1946

Physical fitness - the Navy approach for use in the schools

Thomas, Richard A.

Boston University

http://hdl.handle.net/2144/19322

Boston University
PHYSICAL FITNESS -- THE NAVY APPROACH FOR USE IN THE SCHOOLS
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Service Paper

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

Submitted by

Richard A. Thomas
(B.S., Boston University, 1942)

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

1946

First Reader: Leslie W. Irwin, Associate Professor
of Health and Physical Education
Second Reader: G. Lawrence Rarick, Assistant Professor
of Science Education
School of Education
Gift of Richard A. Thomas
August 30, 1946
27257
TABLE OF CONTENTS

CHAPTER | PAGE
--- | ---
I. THE NEED FOR BETTER PHYSICAL EDUCATION PROGRAMS | 1
  - Objectives of Physical Education | 2
II. THE NAVY BASIC PROGRAM | 5
  - Calisthenics | 5
  - Relay Exercises and Races | 8
  - Running and Obstacle Course | 15
  - Swimming | 19
  - Testing | 40
III. MAINTENANCE PROGRAM | 43
  - Soccer | 43
  - Baseball | 44
  - Football | 45
  - Volleyball | 45
  - Basketball | 46
  - Tumbling | 47
  - Boxing | 50
  - Wrestling | 73
IV. SUMMARY | 85
BIBLIOGRAPHY | 87
LIST OF TABLES

TABLE                        PAGE
I. Results of Swimming Test given to white trainees at the beginning and at the completion of training period.................. 21
II. Results of Swimming Test given to colored trainees.......................... 21
III. Results of Strength Test at the beginning and at the completion of the training period. 42
CHAPTER I

PHYSICAL FITNESS -- THE NAVY APPROACH

FOR USE IN THE SCHOOLS
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."
I HAVING

EMOTION IN THE USE OF LANGUAGE

Our emotions play a significant role in how we process and express our feelings. In our daily conversations, we often use language to convey emotions and create a sense of connection with others. The words we choose can evoke powerful emotional responses in those we speak to. To effectively communicate our feelings, it is important to choose our words carefully and consider the emotional impact they may have on our audience. By doing so, we can strengthen our relationships and foster a deeper understanding with those around us.
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
With the Spanish-American War we began in 1898, the
quest for unstoppably freedom to the colonized. After a
glitzy fight for freedom at 1899, we were determined to
accept the 'Philippines' as our own. The question of how
to deal with them became an urgent issue. To deal with
them in a way to bring them into the American fold was a
necessity. The Philippines were a test of American
patience and the criteria for imperial expansion.

The question of Philippine autonomy was one of the
major issues to be dealt with in the Treaty of Paris of
1898. The question of how to govern the Philippines
was a challenge for American policymakers. The
question of whether to grant autonomy or colonial
status was a matter of debate. The American
administration had to decide whether to impose its
rule or to grant a measure of self-governance to the
Philippine people.

The question of Philippine autonomy was a test of
American imperialism and a challenge for American
policy. The decision to grant autonomy or colonial
status to the Philippines would have implications for
American foreign policy and for the future of the
United States as a world power.
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." Shraeder thinks, "the re-
creative activities which will serve during school and will
survive in latter life" 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."

1 Hetherington, The Objectives of Physical Education,

2 Shraeder, The Physical Welfare of Pupils, American P. E.
Review, 1924, pp. 175-177.
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
Capitulations

In order to ensure the outcome you desire, the following conditions are necessary:

(a) The collator should be noted to have satisfied all technical data and to be qualified to carry out the work.

(b) The level of difficulty should be kept at the initial level to make the work suitable for the purpose.

The outcome of the level of difficulty is to be kept at the initial level to make the work suitable for the purpose.

(c) The level of difficulty should be kept at the initial level to make the work suitable for the purpose.

(d) The level of difficulty should be kept at the initial level to make the work suitable for the purpose.

(e) The level of difficulty should be kept at the initial level to make the work suitable for the purpose.

(f) The level of difficulty should be kept at the initial level to make the work suitable for the purpose.

(g) The level of difficulty should be kept at the initial level to make the work suitable for the purpose.

(h) The level of difficulty should be kept at the initial level to make the work suitable for the purpose.

(i) The level of difficulty should be kept at the initial level to make the work suitable for the purpose.

(j) The level of difficulty should be kept at the initial level to make the work suitable for the purpose.
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
The complete article is not visible in the image provided. However, it seems to be discussing a topic that requires detailed examination and analysis. The text appears to be fragmented and not entirely legible due to the quality of the image.
9. Toe-touch -- trunk bent forward touching one hand to toe of opposite foot, on each step.

10. Back lever-- clasp hands behind neck forward 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 jumping -- travel forward by broad 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 proper time to take a break is after a certain amount of time has passed, typically every 20-30 minutes. If you feel fatigue or your performance starts to decline, it's a good idea to take a short break to recharge.

The best way to relax during a break is by practicing deep breathing exercises or mindfulness meditation. These techniques help reduce stress and improve focus.

In addition to physical breaks, it's important to maintain a healthy lifestyle. Regular exercise, a balanced diet, and sufficient sleep contribute to overall well-being and productivity.

Remember, taking breaks is essential for maintaining productivity and avoiding burnout. By incorporating short breaks into your daily routine, you can enhance your work performance and enjoy a more fulfilling work experience.
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-
Importance of Preliminary Courses

In many engineering training courses, a number of preliminary courses are essential to lay a foundation for the technical courses that follow. These courses are designed to provide a solid understanding of basic principles and concepts that are necessary for success in more advanced courses. They help students develop a strong foundation in the subject matter and prepare them for the challenges they will face in their future studies.

In the preliminary courses, students are introduced to fundamental topics such as mathematics, physics, and chemistry. These subjects form the basis for many engineering disciplines, and a strong understanding of them is crucial for success in advanced courses.

In addition to providing a solid foundation in the subject matter, preliminary courses also help students develop critical thinking and problem-solving skills. These skills are essential for success in engineering and are applied in various aspects of the discipline.

Overall, the importance of preliminary courses cannot be overstated. They provide a necessary foundation for more advanced courses and help students develop the skills and knowledge they need to succeed in their engineering careers.
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.
I. There are several reasons why the introduction of a new technology is necessary. The technology is efficient and cost-effective, and it can also improve the quality of the service. It is also more environmentally friendly than the current technology.

2. The new technology can be used to automate the process of data collection and analysis, which can save time and improve accuracy.

3. The new technology can also be used to provide customers with more personalized services, which can increase customer satisfaction and loyalty.

4. The new technology can be used to provide real-time monitoring and control of the process, which can improve efficiency and reduce downtime.

5. The new technology can be used to provide better training and development opportunities for employees, which can improve their skills and productivity.

The benefits of the new technology are clear, and we believe that it is the right choice for our organization.
2. Forward march. Remain in cadence throughout routine, 20 paces.
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).

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
Caretakers' Corner

In this issue of Caritas, we want to discuss some important issues that affect our community. We believe that by being aware of these issues, we can work together to find solutions.

One issue that we want to highlight is the lack of affordable healthcare. Many people are struggling to afford medical treatment, and we believe that this is a problem that needs to be addressed.

Another issue that is receiving a lot of attention is the growing problem of unemployment. We understand that this is a complex issue, but we believe that by working together, we can find ways to support those who are affected.

Finally, we want to discuss the importance of education. We believe that education is the key to a brighter future, and we want to encourage all of our community members to pursue education to the best of their ability.

We hope that this issue of Caritas will be helpful in bringing these issues to the forefront, and we look forward to hearing your thoughts on these matters.
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
"...and so forth."

Regarding the post-visit experience and the importance of feedback, the individual believes that it is crucial to incorporate constructive feedback into the organization's practices. The feedback process should be open and honest, allowing for growth and improvement. In order to foster a culture of continuous learning, it is essential to encourage employees to share their thoughts and experiences, which will help in identifying areas for improvement.

Moreover, the individual emphasizes the importance of recognition for efforts made. Acknowledging the contributions of team members not only boosts morale but also motivates others to strive for excellence. Furthermore, the implementation of effective communication strategies is critical in ensuring that everyone is on the same page, working towards a common goal.

In conclusion, the individual stresses the significance of maintaining a positive and collaborative work environment. By focusing on these aspects, organizations can achieve greater success and foster a more productive and engaged workforce.
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

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

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.
<table>
<thead>
<tr>
<th>T</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>12</td>
<td>18</td>
<td>24</td>
<td>30</td>
<td>36</td>
</tr>
<tr>
<td>B</td>
<td>20</td>
<td>26</td>
<td>32</td>
<td>38</td>
<td>44</td>
</tr>
<tr>
<td>C</td>
<td>28</td>
<td>34</td>
<td>40</td>
<td>46</td>
<td>52</td>
</tr>
<tr>
<td>D</td>
<td>36</td>
<td>42</td>
<td>48</td>
<td>54</td>
<td>60</td>
</tr>
</tbody>
</table>

This table represents data or information, which is not clearly decipherable from the content provided.
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
Tenth Reading "Summary Table"

To help keep students motivated on their assignments, this summary table presents a concise overview of key material.

I. Introduction

A. Overview of course description: It covers the

B. Course objectives

C. Course content

II. Course Assessment and Evaluation

A. Objective assessment and criteria for grades

B. Course outcomes and evaluation methods

C. Course format and time allocation

III. Course Requirements and Time Commitments

A. Minimum time commitment

B. Recommended schedule

C. Course schedule

D. Course deadlines and requirements

E. Course grades and standards

In conclusion, the course requirements and expectations are outlined.
(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
(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 ran -- from the front (1)
right to the far left back of the room (a).

Partial - no change in my face (d)
expression.

I don't recall -- after (2)
thinking deeply at first (p)
for several minutes after going to the lower floor.

It was as if to keep
me

I don't recall -- after (3)
just to make me say the answer (a)
and to make me say the answer (a)
I think there were 4 or 5 times (d)
I think there were 4 or 5 times (d)

I partake of wine
V

The scene was different and near to the

I don't recall the information at the time.

I don't recall

(1)

I don't recall
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
(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
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.
A Linear Equation (c)

Let us consider the case of a linear equation of the form:

$y = mx + b$

where $m$ is the slope and $b$ is the y-intercept.

For a linear equation to be valid,

- the slope $m$ must be constant,
- the y-intercept $b$ must be constant,
- the variables $x$ and $y$ must be real numbers.

If the slope and intercept are constant, then the equation is linear.

If $y = mx + b$ where $m$ and $b$ are constants, then the equation is linear.

If $y = mx + b$, then $m$ and $b$ are constants.

If $y = mx + b$, then $m$ and $b$ are constants.

If $y = mx + b$, then $m$ and $b$ are constants.

If $y = mx + b$, then $m$ and $b$ are constants.

If $y = mx + b$, then $m$ and $b$ are constants.
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
The following article should lead to the acceptance of the following

and subsequent proposal.

1. Scope, operation and coordination

2. Scope, operation and coordination

3. Scope, operation and coordination


1. Scope, operation and coordination

A. General assistance in coordination or coercion

B. Revision and support

B. Revision and support

A. General assistance in coordination or coercion

B. Revision

C. Scope, delivery and support

C. Scope, delivery and support

A. General assistance in coordination or coercion

B. Revision

C. Scope, delivery and support
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.
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.
B. Additional confidence installed through mastering the arm stroke.

Lesson Five

Specific Goal:

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)

B. Deck drill of inverted frog kick.

1. Arrange men at double arm interval -- all
Lesson Five

Specific Goal: To develop the skill to perform the task of the front kick.

I. Preparation and Practice

A. Explain and demonstrate front kick to the class.

B. Demonstrate front kick to the class.

II. Review and Summary

Through neat drill and individual instruction, the men are able to perform the front kick accurately.
lie on deck with buttocks on extreme edge of pool.

2. Men perform kick to instructor's count as follows:
   a. "One": heels touching and drawn up to buttocks, knees as far apart as possible and on same plane as the body.
   b. "Two": with toes pointing outward and leading, the legs are extended to a spread position forming as wide a "V" as possible.
   c. "Three": legs are squeezed together.
   d. "Glide": body and legs motionless and straight during glide.

C. Water drill of inverted frog kick.
   1. Men paired in "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.
   5. Deck drill repeated if necessary.

II. Review and Summary
   A. Men have achieved the mechanics of the "inverted
frog kick."

B. Additional confidence installed.

Lesson Seven

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.
Lesson Seven

Specific Goal:
To perfect the "inverted front kick" and "full jump kick.

Inversion and Practice

I. Explanations and Demonstration of the Inversion

To go from a "crouch" to a "standing" position.

Example: "crouch" to "standing" or "waterfall"

II. Inversion Techniques - waterfall

. I. New technique of "crouch" to "standing"

. II. These "attitude support" moves of blending

right hand under left hand close to the

waterfall.

. III. "Crouch" versus "standing" left position and execute

the kickoff to the instruction's own sense of

"one-foot-pointing"

. IV. "Crouch" and "standing" attitude of the left

new with appropriate execution of the kick are given

initiation information and reassurance.

Review and Summary

Through these "attitude" and "inversion" techniques give

may take place to practice the landing from kick
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.
Lesson Eight

Specific Goal

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

Presentation and Practice

I. Review arm action of explanation and demonstration

J. Review arm action of explanation and demonstration

K. Review arm action of explanation and demonstration

L. Review arm action of explanation and demonstration

II. Coordination of arm and leg movements -- hand only

A. How to stretch a fabric or umbrella fabric

B. How to stretch a fabric or umbrella fabric

C. How to stretch a fabric or umbrella fabric

D. How to stretch a fabric or umbrella fabric

E. How to stretch a fabric or umbrella fabric

F. How to stretch a fabric or umbrella fabric

G. How to stretch a fabric or umbrella fabric

H. How to stretch a fabric or umbrella fabric

I. How to stretch a fabric or umbrella fabric

J. How to stretch a fabric or umbrella fabric

K. How to stretch a fabric or umbrella fabric

L. How to stretch a fabric or umbrella fabric
Regarding your instructions:

2. Coordinate:

   (2) **Arms** -- wrists flip over and out.

   With fingers leading, the arms are fully extended to form right angles to the body.

   c. "Three":

      (1) **Legs** -- squeezed together.

      (2) **Arms** -- extended arms, with fingers closed, are brought to the sides of the body.

III. Review and Summary

   A. Men have associated and experienced the coordination of arm and leg movements.

   d. "Glide":

      (1) **Arms and legs** -- remain motionless as body glides through water.

      (2) This is a period of rest and relaxation.

D. Coordination of arm and leg movements -- water drill with assistance.

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.
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.
Review and Summary

A. Use your capability and experience to complete the exercises.

B. Additional assistance and continued attendance of

C. Report deficiencies and requirements for the purpose

D. More extensive introduction to good water

Lesson Nine

Objectives

1. To work individually cooperatively and swing

2. To recognize water or water supply, and become efficient in

3. Of the water installation

4. A check of the installation of the operation

5. Discussion and practice

6. Of the proper use and operation

7. A brief review -认识 of the previous lesson

8. Discussion of the prepared meal to begin to

Information
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 3½ feet deep at all points.

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

The lesson to be given in section "C" as soon as possible.

"C" Section with apparatus for experiments.

The book at difficulty into five sections.

The lesson to be given to the pupils of each section.

Each section will contain an apparatus or experiment.
(2) Section "I", which slopes from 4 to 6 1/2 feet, is used by men who possess ability to swim a width in section "B".

(3) Section "T" slopes from 6 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.
To generate the ability to jump from a live roof.

All for survival ends here.

To increase ammunitions to the extent of case.

Play swimming & windsurfing at

Jumping and fascinating all.

Exposition any comprehension of proper working of

Jumping feet fight and falling to water.

One hand, both hands; the other hand poles.

Opposite substitutes.

Easy lesson water swim.

On feet face angle immerses.

Leap first to Anything position.

Medal according, new positions first and apply

Commanding presence with same and hands apart.

Keep command above water surface.
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
The next paragraph begins any letter head paper.

6. Three conditions, three ways of apparently immediate consequence, according to any of the "one-two-three-finger" positions which may have just as apparent usefulness.

TROUBLE

1. Indistinguishable from one of a group of three with no particular advantage.

2. Indistinguishable from one of the five foot positions.

3. Positions

Preliminary: The top launch pad from which the live rocket

4. Following the look-up approach is the next with no particular advantage.

A New Phrase: "Big Digging" (Third Class after)

"Measure" any necessary non-stop trials

A review of C3 package

Heaven may be wanting.

New conditions being less than adequate to the point of view.

Seek into good water and wise a minimum of 60 degrees.

Testing

The next paragraph begins the letter to a company:

Five counties contain the start of a variety - especially those with some degree of ability. More specifically, this line -

Long case is given to the following business: (a)
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.
For training (c) requires:
- Subject the individual learner to the same method of
- Refine the process of training a higher level of
- To decrease the burden of the new system.

A) To achieve a specific target of time;
B) To measure the duration of the new system.

It is necessary to assess the feasibility of the new system.

It is necessary to assess the feasibility of the new system.

The line chart shows the changes in the minutes spent and the
basing of the two minutes or capitalization.

1. Good-Long-term evaluation and observation of minutes.

2. Short-Cut tests of one minute.

2. Short-Cut tests of one minute.

The movement may or may continue to improve.

We refer to the following year with great learning.

"""
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

<table>
<thead>
<tr>
<th></th>
<th>Number tested</th>
<th>Score First test</th>
<th>Score Second test</th>
<th>Average gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit Training Stations</td>
<td>162,500</td>
<td>37</td>
<td>46</td>
<td>24%</td>
</tr>
<tr>
<td>Service Schools</td>
<td>242,000</td>
<td>43</td>
<td>49</td>
<td>14%</td>
</tr>
<tr>
<td>V-12 Units</td>
<td>65,000</td>
<td>45</td>
<td>59</td>
<td>31%</td>
</tr>
</tbody>
</table>
Performances continue the experience as many times as possible.

Recently there has been a completion of the service. Previous training has been one of men who were chosen from a six-week test. These have been employed in various situations:

1) Recruit Training Center;
2) Service Schools;
3) V-25 Units.

<table>
<thead>
<tr>
<th>Ability</th>
<th>Average</th>
<th>Score</th>
<th>Percent Correct</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2X</td>
<td>84</td>
<td>78</td>
<td>78.00</td>
<td>860</td>
</tr>
<tr>
<td>1X</td>
<td>86</td>
<td>83</td>
<td>88.00</td>
<td>840</td>
</tr>
<tr>
<td>1X</td>
<td>90</td>
<td>84</td>
<td>90.00</td>
<td>840</td>
</tr>
</tbody>
</table>
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.
CHAPTER III
MAINTENANCE PROCEDURE

In the administration of the naval technical program, the need for accelerated training and education of personnel is constantly emphasized. Adequate training, education, and development of personnel is an essential part of the maintenance program. Personnel, however, become obsolete, and the maintenance and reliability of equipment are compromised if proper personnel are not available.

In this context, only those subjects that can be useful are recommended for training. It is necessary to prepare personnel who are capable of performing the tasks required of them. This involves the development of theoretical and practical skills to the extent that the personnel can perform these tasks effectively.

In the modernized navy, the importance of maintaining personnel who are capable of performing these tasks cannot be overstated.
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
with the office where they work, and some only come part-time. If two
other offices, more may be able to part-time, but if two
are staffed, more are able to full-time. It is not clear how
case where there is only half an office. If both and the
sees to the degree of the number of middle and the
beneath ground floor.

With a smaller number of men, a smaller staff,
many instances of the opposite. 8 men, by a smaller staff,
organization of 4 or 6 men, it seems, as the men cannot form
fall to be below in this case as the men cannot form


Headquarters. The headquarters are used in an excellent
activity for the development of young, militant,
and critical. In the office where it has become necessary
with those difficulties as well as with dual control and
return. As a home it is difficult to contemplate for
these purposes of the business of the office and space needed
and the social development demanding. Good preparation
and may serve to constitute the dated, remaining, pre-con
and amount to less than a half. A short time, a well
in a sense of the fact. Cases and misunderstandings must
are inevitable. The cases are of press, and that is the
lessens the effectiveness of the police force because it indicates cost of
the tensions of the party. These and mistakes have added to the
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
The emergence of cyber and computer is a phenomenon that has been occurring for some time. However, it may be argued that it is only in the last decade or so that the pace of development has accelerated to the point where it can be called a revolution. This revolution, if you will, has put a new spin on the way we live, work, and communicate.

The advent of the internet, smartphones, and social media has changed the way we interact with each other. Communication has become faster, more efficient, and more widespread. But with this increase in connectivity comes a new set of challenges. How do we ensure that our communication remains secure and private? How do we protect our data from being stolen or misused?

These are questions that we must confront as we navigate the digital landscape. As we continue to rely more and more on technology, it becomes increasingly important that we understand the potential risks and take steps to mitigate them. Only then can we truly take advantage of the opportunities that the cyber revolution has brought us.
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.
the net with as many plaques as can be obtained into the two
pans of the same. It is a general to have more than six
and try on all the plates, for the next step to the next plate on a coat of emulsion approxi-
man from time to time, may then be given on the other plate of the

Front line of the second line

The use of a previous point in the blank
In certain sections of the company, however, may occur.
cocks are placed all in the last in the May, they faced the
program. These short contests between plates to the extraction
and examine of the new participation. The camps into to ex-
collect for the development of firms and shops as well as

...fill...
No throws for goal may be made from within this circle. Another circle with a 7½-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.
The proposal for Early may be made from within the office.

Another idea is to write a 10-foot target from the East to the West.

The idea is to then place a small, flat, metal object on the target.

The target may be placed on the 10-foot circle.

The same may be done with the 10-foot circle. It may be passed out of

the office or placed in the 10-foot circle.

The same may be

played with on the roof or on the ground.

The idea may be taken

in general. The other ideas of regulation are not particularly

available to these two modifications.

The following ideas sound to be considered when planning an

event for the dramatic literature program.

1. When possible, regulation was sought by means of

know it were not available, most dramatic activities

are altered can be done on a variety of stages or settings.

If important music selection in place, spectators

8. Its important information, it is essential to begin

with the proper activities and procedures to the most efficient

can. Not should be accomplished to work on different cases

preferably at campus activities as they are performed.
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.
The best plan to use in organizing computing is to

create the church into several small sections, each containing

the part more than six of eight men. Complete sections

should be selected from the group to be in charge of each

one of these small sections. The factors are many more

point giving computer's criterion.

In more advanced computing, operators should be able
to compute the time required of other

series inputs and output, new points will improve parking

with those at the other.

The way that to compute the necessary

and (d) storage

I. Performance test: 10ft-tape band, feed no more than

reading position: 1AF-tape band, feed no more than

length of tape.

Preliminary: development phase, the material on areas, pages

next to any applicable to access and allow testing of soap to

next and manipulate the space input and continue to test

forward in each position and place to reading position

several factors may be done in accordance to which case

preparation does not take place between coffee and remaining in

a "statement" position until the last part of the series.

C. Source code:

Starting position: 10-ft tape band, feed into the release

page on next line through paragraph following.
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
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.

Boston University
The importance of developing self-confidence and self-reliance cannot be overstated. These traits are necessary for the development of a well-rounded individual who is capable of facing the challenges of life with confidence. Certain aspects of the school and college experience can be designed to encourage self-esteem and self-confidence.

Information to begin the process of building self-esteem should be shared with students through speeches and group discussions. To ensure more active participation, the group leader should provide specific information and feedback to participants on their individual progress. The main point to be made in the initial sessions is to foster an environment of cooperation and encouragement. When these initial sessions have been successfully completed, the group leader may begin to focus on more specific topics.

A session may be devoted entirely to the development of group discussion techniques. This topic is important because group discussion is an essential part of effective communication and team-building.

A General

To improve group effectiveness, the following steps are recommended:

1. Encourage active participation by ensuring that all members have a chance to contribute.

2. Foster an atmosphere of respect and understanding among group members.

3. Provide opportunities for constructive feedback and criticism.

4. Encourage the development of leadership skills through the selection of group leaders.

5. Encourage the development of problem-solving skills through group problem-solving exercises.

6. Encourage the development of self-confidence and self-reliance through the provision of opportunities for individual achievement.

By focusing on these areas, the group leader can help to create a positive and supportive environment that is conducive to effective group communication and team-building.
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.
In terms of mental attitude, to stimulate the mental awareness and cooperation spirit of means of
a group, which are means of the interest of the
means of mental activity.
To enhance a team spirit for self-confidence.
To improve and develop the unit's skills, techniques, and methodologies.
A team where there are increased efficiencies in
and

II Preparation (same as for all lessons)
A Prepare supplementary material for lecture or lessons for
place and
B Have phrase papers in good condition and keep
place so that they can be easily picked up and
re-stapled by the class after the lesson.
C See that seating plan is in place and well
continued.
D A mistake or tone will be missed.
E II group to practice in choosing site for class,
Choose a location where:
I Light is adequate II Outdoor, avoid sunlight
in case of glare or intensity Izzo wind and
such
II Note or other information are at a minimum.
III Outdoor ventilation is adequate.
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.

Lesson One

Specific Goal:

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.
Lesson One

Specific Goal:

To develop the following skills:

- Co-ordination
- Footwork
- Tact and control
- High and low passes
- Patience

Presentation and Practice

- Warm-up

1. Hough (
2. V'oz and turn -- 10 minutes -- keep

2. Motivation and motivation to form of two-minute

3. Talk on purpose, scope, possibilities and records

wont and development name of 목적 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
   b. Retreat, two
   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. On2:ing position

1. "Gin"

a. Place

b. Making a line

c. Certificate of being, same and opposite

d. Gin down on goal

e. Left opponent splitting coming opponent

2. Drill: "Go Fourth" "At Ease" "Attention"

(transverse command)

C. Imagination tools

1. Teach and Grill

a. Advance, one

b. Retreat, two

c. Left (right) step

d. Circles line (clockwise and counter-clockwise)

D. Basis Tall Leap

1. Teach and Grill

E. Teaching hints:

a. Watch for balance whether not to fall backward

b. The lower comes from the curvature of the lever arm

c. The fall should be to the right and the

L. Opponent exclamation of tall fall style

d. The arm to draw slightly upward and

E. Remain forward the same place

g. At the moment of impact, the impulse and

h. etc.
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
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 jab.

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.
This leaves me in the position.

It is important that your right eye be

Keep open and relaxed. The plus power of the

centripetal on the lower part of the make

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

come to the board when they are

The bottom line of the document reads:

6. General党委 (authority) for the top of

(Use only)

1. Make a plan on college attendance. Prepare for

2. Develop a plan and accomplish goals.

3. Do not leave campus plans when executing the

4. The Right Choice

If Teach any Grille

5. Teaching Time

- Spend time with the TCU team or

- Wanting the right and allowing opportunities.

Team to make over three points.
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.
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.

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, Sections I, II, III.
   C. Section I
      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
Lesson Two

Specific Goal:

To develop proper technique of:

- Right hand to read and play
- Left hand to read and play

2. To develop facility to split both hands

With steady and precise (fourth finger spelling)

Presentation and Practice

A. Bowing from the pedal (16 measures approximately)

1. In a different manner
2. Introduce phrasing (4) complex sections

C. Section I

D. Section II

E. Two one-minute朗measures interspersed with one minute rest between passages above.

F. Elaborate passages at beginning of each measure.

G. Section 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.
1. Throat and breasts
2. Teach body movements
3. Follow hand resting movements
4. Half distance one minute grid
5. One grid half distance one minute grid
6. One minute one foot per minute or more

II. Section III
1. Review
2. Teach simple compounds and alternate
3. House
4. Jump 20 to 30 times of two (2) minutes one minute rest
5. House Section I to II, II to III, III to I
6. Review
7. House to pedal place of 10 minutes
8. House come rest and change of offense
9. Waste waste of time no offense
10. House Sections begin at 10-minute intervals

III. Review and Summary
A. Drills: compound, offense, defense
B. Power in phase at 20 yards from the center
C. Missions of the phase and team as well as the game
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." Hand
   3. Left jabs to head and body, and blocks.
   4. Right cross to head and body and blocks. The

C. Controlled boxing
   1. Stimulate above skills.
   2. Criticise common faults that are observed.
Lesson Three

Specific Goal:

I. To develop following pointing abilities:
   a. To point toward (to point and reach)
   b. Left hook to the left hand
   c. Upward (right and left)

Presentation and Practice

I. Warm-up (10 to 15 minutes) on cadence.
II. Review of奇特 as relating to cadence.

I. On standing
   1. Southampton Vindication Readapted "Chesire"
   2. Footwork Advance "interpreted"
   4. Left hand to head and reach and place
   A. Right hand to head and reach and place
   C. Continuing position

I. State main point

II. Challenge common formats then are appearance.
III. Things to remember
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.
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)
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.
Learns as a physics companion

1. Spree companion -- around no part nor occasion

2. Right look

3. No I mean something -- No S mean name caption

choice

4. Watch caution to make right hand

5. Teaching phủle: Need as a companion plane physically

6. A man on a plane is conceived. When with light lesson attention wide deep character cope with sight specialty to make system the book now it may seem to some of present. It show to meaning where

spoke otherwise

7. Right appearance

8. Teaching problem

9. Need the book another attribute to the right

10. This is bound to part-present position

11. Better to the floor sense my

12. Don't use book to the ground fine

13. Spectral to the book and give the sight

ubiquitous to the solar plane.

14. Methods of Colonies

15. Teaching physics: please wear

a. Dead man talc above government and transfer
b. Outside the concrete from from the inside
c. Location of outlining to the latest
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 1½ minutes each
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.
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
Lesson 10

Specific Goal

To reach fluency and practice of composition on

Sentence Structure.

Presentation and Practice

I. Review to graddience (To Minute)
II. Divise each into parts (to sections) (Sections 1, II, III)

Section 1 - Panel

The theme should be descriptive.

o Establish dominant and non-dominant:

- No Information - passage of view, etc.
- Your short write after each exercise

Section II - Heart and Practice

o Examples: Level Parts, one theme, another

Summary

o Review: Read and memorize the sections

Next week: Read and memorize this paragraph

This course
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
Teach TEP close - TEP
Teach TEP close - TEP
Tep close - Pool Approach
Time minimum of reach during cafe time

Completion

Section III - Hope Situation

Review bounce jump and appropriate spotting
Jump for bounce of two minutes each minute

Rest

Review sections I, II, III after 10 minutes

Review sections I, II, III again after 10 minutes

Review and Summary

A between bounce of pattern and to test room feature

I. Compensation please the entire feature once

First series of three rooms to accomplish feature

S. High bounce shortest for follower py flame

Back to no-compensation position

special considerations

To develop the skill of interpreting and application

I. Recognition 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.
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
22. 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.
Teach using various techniques... each part of

Number sequence.

Difficulty can be reduced if a five-year old

to fill in the "attacker".

Brush action of changing the opponent away.

Elbow

Two minute round

Return to starting true position

Close, pick up all around head

Place head on opponent's head

Drive short left and right alternate to

Both
to read as first appointment

Follow with appropriate

e. Defense against attacker

e. Place hands as mentioned

e. Place and spin way

e. Battle with delayed opposition

e. Defense against attacker

Review and summarize

A. Box two rounds of two minutes each
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

Specific Goal:
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
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.
Teach a Grill following:

Section II

III. Review III

Section III

Section III

Review and Discussion

A. Review previous drill classes and exercises,
B. Review materials and equipment,
C. Review lesson procedures and techniques,
D. Review section II, III after 10 minutes,
E. Review section II, III after 10 minutes,

Section I

Review and Discussion

A. Review previous drill classes and exercises,
B. Review materials and equipment,
C. Review lesson procedures and techniques,
D. Review section II, III after 10 minutes,
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

Specific Goal:
To stimulate analysis of a current practice and

Strategy in Practice

I. Presentation and Practice

A. Rationale of Orientation (10 minutes)

B. Background

C. One Minute Tongue

D. Practice and after the tongue, critical comments

E. One Minute Interpretation

F. Analysis of Opportunity

1. How fast is the patient's pulse?

2. What is the response to half dose of penicillin to patient?

3. What are your suggestions on treatment?

4. Does the patient's condition improve?

5. To what does the patient's condition improve?

6. What are the next steps to be taken by the nurse?

End Management

V. Which may occur on admission?

A. New cause of poverty with new applicant

B. Ongoing cause of one minute

C. New cause of income

3. Output data minutes learned

D. SAFETY DATA SHEET

3. Allow one minute less and time to film one
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.
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.
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
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
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.
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
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
   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
I. Experimental Design and Procedure

It is necessary to ensure that the experiments are conducted under controlled conditions. The experimental setup should be designed to minimize external factors that could affect the results.

II. Experimental Procedure

1. Prepare the sample and set up the equipment.

2. Measure the required parameters.

3. Record the data and analyze the results.

4. Repeat the procedure as necessary.

III. Results and Discussion

The results obtained from the experiments are discussed in detail. The implications of the findings are analyzed and conclusions are drawn.
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
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
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

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
Olive Green on the right shoulder.

No. 3's case at the intersection with the right hand and apply a shift lever to reverse the left rear wheel with the feet from the floor pending on the steering column. No. 1's attempt to turn may from No. 2's.

Practice

Example of a strategic attempt to prevent a shift.

The first attempt was made slightly on the come.

keep copies and ten copies.

Replication and demonstration.

No. 2's case at the intersection with the right hand and apply a shift lever to reverse No. 1's light with the feet.

No. 2's case at the intersection with the light on the come.

Rexco on the light dependency.

No. 2's case at the intersection with the light on the come.
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 release 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
a unique comprehensive target for activity and or action. No, if the attempt to impair toward or away from the

No. 2's,)

Practice

As Paraclete assumed the relevant position with

No. I'll go for fright for precision following

for a definite conclusion

As Paraclete's孵贺crete 推进 the crisis itself

On Command (with cover and ten frame)

I'd expect that and have positioning

As No. I'll expect to provide a change to the

into No. 2's script forming No. I'll to see

Increase only

On more attention No. I'll get right into the

shift of No. 2's tangent No. 3's head position

On No. I'll fill that will come to No. 2's part

I may have an alternative position on all

Come

Practice

As Practice

In Paraclete asserts from a given stance position

In Paraclete's stance from Paraclete's position for
three minutes.

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

In summarizing, the evidence contained in Tables I and II should have determined the value of the Physical Fitness Program 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 nucleus 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 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 16-20 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
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
In conclusion, the evidence presented in the previous chapters suggests that people who have received training in the principles of personal fitness are more likely to engage in regular physical activity and maintain a healthy lifestyle. Programs at each level...

The need for personal fitness programs is as evident now as ever. The problem of obesity and related health issues is growing, and the benefits of physical activity are widely recognized. It is essential that we recognize the importance of personal fitness and provide opportunities for individuals to engage in regular physical activity. The...
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.
BIBLIOGRAPHY

BOOKS


ARTICLES


3. United States Naval Training Station, Bainbridge, Maryland, "Handbook of Activities," September, 1943.

