

A COURSE OF STUDY IN PHYSICAL EDUCATION FOR
HIGH SCHOOL GIRLS OF SWEENEY

A THESIS

Approved:

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A COURSE OF STUDY IN PHYSICAL EDUCATION FOR
HIGH SCHOOL GIRLS OF SWEENEY

S. T. C. LIBRARY

A THESIS

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in Partial Fulfillment of the Requirements

for the Degree

MASTER OF ARTS

S. H. S. T. C. LIBRARY

By

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CHAPTER I
THE PROBLEM

Introduction

Physical education, from its earliest manifestations to the present time, is education through the physical. In times past, enthusiasms for weight-lifting, formal gymnastics, corrective diagnosis and treatment, sports and athletics, recreation, and physical fitness-- have influenced the program and given it unfortunate emphases at times. As a result of these impacts, the program has always retained a certain permanent residue of change, causing the direction of attention toward new aspects and the retention of what was sound.¹ Conditioning exercises of a body-building nature must be incorporated into a dynamic and progressive program. Sports for all with their resulting physical, mental, and social aspects, must and shall be continued. The benefits of intramural programs to democracy must be emphasized. Recreation must be recognized as an important phase of community life. The trend is definitely toward a varied and well-rounded program that will reach the greatest number of people possible.² It is the purpose of the writer to adapt these trends in developing a course of study for the four-

1 John F. Bovard, "Recognizing Social and Cultural Values," The Journal of Health and Physical Education, vol. XII, Number 3 (March, 1941), p. 131.

2 Dwight Monnier, "Looking Forward: Our Profession in 1966," The Journal of Health and Physical Education, vol. XIII, Number 10 (December, 1942), p. 588.

year program of physical education offered to girls in Sweeny Senior High School.

Scope of the Problem

The problem involves expression of a need for the course of study, as well as a detailed analysis of the organization and administration of physical education in the Sweeny Public Schools. In general the considerations of this study attempt to develop a philosophy and a course of study in physical education, including general objectives and suggested activities, that are in accordance with the changing emphasis and place of the physical education program in democratic education today. The specific objectives are outlined for achieving skills and techniques that promote physical fitness and develop poise, balance, and emotional control. Necessary equipment and methods of presentation are suggested for each unit to be developed.

The problem is presented in four chapters. In Chapter II a philosophy of physical education is developed and general objectives of the program are given. In Chapter III the course of study in physical education is presented for the four years of Sweeny Senior High School. A brief summary is given in Chapter IV.

Although the course of study is limited to physical activities, attention is given to health measures, practices, and habits that grow out of health education and influence the development of physical fitness.

Method of Investigation

The method of investigation involves a study of analyses of contents

found in available texts and reference materials in the Sweeny High School library, library of The University of Houston, and the Sam Houston State Teachers College library. An attempt was made to secure copies of courses of study in physical education from selected senior high schools in Texas. In most instances it was impossible to gain helpful suggestions because of revisions, and shortage of materials for publication.

Need for a Course of Study

No course of study in physical education for girls in Sweeny High School has been developed; therefore, the need is apparent. The school was organized less than five years ago under the present administration. A change has been made recently to a twelve grade system. Changes in personnel have caused assignments in the teaching of physical education to become the responsibility of non-majors. This procedure is questionable in any field. In the field of physical education one authority³ has said: "Physical education, when well taught, can contribute more to the goals of education than can any other school subject. Therefore competent direction is always needed." The writer believes that this proposed course of study will serve as a guide for both teachers and administrators of the physical education program.

3 Edward F. Voltmer and Arthur A. Esslinger, The Organization and Administration of Physical Education, p. 13.

Organization and Administration of Physical Education in Sweeny High School

Physical education for girls in the seventh and eighth grades and in Sweeny Senior High School is under the direction of a specialized teacher of health and physical education. She works with a part-time county health nurse and a part-time county health physician under the supervision and direction of the principal and the superintendent. In the elementary school each classroom teacher is responsible for the physical education activities of her group.

The daily schedule of classes in the elementary school provides two thirty-minute periods each day for physical activity. Students of grades seven and eight, and those of the senior high school are given one fifty-minute period each day, four days a week, for physical education.

All senior high school students are required to take four years of some phase of physical education. They are given one-half credit for each year, and two credits are required for graduation.

The senior high school and the seventh and eighth grades are housed in one building. The gymnasium is located at the end of one wing of the school building and is readily accessible to the playground and the athletic field. It is well-lighted and is easily ventilated. There is a combined system of heating and cooling. The floor is of standard size and is marked with lines for the playing of basketball, softball, and volley ball. The floor is sanded regularly, highly polished, and kept clean at all times. Students are never allowed to

play on the floor without tennis shoes. The two small dressing rooms are inadequate for the number of students to be accommodated. The girls have the use of one dressing room and the boys have the other. Each dressing room is about twelve feet by fourteen feet, has a concrete floor, and contains one group shower, one washbowl, one toilet, a mirror, and one long bench. Hooks around the sides of the room provide hangers for clothes. A locker is provided for the playing equipment, but no lockers are provided for students. A washing machine is available for the students to wash their own towels.

The gymnasium and the auditorium are combined. For this reason it is necessary that the program be flexible in order to provide for days when assembly, club meetings, band concerts, plays, and other group meetings require the use of the auditorium. During fair weather when the gymnasium is in use by other groups the girls can play out of doors; in bad weather they are required to go to the study hall.

The equipment provided is new and is of good quality. Additions and replacements are made as needs require them. The gymnasium has a piano. The school is equipped with a public address system on which records can be played. The athletic field is well-lighted and is sufficiently large for several courts and fields. It is marked off for football and baseball.

At the beginning of the semester the physical directors make health inspections of all students. These inspections include such items as major defects of teeth, throat, eyes, tonsils, feet, peripheral vision, reflex action, height and weight, pulse, heart, skin, posture,

and results of previous diseases or illnesses. Records are made for each child and are kept on file by the directors for future reference.

The school provides measures for health protection such as a foot bath, first aid cabinet, and heat lamps. The county health nurse and doctor vaccinate students for smallpox, immunize against diphtheria and typhoid fever, and give tuberculin tests. Students are required to take these tests or submit proof that they have been immunized. These records are kept on file by the superintendent.

Students are not classified according to ability, grade, or age level. All other subjects are scheduled before physical education. This allows the student only one or two periods in which she may choose her physical education. As a result, some seventh grade students are placed in the same class with seniors. This is the most difficult problem with which the teacher of physical education is faced.

CHAPTER II

PHILOSOPHY AND GENERAL OBJECTIVES

Place of Physical Education in the Educational Program

Physical education has made contributions to the curriculum of schools that merit it an important position in the educational field. Physical education is not a single subject, but is made up of various divisions of health, sports, co-recreation, rhythmic activities, and physical examinations, each with their concomitant learnings.¹

Physical fitness is one of the most valuable assets anyone can have and it assumes a state of good health. Physical education does as much as any other subject to develop and maintain a state of good mental and physical balance, through skills, good health habits, and the release of tension. It is in physical activity classes that the students learn how to maintain good posture, and to build up their bodies so that they will have greater resistance to disease. As stated by Voltmer and Esslinger, "Health is considered as that condition, mental and physical, in which the individual is functionally well-adjusted internally as concerns all body parts and externally as concerns his environment."²

1 Lois P. Broady and Ester French, Health and Physical Education in Small Schools, p. 1.

2 Edward F. Voltmer and Arthur A. Esslinger, op. cit., p. 14.

Students learn and cultivate good health habits by practicing them. Children do not play because they want good health, but they play for the love of playing. If their play is guided in the right direction, more healthful living results.

The attainment of the fundamental processes is as important to physical education as it is to the Seven Cardinal Principles of Education. As stated by Voltmer and Esslinger, "those fundamental processes are the physical skills common to America in general and to one's own locality in particular."³ These skills should be learned by the child when all of his associates are learning the same things. If he has to learn these skills as an adult he is subjected to the embarrassment of learning skills others have acquired as children and is deprived of much of the satisfaction of their uses. This is emphasized by Williams⁴ in the following words: "Skill and satisfaction go together largely and hence the necessity to help individuals become skillful in activities which they are to continue. In learning a skill it is essential to master the process, the correct form, the one generally accepted."

In the playing of games and activities where sportsmanship is given emphasis there are wholesome pressures and influences tending

3 Ibid., p. 21.

4 J. F. Williams, J. I. Dambach and Norma Schwendener, Methods in Physical Education, p. 37.

toward character development in a wholesome and natural way. Opportunities for leadership are given to those students whose initiative and spirit qualify them. Self-control under tense situations is developed and cooperation and sociability are naturally an outgrowth of physical activities. From the play of a pre-school child to the socialized activities of adolescence the child is offered an amazing amount of practice in social situations. This fact is further borne out by Troester⁵ when he says: "Activities such as swimming, golf, tennis, and the like, especially encourage free and friendly mingling of students, easy communication, and flexible standards." In this way the students of physical education are taught how to use leisure time to the best advantage and to develop interests that will remain meaningful in adult life.

Changing Emphasis in Physical Education

Recent trends in education are recognizing in physical education a broad field for increasing physical vigor, leadership, and mental health through vigorous recreation. As mentioned in the Introduction, Chapter I, the economic, political, and social influences in modern civilization have shaped the program of physical education and caused remarkable changes from time to time.

Physical education had its beginnings in America as formal gymnastics and military drills in the few academies and military institutions.

⁵ Carl A. Troester, Jr., "Developing Worthy Life Goals," The Journal of Health and Physical Education, vol. XII, Number 2 (February, 1941), p. 86.

According to Nixon and Cozens,⁶ the militaristic point of view had been brought to America from the old countries.

The industrial revolution caused a shift in population from the country to the cities. The factory replaced the home as the center of vocational life. Economic and moral conditions were at an ebb. Cubberley⁷ states: "It was estimated that one eighth of the total population of New York City was composed of public paupers and criminals, while the city had one saloon for every eighty men, women and children in the total population." Because of this people began to show an interest in the need for proper social, physical, and moral development.

In 1889 emphasis in physical education was placed on correctives and remedials due to the influence of educators who insisted that any physical training brought into the school must require very little time, be inexpensive, be carried on in the classroom, and should not require apparatus or specially trained teachers. Artificial, systematic exercises characterized the classroom physical education program.⁸ No consideration was given to the types of activities children needed for development. Naturally the children had no interest in this kind of

6 Eugene W. Nixon and Fredrick W. Cozens, An Introduction to Physical Education, p. 38.

7 E. P. Cubberley, History of Public Education in the United States, p. 107.

8 Jesse F. Williams, The Principles of Physical Education, Second Edition, p. 138.

physical training so they began to form their own teams in different sports. From this natural activity there arose the extreme development of competitive athletics.

Games have been continued in the schools not because the administrators felt they were educative activities, but because they were unable to prevent them or decided to use them for advertising purposes. A teacher or coach may have been selected on his educative qualifications, or he may have been selected on his ability to turn out a winning team.⁹

The present war has given physical education a new emphasis toward physical fitness, but the importance of skills, recreation, and leisure is still recognized. Physical education is for all students and the needs of the individual are foremost. Activity is carried on in a wholesome and healthful environment under the direction of a responsible and capable leader.¹⁰

The physical fitness program being carried on in schools now is to direct and stimulate rather than to dictate activities conducive to improvement of physical fitness.¹¹

The purpose of the physical fitness program is to encourage youth and adults to reach and maintain a condition of good health, muscular

9 Edward F. Voltmer and Arthur A. Esslinger, op. cit., p. 61.

10 Jesse J. Williams and Clifford Lee Brownell, The Administration of Health and Physical Education, p. 127.

11 Texas Health and Emergency Medical Service, Physical Fitness Program, School Division, Victory Physical Fitness Clubs, Instruction Manual, p. 2.

and organic strength, physical and mental vigor, stamina and endurance.¹²

The public schools are now organizing physical fitness clubs which may help to stimulate activity programs.

Philosophy of Physical Education

Since the perpetuation of democracy is the first and largest purpose of our schools, it is the responsibility of teachers to do their utmost in preparing students to meet the needs of a nation at war, and to be ready and willing helpers in post-war reconstruction. Girls with endurance, stamina, and intellectual integrity are the desired outcomes. The ideals of democratic living require that all individuals be given opportunity to develop to the greatest possible extent their capacities and aptitudes for happy and successful living. The methods of democracy require that all individuals be intelligent participants in the affairs of social life.

Democratic mass participation in activities develops student cooperation. Whether girls are leaders or followers, they should be encouraged to accept the position, assume the responsibility, and appreciate the opportunities for full participation in wholesome recreational activities. In order to participate in a diversified and more advanced program of athletics, and general recreational activities, students must be given a foundation and better understanding of the basic skills required.

12 Ibid., p. 3.

Personal accomplishment toward social ideals may be evidenced through guidance in respect for authority, proper regard for truth and sportsmanship, and the development of spirit, initiative, and independence. Accurate self-evaluation in performance and group adjustment enlarges the scope of understanding.

The activity program attempts to provide means of improving physical fitness and affording enjoyment and recreation in the accomplishments of skills that will be meaningful.

General Objectives of Physical Education

Consistent with such a philosophy the writer suggests the following general objectives:

1. To develop habits, attitudes, and ideals of healthful living
2. To gain interest and joy in skills, sports, and other activities which are meaningful now and which may be carried over into adult life
3. To exercise such desirable social traits as leadership, followership, and cooperation
4. To adapt bodily movements for greatest physical efficiency
5. To recognize weaknesses, diagnose difficulties, and desire to correct them

CHAPTER III
CONTENT AND METHODS

In setting up the proposed course of study for girls, the suggested content was made according to student interests and capacities as determined from the experience of leaders in physical education. One authority¹ states:

High school girls, in addition to their natural interest in dancing, desire and need participation in athletics. With the changing social standards, girls have entered into vigorous sports with enthusiasm. Today, the purely formal program for high school girls is unpopular and out of date. With the exception of a few activities the girls are interested in the same sports as boys. This is fortunate for girls need big-muscle activities, to develop those qualities, such as co-operation, loyalty, and leadership which girls have had little opportunity to practice in the past.

Again, Voltmer and Esslinger² state:

In students of high school age there has been a rapid advance in height, weight, strength, speed, and endurance. There still exists, however, a danger of over-exertion and exhaustion in activities which make excessive demands on endurance.

Allowance is made for more specific selection and emphasis of activities according to immediate needs and interests of the girls in

1 Edward Voltmer and Arthur A. Esslinger, op. cit., p. 113.

2 Ibid., p. 112.

Sweeny High School. This is done by suggesting a wide range of skills to be developed as well as varied procedures to be followed.

In view of the fact that enrollment of girls in Sweeny High School is small, the classes are combined for the ninth and tenth grades and also for the eleventh and twelfth grades. This program will prevent much overlapping and repetition of activities. It also makes provision for greater accomplishment of skills in the junior and senior years because of the more homogeneous grouping.

Provision for evaluation of results is made through the use of pupil achievement charts. The scores obtained through these measures are based on individual ability, and are simple to administer and score. An attempt is made to relate performance to the individual ability of the pupil. A sample form for scoring activities is given in Unit I, Tumbling. The same general form is used for each succeeding unit. The skills and routines to be measured are listed for each unit.

An attempt has been made to help the prospective teacher build a library of good books that include helpful suggestions for several different activities by listing a few references considered authoritative.

Unit I

Tumbling

The approximate time allowed in this unit is four weeks for the ninth and tenth grade pupils and three weeks for the eleventh and twelfth grades.

Equipment should consist of one mat for every six girls and one long jumping rope and one baseball for every eight girls.

A film on "Tumbling" may be secured from the Department of Public Service, Sam Houston State Teachers College, Huntsville, Texas, at a rental fee of \$1.50.

Specific Objectives

1. To develop bodily strength through participation in big muscle activity
2. To develop the sensori-muscular system, the accomplishment of which will result in such qualities as agility, flexibility, balance, poise, and body control
3. To participate in a satisfying physical activity offering opportunities for individual accomplishment in the manipulation of the body
4. To participate in an activity providing opportunity for the development of desirable social relations and reactions
5. To develop the desirable traits of initiative, courage, desire for accomplishment, leadership, and followership
6. To develop confidence, perseverance, and self-respect
7. To enjoy participation in an activity providing recreation

Skills to Be Developed

1. Forward roll
2. Forward roll from run
3. Backward roll
4. Backward roll from folded leg position
5. Continuous forward roll
6. Continuous backward roll
7. Double forward roll
8. Double backward roll
9. Roll by couples from line
10. Dive over rolled mat
11. Dive over three kneeling individuals
12. Tip up
13. Forearm stand
14. Handstand
15. Handstand on knees
16. Swan balance
17. Sitting balance
18. Cat walk
19. Spider walk
20. Fish flop
21. Git up Napoleon
22. Rocking stunt
23. Skin-the-snake
24. Merry-go-round

25. Jump through the hands
26. Dive over five individuals
27. Forward roll, ball between ankles
28. Backward roll, ball between ankles
29. Catch
30. Headspring over mats
31. Cartwheel
32. Continuous cartwheel
33. Jumping rope, on all fours, side of body to rope
34. Jumping rope, on all fours, facing rope
35. Forward roll through rope, front door
36. Forward roll through rope, back door
37. Cartwheel through rope

Suggested Procedures

1. Show a film on tumbling.
2. Use a short warm-up period consisting of simple stunts, bends, and runs.
3. Observe all safety principles.
4. Use definite progress from the simple to the more complex in developing more difficult skills.
5. Keep as many students active as possible.
6. If necessary, hold the student in correct position until she gains the "feel" of the activity.
7. In balance stunts where one pupil has to bear the weight of another, be sure the pupil is strong enough and knows how to hold the

weight without injury to herself.

8. Select squad leaders who are more skilled to help those in the squad that are having difficulty.

9. Try to overcome fear on the part of the pupil by assisting and encouraging her.

Evaluation

As a basis for judging quality of performance a scale of ten points is devised. These ten points are distributed into units as follows:

- 10 --excellent performance
- 7 - 9--good performance
- 4 - 6--average performance
- 1 - 3--poor performance
- 0 --performance completely failed

The criteria selected for judging the quality of performance are:

- Relaxation
- Control of body
- Technique
- Accuracy
- Timing or rhythm
- Approach
- Finish

SCALE FOR JUDGING QUALITY OF PERFORMANCE

0	1 - 3	4 - 6	7 - 9	10
Failed	Poor	Average	Good	Excellent
Activity not accomplished	Activity barely accomplished Lack of control Deficient technique used	Fair performance Activity accomplished, but as a whole shows a lack of finish in most details	Above average but not a finished performance Lack of excellency in one or two details	A finished performance Body relaxed and completely controlled Proper technique applied Accuracy obtained Correct timing of rhythm Excellent approach and finish

SCORE SHEET FOR TUMBLING SKILLS*

Skills to Be Measured	Pupil						
	A	B	C	D	E	F	G
Forward Roll--continuous	4	5	6	8	10	10	9
Backward Roll--continuous	4		4		8		9
Double forward Roll	4	4	6	8	9	10	9
Double backward Roll	3		3		9		8
Shoulder Balance	5			4	6	3	8
Forearm Stand		6	4		8		6
Handstand		8	7			5	5
Handstand on Knees		4	7		4		5
Sitting Balance	10	9	6	4	10	8	8
Swan Balance	9	10	7	5	10	9	8
Fish Flop	8		4		5	6	9
Dive over Rolled Mat	4	4	8				10
Dive over Three Kneeling Individuals		3	8				10
Dive over Five Individuals			7				9
Headspring over Mats	5					6	8
Forward Roll, Ball between Ankles		4	8	8	8	9	8
Backward Roll, Ball between Ankles				8	7		6
Cartwheel					8	7	
Jumping Rope on All Fours, Facing Rope						6	
Jumping Rope on All Fours, Side to Rope							7
Forward Roll through Rope, Front Door							6
Forward Roll through Rope, Back Door							
Cartwheel through Rope					6		
Continuous Cartwheel					8	7	
Totals	56	57	85	49	112	86	148

* This score sheet is a sample of the form suggested in Chapter III, page 15. Additional sheets may be attached in order to provide space for each student in the class.

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Unit II

Soccer

The approximate time allowed in this unit is four weeks for the ninth and tenth grade pupils and three weeks for the eleventh and twelfth grades.

Equipment should consist of one regulation soccer ball to every eight girls.

Specific Objectives

1. To enjoy the benefits of vigorous outdoor exercise
2. To develop desirable social traits evident in group sports
3. To develop endurance through big muscle activity
4. To become familiar with the size and layout of a soccer field, the names and numbers of players on a team and the position of the players at the kickoff
5. To manipulate the ball in all succeeding plays, and to learn the rules of the game
6. To develop the proper method of meeting the ball, passing and kicking the ball with either foot
7. To learn to shoot hard and accurately with either foot from any angle
8. To develop skill in obtaining possession of the ball through intercepting and tackling
9. To acquire a thorough knowledge of offside plays and to be ever watchful of teammates

10. To develop skill in tackling and blocking
11. To develop skill in kicking accurately to players
12. To develop skill in strengthening and organizing attack
13. To become familiar with the positions of the players when penalties are executed and with the rules governing execution of penalties

Skills to Be Developed

1. Dribble ball halfway across field between two given parallel lines
2. Kick for accuracy
3. Kick for distance
4. Head a ball in a given direction
5. Volley the ball with hand
6. Volley the ball with shoulder
7. Volley the ball with knee
8. Attack ball being dribbled
9. Meet ball with foot while in the air
10. Shoot the ball through the goal
11. Block a ball shot at the goal by another player
12. Intercept a ground pass with the foot
13. Intercept a high pass with the knee
14. Intercept a high pass with the head
15. Receive the ball from the rear while on the run

Skills to Be Measured

1. Dribble ball halfway across field between two given parallel lines
2. Kick for accuracy
3. Kick for distance
4. Head a ball in a given direction
5. Volley the ball with hand
6. Volley the ball with shoulder
7. Volley the ball with knee
8. Shoot the ball through the goal
9. Receive the ball from the rear while on the run

Suggested Procedures

1. Always have warm-up exercises before playing period, using bends and runs.
2. Observe all safety principles.
3. Put rules into practice as they are confronted in different plays.
4. Correct mistakes, but offer encouragement and constructive criticism.
5. Consider the endurance of the girls and do not play them too hard.
6. Provide practice in dribbling in relay formation the width of the field. This should include using either foot, at running speed, around objects, and combined with passing.

7. Have a drawing of a soccer field on the blackboard and discuss the size and markings of the field.

8. Add lines to this drawing to designate the center, penalty radius, and goal area.

9. Discuss the numbers, names and positions of the players.

10. Discuss the manner in which the ball is manipulated in the game, such as being kicked along the ground, lifted in the air, dribbled, volleyed, and handled by the goalkeeper.

11. Explain how the game is started.

a. Discuss the toss for choice of kickoff or goal to defend.

b. Discuss putting the ball in play at the center of the field.

12. Have the pupils practice kicking the ball in the following manner:

a. Inside of foot

b. Outside of foot

c. Heel

d. Top of instep

13. Emphasize methods of passing the ball in the following ways:

a. Strong kick used for long passes by forwards

b. Outside foot kick to retain the ball

c. Backward kick used when a player overtakes the ball

d. Toe kick used for goals and by fullbacks and halfbacks for long passes

14. Afford practice in kicking the ball before it touches the ground.

15. Stress demonstration in having each method of passing the ball and different methods of receiving the ball shown.

16. Stress practicing technique. The ball is usually kicked while the player is running, but it is wise to practice control of it from a standing position first.

17. Have pupils practice passing the ball for accuracy in a circle formation.

18. Provide practice in passing the ball for speed in a zig-zag relay formation.

19. Have the pupils play heel-and-side pass relay, single line formation.

20. Stress self-appraisal so that each pupil will see her own weakness in certain skills and thus be a stimulus to further practice.

21. Have the pupils practice directing the ball as it is volleyed, meeting the ball with the head and the backward volley.

22. Have the pupils practice directing the ball after meeting it with the head.

23. Have the pupils practice shooting with either foot.

24. Demonstrate the correct method of shooting:

a. From in front of the goal

b. From different angles

25. Have the pupils practice intercepting a ground pass with the foot, a high pass with the knee, a high pass with the head, all in double line formation.

26. Provide practice in attacking a ball which is being dribbled.

27. Let the pupils practice occupying the goal-keeper's post and executing a goal kick.

28. Have a discussion on fouls and violations.

29. In discussing tackling emphasize the fact that it is the ball to be attacked, not the player.

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Unit III

Basketball

The approximate time allowed in this unit is five weeks for the ninth and tenth grade pupils and six weeks for the eleventh and twelfth grades.

Equipment should consist of one regulation basketball to every five girls.

Specific Objectives

1. To develop team spirit and dependability
2. To develop proficiency in playing an active game
3. To promote a spirit of comradeship and fun in group performances
4. To develop an appreciation for and a desire to use good form
5. To develop proper attitudes and ideals toward good sportsmanship
6. To understand rules, skills, and techniques necessary in playing basketball
7. To develop greater physical efficiency in accuracy, timing, and speed
8. To acquire more perfect body control and balance
9. To improve the ability to jump and to get off the floor
10. To become skillful at performing several different shots
11. To acquire skill in catching and passing
12. To learn the progress of the sport and the various steps in its development

13. To learn two fundamental plays from which other plays may be evolved

Skills to Be Developed

1. Chest pass
2. Two-hand underhand pass
3. One-hand underhand pass
4. One-hand shoulder pass
5. Bounce pass
6. Bounce to self
7. Basket shot
8. Rim shot
9. Chest shot
10. Underhand loop
11. Two-hand overhead shot
12. Hook shot
13. Free or foul shot
14. Man-to-man defense
15. Zone defense
16. Pivot
17. Tip-off
18. Taking the ball off the backboard

Skills to Be Measured

1. Chest pass
2. Two-hand underhand pass

3. One-hand underhand pass
4. One-hand shoulder pass
5. Bounce pass
6. Basket shot
7. Bounce to self
8. Rim shot
9. Chest shot
10. Underhand loop
11. Two-hand overhead shot
12. Hook shot
13. Foul shot

Suggested Procedures

1. Let the girls watch a game of basketball.
2. Show the girls pictures of the different phases of basketball.
3. Analyze each shot or play as it comes up.
4. Stress correct form and consideration for other players.
5. Give the pupils a chance to handle the ball as much as possible.
6. Use relay formation for practice in passing.
7. Present the placing of players on the foul line when throwing fouls.
8. Demonstrate to pupils their individual parts in team play.
9. Point out the advantages of cooperation in securing a good playing combination.
10. Use the blackboard for diagrams of plays and formations.

11. Demonstrate that the level for the pass is between the shoulders and the waist since too low or too high passes cause fumbles.

12. Stress the importance of receiving passes while moving because waiting for a ball means it will probably be intercepted.

13. Provide opportunity for practice in passing to a teammate, passing to a spot ahead of her rather than directly to her.

14. Encourage pupils to remember that successful passing is the foundation of good basketball. Too much emphasis cannot be placed upon it. As soon as the technique of a pass has been learned, it should be put into practice through the use of moving drills comparable to game situations.

15. Demonstrate that for all passes the ball should be gripped by the fingers and thumbs rather than palmed.

16. Use the "grapevine" relay for passing, since it is a moving pass.

17. Afford opportunity for pupils to practice guarding closely, keeping one hand over the ball and the other arm extended sideward in position to intercept or deflect a possible pass.

18. Call fouls closely, awarding free throws as penalties for fouls.

19. Avoid complicated explanations. Don't quote or read from a rule book. Use non-technical language or the players won't have any idea what is meant. Present things simply and gradually.

20. Teach the pupil to bounce the ball to herself and recover it, covering a distance that is at least equivalent to her height.

Use this pass only when one of her teammates is not in position to receive a pass.

21. Stress the importance of learning to shoot while moving, since stationary shooting is good only when one is not being guarded.

22. Insist that students avoid corners and lines always leaving room enough to move in more than one direction.

23. Emphasize the necessity of being able to change from offense to defense and vice versa.

References

Blanchard, Vaughn S. and Laurentine B. Collins, A Modern Physical Education Program, A. S. Barnes and Company, New York, 1940.

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Evans, Nell W., "What about Basketball?" The Journal of Health and Physical Education, vol. XIV, Number 4 (April, 1943).

Meyer, Margaret H. and Marguerite M. Schwartz, Team Sports for Women, W. B. Saunders Company, Philadelphia, 1942.

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Unit IV

Fundamental Rhythms

The approximate time allowed in this unit is two weeks for the ninth and tenth grade pupils and three weeks for the eleventh and twelfth grades.

Equipment should consist of a piano, a drum, tom-toms, gongs, wood blocks, rattles, triangles, and sticks.

Specific Objectives

1. To recognize characteristics of auditory rhythms
2. To analyze rhythm and phrasing in movement
3. To acquire an appreciation of the human body as an instrument for expressing beauty, mood, and emotion
4. To develop group consciousness and constructive self-consciousness
5. To gain a knowledge of the structure and use of the body in movements of the trunk, the arms and the legs
6. To acquire skill in control of the body in rhythmic execution of all forms of locomotion and simple dance combinations
7. To create and execute simple, original dance studies showing good choice in music, appropriate interpretation of mood, and well-controlled movement
8. To develop an accurate movement response to metric beat, regular and syncopated accents

9. To be sensitive to phrasing in accompaniment and to respond to it in movement

10. To become aware of the potential variations of normal locomotor movements

11. To experiment with traditional axial movements

12. To develop skill in recognizing swinging movement and to perform with relaxation and authenticity

13. To develop skill in combining swings with locomotor movement

14. To develop skill in recognizing propulsive movement and to use it precisely and with authority

15. To recognize types of sustained movement and to discover which types of movement can be sustained and to recognize a sustained quality in accompaniment

16. To develop the ability to combine sustained movements with movements of other types

17. To participate in creative activity in dancing and to cooperate with other members of a group in the production of creative work

18. To develop skill in building movement into desirable forms

Skills and Rhythm Patterns to Be Developed

1. Walking

2. Hopping

3. Jumping

4. Leaping

5. Running

6. Skipping
7. Sliding
8. Gallop
9. Waltz
10. Two-step
11. Schottische
12. Polka
13. Mazurka
14. Polish mazurka

Skills and Rhythm Patterns to Be Measured

1. Leaping
2. Skipping
3. Sliding
4. Gallop
5. Waltz
6. Two-step
7. Schottische
8. Polka
9. Mazurka
10. Polish mazurka

Suggested Procedures

1. After the problem is set, have the pupils experiment with suitable movement, singly or in groups.

2. Have individuals or groups demonstrate the results of their experimentation.
3. Have the class appraise the results.
4. Fit the rhythms to various accompaniment such as: tom-toms, gongs, wood blocks, xylophone, rattles, triangles, temple bells, or a combination of these.
5. With advanced groups choral singing may be used as accompaniment.
6. Let one group clap an accompaniment for a second group which moves to it; then change activities.
7. In planning a sequence of techniques, it is desirable to begin with warming up movements, such as simple stretches, progress through the more vigorous movement of torso and legs, and finish with locomotor movements.
8. The group movement experiences are enriched by sharing the movement exploration of individuals within the group.
9. Free improvisation should not be given until the group has had considerable movement experience.
10. Working in groups on movement problems is an excellent way to begin creative activity.

References

- Blanchard, Vaughn S. and Laurentine B. Collins, A Modern Physical Education Program, A. S. Barnes and Company, New York, 1940.
- Burchenal, Elizabeth, Dances of the People, G. Schirmer, Incorporated, New York, 1913.

- Frost, Helen, Clog and Character Dances, A. S. Barnes and Company, New York, 1928.
- Mettler, Barbara, "Principles of a Rhythmic Body Training," The Journal of Health and Physical Education, vol. XIV, Number 5 (May, 1943).
- Neilson, N. P. and Winifred Van Hagan, Physical Education for Elementary Schools, A. S. Barnes and Company, New York, 1939.
- Thompson, Betty Lynd, Fundamentals of Rhythm and Dance, A. S. Barnes and Company, New York, 1933.
- Wild, Monica R. and Doris E. White, Physical Education, Elementary Schools, Extension Division, Iowa State Teachers College, Cedar Falls, Iowa, 1924.

Unit V

Folk Dancing

The approximate time allowed in this unit is two weeks for the ninth and tenth grade pupils and two weeks for the eleventh and twelfth grades.

Equipment should consist of a piano and a victrola.

Specific Objectives

1. To enjoy performing traditional folk dances
2. To apply previously learned fundamental rhythmic skills in varied patterns and combinations
3. To appreciate the folk lore and music of many nations and peoples
4. To recognize the importance of spirit, spontaneity and vivaciousness in performing a folk dance well
5. To accomplish enough proficiency in skills to stimulate the use of folk dancing for recreational purposes and social gatherings
6. To broaden appreciation of our heritage through contact with the art from other countries
7. To become adept in the fundamental steps used in these dances

Routines to Be Developed

1. Grand right and left -- American
2. Heel and toe polka -- American
3. Csebogar -- Hungarian

4. Pop Goes the Weasel -- American
5. Old Dan Tucker -- American
6. Shoo Fly -- American
7. Minuet -- French
8. Grapevine Twist -- American
9. Norwegian Mountain March -- Norwegian
10. The Star -- American
11. French Reel -- Danish
12. Virginia Reel -- American
13. Russian Folk Dance -- Russian
14. Irish Lilt -- Irish
15. Weaving Dance -- Swedish

Routines to Be Measured

1. Heel and toe polka
2. Minuet
3. Grapevine Twist
4. Norwegian Mountain March
5. French Reel
6. Virginia Reel
7. Weaving Dance

Suggested Procedures

1. Interest the pupils in becoming familiar with the history and purpose of folk dancing.

2. Discuss the history and background of the countries whose dances are being used.
3. Choose dances according to their social value, interest, brevity and authenticity.
4. Play the music so the pupils may listen and get the spirit in which the dance is to be interpreted.
5. Let the pupils keep time to the music by clapping the rhythm.
6. If the song has words teach these to the pupils a phrase or a line at a time.
7. Demonstrate the first step and have the pupils practice it by themselves.
8. Let the pupils try the step with a partner after they have mastered it by themselves.
9. Have them change partners often as it will be helpful in correcting any mistakes they may be making.
10. If possible teach the entire dance in one lesson.
11. Most steps are taught best in a line formation or a large circle.
12. Have groups demonstrate for each other since much can be learned by observing.
13. Have each pupil make a scrapbook using colorful pictures to illustrate costumes and customs of various countries or let each pupil dress a doll in a national costume.

References

- Blanchard, Vaughn S. and Laurentine B. Collins, A Modern Physical Education Program, A. S. Barnes and Company, New York, 1940.
- Broady, Lois Pedersen and Esther French, Health and Physical Education in the Small Schools, University of Nebraska Press, Lincoln, Nebraska, 1942.
- Burchenal, Elizabeth, Dances of the People, G. Schirmer, Incorporated, New York, 1918.
- Hinman, Mary Wood, Gymnastic and Folk Dancing, A. S. Barnes and Company, New York, 1930.
- Neilson, N. P. and Winifred Van Hagan, Physical Education for Elementary Schools, A. S. Barnes and Company, New York, 1939.
- Thompson, Betty Lynd, Fundamentals of Rhythm and Dance, A. S. Barnes and Company, New York, 1935.
- Wild, Monica R. and Doris E. White, Physical Education, Elementary Schools, Extension Division, Iowa State Teachers College, Cedar Falls, Iowa, 1924.

Unit VI

Tap and Clog

The approximate time allowed in this unit is two weeks for the ninth and tenth grade pupils and two weeks for the eleventh and twelfth grades.

Equipment should consist of a piano and a clear floor space.

Specific Objectives

1. To gain rhythmic training and coordination in movement
2. To enjoy rhythmic activity performed either by a group or by an individual
3. To understand, appreciate, and gain satisfaction in performing irregular, syncopated, and more rapid rhythmic patterns
4. To perform such fundamentals as the "rattle," "ones," "threes," "fives," "sevens," "buffalo," "triple-time step," "chug," and combinations of these
5. To execute a simple tap or clog from written directions
6. To perform and enjoy an activity that will help to fulfill a social need
7. To enjoy a dance response which provides vigorous and natural satisfactions
8. To develop accuracy of rhythmic response
9. To gain a knowledge of phrasing of music and of rhythmic patterns

10. To develop physical responses such as coordination, balance, poise, and ability to relax

11. To develop creative and dramatic expression

Skills and Routines to Be Developed

1. Threes
2. Plain fives
3. Sevens
4. Waltz-fives
5. Wiggle sticks
6. Rubber legs
7. Single pigeon-toe
8. Double pigeon-toe
9. Lindy Lee
10. Reuben Tap
11. Hurdy Gurdy
12. Original dance
13. Analysis of original dance
14. Execution of simple dance from written directions

Skills and Routines to Be Measured

1. Threes
2. Plain fives
3. Sevens
4. Waltz-fives
5. Reuben Tap

6. Original dance
7. Analysis of original dance
8. Performance of simple dance from written directions

Suggested Procedures

1. Present the fundamental steps. Watch for accuracy, proper timing, and clearness of tap sounds.
2. Combine basic steps in different short sequences.
3. Start with simple, short routines.
4. Present a combination of steps to a phrase of music rather than by counts.
5. Emphasize the dramatic and character quality of the tap or clog as well as the quality of the music.
6. Explain and demonstrate the various tap routines.
7. Have the accompanist play a few measures of music representing each type of tap routine and test pupils on their ability to recognize the different types.
8. After the pupils have learned how a clog or tap dance is developed, let them choose some simple melody and build their own dances.
9. Choose material that is suitable to the specific group.

References

- Blanchard, Vaughn S. and Laurentine B. Collins, A Modern Physical Education Program, A. S. Barnes and Company, New York, 1940.

Frost, Helen, Clog and Character Dances, A. S. Barnes and Company, New York, 1928.

_____, Oriental and Character Dances, A. S. Barnes and Company, New York, 1927.

Hinman, Mary Wood, Gymnastics and Folk Dancing, A. S. Barnes and Company, New York, 1930.

Thompson, Betty Lynd, Fundamentals of Rhythm and Dance, A. S. Barnes and Company, New York, 1933.

Unit VII

Ballroom Dancing

The approximate time allowed in this unit is two weeks for the ninth and tenth grade pupils and two weeks for the eleventh and twelfth grades.

Equipment should consist of a piano and a victrola, six records, clear floor space, and wood blocks. The records should include one tango rhythm, one rumba rhythm, two current fox-trot rhythms, and two records in slow waltz time.

Specific Objectives

1. To develop grace and poise in social situations with a mixed group
2. To recognize change in tempo and consequent change in movement necessary to maintain rhythm with musical accompaniment
3. To enjoy various combinations and patterns of couple dances based upon the schottische, the polka, and conservative, current "fads"
4. To master the traditional fox-trot and waltz
5. To understand and appreciate the beauty and rhythm of the Viennese waltz, the rumba, and the tango
6. To enjoy a wholesome and pleasurable activity which has recreational value now and later
7. To develop self-assurance and poise in social situations
8. To develop poise and ease in social relationships with the opposite sex

9. To develop grace, balance, and coordination

10. To learn the relationship of social dance steps to dance music

11. To develop skill in performing the fundamental social dance steps with ease and accuracy

12. To develop skill in following a leader in dance routines

13. To use that dancing position and movement which is pleasing to look upon as well as to do

14. To develop a feeling for the value of the social amenities in partner relationship

Skills and Routines to Be Developed

1. Dance walk
2. Dancing open position
3. Dancing closed position
4. Waltz
5. Box waltz
6. Waltz turn
7. Waltz hesitation
8. Waltz combinations
9. Fox trot
10. Box fox trot
11. Fox trot turn
12. Fox trot side step
13. Fox trot combinations

14. Viennese waltz
15. Rhumba
16. Tango

Skills and Routines to Be Measured

1. Dance walk
2. Waltz
3. Box waltz
4. Fox trot
5. Box fox trot
6. Viennese waltz
7. Rhumba
8. Tango

Suggested Procedures

1. Steps are best taught with the pupils standing in an open order formation. When moving forward continuously, a large circle or a number of small circles, with a leader in the center, serve as a good practice formation.

2. Where open order formation is used, the front line should move regularly to the rear and the others step forward, so that all have a turn in the front line.

3. In dance instruction frequent partner changes are desirable so that practice is given in adjusting to different partners.

4. Put a description of the steps with the counts to which they are performed on the blackboard or bulletin board so that the pupils

may become familiar with them.

5. Have all the class move in the same direction when practicing steps, and especially so when doing turns.

6. Be sure that all pupils start all steps on the "accent" of the music.

7. Devote part of each class period to free dancing after certain of the fundamental steps have been learned and practiced with partners.

8. At all times stress the maintenance of good body carriage while dancing.

References

Ballwebber, Edith, Group Instruction in Social Dancing, A. S. Barnes and Company, New York, 1938.

Blanchard, Vaughn S. and Laurentine B. Collins, A Modern Physical Education Program, A. S. Barnes and Company, New York, 1940.

Broadly, Lois Pedersen, and Esther French, Health and Physical Education in Small Schools, University of Nebraska Press, Lincoln, Nebraska, 1942.

Hostetler, Lawrence A., The Art of Social Dancing, A. S. Barnes and Company, New York, 1934.

Unit VIII

Badminton

The approximate time allowed in this unit is four weeks for the ninth and tenth grade pupils and three weeks for the eleventh and twelfth grades.

Equipment should consist of a supply of birds, twenty-four wooden paddles, twelve regulation rackets, and three regulation nets.

Specific Objectives

1. To develop proficiency in a game that can be played in singles, doubles, or in mass participation
2. To enjoy participation in an activity now that will remain meaningful
3. To participate in a game that offers opportunity for desirable social relations
4. To adapt bodily movements to provide for greatest physical efficiency
5. To appreciate good form and to desire to accomplish it
6. To gain a knowledge of as many rules as necessary in order to play badminton
7. To develop an accurate serve, and to be able to receive any serve
8. To develop teamwork and accept responsibility

Skills to Be Developed

1. High or tossed serve returned
2. Short serve
3. Driving serve
4. Drive
5. Backhand drive
6. High clear shot
7. Driving clear shot
8. Forehand smash
9. Backhand smash
10. Round-the-head smash
11. Forehand drop shot
12. Backhand drop shot
13. Underhand drop shot
14. Overhand drop shot
15. Back-court drop shot

Skills to Be Measured

1. Short serve
2. Driving serve
3. Drive
4. Backhand drive
5. Forehand smash
6. Backhand smash
7. Round-the-head smash

8. Forehand drop shot
9. Backhand drop shot
10. Overhand drop shot

Suggested Procedures

1. Show pictures of different badminton plays.
2. Have experienced players illustrate the game for beginners, while the teacher interprets the plays.
3. Show the technique of each skill separately.
4. Have warm-up period of runs, jumps and arm exercises.
5. Stress being alert and being able to change positions immediately.
6. Stress trying to place the bird to the left of the opponent if she is right-handed, since a shot to that side is more difficult to return.
7. Have the pupils learn to place the bird where the opponent least expects it.
8. Encourage pupils to practice killing the bird at the net.
9. Let the pupils handle the racket and birds and bat them back and forth to get the "feel" of them.
10. Stress the necessity of trying to develop a good back hand by receiving all birds to the left in that manner.
11. Have pupils practice serving for accuracy.
12. Endeavor to keep every girl occupied in mass badminton during the entire period and not just standing, waiting for her turn.

13. Be sure the group is well spread out in order to avoid accidents. Do not try to make use of all the rackets if the space is too small.

14. Keep the same group intact for each practice, in teams of six or eight (ten, if necessary) on each half-court with a captain in each group. The captain may be placed in charge of group rotation, scoring, and the like.

15. Number the groups 1 - 2 - 3 - 4 - 5 - 6, etc., or use letters A - B - C - D - E - F, etc., so that a specific group may be referred to at any time during the lesson.

16. When starting games, give everyone in each group an opportunity to umpire, keeping the score on the floor. Use chalk for this purpose since it is easy to erase at the end of the period.

17. If the lines for the courts are not marked on the gymnasium floor, have one team each week be responsible for marking the courts with chalk before class, until permanent marks can be placed.

18. When rotating positions during technique practice or a game, have the players leave their rackets in place on the floor, ready for the next players.

19. When not using all rackets, be sure the extra ones are placed off the court and out of the way so that they will not be injured.

20. Make use of skill tests for practice, starting "doubles" games and when at least half of the group is not engaged in playing. Utilize spaces around the courts, and the walls.

21. When having pupils work on placements, circles can be drawn on the floor at various spots.

22. In mass badminton have the pupils rotate as in volleyball.

23. Use one court for group badminton, the other courts for "doubles" games.

24. Stress the importance of keeping the rackets in a cool, dry place and in a press.

25. Encourage the pupils to smooth out the feathers of the birds when playing; not to brush them along with the racket when returning them, but to throw them base forward.

26. Have pupils fold up nets when they put them away, lay them flat, and mend with thread or string if they tear.

References

Broady, Lois Pedersen and Esther French, Health and Physical Education in Small Schools, University of Nebraska Press, Lincoln, Nebraska, 1942.

Frost, Julia H. and Mabel J. Shirley, Selected Recreational Sports for Girls and Women, A. S. Barnes and Company, New York, 1938.

Unit IX

Volleyball

The approximate time allowed in this unit is five weeks for the ninth and tenth grade pupils and six weeks for the eleventh and twelfth grades.

Equipment should consist of one regulation volleyball for every six girls and two regulation volleyball nets.

A film on Volleyball may be secured from the Department of Public Service, San Houston State Teachers College, Huntsville, Texas, at a rental fee of \$1.50.

Specific Objectives

1. To develop efficiency and physical fitness through a big muscle activity
2. To participate in healthful recreation
3. To gain a knowledge of the rules of volleyball
4. To develop leadership, sportsmanship, and dependability
5. To acquire a feeling of self-mastery in a sport
6. To develop ease in handling a volleyball, correct position of the body in playing a ball, proper use of the hands in playing low and high balls and the ability to control and place the ball
7. To develop the ability to place a slow, high, low, or fast serve
8. To develop the habit of readiness to receive the ball

9. To develop skill in stopping the ball and setting it up
10. To locate the opponents' weaknesses and play to them
11. To develop skill in receiving all types of passes
12. To realize that the player in each position has his own particular function and that all positions are essential in the ultimate success of the team
13. To evidence an unselfish attitude toward teammates

Skills to Be Developed

1. Underhand serve
2. Rotation
3. Set-up
4. Pass
5. Recover low ball
6. Recover high ball
7. Recover net ball
8. Smash
9. Take speed off a ball
10. Overhand serve
11. Backward pass
12. Overhand volley

Skills to Be Measured

1. Underhand serve
2. Recover low ball
3. Recover high ball

4. Recover net ball
5. Smash
6. Overhand serve
7. Backward pass
8. Set-up for smash

Suggested Procedures

1. Show a film on volleyball.
2. If possible arrange for an experienced team to put on an exhibition for the girls while the teacher explains the game.
3. Show and post pictures of correct form in volleyball.
4. Explain importance of a good serve.
5. Call attention to the physical features of the court and ball, and the care of each.
6. Demonstrate good form in serving, receiving, set-ups, and smash.
7. Have a few warm-up exercises preceding the game, including arm and leg movements.
8. Explain and practice rotation.
9. Discuss names and positions of players.
10. Teach the proper method of scoring.
11. Emphasize the necessity of using the whole body with knees bent in lifting a low ball into play.
12. Show the students how to control a high ball with the finger tips and not the heel of the hand. Practice in circle formation.

13. Use a circle formation and have groups of girls practicing setting the ball up at least six feet. This may also be used in straight lines along the gymnasium for those who are not on the court in a game.

14. Use a zig-zag formation and pass the ball back and forth to give practice in placing.

15. Stress the underhand serve to the beginner as it is easier to master and is more accurate. Be sure that the ball is not thrown in the air or that the right arm does not swing in a sideward motion. The folded fist may be used to give impetus to the ball.

16. Use file formation for practicing the serve.

17. In killing a ball stress the necessity of timing the jump to hit the ball when it is about a foot above the net.

18. Discuss opponents' weaknesses and play to them. Remember that most players are weaker to the left than to the right side, and encourage playing to the weak side.

19. Stress handling the ball for the most part on the fingers.

20. Encourage each girl to back her teammates on all plays.

21. Emphasize playing to the part of the court your students are defending.

22. Show the advantages of placing the players alternately, short and tall.

References

Blanchard, Vaughn S. and Laurentine B. Collins, A Modern Physical Education Program, A. S. Barnes and Company, New York, 1940.

Broadly, Lois Pedersen and Esther French, Physical Education in Small Schools, University of Nebraska Press, Lincoln, Nebraska, 1942.

Meyer, Margaret H. and Marguerite M. Schwartz, Technic of Team Sports for Women, W. B. Saunders Company, Philadelphia, 1942.

Neilson, N. P. and Winifred Van Hagan, Physical Education for Elementary Schools, A. S. Barnes and Company, New York, 1939.

Unit X

Playground Ball

The approximate time allowed in this unit is four weeks for the ninth and tenth grade pupils and four weeks for the eleventh and twelfth grades.

Equipment should consist of one regulation bat for every four girls and one regulation ball for every four girls, one catcher's mit, and one fielder's mitt for every nine girls.

Specific Objectives

1. To participate in and enjoy an outdoor activity which will develop strength and endurance
2. To develop desirable social traits through participation in a well-organized team sport
3. To develop initiative and self-confidence through participation in playground ball
4. To enjoy the benefits of outdoor exercise
5. To participate in activities that are satisfying now and have significance in terms of recreation and leisure time
6. To develop desirable character traits
7. To develop an interest in organic growth and vigor
8. To learn the progression of the sport and the various steps in its development
9. To learn the fielder's throw, overhand, underhand, and sidearm

10. To learn to catch a thrown ball, a fly ball, a bouncing ball, and to know the catcher's signals

11. To learn the proper position at bat, how to handle a bat correctly and how and when to bunt

12. To learn teamwork in batting and in the field

13. To know enough rules to play the game intelligently

Skills to Be Developed

1. Overhand throw
2. Underhand throw
3. Catch a pitched ball
4. Catch a batted ball
5. Catch a fly ball
6. Field a ground ball
7. Field a fly ball
8. Field a bounced ball
9. Pitch a slow ball
10. Pitch a fast ball
11. Pitch a curved ball
12. Bat the ball
13. Bunt the ball
14. Make base runs

Skills to Be Measured

1. Overhand throw for distance
2. Underhand throw for accuracy

3. Catch a fly ball
4. Catch a batted ball
5. Catch a pitched ball
6. Field a bounced ball
7. Bat the ball
8. Bunt the ball

Suggested Procedures

1. Stress observance of the following safety principles. If a player fails to observe any principle, she is "out."
 - a. Batter must drop, never throw a bat.
 - b. Batters awaiting their turns to bat should line up on the side of the home plate opposite the batter.
 - c. Sliding should be forbidden.
2. Give the pupils an opportunity to handle the balls and bats so that they may understand their use, construction, and care.
3. Supply members of the class with references for outside reading.
4. Have pupils learn how to grasp the ball.
5. Provide practice techniques for the following:
 - a. Overhand throw
 - b. Underhand throw
 - c. Sidearm throw
6. Have the pupils practice catching the following:
 - a. A thrown ball
 - b. A fly ball

c. A bouncing ball

7. Present the technique on catcher's signals. The catcher always cups her hands and holds them at the point where she wants the ball to be thrown thus making a target for the pitcher.

8. Encourage the pupils to make quick distinctions between a curved ball and a straight ball.

9. Have the pupils practice correct position of the batter, proper holding of the bat, accurate swinging, and bunting.

10. Stress the importance of keeping the weight forward when batting, keeping the eyes on the ball, striking only at good balls, and swinging easily with a follow-through.

References

Blanchard, Vaughn S. and Laurentine B. Collins, A Modern Physical Education Program, A. S. Barnes and Company, New York, 1940.

Bready, Lois Pedersen and Esther French, Physical Education in Small Schools, University of Nebraska Press, Lincoln, Nebraska, 1942.

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CHAPTER IV

SUMMARY

Physical education has become recognized as an important phase in the development of the whole child, and is being given more emphasis in the curriculum than was heretofore accorded it. To aid in fulfilling this need, a course of study has been proposed for senior high school girls. This course of study is tentative and will of necessity be revised as newer demands and changing emphases show a need.

This course of study is based on the philosophy that the activity program of physical and health education is directly shaped by the place of physical education in the whole curriculum, the changing emphasis in physical education, the philosophy of physical education, and the general objectives. A statement of philosophy and the general objectives that are basic to the course of study in physical education are given in Chapter II. They emphasize recognition of individual student interests, needs, and capacities in selection of content and suggested procedures for developing skills. In this respect, an attempt has been made to present a course of study including activities that will meet these present needs, interests, and capacities; that will provide for total physical development with especial attention given to habits, attitudes, and appreciations that are wholesome and worthwhile to the individual and to her fellow students; and which will

afford recreation and relaxation in later life.

The specific objectives, suggested procedures, skills to be developed, methods of evaluation, and the references for each unit in the course of study are planned with the purpose of establishing desirable and worthwhile physical activities as a regular and necessary phase in the lives of all pupils.

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