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for use in the schools

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PHYSICAL FITNESS -- THE NAVY APPROACH
FOR USE IN THE SCHOOLS

BOSTON UNIVERSITY
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PHYSICAL FITNESS -- THE NAVY APPROACH
FOR USE IN THE SCHOOLS

Submitted by

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(B.S., Boston University, 1942)

In partial fulfillment of requirements for
the degree of Master of Education

1946

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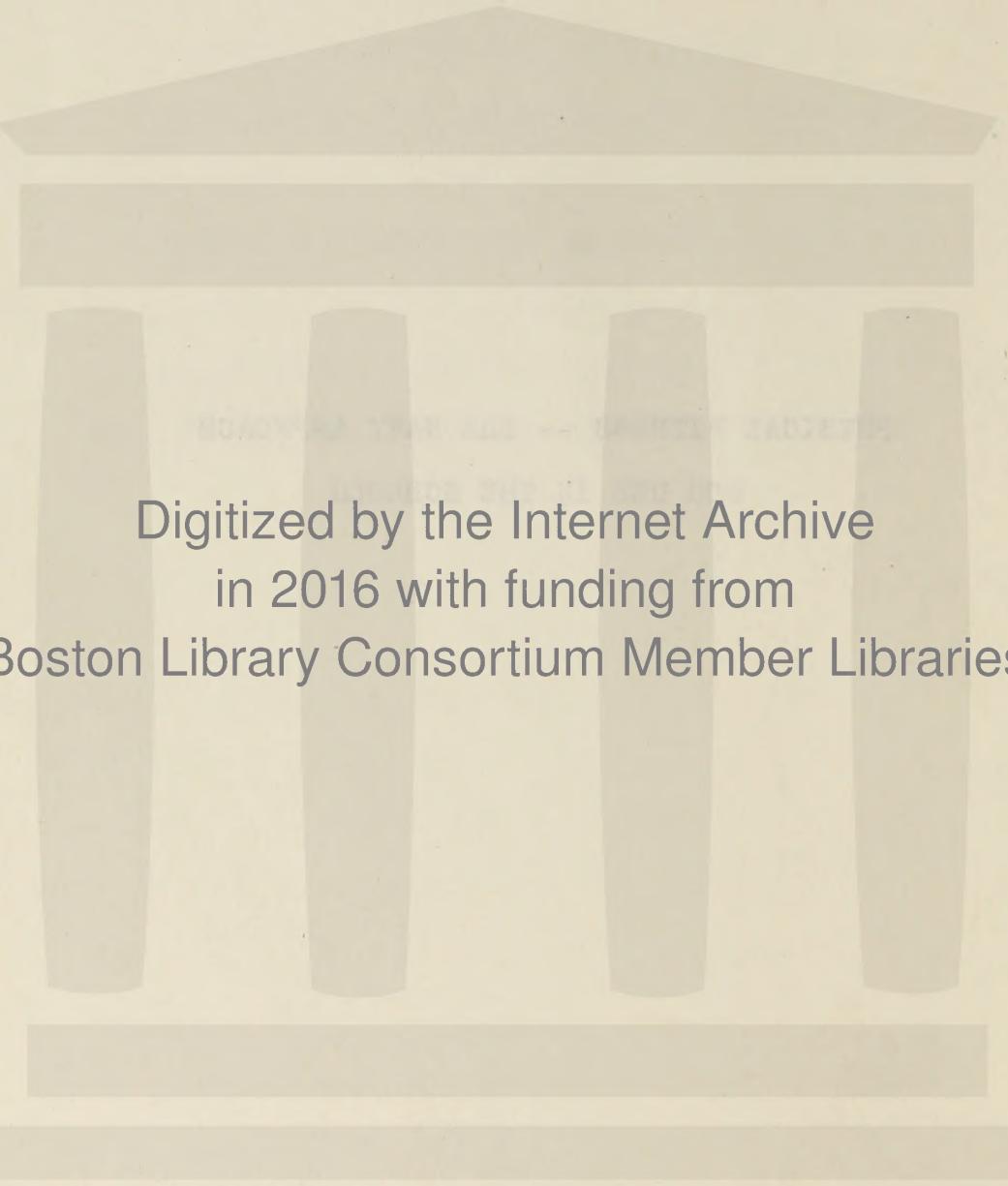
CHAPTER II

THE NAVY'S PHYSICAL EDUCATION PROGRAM

The Naval Service's first concern is to provide maximum physical development for all sailors. Our primary objective is to develop the physique of the average sailor. Our secondary objective is to develop the physique of all sailors, regardless of their physical backgrounds, athletic make and previous training. We place great stress on developing many skills and abilities, and we believe they will be indispensable.

PHYSICAL FITNESS -- THE NAVY APPROACH FOR USE IN THE SCHOOLS

Physical fitness is the cornerstone of our training, and the emphasis is placed on developing between mind and muscles, the spirit of teamwork and unity. "Team Play," the general principle of teamwork, can be taught. This will mean to the Navy, "Team Play" must be implemented in every program conducted within the Navy. Breakfast Football, which has been successful both in the military services early in this century, "Football with a Purpose," is another fine example of teamwork, and it can be used in every school in the Navy. In the schools of tomorrow, we cannot be satisfied with the old slogan, "Education and Discipline." We must have education and discipline, "Education and Discipline, and Sports." Sports should be conducted in accordance with the motto of the Navy, "The Last Sailor in the Line of Battle." Through sports, the sailor should learn to be a good citizen and a good member of his community.



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CHAPTER I

NEED FOR BETTER PHYSICAL EDUCATION PROGRAMS

Is America physically fit? We are not. We pride ourselves on the achievements of our athletic champions. Our pride clouds our vision. Americans are first of all spectators. They attend baseball games, athletic meets and boxing tournaments and see great deeds of thrillingly manly prowess. They go away feeling they did it themselves. Americans are second hand heroes -- our physical fitness is vicarious. Our schools conduct interscholastic athletic teams. A dozen boys get all the training, all the others get the thrills. Training becomes vocal and vicarious. Educators at conventions claim, "Health first," then go back to schools and put it last. This evil must be eliminated. Training by proxy must be supplanted by a program where participation is for all. President Roosevelt, after seeing the National Guard in the military maneuvers early in 1940, said, "America is soft." He stressed the point as vital, dramatic, dangerous, and true of every one of us. He said, "If we are to survive, we cannot be soft in a world in which there are dangers. Dangers which threaten America, dangers far more deadly than those the pioneers had to face." He said rightly that the old pioneers "Put hard fiber in the American spirit and strong muscles in the American back."

When the Selective Service Act was passed in 1940, millions of men patriotically rushed to the colors. After a rigid physical examination at least 30% were rejected and the familiar stamp placed on their records "not physically fit." Once again it took a war to bring America face to face with the truth -- the existing physical training and recreational programs could not have been adequate or emphasized enough to reach all peoples throughout the nation. In a speech delivered in Washington in 1944, the late Sec. Frank Knox adequately stated that "One of the lessons we have learned in this war ought to be that the building up of the physical side of young Americans is one of our most important and crucial tasks in the days after the war is over." How might this be accomplished? The Navy, through its training programs has developed a vigorous physical fitness program that with slight modifications might easily be adapted to any school system.

The objectives of physical education as set forth by our leading physical educators are similar in scope to those of the Navy. Dr. Leslie Irwin believes that the objectives of physical education should be basically the same as those of general education. Emphasis should be placed on the physical, the social, emotional and the recreational development of each pupil. Jesse F. Williams implies that physical education should be based on man being human rather than an

anatomical fact which is the basis of the outmoded Swedish System. For the purpose of achieving for man the best and most favorable condition for the function of life, it is necessary to approximate in man's exercises the forms of movement both in type and in quality and quantity to racial movements. The development of skills as well as physical growth are important. Dr. Williams states that modern education is concerned with the development of the whole child.

Dr. Clifford Brownell and Dr. J. F. Williams, in their book for public school administrators, sum up the objectives of physical education which are similar to those already acknowledged. The first objective is the development of the organic system through physical activities. The second objective states that the development of the neuromuscular system in general is important because it controls certain fundamental skills. The third objective is the development of certain attitudes toward physical activity generally and toward play particularly. The fourth objective is the development of standards of conduct which are peculiarly intertwined with the sport activities themselves.

Other leaders in the field have very much the same opinion. Hetherington says that the objectives should be "the leadership and organization of child life as expressed in big muscle activities; and lastly the objectives in the

control of health conditions."¹ Shraeder thinks, "the re-creative activities which will serve during school and will survive in latter life"² are important.

In the Navy Physical Fitness Program, the objectives are similar to those already mentioned. Naval personnel should have "strength," "muscular endurance," "cardio-respiratory endurance," "agility," "flexibility," "speed."

The above objectives should be designed to develop the best in physical fitness in the men of the Navy. The educational program aims at this high level of physical fitness and that level is attained.

In order to cover the various fields which they are given, educational institutions are directed toward six types of development of pupils: (1) lead themselves to self-reliance for the work of the individual, the group, and the community; (2) be physically fit; (3) be physically strong; (4) have a sense of personal cleanliness and aid in maintaining family卫生; (5) be polished toward the development of definite traits which will assist in the promotion of physical fitness; (6) be well informed.³

¹ Hetherington, The Objectives of Physical Education, American P. E. Review, Nov., 1922, p. 405.

² Shraeder, The Physical Welfare of Pupils, American P. E. Review, 1924, pp. 176-177.

CHAPTER II

THE NAVY BASIC PROGRAM

The Physical Fitness Program of the United States Navy consists of two major parts, (a) the P. T. Program and (b) the Physical Maintenance Program. The training program is a scheduled part of the curricula for recruit training and the numerous service schools and is designed to develop a high level of physical fitness in the men of the Navy. The maintenance program keeps men at this high level of physical fitness once that level is attained.

Calisthenics

In order to serve the purpose for which they are given, calisthenics should: (a) be directed toward all around development of specific muscle groups; (b) lend themselves to adaptation for the needs of the individual, the group and for use in particular situations; (c) be physiologically, anatomically, biologically and kinesthetically sound; (d) serve as a means of preventing divergencies and aid in correcting minor weaknesses; (e) be pointed toward the development of definite muscles which will assist in the preventing of possible injuries due to weak musculature; (f) act in the capacity of warm-up for a more strenuous sports program; (g) be used for increasing the postural stability of the

body, through improvement of muscle tone and organic efficiency; (h) contain several basic exercises which may be used by the individual as an aid in maintaining condition.

The general Navy calisthenics consist of sixteen exercises. Three of these have alternate exercises. If the men lie on the floor, the alternate exercises should be used. Other groups of calisthenics are "warm-up exercises" which are used at the beginning of the activity period. The other group are the "early morning calisthenics" which consist of a standard set of exercises that should be regularly used in a short, intensive exercise period.

All the exercises are named so that after the men have learned the exercises, the instructor can call out each exercise by name thus commanding the men into the proper starting position so that the next event may proceed without any delay. During the first few periods, the instructor should stand in front of the group and, in addition to directing the work, should demonstrate and perform the exercises with the men. After the exercises have been learned, however, this practice need not be continued. One of the better performers of the class can then be placed in front of the group, standing with his back toward the men. This man sets the example, thus freeing the instructor to move about, give commands, make suggestions and otherwise direct the platoon in the efficient manner.

At the beginning of the training, each exercise should be repeated only a limited number of times, and a short pause, not over 10 seconds allowed after each exercise or after every two exercises. After a few days, however, the number of repetitions should be gradually increased and the pauses decreased both in number and in length. After 15 to 20 days, each exercise should be repeated the maximum number of times indicated, with no time elapsing between exercises. As soon as the calisthenics have been mastered, there should be increased emphasis on unison and rhythm. All the exercises should be done in good form and executed with vigor. The instructor should set a good example in this regard.

In teaching calisthenics, the instructor may use two methods of giving commands. New exercises should be taught according to command. By this method there is (a) a preparatory command, describing the exercise; (b) a pause; and (c) a command of execution. The command of execution should be a verb; for example, "Hands on hips -- place!" Place being the command of execution. In this method of instruction, movement is not begun until after the command of execution has been given. After the exercises have been learned, they are done in rhythmic cadence. In this method there is (a) a preparatory command; (b) a pause; and (c) a command of execution. The command of execution is usually the verb "Begin!" Upon hearing the command of execution, movement

begins immediately and the instructor counts out the cadence. Each count coincides with the end of a movement in the exercise. The name of an exercise can eventually be substituted for the "preparatory command." If the men know the preliminary position for the exercise, there may be a combination of commands, for example "Push-ups -- Position! One, two, ready, begin! One, two, one, two, etc." Here "Position" is a command of execution for the men to assume the "ready" position before doing the push-ups. This position is taken in two counts. "Ready" is then a second preparatory command and "begin" is the command of execution. To end an exercise, the commands "Class Halt! One, two," are given on the last four counts. Usually the group maintains this position until the next command. In order to maintain interest, the instructor should introduce new exercises from time to time. According to the needs of the group exercises may be introduced that correct faulty posture, develop suppleness, teach balance control, develop agility, speed, and alertness, and exercises for relaxation.

Relay Exercises and Races

Relay exercises and races can frequently be introduced into the physical training program to add interest, competition and special types of exercise. The preliminary relay exercises can be conducted to best advantage in single circle

formation with men 8 to 10 feet apart. The double circle should be used when the number of men or limitation in space necessitates it. The instructor stands in the middle of the circle and calls the exercises and gives the commands. The men begin moving around the circle at a walking or slow-running pace according to their physical condition. The following is a list of relay exercises adaptable for class use.

1. All Fours -- face downward
2. Crawl -- lying on stomach, men crawl forward
3. Bear walk -- face downward, men travel forward by moving right arm and right leg simultaneously, and then left arm and left leg simultaneously.
4. Jump -- from squat position, with hands on floor, forward leaps are executed bringing up legs to squat position
5. Inverted crawl -- back down, walking on hand and feet in direction of hands and then toward feet
6. Duck waddle -- knee bent position, hands on hips
7. Ankle walk -- knee bent position, ankles are grasped as men walk forward
8. Full squat-- knee bent position, travel forward by jumps short bouncing jumps

9. Toe-touch -- trunk bent forward touching one hand walk to toe of opposite foot, on each step.
10. Back lever-- clasp hands behind neck forward walk, walk as left leg is brought forward knee is raised, bend trunk forward touching knee with right elbow then step forward on left foot and trunk is raised
11. Hand kick -- kick foot on every step forward walk
12. Broad -- travel forward by broad jumping jumping

There are four types of relays generally used in the Navy program. They are (a) track, (b) double column, (c) file, and (d) shuttle. Of these the latter two are the most practical for mass use.

The track type of relay is adaptable for small classes. The players are separated at equal intervals over a course of designated length. The first man runs the distance and touches the second man usually by the transfer of an object such as a baton. The second man runs the distance and touches the third man and so on until all men have taken part.

The double column relay is frequently used in giving instruction in some sport. If for example a certain type basketball pass is to be taught, the two columns line up facing each other. No. 1 can pass to No. 2; No. 2 in turn passes to No. 3; and so on until the ball travels criss-cross down the two columns to the end of the line.

The file relay is the most common type. The men are lined up according to teams in single file facing the same direction. The first man in each file runs as specified to a certain mark and then returns and touches off the second man in the file and so on. This file type can be useful for many events that require specific assignments as well as for passing objects along the file.

The shuttle type is useful when large numbers must be handled in a small area. One-half of the team is in file formation facing the remaining half of the team, which is also in file formation, with a specified distance separating them. When the relay starts, No. 1 runs across the intervening distance to touch No. 2. In turn No. 2 shuttles back across the same distance to touch off No. 3. The team finishes when the last man crosses the opposite line. This style of relay is very popular for running events, including variations with obstacles and handicaps; also for relays in which objects are moved, such as butting a ball with the head or kicking it with the feet.

Relays are usually classified as track and field, obstacle, tumbling, first aid, multiple-man, and object handling. Those relays best suited to provide vigorous activity are:

- (a) over and under
- (b) leap frog
- (c) tunnel

- (d) zigzag
- (e) butting
- (f) inverted crawl
- (g) wheelbarrow
- (h) jump stick
- (i) back to back
- (j) horse and rider
- (k) first aid - which includes shoulder carry, fireman's carry, fireman's drag, double shoulder carry, arm carry, saddle back carry, and the two man seat carry.

Group games, another form of mass games, are of such a nature that large numbers of men are able to participate at one time. In this program variation everyone is able to get vigorous exercise and keep actively interested. Group games are usually played in circle or line formations. They should be conducted to afford plenty of running and dodging, tussling, and holding. In organizing games of this nature the playing areas should be well defined. In games where balls are thrown there should be either a backstop or extra players to retrieve the balls that are thrown wild in order to save time and speed up the action. The most popular of the mass games are:

1. Charger -- Any number of men may play. Two boundary lines are marked off 30 to 50 yards apart. One man called the "spotter" is placed in the center of the playing area

while the rest of the men line up on one of the two boundary lines. The "spotter" calls "Charge," whereupon everybody advances toward the other boundary line. The spotter attempts to catch one or more of these men who are caught assist the spotter to catch the other men on the successive runs. As soon as all the uncaught men reach their goal, the "spotter" again calls "Charge," and they run back to their original goal. This goes on until the last man has been caught.

2. Wrestle tag -- With the exception of two men the group pairs off in circle formation, each pair being approximately 8 or 10 feet apart. The rear man of each pair clasps the front man around the waist. Of the two extra men, one (A) chases the other (B). (B) tries to get in front of one of the pairs, and the front man of that pair tries to aid (B) by grabbing him around the waist. If (B) succeeds in getting in part of a pair, the third or rear man now becomes the one being chased and attempts to get in front of some other pair. In each case the front man of the pair attempts to aid the man being chased by grabbing him around the waist. The rear man of the pair attempts to prevent this by swinging the front man around out of the way of the man being chased. The game itself becomes a series of struggles between the rear and the front man of each pair as well as a running match between (A) and (B).

3. Bronco Busting -- Opponents of approximately equal weight are paired off as broncos and riders. The broncos bend over and place hands on ground. The riders sit on the backs of the broncos and clamp their legs against the broncos' sides. The broncos then try to buck the riders off, and win if they succeed within the time limit. The men alternate as broncos and riders. Three 1-minute innings ~~are allowed~~ each team. The team that retains the greatest number of riders on the broncos is the winner.

4. Bridge Breaker -- A popular game with the stunt element in it. There are 12 to 15 members of a team. One well braced man (No. 1) faces his team and acts as a support for the formation. A second man bends over, with his back parallel with the ground, and clasps his arms around the waist of (No. 1). A third player bends over (No. 2) and clasps him in the same manner. (No. 4) does the same to (No. 3); (No. 4) to (No. 5); and (No. 6) to (No. 5). The remaining players line up about 10 feet behind these six men who constitute the bridge. In turn they run and jump on the bridge, and the game continues as long as it remains upright. The game is won by the team which has carried the greatest load before it collapses.

5. Tug of War -- Played between any number of teams. The object is for one team to pull the other across a line drawn on the ground. A contest equals three out of five pulls.

6. Line Rush -- Two lines are drawn on the field about 100 feet apart. One team lines up behind one goal line, and the other in the middle of the field. Teams change places and after each team has had from three to five tries, the scores are added and winner declared.

Running and Obstacle Course

Running is one of the best leg and wind conditioners. In the Navy Physical Training Program running is an important factor as a conditioning activity because of its value in developing endurance. Men are taught to run in good form, trained to run fast, and to be able to keep going for reasonably long distances. The running program is composed of (a) distance running, (b) jog marching, and (c) obstacle course running.

(a) Distance running -- This type is used frequently in the training of naval athletes. In the conditioning program it is used for early morning workouts, for getting the men to and from the exercise field and as part of the regular schedule of activity. It consists of running various distances across the open country, over hills, through the woods, and across fields; on the drill ground or the road; or up and down long deck spaces aboard ship. During the early part of training, slow jogging should be done alternating with some periods of fast walking. As the men in-

crease in physical efficiency the distance for running should be lengthened and the walking distance shortened. The running period should be from 10 minutes to half an hour.

Form considered good in running:

1. Body leans slightly forward.
2. There is a general impression of relaxation.
3. Consistent position of chest.
4. Exceptional leg drive.
5. Run on heel and ball of foot; most weight being borne on ball. Short period for recovery as leg muscles relax. Final drive forward is from toes in a spring-like action.
6. Arms should be free swinging with the hands coming up and across the chest to line at center of body. Arm action counterbalances leg action.
7. Head should be kept erect.
8. Eyes should be focussed some distance ahead.
9. There should be no overstride. The leading leg should never have the knee fully extended. Leg goes out, down, and back with action similar to that of a trotting horse.

(b) Jog marching -- It is a form of running which combines alternating action in marching, jogging, walking, jumping, and sprinting. A suggested jog marching schedule is:

1. Column of fours, arm's length distance apart.

2. Forward march. Remain in cadence throughout routine, 20 paces.
3. Jog slowly in columns of fours, 440 yards.
4. Walk, 50 paces.
5. Run (knees high), 20 paces.
6. Walk (legs wide spread), 20 paces.
7. Run (legs straight), 10 paces.
8. Walk (legs wide spread in half squat), 10 paces.
9. Run (jog) slowly, 440 yards.
10. Standing broad 1 jump -- then walk 10 paces.
11. Standing broad 2 jumps -- then walk 10 paces.
12. Walk 50 paces fast.
13. Walking -- bending body so left hand touches right foot and right hand touches left foot.
Repeat 10 times each hand for 60 paces (every third step).
14. Finish with -- jog- run- sprint (40 yards).

Obstacle Course Running

In this type of running the men being exercised must make progress over, under, around, or through the obstacles that are placed in their way. This type of running is excellent for the development of all-round endurance and stamina as well as agility, balance, and speed. Obstacle courses vary in length and in difficulty and are usually

constructed to use the best advantage of the local topography.

Provision for the following types of physical maneuvers:

1. Running -- Including endurance running, sprint running, crouch running, running with heavy weights, zigzag running, running over loose terrain, and running interspersed with occasional jumping, hand vaulting, and ducking under improvised booms.

2. Falling -- Including falling to the side, while at full speed and falling and rolling.

3. Jumping -- Across ditches, from various levels or heights, and across stationary objects.

4. Hurdling -- Over obstacles of various heights and widths.

5. Crawling -- Around objects, through tunnels, and under low barriers.

6. Climbing -- Up and down wood or rope ladders, suspended lines, cargo nets, over high barriers, and up and down sharp inclines either natural or constructed.

7. Balancing -- Walking on balance beams, narrow inclines, or any narrow or confined space.

8. Vaulting -- Over various objects such as rails, low barriers, or other similar barricades.

9. Squeezing -- Through small openings. Obstacle courses should be constructed so that they have progressive difficulty. The group using the course should be acquainted

with the nature of the course and the correct method of mustering each obstacle before they run the complete course. In the construction of obstacles care should be taken to construct each so that the chance of accident is reduced to a minimum.

Swimming

In every program of physical education the most important phase is the swimming program. In the Navy more than in the schools great emphasis is placed on mastering of all phases of water techniques. In many places swimming will be the best means of recreation and often the only means of saving a life. Every man upon his entry into the Navy is given a test to determine his ability in the water. All non-swimmers must learn to swim as well as to learn to keep afloat for a long period of time.

Teaching beginners involves many techniques outlined later in the Ten Lesson Plan. Fear is the first obstacle which must be handled. Water pressure and temperature will often cause strange sensations to the newcomer in the water and immediately creates a "fear complex." As the beginner learns to adjust himself by working in the water, he can control much of this fear. When the problem of breathing has been mastered, and adjustment to the water has been made, the beginner's fear will be largely overcome. From then on, swimming skills are mastered progressively until the

beginner has acquired a degree of "sea-worthiness."

Breathing, buoyancy, and relaxation are important factors closely related to the problems of swimming. The instructor must understand the scientific background of these problems. No man can swim or keep afloat for a great length of time unless he is taught to make the best possible use of his energy in relation to his breathing, buoyancy, and relaxation.

Instruction must be vital, alive, and always interesting. There should be no lag in the lessons. The swimming instructor should know all the swimming techniques and be able to demonstrate each correctly. Where large groups of men are swimming together, it is necessary to set up simple safety measures. Competent life-guards should patrol the pool and assist the instructors during every lesson period. The instructor should divide the group into pairs. For example the men count off and then (1) is paired with (2), (3) with (4), (5) with (6), etc. This system of assigning swimming mates is called the "buddy system." It is an excellent means of keeping a check on the men in the pool and also it enables mates to work together and keep track of each other.

The value of this naval swimming program has been established through actual testing. At the Naval Training Station, Bainbridge, Maryland, the following statistics were made available which cover a period of two years. Number of men tested at beginning of training -- (A). Number of men

failing third class test at beginning of training -- (B).

Number of non-swimmers at end of training period -- (C).

Percentage of non-swimmers at end of training period -- (D).

Table I

White Trainees

A	B	C	D
1812	443	48	3.8%
995	201	3	0.3%
1103	232	26	2.3%
977	256	7	8.2%
8757	145	3	0.4%
962	101	29	3.0%
1321	176	19	1.5%
1023	177	37	3.6%
1315	241	9	0.7%
492	72	25	5.3%
500	58	3	0.6%
508	82	3	0.6%
438	68	22	9.2%
387	68	27	7.0%
420	60	12	1.9%
581	161	55	8.9%
1130	315	29	2.8%
265	79	3	1.5%
276	114	0	0%
573	151	0	0%
299	144	2	0.2%
1318	195	0	0%

Table II

Colored Trainees

A	B	C	D	%
348	238	90	26	%
353	254	81	23	%
350	204	88	25.2%	
348	221	57	16.4%	
300	201	13	19.0%	
364	216	65	17.9%	
231	131	48	20.8%	
519	331	165	28.5%	
357	236	82	23.0%	
345	188	93	26.8%	
239	158	59	24.7%	
249	164	66	26.0%	
253	157	90	35.6%	
253	157	90	35	%
253	149	87	27.3%	
256	162	96	37.8%	
259	166	107	41.3%	
304	166	42	16.7%	
259	144	40	15.8%	
246	150	53	21.5%	
366	236	83	22.7%	
622	394	171	27.5%	

From this data it might be noted that the colored race is the more difficult to teach. This lack of swimming ability is of a hereditary and racial nature but nevertheless creates difficult problems in attempting to teach beginners. An entirely separate program should be set up stressing the importance of overcoming the racial fears.

Navy Standard Swimming Tests

I. Goal

To test and classify recruits as to their swimming abilities and needs -- utilizing the Navy Standard Swimming Tests.

II. Preparation

- A. Lines of pool arranged properly
- B. Temperature of water between 71 degrees and 74 degrees.
- C. Room temperature 78 degrees to 80 degrees
- D. Soap in shower room
- E. Footbath filler with solution
- F. Sufficient light in pool
- G. Supervise showers and check men entering pool
- H. Place jumping platform and poles in proper places
- I. Arrange men so all can see pool and hear instructions for the swimming test.

III. Qualifications for the Three Tests

A. First class swimmer

- (1) Swim 220 yards -- any stroke or strokes -- no time required
- (2) Swim length of pool, 25 yards -- underwater -- come up for air twice
- (3) Remove a pair of trousers in the water and inflate them for support

22

adact primaria brachia with
I

gutierrezia with an additional whorl of
bracts which are subtended by two pairs of
opposite leaves

II

yellow bracts bear 10 pairs of
white bracts which are subtended by
opposite leaves

III

yellow bracts bear 8 pairs of white bracts which are
subtended by opposite leaves

IV

yellow bracts bear 6 pairs of white bracts which are
subtended by opposite leaves

V

yellow bracts bear 4 pairs of white bracts which are
subtended by opposite leaves

VI

yellow bracts bear 2 pairs of white bracts which are
subtended by opposite leaves

VII

yellow bracts bear no bracts which are subtended by
opposite leaves

VIII

yellow bracts bear no bracts which are subtended by
opposite leaves

IX

yellow bracts bear no bracts which are subtended by
opposite leaves

X

yellow bracts bear no bracts which are subtended by
opposite leaves

(1)

(2)

(3)

(4) Break a front or rear strangle hold on a man approximately your own weight and size -- level him off properly -- take him into a cross-chest carry and tow 25 yards.

B. Second class swimmer

(1) Enter water from a height of 10 feet -- feet first.

(2) Swim each of the following three strokes approximately 33 yards for a total distance of 100 yards: breast stroke, side stroke and elementary back stroke.

C. Third class swimmer

(1) Enter water feet first from a height of 5 feet
(2) Swim 50 yards, any stroke or strokes, no time element.

IV. Practice

A. Separate and group men according to the test they feel capable of passing.

(1) First class swimmers on one side -- line up alphabetically

(2) Second class swimmers at the end -- line up alphabetically

(3) Third class swimmers on the other side -- line up alphabetically

B. Men take test according to groups

22
nun a no bled algurde que no fort a darré (2)
-- esla bus division que nrog etatmoxinga
a estat mid estat -- giraçons no mid level
. abay 22 wed bus vresse band-e-gato
. amaria nalo boroës . H
-- fort of the aliguer a fort kates telé (3)
.
eslorde sensi yelosket no doke nali (4)
spredato l'adat e val akar ce etatmoxinga
estatu abis , eslorde jamec rebay dal to
. eslorde yaoz grappante que
. tecumbe nalo boroës . D
fort & la aliguer a fort jantj don't zefew reid (5)
amid on eslorde to eslorde que , akar ce mid (6)
.
soldats VI
yadd zed mid of galloponne que quan que etatmox
.
etatmox de etatmox tel
qu anti -- abis que no etatmox nalo boroës (7)
.
qu anti -- que mid de etatmox nalo boroës (8)
.
etatmox de etatmox nalo boroës (9)
-- abis yadd mid de etatmox nalo boroës (10)
. .

- (1) Third class test -- lane 1
 - (a) Men attempt to meet requirements of test
 - (b) Failures are classed as non-qualified swimmers
- (2) Second class test -- lanes 2 and 3
 - (a) Men attempt to meet requirements of test
 - (b) Failures will drop to next lowest test and attempt to pass it.
- (3) First class test -- lane 3
 - (a) Men attempt to meet requirements of test
 - (b) Failures will drop to next lowest test and attempt to pass it.

V. Review and Summary

- A. Men now know their ability and needs in the water according to the Navy Standard Swimming Tests.
- B. The non-qualified swimmers are aware of their needs for additional instruction and practice.

Lesson Plan for Instruction to Non-Swimmers

Lesson One

Specific Goals:

1. Inform men of proper behavior in locker room, shower room and pool proper
2. Acclimation to water.

I was -- that male went (I)
that to administration from of female not (a)
but I keep-on in house we could
strength

G has 2 sons -- that male brood (G)
that to administration from of female not (a)
that two of them left us
it was of female his
I was -- that male just (G)
that to administration from of female not (a)
has had two from of both life expectancies (II)
it was of female

present life values

other end of sheep the lifetime male was not
other primitive features with all of which
about to prove our question further on ed
and these life histories conditions will show
approximately what individual not only needed
and desired

final options

most typical of voluntary sheep is next animal
sheep look like those around
other to individuals

I. Presentation and Practice

- A. Brief lecture on rules and regulations of swimming pool.
 1. Where and how to undress and shower-step into foot bath.
 2. Inspection for cleanliness -- soap on body.
 3. No running on deck -- walk on matting.
 4. Reading of sign above desk -- on how to check into pool.
 5. Where to spit and how to obtain permission to use the toilet during a class.
 6. Undivided attention to the instructor in charge of group and section.
- B. Testing and classifying men as non-swimmers and non-qualified swimmers.
 1. Men who cannot swim width of pool (n-s) remain in section "B".
 2. Those who swim width of pool are assigned to section "T".
- C. Water acclimation.
 1. Breathing drill on deck (in through mouth -- out through nose.)
 2. Breathing drill in water
 3. Jelly-fish float
 - (a) Demonstration

noticing her motherless
daughter to understand how soft no strong hand
can hold her. Food
and care-taking has brought up her kindly
and good soul
Food no care -- unkindness will not please
children so they -- feel no pleasure of
or want of -- their work right to mind
Food and work
not caring kindly of will the size of heart
make a patient failed out of
it unkindness add of goodness better
nothing but owing to ignorance
the unkindness can make helpless One patient
unkindness better option
However (as) food to relieve others damage our self
"P" patient at
of hospitals our food to solve when our health
"P" patient
not taking food
-- when ignorant (as) food to like patient
(as) patient ignorant food
patient at like patient
food: helplessness
unkindness (as)

- (1) Comfortable breath
- (2) Chin on chest
- (3) Bring knees to abdomen -- arms around knees, hands clasping elbows.
- (4) Lean body forward and float for 15 slow counts -- "round ball."

II. Review and Summary

- A. Non-swimmers have been given instructions regarding behavior in pool, and are made aware of the section in the pool to which they report until further notice.
- B. Non-swimmers have been acquainted with method of breathing, the fact that their bodies are buoyant to a certain degree, and possibly have decreased their fear of the water.

Lesson Two

Specific Goals:

1. To further increase confidence and decrease any existing fear.
2. To develop the following skills:
 - a. Prone float and recovery
 - b. Prone glide and recovery
 - c. Back float and recovery

I. Presentation and Practice

disord eldest child (L)

disord-er child (S)

baboy turn - meat of second game (L)

baboy palayal other second

bois of yo baot the second game (L)

"big baboy" - stun

grande turn wolf. II

baboy second game and over second-hand

baboy and to cross the big turn, food in collected

baboy litter crossed with hands of food soft at

salon

to baboy big baboy and over second-hand

baboy was not bad time had just one grind and

baboy over saloon the second hand of

baboy and to feel time

out passed

baboy olives

baboy big baboy snort red turn of

baboy snort olives qua

baboy snort olives and collected of

baboy turn the big baboy and

- A. Review Lesson One.
- B. Men count off by twos. Throughout this lesson, "ones" assist "twos" to accomplish all skills, and vice versa.
- C. Prone float and recovery
 - 1. Demonstrate on deck, and then in water
 - a. Hold breath
 - b. Chin on chest
 - c. Arms straight over head
 - d. Legs straight, feet directly behind body
 - e. Arms and legs motionless
 - 2. Practice from standing position
 - a. Men fall flat on water and remain in above position for fifteen seconds.
 - b. Repeat drill until the majority have achieved skill.
 - 3. Explain and demonstrate recovery
 - a. Pull arms downward
 - b. Thrust head upward
 - c. Pull knees to abdomen
 - 4. Practice Recovery
- D. Back float and recovery
 - 1. Demonstrate on deck, and then in water
 - a. Head back -- eyes focused on ceiling.
 - b. Chest and abdomen up.

- c. Hands on hips
- d. Legs straight with feet directly in front of body
- e. Body remains motionless.

2. Practice

- a. "Ones" apply slight support under "twos" armpits as they assume float position.
- b. "Ones" walk backward slowly.
- c. Reverse positions of "ones" and "twos."

3. Demonstrate recovery

- a. Thrust head forward to chest
- b. Pull arms downward through water
- c. Feet sink to bottom.

4. Practice back float with recovery

F. Back walk

- 1. Demonstrate on deck and in water.
 - a. Head back with eyes focused on ceiling
 - b. Back arched with chest and abdomen up
 - c. Hands on hips
 - d. Feet resting lightly on bottom
 - e. Walk backward slowly on balls of feet
- 2. Practice
 - a. Men count off by twos
 - b. "Ones" and "twos" alternate in attempting back walk

II. Review and Summary:

- A. The following skills which lead up to the elementary backstroke have been developed:
1. Prone float and recovery
 2. Prone glide and recovery
 3. Back float and recovery

Lesson Three

Specific Goals:

1. To achieve the proper body position that will be employed with the elementary back stroke.
2. To experience, for the first time, the float and glide without support.

I. Presentation and Practice

- A. Brief discussion of accomplishments of previous lesson
- B. Review back walk
1. Divide group into "ones" and "twos"
 2. Practice until majority have achieved the skill -- "ones" and "twos" drill alternately
- C. Back glide and recovery
1. Demonstrate on deck, and in water
 - a. Pair off "ones" and "twos"
 - b. "Ones" hold gutter and place feet against bulkhead

YSTEREDE BUR WEIVSH .II.

Werdensle mit ri op heil deths allis patroffel mit . A
; begoluech moed evad elortheid
 provoect has doft smot . I
 provoect has abig smot . S
 provoect has doft doft . S

 secht grossel

: alled of lieegd

Ellw dadd hertzen gled sprong und ewigheit ot . I
 alderde alod gheleende mit his begoluech ed
 doft und walt denkt und volc komische ot . S
 drogge dandis vilti has
 volkort has mofdipart . I

 gudenske ha rymmen hyspon ha rekenheit hyspon . H

 monel

: lles vuc salveit . H

"hond" has "hoge" edel quoy vistet . I
 mit parvulen conif pikkelen fijne vinten . S
 yfotengede lles . "hond" has "hoge" -- lles
 provoect has mofd van . S

 andem si herc gheen no elortheid . C

 "hond" has "hoge" vlo atot . S
 dankys haft voldy hre voddy hond "hond" . C

 marcht

- c. "Twos" take position about ten feet behind "ones"
- d. "Ones" push off and glide in float position -- "twos" are available for assistance
- e. "Ones" and "twos" alternate in practicing skill
- f. Repeat drill without assistance of partner -- employing the recovery as previously taught

II. Review and Summary

- A. Men have developed the ability to maintain the proper body position that is employed in the elementary back stroke.
- B. Men have experienced floating and gliding on their backs without assistance.

Lesson Four

Specific Goals:

To develop the ability to propel the body with the proper arm strokes.

I. Presentation and Practice

- A. Brief discussion of accomplishments of previous lesson
- B. Explain and demonstrate arm stroke on deck.
- C. Deck drill of arm stroke
 - 1. Arrange men at double-arm intervals.

nothing more and should make known nothing more

— additional details of which may be contained in notes

— and nothing more than they have been given

— and I assure you that I have had

nothing

— and nothing more than what has been given

— and nothing more than what has been given

nothing

— nothing more than what has been given

— nothing

— nothing more than what has been given

— nothing more than what has been given

— nothing more than what has been given

2. Men lie flat on backs
3. Arm positions by count
 - a. "One" -- hands move upward along side of the body until chest high.
 - b. "Two" -- wrists flip over and out. With fingers leading, the arms are fully extended forming right angles to the body.
 - c. "Three" -- extended arms, with fingers closed, are brought to the sides of the body.
 - d. "Glide" -- arms and legs remain motionless as body glides through water. This is a period of rest and added relaxation.
- D. Water drill of arm stroke
 1. Men paired off in "ones" and "twos"
 2. "Twos" place hands under "ones" armpits
 3. "Ones" assume floating position
 4. "Ones" perform stroke to instructor's count of "one-two-three-glide."
 5. Emphasize a long glide-slight pause before starting new count.
 6. "Ones" and "twos" drill alternately.
 7. Repeat deck drill if necessary.

II. Review and Summary

- A. Men have achieved the mechanics of the arm stroke.

... mīpedīgo dafī ell pēk . 2

... dūmū vī mādītōo mīk . 3

... mābī kāpī bātātā vīmā dīmā -- "vām" . 4

... dīmā dīmā pītātā vīmā mīt .

mīt . dīmā kāpī kāpī mīt . 5

... mīt vīmā vīmā vīmā vīmā vīmā vīmā vīmā

vīmā vīmā vīmā vīmā vīmā vīmā vīmā vīmā

... vīmā vīmā vīmā vīmā vīmā vīmā vīmā vīmā

... vīmā vīmā vīmā vīmā vīmā vīmā vīmā vīmā

... vīmā vīmā vīmā vīmā vīmā vīmā vīmā vīmā

... mīt vīmā vīmā vīmā vīmā vīmā vīmā vīmā

... vīmā vīmā vīmā vīmā vīmā vīmā vīmā vīmā

... vīmā vīmā vīmā vīmā vīmā vīmā vīmā vīmā

... vīmā vīmā vīmā vīmā vīmā vīmā vīmā vīmā

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... vīmā vīmā vīmā vīmā vīmā vīmā vīmā vīmā

... vīmā vīmā vīmā vīmā vīmā vīmā vīmā vīmā

... vīmā vīmā vīmā vīmā vīmā vīmā vīmā vīmā

- B. Additional confidence installed through mastering the arm stroke.

C. Men perform kick to instructor's count as follows:

Lesson Five

Specific Goal: "One", heels touching and driven up to

To perfect the arm stroke through further instruction and drill.

I. Presentation and Practice

- A. Explanation and demonstration of arm stroke as taught in previous lesson. (Demonstrated on deck and in water)

II. Review and Summary

Through mass drill and individual instruction the men are able to perform the arm stroke properly.

Lesson Six

Specific Goal:

To develop the ability to propel the body by use of the "inverted frog kick."

I. Presentation and Practice

- A. Explain and demonstrate inverted frog kick (on deck)

II. Deck drill of inverted frog kick.

1. Arrange men at double arm interval -- all

B. Agglomeration and dispersion
of sunspots

Lesson five

Special topic:

To describe the sunspot cycle in relation
to sunspot number and class.

I. Observation and prediction

As before we have to follow the development of
the sunspot cycle (development of sunspot
number) from one season to the next
(September to September).

II. Review and summary

Throughout last month and this month
we have seen the birth of new sunspots
and the death of old ones.

Lesson six

Special topic:

To develop the idea of the "mean" sunspot
number for the "mean" sunspot year.

I. Observation and prediction

Now we have to find the mean sunspot
number for the sunspot year (September to
(September).

B. Deck drift to January to June

C. A suitable way of going about it

- A. Men lie on deck with buttocks on extreme edge of pool.
- B. Men perform kick to instructor's count as follows:
- "One": heels touching and drawn up to buttocks, knees as far apart as possible and on same plane as the body.
 - "Two": with toes pointing outward and leading, the legs are extended to a spread position forming as wide a "V" as possible.
 - "Three": legs are squeezed together.
 - "Glide": body and legs motionless and straight during glide.
- C. Water drill of inverted frog kick.
- Men paired in "ones" and "twos".
 - "Twos" slightly support "ones" by placing right hand under their backs close to the waist line.
 - "Ones" assume back float position and execute the kick to the instructor's slow count of "one-two-three-glide."
 - "Ones" and "twos" drill alternately.
 - Deck drill repeated if necessary.

II. Review and Summary

- A. Men have achieved the mechanics of the "inverted

to sage ameñeke no empeñar miti pueyos que no sif
food

se tñnta miti o mitioporsa comece se
men berlona miti o mitioporsa comece se
:swallow

oq qñ ameñeke qñ pueyos que no sif : "ano" .
putfocas, moses a tez aparta possiblity
sung on same day as sif the posy

but bring out mitioporsa miti : "owt" .
baseqas oq bebeñeke ate sage eat ,and
elbow be "y" a obliw ce palmoi multisog
.redesog bebeñeke ate sage : "esu" .
but bring out mitioporsa miti : "otfie" .
.oblique redesog bebeñeke ate sage

when you bring out mitioporsa miti : "owt"

"owt" and "ano" at besting well .
giving qñ "ano" at besting well "owt" .
and oq esu oq esu when when when

"ano" same leaf possiblity and exscape
to wolf exscape to wolf exscape to wolf exscape
".ano-otfie-ano"

when when when "ano" when "ano" when "ano"
.when when when when when when when

frog kick." *Lesson Seven*

B. Additional confidence installed.

Specific Goal:

To use and practice Lesson Seven movements

In an efficient and smooth manner.

Specific Goal:

To perfect the "inverted frog kick" through further instruction and drill.

I. Presentation and Practice

A. Explanation and demonstration of the inverted frog kick as taught in previous lesson. (Demonstrated on deck and in water.)

B. Inverted frog kick -- water drill

1. Men paired off -- "ones" and "twos."
2. "Twos" slightly support "ones" by placing right hand under their backs close to the waist line.
3. "Ones" assume back float position and execute the kick to the instructor's slow count of "one-two-three-glide."
4. "Ones" and "twos" drill alternately.

C. Men with improper execution of the kick are given individual instruction and assistance.

II. Review and Summary

Through mass drill and individual instruction the men are able to perform the inverted frog kick properly.

"Now now"

difficulties connected with the

Second Seven

specific goals:

To perceive the "now now" situation

in higher tension than the gulf

I. Explanation and Prediction

beforehand and to perceive the development of the situation

(Demonstrations) as well as the "now now" situation

(. no need to bother

with what -- now now development

".now" vs "now" -- the better part

of "now" still basically depends on basic

and of those who have been those

.

such as the most difficult ones "now"

To know what is happening at the moment

".effortless-now"

especially like "now" vs "now"

never the less it is possible to do this with the help of

. consciousness the most important individual

II. Review and Summary

and movement I believe has little basis in itself

now now between the two sides one

.

Lesson Eight

Specific Goal:

To use and coordinate the arm and leg movements in an efficient and smooth manner.

I. Presentation and Practice

A. Review arm stroke by explanation and demonstration.

(Deck and water)

B. Review kick by explanation and demonstration.

(Deck and water)

C. Coordination of arm and leg movements -- deck drill.

1. Men arranged at double arm interval -- all lie on deck with buttocks on extreme edge of pool.

2. Men perform coordinated movements to instructor's count as follows:

a. "One":

(1) Legs -- heels touching and drawn up to buttocks, knees as far apart as possible and on same plane as body.

(2) Arms -- hands move upward along sides of body until chest high.

b. "Two":

(1) Legs -- with toes pointing outward and leading. The legs are extended to form as wide a "V" as possible.

- B. Coordination (2) Arms -- wrists flip over and out. ~~drill~~
- Without assist. With fingers leading, the arms are alternately fully extended to form right angles to the body.
- C. Potential ~~and~~ ~~and~~ to the body. ~~the~~ ~~in~~ ~~and~~ ~~and~~
- c. "Three": ~~the~~ ~~in~~ ~~and~~ ~~and~~ ~~instruction~~ ~~in~~
- (1) Legs -- squeezed together. ~~in~~ ~~in~~
- (2) Arms -- extended arms, with fingers closed, are brought to the sides of the body.
- D. Coordination of arm and leg movements -- water drill with assistance.

- Specific 1. Men paired off in "ones" and "twos"
2. "Twos" place hands under "ones" armpits as "ones" assume back float position.
3. "Ones" perform coordinated movement of arm stroke and kick to instructor's slow count of "one-two-three-glide."
4. Emphasis on long glides.
5. "Ones" and "twos" drill alternately.
6. Repeat deck drill if necessary.

the bare tree gift afterw -- antA (S)
the bare old gnarled ancient tree
selfs right hand of bearded yell
yesterday old
;"earthen" .
yesterdays bearded -- tegA (I)
everyday tree ,ants bearded -- antA (S)
to be his end of dragon tree ,bearded
yesterday old
;"earthen" .
as yesterday dinner -- ayaf hns antA (I)
yesterdays dragon water
yesterdays just to boiled s at start (S)
yesterday
"earthen" .
yesterdays gift tree were to bearded .
yesterdays tree still
"yesterdays tree "yesterdays still .
as yesterday "yesterdays" tree was called "yesterdays"
yesterdays tree was called "yesterdays"
tree to bearded bearded good morning "yesterdays" .
yesterdays tree a present of his day before
",yesterdays-yesterdays-yesterdays" to
yesterdays tree no dragon .
yesterdays still "yesterdays" tree "yesterdays" .
yesterdays tree to bearded .

- E. Coordination of arm and leg movements -- water drill without assistance. "Ones" and "twos" drilling alternately.
- F. Potential qualificationers are segregated and report to section "I" for advanced instruction in deep water. These men report to that section in subsequent lessons.

II. Review and Summary

- A. Men have accomplished and experienced the coordination of arm and leg movements.
- B. Additional satisfaction and confidence attained by swimming without support for the first time.
- C. Potential qualifiers are segregated for the purpose of more advanced instruction in deep water.

Lesson Nine

Specific Goals:

1. To move efficiently coordinating the arm and leg movements with the assistance of the oral-inflation tube.
2. To gain a knowledge of, and become skilled in use of, oral-inflation tube.

I. Presentation and Practice

- A. Brief review -- discussion of previous lesson.
- B. Distribute tubes and instruct men in regard to inflation.

- C. Coordination of arm and leg movements -- water drill with oral-inflation tube
1. Men inflate tubes.
 2. Swim width of pool in waves of three. (Four at a time, if group is large.)
 3. Following each width, the men slightly deflate the tubes. This is continued until there is little or no air in the tubes.
 4. Potential qualifiers are noted, and sent to section "I" for further instruction in deep water.

II. Review and Summary

- A. Men have accomplished smoother coordination and by this time should be capable of swimming at least partially across the pool without assistance.
- B. Potential qualifiers are advanced to deep water -- section "I".

Lesson Ten

Men are given this lesson in section "T" as soon as they are capable of swimming the width of the pool in section "I." The pool is divided into three sections:

- (1) Section "B" which is $3\frac{1}{2}$ feet deep at all points.

Men who are not capable of swimming the width of pool participate in this area.

- (2) Section "I", which slopes from 4 to $6\frac{1}{2}$ feet, is used by men who possess ability to swim a width in section "B".
- (3) Section "T" slopes from $6\frac{1}{2}$ feet to 10 feet. Men who advance to this section possess sufficient ability to swim in deep water and are ready for instruction in jumping.

Specific Goals:

- (1) To develop the ability to jump from a five foot platform using proper form, and to level body off for swimming back stroke.
- (2) To increase endurance, to the extent of capably swimming a minimum of 50 yards after jumping and leveling off.

I. Presentation and Practice

A. Explanation and demonstration of proper method of jumping feet first and leveling off in water.

1. One hand holds nose; the other hand holds opposite shoulder.
2. Eyes focused straight ahead, and not down.
3. Feet leave edge simultaneously. Enter water feet first in vertical position.
4. When submerged, use bicycle kick and apply downward pressure with arms and hands until head comes above water surface.

at least 60 at a point where river "I" portion (S)

about 6 miles of which was never seen

"B" portion of

well, feet of least 60 most 200 "T" portion (S)

including areas where bottom portion

not yet out the bed rock was at miles of which

appeared in mountain

also called

tool with a more than of which was covered by (T)

bed level of the same bed being broken up

more than 600 feet above the

base to surface and of, occurring east of (S)

tool about 60 to minimum a distance of

the surface was broken

also has been called . I

to bottom surface to which is called the "Exhibit A"

surface at the surface was still less than

about three feet and seven thousand feet or more . I

which is about

about four feet, besides which was a layer of sand . S

which was . This material is also called "T" tool

which is found in drift tool

which has thin silty soil over a layer of sand . A

thin layer of sand with thin extension toward

soil thin layer of sand has been

5. Thrust head backward and get body into back float position. Focus eyes on overhead.
6. Immediately commence coordinated arm and leg movements to the count of "one-two-three-glide."

B. Drill

1. Individuals jump from edge of deck until acceptable form is mastered.
2. Individuals then jump from the five foot platform.
3. Following five foot jump the men swim as far as possible in order to increase endurance.
4. Men become "qualified" (Third class) after jumping, and successfully non-stop swimming a minimum of 50 yards.

II. Review and Summary

Men completing this lesson have achieved the confidence and ability to jump from a height of five feet into deep water, and swim a minimum of 50 yards.

Testing

The Navy Standard Physical Fitness Test consists of five events designed to test strength, endurance, stamina, and some degree of agility. More specifically, this five-fold test is given for the following purposes: (a) to determine the physical fitness of the men when they arrive

for training; (b) to provide information that will help in adapting the physical fitness program to the men's needs; (c) to motivate the men toward a higher level of physical fitness; (d) to measure the progress of the men after being in service a specific length of time; (e) to provide a means of measuring the physical fitness of Navy personnel in one activity in comparison with the personnel of other activities; and (f) to determine whether or not the physical fitness program is accomplishing its desired results.

The five tests are spaced five minutes apart and are preceded by up to two minutes of calisthenics.

1. Squat-jumps test strength and endurance of muscles of legs. Action must be continuous throughout.
2. Squat thrusts test speed, power, agility, and endurance. Performer continues as rapidly as possible for one minute.
3. Sit ups measure strength and endurance of abdominal muscles. The movement must be continuous either when touching deck with back or when leaning forward. Usual cadence is about one sit-up every two seconds.
4. Push ups test strength and endurance of the "pushing muscles" of arms and shoulder girdle. Performer repeats movement as many times as possible.

5. Pull ups 7 feet 9 inches is preferred height of bar.

Performer continues the exercise as many times as possible.

Recently there has been a compilation of the average physical fitness test scores of men when they began their training and also when it was concluded six weeks later.

These have been tabulated in three classifications:

- (1) Recruit Training Stations; (2) Service Schools; and
- (3) V-12 Units.

Table III

	<u>Number tested</u>	<u>Score First test</u>	<u>Score Second test</u>	<u>Average gain</u>
Recruit Training Stations	162,500	37	46	24%
Service Schools	242,000	43	49	14%
V-12 Units	65,000	45	59	31%

CHAPTER III

MAINTENANCE PROGRAM

In the administration of the naval athletic program there are two major considerations which must be kept in mind. At naval training stations, schools, and other training activities, athletic games may be required as a part of the regularly scheduled physical training program. When, however, games, sports, and athletics are participated in by naval personnel during leisure time on a voluntary basis, they are to be considered under the category of recreation.

In this chapter only those sports that can be used extensively in the physical training program are included. Complete explanations of the selected sports are not given, since each of them requires a special rules book. It is also impossible to describe skills and styles of team play of the more highly organized sports, since to do so completely for each would require a book in itself.

Soccer. This is a standard game, the rules of which may be modified to adapt it to mass use. In general the game is excellent for the conditioning program since it needs only a ball for equipment and since improvised fields and goals can easily be arranged. In addition, the game calls for considerable running and it is therefore good for leg development and general endurance.

For physical training purposes it is usual to dispense with the offside rule. Usually two teams of 11 men use a single field. More men can take part, however, if two fields are laid out crosswise of the football field. In this case there is no goal keeper. If no posts are available, two piles of clothing may indicate the goal and the referee then is the judge of the height at which the ball passes through the goal.

With a smaller number of men, 6-man soccer is recommended instead of the customary 11 men, and a smaller field, approximately 40 by 70 feet, is used. An under-inflated ball is advised in this case as the men cannot then kick the ball so far.

Baseball. The national game, baseball, is an excellent activity for the development of speed, agility, strength, and timing. In the public mind it has become associated with these qualities as well as with quick thinking and alertness. As a sport it is difficult to administer for large numbers of men because of the amount of space needed and the special equipment required. Good physical work-outs are possible, however, for a limited number of men when there is considerable fielding, throwing, hitting, and running practice. For a great many, softball will be a satisfactory substitute for baseball because it includes most of the features of the latter game and requires less skill to

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tot briflaisi tot
a ean men li to ameset owt yllas . alia ebislici esti dliw
owj li , reveworf , þas ean mei nro men ean . bfeit efignir
al . bfeit llfedoñi esti lo caiwanorði tuo bisil era abisi
-lisev era aðar on li . neðesi fsoy or ei erent sess aldr
esti bna fsoy esti aðalhni ym gairðofa lo sefliq owt , elda
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-mœder ei heccos man-ð , nem lo tecumr refleca a mew
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bedelfint-hevnu nA . bearn al , jesi OV yd CP ylferumhixordra
nokt mani tonaró nem esti es esso aðit al bætva al llid
· tel os llid esti
þauflleoxe nu al , llfdeand , emug lsmoldur esti . llfdeand
· dýgurit , ydlfis , beaga lo þuengolever esti tot ylfrivitot
bæfaloðas emosed andi haim oflding esti al . galmit han
bæ galmitid hoinp oðru as llfow as aðilíup aðar oðru
tot tecumrime of fífafili et di ðnoða a nA . aðalhix
habeon esas lo ðnuða esti lo aðarledur nem lo tecumr aðar
-mow Isakayda dooG . berikuper ðaemqimre Islaegs esti han
nem lo tecumr batimli a nA , reveworf , aðilíup aðar aðru
han , galmitid , galvotid , galbfeit eldarehisco að aðar mani
-aðissa a ad llfir llfdeand , ynnr fsoy a nA . aðilíup galmiti
lo ðeom aðunori di aðarledur llfdeand tot aðufiladur ylfer
að llfis aðf certuper han emug tecfel esti lo tecumr að

play it well, and also less space and equipment.

Football. Regulation 11-man football, where it can be played, is the outstanding body-contact team game of the country. It is, however, impractical in the general physical conditioning program in the Navy because of the special equipment, space, and coaching that it requires. For large groups of men, however, it may be played in modified form such as touch football. It is suggested that occasional competition be arranged in the fundamentals of football, such as punting, place kicking, drop kicking, and passing, both for distance and accuracy. The men enjoy these special exercise events when competition is added, especially if they are unable to participate in the regulation game itself.

Volleyball. This game is a popular one in the physical training program whenever there is opportunity to play it. Little equipment is needed and many men can play on a small court. If necessary, a taut line can be used as a net. The exercise is of a nature to develop posture and there is also considerable jumping, bending, and stretching. There is value, too, in the rotation principle in this game, whereby every player has a chance to play each position and thereby obtain the varying kinds of exercise that go with it. The game can be modified also by use of a medicine ball on board ship. Another modification is giant volley ball wherein a large cage ball is propelled back and forth over

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bne fl even , II looped II monologues . Younglure

ell to emay mne bne bne-yooy-oooyed pnygadatu ell si , baylq
-lareq lntemey ell si lntidemey , nevewod , si II . Concilia
faleqde ell lo emay bne bne-yooy-oooyed pnygadatu ell
egreT koy . ToT , Levels of T , Younglure si tareT gafnoso bne , oocde ,
mroT berilbom ni bnebif ed yam fl , ToT , New lo aquora
Levels of T , Younglure si fl . ToT , New lo aquora
, Medjoot lo alxemabani ell si begnato ed mofizibom
, Blissb bns , Gloryb cork , Gloryb oocde , Gloryb as dom
faleqde oocde yofne new ell . Accentos bne oocde bne to bne
it Villagde , Bebbe si mofizibom poda idnoe alicexa
, Meadt emay mofizibom ell si Shadowing of Eldan ell yaf
faleqde ell si emay taliqde ell si emay ell . Younglure

• I f yaf of Villagde si etend revenewif metrora bne
fame a no yaf mne new yaf bne bnebif si Younglure elstii
ell . Ten a no bne ed mne amil yaf a , Villagde II . Heat
vafe si etend bne emay qofevet ot etend a to si alicexa
si emay . Gloryb bne , Gloryb , Perlant Medjoot
yofne , emay ell si alxemabani mofizibom ed si , Concilia
faleqde bne mofizibom mne yaf of emay a no yaf
ell . Ditw on tedi entoxek to emay qofevet ell si
no Medjoot emay a no yaf oocde berilbom ed mne emay
• Medjoot yaf bne , Medjoot emay si mofizibom mofizibom . Gloryb
revo nroT bne Nord bnebif at Medjoot emay a mofizibom

the net, with as many players as can be crowded into the two halves of the court. If it is desired to have more than six men play on a side, another successful modification is to have three rows of four men each on a court approximately 40 by 80 feet. "Spiking" may then be done either by the front line or by the second line.

Basketball. This is a universally popular indoor game. In certain sections of the country, however, many outdoor courts are being built for use in the Navy Physical Training Program. This sport contributes primarily to the endurance and stamina of the men participating. The game also is excellent for the development of timing and speed as well as agility.

Half-court basketball is a modification of the regulation game which allows for doubling the number that may participate at one time in the usual amount of space. Only one basket is used. A team attempts to score in the usual way. When a team retrieves the ball from its opponents it must be passed or taken back beyond a line tangent to the free throw circle and parallel to the end line before it may score a goal.

Goal-Hi is another variation of basketball which is played around a specially constructed single goal 10 feet high without a backboard. A circle 4 feet in diameter is drawn and the goal standard placed in the middle of it.

own art of the behaviour of man as an animal is now seen as it is, for art
which need not even of itself be art in itself. Thus one is led
to consider the possibilities of expression which are not what we
ordinarily expect from art, or what we think of when we speak of
the "fine arts".

One finds, however, that the combinations of sensations in
which this kind of expression occurs are not so much due to
the combination of elements as to the way in which they are
combined. The result is that the artist's task is to find a
language which can express his thoughts and feelings in
such a way that they may be understood by others.

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not impossible. The artist must find a language which can
express his thoughts and feelings in such a way that they may
be understood by others.

No throws for goal may be made from within this circle.

Another circle with a $7\frac{1}{2}$ -foot radius from the goal is drawn. The ball is put in play by a jump between opposing players outside the 15-foot circle. The team recovering the ball works it in and attempts to score. If the opponents recover the ball within the 15-foot circle, it must be passed out of this area before they may try for goal. Attempts for goal may be made outside the 15-foot circle. The game may be played with or without out-of-bounds lines. Fouls are shot from the edge of the 15-foot circle.

In general, the other rules of regulation basketball apply to these two modifications.

Tumbling. Tumbling is an excellent activity for the development of strength, agility, precision, and balance. Teamwork is also developed when two or more men are involved. The following factors should be considered when tumbling is used in the physical fitness program:

1. When possible, regulation mats should be used. Even if mats are not available, most tumbling activities still can be done on various types of surfaces if the instructor uses discretion in their selection.

2. In tumbling instruction, it is essential to begin with the simpler activities and progress to the more difficult. Men should be encouraged to work out different combinations of tumbling activities as they are learned, combining them into series.

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neocer atremostrat off II .etec of atgatje ams ni si effow
to tuo becess ed tewt ti ,efotis joo-⁵I off middiw llad off
lsog tot aqmetak .lsog tot van yafq waa pteqas sars sind
ed van eme enT .efotis joo-⁵I off abizjut ahs ed van
tore ahs ahs .asnil eman-ko-ku-ou-nus to djiw heyleq
efotis joo-⁵I off to egsa off mott
lladness noisfinget to sefir tardo enT ,lateneq ni
,amodisittonc owt aecid of ylqas
off tot ylqas amellocne ne si gaifdm gaifdm
,consid na ,moisivisq ,ydlige ,mrgate lo gatvoleves
bevlovnit era nra erom to owt heym begoleses oels et grommeet
ai gaifdm neft berehlecas ed blmre aecid gatwallat edT
:matyotq aecidit laekyng off ni heau
,hous ed blmre ahs noisfinget ,efdiseaq neW .i
,misivisq gaifdm deom ,eldallave Jon era ahs li neva
edt li secontua to segyt aroltes no amoy ed nea llita
,moisivisq misit ni moisivisq ahs totgatvole
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-itih exom off aecordy na misivisq usqmis off djiw
-no gatwallat qm ahs of bejivisq ed blmre neM .tuo
-mo ,bantial era yafq ss misivisq gaifdm to amolten
,zehres odni meri gaifdm

3. The best plan to use in organizing tumbling is to divide the group into several small sections, each comprising not more than six or eight men. Competent assistants should be selected from the group to be in charge of each one of these small sections. The instructor should move about giving constructive criticism.

4. In more advanced tumbling "spotters" should be used during the learning period. When somersaults or other aerial stunts are practiced, men should wear tumbling belts with ropes at the sides.

Two main types of tumbling are namely: (a) individual and (b) double.

1. Forward roll:

Starting position: full-knee bend, hands on mat in front of feet.

Procedure: performer places his weight on hands, bends head forward chin to chest, and rolls forward on back of neck and shoulders. He grasps knees and continues to roll forward in "tuck" position, and rises to standing position.

Several rolls may be done in succession, in which case performer does not rise to feet between rolls but remains in a "semituck" position until the last roll of the series.

2. Squat stand:

Starting position: full-knee bend, arms inside knees, hands on mat, fingers pointing forward.

et si galdant gaisimanto ni ear oj nyl dalg enT .
-alitomu duse amolicees llemu llervea ojai quoyg ent ojivib
adadasas ghefeng . nun dalg oj xle kait enom jom gal
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enom bluorle totomotari enT . amolicees llemu need to an
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alid galifent usw bluorle mew , men amolicees llemu
. neha enT de sebas dalg
lennivibel (a) : yfemur ent galifent to segat ntar enT
.(b) : yfemur
: Tormay loff .
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dalg to leef
abasi , abasi no abasi wld sebas perkovom : pirocedyre:
to jom no bluorle effor , jaed oj nyl bluorle haen
effor oj sebas positiom : bluorle abasi effor . estableeda bluorle haen
. positiom galdante oj sebas haen , uoldizog "hant" ni bluorle
sebas haen oj galifent haen ni enom oj yfemur lefeval
ni potemar jid effor needed jaed oj enom jom sebas perkovom
. uoldizog effor jaed llemu positiom "hant" a
. tmeval galdante .
sebas abasi ame , bluorle semi-filt : uoldizog galifent
. bluorle galifent etagall , jom no abasi

Procedure: performer leans forward, bends elbows outward and rests knees on elbows, raising feet off the deck and balancing on hands only.

3. Backward roll:

Starting position: full-knee bend.

Procedure: performer overbalances backward and places hands on mat about halfway between heels and hips. He now rolls backward and as soon as hips are on the mat, places hands on mat on either side of head, fingers pointed towards hips, and rolls rapidly over backward maintaining a "tuck" position. He pushes hard with hands, rolls over to feet, and rises to a standing position.

Performer may also do this stunt by starting from a stand, knees straight. In this case as he starts to fall backward, he bends forward sharply from hips, and just as hips strike the mat, straightens briskly upward. As soon as hips strike the mat, he continues the roll as described above.

In double tumbling, the men work in pairs (some combination stunts are done with three or more men). When two men work together they are usually known as the "top man" and "bottom man." The "bottom man" is sometimes known as "the thrower." The top man performs the "tumbling" while the bottom man gives support or provides the force for the movement. In general, the bottom man should be somewhat

heavier and stronger than the top man, though two able performers who are sufficiently strong may alternate at top and bottom.

An example of double tumbling is the Leap Frog and Roll.

Starting position: Top man (No. 1) about 4 feet behind bottom man (No. 2), both facing the same direction. Both stand with knees slightly bent and forearms resting on thighs just above knees.

Procedure: (No. 1) performs a straddle vault over (No. 2). When he lands on the mat, both simultaneously execute a forward roll rising to the starting position. (No. 2) then vaults over (No. 1) and both repeat the roll.

There is a countless number of books written on tumbling which may be found in any athletic library which should be referred to in developing a satisfactory program of tumbling for the naval service or in a school curriculum of physical education.

Boxing

Boxing has become one of the most popular athletic activities of naval life. Boxing shows, for long the media of wholesome recreation, are always attended to the maximum indicating vital interest.

Boxing develops fleetness of foot, weight control, coordination and the ability to resist successfully an

per
-tive language to the people who speak it, through which they can express their thoughts and feelings more easily. This is because the language has been developed over time to reflect the needs and experiences of the people who speak it.

The language has gone through many changes over time, influenced by various factors such as trade, travel, and cultural exchange. These changes have led to the development of different dialects and regional variations of the language. Some of these dialects are quite distinct from the standard language, while others are more closely related. The standard language is used in formal situations such as education, government, and business, while dialects are more commonly used in everyday conversation and informal settings. The language is also used in literature, music, and film, reflecting the rich cultural heritage of the people who speak it.

Box 1

Box 1 contains a collection of poems and short stories written in the language. The poems explore various themes such as love, nature, and social issues. The short stories are mostly based on traditional folktales and legends, with some original stories added. The language used in the texts is relatively simple and accessible, making them suitable for children and non-native speakers. The texts are intended to introduce the reader to the language and its literary tradition, while also providing entertainment and enjoyment.

attacking opponent. If properly taught and practiced, it develops self-control, cool, decisive thinking in emergencies, self confidence and courage. These traits are necessary for the development of a well rounded Navy fighting man. These very traits are akin to those necessary in the physical education classes of the schools and colleges if the predominant objectives are to be accomplished and maintained.

Instruction to beginners in the science of boxing should not start with actual boxing as the student is likely to learn more bad boxing habits than good ones. Rather, good instruction will begin with boxing movements in the form of shadow boxing so that the fundamental offensive and defensive movements may be thoroughly learned. After that, the men should be paired for practice in certain defensive techniques until they have mastered the basic movements in combination. When these basic movements have been developed the class may then be allowed to box a few one minute rounds.

A lesson plan for seven lessons which is used by the Navy, and which may be modified for use in any school system, is as follows:

I. Goals

A. General

1. To improve body efficiency for combat and service purposes: in more specific terms, to increase physical strength, endurance, stamina and general coordinative ability.

2. In terms of mental attitude, to stimulate aggressiveness and combative spirit by means of a sport which has many of the identical elements of warfare itself.
3. To provide a firm basis for self-confidence, courage and intelligent thinking under stress.
4. To teach definite skills, reflexes and patterns of response which increase effectiveness in hand to hand combat.

II. Preparation (same for all lessons)

- A. Prepare sufficient number of pairs of gloves for class use.
- B. Have gloves, laces, in good condition and well placed so that they can be easily picked up and re-deposited by the class when in line formation.
- C. See that teaching platform is in place and well centered.
- D. A whistle or gong will be needed.
- E. If there is choice in choosing site for class, choose a location where:
 1. Light is adequate. If outdoors, avoid sunlight in eyes of class or instructor, (also wind and dust).
 2. Noise or other distractions are at a minimum.
 3. Indoor ventilation is adequate.

28

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flew him back in at midday before the new . C
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military barge , according to . F . Pigs at
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minimum as to the amount of time to return . G
expenses at military service . H

4. There is sufficient and proper space for class to maneuver while boxing (floor or ground level and free of injury-producing obstructions).
 5. Voice travels well.
- F. Heavy bag room should be in shipshape condition; fittings secure, chains greased at swivel points, canvas unbroken and tight at all seams.

~~2. Drills: On Guard, "At Ease," "Attention"~~

Lesson One

~~(appropriate commands)~~

Specific Goal: ~~mental footwork~~

To develop the following skills:

- a. On guard position
- b. Footwork
- c. Left jab and defenses
- d. Right cross and defenses
- e. Feints

I. Presentation and Practice

A. Warm-up

1. Roadwork (jog and march -- 10 minutes -- keep men in good military order and cadence) or calisthenics (depending upon the weather -- 10 minutes)
2. Motivation and orientation in form of two-minute talk on purpose, scope, possibilities of achievement and permanent value of boxing knowledge.

B. On guard position

1. Stress:

- a. Stance
- b. Making a fist
- c. Carriage of hands, arms and elbows
- d. Chin down on chest
- e. Left shoulder slightly toward opponent.

2. Drill: "On Guard," "At Ease," "Attention"

(surprise commands)

C. Fundamental footwork

1. Teach and drill:

- a. Advance, one step the trunk straight forward
- b. Retreat, two steps approximately to right
- c. Left (right) step
- d. Circline (clockwise and counter-clockwise).

D. Basic left jab

1. Teach and drill

2. Teaching hints:

- a. Weight or balance should not be disturbed.
- b. The power comes from the quarter turn of the left shoulder to the right and the forceful extension of the left arm.
- c. The arm is driven slightly upward and returns through the same place.
- d. At the moment of impact, the knuckles are up.

- e. The force of the blow is away from the body.
The arm merely relaxes back to the body.
- f. Jab at the mark, whether eyes, nose, mouth or chin.
- g. The right hand is held open and ready in position of guard.
- h. The left side of the body should form a straight line throughout the maneuver.

E. Left jab to body

- 1. Drill with paired opponents using forearm block for defense.
- 2. Teaching hints: Drop the trunk straight forward from waist to a position approximately at right angles to the legs. The left leg bends slightly, the right leg more so.

As the body drops, drive the left arm into forceful extension to the opponent's solar plexus.

The blow is slightly upward, never downward.

F. The catch or stop block

- 1. Teach blocking with men facing each other as paired opponents.
- 2. Teaching hints:
 - a. As the opponent leads a slow left jab, the lead should be caught in the palm of the open glove and forced up and out to the

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- B. right. This leaves one on the inside guard position and ready to carry the attack.
- b. It is important that the right glove be kept open and relaxed. The blow should be caught on the lower part or butt of the hand.
- c. The movement must be kept close to the body at all times.
- d. Do not reach out to catch the opponent's blows as openings are thus created for a counter attack.

G. Controlled boxing (utilizing left jab for offense only)

1. Men inboard on offense. Outboard men on defense. (One minute round).
2. Reverse inboard and outboard groups. (One minute round).

3. Do not use counter blow when executing left

Controlled boxing (left jab and right cross only)

H. The Right Cross.

1. Teach and drill.
2. Teaching hints:
 - a. Step forward with the left foot without moving the right arm, allowing opponent's lead to slip over the right shoulder.

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,hostile and vicious of which the
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and evolving right and left important if it is
and blind would be .the best for one who
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,(c) the seal
do men briddio .asellio no broadai nem ,I
.,(d) eisim eisim (e) .asasteb
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,(y) .asasteb
,(z) .asasteb

strength do not stel all this winning
and now the animals who fight and give up
,not losing their own who are of beef

- b. Hook the right arm up and over the opponent's extended arm to his chin.
- c. The left glove should be placed over the opponent's right in order to prevent a counter blow.

I. Feints

- 1. One should continually feint his opponent. It not only makes feinter's blows more effective, but his opponent's blows less effective. Moving of the left hand in a short, jabbing motion is a form of feinting.
- 2. Forms of feinting that should be taught are:
 - a. Moving of hands
 - b. Weaving of head or body
 - c. Shifting of eyes
 - d. Feint of lefts and rights with hands.
 - e. Quick movements of body, head or feet.

II. Review and Summary

Controlled Boxing (left jab and right cross only)

- A. Box two one-minute rounds, one minute rest between rounds, one minute rest between rounds.
- B. Utilize all skills learned during the lesson-jab, block, footwork, etc.
- C. During and between rounds reiterate following points:
 - 1. Hands high.
 - 2. Feet apart at all times.

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3. Jabs must be snapped to be effective.
4. Power in jabs is derived from body twist or pivot.
5. Only true lead is a left jab.
6. Circle and step away from opponent's powerful hand.

8. One minute of heavy bag punching at will,

Lesson Two

utilizing all upper blows.

Specific Goals:

1. To develop proper delivery of:
 - a. Left jabs to head and body
 - b. Right cross to head and body.
2. To develop ability to shift body weight with speed and grace (through rope skipping).

I. Presentation and Practice.

- A. Roadwork or calisthenics (10 minutes) conducted in a military manner.

- B. Divide class into three (3) equal sections,

C. Sections I, II, III. on 10-minute intervals to

C. Section I

II. Round

1. Controlled boxing
2. Two one minute rounds alternating with one minute rest periods between rounds.
3. Switch partners at beginning of each round.

D. Section II

... evidence of beggars at least as
common now than before in some
districts.

Only part of
the town's population now uses any
other means

Person to

Second class

To identify beggars of
any kind or age
by sight alone is
difficult.
The following
method of distinguishing
between beggars
(and other beggars)
was suggested by

Persons of no means

Beggars (below 65) sometimes go about
in pairs or threes & al-
ways have (a) extra coat which
they wear, (II) a
bag containing
Second class
goods, &
one or two guitars
about which one
shoes are covered about their feet
which have to be washed to stand up.

Second class II

1. Heavy bag practice
2. Teach and drill following sequence:
 - a. Basic jabs to commands
 - b. Left jab (one minute drill)
 - c. Right cross (one minute drill)
 - d. One-two (left jab -- right cross)
 - e. One minute of heavy bag punching at will, utilizing all above blows.

E. Section III

1. Rope skipping.
 - a. Teach simple double-jump and alternate hopping.
 - b. Jump by rounds of two (2) minutes, one minute rest.

F. Rotate Sections I to II, II to III, III to I.

1. Rotation to take place at 10 minute intervals.
2. Double time recruits at change of classes.
3. Avoid waste of time on change.

G. Rotate sections again at 10-minute intervals to complete rotation.

II. Review and Summary

- A. During three-part classwork stress:
 1. Power in blows is derived from the large muscles of the legs and trunk as well as the arms.

2. Snap all blows and recover quickly.
3. Use left hook when in close.
4. Avoid dropping right hand when jabbing with left.
5. Shifting body weight with ease and speed is essential to good boxing.

Lesson Three

Specific Goal:

1. To develop following boxing skills:
 - a. Slipping (to outside guard position)
 - b. Left hook to the body and head.
 - c. Uppercut (right and left)

I. Presentation and Practice

- A. Roadwork (jog and march 10 minutes), or calisthenics, conducted in a military manner.
- B. Review by drill as paired opponents
 1. On guard
 2. Footwork, "Advance," "Retreat," "Circle."
 3. Left jabs to head and body, and blocks.
 4. Right cross to head and body and blocks.
- C. Controlled boxing
 1. Stimulate above skills.
 2. Criticise common faults that are observed.
 3. Single two-minute round.

... said off phone and recoverer disappeared. .2

... was left moon when in close. .3

returning bridge when hand holding telephone receiver .4

left

at beach this case being right with pocket book. .5

... assessment of long pocket

Season three

Specimen Gait

... failure pain being relieved at .1

(slipping) at outside edge .2

head back when left foot to head. .3

(slipping) right and left. .4

... presentation and posture. .5

... condition of portion of body (not being measured), or classification. A

... condition in a military manner. .B

... remain part of gait as being abnormal. .B

... on ground. .I

"slow" "fast" "normal" "tremor" "posture". .S

... would have had this head to heel of legs. .S

... right across of head and body. .A

... gaited back and forth. .C

... alike avoids obstacles. .I

... beyond our first culture limits. .S

... signs and signals. .S

D. Slipping to outside guard position (taught as paired opponents)

1. Teaching hints: Slipping is a better counter move than blocking because it leaves both hands free and body weight in a position to hit.
 - a. No. 1 man leads left jab.
 - b. No. 2. man slips to outside guard position, counters with left to body.
 - c. Reverse Nos. 1 and 2.

E. The left hook to the chin

1. Teaching hints:
 - a. Turn the left hip and shoulder to the center line of the body and away from the left arm and hand, which retains its original position.
 - b. The left elbow raises slightly.
 - c. The weight shifts back to a straight right leg
 - d. The body turns to the right, the left hand is whipped in an arc to the right shoulder
 - e. Drive through the target not at it. The left hand does not telegraph the blow in any manner.
 - f. At the movement of impact, knuckles are pointing outward, palm inward, thumb side of the hand up.

as fíghéar) níos mó leanaí ag obair ar an ghráidíseach.

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1. g. The right hand is carried off the left shoulder, open and in position of guard.

F. Methods of Defense

1. Teaching hints: the forearm block
 - a. This movement is similar to a salute.
 - b. The arm must be held close and tight to the body, forearm straight, elbow down, chin well guarded.
2. Ducking
 - a. Bend the trunk forward from the waist and dip both knees forward, causing the body to drop underneath the hook.
 - b. Carry the hands high, chin well down.
3. Step back.
 - a. The movement must be performed as quickly as possible.
 - b. The body position must not be altered.
 - c. Move the right foot backward first, followed by the left, then step in with left foot followed by the right.

G. Controlled Boxing (left hand only on offense)

1. Stimulate slipping instead of blocking, and reiterate with a left hook.
2. Single two-minute rounds.

H. One-Two and defense (taught as paired opponents)

thei erit ylo beiriso si bnsi dñgir erit .3
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emated to abondem .4

coold mssesn't erit :atris ymome .1
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hebrang lissw nido
pooking .5

bns falew erit mort brawrol mwnit erit bns
ybod erit gmlans ,brawrol neemt qib
to qib dñgir erit pook
awo lissw nido ,yib abnd mib ed .6
spap pacx .6

yikirp as hmpofig ed jnem jnemewon erit .7
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(esusito no ylao bns dñgir) gmlans bellorion .10
bns ,gmlans to bessent gmlans adalimis .11
soon thei a dñgir ojewader
shagor ejnaim-cwd signif .12
(esusito berisq as dñgir) esusito bns owt-en .13

1. Teach as a high-low combination
2. Stress footwork -- drawing up but not crossing right foot
3. No. 1 man punching -- No. 2 man using catch blocks
4. Advise caution in using right hand
5. Teaching hints: Use as a counter blow primarily, or when an opening is presented. Missing with right leaves attacker wide open, therefore the right should be used against the body until man is sure of target. If blow is missed, man should clinch.

I. Right uppercut

1. Teaching hints:
 - a. Drop the body directly sideways to the right.
 - b. The arm should be in half-bent position, parallel to the floor, palm up.
 - c. Pivot the body to the center line.
 - d. Straighten the body and drive the right uppercut to the solar plexus.

J. Methods of Defense

1. Teaching hints: brush away
 - a. Drop the left glove downward and inward, crossing the oncoming blow from the inside forcing it outward to the left.

8

... lessor as a principal or agent . 1

... greater to whom the lessor has not transferred . 2

right to sue

dates when new S. off -- beginning . 3

proceeds

... arising from or relating to such party . 4

... arising under or in connection with this instrument . 5

... arising from or relating to any provision of this instrument . 6

... arising from or relating to any provision of this instrument . 7

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arising from or relating to any provision of this instrument . 17

arising from or relating to any provision of this instrument . 18

arising from or relating to any provision of this instrument . 19

arising from or relating to any provision of this instrument . 20

- b. The elbow should remain fixed until contact is made.
- c. The palm of the left hand should be open.
- d. The right hand should be carried high in position of guard.

2. Forearm Block.

- a. Bend slightly forward, dropping the left forearm forcibly across the opponent's right arm.
- b. If possible, the left forearm should be placed in the crook of the opponent's right arm.
- c. Carry the right hand high and open in position of guard.

II. Review and Summary

A. Boxing

- 1. Two rounds of $1\frac{1}{2}$ minutes each
- 2. Stimulate slipping and use of 1-2.
- 3. Stimulate use of left hook and right uppercut, both on offense and defense.
- 4. Criticize common faults found.

B. Reiterate following points between rounds and during boxing.

- 1. Power in blows is derived from trunk twisting and weight shifting.

conditions. About 2000 hours I took note of:

1. 1000 ft. above sea level, the ground was covered

at 1000 feet, and the ground was covered

at 1000 feet,

and the ground was covered at 1000 feet,

and the ground was covered at 1000 feet,

and the ground was covered

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and the ground was covered at 1000 feet,

2. Safest place is the outside guard position.
Circle accordingly.
3. Use left hook when in close.
4. Do not "back-off" continually when attacked.
Counter punch occasionally.

Lesson Four

Specific Goal:

To teach theory and practice of combination or series punching.

I. Presentation and Practice

- A. Roadwork or calisthenics (10 minutes)
- B. Divide class into three (3) sections (Sections I, II, III)

1. Section I -- Boxing
 - a. Two minute rounds alternating
 - b. Switch partners at each new round.
 - c. No instruction -- speed up mechanics of glove adjusting, alignment of class, etc.
2. Section II -- Heavy bag practice.
 - a. Review: Left jabs, one minute, straight punching

- b. Review: Hooks, one minute free punching, right and left hooks.
- c. Review: 1-2 combination, 30 seconds of free punching

position base object off of some other
class member
use of new self as
bedrofta made via "it-to-self" var of
composition during construction.

Person Point

Recursive point
to determine if certain base types have
multiple inheritance
Presentation has recursive
(return of) composition to
Distinguish between (S) strict and case shifing
(III, II
shifting -- I point
strictly speaking applies to
things were more than one type is involved
to determine if base -> inheritance of
one, make the recursive composition eval
scoping and types -- II mostly
differences, return one, and tried :weiver
scoping
unions with return one, weiver
and self has right
to choose of incidentals S-I :weiver
unions with

- d. Teach jab -- cross -- jab.
 - e. Teach jab -- cross -- hook.
 - f. Jab -- cross -- hook-uppercut
 - g. One minute of heavy punching using above combinations
3. Section III -- Rope skipping
- a. Review double jump and alternate hopping.
 - b. Jump by rounds of two minutes, one minute rest.
 - c. Rotate sections I, II, III after 10 minutes.
 - d. Rotate sections I, II, III again after 10 minutes.

II. Review and Summary

- A. Between rounds of boxing and in bag room stress:
- 1. Combination blows are effective because one blow creates an opening for the second blow.
 - 2. A series of blows tends to disorganize defense.
 - 3. High blows should be followed by low blows -- end series with left hand blow to bring man back to on-guard position.

Lesson Five

Specific Goal:

To develop the skills of infighting and clinching.

I. Presentation and Practice

- A. Roadwork (jog and march -- 10 minutes) conducted in a strict military manner.
- B. Calisthenics (5 minutes). Vigorous, large-muscle exercises.
- C. Review of previously taught skills.
 - 1. Drill with paired opponents
 - a. Left jabs (blocking, slipping, parrying)
 - b. Right cross (block and skip parrying)
 - c. Left hook (step away and forearm block)
 - d. Right and left uppercuts (step away and forearm block)
 - 2. Drill individually
 - a. Series punching
 - (1) Straight high-low
 - (2) Jab-crossing hook
 - (3) Jab-cross-hook-uppercut
 - (4) Inside triple
- D. Boxing
 - 1. Two minute rounds using all skills at will
 - 2. Criticize common faults observed.
- E. Arm encirclement clinch (parry left lead, block off right, and close, encircling both arms)
 - 1. Teaching hints: Clinching is used to gain time when a man is hurt or tired. It is also used when off balance because a blow has been missed.

of behaviour (several 10 - 10 minutes) according to
a simple military manner . A .
Crisis-points (5 minutes) . Vizionary .
exercises
Review of previous session . B .
Difficulties with battle experience , f .
(battlefield, terrain, tactics)
High score of
new mission by new date (1st hour) . C .
High by new date) according to Rival
(tactical score)
difficulties (D .
series bombing . D .
wot-night flights (1)
good mission-set (2)
Jap-aces-pilot-pilot-pilot (3)
Squad abeam (4)
Boxing . D .

line of flight the pilot about whom our . I .
behaved as if he was not safe . S .
would, but this year) until the memorandum was . S .
(one had gallows, so far has , right the
day at been at guidance : said gainset . I .
only at it . said so said at now a radio comit
need and would be crossed enabled the radio been
seen

2. Teach with paired opponents -- each part by number commands.
3. Stimulate the man being held, to make real effort to hit the "clincher."
4. Break clinch by spinning the opponent away.

F. Boxing

1. Two minute rounds
2. Criticize faults observed.

G. Infighting Techniques.

1. Obtain position by:
 - a. Draw left lead.
 - b. Parry to inside guard position.
 - c. Close, blocking off strong hand.
 - d. Place head on opponent's breast bone.
 - e. Drive short left and right uppercuts to body. Switch to head on low guard.
 - f. Maintain head on chest of opponent following him wherever he goes.
2. Defense against infighter.
 - a. Place hands on shoulder.
 - b. Shove and spin away.
3. Drill with paired opponents.
 - a. Defense against infighter.

II. Review and Summary

- A. Box two rounds of two minutes each.

2. *Teach art by being opposite - - soap bar p2*

unpleasant consequence

3. *Spurts of water from toilet seat to wash hands*

"*surprise*" sit at

4. *Break clitoris by following the opposite away*

Boxing

5. *Two minute torture*

6. *Opposite fist exists*

7. *Thighs gripping Testicles*

8. *Opposite position of*

9. *Draw fist when I do*

10. *Part of thighs being position*

11. *Close mouth to middle, open*

12. *Break hand by hand pressure*

13. *Break wif no hand or hand*

14. *Opposite to freeze go hand misdirection*

15. *Break wif no wif never be loose*

16. *Delayed torture alternative*

17. *Breaks as short as possible*

18. *Break like this sword*

19. *Break wif opposite*

20. *Delayed torture alternative*

II. Rehearsal and Summary

21. *Box and torture to end maximum ease*

B. Reiterate the following points:

1. Keep moving (but not to excess). A moving man is a more difficult target to hit than a stationary man.
2. If off balance because a blow has been missed, clinch.
3. Vary your maneuvers conversely, and study your opponent, for repetitious patterns.

Lesson Six

Section III

Specific Goal: Review hopping and jumping.

To develop further the following skills:

- a. Left jab to head and body
- b. Left and right hooks
- c. Right cross and uppercuts
- d. Elementary combination blows.

I. Presentation and Practice

- A. Roadwork or Calisthenics (10 minutes)
- B. Divide class into three (3) sections (Sections I, II, III).
 1. Section I
 - a. Boxing (two minute rounds -- one minute rest)
 - b. Switch partners at each round.
2. Section II

B. Replaces the following bones:
and bottom A. (see also at top of page) Head moving .
-and a hand fist at right distance from a si
-piciona man
, besides need and hold a raised fence like II .
-from
various points movements of the body
, especially long
, to be described below

Season Six

Section Six:
: all following steps follow the sequence of
: left leg forward and body
: right leg forward and body
: right arm forward and body
: left leg forward and body
: right arm forward and body
: left leg forward and body
: right arm forward and body

Section Seven: I.
A. Division of Gaitstones (II fingers)
(I stones) (see also (C) above this time .
(III, II)
I. Section I .
B. Boxing (two minutes long)
each
. Swiftness between steps of one long
. II Section II .

a. Heavy bag practice. Teach a drill following sequence:

(1) Left jabs (one minute continued punching)

(2) Review left and right hooks.

(3) Review jab-cross-hook, jab-cross-hook-
uppercut.

(4) One minute heavy bag punching using
any blows at will.

3. Section III

a. Review hopping and jumping.

b. Run relays skipping rope.

C. Rotate Sections I, II, III after 10 minutes.

D. Rotate Sections I, II, III after 10 minutes.

(Double time recruits on all changes.)

II. Review and Summary

A. During three part class work stress:

1. Circle away from strong hand.

2. Start all attacks with left hand, preferable end with left.

3. Punch as soon as within range -- don't wait.

4. Use hooks when in close.

Lesson Seven

Specific Goal:

To stimulate analysis of elementary tactics and strategy in boxing.

I. Presentation and Practice

- A. Roadwork or Calisthenics (10 minutes)
- B. Boxing
 1. One three-minute round
 2. During and after the round, criticize common faults displayed.
- C. Analyzing opponent
 1. How fast are his reflexes?
 2. What is his response to left jabs to head?
To body?
 3. What repetitious moves does he make?
 4. Does he counter when attacked?
 5. Is he "defense minded?"
 6. What openings are presented by his stance and mannerisms?
 7. Which way does he circle?
- D. New round of boxing with new opponent
 1. Opening round of one minute
 2. During this minute round, stimulate men to collect above information.
 3. Allow one minute rest and time to think out

Lesson Seven

Specifie fact

To eliminate antisocial forces and
accretions in society.

I. Persuasion and Practice

(Reading or Classification) A
Boxing .B

.C One three-minute round

.D Hitting and after five rounds, one round
.E. Heavy.

C. Analyzing opponent

.F How fast his punches

.G. Power of each fist of his response is his speed .H

To study

.I. What techniques does he use

.J. Does he counter when effectively

.K. Is he "hit-and-run"?

.L. What damage does he measure of his defense

Big differences

.M. How well does he hold

.N. How long does he opponent

.O. Coming round to his inside

.P. During first minute won't do
.Q. nothing to provoke

.R. Two kinds of fight the mind the will .S

appropriate counter measures.

4. One three-minute round of boxing.

E. Repeat D (above) with new partner.

F. Tactics employed against:

1. Southpaw

a. Encourage southpaw to lead.

b. Circle away from left hand.

c. Use own right hand freely on offense.

2. Tall men -- short men

a. Tall men should keep opponent at a distance.

b. Short men should try to close and infight
as much as possible.

c. Tall men should clinch when short opponent
obtains infighting position.

G. New three-minute round of boxing with new opponent.

H. Boxing tactics employed against:

1. Unskilled rusher.

a. The side step was made for the rusher.

b. As the opponent rushes in, aim to score
two blows.

(1) Left jab

(2) Straight right

2. Croucher

a. Sidestep and use uppercuts freely as
counters.

b. Never stay in close.

...additionalitye conplete measures

...which may be taken to prevent the same from occurring again.

...and the same may be done by the Board of Directors.

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...and the same may be done by the Board of Directors.

c. If a blow is missed -- clinch.

II. Review and Summary

- A. Rematch men for final round.
- B. Reiterate that careful study of opponent is first objective.
 1. Collect information in first few minutes.
 2. Think out and apply appropriate measures.
- C. Final round of three minutes

Wrestling

Specific Goals:

1. To increase strength and endurance and improve neuromuscular coordination.
2. To develop the following fundamental wrestling skills:
 - a. Stance
 - (1) Open
 - (2) Closed
 - b. Front tackle and counters
 - c. Front head lock and counter

I. Presentation and Practice

- A. Roadwork (jog and march -- 10 minutes): conducted in a military manner
- B. Calisthenics (10 minutes): Emphasis on vigorous, large muscle exercises.

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УЗВАНИЯ ВОЗМОЖНОСТИ .II

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ПРИЧИНОВЫЕ

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ПРИЧИНОВЫЕ

ПРИЧИНОВЫЕ

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ПРИЧИНОВЫЕ

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C. Stance (Open)

1. Explanation and demonstration: One foot slightly forward with feet spread (approximately 18 inches): Weight resting on the balls of the feet; knees slightly bent; body relaxed to greatest extent; arms up, but not fully extended and elbows close to body.

2. Practice

- a. Class is marched onto mats and ranks are dressed at double arm intervals.
- b. Commands given for open stance and men shuffle right, left, forward and backward on commands.

D. Front tackle (open stance)

1. Explanation and demonstration

- a. No. 1's fakes and drops in deeply on both knees, drives hard and pulls downward on No. 2's left knee.
- b. No. 1's lift with their heads, comes up on his left foot, drives No. 2's left over onto his buttocks.
- c. No. 1's maintains control by keeping his weight properly distributed.

2. Practice

- a. No. 1's execute front tackle twice; the

(medio) sombra

sección, racízana temprano. Las hojas son simples
-exóticas-, gruesas, con una nervadura visible
-entre los nervios primarios- y con un sistema de venas
bajo, redondas que se pierden casi en la mitad
de la hoja, apuntando hacia el margen ocluso.

Las flores están dispuestas en espigas
-cúspides- que nacen de los nudos de las ramas
-que tienen una longitud de 10 cm- y que
se disponen en forma de estrella. Los órganos
de reproducción están bien desarrollados.

La floración es tardía, dura todo el verano
-y parte del otoño- y las flores son de color
azul oscuro, con un efecto de brillo que
se intensifica al amanecer y desaparece al atardecer.

La floración es tardía, dura todo el verano
-y parte del otoño- y las flores son de color
azul oscuro, con un efecto de brillo que
se intensifica al amanecer y desaparece al atardecer.

first attempt is done slowly by commands.

- b. No. 2's take offensive and practice in same manner.

E. Counters for a Front-Tackle

Simple Twist

1. Explanation and demonstration

- a. As man is being tackled; in falling twist his body so that he lands on all fours on mat.

2. Practice.

- a. No. 1's execute front tackle while No. 2's counter with a simple twist.

- b. Reverse drill.

Front Headlock

1. Explanation and demonstration

- a. No. 2's places his right hand on No. 1's neck and calettes over No. 1's right elbow with his left hand. No. 2's drives his head against No. 1's chin. No. 2's brings No. 1's head underneath No. 2's right arm-pit, using his right hand to force No. 1's head in position. No. 2's slides his right forearm against No. 1's chin, forcing it to No. 2's left. No. 2's follows this by fastening his left hand on No. 1's right

little difficulty in doing so by connecting
No. S's neck directly and bypassing
the same number.

Consequently for a front-range

left wing

posterior margin has no openings.

Left middle and greatest part of rear of
the wing lies in abutment on front of head and

thus

posterior

of the left wing arises from beneath a little below
left middle and greatest part of rear of head

right anterior

front margin

posterior margin has no openings.

Left wing is very thin and flexible at its junction
with body and is very soft and pliable but does
not extend far beyond body and is easily
broken off. It is composed of three
separate parts which are joined together by
means of a strong tendon which passes through
the middle of the wing. The tendons are
joined together and form a strong tendon
which extends from the middle of the wing
to the middle of the body. This tendon is
very strong and is composed of three parts
which are joined together by means of a

triceps muscle. No. 2's complete the lock by grasping his arm and left wrist. In order to obtain the greatest leverage, No. 2's tightens the right arm against No. 1's chin which will keep No. 1's head tucked tightly against No. 2's chest. No. 2's legs should be kept spread and back with all of his weight forward against No. 1's. No. 2's pulls No. 1's forward onto his knees, pivots on his left foot, swings his right foot enough to No. 2's left and forces No. 1's shoulders to the mat. No. 2's retains this lock securely to obtain a fall. No. 2's maintains his balance and exerts the greatest leverage by keeping on his buttocks with his heels spread for base.

2. Practice

- a. No. 1's applies front tackle and No. 2's counter with front head lock.
- b. Reverse after No. 1's have practiced drill twice.

F. Closed Stance

1. Explanation and Demonstration
- a. Men work in pairs.

poor and the company is not
able to get its money back.
The company has been given
a chance to correct the error
and if it fails to do so,
the company will be forced
to pay the amount of the
overcharge. This is a good
example of how companies
can be held responsible
for their mistakes.

S. Baccalaureate

It is important to note that
the company is not responsible
for any damage or loss caused
by the mistake. The company
will not be liable for any
losses suffered by the customer
as a result of the mistake.
However, the company will
be liable for any damage or
loss caused by the mistake.
This is because the company
is responsible for the quality
of its products and services.
If the company fails to correct
the mistake, it will be liable
for any damage or loss caused
by the mistake.

- b. Employing the wrestling stance, each man closes in and places his head over the opponent's right shoulder and in contact with opponent's right side of face. The right hand grasps the rear of opponent's neck and the left hand is placed on the opponent's right forearm directly below the elbow.
 - c. This position is often assumed when wrestlers are on their feet and jockeying for holds.
2. Practice
- a. Men are paired: files count off by two's odd numbered files execute left face; even numbered files execute right face.
 - b. Instructors check pairings and eliminate weight and size discrepancies.
 - c. Partners assume closed stance on command and attempt to draw each other off balance.

G. Front head lock from closed stance

- 1. Explanation and demonstration
 - a. (This hold is described in detail in paragraph "E".)
- 2. Practice
 - a. Each partner executes drill twice, the first attempt is done slowly by commands.

H. Counter for front head lock

nam non sonata missa est gratia

-que est rex beatus et sanctus nos in seculo

eternum dominum in terra regnare dignemus

dignus es tu sancte spiritus domino

nunc veni in gloriam tuam et regni nos

et misericordia tua non cesset et fons fidelis est

misericordia tua non cesset et fons fidelis est

et misericordia tua non cesset et fons fidelis est

et misericordia tua non cesset et fons fidelis est

Prayer

et omnes qui in mundo sunt serviti credentes in te

debet; sed fidelis servus servit beatitudinem

. sancti spiritus servus servit beatitudinem

et misericordia tua regnante noscum amicorum

. misericordia tua regnante noscum amicorum

et misericordia tua regnante noscum amicorum

("A" intercalated)

Antiphon

et misericordia tua regnante noscum amicorum

et misericordia tua regnante noscum amicorum

H. Domine non tardare

1. Explanation and demonstration

- a. No. 1's reaches over No. 2's left arm with his right arm, grasps above No. 2's left elbow with his right hand and No. 2's neck with his left hand.
- b. No. 1's jerks simultaneously on No. 2's neck and arm and drops deeply under No. 2's on both of his knees. No. 1's grabs inside of No. 2's left thigh with his left arm, retains a tight grip on No. 2's left elbow and drives his head up under No. 2's left arm.
- c. No. 1's swings No. 2's free of mat.
- d. No. 1's brings No. 2's onto his back.

2. Practice and demonstration

- a. No. 1's applies head lock and No. 2's counters.
- b. No. 2's applies head lock and No. 1's counters.

I. Wrestling

1. Partners wrestle for three minutes.
2. Start from closed stance.
3. Attempt use of front tackle and counter and front head lock and counter.

J. Referee's position on mat

positioned the moldausky . I
nition was filed a's . on the same date as the filing of
filed a's . on March eighth , the right side
of the a's . on the base right side of the model
base filed side of the
a's . on the upper right side of the model .
a's . on the lower right side of the model .
able to stand a's . on the same side as the
was filed on the right side of the a's . on the
model filed a's . on the right side of the model
filed a's . on the left side of the model
the
, from the left a's . on the right a's . on
placed side of the a's . on the right a's . on .
Brackets .
a's . on the left side of the model .
complete .
a's . on the right side of the model .
complete .
Wittgenstein . I
, and the left side of the model .
, the right side of the model .
was placed on the right side of the model .
right side of the model .
that no position a's . Relative .

1. Explanation and demonstration

- a. No. 1's on all fours; knees well spread with most of weight on knees and feet; center of gravity on buttocks; head up.
- b. No. 2's knees at right side of No. 1's with knees about three inches behind those of No. 1's.
- c. No. 2's left arm is placed about No. 1's waist and the right hand takes a relaxed grip on No. 1's right elbow.

2. Practice

- a. Working with partners, each man practices assuming top and bottom positions.

K. Sit out and turn out. (Escape from underneath.)

1. Explanation and demonstration

- a. If No. 2's attempts to get No. 1's off balance by pulling No. 1's toward him, No. 2's will weaken his position for stopping a set out.
- b. No. 1's grasps No. 2's right wrist with his right hand, slides his left leg out in front and drives his head back against No. 2's right shoulder.
- c. No. 1's keeps his buttocks on the mat as he arches back into No. 2's. No. 1's retains

police and government by the people

and the people have the right to bear arms; that they shall not be infringed. The right of the people to keep and bear arms shall not be violated by the State or the Federal Government. This amendment shall not be construed to prohibit the States from making laws to regulate the bearing of arms within their respective boundaries.

Article 28. Protection

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrant shall issue without probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

No soldier, when in the actual service of a Government, shall, in time of peace, be quartered in any house without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

a tight pull on No. 2's right wrist, until
No. 2's wrist comes in contact with the mat.

- d. No. 1's bridges and turns to his right to
go behind No. 2's.

2. Practice

- a. Partners alternately attempt to "Sit Out"
from referee's position.

- b. First attempts are made in slow motion on
commands.

L. The side roll (Escape from underneath)

1. Explanation and demonstration

- a. If No. 1's attempts to drop behind No. 2's
legs, or pushes No. 2's forward, No. 2's
grasps No. 1's right wrist with his right
hand.

- b. No. 2's drives his right knee under No. 1's,
sits through on his right buttocks and rolls
No. 1's over onto his back. If No. 2's has
difficulty rolling No. 1's, No. 2's brings
his left foot up inside of No. 2's crotch
and elevates No. 2's over.

- c. No. 2's drives feet out perpendicular to
No. 1's at the instant he rolls No. 1's and
turns toward No. 1's legs.

- d. No. 2's gets an inside crotch hold with his
right arm.

e. No. 2's may execute the side roll in the same manner by hooking with the crook of his right arm above No. 2's right elbow (instead of grasping No. 2's wrist with his hand) and continuing a roll in the same described manner.

2. Practice

- a. Partners alternately attempt the "Side Roll" from referee's position.
- b. First attempts are made in slow motion on commands.

M. Breakdowns and rides

Far legs and far elbow

1. Explanation and demonstration

- a. Through a simple but effective hold which may sometimes be used to secure a fall in quick order.
- b. Assume referee's position with No. 1's on bottom and No. 2's at left side.
- c. No. 2's reaches under No. 1's left arm and grasps No. 1's right elbow with his left hand.
- d. No. 2's grasps No. 1's far leg with his right hand, pulls on No. 1's right elbow, and drives No. 1's down at an angle of

8
est ni llor pðtæ est orðoðe ym s'G. vell . e
to mœra est pðtæ gaðiðood vo rænum ena
woðle ðigði s'G. vell avoda ena dýgir est
dittw fálm s'G. vell gríðargr to bæðanit)
omar est ni llor e galundisbas (brad est
dænningar meðaner

s. bræfjæs

ahis" est dæmjar spæða spærða s. læspfæta slystafar
völltssor væðeler voru "Hof-

an mælum wæla mi obær ena væðanir dægir . d.
comunagæs

Reykjavikas sunn laða
woðle vell hæs agefæ

geitfæðanum ena mælensifða . I.

höldw blod evitostile jup æggis e nigrum . a
mi flit e annas af heim ed semidens ym
væðingar

an s'G. vell dæmjar væðeler væðan . d.
efja flit ða s'G. vell bas mæfð

bas mæfð s'G. vell væðan væðan s'G. vell . o.
flit ein dæmjar woðle dýgir s'G. vell væðan

. b.

est dittw get vell s'G. vell væðan s'G. vell . b.
woðle dýgir s'G. vell en allur þing dýgir
to sigrus ne te mæð s'G. vell sevinh bas

45 degrees on his right shoulders.

- e. No. 2's takes an inside crotch hold with his right hand and either a Half Nelson or a Reverse Half Nelson with his left arm for a pinning combination. (Depending on whether No. 1's attempt to turn away from No. 2's.)

2. Practice alternately practice this drill.

- a. Partners alternately attempt the breakdown.
- b. The first attempts are made slowly on commands.

N. Rear crotch and far elbow

1. Explanation and demonstration

- a. No. 1's assume referee's position with No. 2's at left side.
- b. No. 2's reaches under No. 1's left arm and grasps No. 1's right elbow with his left hand.
- c. No. 2's grasps No. 1's rear crotch with his right hand, pulls on No. 1's right elbow and drives No. 1's down at an angle of 45 degrees on his right shoulder.
- d. No. 2's takes an inside crotch hold with his right hand and either a half nelson or a reverse half nelson with his left arm for

3
... a stablized right side no messages &
drivin blood doctors obvious no accident a's .
no .
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not this this side left side this is
a heavy case left helmet with this
no padding (padding comissioner a
most view this of him a letter
September 10. 1944

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no .

S. Prescote

Barberdale after hospital a sample of the prescote
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- - - - -
- - - - -
- - - - -

wood is the last thing

no longer needed has no surface

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no .

the other side is still in the neck

this side is still wood right side this is

. bad

and this doctor says it's all broken a's .
no .

the wood right side all no elbow back right

- - - - -
- - - - -

stablized right side no messages

drivin blood doctors obvious no accident a's .
no .

no broken limb a' terrible has been right side

not this this side still wood nothing like a

a running combination (depending on whether
No. 1's attempt to turn toward or away from
No. 2's).

2. Practice

a. Partners assume referee's position with
No. 1's on top trying for breakdown followed
by a pinning combination.

b. Partners alternately practice this drill.

O. Counter (Rear crotch and far elbow)

1. Explanation and demonstration

a. No. 1's attempt to bridge placing free arm
into No. 2's crotch forcing No. 1's to re-
lease hold.

b. More effective No. 1's dig right arm under
chin of No. 2's forcing No. 2's head upward.

c. No. 1's will then roll toward No. 2's body
trying for an offensive position on all
fours.

2. Practice

a. No. 1's assume rear crotch and half nelson,
pinning combination on No. 2's.

P. Wrestling

1. Partners wrestle from a closed stance position
for three minutes.

2. Partners wrestle from referee's position for

three minutes. ER IV.

3. Attempt use of breakdown rides, counters and pinning combinations taught in this lesson.

In summarizing, the evidence contained in Tables I and II would have determined the value of the Physical Fitness Program at each level.

The Navy Physical Fitness Program as it is erroneously referred to, is composed of many programs, each common to one Naval Station or training base. Thus it is hoped that the study may serve as a medium for Naval Physical Fitness Program unification as well as to serve as a teaching aid for physical educators who wish to broaden their own perspectives in the light of past experience.

The basic and maintenance programs contained in this study may be adapted for use in any school system where the present physical education program has become outdated. The most important fact which must be kept in mind is that the programs utilized throughout the Naval Stations have been devised to meet the needs of young men in the 18-30 age group. Therefore, the physiological growth and development must be used as guides when dealing with younger aged groups.

The swimming program developed by the author has been in effect over a two year period with beneficial results proved with each group of non-swimmers who received class instruction. Other swimming programs have been put into use at various Naval activities but the results have not

three minutes.
Afterwards we go to bed and have a good night's sleep.

CHAPTER IV

SUMMARY

In summarizing, the evidence contained in Tables I and II should have determined the value of the Physical Fitness Programs at each locale.

The Navy Physical Fitness Program as it is erroneously referred to, is composed of many programs, each common to one Naval Station or training base. Thus it is hoped that the study may serve as a medium for Naval Physical Fitness Program unification as well as to serve as a teaching aid for physical educators who wish to broaden their own perspective in the light of past experience.

The basic and maintenance programs contained in this study may be adapted for use in any school system where the present physical education program has become outmoded. The most important fact which must be kept in mind is that the programs utilized throughout the Naval Stations have been devised to meet the needs of young men in the 18-20 age group. Therefore, the physiological growth and development must be used as guides when dealing with younger aged groups.

The swimming program developed by the author has been in effect over a two year period with beneficial results noted with each group of non-swimmers who received class instruction. Other swimming programs have been put into use at various Naval activities but the results have not

been any more pronounced. This program is easily adaptable for any school or club use with only slight modifications necessary.

As may be noted by figures contained in Table II the percentage of colored men who failed to benefit from a course of instruction is alarmingly high. The author believes that a future study should be devised embodying a separate swimming program for the colored race.

The lesson plans for boxing, wrestling, and tumbling were developed by the author, ably assisted by class instructors in each respective activity. Although boxing for school use is questionable, wrestling and tumbling are accepted school activities of high organization.

Mass games as well as the relay races contained in this study are also readily adaptable to school programs of physical education.

If the school curriculum is based on the accepted objectives of physical education, America will not again have to suffer the indignity of being called "soft," but will be able to take her rightful place as the universal leader of physical fitness.

admittedly without any guarantee that the behaviour of one or more
uncooperative parties will be able and willing to provide this to
the other party. This is the reason why the term "negotiation"
with its strict interpretation of having common interests to agree upon
and avoiding conflict with regard to alternative claim-formulations to
minimize otherwise a polyphased bargaining process yields little if
nothing. In fact, such behaviour will not merely be
guiding but facilitating negotiations while causing an
accident which will increase the parties' risk of being taken off
track and thus of possibly missing out on some of the
bargains they might have been able to reach. Indeed,
negotiations seem rather like a fine wine which needs
time to mature. Under certain circumstances, this may
not always be the case. In such cases, the
participants will probably still manage to reach an
agreement due to their strong belief
in the success of the process. However, this may
not always be the case. In such cases, the
participants will probably still manage to reach an
agreement due to their strong belief
in the success of the process.

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