable. Be sure and keep him warm enough, especially if he shows any signs of shock.

1. HEALTH INSTRUCTION IN PHYSICAL EDUCATION

Though the teaching of health facts and the formation of good health habits is not a major aim of a program of activities, there are many opportunities to do very good incidental health teaching in connection with physical education classes. The teacher should be aware of these opportunities and use them to teach facts and form desirable

habits in the health fields of personal hygiene, nutrition, first aid and safety, structure and function of the human body, physiology of exercise, community health and sanitation, mental and social health, cause and prevention of disease, and medical and dental care. Teachers should take advantage of every possible chance for integrating health materials with physical education activities or any other school subject.

J. INTRAMURALS

The intramural sports program should be the laboratory for practice and development of skills learned during the regular physical education classes. As wide a variety of activities as facilities and personnel permit should be offered in order to meet the interest needs of as many students as possible. No physical education program is complete without an extensive and varied intramural program. The need for activities other than team games is evidenced in many school situations. The program should include such things as badminton, table tennis, shuffle boards, horseshoes, and tumbling.

K. INTERSCHOLASTIC ATHLETICS

The interscholastic athletic program is the top of a pyramid built upon the foundations of broad programs of physical education classes and intramurals. There is a dangerous tendency toward over emphasis on the high ability group at the expense of the middle and lower ability groups. We cannot justify using as much time on varsity teams as we now do in many of our schools. It is necessary to take care of the needs of all our students if we are to develop real physical education programs and until we have no limits as to facilities and personnel available this cannot be done if more than

an hour of each day is spent with the students in the highest ability group.

Because of over emphasis on winning games the problem of maintaining proper attitudes toward games, opponents, and officials has been increasing in recent years. Games offer us fine opportunities to develop desirable character traits, but under poor leadership there is grave danger that poor traits of character will develop. The interscholastic program is conducted by the Maryland Public School Athletic Association, made up of secondary school principals and teachers, under the following constitution and by-laws.

MARYLAND PUBLIC WHITE SECONDARY SCHOOLS ATHLETIC ASSOCIATION

CONSTITUTION

(Adopted April 28, 1951)

Preamble: In the belief that the schools of Maryland can better promote the healthful living, character building, and good citizenship of their boys and girls through united and cooperative effort, there is established as the medium of effective action on athletic association of public secondary schools.

Article I Name

This organization shall be known as the Maryland Public White Secondary Schools Athletic Association.

Article II Purposes

- Sec. 1 The purpose of this Association is to Suggest the basis principles and procedures in the conduct of competitive athletic programs between schools.
- Sec. 2 The purpose of this Association is to regulate and administer such intercounty and city-county competition.
- Sec. 3 The purpose of this Association is to develop interscholastic athletic tournaments in keeping with best practices.
- Sec. 4 The purpose of this Association is to promote this program through clinics, distribution of instructional materials, including films and latest approved national rules and regulations and other such aids.
- Sec. 5 The purpose of this Association is to affiliate with other appropriate groups in the promotion of plans to achieve the objectives.

Article III Membership

- Sec. 1 All public white secondary schools in Maryland shall be eligible for membership in this Association. Membership of any school is to be certified to the Executive Secretary-Treasurer of the Maryland Public White Secondary Schools Athletic Association by the respective superintendent of schools or his designated agent on or before October 1 of the current school year. The principal of each school shall return to the superintendent or his agent the completed application form for membership.
- Sec. 2 An appropriate certificate of membership shall be issued each school so certified by the county or Baltimore City superintendent of schools. The certificate will remain in force until a school withdraws or becomes a nonmember of the Association.
- Sec. 3 Maryland Public White Secondary Schools participating in interschool athletics must have a certificate of membership in the Maryland Public White Secondary Schools Athletic Association.

Article IV Organization

- Sec. 1 Upon receiving membership in this Association, a public secondary school shall become known as a member school, and shall agree to abide by the rules and regulations of this Association.
- Sec. 2 A local association may be formed by the member schools in any county or Baltimore City for the purpose of regulating and administering local athletic events. The rules enacted by any association must be similar to or more restrictive than those of the Maryland Public White Secondary Schools Athletic Association.

- Sec. 3 The legislative powers of the Maryland Public White Secondary Schools Athletic Association shall be entrusted to a Representative Assembly whose members shall be selected as follows:
- a. Each member county association shall elect three (3) delegates.
The Baltimore City Department of Education or any nonmember county department of education may be asked to send one or more representatives, without voting power, to all meetings of the Representative Assembly.
 - b. These delegates shall be selected before the annual business meeting of this Association, and the Executive Secretary-Treasurer shall be notified of their selection ten (10) days in advance of the annual business meeting.
 - c. If no delegates of the member schools of a member county (or nonvoting members as in a and b above) have been elected, the superintendent of schools may designate the delegates to represent his county or the City of Baltimore.
 - d. Each delegate of a member county present shall be entitled to one vote in the business of the Representative Assembly.

- Sec. 4 For the purpose of implementing all athletic activities of the association, the State is divided into six districts, the division to be as follows:
- District 1 - Allegany, Frederick, Garrett, and Washington counties
 - District 2 - Calvert, Charles, Montgomery, Prince George's, and St. Mary's counties
 - District 3 - Anne Arundel, Baltimore, Carroll, Harford, and Howard counties
 - District 4 - Caroline, Cecil, Kent, and Queen Anne's counties
 - District 5 - Dorchester, Somerset, Talbot, Wicomico, and Worcester counties

District 6 - Baltimore City

- Sec. 5 a. The member schools of each district shall be entitled to two (2) representatives (only one of these is to be a Principal) from the district on the State Board of Control for a term of two (2) years. In the first year, one representative shall be elected for a term of two (2) years, and the other representative for a term of one (1) year. In each year thereafter, one representative shall be elected for a term of two (2) years.
- b. The election of District Representatives on the State Board of Control shall take place at the annual meeting of the District Board of Control as outlined hereinafter in Article VII, Section 2.

Article V Officers

- Sec. 1 The elected officers of this Association shall be a President and a First Vice-President.
- Sec. 2 The President and First Vice-President shall be elected at the annual business meeting of the association to service a term of one year or until a successor is elected. They shall begin their term of service on June 1 of the year in which they are elected.
- Sec. 3 The State Supervisor of Physical Education and Recreation shall serve as Executive Secretary-Treasurer of the Association.
- Sec. 4 The retiring President shall serve as the Second Vice-President until duly succeeded.

Article VI Committees

- Sec. 1 The President with the approval of the State Board of Control shall appoint committees as follows:

- | | |
|---|---------------------|
| a. Nominating | d. Constitution |
| b. Finance | e. Girls' Athletics |
| c. Tournament (Cross Country,
Basketball, Track and Field,
Girls' Volleyball) | f. Sanctions |
| | g. Appeals |

Sec. 2 The President with the approval of the State Board of Control shall appoint such additional committees as are deem necessary.

Article VII The Boards of Control

Sec. 1 The State Board of Control of the Association shall consist of The President, the First Vice-President, the Second Vice-President, the Executive Secretary-Treasurer, and the two (2) elected representatives (one of whom shall be a principal) from each district, and such other numbers as may be hereinafter provided.

- a. The Executive Secretary of the Maryland State Teachers Association and the Supervisor of Physical Education of Baltimore City schools shall be ex-officio members of the Board of Control.
- b. In order to assure representation of all education activities the State Board of Control is hereby authorized to select additional members who shall serve as member of the State Board of Control for a term of one year or until their successors are choosen.

Each District Board of Control shall be comprised of at least five (5) members who are elected each year from their own district at their annual meeting. There shall be one representative from each county in any district. Each member school is entitled to one vote in the district annual meeting.

- a. These members shall serve for one(1) year and shall be professional employees as certified by the Maryland State Department of Education and Baltimore City Department of Education.
- b. All elections and appointments shall be made before April 1 of each current year and officers shall assume their offices immediately upon election.
- c. Whenever a vacancy occurs, the unexpired term shall be filled by the remaining members of the Board.
- d. The officers of each District Board of Control shall be a Chairman, Vice-Chairman, and a Secretary-Treasurer.

Article VIII Amendments

- Sec. 1 Amendments to the Constitution may be made as follows:
The proposed written amendment(s) may be submitted by any member school, county association, District Board of Control, or State Board of Control, to the Executive Secretary-Treasurer at least thirty (30) days before the annual business meeting.
- Sec. 2 Upon receipt of such amendments, they shall be referred to the Constitution Committee for appropriate action and recommendation.
- Sec. 3 Notice of the Proposed amendment(s) shall be sent each member school at least fifteen (15) days before the annual meeting.
- Sec. 4 Ratification of the proposed amendment(s) shall require a majority vote of delegates present at the annual meeting, and the amendment(s) shall be in effect immediately upon ratification, unless otherwise specified.

Article IX Ratification of Constitution

- Sec. 1 This Constitution shall be in effect when ratified by a majority

of the member counties.

Sec. 2 The superintendent in each county shall present this Consitution (for ratification) to a representative group in his county formed for that purpose.

BY-LAWS

Article I Duties of Officers

- Sec. 1 The President shall have power to call meetings of the Association and to preside over them. He shall appoint such committees as designated in Article VI, Section 1 and Section 2, of the Constitution.
- Sec. 2 The First Vice-President shall preside in the absence of the President. The Second Vice-President shall preside in the absence of both the President and the First Vice-President.
- Sec. 3 The Executive Secretary-Treasurer shall keep a record of the proceedings of meetings, conduct all necessary correspondence, issue membership certificates, and keep official records of all interscholastic contests engaged in by schools in the Association. He shall handle the finances of the Association and render a report thereon at the annual business meeting and at other times at the request of the State Board of Control. He shall perform such other duties as are required by the Board of Control.

Article II State Board of Control

- Sec. 1 The State Board of Control shall meet at the call of the President and conduct such business as is necessary in furthering the interests of the Association. Five members shall constitute a quorum.
- Sec. 2 The State Board of Control may create either from its own membership, or from personnel of its member schools or school systems, or both, sub-committees to which it may delegate specific functions, provided that not more than one appointee shall be selected from any one school.

- Sec. 3 The State Board of Control shall determine all necessary expenditures for the efficient operation of the business and other activities of the Association.
- Sec. 4 The State Board of Control shall have power to fill vacancies by the appointment of members to serve until the next regular election.
- Sec. 5 The State Board of Control shall ~~met~~ the date and place for the annual business meeting.

Article III District Board of Control

- Sec. 1 The Chairman shall have the power to call meetings of the District Board of Control and member schools in the respective districts. Three members shall constitute a quorum.
- He shall preside over all meetings. He shall have power to appoint with the approval of the District Board of Control such committees as are deemed necessary.
- Sec. 2 The Vice-Chairman shall preside in the absence of the Chairman.
- Sec. 3 The Secretary-Treasurer shall keep a record of the proceedings of meetings, conduct all necessary correspondence, and keep official records of all interscholastic contests engaged in by schools within the respective districts.
- Sec. 4 The District Board of Control may determine all necessary fiscal programs for the efficient operation of the business and other activities of the respective district program.
- Sec. 5 The District Board of Control may create from either its own membership, or from personnel of its member schools or school system, or both, subcommittees to which it may delegate specific functions, provided not more than one appointee shall be selected from any one school.

Sec. 6 The District Boards of Control shall have power to fill vacancies by appointment of members to serve until the next regular elections.

Sec. 7 The District Board of Control are empowered to perform such functions not delegated to the State Board of Control to assist in the organization and administration of the intercounty interscholastic athletic programs within their respective districts, and to recommend study and action by the State Board of Control.

Article IV Resolving of Problems

Sec. 1 All problems involving the schools within a county shall be referred to the county Superintendent of Schools for approval and appropriate actions, insofar as it applies to his schools. Any disputes or protests involving two or more counties shall be referred to the Superintendents of the counties involved for settlement.

If the Superintendents do not care to resolve the problem, the dispute shall be referred to the District Board of Control. If any dispute cannot be resolved by the District(s) Board(s) of Control, acceptable to the Superintendent(s) involved, such dispute shall be referred to the State Board of Control Appeals Committee for final action.

Article V Duties of the Appeals Committee

Sec. 1 As the "law enforcement" committee, the State Board of Control Appeals Committee shall be composed of five (5) members, with the Executive Secretary-Treasurer of the Association as Chairman, but without a vote. At any meeting at which a protest or a dispute is heard, three (3) members present shall constitute a quorum.

Sec. 2 The State Board of Control Appeals Committee shall hear any dispute

or protest referred to it involving a violation of the Constitution and/or By-Laws, and shall interpret the Constitution and/or By-Laws.

Sec. 3 If the protest or dispute involves counties in two different districts and the two District Boards of Control cannot arrive at a solution satisfactory to a majority of each District Board of Control, the matter shall be referred to the State Board of Controls Appeals Committee for final action.

Article VI Penalties

Sec. 1 The District Boards of Control and/or the State Board of Control Appeals Committee shall have the power to impose the following penalties with enforcement to be carried out by the respective superintendents.

a. Against a school

- 1) Forfeiture of all games in which an ineligible player has participated.

The use of any ineligible players in any interscholastic game, whether deliberate or inadvertent, shall make the forfeiture of the game automatic and mandatory.

If a contestant is found to be ineligible during the progress of a tournament, and his team has played only one game, the game is forfeited. The team shall be dropped from the tournament and the team which it defeated shall take the place of the disqualified team. If the team has played more than one game the contestant is eliminated and the school allowed to proceed, unless it becomes apparent that the school knew the contestant was ineligible or was guilty of

gross carelessness. In that event, the school is to be suspended and the last school defeated by it is to be permitted to take its place in the tournament.

2) Declare the school ineligible for championship honors for the current school year in the sport in which the offence occurred.

3) Suspend the school from this Association for a period of not more than one year.

4) Impose such other penalties as may seem justified in the particular case considered.

b. Against a contestant

1) For violation of Article VIII, Sec. 1 f. a contestant(s) shall be declared ineligible for all interschool sports for the next sixty (60) school days following the latest violation. These sixty (60) school days may carry over into the next school year if such violation occurs during the second semester.

2) For other violations a contestant may be declared ineligible for any school sport for an appropriate and indefinite period of time.

Article VII Classification

Sec. 1 For the purposes of parity in intercounty competition the following classifications are established:

a. Senior High School (years 10, 11, 12)

b. Class A - school population 350 or more

Class B - school population 126-349

Class C - school population 125 and below

- c. School population shall be based upon the official enrollment (grades 10-12) for each school as of September 30 of the current school year.

Sec. 2 Studies in school population may be undertaken and recommendations for certain schools to be placed in a different classification may be made.

Sec. 3 Schedules and/or leagues may be arranged so that schools of the same classification may compete against another in intercounty athletic contests.

Article VIII Eligibility

Sec. 1 To be eligible for competition in interscholastic athletics, a contestant

- a. Must be a bona fide student in his school according to Maryland School Laws.
- b. Must not have reached his nineteenth (19th) birthday. However, if he reaches his nineteenth birthday during a sports season, he may be allowed to continue through that season in that sport.
- c. May participate in interschool athletic contests a maximum of six (6) semesters (three seasons in any one sport in senior high school - years 10, 11, 12). In addition, he may participate while in the ninth grade in a junior high school as a member of the senior high school team if the junior high school is administered by the senior high school principal. As a junior high ninth grade pupil, he is limited to only two (2) semesters of competition (one season in any one sport).

So that a small school may field a team, a boy in the eighth grade of a Senior-Junior High School (administered by the same

principal) which has an enrollment of less than thirty (30) boys in grades 9-12 may also participate in interschool athletics in which case he shall be limited to four (4) semesters of competition (two seasons in any one sport) while he is in junior high school.

NOTE: "Administered by senior high school principal" is interpreted to mean:

(1) Grade 9 is housed under the same roof as grades

10-11-12

or

(2) Grade 9 is housed in an adjoining building with grades 10-11-12, and the one school name includes both buildings.

d. Must not be a postgraduate.

e. Must be an amateur as defined by the rules of the National Federation of State High School Athletic Associations:

"A Student Is Ineligible If; Amateur Rule: He has used his athletic skill for personal gain, or has played on a team where one or more players received money for their service.

Should he lose his amateur standing, he may be reinstated by the State Executive body after the lapse of one complete year, provided he has not persisted in breaking the amateur rule."

f. Must not participate on any organized team in the same sport outside of school from the date of the first scheduled game of his school team in the sport, including that team's participation in any postseason game or Tournament sanctioned for its Maryland schools by this Association.

This regulation shall apply to all sports except that a county may elect to have a more liberal rule for baseball and softball provided that no pitcher on a high school team may pitch for an outside team during the high school season. And further, no member of a high school baseball or softball team may play on a nonschool team on a day when school is in session, or on a day on which his school team plays.

- g. Must present to his high school principal a certificate from his parent or guardian indicating the parent's or guardian's permission for such participation.
- h. Must be examined and certified to his high school principal as being physically fit to participate as a member of his high school team. Such examination must be performed by family physician or other qualified physician.
- i. May participate if he has legally transferred to another school and where there has been no undue influence by anyone in causing the contestant (a member of one high school) to transfer to another for athletic purposes.

NOTE: "Legally Transferred" is interpreted to mean a change of residence, or a transfer from one school to another by action of the superintendent for educational reasons.

- j. May participate in only sanctioned meets and contests. Provisions governing such meet and contests are found in Article II, Sec. 1-2-3 (Handbook National Federation of State High School Athletic Associations) namely:

"1. In all interstate contests each contesting school shall follow the rules of its home state athletic association or rules which are more restrictive and which have been sanctioned by the home state association for interstate contests.

"2. No school which is a member of a Federation member state high school association shall compete in any of the following contests unless such contest has been sanctioned by each of the interested state associations through the National Federation: (a) any interstate tournament or meet in which three or more schools participate; (b) any interstate two-school contest which involves a round trip exceeding 600 miles; (c) any interstate two-school contest (regardless of the distance to be traveled) which is sponsored by an individual or an organization other than a member high school.

"3. When contests are held with schools in a state where no state high school association exists, each school must conform to the recommended minimum eligibility requirements as listed at the end of these by-laws."

Sec. 2 The sports season is as follows:

Fall (September 1 to December 1); Winter (December 1 to April 1); Spring (April 1 to July 1). The maximum length of sport schedules exclusive of the State Tournaments or games, shall be as follows:

a. Football	10 games with not more than one game per week
b. Soccer	10 games " " " " two " " "
c. Hockey	8 games " " " " one " " "
d. Fieldball	8 games " " " " one " " "
e. Cross Country	8 meets " " " " one meet " "

or with 5 complete days rest between meets

f. Outdoor Track	8 meets with not more than one meet per week
g. Wrestling	8 meets " " " " one " " "
h. Swimming	8 meets " " " " one " " "
i. Lacrosse	10 games " " " " two games " "

j. Badminton	15 matches with not more than one match per week
k. Basketball	20 games " " two games " "
(Boys)	exclusive of state association tournament
l. Baseball	18 games with not more than two games per week
m. Tennis	10 matches " " " " two matches " "
n. Volleyball	12 games " " " " two games " "
o. Basketball	12 games " " " " two games " "
(Girls)	
p. Softball	12 games " " " " two games " "

Sec. 3 No postseason games shall be played unless they are a part of the Association Tournament schedule or sanctioned by the State Board of Control.

Sec. 4 Schools participating in interstate games shall utilize and complete the Federation contract form (furnished by Executive Secretary-Treasurer).

Sec. 5 Schools shall not participate in interstate competition in violation of National Federation rules as outlined in By-Laws, Article V, Section 1, j. 1, 2, 3.

Sec. 6 School or team members of a high school team shall not participate in bowl or all-star games, or participate in preseason, postseason, or Sunday games.

Sec. 7 A football team may begin practice two weeks prior to the first session of the school, but the first scheduled game cannot be played until at least three (3) full weeks of practice have been carried on.

Sec. 8 This Association prohibits athletic activities during the school year under auspices other than the school authorities.

Sec. 9 All schools entering any Association tournament must abide by the rules and regulation as set up by the tournament committee.

Article IX Annual Business Meeting

- Sec. 1 The annual business meeting of the Association shall be held during the month of April.
- Sec. 2 One or more delegates present from at least (12) units of the State Association shall constitute a quorum.
- Sec. 3 Meetings shall be conducted in accordance with recognized rules of parliamentary law.
- Sec. 4 A nominating committee composed of one member from each district shall present a slate of officers (President and First Vice-President) at the annual meeting. This does not preclude the right of delegates to nominate from the floor.

Article X Amendments

- Sec. 1 These By-Laws may be amended by a majority vote at the annual business meeting.
- Sec. 2 Amendments when approved will become effective immediately unless otherwise specified.

L. TIME ALLOTMENT

Every senior high school student should have one period (45-60 minutes) per day of physical education. We must aim to have facilities and personnel enough to make this possible and must not be satisfied until conditions make the above time allotment the practice in each of our secondary schools.

M. STUDENT LEADERSHIP

Use of student leaders should be made as many times as possible, not only to ease the load of the teacher and increase the efficiency of each class, but to give the children opportunities to develop desirable character traits in situations of responsibility.

N. SPORTSMANSHIP

There are many pressures in the field of games and sports which lead boys and girls to develop undesirable attitudes toward good sportsmanship. We must do all in our power to bring about the development of students who live by the very highest possible code of sportsmanship.

O. CLASS ADMINISTRATION

Shortage of time to properly carry out the objectives of the program being one of the major problems, it is essential that classes be organized efficiently so that no time is wasted. A class time schedule might be set up as follows:

- | | |
|--|---------------|
| 1. Changing from street to gymnasium clothes | 5-8 minutes |
| 2. Checking attendance | 1-2 minutes |
| 3. Warm up or conditioning exercises | 5-8 minutes |
| 4. Teaching skills | 5-10 minutes |
| 5. Group activities | 15-20 minutes |

6. Taking shower and dressing	(boys)	8-10 minutes
	(girls)	10-12 minutes

Usually it is best to divide the class into squads under a squad leader whose duty it would be to check attendance, lead squad in drills, organize team in squads, and help supervise the shower and locker rooms.

All students should be required to dress in a gymnasium suit which should be washed at least once a week.

The teacher of each class should be dressed in an appropriate uniform for the activity being taught.

All safety precautions must be taken to prevent accident when activities of a dangerous nature are being conducted.

CHAPTER II
PROGRAM FOR GIRLS

<u>A. Tenth Grade</u>	<u>Reference</u>	<u>Page</u>
1. <u>Fall Program</u>		
(a) <u>Formal Floor Activities</u>		
(1) Warm-up exercises (3-5 minutes each day)	Appendix A No. 3	59
(2) Conditioning Exercises	No. 4	62
(3) Marching	No. 26	181
(b) <u>Rhythms</u>		
(1) Grand March	No. 25	162
(2) Athletic Dance-Trio Dance	No. 6	17
(3) Highland Fling	No. 7	11
(4) Dance of Jumping Jacks	No. 8	95
(5) Social Dancing	No. 19, 2, 26	1, 109, 227
(c) <u>Self Testing Activities</u>		
(1) Forward Roll & Backward Roll	No. 1	41
(2) Forward Roll, Ball Between Ankles	No. 9	222
(3) Spider Walk	No. 9	199
(4) Camel Walk	No. 10	120
(5) Angel Balance	No. 10	132
(6) Elbow Dip	No. 10	138
(d) <u>Individual Athletics</u>		
(1) Deck Tennis	No. 27, 11	512, 420
(2) Horseshoes	No. 11, 27	421, 127
(3) Paddle Tennis	No. 11, 27	421, 578
(e) <u>Games of Low Organization</u>		
(1) Rotation Soccer	No. 2	153

	<u>Reference</u>	<u>Page</u>
(2) Dribbling & Trapping Ball Relay	No. 2	159
(3) Skin the Snake Relay	No. 9	214
(4) Shuttle Ball Relay	No. 16	190
(f) <u>Team Games</u>		
(1) Fieldball	No. 2	202
(2) Soccer	No. 26, 1	272, 117
(3) Speedball	No. 11, 2	279, 156

2. Winter Program

(a) Formal Floor Activities

(1) Warm-up Exercises (3-5 minutes each day)	Appendix A No. 3	69
(2) Conditioning Exercises	No. 4	92
(3) Marching	No. 26	181

(b) Rhythms

(1) Square Dancing		
a. Captain Jinks	No. 25	65
b. Lady Round the Lady	No. 5	58
c. Spanish Cavillero	No. 5	78
d. Varsvienne Waltz	No. 5	105

(c) Self Testing Activities

(1) Pyramids	No. 17	
(2) Circle Pyramid	No. 10	197
(3) Squad	No. 10	198
(4) London Bridge	No. 10	236

(d) Individual Athletics

(1) Shuffleboard	No. 27, 11	217, 423
(2) Table Tennis	No. 11, 27	418, 630

	<u>Reference</u>	<u>Page</u>
(e) <u>Games of Low Organization</u>		
(1) Basketball Lead-up Games		
(2) Human Wicket Relay	No. 9	252
(f) <u>Team Games</u>		
(1) Basketball	No. 1,2,26	122,267
3. <u>Spring Program</u>		
(a) <u>Formal Floor Activities</u>		
(1) Warm-up Exercises (3-5 minutes each day)	Appendix A No. 3	
(2) Conditioning Exercises	No. 13	161
(3) Marching	No. 26	181
(b) <u>Rhythms</u>		
(1) Folk Dances		
a. Broom Dance	No. 14	
b. Tantoli	No. 15	
c. Six Couple Reel	No. 16	241
d. Tarantella	No. 16	246
(c) <u>Self Testing Activities</u>		
(1) Passing the Baton	No. 17	380
(2) Balancing-Stick Race	No. 17	210
(3) Target Pitch	No. 18	121
(4) Stick Stand	No. 17	115
(5) Under the Bridge	No. 17	76
(6) Novelty Walk	No. 17	35
(d) <u>Individual Activities</u>		
(1) Track and Field	No. 18	115
a. 50 yard dash		

ReferencePage

- b. 220 yard relay
- c. Run and Catch Relay
- d. Broad Jump
- e. Field Ball Throw for Distance
- f. Softball Throw for Distance

(e) Games of Low Organization

- (1) Lead-up games for softball
- (2) Lead-up games for volleyball

(f) Team Games

- | | | |
|----------------|-------------------------|-------------|
| (1) Volleyball | No. 1,2,26 | 113,61,290 |
| (2) Softball | No. 1,2,26
Guidebook | 129,122,278 |

B. ELEVENTH GRADE1. Fall Program(a) Formal Floor Activities

- | | | |
|---|----------------------|-----|
| (1) Warm-up Exercises (3-5 minutes
each day) | Appendix A
No. 29 | 37 |
| (2) Conditioning Exercises | No. 20 | 52 |
| (3) Marching | No. 26 | 181 |

(b) Rhythms

- | | | |
|---------------------------------------|-------|----|
| (1) Mimetics | No. 7 | 8 |
| (2) Tap Dancing | | |
| a. Newsboy Clog | No. 6 | 18 |
| b. Mop Clog | No. 7 | 4 |
| (3) Athletic Dance-Arkansas Travelers | No. 6 | 25 |

(c) Self Testing Activities

- | | | |
|---------------|--------|----|
| (1) Frog Leap | No. 17 | 45 |
|---------------|--------|----|

	<u>Reference</u>	<u>Page</u>
(2) Bear Team	No. 17	45
(3) Human Knot	No. 17	56
(4) Stick Stand	No. 17	115
(5) Butter Ball	No. 9	110
(6) Forward Roll Through Archway	No. 9	173
 (d) <u>Individual Athletics</u>		
(1) Archery	No. 1,11,24	145,1,17
(2) Badminton	No. 1,11,24	143,17,46
(3) Tennis	No. 11,24 2,1	328,224 177,138
 (e) <u>Games of Low Organization</u>		
(1) Broom Hockey	No. 26	191
(2) Chase Ball	No. 15	99
(3) Soccer Relays		
(4) Hockey Relays		
 (f) <u>Team Games</u>		
(1) Field Ball	No. 2	202
(2) Soccer	No. 1,2,26	115,133,272
(3) Speedball	No. 2,11	156,279
(4) Field Hockey	No. 1,26	133,296

2. Winter Program

(a) Formal Floor Activities

(1) Warm-up Exercises (3-5 minutes each day)	Appendix A No. 20	39
(2) Conditioning Exercises	No. 13	161
(3) Marching	No. 26	181

(b) Rhythms

(1) Square Dancing		
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	<u>Reference</u>	<u>Page</u>
a. Heel-Toe Polka	No. 5	93
b. Flower Girl	No. 5	63
c. Binky-Binky Parlee-Voo	No. 5	64
(2) Social Dancing	No. 19,2,26	109,227
(c) <u>Self Testing Activities</u>		
(1) Pyramids	No. 17	489
(2) Loop Leap	No. 17	277
(3) Ball Bounce in Basket	No. 17	398
(d) <u>Individual Athletics</u>		
(1) Shuffleboard	No. 11,27	423,217
(2) Table Tennis	No. 11,27	418,630
(3) Quoits	No. 27	198
(4) Deck Tennis	No. 11,27	420,512
(5) Bowling	No. 11	54
(e) <u>Games of Low Organization</u>		
(1) Hand Tennis	No. 17	409
(2) Foul Shooting		
(3) Basketball Lead-up Games		
(f) <u>Team Games</u>		
(1) Basketball	No. 1,2,20	122,39,267
3. <u>Spring Program</u>		
(a) <u>Formal Floor Activities</u>		
(1) Warm-up Exercises (3-5 minutes each day)	Appendix A No. 20	
(2) Conditioning Exercises	No. 3	
(3) Marching	No. 26	181
(b) <u>Rhythms</u>		
(1) Social Dancing	No. 19,2,26	109,227

	<u>Reference</u>	<u>Page</u>
(2) Tap Dancing		
a. Military Tap	No. 22	63
(c) <u>Self Testing Activities</u>		
(1) Over and Under Relay	No. 17	215
(2) Bull's Eye Race	No. 17	399
(3) Reach Jump	No. 17	403
(4) Standing Hop, Step and Jump		
(d) <u>Individual Activities</u>		
(1) Track and Field	No. 18	115
(2) Archery	No. 11,24,11	145,22,1
(3) Tennis	No. 24,1,2	224,138,177
(4) Badminton	No. 1,11,24	143,17,46
(e) <u>Games of Low Organization</u>		
(1) lead-up relays for volleyball and softball		
(f) <u>Team Games</u>		
(1) Volleyball	No. 1,2,26	113,61,290
(2) Softball	No. 1,2,26	129,122,278

C. TWELFTH GRADE

1. Fall Program

(a) Formal Floor Activities

(1) Warm-up Exercises (3-5 minutes each day)	Appendix A No. 20	28
(2) Conditioning Exercises	No. 12	39
(3) Marching	No. 26	181

(b) Rhythms

	<u>Reference</u>	<u>Page</u>
(1) Modern Dance	No. 1,2,26	93,79,236
(2) Tap Dancing	No. 2,26	224
(3) Folk Dancing		
a. Irish Washerwoman	No. 8	78
b. Highland Fling	No. 5	69
(c) <u>Self Testing Activities</u>		
(1) Double Cartwheels	No. 11	107
(2) Eskimo Roll	No. 11	106
(3) Hand Stand on Partner's Knee	No. 11	142
(4) Chain Forward and Backward Roll	No. 11	184
(5) Back Flip over Partner	No. 11	154
(6) Pyramids	No. 23	24
(d) <u>Individual Athletics</u>		
(1) Archery	No. 1,11,24	145,1,22
(2) Badminton	No. 1,11,24	143,17,46
(3) Tennis	No. 2,1 11,24	177,138 320,224
(4) Bowling	No. 11	54
(e) <u>Games of Low Organization</u>		
(1) Soccer Relays		
(2) Hockey Relays		
(3) Speedball Relays		
(4) Lead-up games for Soccer, Hockey, Speedball		
(f) <u>Team Games</u>		
(1) Field Ball	No. 2	202
(2) Soccer	No. 2,26,1	133,276,117
(3) Speedball	No. 2,11	156,279
(4) Field Hockey	No. 1,26	133,296

	<u>Reference</u>	<u>Page</u>
2. <u>Winter Program</u>		
(a) <u>Formal Floor Activities</u>		
(1) Warm-up Exercises (3-5 minutes each day)	Appendix A No. 20	
(2) Conditioning Exercises	No. 13	162
(3) Marching	No. 26	181
(b) <u>Rhythms</u>		
(1) Square Dancing		
a. Four in line	No. 25	167
b. Blue Bonnet Square	No. 25	167
c. Jungle Bells	No. 25	249
d. Yankee Doodle	No. 25	87
e. Bird in the Cage	No. 25	61
(2) Social Dancing	No. 19	
(c) <u>Self Testing Activities</u>		
(1) Pyramids	No. 17,23	
(2) Indian Leg Wrestle	No. 20	113
(3) Kangaroo Hop	No. 10	143
(4) Tangle	No. 11	33
(d) <u>Individual Athletics</u>		
(1) Shuffleboard	Same as	
(2) Table Tennis	eleventh	
(3) Deck Tennis	grade	
(4) Bowling	No. 11	54
(e) <u>Games of Low Organization</u>		
(1) Lead-up games for Basketball		
(2) Foul Shooting Contests		
(3) Ideal Shooting Contests		

	<u>Reference</u>	<u>Page</u>
(f) <u>Team Games</u>		
(1) Basketball	No. 1,2,26	122,39,267

3. Spring Program

(a) Formal Floor Activities

(1) Warm-up Exercises (3-5 minutes each day)	Appendix A No. 20	
(2) Conditioning Exercises	No. 23	
(3) Marching	No. 26	181

(b) Rhythms

(1) Tap Dancing	No. 8	7
(2) Gymnastic Dancing		
a. Ox Dance	No. 8	91
(3) Modern Dancing	No. 1,2,26	91,70,236

(c) Self Testing Activities

(1) Walrus Race	No. 17	34
(2) Shoulder Stomach Circle	No. 17	288
(3) Centipede Race	No. 17	195
(4) Softball Throw for Distance	No. 18	120
(5) Field Ball Throw for Distance	No. 18	120
(6) Target Pitch	No. 18	121

(d) Individual Athletics

(1) Track and Field	No. 18	
(2) Archery	Same as	
(3) Badminton	eleventh	
(4) Tennis	grade	

(e) Games of Low Organization

	<u>Reference</u>	<u>Page</u>
(1) Lead up games for Volleyball, Softball, Tennis, Badminton		
(f) <u>Team Games</u>		
(1) Volleyball	No. 1,2,26	113,61,290
(2) Softball	No. 1,2,26	129,122,278

CHAPTER III
PROGRAM FOR BOYS

<u>A. TENTH GRADE</u>	<u>Reference</u>	<u>Page</u>
<u>1. Fall Program</u>		
<u>(a) Formal Floor Activities</u>		
(1) Warm-up Exercises (3-5 minutes each day)	Appendix A No. 28	47
(2) Conditioning Exercises	No. 1,26,28	149,174,50
(3) Marching	No. 26	181
<u>(b) Rhythms</u>		
(1) Folk Dancing	No. 2,26	99,231
<u>(c) Self Testing Activities</u>		
(1) Pull Ups	No. 1	207
(2) Squat Thrust	No. 1	208
(3) Push ups	No. 1	209
<u>(d) Individual Athletics</u>		
(1) Horseshoes	No. 11,27	216,127
<u>(e) Games of Low Organization</u>		
(1) Same as Chapter II		
<u>(f) Team Games</u>		
(1) Soccer	No. 2,26	133,272
(2) Touch Football	No. 1,2,26	167,187,254
<u>2. Winter Program</u>		
<u>(a) Formal Floor Activities</u>		
(1) Warm-up Exercises (3-5 minutes each day)	Appendix A No. 28	47
(2) Conditioning Exercises	No. 1,26,28	149,174,50
(3) Marching	No. 26	181

	<u>Reference</u>	<u>Page</u>
(b) <u>Rhythms</u>		
(1) Square Dancing	No. 5,26	231
(c) <u>Self Testing Activities</u>		
(1) Tumbling	No. 1,28	160,253
(d) <u>Individual Athletics</u>		
(1) Same as Chapter II		
(e) <u>Games of Low Organization</u>		
(1) Same as Chapter II		
(f) <u>Team Games</u>		
(1) Basketball	No. 1,2,26	160,39,260

3. Spring Program

(a) <u>Formal Floor Activities</u>		
(1) Warm-up Exercises (3-5 minutes each day)	Appendix A No. 28	47
(2) Conditioning	No. 1,26,28	149,174,50
(3) Marching	No. 26	181
(b) <u>Rhythms</u>		
(1) Same as Chapter II		
(c) <u>Self Testing Activities</u>		
(1) Same as Chapter II		
(d) <u>Individual Athletics</u>		
(1) Track and Field	No. 1,18,26	171,115,302
(e) <u>Games of Low Organization</u>		
(1) Lead up Games for Softball		
(f) <u>Team Games</u>		
(1) Softball	No. 1,2,26	170,122,278

B. ELEVENTH GRADE

1. Fall Program

(a) Formal Floor Activities

(1) Warm-up Exercises (3-5 minutes each day)	Appendix A No. 28	47
(2) Conditioning Exercises	No. 1,26,28	149,174,50
(3) Marching	No. 26	181

(b) Rhythms

(1) Square Dancing	No. 1,25,26	231
(2) Social Dancing	No. 2,19,26	109,227

(c) Self Testing Activities

(1) Sit-ups	No. 1	210
(2) 100-yard Pickaback	No. 1	209
(3) Standing Broad Jump	No. 1	211

(d) Individual Athletics

(1) Tennis	No. 1,2 11,26	138,177 328,346
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(e) Games of Low Organization

- (1) Same as Chapter II

(f) Team Games

(1) Soccer	No. 2,26	133,272
(2) Touch Football	No. 1,2,26	167,187,254

2. Winter Program

(a) Formal Floor Activities

(1) Warm-up Exercises (3-5 minutes each day)	Appendix A No. 28	47
(2) Conditioning Exercises	No. 1,26,28	149,174,50

	<u>Reference</u>	<u>Page</u>
(3) Marching	No. 26	181
(b) <u>Rhythms</u>		
(1) Square Dancing	No. 5,25,26	231
(2) Social Dancing	No. 2,19,26	109,227
(c) <u>Self Testing Activities</u>		
(1) Tumbling	No. 1,28	160,253
(d) <u>Individual Athletics</u>		
(1) Badminton	No. 1,11,24	143,17,46
(e) <u>Games of Low Organization</u>		
(1) Same as Chapter II		
(f) <u>Team Games</u>		
(1) Volleyball	No. 1,2,26	166,61,290
(2) Basketball	No. 1,2,26	168,39,260
3. <u>Spring Program</u>		
(a) <u>Formal Floor Activities</u>		
(1) Warm-up Exercises (3-5 minutes each day)	Appendix A No. 28	47
(2) Conditioning Exercises	No. 1,26,28	149,174,50
(3) Marching	No. 26	181
(b) <u>Rhythms</u>		
(1) Square Dancing	No. 5,25,26	231
(2) Social Dancing	No. 2,19,26	109,227
(c) <u>Self Testing Activities</u>		
(1) Same as Chapter II		
(d) <u>Individual Athletics</u>		
(1) Track and Field	No. 1,18,26	171,115,302
(2) Tennis	No. 1,2 11,26	138,177 328,346

	<u>Reference</u>	<u>Page</u>
(e) <u>Games of Low Organization</u>		
(1) Lead up games for Softball		
(f) <u>Team Games</u>		
(1) Softball	No. 1,2,26	170,122,278
 C. <u>TWELFTH GRADE</u>		
1. <u>Fall Program</u>		
(a) <u>Formal Floor Activities</u>		
(1) Warm-up Exercises (3-5 minutes each day)	Appendix A No. 28	47
(2) Conditioning Activities	No. 1,26,28	149,174,50
(3) Marching	No. 26	181
(b) <u>Rhythms</u>		
(1) Square Dancing	No. 5,25,26	231
(2) Social Dancing	No. 2,19,26	109,227
(c) <u>Self Testing Activities</u>		
(1) Physical Fitness Test Activities	Chapter V	
(d) <u>Individual Athletics</u>		
(1) Golf	No. 2,11,26	169,146,341
(e) <u>Games of Low Organization</u>		
(1) Lead up games for touch football		
(f) <u>Team Games</u>		
(1) Touch Football	No. 1,2,26	167,167,254
2. <u>Winter Program</u>		
(a) <u>Formal Floor Activities</u>		
(1) Warm-up Exercises (3-5 minutes each day)	Appendix A No. 28	47
(2) Conditioning Activities	No. 1,26,28	149,174,50

	<u>Reference</u>	<u>Page</u>
(3) Marching	No. 26	181
(b) <u>Rhythms</u>		
(1) Square Dancing	No. 5,25,26	231
(2) Social Dancing	No. 2,19,26	109,227
(c) <u>Self Testing Activities</u>		
(1) Physical Fitness Test Activities	Chapter V	
(d) <u>Individual Athletics</u>		
(1) Shuffleboards	No. 27	217
(2) Table Tennis	No. 27	630
(3) Badminton	No. 1,11,27	143,17,429
(4) Handball	No. 11	168
(e) <u>Games of Low Organization</u>		
(1) Lead up games for Basketball and Volleyball		
(f) <u>Team Games</u>		
(1) Volleyball	No. 1,2,26	166,61,290
(2) Basketball	No. 1,2,26	160,39,260
3. <u>Spring Program</u>		
(a) <u>Formal Floor Activities</u>		
(1) Warm-up Exercises (3-5 minutes each day)	Appendix A No. 28	47
(2) Conditioning Exercises	No. 1,26,28	149,174,50
(3) Marching	No. 26	181
(b) <u>Rhythms</u>		
(1) Square Dancing	No. 5,25,26	231
(2) Social Dancing	No. 2,19,26	109,227
(c) <u>Self Testing Activities</u>		

	<u>Reference</u>	<u>Page</u>
(1) Physical fitness test activities	Chapter V	
(d) <u>Individual Athletics</u>		
(1) Golf	No. 2,11,26	169,146,341
(2) Tennis	No. 1,11,26	138,328,346
(e) <u>Games of Low Organization</u>		
(1) Lead up games for Softball and Baseball		
(f) Softball	No. 1,2,26	170,122,278
(g) Baseball	No. 26	244

CHAPTER IV
CO-RECREATIONAL ACTIVITIES

A. TENTH GRADE	<u>Reference</u>	<u>Page</u>
1. Rhythmical Activities		
a. Folk Dancing	No. 2, 26	99,219
b. Square Dancing	No. 25	
	No. 26	231
2. Horseshoes	No. 11	212
3. Table Tennis	No. 11	418
4. Shuffleboard	No. 11	423
B. ELEVENTH GRADE		
1. Rhythmical Activities		
a. Social Dancing	No. 19	
	No. 2, 26	109,227
b. Square Dancing	No. 25	
	No. 26	231
2. Tennis	No. 26, 11	346,328
3. Badminton	No. 26, 11	337,17
4. Volley Ball	No. 2, 26	61,290
5. Deck Tennis	No. 11	420
6. Bowling	No. 11	54
7. Quoits	No. 27	198
8. Shuffleboard	No. 11	423
C. TWELFTH GRADE		
1. Rhythmical Activities		
a. Square Dancing	No. 25	
	No. 26	231

	<u>Reference</u>	<u>Page</u>
b. Social Dancing	No. 19	
	No. 2, 26	109,227
c. Tap Dancing	No. 26	224
2. Golf	No. 2, 26	169,341
3. Table Tennis	No. 26, 11	337,17
4. Badminton		
5. Shuffleboard	No. 11	423
6. Tennis	No. 26, 11	346,328
7. Archery	No. 26	331
8. Deck Tennis	No. 11	420
9. Bowling	No. 11	54

CHAPTER V
EVALUATIONS

A. PHYSICAL FITNESS TEST

1. Girls

- a. Pull-ups. Number one lies on her back with arms sideward at shoulder level on the floor. The forearm is bent to the vertical. Number two stands astride and facing number one, feet outside and touching elbows of number one. Partners then clasp hands, bent finger hold, (using cleansing tissue to protect hands from long fingernails) and number one chins upward as often as possible. Chest should meet firm resistance with partners thighs on each pull-up. Both partners keep legs and back straight. Arms of supporting partner are straight throughout.
- b. Standing Broad Jump. The jumper stands with toes on take-off line and jumps forward from both feet as far as possible to a landing on both feet. Both jump and landing must be made with both feet. Distance is measured from take-off line to the back of the heel print nearest to starting line.
- c. Sit-ups. Pupil lies on the floor, face up, legs astride, hands laced behind the neck. Partner grasps ankles of performer and holds them firmly on the floor. The girl being tested comes to a sitting position and bends forward, touching left elbow to right knee, and returns to starting position. On the next sit-up the right elbow touches the left knee and is continued touching alternate elbows to opposite knee. No rest is permitted between sit-ups and bouncing is not permitted.
- d. Push-ups. Pupil lies on floor, face downward, knees bent to a right angle, hands on the floor under the shoulders and body

straight from knees to shoulders. Push up until arms are straight. This counts as one push-up. Repeat as often as possible without resting between push-ups. When lowering the body to the floor, touch only the chest to the floor. Do not bend hips or sway backwards.

- e. 30 Second Squat Thrust. From a standing position the student (1) takes a deep knee bend, placing her hands on the floor in front of her in a squat-rest position with elbows inside the knees; (2) jumps and extends her legs backward to a front leaning rest position; with the body resting on hands and toes; (3) returns to a squat rest position; (4) stands erect, head up, repeat, as many times as possible in the time allowed.

2. Boys

- a. Pull-ups. This event requires a horizontal bar. This may be made of pipe or gymnasium horizontal bar, or other rigid horizontal support which is not over $1\frac{1}{2}$ inches in diameter. The bar should be high enough to permit the performer to hang at full length without touching the floor or ground. The test is started with the pupil hanging at full length from the bar with arms straight. The forward grasp is used with the palms turned away from the face. The pull is made until the chin is above the level of the bar then the body is lowered until elbows are completely straight. The student should continue for as many repetitions as possible, but must not jerk or jack knife, must not swing, must raise chin above bar, and arms must be completely straight at the bottom of the movement.
- b. Squat Jumps. The movement is started squatting on right heel with fingers laced on top of head, palms down. The feet should be placed

4 to 6 inches apart with the heel of the left foot on a line with the toes of the right foot. The movement is done by springing upward until both knees are straight and both feet are clear off the ground. Keep the upper body erect. While off the ground reverse the position of the feet, bringing the right foot in front. Then drop to a squat on the left heel. The action is continued without rest.

- c. Push-ups. The performer assumes the front leaning rest position with the body straight from head to heels. Palms are directly underneath the shoulders and elbows are straight. The body is lowered until the chest touches the ground or floor lightly, then raised to the original position by straightening elbows. The entire body must be maintained in a straight line throughout. The arms must be straight at top of push-up, and the stomach, thighs, or legs must not touch floor or ground.
- d. Sit-ups. Pupils lie on the floor, face up, legs astride, hands laced behind the neck. Partner grasps ankles of performer and holds them firmly on the floor. The boy being tested comes to a sitting position and bends forward, touching left elbow to right knee, and returns to starting position. On the next sit-up the right elbow touches the left knee and is continued, touching alternate elbow to opposite knee. No rest is permitted between sit-ups and bouncing is not permitted.
- e. 60 Second Squat Thrust. From a standing position the student (1) takes a deep knee bend, placing his hands on the floor in front of him in a squat-rest position with elbows inside the knees; (2) jumps and extends his legs backward to a front leaning rest position, with body resting on hands and toes; (3) return to squat-rest

position; (h) stands erect, head up. Repeat as many times as possible in time allowed.

3. Performance Levels

- a. Rigid standards of achievement for individuals should not be used but students should be encouraged to compete with their own records so as to make continuous improvement.

B. MEASURING SOCIAL - MORAL DEVELOPMENT

1. There are no acceptable objective means of measuring progress in this field, but every effort must be made by teachers to evaluate the success of the program in the development of such things as:

- | | | |
|--------------------|---------------------|-------------------|
| a. Courtesy | f. Cooperation | k. Tolerance |
| b. Resourcefulness | g. Alertness | l. Loyalty |
| c. Sportsmanship | h. Fairness | m. Self-sacrifice |
| d. Initiative | i. Good citizenship | n. Democracy |
| e. Self-control | j. Courage | o. Leadership |

The teacher of physical education has an unusual opportunity to contribute to the social and emotional education of children. Our society seems to be creating greater and greater needs in this field and placing more and more importance on social, emotional, and personality development. We can and must accept our responsibility and increase our efficiency in these areas of great need. There are no better placed or more desirable activities in which to promote growth of this kind than are available in physical education. Good leadership is the key to success.

C. EVALUATING HEALTH TEACHING

As indicated in the introduction, the direct teaching of health facts need not be a major aim of a physical activity program. Teachers of physical education nevertheless, are in an excellent position to do

incidental teaching in health. These daily opportunities must not be missed and progress in the development of attitudes and habits related to health education should be considered when evaluating any program of physical education. We can do especially good work in the improvement of posture if proper efforts are made. A contribution can be made and evaluation can be based on the following areas into which our county health instruction program has been divided.

- | | |
|---|------------------------------------|
| a. Personal Hygiene | e. Physiology of Exercise |
| b. Nutrition | f. Community Health and Sanitation |
| c. First Aid and Safety | g. Mental and Social Health |
| d. Structure and Functions of
the Human Body | h. Cause and Prevention of Disease |
| | i. Medical and Dental Care |

D. SPORTS SKILL TESTS

Skills in performance must be considered with emphasis on individual improvement, references, number six, ten, and twelve, include some fine material on achievement standards.

E. TESTING KNOWLEDGE OF RULES OF GAME

Oral or written test may be given on rules and techniques of activities used in the program. Reference number ten is especially rich in materials of this type.

REFERENCES

Book No.	Book	Author
1.	Developmental Physical Education.	Nicholl and Long
2.	A Modern Physical Education Program	Blanchard and Collins
3.	Physical Fitness for Girls.	Cassidy and Kozman
4.	Physical Conditioning	Stafford and Duncan
5.	Good Morning.	Lovett, Benjamin B.
6.	Athletic Dances and Simple Clogs.	Hillas and Knighton
7.	Steerage.	Messenger, Myrtle, Yoder
8.	Clogs, Jigs, Tap and Sword Dances Gymnastic and Folk Dances	Ninman, Mary Wood
9.	Stunts and Tumbling	Cotteral, Bonnie and Donnio
10.	Stunts and Tumbling	Horne, Virginia Lee
11.	Sports for Recreation	Mitchell, E. D.
12.	Soccer.	Caswell
13.	Calisthenics	Staley, S. C.
14.	Folk Dances of the People	Burchend, Elizabeth
15.	Folk Dances of the Homeland	Burchend, Elizabeth
16.	Games and Dances.	Stecher and Mueller
17.	A Handbook of Stunts	Rodgers
18.	A Guide to the Seasonal Physical Education Program	State Department
19.	Walk Your Way to Better Dancing	Hosteller, Lawrence
20.	Conditioning Exercises for Girls and Women.	Duggan, Montague, Ruthledge
21.	Folk Dancing in High School and College . .	Fox, Grace I.
22.	Tap Dance for Fun	Saunthoff, Hermine

Book No.	Book	Author
23.	Pyramids Illustrated	Hecheray, Mathias, H. and Richards, John W.
24.	Individual Sports for Men and Women. . . .	Yoccon and Himsaher
25.	Honor Your Partner	Durlacker, Ed.
26.	Health and Physical Education for Junior and Senior High Schools.	Brace, David E.
27.	Games.	Bancroft, Jesse
28.	Physical Training - F N 21 - 23.	War Department
29.	Games, Contests and Relays	Staley, S. C.

APPENDIX A
WARM UP EXERCISES

1. The Jumping Jack

a. Starting position

(1) Standing erect, feet apart, arms extended over head with palms in

b. Movement

(1) Squat down making full knee bend so that palms are on floor,
elbows inside the knees

(2) Jump, extend arms overhead and return to starting position.

2. The Bird

a. Starting position

(1) Standing erect, feet together, arms crossed low in front of body

b. Movement

(1) Rise on toes and extend arms sideward with palms up

(2) Lower heels and return to starting position

3. The Bobber

a. Starting position

(1) Standing erect, feet apart, arms at the side

b. Movement

(1) Bend forward with knees straight and touch floor between feet

(2) Relax slightly, then bounce downward again and touch floor

(3) Return to starting position

4. Stork Walk

a. Starting position

(1) Standing erect, feet together, arms at the side

b. Movement

(1) Raise left knee until upper leg is perpendicular to the body

At the same time raise right arm forward to shoulder height.

Lower left leg and right arm to starting position.

(2) Repeat with right leg and left arm.

5. The 100 Yard Dash

a. Starting position

(1) Standing erect, feet together with most of weight on front part of feet, elbows bent so that forearms are parallel to floor.

b. Movement

(1) Begin running slowly in place, then speed up, raising knees high. Increase gradually to full speed then slow down before stopping.

6. The Side Bender

a. Starting position

(1) Standing erect, feet apart, arms overhead with hands interlocked

b. Movement

(1) Bend sharply to the left making sure to go straight to the side and not forward, return to starting position.

(2) Repeat to the right.

7. The Bend and Stretch

a. Starting position

(1) Standing erect, feet apart, arms extended overhead with palms in

b. Movement

(1) Bend trunk forward and downward. At the same time swing arms between and behind the heels. Knees are bent. Touch fingers as far behind heels as possible.

8. The Windmill

a. Starting position

(1) Standing erect, feet apart, legs straight, arms extended to the side with palms down

b. Movement

- (1) Twist trunk to left and touch left foot with right hand
- (2) Return to starting position
- (3) Twist trunk to right and touch right foot with left hand
- (4) Return to starting position.

APPENDIX B
REQUEST TO PHYSICIAN

From _____ Date _____
Name of School _____

Name of Student

This student has come to you for a physical examination and for your Advice regarding his or her physical education program. Students are classified for instruction into the four groups outlined below. Please check in the appropriate box the classification in which you recommend this student be placed:

Unrestricted: No limitations as to strenuousness
of activity. _____

Restricted: No extremely strenuous or highly
competitive activity. _____

Remedial: Individual exercise and semi-quiet
games. _____

Rest: No exercise at all. _____

Please give reason for classification if not /1 and any other comment you feel may assist the teacher in more nearly meeting the needs of this student.

Signed: _____
Physician

VITA

Name in full - Warren Rhys Evans

Permanent address - 113 W. 11th Street
Frederick, Maryland

Degree to be conferred; date - Ed. D. 1953

Date of birth - Sept. 30, 1913

Place of birth - Pittsburgh, Penna.

Secondary Education - Hyattsville High School
Hyattsville, Maryland

Collegiate Institutions attended	Dates	Degree	Date of Degree
University of Maryland	1931-36	B S	1936
University of Maryland	1936-47	M. Ed.	1947

Publications - Article on "Frederick County and School Health" in the
"Maryland Teacher" for March 1949.

Positions held - Teacher of Physical Education, Frederick High School,
Frederick, Maryland. 1937-41.

Special Service Officer, U. S. Army. 1941-46.

Assistant Professor of Physical Education, University
of Maryland, College Park, Maryland. 1946-47.

Supervisor of Health and Physical Education, Board of
Education of Frederick County, Maryland. 1947-date.