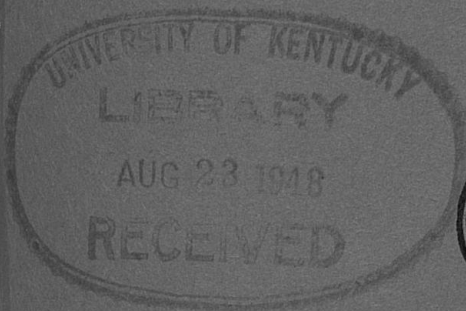


● Commonwealth of Kentucky ●
EDUCATIONAL BULLETIN

**A PHYSICAL EDUCATION PROGRAM FOR THE
KENTUCKY HIGH SCHOOL TOGETHER WITH
GUIDES FOR ORGANIZING AND TEACHING
PHYSICAL EDUCATION**



Published by
DEPARTMENT OF EDUCATION
BOSWELL B. HODGKIN
Superintendent of Public Instruction

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EDUCATIONAL BULLETIN

A Physical Education Program for the Kentucky High
School Together with Guides for Organizing and
Teaching Physical Education

Based upon Researches and Writings

of

ROME RANKIN

Under direction of the College of
Education, University of Kentucky

Published by
DEPARTMENT OF EDUCATION

BOSWELL B. HODGKIN
Superintendent of Public Instruction

TABLE OF CONTENTS

Part	Page
I. The Development of the Philosophy of Physical Education.....	828
Eighteenth Century Society	828
Influence of Rousseau	829
Basedow's Theories of Physical Education	830
Contribution of Guts Muths	830
Pestalozzi's Recognition of Physical Education	831
Influence of the Germans	832
Influence of the Swedes	833
Theories of Lewis	834
The Influence of the Young Men's Christian Association.....	834
The Playground Movement	835
Conception of Physical Education in America Today	836
The Author's Concept of Physical Education	836
Summary	837
II. A Physical Education Program for the Secondary	
Schools of Kentucky	839
Criteria for Developing a Program	839
Nature of the Program Recommended	840
Justification of the Program	841
Medical Examinations should be given to all pupils con- templating vigorous physical activity	842
Outline of Activities	843
Placement of Activities, Boys and Girls	844
Grade Placement of Informal Games	844
Intramural Program	845
Suggestions	845
Student Managers	846
Interscholastic Athletics	847
Criteria for Athletics in Total Program of Physical Education	847
III. Recommendations	853
IV. A check Sheet for High School Physical Education	855
V. Suggested Activities for a Physical Education Program	859
VI. Methods of Organizing Competition (Section 1)	895
Round Robin or Percentage Tournament (Section 2)	895
Tournament Schedules (Section 3)	896
Elimination Tournament (Section 4)	896
VII. Bibliography	901

Page
828
828
829
830
830
831
832
833
834
834
835
836
836
837

839
839
840
841

842
843
844
844
845
845
846
847

47

53

55

59

65
65
66
66

1

FOREWORD

This bulletin is the second in a series prepared by the Division of Health Education to facilitate operation of the recently adopted Code for Health and Physical Education which becomes effective for the school year 1948-49.

Information contained herein was compiled from a doctor's dissertation written for the University of Kentucky by Mr. Rome Rankin, formerly head coach at Eastern Kentucky State College. It does not set up a rigid, mandatory course in physical education. It is largely suggestive and flexible enough that it can be used satisfactorily in any high school in the State. It has been compiled by Mr. Hambleton Tapp, Director of the Division of Health Education of the State Department of Education. We are indebted to both Mr. Rankin and Mr. Tapp for this valuable contribution to health and physical education.

Because of the valuable suggestions which it contains for superintendents, principals and teachers, I am recommending that it be published as a bulletin of the State Department of Education.

BOSWELL B. HODGKIN
Superintendent of Public Instruction

INTRODUCTION

This bulletin is the second in a series of four proposed by the Division of Health Education of the State Department of Education to facilitate operation of the recently adopted Code for Health and Physical Education, to become effective at the beginning of the school year 1948-1949.

The first bulletin, *Getting the Health and Physical Education Program Under Way in the Elementary School*, was distributed in January, 1948. It is designed to serve as a guide to the teachers, particularly rural teachers, in organizing and teaching health and physical education effectively in the elementary grades. The second, or present volume, is intended to aid in the improvement of physical education work in the high schools. The third and fourth publications, now in process of completion by Mr. Charles Hackensmith of the Physical Education Department, University of Kentucky, are designed to cover the entire field of health education as pertains to the high school. These publications are planned as the April and May bulletins of the State Department of Education.

This, the present bulletin, was compiled from a University of Kentucky doctor's dissertation written by Mr. Rome Rankin, formerly head coach at Eastern Kentucky State College, now at the University of Maine. Mr. Rankin selected the subject primarily for the purpose of working out guides, or course of study material, for principals and high school teachers of physical education. He surveyed thoroughly a sufficient number of representative high schools throughout the state to enable him to know what plans, or courses, should work satisfactorily in the Kentucky high schools.

Having explored the field of physical education historically, collected a vast amount of data relative to Kentucky high schools and set up a program in physical education for the high schools, Mr. Rankin possessed ample good material for a doctor's dissertation, and members of the University's College of Education faculty encouraged him to proceed with the idea of gaining the advanced degree. Thus he was able to accomplish two objectives by the one extensive though laborious piece of work.

Obviously, including all of Mr. Rankin's dissertation in this bulletin would be neither necessary nor wise. Only those portions therefore deemed helpful to the principal and physical education

teacher in organizing and presenting the work effectively are included. Complete freedom has been employed by the Director of Health Education in pulling out excerpts, changing headings, shifting arrangement, using different page numbers, etc.

As noted, this bulletin does not set up a rigid, mandatory course of study in physical education. It is largely suggestive, highly instructive, and so flexible that it can be used satisfactorily in any high school in the state.

Superintendents and principals are requested to read this bulletin carefully, appoint a faculty committee to make a thorough study of it, and to devote at least one entire faculty meeting to a discussion of it. The Division of Health Education is very hopeful that every high school in the state will have its course worked out and its physical education program ready to go into effect at the beginning of the 1948-1949 school term.

Particularly is it my desire to express deep felt gratitude to Mr. Rankin for his notable contribution and to his committee at the University of Kentucky for the warm encouragement and sound advice which made the contribution possible. Especially is commendation expressed for the part which Dean W. S. Taylor, Dr. Leonard E. Meece and Mr. Charles Hackensmith of that institution took in making the work possible.

HAMBLETON TAPP
Director of Health Education

PART I

The Development of the Philosophy of Physical Education

Modern physical education is not the characteristic of a single country. It is the product of the philosophies and ideas of physical well-being of many countries. The countries of Europe have strongly influenced its development in the United States. Physical education, like academic education, has adapted itself to the social changes and economic and political conditions of each period of history. To understand more fully the significance and the meaning of physical education as it is considered today, a general review is needed of the forces that have influenced its development. It is believed that the eighteenth century with its great upsurge of revolt and change marked the beginning of the transition to present-day physical education.

Eighteenth Century Society

During the early decades of the eighteenth century the Western World was ruled by the Old Order. The land was in the hands of the titled few. The great nobles and the church governed with an iron hand. The privileges of the aristocracy had been accepted for five centuries, and the authority and privileges were established by tradition. The upper class had complete control; they enjoyed the revenues of the land. Between the aristocracy and the great mass of common people there was no equality. The serfs farmed the land and were bound to it. The economic activity of the merchant and tradesman was shackled. The great mass of common people paid the taxes but had no voice in how they were to be raised or spent. There was no equality before the courts and to the poor man the penalties were often brutal in their severity.

The growing opposition of the masses to poverty and oppression came, at first, from a few intellectuals called the "eighteenth century philosophers." The thinking and teaching of these men brought about a transition in political, social, religious, and educational ideals. The Old Order was overthrown. Man was given the opportunity to grow and expand. These eighteenth century philosophers helped to gain for the individual man the right to act and think. This school of thought has had a great influence on the program of education and physical education in the United States.¹

¹George A. Hedger. *An Introduction to Western Civilization*. Doubleday, Doran and Company, Garden City, New York, 1932. Pages 270-305.

Chester Penn Higby. *History of Europe, 1492-1815*, Houghton Mifflin Company, New York, 1927. Pages 274-299, 324-341.

Emmett A. Rice. *A Brief History of Physical Education*, A. S. Barnes and Company, New York, 1932. Page 85.

One of the first individuals to break with the Old Order in his thinking was Jean Jacques Rousseau, a French writer and philosopher.

Influence of Rousseau

Rousseau was one of the leaders of the reform movement in France during the eighteenth century. He wrote many miscellaneous essays, letters, and treatises. He opposed the existing order of artificiality and hypocrisy of the upper class. He held that all men are born equal, that ownership of property is a crime, that the soil belongs to no one, that monarchy is tyranny, and that religion is superstition.

Rousseau's ideas of education were revolutionary; he attacked curriculum narrowness, formal education imposed from above, the sharp break between school and the outside world, formal discipline and abstract intelligence. Rousseau thought of the child as an active organism which should grow by natural tendencies and activities. He thought pupils should be taught to think objectively and not emotionally or in terms of prejudice. He believed that education should not be broken up into many parts and that the whole child should be considered as a complete personality.²

Rousseau explained his ideas concerning education in a treatise that had a profound influence in Europe and America. This celebrated work on education was "Emile." The effects produced by this educational romance upon the modern pedagogic world would be difficult to exaggerate. This work was denounced by governmental authorities, and was condemned by the clergy for its irreligious views. The more "Emile" was attacked the more it was purchased and read.³

In "Emile" Rousseau gives his imaginary hero, Emile, what he considers an ideal education. In short, he follows Emile through life, discussing nursing, clothing, discipline, instruction, and exercise.

If . . . you would cultivate the intelligence of your pupil, cultivate the power which it is to govern. Give the body continual exercise; make him robust and sound in order to make him wise and reasonable; let him work, and move about, and run, and shout, and be continually in motion; let him be a man in vigor, and soon he will be such by force of reason. . . . In order to learn to think, we must . . . exercise our limbs, our senses, and our organs, which are the instruments of our intelligence; and in order

²Jackson R. Sharman. *Introduction to Physical Education*. A. S. Barnes and Company, New York, 1934. Pages 34-35.

New Standard Encyclopedia, Vol. VIII. Standard Encyclopedia Corporation, Chicago, 1940.

Emmett A. Rice, *op. cit.*, pages 85-86.

³Norma Schwendener. *A History of Physical Education in the United States*, A. S. Barnes and Company, New York, 1942. Pages 20-23.

Robert Ulich. *History of Educational Thought*, American Book Company, New York, 1945. Pages 211-224.

to derive all the advantage possible from these instruments, it is necessary that the body which furnishes them should be robust and sound.⁴

Basedow's Theories of Physical Education

John Bernard Basedow (1723-1790), a German author and educator, was a teacher at Soroe, in Denmark, where he saw the students trained in riding, fencing, and dancing, in addition to the formal subjects. Here was a system of education which made the attempt to combine physical and mental training.

Basedow believed that children should be made to understand by seeing, hearing, feeling, and touching. These thoughts of reform were greatly influenced by Rousseau's "Emile." It was his ambition to establish a model school, where physical education should be given a place in the daily program.

A subscription from the Duke of Anhalt enabled him to set up his modern school at Dessau. He named the school "The Philanthropinum." Here he established a system of education based upon development of natural principles. Children were given the opportunity to grow and develop through physical activity.

In the school at Dessau all classes of pupils were admitted; and, following his idea of coordination of the mental and physical, he established a daily three-hour program in physical education, one hour in the morning and two hours in the afternoon. This program included athletic events, recreational sports, games, and gymnastics. Basedow established the first school in Modern Europe admitting pupils from all classes and having a daily program in physical education.⁵

Contribution of Guts Muths

Johann Christoph Frederick Guts Muths (1759-1839), a German author and educator, was employed by Christian Salzmann to teach physical education in a school he organized. The Schnepfenthal Educational Institute was located near Gotha. Salzmann, who had been liturgist and teacher of religion at Dessau, was impressed by the ideas of Basedow. The physical education curriculum of the new school included the program of the Philanthropinum with the addition of throwing at targets, pole vaulting, and racing up and down hill.

Guts Muths taught at this school for fifty years and developed a physical education program that compares favorably with good pro-

⁴ Jean Jacques Rousseau. *Emile*. William H. Payne translation, D. Appleton and Company, New York, 1926. Pages 80-265.

Fred Eugene Leonard and R. Tait McKenzie. *A Guide to the History of Physical Education*, Lea and Febiger, Philadelphia, 1927. Pages 61-66.

⁵ Norma Schwendener, *op. cit.*, pages 23-24.

Emmett A. Rice, *op. cit.*, pages 88-90.

grams today. It included such activities as walking on a balance beam, high jumping, pole vaulting, jumping across a ditch, swinging on a rope ladder, swinging on vertical ropes, hanging and traveling on the under side of a horizontal beam, many stunts, balancing rods on the fingers, wrestling, and going through various exercises while standing on one foot. All of the activities were held outdoors when weather permitted. The program for inclement days included indoor exercises for correct posture and good carriage.

Guts Muths kept accurate records of each pupil's performance, which helped him to determine the progress made by each pupil. These records also made it possible to arrange a program to meet the individual needs of the pupils. He realized the need of a physical education program adapted to the abilities, interests and needs of the pupils. He considered physical education a profession and he realized the importance of the programs' being placed on a scientific foundation of physiology and medicine. This modern teacher wrote a great deal. His two best known works are *Gymnastics for the Young* and *Games*.

The influence of the school at Schnepfenthal was far-reaching. People were impressed with the frugal diet, the light and simple clothing, the regard for personal cleanliness, airy rooms for sleep and study, the active outdoor games, and the gymnastic exercises.⁶

Pestalozzi's Recognition of Physical Education

Johann Heinrich Pestalozzi (1746-1827), a Swiss educational reformer, through his work and writings at the beginning of the nineteenth century laid the foundation for modern pedagogy. His influence on elementary education was greater than any other person's during this period. He concluded that education should proceed along a line of individual differences, and that education was an organized procedure. He agreed with Rousseau on the importance of self-activity and learning by doing. His idea was to study the child's cognitive faculties and use the knowledge as a basis for educational procedure. This attempt to "psychologize" education in sharp contrast to the ideas of conducting education along the lines of custom and opinion. Pestalozzi considered education a natural unfolding of knowledge through the senses. The child learned through observation, sense perception, and self activity. Realizing the great advantages of

⁶ Leonard and McKenzie, *op. cit.*, pages 71-81.
Emmett A. Rice, *op. cit.*, pages 90-93.
Norma Schwendener, *op. cit.*, pages 31-32.

physical education, he attempted to establish it upon an intellectual basis.⁷ Pestalozzi said:

The early attention of mothers must be directed to a subject which is generally considered to require neither much thought nor experience, and therefore is generally neglected. I mean the physical education of children. . . . The greatest advantage resulting from a practice of those exercises in the natural progress which is observed in the arrangement of them, beginning with those which, while they are easy in themselves, yet lead as a preparatory practice to others which are more complicated and more difficult. There is not, perhaps any art in which it may be so clearly shown that energies which appear to be wanting may be produced, as it were, or at least may be developed, by no other means than practice alone. . . . If the physical advantage of gymnastics is great and incontrovertible, I would contend that the moral advantage resulting from them is as valuable, that gymnastics, well conducted, essentially contribute to render children, not only cheerful and healthy, which for moral education are two all important points, but also to promote among them a certain spirit of union, and a brotherly feeling . . . habits of industry, openness, and frankness of character, personal courage and a manly conduct in suffering pain, are also among the natural and constant consequences of an early and continued practice of exercise of the gymnastic system.⁸

Influence of the Germans

The valuable contributions to physical education made by Basedow and Guts Muths created the ground work for Fredrich Ludwig Jahn, the founder of organizations for physical training in Germany. He studied at various universities, developing an ardent patriotism as his strongest characteristic. He became possessed with the idea that national spirit could be and must be fostered by the physical development of the young. To this end he established in 1811 a *turnplatz*, or open-air gymnasium, at Berlin and began organizing *turnvereins*, that is, "exercise societies." All students who attended the *turnplatz* were taught to love the fatherland. An attempt was made to develop a nationalistic feeling and to build strong soldiers for the German army. Jahn won the support of Emperor William Frederick III. This was a great help in the propagation of his ideas, with the result that Jahn's gymnastic system met with great success throughout Germany. Many of the citizens formed *turnvereins*. These followers of Jahn had hoped the War of Liberation would result in a unification of the German state, and the establishment of a more democratic form of government. However, the Holy Alliance prevented any realization of their ideas. The government controlled by Metternick adopted a policy of reaction and Jahn and his followers

⁷ Emmett A. Rice, *op. cit.*, pages 96-97.

Robert Ulich, *op. cit.*, pages 258-280.

Jackson R. Sharman, *op. cit.*, page 36.

⁸ Johann Heinrich Pestalozzi. *Letters to Greaves*, Gilbert Sherwood, Pipe and Harris, London, 1827. Pages 225-227.

were persecuted with the result that many Germans believing in a republic form of government came to America.

Three of the outstanding followers of Jahn were Charles Beck, Charles Follen, and Francis Lieber. These three were among those who came to America to escape political persecution. Dr. Charles Beck, a prominent turner, secured a position at Round Hill School, Northampton, Massachusetts, teaching Latin and gymnastics. This was the beginning of German gymnastics in the United States. Dr. Charles Follen obtained a position at Harvard University teaching the German language and, being a skillful gymnast, he introduced the system of Jahn to the students. Francis Lieber, the other refugee, was employed in the Boston Gymnasium.

These three young Germans were destined to play a very important part in the development of a physical education program in the United States. The methods used at Round Hill School, Harvard University, and the Boston Gymnasium were brought to the attention of the schools and the public with the result that several colleges adopted a similar program.

This particular type of physical education did not appeal to the democratic thinking of America. After several years the interest waned and only the military schools practiced gymnastics. But the work of these three men has had a lasting influence and can be seen in the physical education program of today.

When the Revolution of 1848 swept Europe, thousands of the best German citizens came to the United States. These German-Americans organized the American Turnverein Associations which provided a place for exercise and recreation regardless of age or sex. They also encouraged dramatics, debates, and impromptu speeches, and made an effort to encourage appreciation of music.

The philosophy of these turners in regard to physical education was very important in the development of physical education in America.⁹

Influence of the Swedes

The Swedish system of physical education has greatly affected the program in the United States. The founder of this system was Per Hendrick Ling.

Ling saw his native land torn by turmoil in the Napoleonic Wars and invasion from Russia. Being intensely patriotic, he had a desire to see the men of Sweden fitted mentally and physically to carry on

⁹ Emmett A. Rice, *op. cit.*, pages 99-105, 149-157.
Jackson R. Sharman, *op. cit.*, pages 41-43

the defense of their homeland. Ling created the Swedish system of gymnastics based on anatomical and physiological principles, the first modern system of physical education designed for military purposes.

Ling emphasized the educational, medical, and military aspects of gymnastics. His greatest contribution was the scientific approach to physical education. The study of movement as it pertained to anatomy and physiology changed the entire future of physical education, establishing it as a science, as related to the laws of physics.

The Swedish system was introduced in the United States by Nils Posse in 1889. He was encouraged in his work by Mrs. Mary Hemenway, whose financial contributions made it possible to establish a school at Boston, where teachers were trained in Swedish principles of physical education.¹⁰

Theories of Lewis

Americans interested in physical education were initially content to follow the systems brought to this country by foreigners. Later, it became recognized that the "imported" systems were failing to meet the conditions and needs of American education. One of the first American leaders to attack the existing pattern was Dioclesian Lewis, a physician and lecturer. In 1861 he opened in Boston the "Normal Institute of Physical Education." His enthusiasm created a wave of popular interest. He opposed the methods of the turners and the existing types of exercises, and attacked the system that catered to the healthy and strong. He believed that exercise should be also for "the fat man, feeble men, young boys and females of all ages," the classes most needing physical training.

Lewis attacked the idea that strength was well being. He objected to the cumbersome apparatus of the gymnasium, teaching that exercise should give flexibility, agility, and grace of movement. He believed the exercises should be accompanied by music. He also encouraged men and women to take calisthenics together, which added to the pleasure of the work. These ideas were to become vital factors in the future of physical education in America.¹¹

The Influence of the Young Men's Christian Association

The Young Men's Christian Association has had a marked influence on the growth of physical education in the United States. Organized primarily for the development of Christian character through the study of the Bible, the leaders began to realize that much

¹⁰ Emmet A. Rice, *op. cit.*, pages 118-123.

Jackson R. Sharman, *op. cit.*, pages 43-44.

¹¹ Leonard and McKenzie, *op. cit.*, pages 256-267.

Emmett A. Rice, *op. cit.*, pages 176-180.

could be accomplished "through participation in a wholesome physical activity program."¹² In 1886 the New York City Association wrote into its constitution, "The object of this association shall be the improvement of the spiritual, mental, social, and physical condition of young men."¹³ Other associations followed in adopting this aim. When new buildings were erected they included gymnasiums. A problem, however, developed out of the lack of trained leaders for this new physical department. The organization stood for the highest type of Christian conduct, and it was difficult in those days to secure this type of teacher from among the professional gymnasts. This growing need resulted in the addition of a department of physical education to the International Young Men's Christian Association College at Springfield, Massachusetts.

The director of this physical education department was Robert Jeffries Roberts. Although a product of the formal gymnastics school, he was free from prejudice.

Through analysis of cause and effect, through questioning of accepted procedure, he accomplished a complete 'about face' in principle and practice. He discarded the somewhat prevalent idea that health, of necessity, must increase with strength; that weight lifting must always yield the greatest good, and that the exercises of Dio Lewis possessed actual functional value. He advocated instead that exercises be safe, short, easy, beneficial, pleasing, and within the realm of probable accomplishment for the participant.¹⁴

The Playground Movement

The first organized playground was opened in Boston in 1885. It was soon realized that there was great opportunity for service to boys and girls in providing playgrounds for them.

"Although the playground movement in the United States is comparatively young, the efforts of the leaders in this field have influenced and helped to reshape the school programs of physical education so that these programs are now better suited to the interest and needs of the pupils."¹⁵

In 1910 Joseph Lee became president of the Playground Association of America. Under his leadership the Association made remarkable achievements. "During his first year in office, Lee's *Play in Education* was published. This book represents a departure from the traditional feeling concerning play, presenting it as a constructive and creative way of life, analyzing play elements, and giving new understanding to the play needs of human beings."¹⁶

¹² Jackson R. Sharman, *op. cit.*, page 47.

¹³ Emmett A. Rice, *op. cit.*, page 192.

¹⁴ Norma Schwendener, *op. cit.*, page 115.

¹⁵ Jackson R. Sharman, *op. cit.*, page 46.

¹⁶ Norma Schwendener, *op. cit.*, page 137.

Conception of Physical Education in America Today

The growth of formal gymnastics in Europe has been traced and its influence shown in America. Like many other ideas and ideologies transplanted from the Old to the New World, the ideas of physical education were tried and found lacking. Although we must give them credit for the establishment of organized physical education in American schools, their militaristic methods condemned them to failure in America.

Based on the new knowledge of sociology, biology, and psychology, physical education in America has been growing and evolving during the past thirty-five or forty years. New emphases in physical education stress the teaching, through intelligent leadership, of activities which have meaning and significance, which contribute to mental and emotional growth and aid in the development of desirable social traits. Physical education in today's schools continues to change and to grow in response to these new emphases and the demands of our educational philosophy.

The Author's Concept of Physical Education

Physical education emphasizes education of the individual through physical activity. It is not merely muscular development; it is concerned with the physical well-being of each pupil—with consideration for the social, intellectual, and emotional aspects of his development.

Educators are developing a better understanding of the fact that change is continuous and applies to all aspects of the person throughout life. Life might be said to be a series of changes, adaptations, and adjustments. Education is therefore possible and necessary. Manifestly we must promote the kind of education which fosters the most desirable and effective changes and adjustments in the individual and society.

In our concern for the physical education aspects of education we must understand the comprehensive nature of these changes and provide a program which makes the greatest possible contribution to education of the total person. Clearly physical education should make some specific contributions to the development of the total individual, for example, the development of organic power and neuromuscular skills. Activity of the large muscle groups makes increased demands upon the vital processes of the body, hence upon its organic systems. The increased activity of these systems leads to a cumulative increase of their power. All muscle activity is the result of combined action of nervous and muscular systems. Through repeated, success-

ful efforts connections are made, patterns are developed, and increased facility of movements results. This development is the basis of physical skill and contributes to an adequate personality. Moreover, it should make contributions also to mental and emotional growth. All movement which is consciously directed toward an end in view involves a degree of mental activity. Physical education activities should provide many situations for such experience. Pupils tend to express feeling through big muscle movements. The emotions allied most closely with natural play activities are fundamental to successful group living.

Successful living in a democratic society depends not only upon the development of individuals but upon adequate adjustments of individuals in society. The adjustment of social standards to meet the needs of the times and the adjustment of individuals to these standards suggest a dual role for education in our society.

Ours has been called an "age of machines." The machine, not the man, does the work of the world. The increased leisure time brought about by shorter hours and a shorter work-week has placed education in a significant position. It is the responsibility of the school to train adequately for wholesome living in leisure. Man must express himself in activity. If he has had the opportunity during his youth to develop skills in games and has had pleasant experiences in recreational activities it seems likely that he will seek to participate in these activities during his leisure time later in life. Hence the necessity for a physical education program which will meet recreational needs.

Summary

Toward the close of the eighteenth century changes took place throughout the Western world and the institutions of the Old Order were attacked and broken down. This social strife resulted in innovations in political, social, religious, and educational ideals. It was greatly influenced by the liberal ideas of Jean Jacques Rousseau, who, through his teaching and writings, denounced the education of the time. He believed in the importance of using the natural interests and normal activities of children in conducting their education.

Johann Basedow's school at Dessau was the first to give physical education a place in the school program. The teachers and writings of Guts Muths and Pestalozzi contributed much toward the development of physical education, as it is understood today.

The German and Swedish gymnastic systems were introduced in the United States in the nineteenth century. These systems have had

a strong influence on the development of physical education in this country. However, both are based on the theory of formal discipline and consequently were not long tolerated in democratic America.

One of the first men to break from the foreign gymnastic systems of physical education was Dioclesian Lewis. The Young Men's Christian Association and the Playground Movement have exerted an important influence on the development of our present American system of physical education. Physical education in America today has become more comprehensive and versatile through the growing realization that it can contribute to all aspects of human growth and development.

PART II

A Physical Education Program for the Secondary Schools of Kentucky

This study, as has been stated previously, was instituted to propose a practical physical education curriculum for the secondary schools of Kentucky. In order to establish criteria for developing this program it was considered expedient to determine the facilities available for physical education and the programs that are being carried out in the high schools of the state.

Criteria for Developing a Program

The program of physical education that will be proposed in the chapter will be based upon the author's philosophy of physical education and the findings of this survey. This course of study will strive to be practical and will contain only those activities which require a minimum of equipment and no great amount of training to execute.

The following statements will serve to illustrate the conception of physical education at its best in America today, as the author sees it:

1. Physical education should be democratic. It should be for everyone. There should be enough activities to appeal to the interests, abilities, and needs of every boy and girl. This appears to be consistent with a recent trend of education in this country; namely, education of all the children and all the people.
2. Physical education should contribute to the aims and objectives of education as a whole, making a special contribution to some of these. For example, physical education activities should be expected to contribute to desirable growth in the mental and emotional health of youth as well as physical health. Moreover, physical education activities should be conducted so as to foster the development of desirable social traits—cooperation, fair play, honesty, courtesy, initiative, submergence of self in larger group purposes, and the like.
3. Physical education activities in modern schools should be those which have the most meaning and significance in the lives of youth. These activities should be enjoyable to the

youth in school, but should also be capable of use in after-life as recreational pursuits.

The program will be developed in the light of the above philosophy. It will be practicable for the present and yet considerate of future changing conditions. To make it practicable for the present the following conditions must be considered:

4. The facilities and equipment of schools of approximate size vary from almost none, in some cases, to well equipped physical education plants in others. Under these conditions it is manifestly impracticable to attempt to work out a single uniform program of physical education for all the secondary schools of the state.
5. No attempt is made to present an ideal program. The number of qualified teachers of physical education is insufficient to staff an ideal program if such were to be undertaken at this time. The activities contained in the proposed program are such that they may be taught by teachers who do not have special training in this field.

Nature of the Program Recommended

The nature of the physical education program must take into account the oft-repeated dictum concerning the varying abilities, capabilities, interests, and needs of children. Manifestly not all boys can or should choose to be a kicker, a center, or to run the one-hundred-yard dash in ten seconds. Neither will all girls be interested in the same activities. The physical education program must be comprehensive and varied enough to provide suitable choice of activities for each and every pupil affected.

The recommended program includes a variety of activities designed to meet the needs of various types of groups and to appeal to the interests and needs of individual students. These activities include: team games, tumbling and stunts, track and field events, relays, individual and dual games, informal games and rhythms. Certain types of activities such as golf and tennis have purposely been omitted. These games require a special playing area and expensive equipment which makes them impracticable for the average high school. In addition to the above mentioned activities the program makes provision for intramural sports and also includes interscholastic athletics.

Justification of the Program

The activities that may be included in a physical education program are many and varied. It seems expedient here to justify the selection of activities included in the program recommended.

Team games fill a definite place in the physical education program of the school for their physiological and recreational values. They serve as an incentive to create interest in the program and the skill and techniques required to perform them, if mastered to a certain degree, add to the physical well-being of the participants. Besides these values they can be used to develop obedience to rules, fair play, good sportsmanship, cooperation and loyalty, all of which have much bearing on the character of a good citizen.

Tumbling and stunts are included, not only because they require very little equipment, but because they have a great appeal. Tumbling attracts both the awkward and skillful pupil and helps to develop a sense of confidence and ease of movement. The rapid achievement possible in stunts is an incentive to further development. Stunts require courage, develop initiative, and provide splendid opportunity for training in perseverance.

Track and field events offer a variation from the regular physical education class routine and also offer some event that appeals to nearly everyone. The competition involved adds rivalry and zest to the regular class program. A certain amount of form can be taught and the events have the added advantage of helping to build a well-rounded body without the grind and strain of regular track work. It is suggested that the events be modified to meet the needs of the various age groups.

The relay race offers the opportunity to develop great enthusiasm among runners. Primarily used for fun and recreation, it appeals generally to boys and girls. A number of individual and dual games have been included in the program which do not require expensive equipment or exceptional skill yet they offer much pleasure to pupils.

Informal games provide fun and recreation and should be included in every well balanced physical education program. Through participation pupils have an opportunity to develop individuality, quick perception, and keen and accurate thinking.

Rhythmic training through rhythmic activities should hold an important place in every physical education program. It meets a need that cannot be met through any other activity. Efforts should be made to develop fine movements involving neuro-muscular skills. Along with these skills there should come an appreciation of music, development of rhythmic sense, an awakening of interests in creative

work, wholesome stimulation of the organic system, and many desirable social results.

Another worth-while phase of physical education is the intramural program. In some aspects it is even more important in its contributions than is the class program, since participation is largely voluntary and since the pupils have opportunities in this portion of the program to further develop skills and habits of participation in the activities learned in the class program. The interest shown in intramurals and the number of students participating is an excellent test of the success of the physical education program. In intramurals more than any other part of the physical education program the pupils develop attitudes and habits of activity which will go with them into after-school years and make a rich contribution to their enjoyment of leisure time.

In the light of present educational theory it is difficult to justify interscholastic athletics, as it is generally conducted today. Physical education is today established as a definite aspect of education. Likewise, interscholastic athletics are recognized as physical education, that is, they are means by which physical education of the individual may take place. This seems to establish interscholastic athletics as a part of the physical education curriculum. Whether the athletic program will produce desirable or undesirable results will depend upon the leadership. Schools that allow exploitation and commercialization of their teams, permit an excessively long schedule of games, employ a coach who permits poor sportsmanship or encourages his players to use unethical practices can not hope to derive any worth-while benefits from the athletic program. Moreover, such practices may develop wrong attitudes such as ruthless selfishness, dishonesty, and poor emotional control. If carefully administered, however, and supervised by the best trained physical education teachers available, the interscholastic athletic program can serve the school well. Problems of conduct or of administration may often be solved by applying the principles and practices of the whole of physical education. The stressing by coaches of fine ideals of cooperativeness, helpfulness, self-sacrifice, friendly and cordial spirit, playing for enjoyment of participation rather than merely to win, and playing according to the spirit of the rules rather than the letter should make a definite contribution to the cause of education.

Medical examinations should be given to all pupils contemplating vigorous physical activity.

An attempt has been made in the materials which are presented to outline a program that may be adapted to secondary schools. It is

important that these materials be modified to fit individual situations and to meet the individual needs of pupils. It is believed that the best course of study in physical education is that which is planned and carried on by the local teachers of the school and worked out in terms of the facilities and resources of the community. It is hoped that teachers will examine carefully the program herein presented for the purpose of determining which of the activities they can successfully carry on with the facilities and equipment they have available or can secure, and that they make adjustments accordingly. There may be other activities the teacher will want to include or substitute for those suggested here. The following is an outline and grade placement charts of activities which make up the program.

Outline of Activities¹

- I. Team games
 - 1. Basketball
 - 2. Softball
 - 3. Volleyball
- II. Tumbling and Stunts
- III. Track and Field
- IV. Relays
- V. Individual and Dual Games
 - 1. Handball
 - 2. Shuffleboard
 - 3. Horseshoes
 - 4. Box Hockey
 - 5. Ping Pong
- VI. Games
 - 1. Battle Ball
 - 2. Dodge Ball
 - 3. Progressive Dodge Ball
 - 4. Prisoner's Base
 - 5. Three Deep
 - 6. Scrub or Work Up
 - 7. Bat Ball
 - 8. Club Snatch
 - 9. Kick Ball
 - 10. Long Ball
 - 11. One Old Cat
 - 12. Keep Away
 - 13. Hit Pin Ball
 - 14. Newcomb
- VII. Rhythms
- VIII. Intramurals
- IX. Interscholastics

¹ Detailed descriptions of these games are given in Part V.

Chart 1. PLACEMENT OF ACTIVITIES, BOYS AND GIRLS

Activities	Grade						Remarks
	7th	8th	9th	10th	11th	12th	
Basketball	x	x	x	x	x	x	Girls play modified rules
Softball	x	x	x	x	x	x	
Volleyball	x	x	x	x	x	x	
Tumbling and Stunts	x	x	x	x	x	x	Modified for grade and sex
Track and Field	x	x	x	x	x	x	
Relays	x	x	x	x	x	x	
Handball	x	x	x	x	x	x	
Shuffleboard	x	x	x	x	x	x	
Horseshoes	x	x	x	x	x	x	
Box Hockey	x	x	x	x	x	x	
Ping Pong	x	x	x	x	x	x	

Chart 2. GRADE PLACEMENT OF INFORMAL GAMES

Games	Grade						Remarks
	7th	8th	9th	10th	11th	12th	
Battle Ball	x	x	x	x	x	x	Boys only
Dodge Ball	x	x	x	x	x	x	
Progressive Dodge Ball	x	x	x	x	x	x	Boys only
Prisoner's Base	x	x	x	x	x	x	
Three Deep	x	x	x	x	x	x	
Scrub or Work up	x	x	x	x	x	x	Girls only
Bat Ball	x	x	x	x	x	x	
Club Snatch	x	x	x	x	x	x	
Kick Ball	x	x	x	x	x	x	
Long Ball	x	x	x	x	x	x	
One Old Cat	x	x	x	x	x	x	
Keep Away	x	x	x	x	x	x	
Newcomb	x	x	x	x	x	x	
Hit Pin Ball	x	x	x	x	x	x	

An effort has been made in this study to provide the basis for a physical education curriculum that will be elastic and will grow and change to meet new conditions and needs. The extent of the program will depend largely upon facilities, and teaching personnel. It is natural, therefore, to conclude that the program of a particular school should grow with improvement in these factors.

It will take years of planning and effort on the part of those who believe in the merits of including a well-balanced physical education program in the school curriculum to develop the kind of a program the youth of the state deserve. When sufficient interest

has been developed in physical education in the state to assure its promotion to a full program in all secondary schools, students entering college will find the field appealing enough to warrant their preparing for teaching and leading in the field, thus providing a larger number of qualified physical education directors and instructors.

Intramural Program

Closely allied with and supplementing the regular physical education activities is the intramural program. This important part of the physical education curriculum refers to activities and competition within the school. Its greatest value lies in the fact that it offers the advantages of competition to the many rather than the few. The expert few are provided for in the interscholastic athletic program. Intramurals provide an extra-curriculum program for the inexpert few. Particularly is it valuable for the girls, who may be denied the benefits of competition and play because of the focusing of too much attention on interscholastic athletics.

Other values derived from the intramural program are: a more varied activity program; the fundamentals of many sports may be taught which the student may use in his leisure time; the objectionable hazards of interscholastic athletics are eliminated.

Suggestions

1. The activities selected should be based on: age, sex, facilities, equipment, interests, and individual needs of the pupils.
2. Varsity athletes should not be allowed to participate in intramurals in their particular varsity sport.
3. A thorough medical examination should be required of all participants.
4. The various intramural teams should be kept as balanced as possible in skill.
5. The intramural program should not be organized to train varsity material. Its chief aim should be to provide every pupil with an opportunity to participate.
6. Competent officials should be provided for all competition. If students are used they should receive special instruction in an "official's class."
7. A competent teacher should be assigned to direct the intramural activities.
8. Elaborate awards are not necessary in an intramural program.

Student Managers

The director of the intramural program should realize the importance of a well-organized system of student managers. These students should assume much of the responsibility for carrying out the program. They may be assigned such duties as caring for and issuing equipment, assisting in the organizing of teams, keeping scores during contests, keeping records, checking attendance, posting scores, and other duties.

The basis for selecting teams may be any of the following:

1. Physical education classes or squads
2. Grade or class
3. Home room
4. Study hall
5. Clubs and organizations
6. Arbitrary units or groups organized by teachers
7. Pick-up teams

Activities for the intramural program may include the following:

Junior High Boys

Horseshoes	Foul shooting	Hit Pin Ball
Softball	Handball	Track Activities
Volley Ball	Ping Pong	(modified)
Basketball	Shuffleboard	Newcomb

Junior High Girls

Horseshoes	Ping Pong	Foul shooting
Hit Pin Ball	Volley Ball	Newcomb
Kick Ball	Basketball (modified)	Shuffleboard

Senior High Boys

Horseshoes	Foul Shooting	Relay Carnivals
Softball	Handball	Shuffleboard
Volley Ball	Ping Pong	Track activities
Basketball		

Senior High Girls

Handball	Basketball (modified)	Shuffleboard
Horseshoes	Track activities	Ping Pong
Softball	(modified)	Stunts
Volley Ball	Foul shooting	Newcomb

The program of intramural sports should be well organized and varied to offer opportunities to participate to the greatest number of pupils. When possible it should be planned to supplement those activities taught in the regular physical education classes. As has been stated previously the interest of the pupils in intermurals is a measure of the success of the total physical education program. The

final phase of the total physical education program is interscholastic athletics. The following pages contain suggestions for carrying on interschool athletics:

Interscholastic Athletics

The criteria established for this study provides for utilization of the facilities and the present program that was found in the schools. It has been shown that practically all the high schools have some program of interscholastic athletics and that facilities such as gymnasiums, athletic fields, and coaching personnel are available. This, in itself, would seem sufficient reason for including interschool athletics in this study. In addition, it is believed that the value which may be derived from athletics, if properly organized and controlled, is too great to consider dropping them from the school program. The interest manifested by the public and the student body is proof of their popularity and also seems to indicate that they are here to stay. It does not, however, mean that they must remain unchanged in their policies. The evils in athletics are acquired and thus the problem is to rid them of undesirable influences. These may be completely eliminated through proper control.

Athletics provide for youth a satisfactory means of physical, mental, and emotional expression. Because they deeply involve so many of the emotions they are highly significant in shaping moral and social attitudes.

Criteria for Athletics in Total Program of Physical Education

In this chapter the principle has been advanced that athletics are a definite part of physical education. One of the criticisms of athletics has been that it provides for such a small number of students; only those boys who are experts in sports.

In the average high school today there is a vast difference in the amount of money spent on the athlete and on the ordinary student. Besides the difference in the amount of money spent on the members of the varsity teams, the greater portion of the equipment is purchased for and used by them and not by the mass of students. Field and floor space for practice are usually reserved for the small number of players that make up the varsity squad. If athletics are to make a worthy contribution to the school, the facilities and equipment provided for them should be made available for the use of the entire student body and not for a select few. All facilities must be used to optimum advantage for the total physical education program.

The athletic program must be broadened to care for all students who desire to participate. Besides the varsity team it should provide athletics for boys who are unable to make the regular team and all boys who would like to play simply for the sake of playing. This can be done through a well organized intramural program. This important phase of physical education has been discussed in detail in another section of this chapter.

The athletic coach has the responsibility of directing and coaching the physical education program in many high schools. He must consider it his duty to serve the total physical education program first. He should understand the aims of physical education and should make them his aims not only in the regular classes but on the athletic field or court as well.

The school administrators can perform no greater service for a school or community than to exercise great care in selecting the athletic coach. He is probably the most important factor in determining what a team, a school, or a community will get out of high school athletics. The coach with a clear-cut conception of his duties, and the strength of character to carry them out, is indeed an asset to any school.

He must possess initiative, strength of personality, and the power of winning the confidence of others. He must be a man of excellent character. If he is a man of this type he will take advantage of his influence upon the student body as well as the teams to emphasize the importance of regular habits, clean living, fair play, courtesy, loyalty, and courage.

If athletics are to be considered an integral part of the total education program, an educator should be in charge. It is generally agreed that the athletic coach should have completed four years of college work and have a major in physical education. He should be required to conform to the academic and professional standards set for the other members of the faculty.

Some form of tenure should be provided for the coach. This provision would help to raise standards where insecurity of position has brought evils into the coaching system; for example where a coach must win in order to be re-elected for the coming year, doubtful practices are carried out as a matter of self-preservation. The alumni and townspeople are much less likely to find fault with the work of a coach, or the success of a team, if they know that he will be back the next year in spite of protests.

It is also important that the community be enlightened as to the objectives of the athletic program. The people should be made to

realize that championships are not the criteria of success of physical education. When this is done, many of the evils now prevalent in interscholastic athletics will be eliminated.

The tremendous popularity of athletics necessitates well-planned, able leadership in administration of the program. It is recognized that the administrative officers of the high school, that is, the principal, superintendent, and board of education, are responsible for the educational worth of the school. They are responsible because they formulate the policies which govern the program in the school, select the coach, and have a part in establishing the rules and regulations of the athletic association of the state.

Before attempting to organize the interscholastic athletic program, the school board and school administrators should arrive at a definite understanding of the purposes of the program and what it should contribute to the development of the pupils.

The next step is to decide what body or what individual will control the athletic program of the school. The five general types of control are described as follows:

1. *Control by the principal.* This type of organization allows the principal or a director appointed by him to control the athletics of the school. This has become especially popular among small schools and in rural districts.

2. *Control by a general committee.* This method provides for a committee appointed by the principal, and is used in many of the large schools.

3. *Control by a special committee of coaches.* Another plan of organization permits a specialized committee to have the power of controlling the athletic program. The group would consist of the coaches, physical education teachers of the school, and two or three other members of the faculty.

4. *Control by a small athletic committee.* This scheme is a modification of the committee plan. It provides for a group of three to five members of the faculty, not necessarily coaches but teachers with a broad outlook and qualities of leadership and administrative ability.

5. *Control by the athletic director.* This method is self-explanatory. The athletic director is directly responsible to the superintendent of the school.

Schools that have an interscholastic athletic program are advised to insure players against injury received during practice or competition. Such injuries are not the responsibility of the board of education any more than those that may occur in the laboratory or

elsewhere in the school, but many schools carry insurance as a precaution.

There seems to be a tendency in high schools toward the scheduling of too many athletic contests. School administrators should take a definite stand as to the number of athletic contests played and a limit should be set. The mental and physical strain to which players are subjected and the detracting influence upon scholarship demand that the seasons not be too long.

It is believed that the maximum number of football games played should be eight, and that one basketball game each week is enough. There seems to be two reasons for playing only one game a week; first, experience shows that when games are played in the middle of the week scholastic standards of players and students are seriously affected; and second, the playing of more than one game a week puts players under too much mental and physical strain. It is also believed that the best arrangement is to schedule all athletic contests on Friday or Saturday.

The length of the basketball schedule may be somewhat longer in some schools due to the fact that some schools do not play football. These schools will start their basketball season earlier than those schools playing football, with the result that they will play more games. This practice is discouraged for the reasons already stated.

A thorough medical examination, by a competent physician, should be required of pupils before they are allowed to participate in the strenuous sports that make up the interscholastic athletic program. The examination may be required before each sport. The doctor, not the coach, should determine which boys are able to stand the long period of training and the exacting physical demands of interscholastic athletics. It is true that an athlete with a weak heart condition or lung condition may go through the season without breaking down, but the chances of injury are too great to take. No good can come from taking part in rough sports when the body cannot stand such activity. Following an illness, or an injury, an athlete should return to participation only after a physician has given his approval.

It is essential that the parents' or guardians' permission be obtained before a boy is permitted to participate in interscholastic sports. This information along with the medical examination should be filed in the principal's office.

The following suggestion is made for the establishing of a policy in regard to the medical examination and parental consent: Before a boy is permitted to participate he should be given a card by his coach. One side of the card would contain a complete record of the

medical examination and the doctor's statement that the boy is physically fit to take part in competitive sports. The parents or guardian of the pupil would sign on the opposite side of the card, granting permission for the boy to play. These cards should be furnished by the Kentucky High School Athletic Association.

The rapid growth of interscholastic athletics in high schools has been paralleled by the increased importance of finances for conducting the program. This extra-curriculum activity necessitates the raising and spending of larger amounts of money than probably any other. Such items as traveling expenses, officials' fees, equipment, and game guarantees involve large sums of money.

The athletic program in most schools is expected to be self-supporting, with the result that too much emphasis is placed on winning teams. Here exists one of the evils of the program. When too great emphasis is placed on producing a championship team in order to attract large crowds or when a team plays an excessively long schedule, the whole purpose of interscholastic athletics is defeated. No worthwhile educational value can be gained from athletics if the program is administered for the sole purpose of earning money.

The board of education should finance athletic activities in the same way that it provides for other forms of education. Such provision will help to remove the overemphasis on these activities and will help to remove undesirable influences from outside the school.

The practice of conducting state high school basketball tournaments is of questionable value from the standpoint of its contribution as an educational experience. Some of the disadvantages of such tournaments are: loss of time from school, with the resulting lack of interest in school work and scholarship; too much physical strain upon players; possibility of players becoming self-elated and communities expecting too much of the teams. Another disadvantage of such contests is that they provide opportunities for gambling. This is one of the worst evils connected with athletics, and one over which school authorities cannot exert complete control.

When the control of athletics is vested in a commissioner or a full-time secretary, finances for the upkeep of this office are derived mainly from basketball tournaments. This arrangement tends to put too much emphasis on finances. A member of the State Department of Education should hold this office. This arrangement would remove the motive to exploit high school children for the purpose of earning money to pay the salary of the Commissioner.

It seems advisable to have the State High School Athletic Association and the State Department of Education working in cooperation with each other. A committee of the Kentucky High School Athletic Association, Department of Education and Department of Health should be set up to study interscholastic athletics and recommend programs consistent with objectives of the total program of high school physical education.

PART III

Recommendations

Whole-hearted cooperation on the part of the State Department of Education, the school administrator, and teacher training institutions is necessary in order to develop an adequate program of physical education for the secondary schools. The provisions made for physical education in Kentucky in past years have been inadequate and ineffective.

Since recommendations and regulations have failed to produce the desired results definite requirements must be made for a physical education program which will meet the social and physical needs of the pupils. Minimum standards for a program should be established.

It is recommended that adequate outdoor play space, indoor play area, showers and locker rooms, and adequate locker space be provided in each school in order to make possible the most effective program. The basket system of lockers will make it possible to provide adequate dressing facilities with a minimum amount of space. Regardless of facilities, however, every school should provide physical education for its pupils by adapting the program to such facilities as are available. Where facilities are inadequate effort should be made to improve them.

It is recommended that schools develop a well-rounded program, providing for activities suited to the individual needs of all pupils. This program should include medical and physical examinations as a basis for assignment to classes, a modified or restricted program for pupils with defects and a corrective program for pupils who have defects that are remediable.

An intramural program should be provided which is well organized and varied. This program should supplement, when possible, the activities taught in the regular physical education classes.

A written course of study is essential to an effective physical education program. It should give specific objectives.

It is recommended that school administrators secure teachers who are thoroughly trained in the field of physical education to develop and administer the program.

Interscholastic athletics should be considered a definite part of the physical education program and strong administrative policies should be set up governing athletics.

All facilities must be used to optimum advantage for the total physical education program. Varsity teams must not be given the use of available play space at the expense of other phases of the program.

A medical examination and parents' consent should be required for participation in interscholastic athletics and all players should be insured against injury.

The school administrator should exercise care in selecting the athletic coach, to insure the employing of a man who has a clear-cut conception of his duties and the strength of character to carry them out.

PART IV

A Check Sheet for High School Physical Education

Schedule of Information on Physical Education Facilities and Programs
in Sixty-Six Secondary Schools in Kentucky

Name of school

Address

Kind of high school: City..... County.....

Junior and Senior..... Four Year.....

Number of pupils enrolled: Boys..... Girls.....

1. Do you have available outdoor play area? Yes..... No.....
2. If you have outdoor play area, how large is the area?.....
3. Is play area located near or adjacent to school? Yes..... No.....
4. What is the surface of the outdoor play area?.....
5. Is the outdoor play area fenced? Yes..... No.....
6. Are play areas lighted for night use for community recreation programs? Yes..... No.....
7. Does the school have a gymnasium? Yes..... No.....
8. What is size of gymnasium floor? Width..... Length.....
9. Is the gymnasium in a desirable location? Yes..... No.....
10. Are gymnasium walls smooth? Yes..... No.....
11. Are gymnasium floors made of hardwood? Yes..... No.....
12. Is the gymnasium free from dangerous projections?
Yes..... No.....
13. Is the gymnasium used for community recreation? Yes..... No.....
14. Is the gymnasium used as an auditorium? Yes..... No.....
15. Do boys have a locker room to change clothes for physical education classes? Yes..... No.....
16. What is size of locker rooms?.....
17. Is the locker room well ventilated? Yes..... No.....
18. Is the locker room well lighted? Yes..... No.....
19. Is the locker room well heated? Yes..... No.....

20. Are toilet facilities available in separate areas, adjoining locker room? Yes..... No.....
21. Are wash bowls provided in the locker room? Yes..... No.....
22. Does locker room floor have drainage so it can be hosed out? Yes..... No.....
23. Do girls have a locker room to change clothes for physical education classes? Yes..... No.....
24. What is size of the locker room?.....
25. Is the locker room well ventilated? Yes..... No.....
26. Is the locker room well lighted? Yes..... No.....
27. Is the locker room well heated? Yes..... No.....
28. Are toilet facilities available in separate areas, adjoining locker room? Yes..... No.....
29. Are wash bowls provided in locker room? Yes..... No.....
30. Does locker room floor have drainage so it can be hosed out? Yes..... No.....
31. Are individual lockers provided for all boys? Yes..... No.....
32. Number of lockers provided
33. Individual Basket
34. Are individual lockers provided for all girls? Yes..... No.....
35. Number of lockers provided
36. Individual Basket
37. Are shower rooms provided for boys? Yes..... No.....
38. How many shower-heads are in boys shower room?.....
39. Is boys shower room well lighted? Yes..... No.....
40. Is boys shower room well ventilated? Yes..... No.....
41. Is boys shower room well heated? Yes..... No.....
42. Are shower rooms provided for girls? Yes..... No.....
43. Is girls shower room well lighted? Yes..... No.....
44. Is girls shower room well ventilated? Yes..... No.....
45. Is girls shower room well heated? Yes..... No.....
46. Does school have a physical education program for boys? Yes..... No.....

47. Does your school have a physical education program for girls?
Yes..... No.....
48. Is physical education required for boys? Yes..... No.....
49. Is physical education required for girls? Yes..... No.....
50. Are pupils required to take a medical examination? Yes..... No.....
51. Are pupils required to take a physical examination? Yes..... No.....
52. Is any system of classification used in assigning pupils to physical education activities (such as: age, height, weight)? Yes..... No.....
53. If "Yes," what system do you use?.....
54. Do pupils with defects take a modified program of physical education? Yes..... No.....
55. Is a corrective physical education program provided? Yes..... No.....
56. Is credit allowed for physical education? Yes..... No.....
57. Do you have a definite course of study in physical education?
Yes..... No.....
58. What is peak class load in boys physical education class?.....
59. What is peak class load in girls physical education class?.....
60. Does your school sponsor an organized intramural program?
Yes..... No.....
61. Are all pupils, both boys and girls, given the opportunity to participate in the intramural program? Yes..... No.....
62. Is emphasis placed upon the recreational aspects of the program?
Yes..... No.....
63. Does each pupil have participation in intramural sports at least once each week? Yes..... No.....
64. Does the teacher of physical education for boys have a degree?
Yes..... No.....
65. Does the teacher of physical education for girls have a degree?
Yes..... No.....
66. Does the teacher of physical education for boys have:
Major in physical education.....Minor in physical education.....
67. Does the teacher of physical education for girls have:
Major in physical education.....Minor in physical education.....
68. Is the physical education class for girls taught by a woman?
Yes..... No.....
69. Does school engage in interscholastic athletics? Yes..... No.....

70. In what sports does your school engage in interschool competition?

Football..... Basketball..... Baseball.....
Track..... Tennis..... Golf..... Swimming.....
Others

71. Do you consider interschool athletics a part of the physical education program Yes..... No.....

72. Do you require a thorough physical examination before boys may participate in athletics? Yes..... No.....

73. Is permission secured from parent before a boy may participate in athletics? Yes..... No.....

74. Are players insured? Yes..... No.....

75. How many interschool games does your school play each year?

Football	Tennis
Basketball	Golf
Baseball	Swimming
Track meet	

PART V

Suggested Activities for a Physical Education Program

Team Games

Basketball (Boys and Girls, Grades 7-12)

Basketball is undoubtedly one of the most popular sports in the physical education program. The game should be modified to meet the individual needs of the pupils in accordance to age, grade, sex, and personal characteristics. Basketball under proper supervision is an admirable activity but too frequently the sport becomes over-emphasized to the extent that sound educational values are forgotten. The function of the physical education teacher is to provide instruction in basketball instead of over-emphasizing the highly competitive aspect of the activity.

The purpose of this type of basketball drill is not to produce stars or championship teams, but rather to develop in the individual competitive skills, physical stamina, aggressiveness, and the desire for team play. These drills, regardless of the teaching method used, are of particular value in the development of optical, muscular and mental coordination.

Procedure for Class Organization and Instruction

Divide the class into three squads as nearly equal as possible with regard to height, weight, and general ability. The court should be divided into three equal parts as diagrammed:

Area A Shooting	Area B Passing	Area C Competitive Skills
--------------------	-------------------	---------------------------------

If more than one court is available, divide class into squads for each court. These squads should remain permanent. Players rotate from Area A through C within each class period.

Sample Day's Drill

Area A—Shooting

1. Left-handed dribble for left-handed lay-up shot
2. Right-handed dribble for left-handed lay-up shot
3. Dribble and right- or left-handed push shots from 8 to 10 feet
4. One-handed push shot from vicinity of foul line

Area B—Passing

Formation for Area B: Divide squad into two equal groups called A and B. Line up facing each other, five yards apart. Provide as many balls as possible. Squad A man passes to B who returns ball to him, etc. All men use pass designated by instructor.

1. Two-handed pass
 - a. From chest (overhand)
 - b. Bounce
 - c. Underhand
 - d. From above either shoulder
2. One-hand "baseball" pass
 - a. Trown from either hand with same form used in throwing baseball
 - b. Bounce pass from shoulder or sidearm
 - c. Hook pass

Area C—Competitive skills

In these drills go from the simple to complex; for example: One offensive man against one defensive man, two against two, etc. Vary this by putting two on one, three on two, etc. These are all fundamentals placed in game-like, competitive situations.

1. Dribbling with lay-up shot or pivot shot, one versus one
2. Dribbling with lay-up shot, two versus two
3. Competitive passing drill

Fundamental Skills

Area A

1. Right-hand lay-up shots from right side
2. Left-hand lay-up shots from left side
3. Left-hand push shots
4. One-hand push shots from foul line
5. Two-handed push shots
6. Free throws

Area B

1. Two-handed push pass
 - a. From chest
 - b. Bounce
 - c. Underhand
 - d. From shoulder
2. One-hand pass
 - a. Thrown from either hand with same form used in throwing baseball
 - b. Bounce pass from shoulder or sidearm
 - c. Hook pass
 - d. Deceptive movements of head and body followed by pass
 - e. Fast passing drill
 - f. Four against one: Four for circle with one man inside. Inside man tries to intercept passes thrown between the four men. Stress balance for inside man and deception for circle men.

Area C

1. Dribble—with lay-up on pivot shot, one against one
2. Dribbling—two against one with lay-up shot

3. Dribbling—three against two with lay-up or pivot shot
4. Competitive passing drill
5. Competitive pivoting drill
6. Competitive shooting drills
7. Regular 8-minute game

Skill Tests

I. Elementary

- A. Demonstrate with success four out of five passes to moving teammate, both unguarded
- B. Dribble—demonstrate acceptable form in dribbling with both hands

II. Intermediate

- A. Lay-up shots—6 out of 10 from front of goal and either side
- B. Free throws—14 out of 25
- C. Long shots—one out of three from three positions two feet back of foul line
- D. Pivots—demonstrate in a satisfactory manner:
 1. Front, right, and left pivot
 2. Rear, right, and left pivot
 3. Shuffle, stop, and pivot.¹

Softball (Boys and Girls, Grades 7-12)

Softball has an important place in the sports program for boys and girls. This typically outdoor game has grown steadily in popularity. Some fundamental skills to be developed are:

Batting

This activity depends on natural ability, training and vision. Batting can be improved by studying good hitters, or perfecting style of your own.

Points to be emphasized are:

Position in batter's box
Depends upon type of pitcher

Get in back of box for fast ball
Get in front end for slow ball
Distance from plate
Varies with bat, length of arms and natural ability

Hands on bat

Matter of choice—some hitters use hands three inches from end of bat—full swing hitter holds bat at the end—muscles should be loose and free

Step

Should be short and straight into the ball

Swing

Swing in place, parallel with ground, not too hard
Follow through
Elbows out from body
Short, snappy wrist action
Get bat well back and in time, have it cocked

Eye

Keep eye on ball from pitcher's hand until it meets the bat

¹ *Physical Fitness Program for Tennessee High Schools*, The State Department of Education, Nashville, 1944. Pages 67-69.

Pitching

Cultivate a free, easy motion
Get the body and weight into motion
Be on balance when you deliver pitch
Control and a change of pace are important essentials in the
make-up of a pitcher—this requires constant practice
Develop a good delivery for use with men on bases
Physical condition plus control, speed and the knowledge of how
to throw the balls should enable any boy to become successful
in the art of pitching

Catching

Play up close under the bat, squat position
Get the ball away quickly
Good throwing arm essential
Make a target with glove for pitcher to throw at
Practice catching foul flies
Good balance essential; get feet in position to throw
Catcher should be a student of the game, he must observe opposing
batters carefully, note all weaknesses

Fielding

Infielders:

Keep the weight on the balls of feet, ready to start either way
Get squarely in front of ball quickly, keep low
Watch the ball, don't let it play you
Come in on ball
Use a giving motion, don't fight the ball

Throwing:

Get your balance before throwing
Footwork an important part of handling grounders
Cultivate a free motion
Use underhand throw on slow grounders
Overhand throw gives more accuracy and greater speed
Follow through throw; it gives more accuracy

Outfielders:

Learn to judge flies, requires long, hard practice
Catch fly balls above the waistline
Do not run too far under the ball
Return the ball to the diamond at once
Catch the ball if possible in throwing position
Figure out the play ahead
Throw to bases and to plate on the bound if fly is at all deep
On ground balls get body in front of ball and be sure and
block it
Practice relaying throws to the bases and to the plate
Back up the other outfielders and infielders where possible
Get set on every pitched ball

Base Running

Speed combined with sound judgment is essential
Don't look for ball, run out every hit
Watch for ball and chance to go to second
Touch base on inside on long hits; use inside foot

Volley Ball (Boys and Girls, Grades 7-12)

Volley ball is an excellent indoor or outdoor game.

It is a competitive team game in which there is no body contact. The game offers the participant an opportunity to develop a degree of accuracy, skill, and other coordinative characteristics. Volley ball is suitable for either outdoor or indoor participation and is an inexpensive activity for the physical education program.

Court

The court is 60 feet by 30 feet, and should have a height of 15 feet or more free from obstructions.

Net

The net shall be three feet wide over all and 32 feet in length. The net shall be tightly stretched and shall measure eight feet from the top of the net to the ground or floor.

Ball

Regulation indoor or outdoor volley ball should be used.

Number of Players

Six players make up a regulation team: right back, center back, left back, right forward, center forward, and left forward.

Scoring

A game is won when one team scores at least fifteen points and has at least a two-point advantage.

Major Rules

If any player of the serving team commits any of the following acts, it shall be "side out"; if any player of the receiving team commits any of the following acts, one point shall be scored for the serving team:

1. Serve illegally—when a served ball touches the net, passes under the net, or touches any player, surface, or object before entering the opponents' court
2. Fail to return the ball legally to the opponent's court—the ball must pass over the net within the regulation court
3. Catch or hold ball—when the ball comes to rest in the hands or arms it is holding or catching the ball
4. Allow the ball to touch his person or clothing below the hips
5. Touch the net with any part of the body at any time when the ball is in play
6. Touch the ball when it already has been played three times before being returned over the net
7. Reach over the net under any circumstances
8. Play out of position—when the ball is served, each player shall be in his own area
9. Touch the floor on the opposite side of the center line
10. "Spike" or "kill" the ball when playing a back position

Teaching Suggestions

1. The class should receive instructions in the skills of: handling chest, overhead, and underhand passes; serving the ball; receiving the ball; and spiking the ball

2. Divide the class in three groups: feeders, boosters, and spikers; this will teach the players how to handle the ball in a game-like situation
3. Offensive and defensive play should be discussed and demonstrated
4. Team play should be stressed and encouraged
5. On each play the participant should be alert and play as though the ball were coming to him
6. The players should be acquainted with the rules of the game.²

Tumbling and Stunts (Boys and Girls, Grades 7-12)

Unlimited opportunity for indoor work is presented in this activity. Both boys and girls may participate in safety, differences in practice resulting because of differences in anatomical structure. Girls should not be expected to perform with the same agility as boys. Boys are stronger in shoulders and the center of gravity is above the waist line. The bulk of the weight of girls is below the waist line, which in tumbling is disadvantageous. This difference is not prohibitive, however, and girls and women may tumble and learn skills in stunts with considerable pleasure and benefit.

The tumbling exercises given for the upper grades presupposes training in the tumbling activities for junior high school. The chief differences between the senior activities involve "companion" tumbling. Elementary tumbling activities as recommended for the junior high school may be performed by a single individual. As the student progresses he should be introduced to activities in which team work is necessary. It is important in advanced tumbling that safety be preserved. Classes should be equipped with a safety belt and used at all times until skill becomes so great that the danger of a fall is lessened. In all school work, members of the class should "spot" or place the hands under the hips of the performer while the latter is in the air. This safety precaution is important. Students should not learn these advanced exercises until they become competent in the elementary.

Teaching Suggestions

- a. Precautions for safety must at all times be in evidence. These include requiring students never to attempt other than simple tumbling stunts unless in the presence of an assistant and never to attempt difficult stunts without appropriate use of the safety belt. Students sometimes become foolhardy in their desire to outdo others in the performance of these activities. The class should be taught that caution and safety are more to be desired than the risk of injury. Girls especially should be protected from severe falls or jolts, particularly falls on the back. Girls should be careful to avoid the stunts which throw the body vigorously through the air and in which there is a danger of landing on the back.
- b. Although tumbling and stunts are usually indoor activities, they may be done nearly anywhere where simple equipment is provided. For indoor gymnasium work, canvas covered tumbling mats with mat covers are preferable but any foundation such as a lawn, a heavy carpet, or any covering in which footing is relatively secure will be satisfactory. In

² *Physical and Health Education for Elementary and Secondary Schools*, Publication No. 219, State Superintendent of Public Instruction, Raleigh, North Carolina, 1940. Pages 290-291.

placing mats for large classes, mats should be so spaced as to protect members of squads from injury from other squads. Some precision is necessary in moving squads to and from mats in cases where tumbling and stunts are used as a class activity. This is usually accomplished by having squads stand in file parallel to their mat. In activities using apparatus such as the horse, elephant, or buck, equipment should be padded with other mats and at all times care taken to prevent injury.

- c. The safety belt may be purchased from a manufacturing concern or it may be made from heavy canvas or leather at least 2½ inches wide with 1½ inch ropes attached to the sides on swivels. The belt is then buckled on the waist of the performer and ropes held on either side by assistants. The latter should be alert at all times to keep the performer from receiving a hard fall.
- d. Dressing equipment for tumbling will depend upon the extent to which complex events are performed. For simple tumbling involving no great skill ordinary gymnasium uniforms are satisfactory for both boys and girls. Rubber soled shoes and well fitted clothing permitting easy movement are necessary.
- e. In the activities needing one or more performers there should be a uniform starting signal for all activities and performers should be cautioned to remain alert at all times.
- f. In companion tumbling the heavy and stronger students should assume the "under-stander" position and the lighter and more agile the "top-mounter."
- g. The teacher does not need to be an expert performer. The teacher should, however, be familiar with all the activities and select them according to the abilities of the students.
- h. The use of mat covers and mat racks is highly desirable. Many skin infections are transmitted by direct contact with dirty mats. Mats dragged across floors or tumbled upon throughout the year become quickly soiled and unless treated by constant exposure to the sunshine retain some of the moisture and infectious organisms constantly. For this reason mat covers are necessary. They should be used and changed no less than twice weekly. Students with skin infections should not be permitted to tumble. All mat burns should be immediately attended in order to prevent infection. A clean mat cover not only prevents the spread of infection but makes tumbling and stunts a more inviting activity, particularly for girls. One should not expect girls to enjoy tumbling on mats soiled from constant use.
- i. Lesson plans should be arranged in progression from simple to complex activities. Warm-up activities such as forward and backward roll should precede all lessons.

Tumbling Activities

Suggested activities for tumbling and stunts are too numerous to mention here in their entirety. A number of activities will be described however.

Junior grades:

Forward roll

Hands placed on mat, arms straight from shoulders, fingers point forward, head erect. Spring forward, support weight

on arms at the same time duck head forward landing lightly on back of neck. Throw arms forward to grasp knees "in tuck" while rolling. As feet strike mat pull on knees to rising position. Take off to roll can be lengthened to dive as skill increases.

Backward roll

Assume squat position. Without grasping knees push backwards from feet in doubled up position. Place hands on mat opposite ears, support weight on arms and push backward lifting head off mat. Place feet on mat and rise to standing position. Important to push strongly with arms.

Combination roll

Forward roll crossing the feet while rolling, come to standing position, make half turn and go into backward roll.

Chest roll

Assume standing position, lean forward, place hands on mat, throw both feet above head by taking weight of body on arms. Bend arms slowly to one side. Feet should be kept above head with back arched until knees strike the mat. At this instant push with arms, throw head back with arms over head and resume standing position.

Combination roll

- a. Two forward rolls, a chest roll and a back roll
- b. Two forward rolls, a jump between arms and two back rolls

Jump between arms

From a standing position fall forward, catch weight on arms, toes on floor, arms extended. Spring forward between hands to standing position.

Forward chest roll

Arch back in standing position, fall forward, bring knees first, then pelvis, catching weight of body on arms. Turn head slightly to side and push up to hand stand, then duck head forward into a forward roll.

Combination roll

Series of forward chest rolls.

Head stand

Hands on mat, 30 inches apart, fingers pointed backwards. Head placed on mat to form triangle with hands. Gradually move feet forward until hips are above head. Hips must move forward to arch back. Return to kneeling position.

Head stand and forward roll

From head stand drop legs forward to form right angle with trunk. From this position duck head and execute forward roll with trunk to resume standing position.

Back roll to a head stand

Bend forward at hips from standing position keeping knees straight. From this position sit down on mat breaking fall by catching weight on arms. In same momentum roll to head stand. Balance is gained by shifting hands quickly to form triangle with head.

Chest roll from head stand

From head stand take weight entirely on arms turning head to one side. Execute chest roll to standing position keeping arch in back.

Back roll into chest roll

From back roll to head stand continue on into chest roll without holding head stand.

High back roll

Sit backwards rapidly as described in back roll to head stand. Place hands opposite ears and push up to hand stand without losing speed by pushing from mat sharply with head and throwing chest forward. After lighting momentarily snap feet forward to a standing position.

Combination

Series of forward rolls reversing direction with two high back rolls.

Cart wheel

Stand parallel to long dimension of mat. Extend arms sideways. Keep body in vertical plane placing left hand on mat with elbow extended bringing right leg upward. Weight goes to left arm as body rises upward bringing right hand to mat. At this point both feet should be overhead but not together. Movement proceeds to land on right foot with left leg completing circle, coming down in same plane as right foot. Arc should be described in vertical plane. Cart wheel may be executed from either left or right hand on mat. Combination activity with series of cart wheels.

The snap-up

From lying on back draw feet back overhead until weight is over shoulders, placing hands opposite ears. Feet kick forward at 45 degree angle. At same time head and hands are pushed violently down bringing body to standing position on feet. Performers should not bend at waist and should throw hips forward.

Snap-up from forward roll

Hands on mat rolling slowly forward keeping the feet in contact with mat. At moment back of neck strikes the mat execute snap-up as described.

Combination

Series of forward rolls, jump between arms, half roll backward and the snap-up.

Hand spring

Run forward, hopping on left foot at same time swing right leg forward to 45 degree angle, throwing head back and extending arms overhead. Next step on right foot, at the same time bring arms forward and place hands on mat 12 inches in advance of right foot. Swing legs overhead with back straight and head up. Spring vigorously with arms, landing on feet.

Head spring

Head spring like hand spring permitting head to touch the mat momentarily.

Head stand

Bending forward hands placed on floor, start from shoulders, fingers forward. Feet thrown over head until body weight is borne on arms. Stretch upward holding head up. Control is gained by bending arms and raising or lowering head. Practice hand stand near wall to aide in acquiring balance. Hand stand should be learned before walking on hands.

Elbow stand

Elbows placed on mat, hands covering to central point. Without permitting head to touch mat throw legs over head to elbow stand.

Stunt Activities

Stunts utilizing tumbling activities and combinations are innumerable. The following are illustrative:

Jump between hand and foot

Grasp one toe securely with opposite hand. Without losing grasp on toe jump through opening between hand and foot, then jump back.

Squat and rise

From standing position squat on one leg without losing balance. Keep opposite leg extending forward without touching mat. Rise to standing position.

Head stand and tip up

Squatting position is taken with hands flat on floor, elbows inside of and hard against the knees, arms tight pressed on the ribs. Weight of the body is placed on hands by leaning forward until feet swing clear of floor. With this starting position for regular head stand simply place the head on floor 6 or 8 inches beyond hands and raise feet to vertical position.

Fish hawk dive

Kneeling on one knee with other leg and foot entirely off the floor a forward hand position is taken. With a swoop in this hand a handkerchief placed in front of knee can be picked up with the teeth.

Crab walk

From a standing position the knees are bent and a squat position is taken until both hands are flat on the ground in back. Walk, run with face up in this position.

Through stick

Broom handle or small round stick is taken and grasped with both hands behind the back, palms forward. Stick is brought over head in front of body, arms straight, hands still on stick. Right foot is lifted, swing through between hands from front over the stick around right arm. Crawl through head first, stick being raised with left hand over head drawing stick over right knee and back. Upright position is reached and left foot is pushed back over the stick which at the end is still grasped in front of back as above stated.

Jump stick

Light, small stick is held in front of body with fingers and is jumped over with a spring bringing knees up to chest. Jump over stick. This is done several times.

Corkscrew

A piece of paper, the size of a walnut, is placed on outer side of right foot. This is picked up with left hand after passing left hand in front of body around outside of right leg. The feet should be kept a few inches apart.

Crane dive

Stand a small piece of paper on floor. This should be about six inches high. The paper is picked up with the teeth by bending forward from standing position on one foot.

Frog dance

Squat on one heel, the other foot being extended straight sideways. This foot is drawn in while the other is shot out to a side position, the upper part of body being kept as erect as possible.

Cartwheel

An erect standing position is taken, left hand at side, fingers spread, palm down and right hand is raised over the head. The body is inclined toward the left side, the right foot thrown into the air as the left hand strikes the floor. The right hand and then the right foot immediately follow the left foot striking last. The more rigid the body is kept, the better the stunt; feet must travel straight up in the air over the head.³

Track and Field (Boys and Girls, Grades 7-12, Modified)

Track and field sports are growing more popular and should be a conspicuous part of the physical education program content. It is a sport that lends itself to age and ability adjustment more than any other. While a well built cinder track is most desirable, running may be taught and races run on any level ground. There is always room some place where the jumping and throwing events may be held.

Suitable events for Junior Grades:

- a. The sprints: Running events from twenty-five or thirty yards up to two hundred possibly including the standard "two-twenty." Boys and girls 12 to 15 are, for the most part, biologically incapable of safe performance in races over 220 yards. The sprint races supply opportunity for both speed and endurance to these younger students
- b. The low hurdles: Low hurdle races of not more than 100 or 110 yards in length are suitable. The standard low hurdle is 2' 6" in height. Hurdles 2' high are more to be desired for this age group of boys and girls.
- c. The high jump and the broad jump are both considered suitable although some authorities question the broad jump for girls because of the supposed effect upon the reproductive system from the jar of landing. The high jump has also been criticized for the same reason. With even take-off runways, and deep soft landing pits whose outer borders are far beyond the falling reach of the most awkward adolescent, the jumps are less dangerous.
- d. Relay races—up to 100 or 110 yards for each competitor are satisfactory.
- e. Other events such as obstacle races, carrying races, standing broad jump, etc., may afford excellent substitutes for the traditional standardized events.

Unsuitable events:

- a. Races of more than 220 yards for each runner: Because the heart and neuro-muscular mechanisms of the boys and girls

³Delbert Oberteuffer. *A Program for Junior and Senior High Schools, Health and Physical Education Series, Vol. III, State of Ohio Department of Education, Columbus, 1932. Pages 168-173.*

- in this age group are not up to the standard for good performance. This includes the 440, 880, mile, two-mile, and cross country.
- b. The high hurdles: Because neither boys nor girls in these ages have grown enough to make a 3' 6" hurdle a feasible jump.
 - c. The pole vault: Because of the lack of strength to carry the pole plus the added danger from poor motor control in falling.
 - d. The discus, shot put, hammer throw, and javelin: Because these implements are unsuited to the size of the competitors.
 - e. Relays over 440 yards: Because no one competitor, either boy or girl, should run, at this age, over 110 yards in competition.

Suitable events for Senior Grades:

- a. Springs—boys and girls. Running events from 30 yards to 220 yards.
- b. Middle distance events. Boys only. Running events over 220 yards and less than a mile, including the standard quarter (440 yards) and the half (880).
- c. The mile run. Boys only.
- d. The high jump and broad jump. Boys and girls. Of questionable value for girls. All pits should be deep, soft and well padded around the edges to prevent injuries.
- e. The shot put, discus throw, and javelin throw. Boys only. These events have all been recently questioned on the grounds that there is little of natural interest in them and that they are antiquated. Meets in some sections of the country are now held without them. Girls are biologically unsuited to them. Where the shot put is used, a 12" shot is better.
- f. The pole vault: Boys only. Girls can vault but with doubtful safety.
- g. The 110 yard or 220 yard low (2' 6") hurdles. Boys and girls. Of doubtful value to girls.
- h. The half-mile relay: Boys only. Doubtful for girls. Each competitor runs 220 yards.
- i. Cross country running. Not to exceed two miles. Boys only.
- j. Other events such as obstacle races, throws, standing broad jump, etc.

Unsuitable events including those of doubtful value:

- a. Runs, for girls, over 220 yards in length: Because the anatomic structure of the female precludes good performance.
- b. The shot put, javelin throw, discus, and pole vault for girls: Because the implements used are unsuited to their structure.
- c. High hurdles: Lack of growth in height and in motor coordination make the 120 yard high hurdle race (3' 6" hurdles) unsuited for most boys or girls. Good high school hurdlers do, of course, exist. Out of a meet with 100 competitors there may be four boys who can high hurdle well enough to get satisfaction from the activity. The others are ungraceful, often injured, and find no satisfaction in the race. Although a standard event, the high hurdles for less than college age are of questionable value for either boys or girls.
- d. The 16 lb. shot and the hammer throw. Both events require implements too heavy to permit good performance by this age competitors.

- e. Running races over one mile in flat race meet competition: Because of the lack of sufficient heart or neuro-muscular development in either boys or girls of this age.
- f. The mile relay has been questioned because of its strain of heated competition, including exhaustion. It is of doubtful value to those boys who have previously participated in the 440, 880 or mile.

Teaching Suggestions

Some of the principal suggestions on teaching can be briefly given:

- a. Track and field events, involving, as they do, the fundamental movements of running, throwing and jumping, are used many times as the basis for achievement tests. Standards for performance should be set for local groups and point systems based on local performance.
- b. Drill squads in rotation on such fundamentals as the crouch start, form in running as follows:
 - (1) The crouch start: "On your mark"—the forward foot is placed six or ten inches behind the starting line; rear foot is parallel to it and placed back just far enough to permit rear knee to be even with instep of forward foot. The hands are spread (fingers out) on the starting line. "Get set"—the body leans forward as the rear knee is raised six to eight inches from the ground. The weight is supported by the arms and forward leg. The head is raised and the attention is concentrated on driving ahead hard when the starting signal is given. "Go"—the runner pushes off with the rear and forward feet and springs ahead with short, driving, choppy steps. The forward angle of the crouch position gives way gradually during the first six or eight strikes to a normal spring position. Avoid straightening up immediately.
 - (2) Running form: Lean slightly forward; drive arms forward and across body to middle body line with emphasis upon drive; run on toes. In sprints rapid steps with knees high.
 - (3) High jump: Scissors jump preferable for large class work. Western roll for exceptional performers.
- c. For early practice, before competitive season the squad should be divided for work on fundamentals as follows: Sprinters, distance runners, hurdlers, jumpers and throwers. A daily schedule of procedure should be followed bringing competitors into condition gradually. Sample of a day's routine in early season:
 - (1) Sprints—jog 440 yards, 6 or 8 starts sprinting 10 to 20 yards, run event at $\frac{3}{4}$ speed.
 - (2) Runs—jog 880 yards, 6 or 8 starts, run $\frac{1}{2}$ distance of event at normal pace or do $1\frac{1}{2}$ time event at $\frac{3}{4}$ pace. Practice pacing on mile or half.
 - (3) Hurdles—same as sprints, run 4 hurdles for form. Three times a week go full distance. Ground or gymnasium work for form.
 - (4) Throws—Warm up easy, practice form and approach, do two or three full throws a day.
 - (5) Jumps—practice with sprinters, practice traffic off with easy jumps. Do four to six full jumps a day.⁴

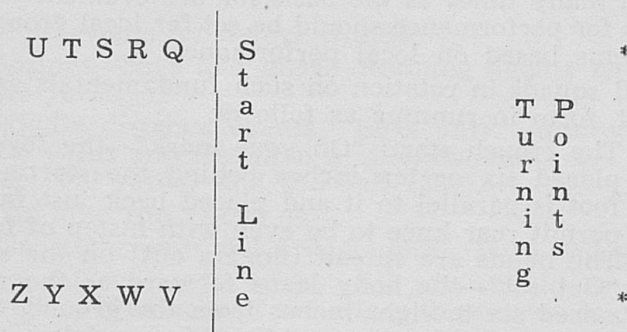
⁴Delbert Oberteuffer, *op. cit.*, pages 217-220.

Relays (Boys and Girls, Grades 7-12)

One Thousand Relays

GENERAL REGULATIONS: A relay race consists of teams competing against each other by having the individuals of each team complete a specified activity in turn. The team that completes the activity first wins the relay. To start a relay, the group is divided into two, three, or more teams with from four to ten players on each team and with the teams equally divided as to playing ability.

Arrange the teams in parallel lines, facing a start line. The illustration below shows two teams, of five players each, in position for play. All these players are facing the start line.



A TYPICAL RELAY: Players are divided into two, three, or more teams and take positions as shown in diagram above, facing the starting line.

Give the first player of each team, Q and V in illustration above, a ball (variations, see I below). At the starting signal, the first player in each line of players passes the ball backward over his head (for variations see II below) to the second player in each line who passes it to the third, etc. The ball is passed in this way to the end of the line. The last player in the line gets the ball, runs (see III below) with it in his hands (see IV) to the head of the line (see V) (see I), steps in front of the line, and passes it backward as before. This continues until all have run. The team that reaches its original position first wins the relay.

- I. For variations, use: (1) stick, (2) potato and spoon, (3) cap on a stick, (4) barrel-hoop, (5) marble, etc.
- II. For variations, use: (1) pass between legs of players on the team, (2) alternate passing between feet of first player, over the head of second, between feet of the third, etc., (3) pass object down the line along the right or left side of the team, (4) pass object down line to right of first player, left of second, right of third, etc.
- III. For variations, use: (1) walk, (2) hop on one foot, (3) hop on both feet, (4) run backwards, (5) hop backwards, (6) run on hands and feet, (7) run with hands grasping ankles, etc.
- IV. For variations, use: (1) dribble a ball, (2) carry object on top of head, (3) carry object on back of hand, (4) carry potato on spoon, (5) push, kick, or bat an object, etc.
- V. For additional variations, have each player stop as he circles the turning point and perform some stunt. There is an almost unlimited number of stunts that can be so used.

The following are suggested: (1) throw basketball through basket; (2) skin snake through a barrel hoop; (3) move some object from one small circle to another—circles drawn on ground; (4) thread a needle; (5) remove, and replace shoes; (6) inflate small candy sack, and burst it; (7) turn a somersault; (8) throw some object into the air, and catch it, etc.

VI. For variations, (1) have each runner travel around a turning point. (See illustration)

By the use of different variations in the relay described, approximately one thousand relays can be built. It is simple to make these variations, and teachers will find it easy to supply all relays needed. Following is a description of the first relay but with variations indicated in the description of the first relay. The following is given to illustrate the use of variation; note how closely it follows the description except for these variations:

A SECOND TYPICAL RELAY—to illustrate the use of variation: Give the first player of each team a broomstick. At the starting signal, the first player in each line of players passes the broomstick between his feet to the second player who passes it to the third, etc. The broomstick is passed in this way to the end of the line. When the last player in the line gets the broomstick, he straddles it and "rides the horse" to the turning point. At the turning point he stops, turns around three times, and again "rides the horse" to the head of the line. Broomstick is passed backward as before. This continues until all have run. The team that reaches its original position first wins the relay.

Suggestions to Teachers

1. The first player on each relay team should be conspicuously identified. Otherwise, it is difficult to distinguish the last runner and to determine which team wins the relay.
2. If any team is short one player, the first player on that team should be required to repeat his turn.
3. When a player has finished his activity, he should be cautioned to hold his regular position on his team and not to interfere with the other runners.
4. Adopt all possible safety measures: Select level ground; prevent collisions; do not have players run into a wall as a turning point, etc.
5. It is often helpful to appoint a leader or captain for each relay team and to make him responsible for the conduct of the team. An enthusiastic team captain is a great asset to a team.
6. Players should be re-assigned to teams frequently so that all pupils will have both the satisfaction of winning and the experience of losing gracefully.
7. The teacher should be sure the relay is understood by the players before the starting signal is given.
8. The amount of exercise to be had from participation in these relays is dependent, for the most part, on the distance the pupils are required to travel. If the pupils are already partly fatigued from participation in the physical fitness exercises, the relay distance should be a comparatively short one; but, if the relay is organized and at a time when the pupils are rested, it is suggested that they be required to travel around a turning point placed some 20 to 50 yards in front of the front-line players.

9. Each team in the relay should be composed of not more than ten players. Otherwise, interest will drag, and activity load will be reduced.
10. Encourage sportsmanship; prohibit vulgarity; prohibit criticism of unskilled runners; encourage friendliness between groups; avoid inter-group sarcasms; try to keep all pupils busy and happy during this game period.⁵

Individual and Dual Games (Boys and Girls, Grades 7-12)

One-Wall Handball

One-wall handball is a game of American origin and since 1900 it has grown by leaps and bounds. The game is played on a court with a floor surface of 20 feet by 34 feet and a front wall surface of 20 feet by 16 feet. (The floor surface can be modified in proportion to the front wall surface.) The game can be modified to either a very strenuous or a moderate activity.

The large handball (number 106) is recommended because gloves are not required for participation. Tennis balls may be used but are not as satisfactory as the regulation handball.

The Game

The game may be played by two, three or four persons. A game shall consist of 21 points. A match shall consist of the best two out of three games.

Major Rules:

The Service

The server must stand in the serving space (between the service and short lines) while making the serve.

In serving, the ball must be bounced on the floor and struck on the first bounce.

To be in play the ball must first strike the front wall and then rebound across the short line.

Missing the ball puts the server out.

In doubles, each partner must serve his own hand.

Receiving Service

The receiver must stand back of the short line while the ball is being served.

A receiver may play the service either on the volley or the first bounce.

It is optional with a receiver to accept a short ball; if a short ball is attempted it becomes a fair ball.

Shorts

When a served ball hits the front wall and fails to strike back of the short line on the fly.

If a short ball is touched or stopped by the server or his partner the server is out.

Two "shorts" retire the server; the second consecutive short or fault is unplayable and the server is automatically out.

⁵ Physical Fitness Program for Tennessee High Schools, *op. cit.*, pages 30-32.

Hinders

A returned ball which strikes an opponent on its way to the front wall is dead.

Interference is considered a hinder and the point is played over.

Hand-Out

Intentional interference with an opponent.

A served ball touching the server.

Failure to play a ball properly returned from a service.

Other rules

After the ball is served the server's opponent must return the ball to the front wall. The ball may be played on the fly or on the first bounce, but must strike the front wall after it is returned before hitting the floor.

Every player is entitled to a free and unobstructed opportunity to play the ball.

Only one hand may be used in playing the ball.

The ball may not be struck by a player after it has been touched either by his partner or by himself.

Teaching Suggestions

1. The members of the class should be divided into squads for instructions in the rudiments of the game: underhand stroke, overhand stroke, chest stroke (baseball throw), volleying, serving, and receiving
2. Throwing the ball against the front wall with the left and right hands is good practice to develop footwork, stroking and following through.
3. Each player should be taught how to stroke with both hands. Practicing with only the weak hand improves one's play.
4. Players should realize the importance of following through when stroking the ball and keeping the eyes on the ball until it is hit.
5. Demonstrate court strategy for singles and doubles.*

Shuffleboard

Shuffleboard is a good recreational game for boys, girls and adults. It offers opportunity for co-recreational activity.

Equipment

Four cues, maximum length 6 feet 3 inches. Eight wooden discs, half of which should be one color and the other half another color. These discs are one inch thick and six inches in diameter.

Playing surface

Floor or sidewalk, marked for game.

Players

Two for singles, both at same end of court, changing ends after all disks are played.

Four for doubles, partners playing at opposite ends of court.

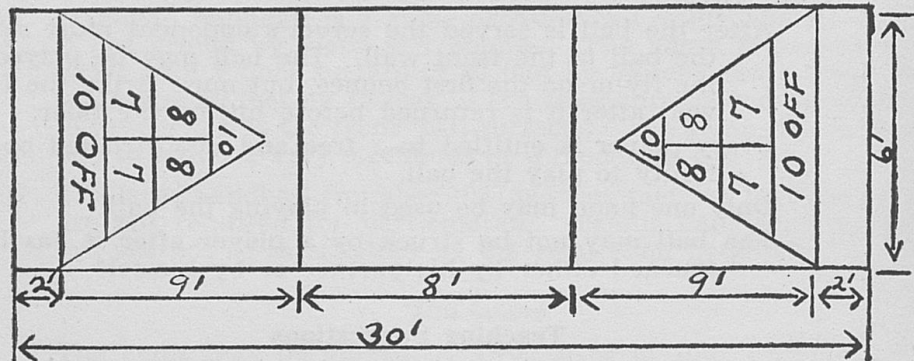
* North Carolina State Department of Education. *Physical and Health Education for Elementary and Secondary Schools, op. cit.*, pages 292-294.

Activity

The discs are shoved alternately by each side from his half of the 10-off space, the object of the game being to place the disc in the scoring area.

Scoring

1. Twenty-one points or fifty points may be counted as a game, as determined before the game starts.
2. An opponent's disc may be driven off the scoring area or into the 10-off space.
3. All discs not touching lines are counted.
4. For values of scoring area, see diagram.⁷



Horseshoes

Equipment

Two iron or steel pegs, one inch in diameter and two to five feet in length, and two shoes for each player.

Number of participants

Two or four players. (Singles or doubles)

Playing field

The court should be forty to fifty feet in length, with the two pegs placed in the ground, thirty feet apart and extending ten inches above the surface. Each peg must be surrounded by a pitching box, which should be six feet square with the peg in the center. The box must be filled to a depth of six inches with soft clay and should be kept moist. The front frame must extend one inch above the ground.

Starting position

The opponents stand behind one of the pitching boxes. The first player pitches her horseshoe at the peg, the opponent then follows, and they repeat with their second horseshoes. Each one attempts to place her shoes on the peg or as near to it as possible. Scores are then taken, the shoes are picked up, and play continues with pitching to the opposite peg. Players pitch to alternate pegs until one player scores twenty-one or fifty points, which constitute a game.

Rules:

- a. Players may not go to the other box to see the position of their shoes until the end of the inning.
- b. Shoes may not be touched until the points have been decided upon.

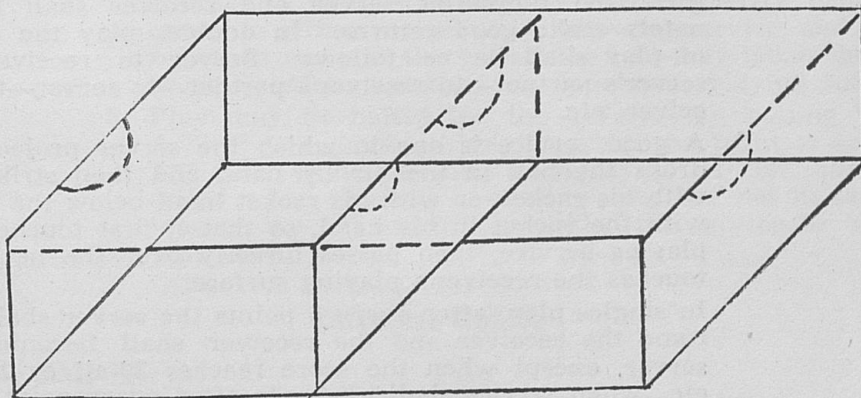
⁷ North Carolina State Department of Education, *Physical and Health Education for Elementary and Secondary Schools*, op. cit., pages 297-298.

- c. No one may interfere with a player who is in the act of pitching.
- d. Another shoe may be pitched if a shoe breaks while landing in fair territory.
- e. A shoe that strikes outside the opposite pitching box is a foul shoe.
- f. A horseshoe pitched from beyond the pitching line is a foul shoe. Penalty: The shoes do not score.
- g. Use calipers to make accurate measurements for determining points.
- h. Scoring rules:
 1. A shoe must be within six inches of the peg to score.
 2. The closest shoe to the stake scores one point.
 3. Two shoes closer to the stake than the opponent's score two points.
 4. Each ringer scores three points.
 5. One ringer and the closest shoe score four points.
 6. Shoes of equal rank with opponent's shoes do not score for either player.
 7. If each contestant has a ringer, the next closest shoe, if within six inches, scores one point.
 8. A leaning shoe has no more value than one touching the stake.

Box Hockey

Equipment

The box for this game should be made of $\frac{1}{2}$ " or $\frac{3}{4}$ " lumber. It consists of sides, ends, middle partition and bottom. Each end has a hole out at the bottom in semi-circular form $3\frac{1}{2}$ inches wide. The middle partition has two such holes at the bottom and a groove cut in the center of the top, 2 inches wide. The sticks used may be made from broom handles. An old baseball or a hard rubber ball may be used.



Players

Two players play at a time, or two teams, with a member from each team competing at a time. The players stand on opposite sides of the box facing it. Each player tries to hit the ball through the hole in the end of the box to his left with his stick.

⁸ Therese Powdermaker. *Physical Education Play Activities for Girls in Junior and Senior High School*, A. S. Barnes and Company, New York, 1938. Pages 193-194.

The Game

At the start the ball is placed in the groove on top of the middle partition. The two players touch their sticks to the floor on opposite sides of the partition, raise them and strike them together above the ball; this is repeated twice and after the third tap they attempt to strike the ball. If the ball falls into the half of the box to the player's right he must work it through the holes in the partition into the section to his left in order to be in position to attempt to score.

Scoring

A player scores each time he puts the ball through the hole in the end of the box to his left.*

Table Tennis (Ping-Pong)

Equipment

1. The Table shall be 9 feet in length, 5 feet in width and $2\frac{1}{2}$ feet above the floor.
2. The Net shall be not less than 6 inches nor more than $6\frac{1}{2}$ inches in width.
3. The Racket may be of any material, size, weight or shape.
4. The Ball shall be celluloid, white, and dull in finish, not less than $4\frac{1}{2}$ inches nor more than $4\frac{3}{4}$ inches in circumference.

Game

1. A game shall consist of 21 or more points. A game shall be won by the first player to win 21 or more points by a margin of 2 points.
2. A point is won or lost through putting the ball in play in the following order: The server shall first make a good service; the receiver shall then make a good return, and thereafter server and receiver shall alternately make good returns. In doubles play the order of play shall be as follows: Server to receiver—to server's partner—to receiver's partner—to server—to receiver, etc.
3. A good service is one in which the server projects or drops the ball in the air by hand and then strikes it with his racket, or with his racket hand below the wrist with the racket in his hand, so that it first touches his playing service, then passes directly over the net, and touches the receiver's playing surface.

In singles play, after every 5 points the server shall become the receiver and the receiver shall become the server, except when the score reaches 20-all or 21-all, etc., when service shall alternate after every point. The player who serves initially in one game of a match shall become the initial receiver in the next game of the match, and so on for all the succeeding games of the match.

In doubles play, after every 5 points the serving team shall become the receiving team and the receiving team shall become the serving team. Service shall further

* North Carolina State Department of Education. *Physical and Health Education for Elementary and Secondary Schools*, op. cit., pages 299-300.

alternate between the members of a team, each player serving a group of five services. The order of service in doubles shall therefore be: Initial server—initial receiver—initial server's partner—initial receiver's partner. When the score reaches 20-all or 21-all, etc., service shall alternate according to the foregoing order after every point.

In singles play the server may serve from any part of his playing surface, the ball touching any part of his playing surface, to any part of the receiver's playing surface. At the moment of impact of the racket and ball both must be behind the base line and between an imaginary extension of the side lines.

In doubles play the server shall serve from the right side of his team's playing surface, the ball touching any part of his team's right court, including the center line and right side line. He shall serve alternately to any part of the right and left courts of his opponent's playing surface, including the center line and corresponding side line of the receiving court. At the moment of impact of racket and ball, both shall be behind the base line and between an imaginary extension of the center line and right side line.

In doubles play the places taken at the table by the members of each team in receiving the first group of services served to them shall be maintained throughout the game.

4. A good return is one in which the ball having been served is struck by the receiver with his racket while it is in his hand, or with his racket hand below his wrist while his racket is in his hand, before the ball shall have touched his playing surface twice, consecutively. The ball so struck must pass over or around the net and touch any part of his opponent's playing surface (in doubles as well as in singles). In its passage from receiver to server immediately following service, and from server to receiver thereafter, the ball may touch the net or posts before touching the opponent's playing surface.
5. Play may be halted by the referee by calling "let." A "let" is a pause in play in which no point is scored. The rally so halted shall be replayed. A "let" shall be called when the ball in passing over the net in service touches the net or posts, provided the service be otherwise good.¹⁰

Informal Games

Battle Ball (Boys)

Twenty to 80 players.

Two balls about the size of a volley ball are needed. If more than 15 players are on a side three balls will be needed.

Divide a space of 60 by 40 or thereabouts into two equal parts by a line across the center. Teams are placed on opposite sides of center line. Game starts by giving each team a ball. At the command "go" the player with ball throws at any member of opposite team. A player hit drops out. A ball striking floor,

¹⁰ Indiana Department of Public Instruction. *Physical and Health Education*, Bulletin No. 113, Indianapolis, 1935. Pages 94-95.

wall, or a player is immediately dead and may be picked up for a return throw. When both sides have five or more men out they may agree to return to the game an equal number of players. The game then continues on as before. The team having the most players out at expiration of time loses the game.¹¹

Dodge Ball (Boys, Girls)

Ten to 60 players.

Two volley, soccer or basketballs are needed. Group forms a circle with three players inside. The object of the game is for the circle players to hit the center players with a ball, the center players dodging to evade this. The center players jump, stoop, or resort to any means of dodging except to leave the ring. Any player hit on any part of his person changes places with the player throwing ball. Each player hit counts one point for the thrower. The center player must keep the center free of balls for no circle players are permitted to leave their places.¹²

Progressive Dodge Ball (Boys, Girls)

Field—The ground is divided into three equal courts, each thirty by thirty feet.

Teams—Three teams play at once, designated Red, White, and Blue. Each team stands within own acre.

At opening of game, the two outer teams (Reds and Blues) attempt to hit as many members of the White team as possible, during a period of two or three minutes. As soon as a member of the White team is hit by the ball, he leaves the game. At the expiration of the allotted time, the Reds and Whites change positions and the game continues. During the third interval the Reds and Blues change places. The team having the fewest number of players hit by the ball wins the game.¹³

Prisoner's Base (Boys)

Fourteen to 28 players.

Establish a playing field 100 feet square. Mark off 10 feet in the center of each base line—this is the prisoner's base. Arrange one team behind each base line. At signal one or more players from either team run toward their opponents. One or more players from the opposing team rush out and try to tag them. A player leaving the base line can only tag players of the opposing team who left before he did and can only be tagged by a player who left after he did. A player may run back across his own base line and immediately enter the field of activity again in an effort to tag an opponent before he (the opponent) can return to his base line. Players tagged by an opponent are taken to the tagger's base for prisoners—both captor and captive are given free passage and placed in a chain-gang. To form the chain-gang the prisoners hold hands and extend from the base line forward toward their own base line. Each prisoner joins the chain-gang at the base and moves forward as new prisoners are brought in. The players of each team attempt to release their teammates in prison by tagging them. Likewise each team should assign one or two players to guard its prisoners. Captors who have prisoners and players who have freed their teammates should hold hands with them until

¹¹ Delbert Oberteuffer, *op. cit.*, page 160.

¹² *Ibid.*, page 162.

¹³ *Ibid.*, page 166.

they have been taken to their proper positions. Released prisoners and those who released them are given a free passage to their own base line. Only one prisoner can be released at a time. Any player stepping over the side line becomes a prisoner. Set a time of ten minutes for the game; the team having the greatest number of prisoners at the expiration of this time wins.¹⁴

Three Deep (Boys, Girls)

Twenty or more players.

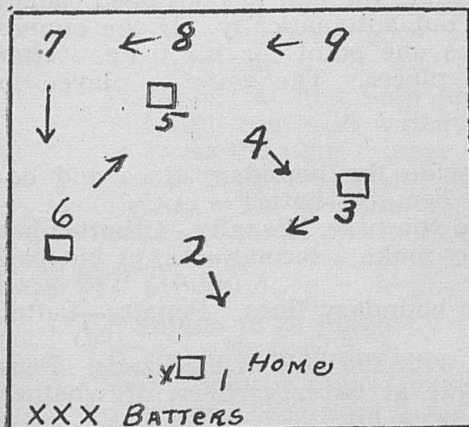
All of the players but two form in a double ring, facing inward, with one player directly behind the other. The two odd players, one of whom is runner and the other chaser, start outside of the circle. The object of the game is for the chaser to tag the runner. The runner may save himself by stopping in front of any couple standing in circle, whereupon the file having been made "three deep," the rear player or third man becomes at once liable to tagging. He thus becomes the runner and tries to evade the chaser. He may seek refuge in the same way in front of a couple. Should the chaser tag the runner, they exchange places, the runner immediately becoming the chaser, and the chaser being liable instantly to tagging. All chasing is outside of the circle and players are not allowed to cut between couples.¹⁵

Scrub or Work-Up (Boys, Girls)

Object: To play baseball when the number of players is too small to play teams. To practice fundamentals of baseball and play in all positions.

Equipment: Baseball, bat, 4 bases.

Number of players: Twenty to fifteen.



Procedure: Principles of game are same as One Old Cat except there are more batters and more fielders. Regulation baseball rules apply and when there is an "out," the batter goes to right field (9) and begins working up to batter again. Rotation takes place as in diagram. A variation of the game is to let "fly take place," which means that fielder who catches fly immediately becomes batter and there is no rotation on that play.

Remarks: This is a particularly good game for beginners in baseball for they learn the duties of different positions. This is a game every boy and girl should know.¹⁶

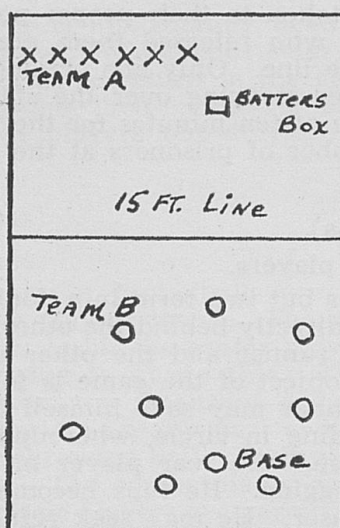
Bat Ball (Boys, Girls)

Object: To bat a ball and then run around a base without being hit by the ball in the field. It teaches the fundamental skills of striking, running, dodging, catching, and throwing.

¹⁴ *Ibid.*, pages 165-166.

¹⁵ *Ibid.*, page 164.

¹⁶ Indiana Department of Public Instruction, Bulletin No. 113, *op. cit.*, page 99.



Equipment: Volley ball or light soccer ball, a base which may be a chair, tree, or jumping standard.

Players: Ten to 40.

Procedure: Players are divided into two teams, one in the field and at bat, as in baseball. Players in the field (Team A) are distributed indiscriminately in the field. Players at bat (Team B) are numbered off and bat in that order until there are three outs. The first batter (Team A) bats the ball with the open hand, overhand or underhand as in volleyball, and then runs out into the field around the base (in either direction) and then to home territory trying not to be hit by the ball thrown by a member of Team B, providing the ball has not been caught on the fly which makes him out automatically. If the runner reaches home safely, he scores one point for his team. After three outs the teams change places. The game is played in innings as in baseball.

Rules:

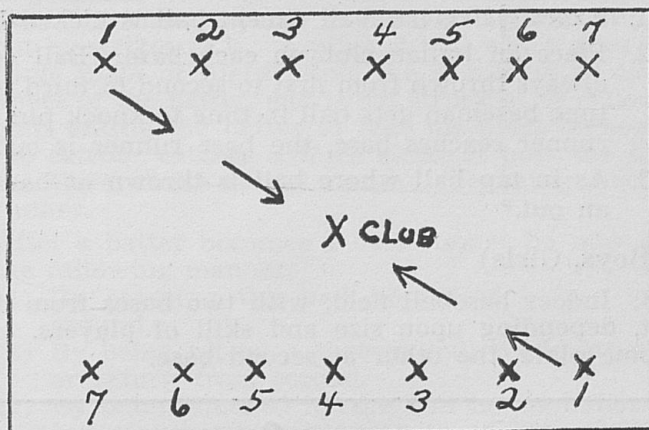
1. The ball must land inside the boundary lines and beyond the 15 foot line. Penalty—batter is out.
2. Batter must run around the base. Penalty—if batter has not been hit out he may make a second attempt but ball is still in play.
3. Batter must run inside boundary lines. Penalty—batter is out.
4. A fielder may not run with the ball in his hands. Penalty—a point to the side at bat regardless of whether runner has or has not been hit.
5. A fielder may not hold the ball for more than three second. Penalty—runner is out.
6. A runner, if hit by the ball, is out.
7. A fly ball caught is an out.

Pointers: With beginners, two trials can be given at bat. Runners should keep facing the ball while in the field and dodge the throw. Fielders who do not have the ball can run and should box up the runner so that if the throw misses the runner a fielder can immediately retrieve the ball. Fielder should never throw a ball at runner unless there is another fielder on the other side of the runner.¹⁷

¹⁷ *Ibid.*, page 83.

Club Snatch (Boys, Girls)

Object: To retrieve Indian club without being tagged by opponent or to tag opponent with club. Teaches alertness, dodging, and strategy.



Equipment: Indian club, handkerchief or cap.

Players: Eight to 20.

Procedure: Players are arranged in two lines facing the center at opposite ends of gymnasium or playground. An Indian club or substitute object is placed in the center. Number off the players and at a signal player number one runs out and captures the club and returns to his own goal line without being tagged by the other player. If successful, his side is awarded one point, while if he is tagged with the club in his hand one point is awarded to the other side. The club is then returned to the center and players number two run forward at the given signal. Continue until all have run and then announce the winning side.

Pointers: At first both players will try to grab club and run. The skill comes in watching for an opening before taking club or to let the other player take it and then tag him. With large groups make four teams instead of two—all can follow the same signals. To progress in teaching alertness, numbers can be called at random instead of in sequence.¹⁸

Kick Ball (Boys)

Eighteen to 24 players.

A soccer ball is needed. Divide players into two teams. This game is to be played on a baseball diamond with bases 35 feet apart and each base is a 4 foot circle.

A pitcher rolls the ball to the batter or rather kicker who kicks the ball with side of foot then runs around touching all the bases stopping at home. The ball when recovered after a kick must be thrown to first regardless of where the runner is, then to second and to third in effort of getting the ball ahead of runner, so that it may be bounced on a base before the runner gets there. A batter is out if he misses the ball but once, if he kicks a foul twice, if the ball is bounced on a base before he gets there, providing it has gone the rounds of the bases he has touched, and if his kicked ball is caught. Scoring is as follows:

For each base that the runner makes safely, his team is scored

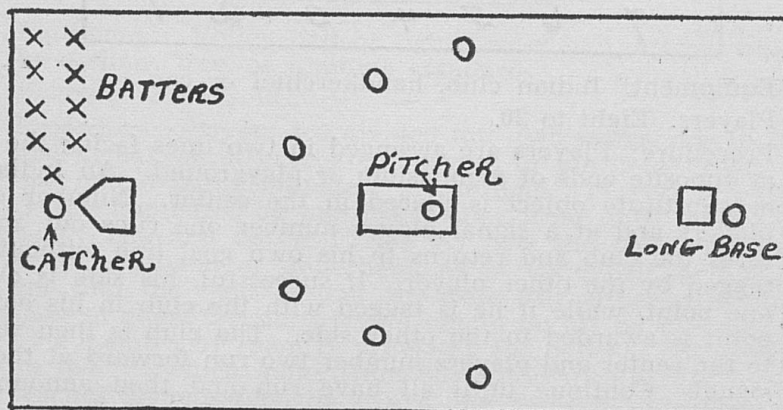
¹⁸ *Ibid.*, page 85.

one point, i. e., if he is put out on second he gets one point for having reached first base safely, a home run of course counts four points. Three outs changes the sides. The runner must run behind the base. Modifications for 9th and 10th grades may be as follows:

1. Exactly like baseball except ball is kicked by batter.
2. Place an Indian club on each base. Ball is fielded and always thrown from first to second to third to home. Any time baseman gets ball in time to knock pin down before runner reaches base, the base runner is out.
3. As in tap ball where ball is thrown at base runner for an out.¹⁰

Long Ball (Boys, Girls)

Field: Indoor baseball field, with two bases from 30 to 60 feet apart, depending upon size and skill of players. One base is at home plate, the other at second base.



Equipment: Indoor baseball and bat.

Officials: Umpire and scorekeeper.

Object: Of team at bat—to make runs. Of team in field—to put runner out.

Game:

1. Divide any number of players into two equal groups and number each player in each group 1, 2, 3, 4, etc. One team chosen by lot shall be in the field, the other at bat. The team taking the field selects a pitcher, who stands half way between home and second base and pitches the ball underhand to the catcher, who stands immediately behind home base. The remaining players of the side taking the field arrange themselves in an elongated semi-circle about the field.
2. Players of the side at bat come up to bat in order of their numbers, each inning after the first is begun with the player whose number follows the number of the player who made the third out of the previous inning. The batter stands on either side of home base (not on the base).
3. There are no foul balls in this game. Every time the batter, standing in his position, touches the pitched ball with the bat, it is a hit, and batter attempts to run to second base and if possible to return to home base. The base-runner may

¹⁰ Delbert Oberteuffer, *op. cit.*, page 164.

take any path he chooses in running to and returning from second base. More than one base-runner may remain on second base at the same time.

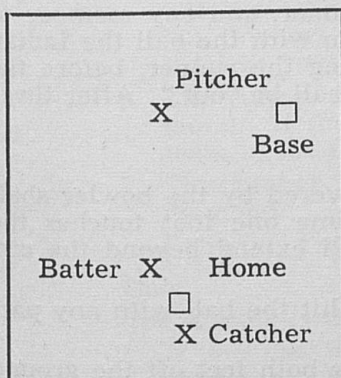
4. A pitched ball, passing over home plate while the batter is in position, not higher than the batter's shoulders or lower than his knees, counts one strike against him, whether or not he strikes at it. A pitched ball which does not pass over home plate or higher than the shoulders or lower than the knees of the batter, and is not struck at, is called a ball. Four balls entitle the batter to take his place on second base. If the catcher catches a third strike it puts the batter out. If the third strike is not caught, the batter becomes a base-runner.
5. After a batter becomes a base-runner he may be put out in the following manner:
 - (1) By catching the ball he batted before it touches the ground,
 - (2) By being hit by a thrown ball while attempting to run or return from second,
 - (3) By being touched by the ball in the hands of an opposing player while running to or returning from second base,
 - (4) By being struck by a batted ball.
6. Each base-runner returning safely to homebase after touching second base, counts one score for his team. More than one player may run home from second base at the same time. No player may score on the play which results in the third out.
7. After three outs the teams change positions. Any number of innings may constitute a game.²⁰

One Old Cat (Boys, Girls)

Object: To hit baseball and score runs. Practice in hitting, throwing, catching, running, and playing different positions.

Equipment: Baseball, bat, and two bases (tree, boards).

Number of players: Three to six.



Procedure: This is an individual game, each player keeping track of his own runs. When there are three players one is pitcher, one catcher, one batter. There is only one base. The batter must run to base and return home before ball gets home. He does not have to be tagged with the ball. The pitcher, who is about 35 feet from the batter, delivers the ball and if the batter misses it and it is caught by the catcher before it touches the ground or on the first bounce, the batter is out. Fly ball caught is out. When batter is out, the players rotate, batter becomes pitcher, pitcher to catcher, catcher to batter.

Remarks: If there are 4 players, the fourth player is a fielder and the distance between bases shortened. For 5 players add another batter, for 6 players add first baseman, lengthen bases, and batter can stop at first base. When batter hits, play can be made either to home or first.

²⁰ Spalding's Athletic Handbook, No. 115R.

For more than 6 players add another base (Two Old Cat) and have more batters and fielders.

Every boy and girl should know this game for after school and vacation use. Its flexibility as to number and the fact that as few as 3 can play are its chief values.²¹

Keep Away (Boys, Girls)

Object: To improve dodging, throwing, catching ability and to build up endurance.

Equipment: Basketball, soccer, or football.

Players: Four to 20.

Procedure: Players are divided into two teams and if there are more than three on a team it is a good idea to identify players by arm bands or handkerchiefs or colored cloth. Ball is passed between members of the same team "keeping it away" from opponents. Captain counts number of successful passes before ball is intercepted.

Pointers: Teacher must be careful not to allow game to last very long, for it is very strenuous. Players should increase time gradually. Start with one minute.²²

Hit Pin Baseball (Boys, Girls)

Field: Indoor baseball diamond. With the intersection of first and third base lines at home plate as the center and a radius of three feet draw a circle. Regulation pitcher's box for the bowler's box. An Indian club placed at each base.

Teams: Nine players on a team: catcher, bowler, baseman and fielders.

The game: The object of the game is to score runs. One run is scored when a player has succeeded in kicking a fair ball and completing the circuit of the bases without being "put out."

In order to put a runner "out" when the ball has been fielded, it must be passed to first base, then second, third and home in regular sequence. If during this passing there is an opportunity to get the ball ahead of the runner, and any member of the team can succeed in knocking down with the ball the Indian club on the base immediately preceding the runner, before the runner reaches that base, the runner shall be "out." After three "outs" the other team is at bat.

Rules for the Kicker:

1. The one who kicks at the ball delivered by the bowler shall be called the "kicker." At the time one foot touches the ball, no part of the other foot shall extend beyond the circumference of home base circle.
2. The kicker shall not be allowed to hit the ball with any part of the body above the knee.
3. The kicker shall be allowed to have both feet off the ground (floor) at the same time, providing that one foot is kept within the plane above the circle.

Penalty: Ball shall cease to be in play; it shall be returned to the bowler; one strike shall be counted against the kicker. (Applies to 1, 2, or 3.)

²¹ Indiana Department of Public Instruction, Bulletin No. 113, page 98.

²² *Ibid.*, page 102.

4. If the kicker knocks down the Indian club in the center of home base circle by coming into contact with it, the kicker shall be "out."
5. If the kicker has three strikes called by umpire kicker shall be "out." A foul ball counts as a strike except on the third stroke.
6. If the kicker has four balls called by umpire kicker shall be given the ball and be allowed to place it on the floor within the home base circle, kick it, and providing it is a fair ball, the ball shall be in place and the kicker shall become a runner. If the ball kicked during this play is a foul ball, the kicker shall be called "out."
7. If any fair ball kicked by the kicker, knocks down any Indian club which was not, at the time it was knocked down, standing in the center of home base circle, before said ball touches the wall, ceiling, any object or person, the kicker shall be "out."
8. It shall not be allowable for the kicker to "trap" the ball (catch it between the legs) or stop it dead in any way.
Penalty: One strike shall be called against the kicker.

Rules for the Runner:

1. When the kicker has succeeded in kicking a fair ball she shall become the runner.
2. The runner shall not be allowed to stop on the bases, but must continue to run around the diamond until she has either been put out or has scored a run.
3. The runner shall not be allowed to step with any part of either foot within the diamond in front of the Indian club except at home base circle
Penalty: The runner shall be called "out."
4. The runner shall not be allowed to knock over the Indian club on any base by coming into contact with it.
Penalty: The runner shall be called "out" unless the Indian club was not at the time she knocked it down standing on some part of the base.
5. If the runner, or any member of her team, touches or is touched by a "fair" ball which she has kicked before that ball touches any fielder, ceiling or obstruction, the runner shall be "out."
6. The runner shall have the right of way outside of the diamond. If the runner is interfered with by a member of the team in the field, she shall score a run.
7. The runner shall not interfere with any player inside the diamond.
Penalty: The runner shall be "out."

Outs

The Kicker is Out:

1. If she has three strikes called by umpire, whether or not catcher stops third strike.
2. After four balls, she kicks a foul ball.
3. If she knocks down Indian club at home base circle.
4. If the bowler knocks down Indian club at home base circle.
5. If foul ball—above head—is caught before touching the floor.
6. If a fair ball knocks down the Indian club before it touches anything except floor.

The Runner is Out:

1. If fair ball is caught and held before it touches the floor.
2. If she, or any member of her team, is touched by a fair ball before the ball touches a fielder, floor, wall, etc.
3. If she knocks down Indian club at any base, including home base.
4. If Indian club immediately preceding her is knocked down, providing all the "passing" rules have been observed.
5. If she fails to complete the circuit of bases in order, or fails to touch home base circle.
6. If she runs inside the diamond in front of any Indian club.
7. If she interferes with any player inside the diamond.²³

Newcomb (Girls)

Court: The regulation volleyball court shall be used for all games.

Teams: For match games the teams shall consist of nine players and one substitute each, although for class purposes any number from ten to twenty may be used.

The Game: The rules governing volleyball shall be observed with the following exceptions: The ball shall be thrown instead of batted. One hand shall be used in serving or returning the ball. It is permissible to use both hands in passing the ball to another player of the same team. The player receiving the ball may catch it with one or both hands, but it must be put into play immediately with one hand.²⁴

Rhythmic Activities (Boys and Girls)

Bleking (Swedish)

Victor Record No. 17085; Columbia Record A3037.

Characteristic step; Bleking step and hop waltz.

Formation: Single circle, partners facing, hands joined.

Description: Measure 1; jump, right heel forward, right arm thrust forward, elbow bent; twist body slightly to left; weight on left foot. Jump, reversing the position, left heel and arm forward, right back. Slow time.

Measure 2: Continue three times in quick succession, doubling the speed and holding last position through counts "two and."

Measures 3-8: Repeat 1 and 2 (both of which together, i. e., two jumps to one measure) then three jumps and hold to the next measure, making up the Bleking step three times.

Measures 9-16: Hop waltz: Join hands, and extend arms sideward, partners facing. Hop left, then right turning to the right as the dance continues. Repeat from the beginning.

Crested Hen (Danish)

Victor Record No. 21619

Characteristic Step: Step-hop

Formation: Sets of one man (in the center) and two girls form about room.

²³ Delbert Oberteuffer, *op. cit.*, pages 162-163.

²⁴ *Ibid.*, page 165.

Description: Measures 1-8: Each set of three join hands in a circle. Jump high on the first step; dance a fast step-hop; moving to the left.

Measures 1-8: Jump high on the first note, and dance the same, moving to the right.

Measures 9-10: The girls release hands, place free hand on hip and dance, one on either side of the man. The girl on the right, approaching from the front, dances under the arch made by the man and girl on his left.

Measures 11-12: The man turns under his own left arm so that the girl comes back to her original position.

Measures 13-14: The girl on the left dances under the arch made by the man and the girl on his right.

Measures 15-16: The man turns under his right arm.

Repeat B. Throughout B all three dance the step-hop, moving continuously, which swings the group freely about.

Cshebogar (Hungarian) (Pronounced Che-bo-gar)

Victor Record No. 17821 or 20992

Characteristic Steps: Slide, Hungarian turn.

Formation: Partners side by side in single circle, hands joined.

Description: Measures 1-4: All take eight slides to the left.

Measures 5-8: Repeat to the right.

Measures 1-2: Four skips toward center of circle.

Measures 3-4: Four skips back to place.

Measures 5-8: Hungarian turn as follows: Partners face one another. Place right arm about waist of partner. Raise left arm above head. Hop right, step left, step right. Repeat three times, hopping each time on the right foot, doing the step four times in all.

Measures 9-12: Partners facing one another in a single circle, the boy places both hands on girl's waist, and the girl places hands on the boy's shoulders. In this position four draw steps (step sideward, and bring the other foot close to the one on which the step is taken) toward the center of the circle.

Measures 13-16: Four draws back to place.

Measures 9-10: Two draws toward center.

Measures 11-12: Two draws back to place.

Measures 13-16: Hungarian turn. Finish with a shout.

Little Man in a Fix (Danish)

Victor Record No. 20449

Characteristic Steps: Running, Tyroler Waltz.

Formation: An odd number of couples scattered informally about the room.

Description: Each couple scrambles for another couple with whom to dance. Groups of two couples dance together, and the couple that is left must wait until the first part, measures 1-8, of the dance is finished before dancing again.

Measures 1-8: The two men link left arms and each places the right arm about his partner's waist; the girl

places her left hand on her partner's right shoulder and her right on her own hip, and in this position they run forward in a circle for sixteen steps.

Measures 1-8: Without pausing, the men join left hands, and each takes his partner's left in his right. Simultaneously, the girls run under the men's joined hands, turn left about facing each other, and join right hands above their own and the men's joined hands. Pulling slightly backward, they run to the right in a circle.

Measures 9-10: The man takes his partner's left hand in his right; he begins with the left foot; the girls begin with the right; and they dance the Tyroler Waltz as follows: Turn away from each other on the first step and face to face on the second.

Measures 11-12: Repeat.

Measures 13-16: Take waltz position and dance four waltz steps.

Measures 9-16: Repeat. Instead of waltzing, the step may be simplified.

During the reorganization into lines of four, the odd couple try to join another couple.

The Ace of Diamonds (Danish)

Victor Record No. 20989; Columbia Record No. A3001

Characteristic step: Polka step; step-hop; slide hop.

Description: Measures 1-4: Four polka steps (R, L, R, L) with right arms hooked, turning around partner (counts 1-16, four to each measure). As the first polka step is executed to the right, clap hands, and stamp right foot on the count of one, then immediately hook right arms without waiting for count two. Right arms remain hooked throughout the four polka steps.

Measures 5-8: Repeat, starting left, clapping, stamping left foot, and hooking left arms.

Measures 9-12: Number ones dance backward toward center of circle, with four step-hops, (L, R, L, R) hands at waist. Number twos following dancing forward toward center of circle with four slide hops (R, L, R, L) arms folded across the chest, elbows high.

Measures 13-16: Repeat, number twos moving backward and number ones forward away from the center of the circle.

Measures 17-24: Partners face counterclockwise, left, sides to center; inner hands joined, outside hands to waist. Eight polka steps in the line of direction beginning with the outside foot; turn face to face and back to back on alternate polka steps, swinging inside arms from shoulder without bending elbows. Arms are back and at shoulder level when partners are facing; arms are forward at shoulder level when partners are back to back.

Sicilian Circle (American)

Victor Record No. 20639 and No. 22091

Characteristic step: Walking

Formation: Any number of couples in sets of four facing in a double circle.

Description: 4 Measures: All forward and back—couples join inside hands, walk forward toward opposite, and return moving backward.

4 Measures: Circle four hands around—both couples join hands in a circle and move to the left.

8 Measures: Right and left—both couples cross over, the ladies passing between the men. When in opposite place, man takes partner's hand in his left and turns her. Return to place as before.

8 Measures: Ladies' Chain—ladies cross to opposite places giving right hands as they pass and left hands to partners, turning one around.

4 Measures: All forward and back.

4 Measures: Forward and pass through—couples join inside hands, walk forward to meet opposite couple, drop hands and pass on to meet a new couple. The ladies pass between the men. Repeat the whole dance from the beginning.

Irish Washerwoman

Pupils standing in regular class formation:

Exercise 1—(1) Hop left and raise right leg front, (2) hop left and swing right leg side, (3) spring to right foot and raise left leg back, (4) hop to right and hold left leg in same position, (5-12) repeat the preceding right and then left, (13) spring into stride position sidewise, (14) spring with feet together, (15) hop left, and swing right forward, (16) hop left and bend right knee at right angles, knee raised high. Movements 13 to 16 make what is called the break, and this is the finish of each exercise.

Exercise 2—(1) Hop left and tap right toe front, (2) hop left and strike right heel in place of toe, (3) hop left and tap right toe behind left heel, (4) hop left and raise right leg front, (5-12) repeat right and left, (13-16) break.

Exercise 3—(1) Hop left and raise right leg sidewise, (2) hop left and swing right leg front, (3) hop left, quickly flex, and extend right knee, (4) repeat, (5-12) repeat right and then left (13-16) break.

Exercise 4—(1) Hop left and tap right toe sideways, toeing in, (2) hop left and strike right heel in place of toe, (3) hop left and tap right toe behind left heel, (4) hop left and raise right leg sidewise, (5-12) repeat right and then left, (13-15) break.

Exercise 5—(1) Hop left and tap right toe front, (2) hop left and raise right leg forward, (3) spring on right, crossing it over in front of left, and raise left leg back, (4) hop right and raise left leg front, (5-12) repeat right and then left, (13-15) break.

Exercise 6—(1) Hop left and strike right heel front, (2) change to same position with left heel front, (13-14) change right and left alternately as in the preceding, (15-16) stamp left, right, and left in the time of two counts.

Virginia Reel

Formation: Two parallel lines about six feet apart, facing each other. Six couples make a convenient number for a set.

Measures 1-2: Dancers in each line join hands, and with four skipping steps, the two lines advance toward each other.

Measures 3-4: With four skipping steps the lines retire to place.

Measures 5-8: Repeat the above.

Measures 1-4: Partners skip toward each other, join right hands, turn once around, and return to places.

Measures 5-8: Skip forward, join left hands, turn once around, and return to places.

Measures 9-12: Partners skip forward, pass each other back to back, and retire to places, right shoulders touching first.

Measures 13-16: Partners skip forward, pass each other back to back, and retire, left shoulders touching.

Measures 9-16: Partners take four skipping steps advancing toward each other, join both hands with partner, arms extended shoulder high, and take four slides toward head of line, four slides toward foot of line, four skipping steps back to place.

Measures 1-16: Head boy and girl lead off toward foot of line. Boy passes outside of boys' line followed by all other boys. Girl passes outside of girls' line followed by all other girls. On reaching foot of line all join hands and skip back to places. All couples except the head couple now join hands and raise arms to form arches.

Head couple skips under arches to the foot of line.

Dance is now repeated with second couple at head of line.

Dance is completed when all couples have regained their original places.

The Arkansas Travelers

Partner dance (steps performed as nearly in unison as possible).

Partners very close together, working in unison. This is an eccentric dance with comical characteristics.

I—Entrance step one behind the other, number one in front, number two with hands on shoulders. (a) Step forward left and right and "one-two-three" (three quick steps, left, right, left). Repeat right-left and one-two-three as before. Repeat all—2 measures. (b) Face front, move forward side by side. Step left-right and three quick steps left-right-left. Repeat right-left and two-step right. Step backward left-right—finish with feet together.

II—Close together, number two on left. Number one swings left leg over number two's right leg, while number two swings his left leg out to side. Repeat all. Both step backward left and travel to right 7 counts grapevine. (Left back, right to side, left in front, right to side, etc.) Repeat all of step II. Number 2 swings right leg over number one's left leg. Travel begins with the right foot and is taken to the left.

III—Rubber legs. (a) Swing left leg over right, and with the feet in this crossed position, rock changing weight from left to right to left, then hop on left, and swing right diagonally forward. Repeat alternately right-left-right.

(b) Both step sideward left (1); both cross right foot over left (2); both step sideward left (3); both place right heel diagonally forward right (4); repeat step alternately right-left-right, stressing flexibility of ankles.

IV—Both jump to stride position (1); both jump to smaller stride position (2); hop left raising right knee (3); hop left tapping floor with right foot (4); hop left raising right knee (5); hop left tapping floor with right foot (6); hop left raising right knee (7); hop left tapping floor with right foot (8). Repeat whole step hopping on right foot and tapping with left. Repeat entire step. The arms add to the comedy. As the performer jumps to a stride position, arms are flung sideward—on closed stride, arms drop to the sides.

V—Both face left, step left, pull back on left foot keeping right leg extended backward, step right. Repeat whole step. Number two followed by number one runs in small circle, backward left for seven counts finishing in original place. Both face right, step right, pull back on right foot keeping left leg extended backward, step left. Repeat step. Number one followed by number two runs in small circle, backward right for seven counts finishing in original place.²⁵

²⁵ Mississippi Department of Education. *Manual for Teaching Physical Education for the Schools of Mississippi*, Jackson, 1947. Pages 54-61.

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PART VI

Section 1

Methods of Organizing Competition

The selection of the most suitable method of organizing the competition in each sport is an important factor in the success of the physical education and intramural program. A special effort should be made to keep the program active and maintain rivalry among the players until the end of the season.

The following kinds of tournaments are suggested:

1. The round robin. Every team plays every other team in the league one or more times.
2. The elimination. Selections made by drawings. Defeated teams eliminated after each round.
3. The elimination-consolation. No team eliminated until it has played at least twice. Defeated teams have opportunity to play other defeated teams and may ultimately return to the championship.
4. The ladder. This type tournament recommended for individual sports. At start of season players are ranked and list posted. A player may challenge any of the three players just above him, and such challenges must be accepted and played within a specified time. If upper man loses his name is placed below that of his challenger and all players between the two advance one place.

Section 2

Round Robin or Percentage Tournament. This method of organizing competition is recommended when there is sufficient time and space. It provides the opportunity for more players to participate in the tournament. The participants, individuals or teams, compete with each other more than once. If there are more than eight contestants or teams it is probably best to divide the entrants into two leagues.

The ranking of teams in this method of competition is decided by percentage. This percentage is found by dividing the number of wins by the number of games played; when two or more leagues

are used the winners of the leagues play for the championship. The following diagram is used for arranging a round robin tournament, but substituting teams for numbers:

Section 3

Tournament Schedules

The Round Robin Tournament Schedule Guide¹

	Three Teams	Four Teams	Five Teams	Six Teams	Seven Teams	Eight Teams	
First Series	1-2 (3)*	1-2 3-4	1-2 3-4 (5)	1-2 3-4 5-6	1-2 3-4 5-6	1-2 3-4	5-6 7-8
Second Series	1-3 (2)	1-3 2-4	1-3 2-5 (4)	1-3 2-5 4-6	1-3 2-5 4-7 (6)	1-3 2-4	5-7 6-8
Third Series	2-3 (1)	1-4 2-3	1-5 2-4 (3)	1-4 2-6 3-5	1-4 2-6 3-7 (5)	1-4 2-3	5-8 6-7
Fourth Series			1-4 3-5 (2)	1-5 2-4 3-6 (4)	1-5 2-7 3-6	1-5 2-8	3-7 4-6
Fifth Series			2-3 4-5 (1)	1-6 2-3 4-5	1-6 2-4 5-7 (3)	1-6 2-5	3-8 4-7
Sixth Series					1-7 3-5 4-6 (2)	1-7 2-6	3-5 4-8
Seventh Series					2-3 4-5 6-7 (1)	1-8 2-7	3-6 4-5

* Teams in parentheses indicate a bye (idle day) for that series

Section 4

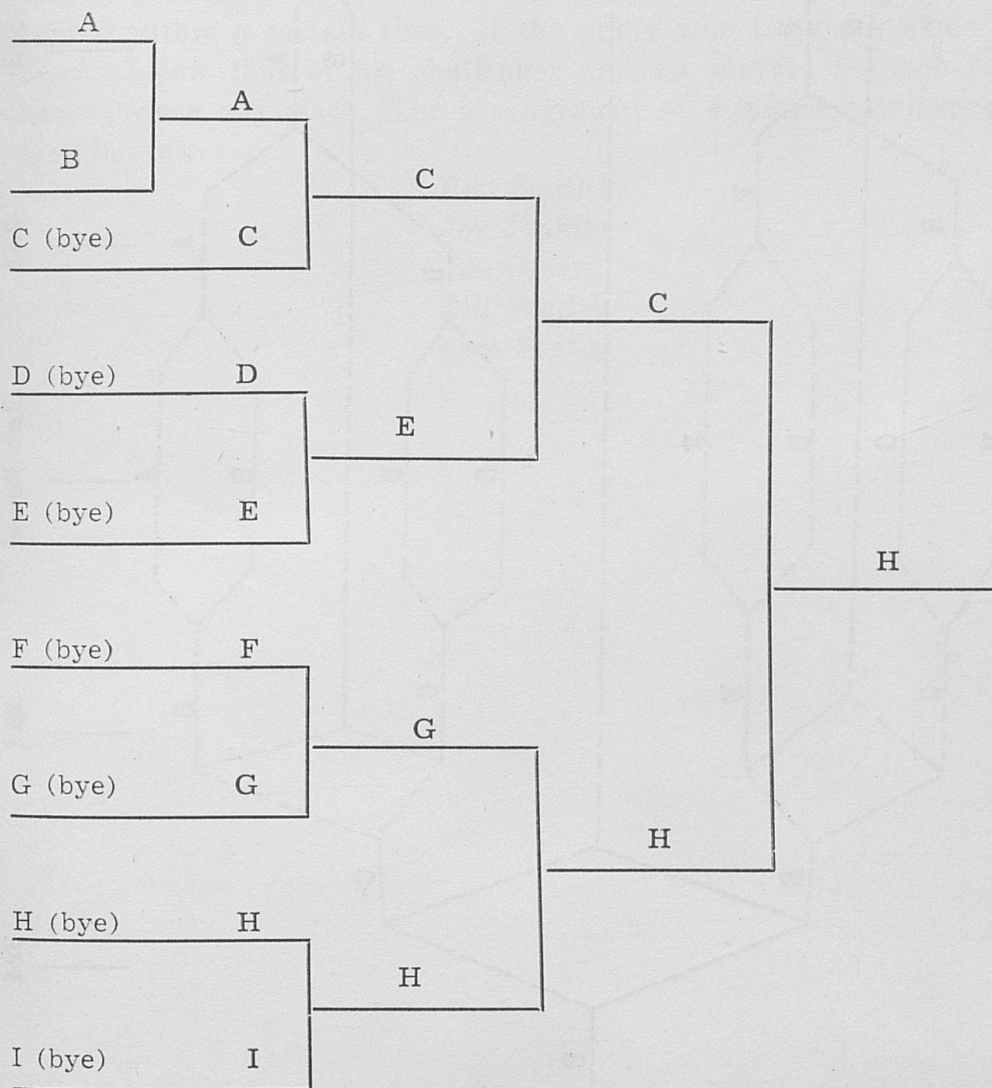
Elimination Tournament. Teams are arranged by lot for the first round. Winners of the first round play in the second and so on until one team is victorious at the end of the tournament.

When the number of teams entering a tournament is a perfect power of two, no difficulties are encountered. However, if the games to be played in the first round are not a perfect power of two, there should be just enough games played in the first round to make it thus before the second round is played.

The formula for determining the number of games to be played in the first round in order to reduce the number of games to the perfect power of two for the second round, is as follows:

¹ Delbert Oberteuffer, *op. cit.*, page 80.

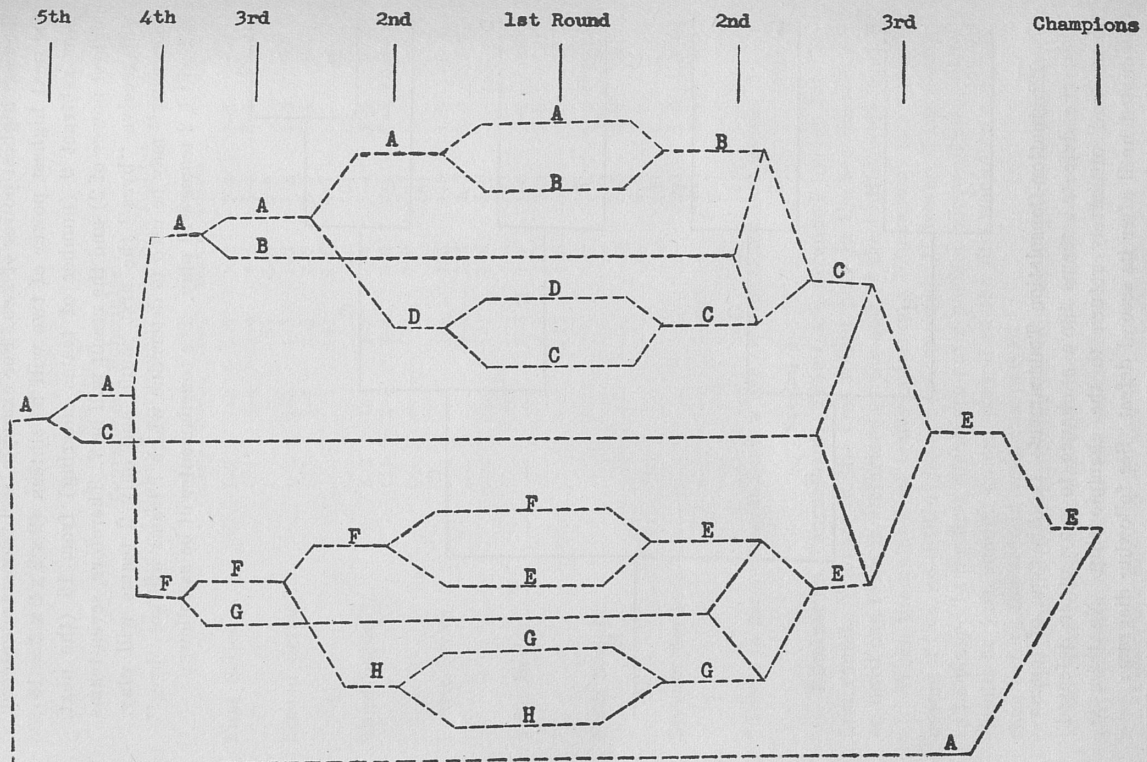
Subtract the number of teams entering the tournament from the next highest power of two. For example, if 9 teams are entered, the next highest power of two will be sixteen ($2 \times 2 \times 2 \times 2 = 16$). Now subtract 9 (number of teams entering) from 16 (the next highest power of 2) and the result will be 7. Therefore, seven teams will receive "byes" the first round and only 2 teams will play. "Drawing" may be used to determine which 7 teams will get "byes" and which 2 teams will play. The tournament will be as follows:



Elimination-Consolation Tournament. In this type of tournament the defeated teams have a chance to play other defeated teams and ultimately return to the championship. No team is eliminated until after its second defeat. See following diagram:

lin del wi to 1 spc Af pla pla pla tw is 4

THE ELIMINATING-CONSOLATION TOURNAMENT



(Explanation on following page)

Explanation: Losers in each bracket move to left on dotted lines and continue play. Teams are eliminated after their second defeat. Winners from left side move to right (see A) and must win both games of two-game series from right side winners (see E) to win championship.

Perpetual Tournament. This play is especially good for individual sports. At the start of the season the players are tentatively ranked. After list is posted, any player may challenge any of the three players just above him. All such challenges must be accepted and played within a certain time. If the upper man loses, his name is placed below that of his challenger and all players between the two advance one place. The arrangement of a ladder tournament is as follows:

Bob Smith
Joe Jenkins
Jim Green
Bill White
Sam Sexton

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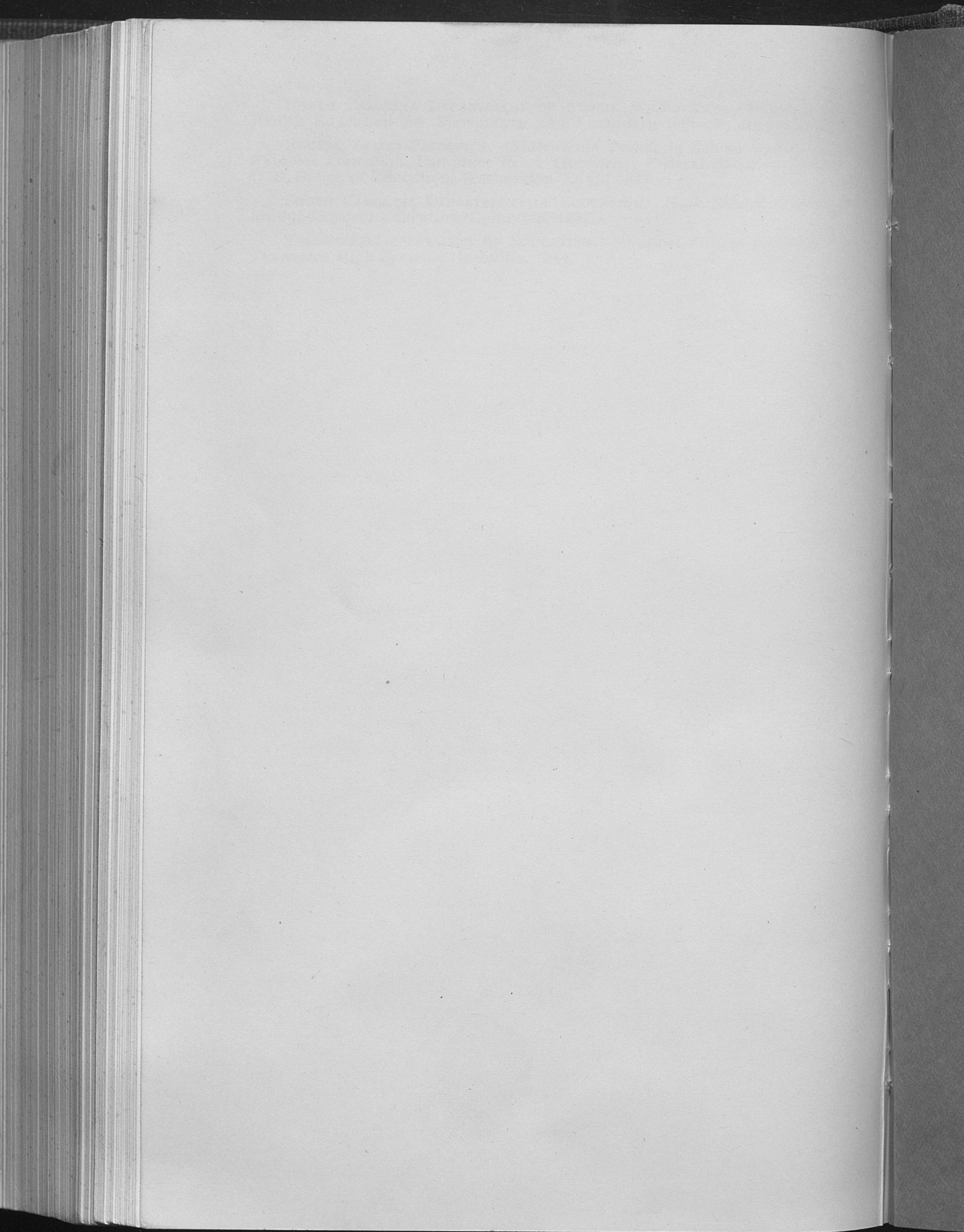
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