

S Y L L A B U S

OFFICE OF PHYSICAL EDUCATION

United States Military Academy
West Point, New York

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PREFACE

Recent changes in the physical education curriculum of the United States Military Academy have led to a revision of the departmental syllabus published by the Office of Physical Education in 1949. This new syllabus has been prepared to satisfy the increasing demands from military and civilian sources for information regarding the physical education of cadets at the Military Academy. It contains a description of the organization of the department, a discussion of its mission and philosophy, and a detailed presentation of its curriculum.

The specific purposes of this syllabus include:

1. Presentation of the revised curriculum for formal approval by the Academic Board of the Academy.
2. Authoritative crystallization of the philosophy and curriculum for the benefit of staff members.
3. Orientation of other departments of the Academy to the department and its function.
4. Familiarization of military personnel outside the Academy with the program of the department and its relation to physical training in the Army.
5. Explanation of the department, its organization, and its program to civilian institutions and physical educators.

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CHAPTER I

HISTORY OF PHYSICAL EDUCATION AT THE UNITED STATES MILITARY ACADEMY

Physical Education in the early years. The United States Military Academy was founded in 1802; but, during the first twelve years of its existence, no provision was made for physical education. This was to be expected because at this early date there was no organized physical education of any kind in this country. The cadets in those early years did not lack for vigorous exercise however; for military drill and practical field instruction provided ample strenuous activity. In addition, the cadets found diversion in climbing and exploring the neighboring hills, in swimming in and rowing on the river during the summer, and in skating on the ice in the winter. Other self-initiated activities included hunting, fishing, and various games of ball.

As the Military Academy expanded, fencing, dancing, and horsemanship were recommended for inclusion in the instructional program because they were considered desirable skills for an officer. Fencing was the first officially recognized sport at West Point. Pierre Thomas, a Frenchman, was appointed as civilian instructor of fencing on March 1, 1814 with the title of Sword Master. Thomas was not only the first physical educator at West Point, but probably also the first full-time physical educator in any educational institution in America. In addition, he was the first to bear the title, Sword Master, which was to designate the head of physical educa-

tion at the Military Academy; it was changed to Master of the Sword in 1881 and to Director of Physical Education in August 1947.

In 1816 dancing instruction was started under the direction of the Sword Master. In 1837 a riding master was employed, and in 1839 enlisted men and horses were provided to facilitate instruction in equitation. The completion of a spacious riding hall in 1855 aroused additional interest in horsemanship. While dancing and equitation were originally under the auspices of the Sword Master, they subsequently were taken over by other departments. It is of interest to note that dancing, fencing, and horsemanship retained prominent positions at the Military Academy for over a century. Fencing was dropped from the instructional program in 1945; horsemanship in 1947. Dancing instruction, while discontinued as a requirement in 1942, is still conducted on a voluntary basis.

In 1858 Lt. John C. Kelton was asked by Colonel Delafield, Superintendent of the Academy, to draw up a systematic course of military gymnastic exercises patterned after those employed in the army schools of Paris and Vienna. Kelton, a gymnast and an athlete, was appreciative of the value of physical conditioning; he formulated and presented to the Superintendent the following program which was adopted and thus became the first regular course of instruction in physical education at West Point:

FIRST YEAR

Calisthenics, consisting of suppling of the neck, arms, body, and legs, without instruction; use of clubs, dumb-bells, etc.--one hour each day from June 1st to July 1st, and from November 1st to April 1st.

Swimming, July 1st to August 10th--one hour on alternate days.
Bayonet exercise, fencing

SECOND YEAR

Gymnastics, November 1st to April 1st--one hour each day.
Swimming, June 20th to August 1st--three-quarters of an hour on alternate days
Target practice and fencing

THIRD YEAR

Gymnastics, October 1st to April 1st--one hour on alternate days
Swimming, June 20th to August 1st--one hour on alternate days
Target practice and fencing

FOURTH YEAR

Gymnastics, one hour each day from September 1st to June 1st, alternating with swimming, target practice, and fencing. The gymnastics should be accessible to cadets during the encampment and during all hours of release from quarters. It would be desirable that they receive regular instruction from November to April, between the hours of 4:30 and 5:30 p.m.¹

The above program was introduced and remained in effect until the advent of the Civil War. After the war it was never resumed.

While these early ventures in physical education do not appear significant when compared with present day programs, they were really pioneer efforts at the time. The problems which created the need and brought about the introduction of physical education in colleges and universities did not develop until the last half of the nineteenth century. Colleges and universities were primarily concerned with the intellectual development of their students; and, except for sporadic, short-lived attempts by a few schools to

¹ Lt. Col. Charles R. Greenleaf, "Physical Training in the U.S. Army" (unpublished paper read before the American Association for the Advancement of Physical Education, Boston, Mass., April 4, 1891), p. 3

develop physical education programs between 1826 and 1835, there were no further efforts until 1861 when the first college program was started. Despite its limitations the physical education program at the Military Academy in these early days was far in advance of that in any other institution of higher learning.

Physical Education after the Civil War. After the close of the Civil War physical education reverted primarily to instruction in fencing, dancing, and horsemanship. No other organized physical education activities were provided until 1885.

The athletic renaissance which was brought on by the war was expressed by the cadets in their recreational activities. Rowing, boxing, swimming, tennis, and baseball all had their devotees from time to time and considerable informal competition in these sports was carried on among the cadets.

In 1885 Herman J. Koehler was appointed Master of the Sword. Koehler, who was professionally trained in physical education and had a background of experience in German turner gymnastics, exerted a strong influence upon physical education at the Military Academy. He immediately introduced formal gymnastics into the program, and this activity has continued with some modifications until the present. He also succeeded in obtaining a physical education requirement for all fourth classmen.

When a new \$100,000 gymnasium was completed in 1892, swimming was included in the curriculum. In 1905 boxing and wrestling were added; and instruction then consisted of gymnastics, fencing, swimming, boxing, and wrestling. The first system of voice and command instruction was developed and introduced into the curriculum by Colonel Koehler. This system, with

his procedures for mass commands and mass exercises, eventually became the standard for the entire army. Construction of a new and larger gymnasium was begun in 1910.

In the spring of 1893 Colonel Koehler introduced intramural competition in various activities and interclass outdoor and indoor meets were initiated in 1893 and 1895 respectively. Both these latter events became extremely popular annual affairs. The outdoor meet terminated with World War I, but the indoor event lasted through 1937.

In 1905 instruction was extended to include all four classes, but was subsequently limited to the Fourth Class only. This instructional program remained substantially unchanged at the Military Academy until Colonel Koehler's retirement in 1923 after thirty-nine years of leadership of this department. During this period he developed the most advanced program of collegiate physical education instruction and intramural athletics known to his day. It is a tribute to his leadership and professional knowledge that so many of the activities and methods developed by him continued in use long after his retirement. It is of significance that his program was incorporated in the World War I manuals and formed the basis of army physical training until World War II.

Physical Education between World War I and II. Unquestionably the major development in the West Point physical education program between the two world wars was the expansion of intramural athletics. The Office of the Master of the Sword had conducted intramural competition in various activities since the spring of 1893, but the real impetus to intramural athletics came in 1920 during the Superintendency of General Douglas MacArthur. His experi-

ence in World War I had convinced him that cadets needed to be prepared for their future responsibilities of conducting physical conditioning programs for their own commands and that athletics contributed greatly to the desirable training of an officer. To accomplish these objectives, intramural athletics were included as an integral part of the institutional curriculum and were required of all cadets, excepting only those who were currently playing on varsity squads. The concept, "Every cadet an athlete," was the most conspicuous change which took place in the physical education training at the Academy after World War I.

With its new status the intramural program developed rapidly. Today competition is conducted in basketball, boxing, cross country, football, golf, handball, lacrosse, skeet, soccer, softball, squash, swimming, tennis, touch football, track and field, water polo, volleyball, and wrestling. In all these activities an instructional and conditioning program conducted by the cadets themselves precedes the actual schedule of competition. Company teams compete twice a week after the preliminary period of conditioning, and the program is so organized that each individual participates in approximately ten of the above sports during his career as a cadet. First classmen (senior cadets) themselves organize and coach their company teams and officiate at all contests under close supervision and guidance of the Office of Physical Education.

Today the intramural program has become recognized as unique in this country. The concept of intramural athletics as a required activity for all students is a radical departure from traditional practice in institutions of higher education. This feature brought about the development of a program

of a scope and magnitude not possible in most colleges and universities.

Another significant development between the two World Wars was the expansion of facilities. The greatly enlarged intramural program required more space and new playing fields and indoor facilities were built. In 1935 a North Wing was added to the gymnasium, and in 1938 the West Gymnasium was constructed.

Present status of the program. World War II was not without its implications for the physical education program at West Point. Just as previous wars had done, World War II again emphasized the need of a high order of physical conditioning for all military personnel and, even more importantly, the urgent necessity for officers to be qualified to organize and conduct physical training and athletic programs for their own commands. Serious consideration was given to achieving both these ends, and several measures were taken to improve the physical fitness of cadets.

The objectives for the entire program were redrawn and broadened to meet better the need of preparing future officers to lead and train a citizen army.

The instructional program was extended to include all four years. All courses were accelerated; and advanced courses in boxing, swimming, and wrestling were included. The emphasis upon gymnastics was reduced and fencing was dropped. Physical education activities such as squash, tennis, golf, handball, basketball, and volleyball were added. These sports were stressed because of their value to the officer as recreational activities. It was recognized that this is one effective way to promote the maintenance of physical fitness of officers throughout their careers.

A reconditioning program was adopted for cadets who were hospitalized five or more days or who were unable to participate in the regular program because of illness or injury. The remedial and posture programs which had been in operation for many years were greatly expanded. An intensive program of research was undertaken to keep the department abreast of the profession, and advice of leaders in the profession was sought and applied.

Coaching techniques and instructor training courses were added to equip cadets better for their second and first class duties as coaches and officials in the intramural program. Leadership training for cadets was broadened and stressed. In order to prepare cadets more thoroughly for their future responsibilities of organizing and conducting army physical training and athletic programs, a course in the administration of army physical training was provided. Every opportunity was utilized to give upperclass cadets experience in leading activities in the instructional and intramural programs.

In 1943 credit in Order of Merit points (proportional parts awarded toward graduation requirements) was authorized for physical education, and early in 1945 deficiency in this subject became sufficient cause for discharge from the Academy. In the spring of 1947 a physical aptitude examination was added to the entrance examinations given to all candidates for the Military Academy. The latter steps provide convincing evidence of the importance which is attached to physical education at West Point.

The increased physical education program again necessitated a considerable expansion of indoor and outdoor facilities. In the spring of 1945 four new athletic fields were added on the site of Camp Clinton and in the fall of 1947 six additional outdoor athletic fields became available on the site

of Target Hill. An enlarged and improved ski slope was put in operation in the fall of 1945, and ten holes of an eventual 18-hole golf course were completed in 1948. A major enlargement of gymnasium facilities which provided two large instruction rooms, a large swimming pool, and a locker room to serve all cadets was completed early in 1948. With these additional facilities, the athletic plant at the Military Academy is now adequate for the comprehensive program.

In August 1947 the title Master of the Sword was changed to Director of Physical Education. This change indicates that the outlook for physical education at the Military Academy is forward and not backward.

Development of intercollegiate athletics. The first intercollegiate athletic competition engaged in by the Corps of Cadets occurred in 1890. Competitive athletics (as distinguished from physical education) were practically unknown among the cadets prior to that time, not because of a lack of interest on their part but because of a lack of funds and the extreme conservatism of the authorities, who felt that no cadet could participate in these activities without seriously affecting his academic duties. Younger officers stationed at the Academy sought to encourage the introduction of competitive athletics, which had been popular at other usually conservative institutions for more than twenty years. When the Naval Academy played an informal football game with the Military Academy in 1890 and administered a sound defeat, the existing policy was dropped, and a complete schedule of games was arranged for the next season. Baseball was also played with a visiting team in 1890. Basketball won its appropriate place among Academy sports in 1903. Other intercollegiate sports were

adopted very slowly until between 1920 and 1923, under General MacArthur's superintendency, a rapid expansion occurred. By 1923 competition was carried on in nineteen different sports. His policy of wide sports participation has been continued throughout the succeeding years.

The management, control, supervision, and support of athletics originally devolved upon individual officers who were especially interested and undertook the duty voluntarily. As intercollegiate competition grew in importance a change in administration became necessary. In 1892 the Army Officers Athletic Association was organized on the Post. This unofficial organization, through a council, assumed complete control of, and responsibility for, athletic competition under the direction of the Superintendent.

Since the Association and its council had no actual official status and since intercollegiate athletics had become so prominent, it was deemed advisable and to the best interests of the Academy and athletics that a Board be appointed to advise and make recommendations to the Superintendent on the overall policy and conduct of intercollegiate athletics. An Athletic Board was accordingly appointed in 1908 and since that time has served in this advisory capacity to the Superintendent in the conduct of intercollegiate athletics.

Intercollegiate athletics were attended by certain undesirable features when the new Athletic Council was appointed. In an effort to avoid abuses and to obtain the greatest educational benefits from intercollegiate competition the council requested Colonel Koehler (then Captain Koehler), the Master of the Sword, to prepare a set of basic principles which would serve as a guide in the conduct of this program. Colonel Koehler prepared a paper,

The Theory and Practice of Athletics at the Military Academy, which embodied the following principles:

1. That where as much importance is attached to the physical training of the individual student by means of a compulsory course in gymnastics, etc., as there is at the Academy, athletics may be safely indulged in.

2. That they may be made a valuable adjunct to this training by bringing out qualities in the individual that even he himself was not aware of, and that under ordinary circumstances might never have been disclosed.

3. That under proper direction they instill a desire for regulated, wholesome sport and pastime, the success of which is dependent upon physical fitness, thus proving themselves a splendid incentive to clean, hygienic living.

4. That by serving as a vent for the exuberance of youth, which without this opportunity to relieve itself, is apt to spend itself in a much less profitable manner, they become a powerful aid to discipline.

5. That they enhance the value of the product of the Academy to the service, by assisting in the development of those physical attributes upon which, more than anything else, the success of an officer's career is dependent.

6. That the danger of infringing upon the time devoted to academic or military duties is minimized by the fact that it requires less time for cadets to become proficient in the various sports than it does students of other institutions, because of their usual good physical condition.

7. That the authorities being empowered to set athletics a hard and fast limit, that of actual benefit to the institution and the individual, all danger of undue license on the one hand and over-indulgence on the other is obviated.

8. And, finally, that under proper encouragement and control, such as can be put into force here, athletics can be made the pastime of the many rather than the serious business of the few, while the evils, the prostitution of the ethics of athletics, the spirit to win at all hazards, that was becoming the dominant objective of college athletics, and that served only to defeat their purpose from an educational point of view, could be made impossible.²

² Koehler, H.J., The Theory and Practice of Athletics at the Military Academy, USMA, 1909, pp. 3-4.

The application of these principles has resulted in placing intercollegiate athletics at West Point upon a plane which is comparable to the best attained at other institutions. The athletic teams from the Military Academy have established a reputation for the quality of their performance and for their adherence to the highest standards of sportsmanship. The emphasis has been placed consistently upon bringing as many cadets as possible into the intercollegiate program and so conducting competitive intercollegiate athletics that nothing prejudicial to the best interest of the Military Academy and the cadet will occur.

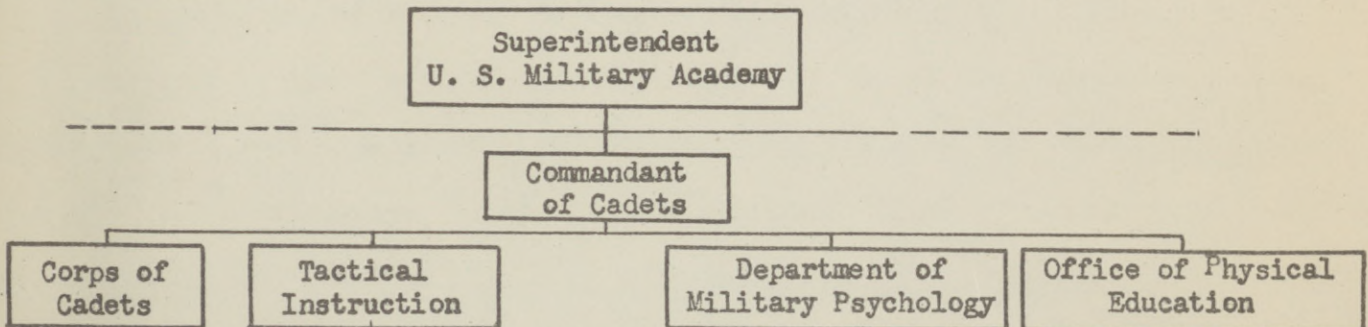
CHAPTER II

ORGANIZATION OF THE OFFICE OF PHYSICAL EDUCATION

Office of Physical Education in Department of Tactics. With the exception of the three year period from 1858 to 1861 the Office of Physical Education has always functioned as a part of the Department of Tactics. This department is charged with the administration and discipline of the Corps of Cadets and the basic military training necessary for the potential army officer. A portion of the basic military training consists of a progressive course in physical education to equip the cadet with the personal, professional, and recreational qualities essential to a military career. This function is the responsibility of the Office of Physical Education under the leadership of the Director of Physical Education who is responsible to the Commandant of Cadets. The following organizational chart of the Military Academy indicates the position occupied by the Office of Physical Education in the total organizational pattern.

CHART I

RELATIONSHIP OF THE OFFICE OF PHYSICAL EDUCATION TO THE SUPERINTENDENT, U. S. MILITARY ACADEMY



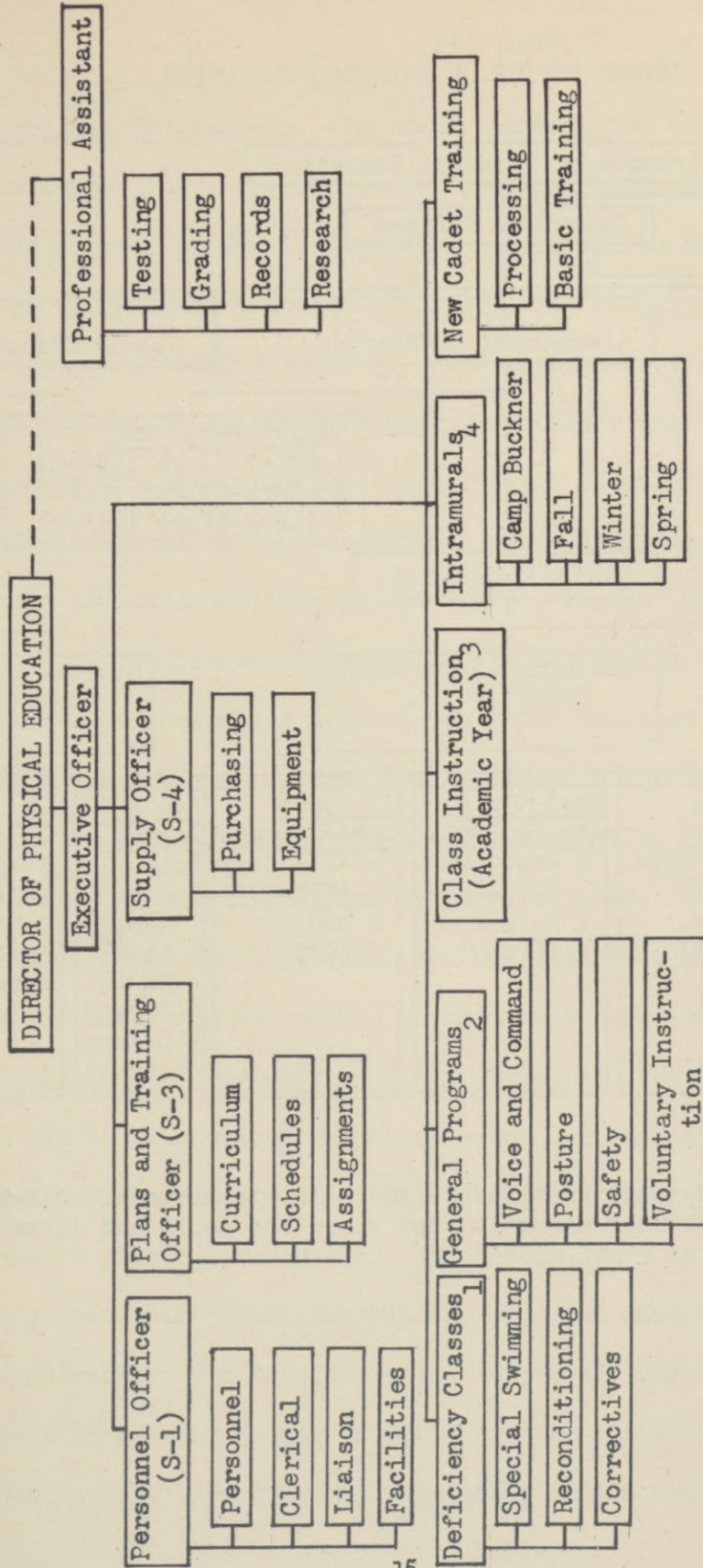
Relationship to Intercollegiate Athletics. Intercollegiate athletics at West Point are conducted under the auspices of the Army Athletic Association. The Director of Athletics is Chairman of an athletic board of six members (one non-voting) which makes recommendations to the Superintendent on matters of intercollegiate athletic policy. The Graduate Manager of Athletics serves as Secretary of the Athletic Board and as executive head of the Army Athletic Association in conducting the operational activities of the association under policies approved by the Superintendent. Although the Office of Physical Education and the Army Athletic Association are separate organizations with different functions, close cooperation exists between them in exchange of personnel and facilities.

Functional Organization of Office of Physical Education. The functional organization of the Office of Physical Education is built around a military staff consisting of an Executive Officer, a Personnel Officer, a Plans and Training Officer, and a Supply Officer. This military personnel performs the usual military staff functions and in addition carries a nearly full instructional load. These staff members are selected on the basis of athletic experience and physical education record at the Academy plus demonstrated leadership. The basic military organization in relation to the major items of the curriculum is shown in Chart II (Page 15).

To operate a program for the entire Corps of Cadets and to maintain the necessary equipment and facilities requires a considerable staff of civilian employees. Chart III (Page 16) indicates the Civil Service ratings of the civilian personnel and their functional position in the organization.

CHART II

FUNCTIONAL ORGANIZATION OF THE OFFICE OF PHYSICAL EDUCATION



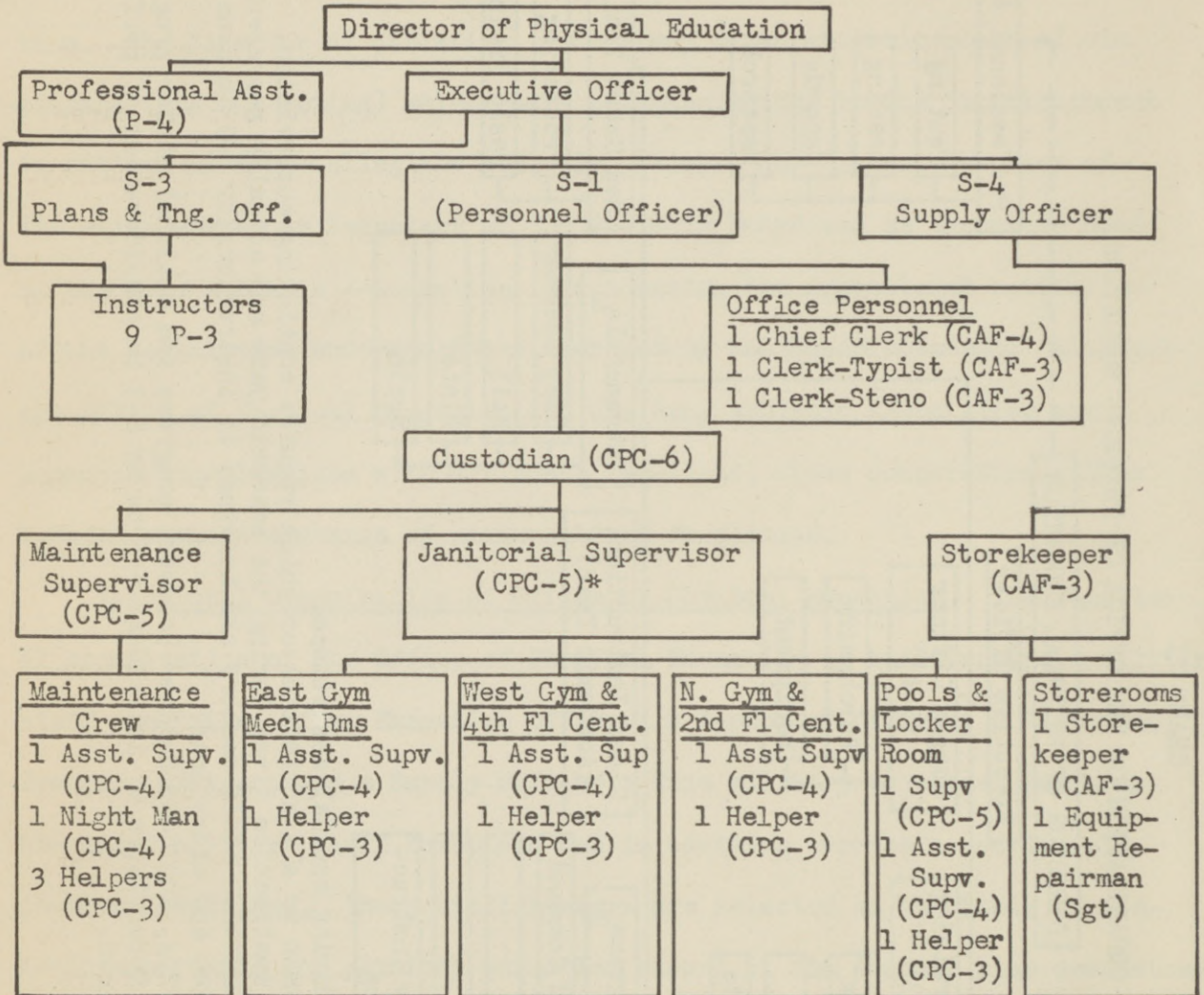
1 Involve individual cadets requiring special assistance.

2 Include subjects which are common to all activities or which require continuing supervision.

3 Includes the regularly graded instruction given during the academic year and actually representing a major percentage of all instruction. Staff members are assigned as instructors by S-3 in consideration of professional preparation and class load.

4 Include the required fall, spring, and Camp Buckner (summer) programs and optional winter program. Staff members are assigned as supervisors of individual sports by S-3 in consideration of professional preparation and class load.

CHART III
PERSONNEL IN THE OFFICE OF PHYSICAL EDUCATION



*Janitorial supervisor takes Custodian's place in his absence. Other times janitorial supervisor directly supervises the pools and locker room crew.

Civilian Instructors. The major part of the teaching load in the instructional program is carried by civilian instructors. These instructors are a group of physical education specialists all of whom are carefully selected upon the basis of their professional training, personality, character, and teaching ability. Just as the members of the Office of Physical Education assist by coaching certain teams in the intercollegiate program, so do certain of the Army Athletic Association coaches serve as part-time instructors in the physical education program. Instructor assignments for both military and civilian personnel are made after consideration of the program requirements of the curriculum and the particular skills and administrative load of the staff members.

Civilian instructors wear the officers' uniform; receive and return salutes; are authorized quarters; and are entitled in every respect to officer status, privileges, and responsibilities. These privileges and responsibilities place upon them the obligation of meeting officer standards, especially in the matter of relations with cadets.

Educational Opportunities for Instructors. Newly assigned officers of the Office of Physical Education spend one academic year in residence at a recognized graduate institution, gaining further training and experience in physical education. This study leads to the Master's degree. Not only does this policy benefit the physical education program at the Military Academy, but it also serves to provide the army at large with a regularly increasing number of officers with additional training and experience in this type of work, especially on the higher levels of service

program organization, administration, and supervision.

When deemed necessary civilian instructors also receive financial assistance toward continuing their education through summer and evening graduate courses in subjects which are of value in this phase of military instruction. This policy, along with the plan of additional professional training for military staff members, is considered necessary to keep instruction in physical education at the Academy on a par with the best in colleges and universities.

CHAPTER III

FACILITIES AND EQUIPMENT

Varied use of physical education and recreational facilities. Extensive use is made of the existing physical education and recreation facilities at West Point by several different agencies. The Office of Physical Education conducts its instructional and intramural programs. The intercollegiate athletic program is administered by the Army Athletic Association. Cadet club activities, social dancing, lectures, etc., are sponsored by the Cadet Special Services Officer. Theater entertainment and the use of the facilities by enlisted men are under the control of the Post Special Services Officer. The indoor military instruction of the Department of Tactics also takes place in the gymnasium. The joint use of facilities by these various agencies presents no difficulty, for the maximum benefit to cadets is the major consideration in carrying out sound scheduling prior to each sports season.

Voluntary use of facilities. This department encourages, as a natural outgrowth of its required program, the voluntary use of the sports and recreational facilities through participation in intercollegiate athletics, cadet club activities, and spontaneously organized games and practices. Numerous courses in the required program serve principally as basic orientation in particular sports to create new interests and to teach basic skills.

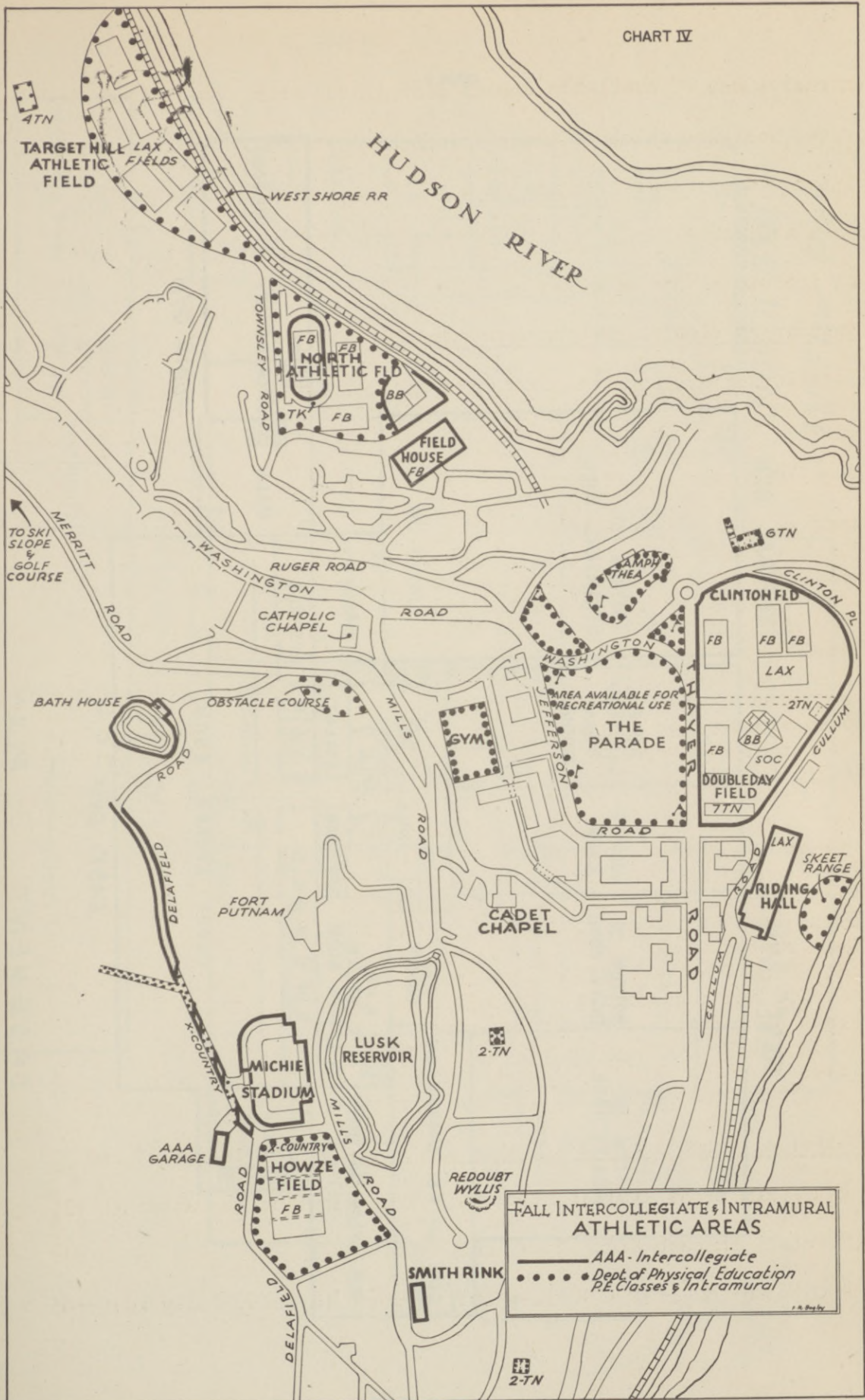
The extensive use of available sports facilities during cadet free time has proved well the value of these orientation courses. However, during the winter season facilities are so heavily scheduled that only limited areas are available during cadet free time for the spontaneous organization of individual and team games.

Outdoor physical education and recreational facilities. The geographical location of all physical education and recreational facilities available to cadets is shown in Chart IV. These facilities represent the fall program as follows:

Academy Golf Course--Nine holes
Clinton Field--four football-sized fields
Delafield Pond--artificial lake with bath house and picnic areas
Doubleday Field--one football-sized field and one baseball diamond with outfield convertible to soccer.
Field House--dirt-surfaced area (383' x 202') with removable basketball court (seating capacity of 5000), 300 yard running track, and indoor track and field installations.
Howze Field--four football-sized fields and the start and finish of cross-country course
Michie Stadium--one football field and stadium with seating capacity of 26,000
North Athletic Field--three football-sized fields, one baseball diamond, one quarter-mile running track with field event areas, and one stadium with seating capacity of 1000.
Parade Ground--approximately thirteen acres with six golf greens
Riding Hall--dirt-surfaced area (559' x 135')
Skeet ranges--two
Smith Rink--one regulation-size hockey rink with seating capacity of 900 and convertible to four indoor tennis courts
Target Hill Field--six lacrosse-sized fields
Tennis Courts--twenty-two scattered throughout the Post
Victor Constant Ski Slope--three 1800 foot trails, one 1800 foot open slope, two rope tows, and one ski lodge.

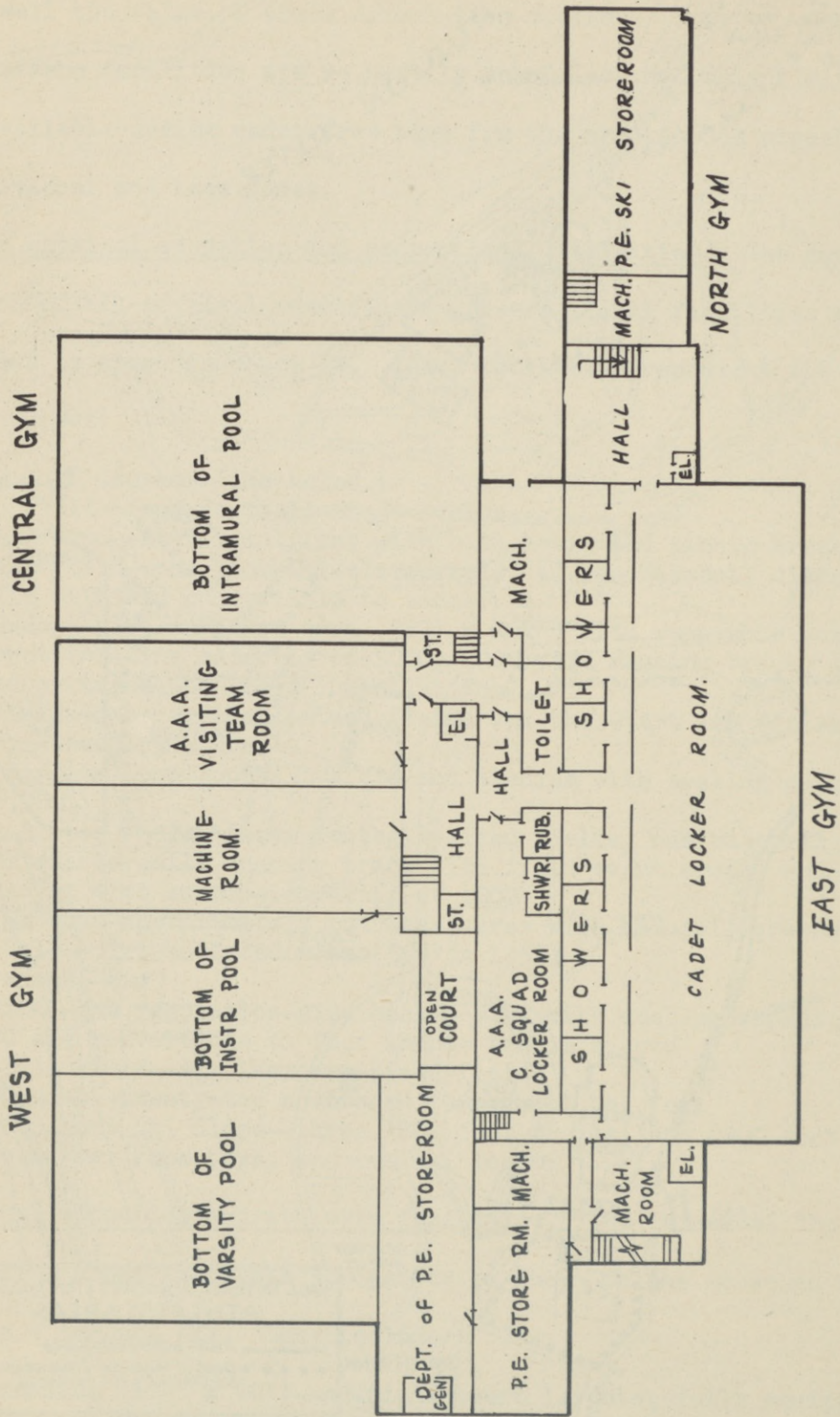
Indoor physical education and athletic facilities. The layout of the indoor gymnasium areas available for cadets is shown on the attached floor plans (Charts V through XI). They include:

East Gymnasium (189' x 90')--multiple court layouts, fully equipped

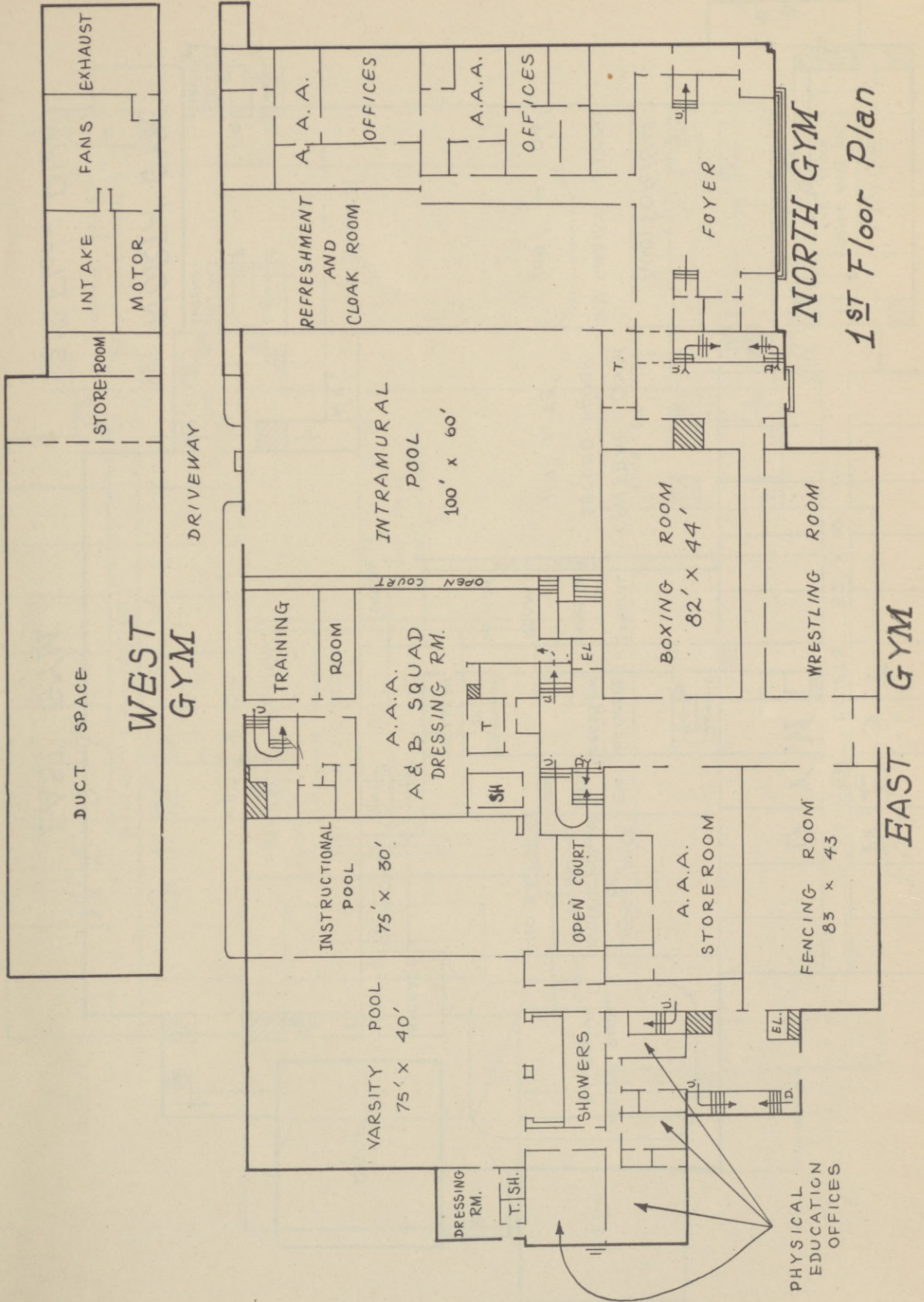


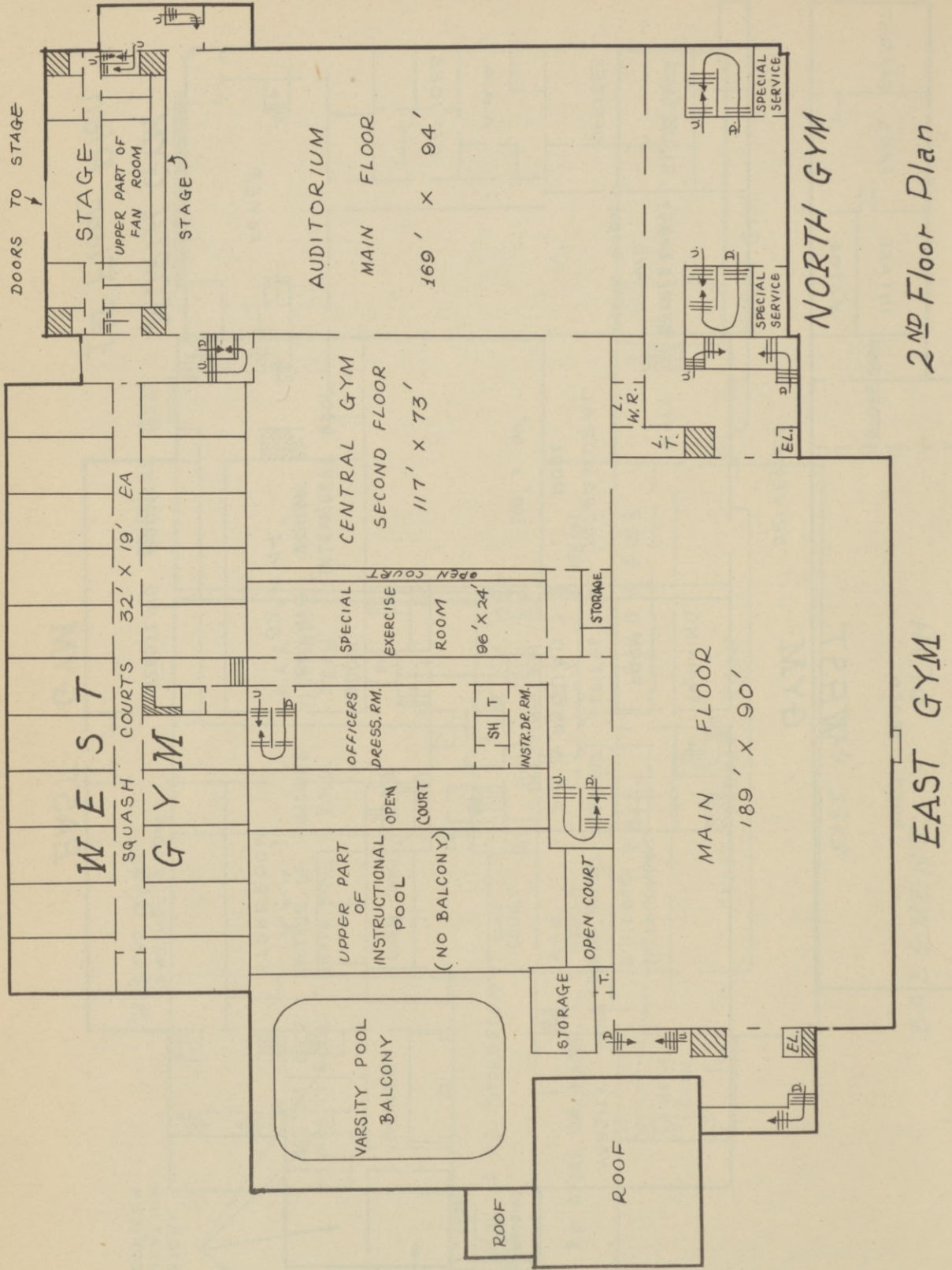
FALL INTERCOLLEGIATE & INTRAMURAL ATHLETIC AREAS

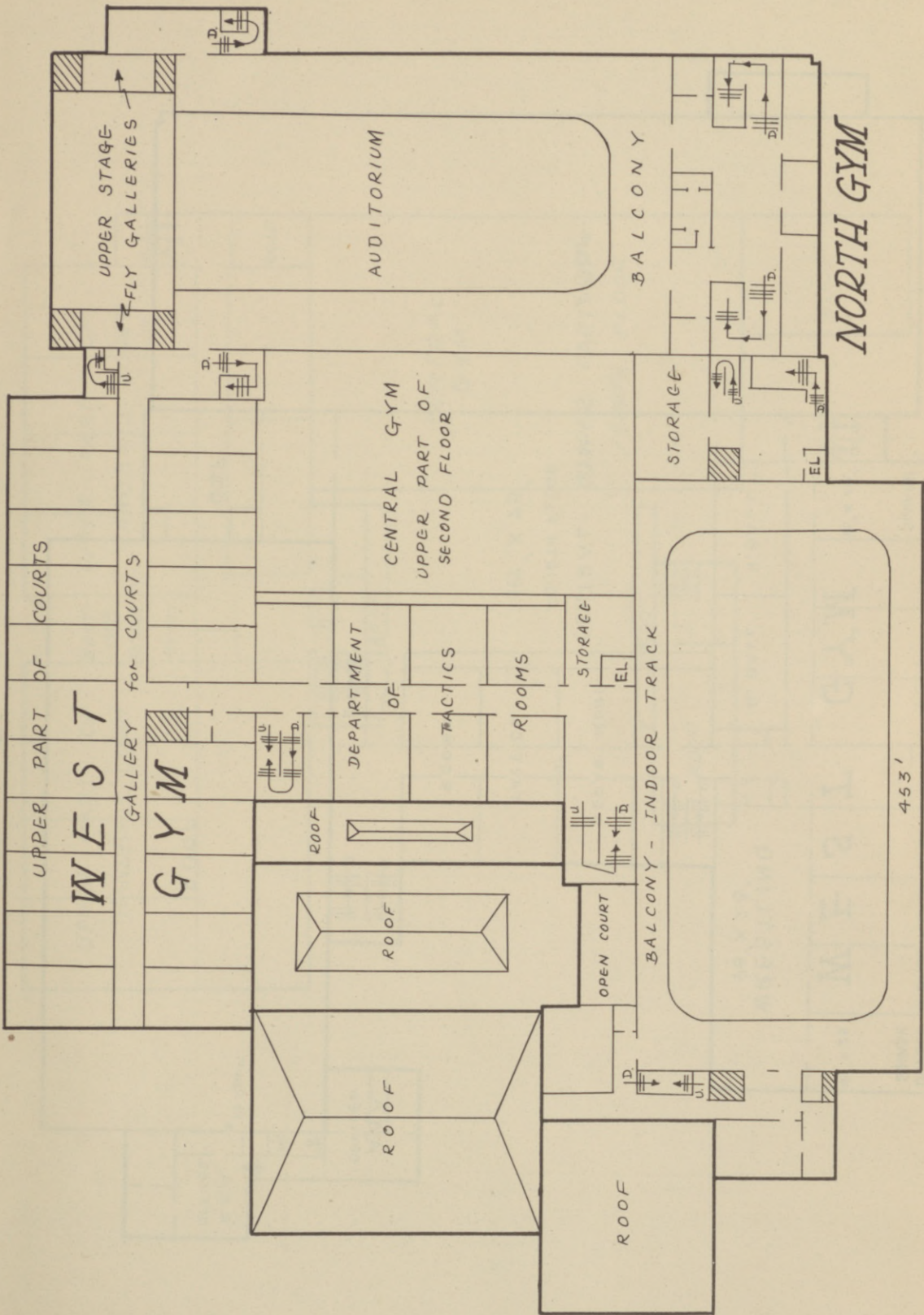
— AAA - Intercollegiate
 •••• Dept. of Physical Education P.E. Classes & Intramural



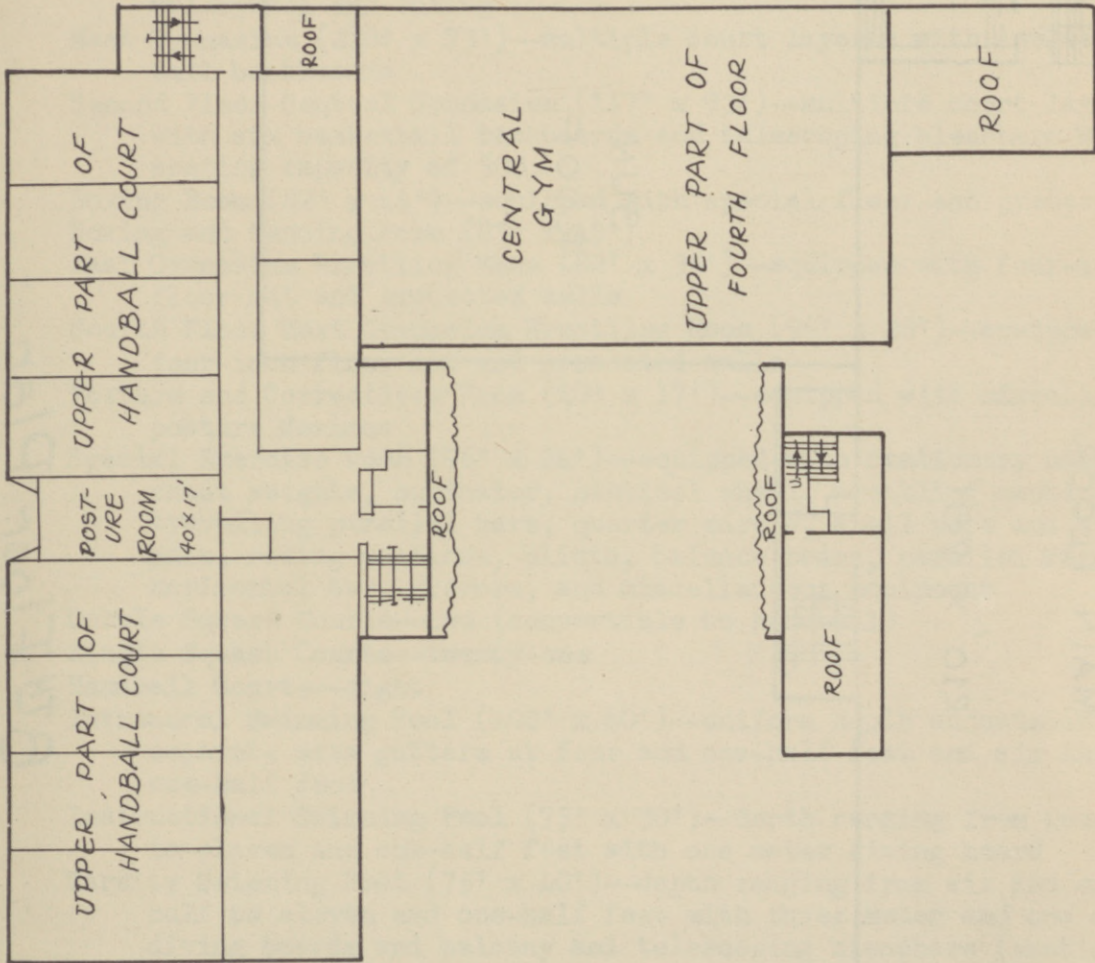
BASEMENT PLAN



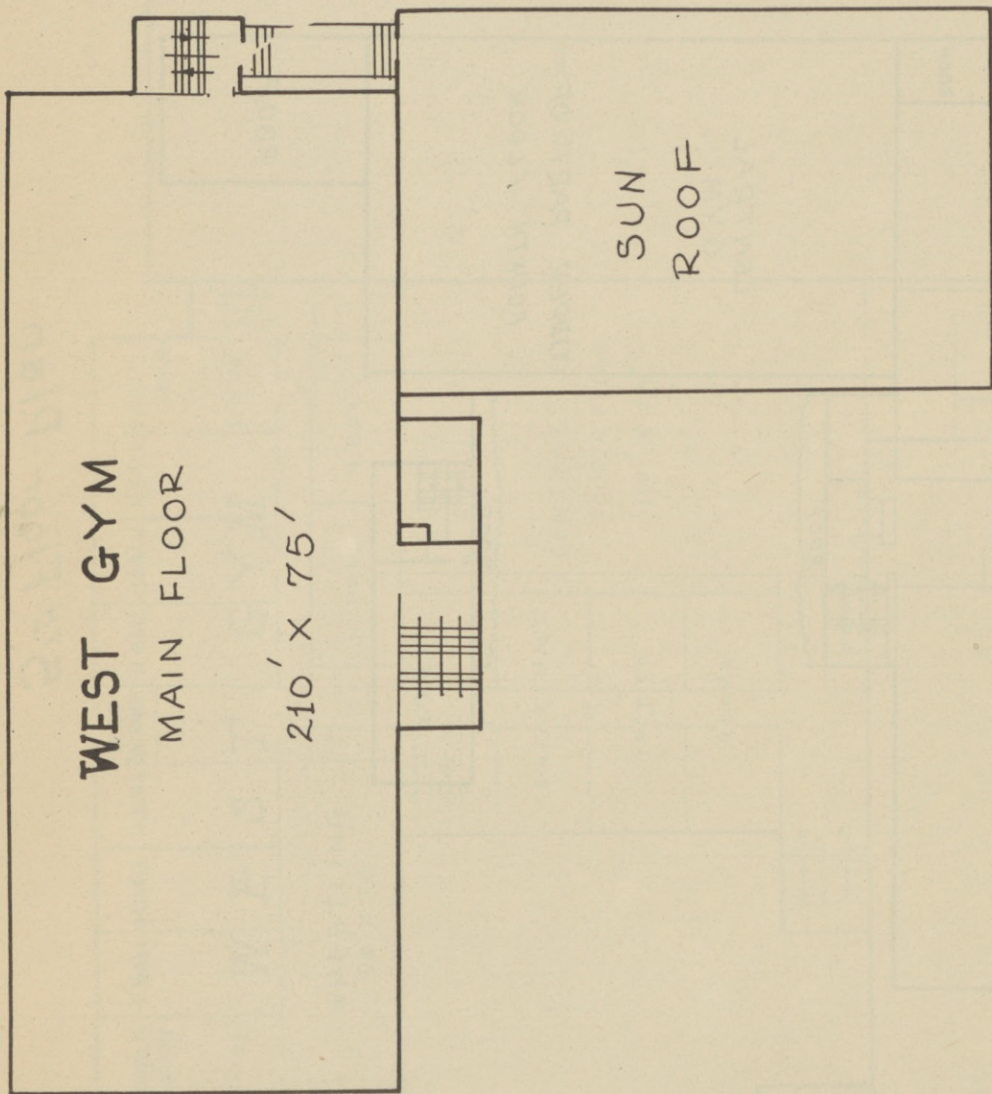




3RD Floor Plan



5TH Floor Plan



6TH Floor Plan

with attachments for gymnastics, eight basketball backboards, telescoping bleachers with a seating capacity of 1100, and mezzanine running track (154.4 yards)

Fourth Floor Central Gymnasium (117' x 73')—multiple court layouts equipped with overhead attachments for gymnastics, six basketball backboards, and telescoping bleachers with seating capacity of 300

North Gymnasium (169' x 94')—equipped as a theater with a stage, balcony, movable chairs, and projection booth; and equipped for volleyball and boxing

West Gymnasium (210' x 73')—multiple court layouts with twelve basketball backboards

Second Floor Central Gymnasium (117' x 73')—multiple court layouts with six basketball backboards and telescoping bleachers with seating capacity of 300

Boxing Room (82' x 44')—equipped with special floor and protected walls

Boxing and Fencing Room (83' x 43')

East Gymnasium Wrestling Room (82' x 35')—equipped with four-inch floor mat and protected walls

Fourth Floor West Gymnasium Wrestling Room (96' x 28')—equipped with four-inch floor mat and protected walls

Posture and Correctives Room (40' x 17')—equipped with miscellaneous posture devices

Special Exercise Room (96' x 24')—equipped with stationary bicycles, chest weights, supinator, nautical wheel, wrestling machine, travelling parallel bars, quarter circle, stall bars and stools, mats, rowing machines, plinth, balance beams, parallel bars, horizontal bar, mirrors, and miscellaneous equipment

Double Squash Courts—two (convertible to handball)

Single Squash Courts—twenty-one

Handball Courts—eight

Intramural Swimming Pool (100' x 60')—uniform depth adjustable by separate scum gutters at four and one-half feet and six and one-half feet

Instructional Swimming Pool (75' x 30')—depth ranging from four to eleven and one-half feet with one meter diving board

Varsity Swimming Pool (75' x 40')—depth ranging from six and one-half to eleven and one-half feet with three meter and one meter diving boards and balcony and telescoping bleachers (seating capacity—500)

Cadet Locker Room with 1240 lockers and 105 shower heads

A and B Squad Locker and Training Room with 364 lockers and nine shower heads

C Squad Locker Room with 147 lockers and nine shower heads)

Instructors' Locker Room with 14 lockers

Officers' Locker Room with 188 lockers and six shower heads

Officials' Locker Room with 40 lockers and two shower heads

Visiting Team Locker Room with 228 lockers and seven shower heads

Swimming Pool Shower Room with 17 shower heads

Physical Education Storeroom for intramural athletic and physical education equipment

AAA Storeroom for intercollegiate squad athletic equipment

Recreation Room (47.5' x 124.5')--ping pong tables and facilities for refreshments and dancing

Lecture Room (25' x 24')--seats, rostrum and blackboards for instruction purposes

In addition to the indoor facilities mentioned above, the gymnasium building also contains the offices of the Physical Education Department, the Army Athletic Association, the Post Special Services Officer, and the Public Information Officer.

Source of funds and facilities. In general those facilities required strictly for the training of cadets have been furnished by the government. However, the Army Athletic Association, in providing for the requirements of the eighteen-sport intercollegiate program, has constructed many buildings, courts, and fields which also serve the recreational needs of cadets. In addition, many facilities used solely for training activities have been furnished by Athletic Association funds.

Policies governing the use of facilities. Consistent with safety requirements and seasonal limitations every effort is made to have all facilities available to cadets whenever they are free to use them. The gymnasium is open seven days a week and Saturday nights for all cadets who desire recreational activity. First Classmen may use the gymnasium facilities in the evenings Monday through Friday after December 1st.

Officers of the post are privileged to use any facility available provided such use does not interfere with classes or team practices. Special hours are also set aside for the use of the gymnasium by residents of the post.

Policies governing the supply and use of equipment. Each cadet purchases for his personal use an athletic uniform consisting of gymnasium shoes, tennis shoes, athletic socks, T-shirts, full length gymnasium trousers, full-length-sleeve shirts, athletic supporters, athletic and swimming trunks, and rubber teeth protectors. All other athletic equipment necessary for scheduled activities is furnished from the physical education storeroom. This equipment includes the entire range necessary for class instruction and all uniforms and equipment necessary for the intramural program.

All equipment is maintained in the physical education storeroom by departmental personnel except for major repair and renovation needs of a type which cannot be economically handled within the department. The latter are contracted for with outside specialists. All game equipment is issued directly to instructors and individual cadets for instructional classes and collected again at the end of each period. In the case of intramural athletics each cadet coach draws on memorandum receipt the equipment necessary for his squad for the season and reissues it to his squad members. Thus any cadet losing his equipment is charged for the cost of replacement.

In addition to the needs of the required program certain equipment is made available on memorandum receipt to cadets for recreational use. The seasonal demand for such items is satisfied by a fixed stock of athletic equipment kept in the Cadet Guard Room where it is conveniently drawn and returned as needed. The ready availability of equipment and facilities for spontaneous games has much to do with the wide-spread participation in such activities.

CHAPTER IV

PHILOSOPHY OF THE PROGRAM

Mission of the Office of Physical Education. The mission of the Office of Physical Education is consistent with that of the Military Academy and the Department of Tactics. The institutional mission is officially stated as follows:

The mission of the United States Military Academy is to instruct and train the Corps of Cadets so that each graduate will have the qualities and attributes essential to his progressive and continued development throughout a lifetime career as an officer of the Regular Army.¹

Since current policy authorizes the assignment of Academy graduates to the Air Force as well as to the Army, all references to the Army through the syllabus connote both Army and Air Force. The special mission of the Department of Tactics is to instruct and train the Corps of Cadets in military science and tactics so that each graduate will have a military background essential to a successful career as a Regular Army Officer.

In harmony with these aims the special mission of the Office of Physical Education is to contribute to the preparation of each cadet for a career of military leadership by an intensive and progressive program of physical education.

¹ Army Regulation 350-5, dated 12 September 1946

Objectives of the Office of Physical Education. To attain this mission of physical education for military leadership, the Office of Physical Education strives to achieve the following specific objectives:

1. Development of personal requisites for military effectiveness.
 - a. Basic elements underlying physical ability (strength, muscular endurance, cardio-respiratory endurance, power, coordination, agility, balance, and flexibility)
 - b. Physical ability skills.
 - (1) Fundamental skills (running, jumping, throwing, climbing, etc.)
 - (2) Applied skills (combative sports, individual sports, team sports, etc.)
 - c. Mental health and efficiency (mental and emotional qualities such as objectivity, relaxation, emotional self-mastery, group adjustment, alertness, relief from strain and worry, etc.)
 - d. Desirable character traits (courage, aggressiveness, self-control, cooperation, poise, sportsmanship, initiative, perseverance, etc.)
2. Development of professional requisites for military physical training.
 - a. A broad sports education
 - b. Military bearing and voice and command techniques
 - c. Ability to instruct in military physical training activities
 - d. Appreciation and understanding of basic principles of military physical training
 - e. Ability to organize and administer physical training programs to meet specific military needs
3. Indoctrination in recreational sports to insure a physically active career.
 - a. Development of skills of recreational sports (tennis, golf, swimming, squash, handball, and skiing)
 - b. Development of enjoyment of recreational sports.

c. Development of habits of recreation

Varying characteristics of objectives. This Office recognizes that its objectives and their sub-divisions vary widely in nature. Some, such as strength, running ability, the skills of swimming or tennis, or the ability to instruct in a given physical education activity, may be thought of as being definite and tangible because they are objectively measurable. Certain others, such as mental and emotional qualities, character traits, and habits of recreation, cannot be objectively measured within the physical education program alone. They may, therefore, be considered intangible.

Relationship of objectives to course content and teaching method. The development of the tangible type of objective depends largely upon the subject matter in a given physical education activity, although the quality and method of teaching greatly affect the amount of learning which occurs in a given situation. Normally, one learns the skills of tennis largely by participating in a well-constructed and efficiently conducted course; thus the skills may be directly attributed to a course in tennis.

On the other hand, it is difficult to attribute the development of the intangible objectives (e.g., certain character traits) to any particular subject matter. These character traits are probably specific for a given situation; for example, the type of courage required and developed in wrestling is quite different from the type of courage required and developed in swimming and life saving. The development of these intangible objectives is so dependent upon both the specific subject matter of a given physical education course and the methods used by the instructor that most of the courses can be said to contribute to nearly all the intangible

objectives. Since the physical education program is constructed and conducted in such a manner as to provide opportunities for a balance of learning situations, it is possible to contribute, through good teaching, to the entire range of the stated objectives of the curriculum.

Necessity of proper teaching methods. In order to attain these intangible objectives and, at the same time, the maximum tangible results, the manner in which a course or activity is taught is a most important factor. Instructional classes must be led and motivated by forceful and inspiring leadership under controlled conditions and games administered under approved conditions of intense competition. The methods used in the conduct of classes and games must be given consideration equal to that given course content. Constant attention must be devoted to the acquisition of related practical knowledge, significant attitudes and appreciations, character and emotional stability, as well as physical ability.

Development of basic elements underlying physical ability. From the time physical education was started at West Point in 1814, the development of the basic elements of physical ability has been an important objective of the program. Not only does the cadet need basic strength, endurance, power, and agility to carry on his activities at the Military Academy, but they are essential to him throughout his military career. Whatever his duties may be, the fit officer can discharge them more efficiently than the one who is physically inadequate. Officers very often carry heavy responsibilities involving the lives and welfare of others; these responsibilities impose an obligation upon them for maintaining personal fitness.

In an industrialized society this objective becomes more important than ever. Our mechanized civilization has eliminated much of the hard physical work which, in years past, developed and maintained the rugged physiques of those who entered and graduated from West Point. An effective and well conceived physical education program is more necessary today than ever before in the history of the Military Academy. Not only must all cadets be brought to a high level of physical vigor, but they must also be trained so that they will want to maintain it at all times. This latter responsibility is one of the most important and challenging which falls upon the Office of Physical Education. It is not nearly so difficult to develop physically able cadets as it is to insure that the graduate officers will remain fit throughout their military careers.

To accomplish this mission the Academy must engender in each cadet certain habits, skills, and attitudes. The habit of regular exercise, with the accompanying feeling of fitness and physical well-being, must be inculcated. The development of skills and interest in recreational sports is one of the surest ways of bringing about regular and life-long participation. To have each cadet realize that success in his professional career depends in part upon his habits of physical activity is a major goal.

Development of physical skills. The physical skills of direct military importance for cadets to achieve to a high degree of proficiency are those which a soldier finds necessary to perform in line of duty. Examples of these are dodging, climbing, vaulting, swimming, and combatives. The physical education method of promoting these skills is by means of sports instruction and participation. Cadet interests, available facilities, modern practice,

and consideration of the over-all mission of the department dictate the sports approach in the development of the basic physical skills of cadets. For example, the skills of tumbling and gymnastics are basic to falling and rolling, mounting and dismounting vehicles, climbing, and vaulting; while basketball yields abilities for running, dodging, throwing, and catching. The very nature of work for which a cadet is being prepared entails his assuming actual physical leadership over groups of active men engaged in strenuous physical activity. The development of these important physical skills has been one of the traditional objectives of physical education at West Point. To be a leader of men one must literally be able to lead.

Development of mental health and efficiency. The Office of Physical Education endeavors to contribute to the development of sound mental health and emotional stability of all cadets. Poor mental hygiene may be as destructive to the military effectiveness of a cadet or officer as physical ill health or lack of physical ability. The enormous increase of mental and emotional maladjustments brought on by the tension of modern life makes this objective a very important one.

Physical education contributes to the development and maintenance of mental health. In the first place, the relationship between physical and mental health is well established. Fitness reduces fatigue which is a leading cause of mental and emotional disturbance.

In the second place, it is well-recognized that the normal individual, when mentally fatigued from long, concentrated study, can, by participating in absorbing exercise, freshen his whole system and relieve his mental tension. Experience has demonstrated that such relaxation is essential if

personal efficiency is to be maintained. On this basis recreational sports are promoted as a balance wheel to offset the strain of long hours of restricted duty.

Development of desirable character qualities. Character training at the Military Academy is stressed as much as, if not more than, intellectual and physical development. Newton D. Baker as Secretary of War stated, "In the final analysis of the West Point product, character is the most precious component."² The aim is to produce well-rounded officers who are superior mentally and physically and whose character is in keeping with the finest traditions of the institution. For this reason character training has been an unvarying constant since the Academy was first organized.

In the character training program the Office of Physical Education plays a leading role. It is a recognized fact that the worth of any activity for character development depends upon the nature and intensity of the emotions it arouses and the standards which control the expression of these emotions. Because athletic activities involve the deepest and most powerful of human emotions, they are of exceptional value from the character development standpoint. In addition, they appeal strongly to cadets and elicit their energetic, enthusiastic participation. Of all the experiences which cadets undergo at the Military Academy, none possesses more opportunities for the inculcation of desirable character qualities.

Since many of the activities are contests in which the participants are brought into close contact with one another and in which personal courage

² Newton D. Baker (unpublished letter to the Chairman of the Committee on Military Affairs, 17 May 1920).'

and daring play a very decided role, manliness, aggressiveness, assurance, confidence, determination, and the ability to think and act quickly and efficiently under pressure are developed to a degree inattainable by other means. Hundreds of cadets in whom these attributes might never have been awakened are for the first time given a chance to find themselves. This laboratory of the sports-field simulates conditions of actual combat where leadership, self-discipline, and team-work are experienced over and over again.

It was in recognition of these values of athletics that intramural competition was made compulsory for all cadets when General Douglas MacArthur was Superintendent of the Military Academy. In connection with this step, General MacArthur said, "The training of the athletic field which produces in a superlative degree the attributes of fortitude, self-control, resolution, courage, mental agility, and, of course, physical development is one completely fundamental to an efficient soldiery....."³

Development of skills and understanding of military physical training.

One of the major objectives of the Office of Physical Education is to prepare cadets for their future responsibility for conducting the physical conditioning and athletic programs for their own commands. All officers have such responsibilities, and World War II revealed that some were not adequately prepared to discharge them. It is imperative that officers be able to administer physical conditioning programs; because our modern mode of living has exerted a physically-softening influence and today men do not come into

³ General Douglas MacArthur (unpublished letter to Mr. Ralph Connor, 19 April 1939).

the Army with the strength, stamina, toughness, and ruggedness of their predecessors. In recognition of this fact, Army policy now allots 12½ per cent of scheduled training time to physical training.

It is important, therefore, to provide each cadet with certain skills, appreciations, and knowledge. As a foundation he must have skills in a wide variety of sports and physical conditioning activities. He must be given instructor training which, when combined with the actual experience of instructing a group, develops skill in leading military physical training activities. He must have an appreciation of the importance and place of the physical conditioning and athletic programs and an understanding of the basic principles underlying military physical training. To enable him to function more effectively on a high echelon he needs to know how to organize, administer, evaluate, and supervise physical training programs.

Development of recreational skills and appreciation. It has already been implied that physical education at West Point is directed toward long-range effectiveness. Its function is to make the maximum contribution to the entire military career of each cadet and officer rather than to limit its concern to the four years spent at the Academy. While habits of physical activity are basic to the cadet program, the long range objectives are dealt with correctly through the means of carry-over sports by developing his interest and skills in such recreational activities as tennis, golf, swimming, squash, handball, skiing, and volleyball. Thus, the graduate is equipped with a recreational education to the end that he will maintain an adequate level of physical fitness. Lastly, through participation in these sports he will not only find enjoyable and wholesome recreation but

important opportunities for social and professional contacts.

Summary. Physical education for the officer includes more than personal proficiency in physical skills and an adequate degree of conditioning. He must go beyond supplying his own needs and must learn to meet the needs of others. He must know how to train and condition others, how to organize and administer physical training programs, and how to evaluate these programs in terms of the total military training mission.

CHAPTER V

THE PHYSICAL EDUCATION CURRICULUM

General. The total curriculum of the Office of Physical Education consists of five phases: new cadet training, class instruction, intramurals, general programs, and deficiency classes.

Of these, class instruction and intramurals are by far the most important from the viewpoint both of the time allotted and also of the number of individuals involved. These phases are closely integrated and contribute effectively to each other. The chief difference between the two is one of emphasis. The stress in the class phase is upon instruction, while in the intramural phase the emphasis is upon participation under competitive conditions. However, the instructional program involves considerable participation and intramural program considerable instruction.

Curriculum Chart. The major portions of the curriculum are illustrated in Chart XII and will be described briefly.

New Cadet Training

Processing. When the new cadets arrive at the Military Academy, they go through certain elementary processing involving measurement of height and weight, preparation of posture photographs, and administration of physical ability and swimming tests. This initial processing permits homogeneous classification for instructional classes according to ability and selection of those individuals

CHART III
PHYSICAL EDUCATION CURRICULUM
 UNITED STATES MILITARY ACADEMY
 1950 - 51

FOURTH CLASS

1st YEAR OBJECTIVE
 DEVELOPMENT OF
 BASIC PHYSICAL
 AND RECREATIONAL
 SKILLS.

JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY			
SUMMER PERIOD			ACADEMIC YEAR											
PHYSICAL (44) Conditioning Exercises (1/2 Hr. Periods) (14) Athletics (28) Softball Speedball Swimming Touch Football Volleyball Water Polo (1425 - 1525 and 1530 - 1630) P.A. TESTS (2)			INSTRUCTIONAL CLASSES (99)						INSTRUCTIONAL CLASSES (24)					
			BOXING - (24) On Guard Footwork Left Hand Body Blow Hook Counter Blows Right Hand Straight Rt. Hook Upper Cut & Clinch Competitions Officiating GYMNASTICS - (24) High Bar Parallel Bars Side Horse Rings Tumbling Rope Trampoline SWIMMING - (24) Basic Strokes Life Saving Functional Water Safety Instructor Training Test (5 min.) WRESTLING - (24) Basic Moves Take Downs Escapes Reversals Rides Pinning Holds Competitions Officiating TESTS - (3) P.A. Test Items Obstacle Course Swim Test (5 min.)						(0815-0900, 0930-1015, 61050-1135) Voice & Command (2)					
			INTRAMURAL ATHLETICS (20) Football Track and Field Golf Lacrosse (Attendance by Regiment) Tennis (1515 - 1630) Voluntary Conditioning (4 per week) Voluntary Instruction (Golf, Skiing, and Tennis)						(voluntary) INTRAMURAL ATHLETICS Basketball, Handball, (16) Boxing, Wrestling, Squash Volleyball, Swimming (Attendance by 1/2 Regiment) (1515 - 1630, 1630 - 1745) Corrective Exercise (2 per week) Special Swimming (4 per week)			INTRAMURAL ATHLETICS Cross Country (16) Golf Soccer Tennis Softball Water Polo (Attendance by Regiment) (1515 - 1630) Extra Instruction (When Requested)		
			Notes: Length of period: 45 minutes, Times: 0815, 0930, 1050. Attendance: 1/2 class each week day, entire class on Saturday. 1/6 or 1/3 class each period. Training Unit: 16 man section.											

THIRD CLASS

2nd YEAR OBJECTIVE
 DEVELOPMENT OF
 ADVANCED PHYSICAL
 SKILLS.

JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
Commencement Week	FURLOUGH		INTRAMURAL ATHLETICS (20)			INSTRUCTIONAL CLASSES (30)			INTRAMURAL ATHLETICS (16)		
	INTRAMURAL ATHLETICS Basketball Softball Swimming Golf Canoe Racing Attendance by 1/2 Class (1515 - 1615 & 1615 - 1715) RECREATIONAL SPORTS Boating Fishing Golf Canoeing Special Swimming (4) per week		ATHLETICS Skat (20) Tennis Volleyball Touch football Lacrosse Tennis Golf (Attendance by Regiment) (1515 - 1630) Voluntary Conditioning (4 per week) Voluntary Instruction (Golf, Skiing, and Tennis)			Basketball (7) Handball (7) Squash (7) or Swimming (7) or (14) Attendance by 1/2 Regiment (1410 - 1510 & 1515 - 1615) Intramural Athletics (16) (voluntary) Basketball, Swimming Squash, Boxing, Handball Volleyball, Wrestling (Attendance by 1/2 Regiment) (1515 - 1630, 1630 - 1745) Corrective Exercise (2 per week) Special Swimming (4 per week)			P.A. Tests (2) INTRAMURAL ATHLETICS Cross Country (16) Golf Soccer Tennis Softball Water Polo (Attendance by Regiment) (1515 - 1630) Extra Instruction (When Requested)		

SECOND CLASS

3rd YEAR OBJECTIVE
 DEVELOPMENT OF
 LEADERSHIP QUALITIES
 FOR A MILITARY
 CAREER WHILE MAINTAINING
 PHYSICAL FITNESS.

JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY			
Commencement Week	FURLOUGH		INSTRUCTIONAL CLASSES (10)											
	AIR TRAINING AMPHIBIOUS TRAINING		INTRAMURAL ATHLETICS (20) Football Golf Lacrosse Tennis Track & Field (Attendance by Regiment) (1515 - 1630) Voluntary Conditioning (4 per week) Voluntary Instruction (Golf, Skiing, and Tennis)											
			INTRAMURAL ATHLETICS (16) (voluntary) Basketball, Boxing, Squash Volleyball, Handball, Wrestling, Swimming (Attendance by 1/2 Regt.) (1515 - 1630, 1630 - 1745) Corrective Exercise (2 per week) Special Swimming (4 per week)						Instructional Classes (10) Instructor Training (9) P.A. Tests (2) Skiing (as directed) Attendance by 1/2 Regt. (1410 - 1510, 1515 - 1615)			Intramural Athletics (16) Cross Country (16) Softball, Soccer, Golf Water Polo, Tennis (Attendance by Regt.) (1515 - 1630) Extra Instruction (When Requested)		

FIRST CLASS

4th YEAR OBJECTIVE
 DEVELOPMENT OF
 LEADERSHIP QUALITIES
 AND PREPARATION FOR ADMINISTRATION
 OF ARMY PHYSICAL TRAINING
 PROGRAMS WHILE MAINTAINING
 PHYSICAL FITNESS.

JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY			
Commencement Week	FURLOUGH		Fourth & Third Class Physical Training Instruction, Voluntary Conditioning & Special Swim - 6 men (2 days of Practice Teaching)											
	INSTRUCTOR TRAINING NEW CADET DETAIL		INTRAMURAL ATHLETICS (20) Football Lacrosse, Tennis Cross Country (Attendance by Regiment) (1515 - 1630) Voluntary Conditioning (4 per week) Voluntary Instruction (Golf, Skiing, and Tennis)											
			INTRAMURAL ATHLETICS (16) (voluntary) Basketball, Squash Boxing, Handball, Volleyball, Wrestling Swimming (Attendance by 1/2 Regt.) (1515 - 1630, 1630 - 1745) (voluntary) Corrective Exercise (2 per week) Swimming (4 per week)						P.A. TESTS (2) (1410 - 1510, 1515 - 1615)			INTRAMURAL ATHLETICS (16) Cross Country Golf Soccer Water Polo (Attendance by Regiment) (1515 - 1630) Extra Instruction (When Requested)		

NOTES:

- (a) Figures in parentheses indicate number of lessons (1 hr. unless otherwise specified)
 (b) Corps Squad Sports which are voluntarily engaged in instead of Intramural Athletics are:
 Baseball Fencing Lacrosse Squash Wrestling
 Basketball Football Pistol Swimming
 Boxing Gymnastics Rifle Tennis
 Cross Country Hockey Soccer Track
 (c) Club Squad Sports which are voluntarily engaged in instead of Intramural Athletics are:
 Handball Skiing
 Sailing Water Polo

with definite deficiencies in posture, swimming, and physical ability.

Basic training. During the remainder of their first summer at the Academy the new cadets take part in a physical education program designed to bring them to a degree of physical condition adequate for cadet life and to provide recreation as a relief from their new and exacting environment. These objectives are accomplished through fourteen morning attendances of thirty minutes each in conditioning exercises and twenty-eight afternoon attendances of sixty minutes each in athletic activities including speedball, softball, swimming, touch football, volleyball, and water polo. All cadets attend all the periods of conditioning exercises and four or five periods in each of the athletic activities, except that cadets who are seriously lacking in swimming ability attend swimming in lieu of certain outdoor activities.

Class Instructional Program

Required attendance. The class instructional program is prescribed for all cadets during each of the four years they are in attendance. This phase is scheduled during the academic year from September through May and is closely integrated with the intramural phase. No election of activities is possible in the instructional program, but instruction is adjusted according to capabilities of the individual cadet.

Time Allotment. The yearly allotment of hours and attendance is established by the Commandant of Cadets. While this time varies somewhat from year to year because of holidays, it remains substantially the same. All cadets within a class are required to spend the same number of hours in each phase of the program. The number of attendances and length of class periods are as follows:

	Attendances	Length of periods
Fourth Class (freshman) year	123	45 minutes
Third Class (sophomore) year	30	60 minutes
Second Class (junior) year	21	60 minutes
First Class (senior) year	9	60 minutes

The time allotted for these classes represents minutes in actual activity; additional time is provided for dressing and showering.

Fourth class program. During the academic year, 1 September to 1 June, all fourth classmen are given instruction to develop basic physical and recreational skills. They receive twenty-four lessons of forty-five minutes duration in each of boxing, wrestling, gymnastics, and swimming. Each class period (except swimming) commences with a ten-minute series of conditioning exercises, posture exercises, or instruction in voice and command. All cadets attend class every other day, the entire class attending on Saturdays. In the spring, instruction in golf and tennis is conducted outdoors; eleven attendances are included in each of these activities. Two periods are devoted to grading by performance examinations.

Third class program. The major objectives of the second year are to develop athletic skills and at the same time to supplement the repertory of individual sports. Attendance at physical education is scheduled twice weekly from November through March between the fall and spring intramural seasons. This time amounts to thirty periods of sixty minutes each. All cadets have seven sixty-minute periods in each of basketball and volleyball. That portion of the class which has met all swimming standards receives seven sixty-minute periods each in handball and squash instruction. The

remainder spends the fourteen attendances in lifesaving, except that those who qualify at the end of seven lessons are given seven periods of handball or squash. Two periods are devoted to grading by performance examinations.

Second Class program. The program for the third year is primarily one of leadership training. Twenty-one sixty-minute periods are available. In nine of these periods the cadets are given instructor training to prepare them to conduct military physical training. This instruction includes leadership of conditioning exercises, voice and command techniques, and the conduct of informal soldier games. Two periods are devoted to grading by performance examinations. In the remaining ten periods each cadet is given a coaching techniques course in one of the following sports: basketball, boxing, track and field and cross country, football, lacrosse, swimming and water polo, softball, soccer, or wrestling. The instruction in each of these courses includes a study of the basic skills and coaching methods. In preparation for their duties as intramural coaches and officials during their first class year, second classmen are assigned to subjects for which they have demonstrated special aptitude and in which they will receive assignments as coaches or officials in the intramural program.

First class program. All first classmen are scheduled for seven sixty-minute group conferences. The purpose of these conferences is to acquaint the graduating cadets with the organization and administration of a military physical training program. These conferences cover the following subjects: authority for the army physical training program, programs and schedules, tournaments and meets, physiology of exercise, procurement and care of athletic equipment, and the Special Services sports program. In addition

two periods are devoted to grading by performance examinations. During their last year at the Academy, all cadets spend two consecutive days as assistant gymnasium instructors, performing actual leadership in Fourth and Third Class instructional classes and putting into practice the training received during the preceding year. They also conduct all physical training of the newly entered class during the summer of this year.

Intramural Program

Required attendance. The fall, spring, and summer intramural programs are required of all cadets with the exception of those currently on inter-collegiate athletic squads. A voluntary winter intramural program is also conducted; because of the keen rivalry between companies, this phase attracts approximately seventy per cent participation of available cadets.

Time allotment. All cadets participate twice each week during the fall and spring of the entire four years they are at the Academy. This amounts to twenty attendances (seventy-five minutes per attendance) during each fall and sixteen during each spring. In addition, the third class has twenty required attendances during the summer tactical training at Camp Buckner. Thus, exclusive of the voluntary winter program, all cadets participate in 164 periods of intramural activity during their four years at West Point.

Assignments. During the first three years at the Academy all cadets participate as players in the intramural program. To provide diversity of experience no individual may take part in more than one season of a given activity. The fall program includes football, golf, lacrosse, track and field, and tennis. During the spring season cross country, golf, soccer, softball, tennis, and water polo are included. The voluntary winter program

includes basketball, boxing, handball, squash, swimming, volleyball, and wrestling. The intramural program during the third class summer at Camp Buckner consists of basketball, canoeing, golf, skeet, softball, swimming, tennis, touch football, and volleyball.

Many second classmen are selected as assistant coaches and assistant company athletic representatives in preparation for their duties of the first class year.

Administration. First Classmen continue their participation in the intramural program by accepting practically complete responsibility for the administration of the program under the close supervision of the Office of Physical Education. Nearly all first classmen, during some intramural season, receive an assignment as cadet-in-charge of a sport, official, coach, or company athletic representative. When not assigned to administrative duties they participate as players on their company teams.

General Programs

This category includes activities which concern all cadets beyond the instructional and intramural programs and which require continuing supervision and coordination for their successful administration. These activities include posture, safety, voice and command, and voluntary instruction.

Posture. In order to make the individual cadet conscious of his posture and to help him improve it, this program continues throughout the entire four-year curriculum.

On entrance, new cadets are photographed to determine habitual postural defects. Comparative photographs are also taken at the end of the first year. These photographs are analyzed for postural defects and copies are

posted on the inside of the cadet's locker in his room. Those cadets with serious remediable defects are assigned to the Corrective Exercise Squad.

Throughout all physical education activities cadets are repeatedly reminded of their posture, both on an individual and group basis. Every effort is made to raise the habitual posture of each cadet to the West Point standard. Once a week during the first half of the initial year a small portion of the physical education class period is devoted to posture exercises.

Safety. This program involves continuing education and supervision which runs throughout all activities in the curriculum. In the first phase dangerous situations are avoided whenever possible by repeated inspection for, and removal of, safety hazards in facilities and equipment, and by constant education of all participants as to frequently occurring safety hazards in physical education activities and the best methods of avoiding these hazards. Special exercises for the conditioning of certain joints and instruction in the use of ankle wraps in intramural football, lacrosse, and soccer might be cited as examples of preventive education.

At the conclusion of intramural seasons an injury survey is frequently conducted throughout the entire Corps to determine the number, type, seriousness, and cause of injuries and to locate common sources of injury with an eye to future prevention.

The second phase of the safety program is closely allied to the reconditioning program in that it involves treatment of injuries and a definite control over further participation by injured cadets. A positive effort is being made to provide the same standard of facilities, equipment, and care



for intramural participants as is provided for intercollegiate squad members. A special hospital sick call is held daily (after intramural period), to provide immediate medical examination and physio-therapy. Plans are under development for establishment of an athletic training organization including a training room specializing in preventive strapping and bandaging, immediate first aid, and basic physio-therapy.

Voice and Command. Scattered throughout the curriculum is a course of instruction devised to develop the cadet's natural command voice and his technique of giving military commands. During the fourth class year the program consists of short periods of supervised practice of mass commands and three longer periods devoted to individual practice with individual analysis and criticism by qualified instructors. During the second class year the instruction applies the fundamentals of voice and command to the leadership of military physical training activities. Finally, in the summer of the first class year, the instruction concentrates on those techniques particularly applicable to the handling of small units in the summer training program for new cadets.

Voluntary instruction. Any cadet who misses instructional classes is responsible, after a reasonable period of time, for the material covered. Such a cadet or one who feels that he would profit by extra assistance has the privilege of requesting additional instruction. This action is purely voluntary on the part of the cadet.

In keeping with the policy of the Academy to assist cadets who wish to devote free time to their improvement in subjects with which they are experiencing difficulty, certain definite voluntary additional instructional classes

have been established. Voluntary conditioning is available to assist in improving the physical fitness of the cadet by providing a thorough and balanced general workout and by giving special consideration to the individual cadet's problems. Conditioned cadets and cadets of low physical ability are especially encouraged to attend these classes, which meet four times a week in the later afternoon.

During suitable seasons voluntary instruction classes in golf, tennis, and skiing are conducted for all interested cadets. Cadets desiring assistance in wrestling may practice under supervision with the overflow group from the varsity squads. A similar arrangement exists for gymnastics and boxing. Below-average swimmers may obtain assistance by participating with the Special Swimming Squad which meets four afternoons a week.

Deficiency Classes

This category includes those activities, beyond the class instructional and intramural programs, which are required of certain cadets either during the regular class periods or during their free time. They include corrective exercise, reconditioning, and special swimming.

Corrective exercise. After analysis of the entrance posture photographs those cadets with serious functional defects which may respond to treatment are assigned to the Corrective Exercise Squad. Fourth classmen attend twice a week during free time until released by the instructor. Attendance by upper classmen is voluntary. A program of exercise to arrest or correct his defect is developed for each participant.

Reconditioning. This program aims at the maintenance or restoration optimum physical and psychological fitness during convalescence from

illness, injury, or surgery, the hastening of return of such cadets to active duty, and the lessening of their chance of re-injury. All cadets who have been excused from class instruction by the Surgeon or who have been hospitalized for five or more days report for reconditioning in lieu of their regularly assigned instructional classes. The reconditioning instructor maintains constant liaison with the Surgeon and, where medical prescriptions have been supplied (mostly surgical cases), he supervises the execution of the suggested exercise. When no prescription is supplied, he devises a routine for each individual. The instructor releases the individual to full duty status when the medical excuse has expired and when he judges that vigorous activity is not likely to cause a recurrence of the illness or injury.

Special Swimming. The purpose of this program is to provide extra water conditioning, instruction, and supervised practice of swimming skills for the very poor swimmers. All fourth classmen who are classed as non-swimmers on entrance and all others who cannot maintain the minimum standards for their respective classes are assigned to the Special Swimming Squad. This group reports four times a week for a short, but intensive, practice period.

CHAPTER VI

TESTING AND GRADING

Authority and need. The need for testing and grading in physical education at the Military Academy is the result of certain administrative policies of the Department of the Army, of the Academic Board of the Military Academy, and of this department. These requirements include:

1. Successful completion of minimum standards of proficiency in physical aptitude by all candidates for the Academy before acceptance for admission.
2. Classification of fourth classmen for physical education instruction according to physical ability.
3. Identification and diagnosis of cadets who need additional instruction because of a low state of physical ability.
4. Achievement by all cadets of minimum annual standards in physical education.
5. Establishment of an annual Order of Merit in Physical Education for each class.

Phases of measurement. The physical education measurement program falls into three major phases. The first phase is concerned with the determination of physical aptitude among candidates for the Academy and consists of a battery of performance tests conducted at the same time and place as, and in conjunction with, all other entrance examinations for admission to the Military Academy.

The second phase of measurement deals with the screening of new cadets and the diagnosis of those lacking in physical ability and related characteristics. The recording of age, height, and weight and the taking of posture photographs is a part of the initial processing of the entering cadet. The physical ability examination begins on the second day after the arrival of the new cadets and continues on a daily schedule until completed. Diagnostic tests are given as soon as possible to those individuals who prove to be lacking in physical ability and related characteristics.

The third phase of measurement involves the grading of achievement in physical education. This grading is accomplished during specific grading periods in instructional classes and athletic participation throughout the year and by a general examination period held near the close of the academic year.

A detailed description of these major phases of measurement is shown in Chart XIV.

General description of the grading. The annual physical education grade is a measure of the degree of a cadet's achievement in the physical education program for that particular year. This year-end grade is the resultant of numerous periodical tests and ratings, each measuring some phase of the general

TESTING AND GRADING IN PHYSICAL EDUCATION

EXAMINATION OF CANDIDATES

Time of year: March (June for late appointees).
Purpose: Measurement of the physical aptitude of each candidate.
Type of examination: Battery of selected and weighted performance tests measuring basic factors of physical aptitude for the prediction of success in fourth class physical education program.
Use made of data: Screening out of those candidates who measure extremely low in physical aptitude.

EXAMINATION OF NEW CADETS

Time of year: Early July following admission.
EXAMINATION IN PHYSICAL ABILITY
Purpose: Measurement of physical ability of all new cadets.
Type of examination: Battery of selected and weighted performance tests measuring basic factors of physical ability.
Use made of data: (1) Classification of new cadets into instructional groups according to physical ability.
 (2) Determination of problem cases.

EXAMINATION OF BODILY CHARACTERISTICS

Purpose: Determination of bodily characteristics.
Type of examination: Posture photographs, age, height, and weight.

Use made of data: (1) Determination of cases requiring individual corrective treatment
 (2) Furnishing of each cadet with a posture photograph as a constant reminder of his own general posture and appearance (notation is made where body alignment needs correction)
 (3) Selection of personnel for special diet table (weight survey reported monthly for this purpose).

EXAMINATION OF PROBLEM CASES

Purpose: Determination of specific needs of cadets who are low in physical ability.
Type of examination: Diagnostic tests of strength, coordination, speed, agility, general health, etc.
Use made of data: Guidance in selection of program material for voluntary conditioning program in order to meet individual needs of participating cadets.

GRADING OF ALL CLASSES OF CADETS

Time of year: (1) Specific grading periods in instructional classes and intramural athletics throughout the academic year.
 (2) Specific physical ability examination in March.

EXAMINATION OF ACHIEVEMENT IN PHYSICAL EDUCATION

Purpose: Measurement of the achievement in physical education of each cadet for a year-end grade.
Type of examination: (1) Class grades in instructional classes.
 (2) Success rating in intramural and Corps Squad athletics.
 (3) Physical ability examination by a battery of selected and weighted performance tests, an obstacle course run for time, and a five-minute swim test for distance.

Use made of data: (1) Weighting and addition of above grade to obtain a final physical education grade.
 (2) Determination of Order of Merit in Physical Education for each class.

(3) Determination of proportional parts for General Order of Merit.
 (4) Reexamination in May on objective physical ability battery of those who fail to achieve the minimum standard on the final year-end grade in physical education.

EXAMINATION OF BODILY CHARACTERISTICS

Purpose: Determination of bodily characteristics.

Type of examination: Posture photographs, age, height, and weight.

Use made of data: (1) Furnishing of each cadet with a posture photograph as a constant reminder of his own general posture and appearance (notation is made where body alignment needs correction).
 (2) Final survey of height and weight of all cadets.

mission of the program—"Physical Education for Military Leadership." For each class the annual grade is a measure of:

1. Fourth Class (first year)—degree of physical ability as measured by status in fundamental physical skills and basic underlying elements, applied physical skills, and recreational skills.
2. Third Class (second year)—degree of physical ability as measured by status in fundamental physical skills and basic underlying elements and team sport and recreational skills.
3. Second Class (third year)—degree of physical ability as measured by status in fundamental physical skills and basic underlying elements and of degree of leadership ability as measured by success in leadership training for physical education activities.
4. First Class (fourth year)—degree of physical ability as measured by status in fundamental physical skills and basic underlying elements and of degree of leadership ability as measured by demonstrated leadership in physical education activities.

Proportional parts. Each year-end grade is converted directly into proportional parts for the General Order of Merit of the Academy. Allotment of proportional parts for physical education has been established by the Academic Board as twenty-five of a total of five hundred and seventy-five for the Fourth Class, forty for the Third Class (out of nine hundred and forty), forty for the Second Class (out of one thousand and fifteen), and twenty-five for the First Class (out of nine hundred and ninety).

Grading scale. The grading scale used by this office is the standard grading scale of the Military Academy. The range of this scale is from 3.0 downward; 2.0 is the minimum passing grade. The usual grading unit is tenths; when combined grades are averaged, the results are carried to three decimal places.

Types of tests and ratings. Several general types of tests and rating devices are used for grading achievement in the physical education program. They include:

1. Average of subjective ratings where two or more instructors judge a cadet's demonstrated ability (wrestling, boxing, basic strokes in swimming, etc.).
2. Average of subjective ratings of a large number of cadets participating in a sport regarding the ability of each individual within the group (intramural athletics).
3. Rating scale based on achievement of recognized standards (varsity or freshman athletics where an official sports letter or numeral is awarded or its equivalent on a club squad = 3.0; award of an official monogram or its equivalent on a club squad = 2.9; membership on a varsity or plebe squad for five or more weeks = 2.8; membership on a junior varsity squad for five or more weeks = 2.7; and membership on an off-season squad for five or more weeks = 2.5).
4. Objective performance tests (obstacle course for time, pull-ups, three hundred yard run for time, timed swim test for distance, etc.).
5. Semi-objective tests (a large number of tests scored on a pass

or fail basis as in gymnastics).

6. Results of tournament competition (squash, boxing, handball, etc.)
7. Written tests covering rules, strategy, and methods of coaching and officiating an activity (coaching techniques courses, etc.).

The administrative procedures of all tests are standardized throughout the program and motivation other than prescribed instructions is reduced to a minimum in order to obtain as reliable test results as possible.

Weighting of test results. Class grades are primarily a measure of a cadet's performance; knowledge tests do not exceed one-fourth of any one subject grade with the exception of the coaching techniques courses presented to the second classmen and the first class administration course.

Certain test and rating results are weighted to correspond to general reviews used in academic subjects. The results of the last grading period in fourth class courses are doubled to give a truer measurement of the ability of the cadet at the actual completion of the course.

The spring objective performance examinations for all classes are considered the same as general reviews and bear a weight approximately equal to the larger of the other two major parts appearing in the composition of the final grade. The other two major parts (class instruction and athletic participation) are weighted approximately in proportion to the hours allotted to each.

Partial completion of physical education requirement. Any cadet who

attends less than one half of the scheduled classes in any grading period of any subject of instruction will receive no grade in that subject for that period. In the event a cadet receives no grade in any subject or subjects of instruction his annual physical education grade will be the average of the weighted grades for the subjects and for the examination in which he has been graded. However, if a cadet has not completed at least one half of the annual physical education grade requirements (as shown by the current grading plan) he will receive no grade in physical education for the year and will be marked "Incomplete" on all official records. In addition, if his physical ability is not known to be definitely above the level of proficiency, he may be required to take the annual final examination.

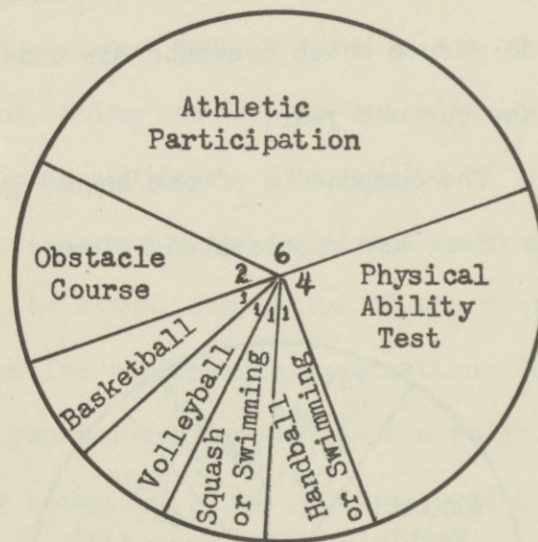
A cadet will be excused from a general annual examination only upon presentation of a medical excuse which prevents his undergoing such examination prior to 1 May of the current year.

Fourth Class grade. The components of the annual grade in physical education for the Fourth Class are represented below:



<u>Nature of test</u>	<u>Number of attendances</u>	<u>Number of grades</u>	<u>Weight in final grade</u>
Part I-- Performance in class instruction			
Boxing	24	5	1
Gymnastics	24	60 items (pass or fail)	1
Swimming	24	4 or 8	1
Wrestling	24	5	1
Part II--Athletic performance	20	1 or 2 (composite rating)	1 or 2
Part III-Performance by test			
Physical Ability Examination		1	2
Obstacle course run for time		1	1
Five minute swim for distance		1	1
		Total	<u>1</u> 9 or 10

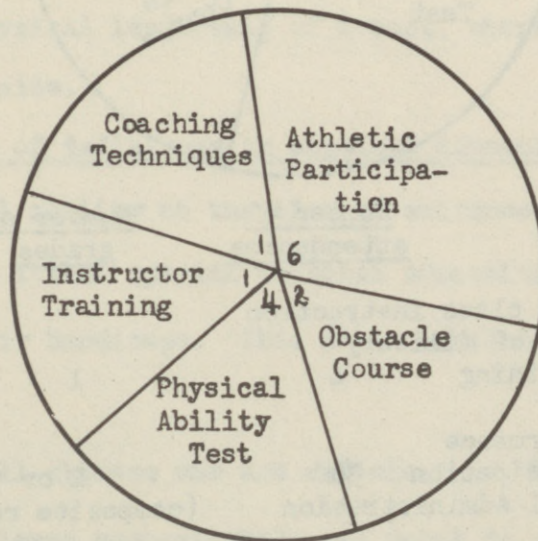
Third Class grade. The components of the annual grade in physical education for the Third Class are represented below:



<u>Nature of test</u>	<u>Number of attendances</u>	<u>Number of grades</u>	<u>Weight in final grade</u>
Part I-- Performance in class instruction			
Basketball	7	1	1
Volleyball	7	1	1
Swimming	14	1	1
or			or

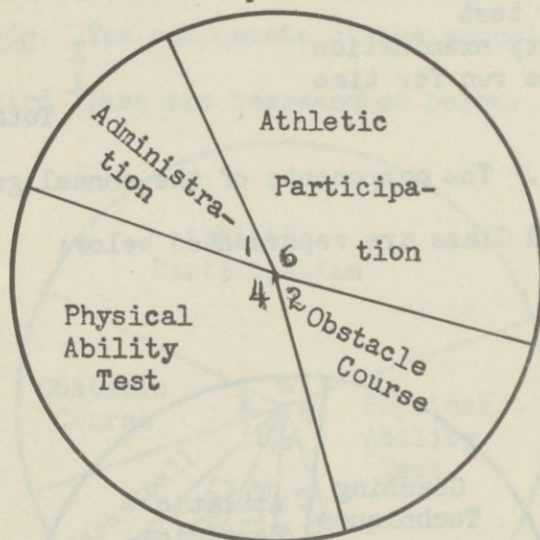
<u>Nature of test</u>	<u>Number of attendances</u>	<u>Number of grades</u>	<u>Weight in final grade</u>
(Swimming (and (Squash or (Swimming (and (Handball or (Handball (and (Squash	7 7 7 7 7 7	1 1 1 1 1 1	1 1 1 1 1 1
Part II—Athletic performance	36	2 or 3 (composite rating)	4 or 6
Part III—Performance by test			
Physical Ability examination		1	4
Obstacle course run for time		1	2
		Total	<u>14</u> or 16

Second Class grade. The components of the annual grade in physical education for the Second Class are represented below:



<u>Nature of test</u>	<u>Number of attendances</u>	<u>Number of grades</u>	<u>Weight in final grade</u>
Part I-- Performance in class instruction			
Instructor training	7	4	1
Coaching techniques	7	1-5	1
Part II--Athletic performance	36	2 or 3 (composite ratings)	4 or 6
Part III--Performance by test			
Physical Ability examination		1	4
Obstacle course run for time		1	2
		Total	<u>12 or 14</u>

First Class grade. The components of the annual grade in physical education for the First Class are represented below:



<u>Nature of test</u>	<u>Number of attendances</u>	<u>Number of grades</u>	<u>Weight in final grade</u>
Part I-- Performance in class instruction			
Administration of military physical training	6	1	1
Part II--Athletic performance			
Athletic participation or Intramural Administration	36	2 or 3 (composite ratings)	6
Part III--Performance by test			
Physical Ability examination		1	4
Obstacle course for time		1	2
		Total	<u>13</u>

Significance of deficiency in physical education. The very nature of the profession for which cadets are being trained requires the ability to assume actual physical leadership over groups of active men engaged in strenuous physical activity. Throughout his career the army officer must be prepared to perform his duties, if necessary, under conditions of severe physical and nervous strain.

The first assignments which the young graduate may expect will probably include some phase of the conduct of physical training. The service expects him to be at least above average in athletic performance, broadly trained in diverse sports qualifications, and capable of leading and administering the physical training program for a military unit.

Minimum standards have been established with a view of determining whether a cadet will be able to meet the physical needs of an officer. Cadets who are still deficient after the courses prescribed for them in physical education will have so nearly reached the peak of their development that they cannot be expected to improve sufficiently by the time of graduation to be capable of assuming physical leadership of troops, where better than average performance is a requisite.

Procedure in case of deficiency in physical education. Those cadets who are low in physical ability at the time of entrance to the Military Academy are advised to attend special physical education classes to assist them in overcoming their handicaps. This is in addition to their regularly scheduled duties.

Those cadets of all classes who are deficient in the annual physical education grade are allowed approximately one month to prepare themselves for a final examination. Special classes are available for them four days

per week. Attendance at these special classes is voluntary and is in addition to their regularly scheduled duties. After this designated period for preparation these cadets are graded by an objective physical performance examination and, if found deficient, are subject to discharge or conditioning.

Those cadets who are placed on a conditioned status continue normal cadet training during the summer and the fall of the succeeding academic year. They too are encouraged to take advantage of the voluntary classes sponsored by the Office of Physical Education in addition to their regularly scheduled duties. Approximately six months later all conditioned cadets are graded by an objective physical performance examination and, if found still deficient, are subject to discharge.

Research program. The purpose of the research program is the determination of a scientifically constructed physical education curriculum to meet established needs. In the research program there are three main types of problems.

The first of these deals with the determination of criteria for the measurement of physical aptitude, physical ability, success in individual physical education courses, and success in the physical education program as a whole. To define each of these factors is a basic problem.

The second phase is concerned with the selection, establishment, and refinement of adequate grading devices.

The third aspect of the research program consists of the investigation of a wide range of problems concerned with the construction and improvement of an effective curriculum. Typical problems deal with the degree of achievement in physical education, the adequacy of departmental standards, the effectiveness of methods of instruction, the effectiveness of course content, the

significance of success in physical education, and the prediction of success in physical education.

CHAPTER VII

INSTRUCTIONAL COURSE OUTLINE

Introduction

Purpose and purpose. This section of the outline presents in definite

and appropriate objectives, teaching methods and materials, grading

method, and lesson plans for each of the instructional courses included in

the outline of the Physical Education Department. The major purpose of

the outline is to provide authority of instruction from executive section

to executive section and from year to year. They are particularly valuable

in assisting new or substitute instructors.

Statement. The outline was arranged chronologically as experienced

by a physical teacher at the Military Academy rather than by following each

subject through its various phases in the curriculum.

Instructional objectives. For brevity and clarity of presentation, each course

will be presented in reduced form; that is, only those objectives to which the

course name and definite characteristics are assigned to any given course. The

instructional objectives (mental and emotional qualities, character traits,

and habits of personal hygiene) because of their intangible nature, are not spec-

ifically assigned to courses. These intangible objectives are dependent in de-

gree upon the methods used by the instructor and rest of the course material.

It is the policy of the stated objectives of the curriculum. State the

CHAPTER VII

INSTRUCTIONAL COURSE OUTLINES

Introduction

Scope and purpose. This section of the syllabus presents in outline form the appropriate objectives, teaching methods and materials, grading methods, and lesson plans for each of the instructional courses included in the curriculum of the Office of Physical Education. The major purpose of these outlines is to promote uniformity of instruction from gymnasium section to gymnasium section and from year to year. They are particularly valuable in assisting new or substitute instructors.

Arrangement. The outlines are arranged chronologically as experienced by a typical cadet at the Military Academy rather than by following each subject through its various phases in the curriculum.

Course objectives. For brevity and clarity of presentation, each course must be presented in reduced form; thus only those objectives to which the course makes a definite contribution are assigned to any given course. The immeasurable objectives (mental and emotional qualities, character traits, and habits of recreation), because of their intangible nature, are not specified according to courses. These intangible outcomes are dependent in degree upon the methods used by the instructor and most of the courses contribute to nearly all of the stated objectives of the curriculum. Since the

physical education program is constructed and conducted to provide opportunities for a balance of learning situations, it is possible to contribute, through good teaching, to the entire range of intangible objectives.

Grading. In this chapter an apparent inconsistency appears in the grading of courses. Standardization of the factors used and weights allotted thereto between courses is not deemed practical. In each course only those factors have been used which through study have been determined to be reasonably reliable and valid measures of performance. These grading plans have been under close study for several years and will change as additional and improved grading devices are established in each activity.

BOXING

- I. Objectives—development of personal requisites for military effectiveness
 - A. Strength, endurance, power, coordination, and agility
 - B. Applied combative skills of boxing

- II. Methods and materials
 - A. Class data
 - 1. Size of class—approximately thirty
 - 2. Subdivision for instruction—equal halves
 - 3. Length of class periods—forty-five minutes (0815-0900, 0930-1015, and 1050-1135)
 - 4. Number of class periods—twenty-four
 - 5. Time of academic year—September to mid-April
 - 6. Number of instructors—two
 - B. Time breakdown (approximate) and methods of instruction
 - 1. Conditioning drills (10 minutes)
 - 2. Shadow boxing stressing footwork (5 minutes)
 - 3. Review of previously taught skills (10 minutes)
 - 4. Explanation and demonstration of new material (5 minutes)
 - 5. Practice of new material by numbers and then at full speed (10 minutes)
 - 6. Competition—one to three rounds (5 minutes)
 - C. Facilities and equipment
 - 1. Facilities—Boxing Room (82' x 44') and Fencing Room (83' x 43')
 - 2. Equipment—boxing gloves (16 oz.), headguards, teeth protectors, rings, heavy punching bags, bells, etc.
 - D. Prevention of injuries
 - 1. Complete padding of floors and walls of boxing rooms
 - 2. Thorough orientation and supervision of all classes
 - 3. Pairing for bouts by weight and boxing ability
 - 4. Required use of headguards and mouth pieces
 - 5. Weekly disinfection of boxing gloves
 - 6. Salvage of gloves which have become worn or poorly padded
 - 7. Application of "common sense" rule by officials during bouts
 - D. Use of cadet assistants—one
 - 1. Leadership of conditioning exercises
 - 2. Assistance in individual instruction

- III. Grading
 - A. No grade—absence from four or more class periods during any grading period
 - B. Final grade is an average of the following:
 - 1. Sixth lesson—subjective rating by two instructors (0-5 scale) in each of the categories of stance, footwork, use of straight left lead, defense, and general boxing ability as displayed in two one-minute bouts (weight—one)

2. Twelfth lesson—subjective rating by two instructors (0-5 scale) in each of the categories of stance, left lead, left hook, defense, and general boxing ability as displayed in two one-minute bouts (weight--one)
3. Eighteenth lesson—subjective rating by two instructors (0-5 scale) in each of the categories of stance, use of left hand, use of right hand, defense, and general boxing ability as displayed in two one-minute bouts (weight--one)
4. Twenty-fourth lesson--subjective rating by two instructors (0-5 scale) in each of the categories of stance, use of left hand, use of right hand, defense, and general boxing ability as displayed in two one-minute bouts (weight--two)

IV. Lesson plans

A. Lesson One

1. Orientation
 - a. History of boxing at West Point
 - b. Place of boxing at West Point and in "the service"
 - c. Method of instruction
 - d. Grading procedure
2. Making fist
3. On guard stance--feet, body, hands, and head
4. Footwork
 - a. Forward
 - b. Backward
 - c. Circling left
5. Pivot drill

B. Lesson Two

1. Review of on guard stance and footwork
2. Straight left lead to face
 - a. Offense
 - b. Defense--block and parry
3. Controlled drill using left lead to face

C. Lesson Three

1. Review of on guard stance, footwork, and left lead to face
2. Straight left lead to body
 - a. Offense
 - b. Defense--tail back and elbow block
3. Controlled drill using left lead to face and to body
4. Two thirty-second rounds using left lead to head and to body

D. Lesson Four

1. Review of on guard stance, footwork, left lead to face, and left lead to body
2. Simultaneous left leads
3. Controlled drill
4. Three thirty-second rounds using straight left only

E. Lesson Five

1. Review of on guard stance, footwork, left lead to face, left lead to body, and simultaneous left leads
2. Feinting combinations with left lead

3. Controlled drill
 4. Two one-minute rounds using straight left lead only
- F. Lesson Six—first grading period
- G. Lesson Seven
1. Review of shadow boxing, left lead to face and body, and alternate leads
 2. Left hook and defense for left hook
 3. Three thirty-second rounds
- H. Lesson Eight
1. Review of shadow boxing and left leads and hooks
 2. Counter punching against left leads and left hooks
 3. Three thirty-second rounds
- I. Lesson Nine
1. Review of shadow boxing, left leads and hooks, and counter punching against left leads
 2. Counter punching after missed left hook
 3. Evading left hook
 4. Three thirty-second rounds
- J. Lesson Ten
1. Review of shadow boxing, left lead and hook, and counter punching
 2. Feinting left lead to left hook
 3. Three thirty-second rounds
- K. Lesson Eleven—review of all skills previously taught
- L. Lesson Twelve—second grading period
- M. Lesson Thirteen
1. Review of shadow boxing, left lead, and left hook
 2. Straight right hand to face
 - a. Offense
 - b. Defense—block, leverage, and shoulder block
 3. Two thirty-second rounds
- N. Lesson Fourteen
1. Review of shadow boxing, left lead and hook, and straight right hand to face
 2. Combination of left and straight right hand to face
 3. Ducking under right lead
 4. Two forty-five-second rounds
- O. Lesson Fifteen
1. Review of straight right hand to face and defense, combination of left and straight right hand to face, and evasion under opponent's right hand lead.
 2. Step back and right hand to face counter
 3. Three forty-five-second rounds
- P. Lesson Sixteen
1. Review of straight right hand to face and defense and step back and right hand to face counter
 2. Straight right to body
 - a. Offense
 - b. Defense—step away, elbow, and brush away
 3. Slipping under left lead with straight right to body counter

4. Three forty-five-second rounds
- Q. Lesson Seventeen
 1. Review of straight right to face and body and defenses
 2. Combination of right to body and left hook to chin
 3. Slipping under left jab and right hook to chin counter
 4. Clinching
 5. Three forty-five-second rounds
- R. Lesson Eighteen--third grading period
- S. Lesson Nineteen
 1. Short review of all skills previously taught
 2. Officiating
 3. Scoring
 4. Three forty-five-second rounds
- T. Lesson Twenty
 1. Organization of round robin tournament--two one-minute rounds per bout
 - a. Selection of divisions
 - b. Practice of cadet officiating
 2. Bout #1 of round robin tournament
- U. Lesson Twenty-one--Bouts #2 and #3 of round robin tournament
- V. Lesson Twenty-two--Bouts #4 and #5 of round robin tournament
- W. Lesson Twenty-three--Bouts #6 and #7 of round robin tournament
- X. Lesson Twenty-four--fourth grading period

GOLF

- I. Objectives
 - A. Development of personal requisites for military effectiveness—coordination and balance
 - B. Indoctrination in golf as a recreational sport to insure a physically active career
 - 1. Development of skills of golf
 - 2. Development of enjoyment of golf as a recreational sport
- II. Methods and materials
 - A. Class data
 - 1. Size of classes—approximately fifty-five
 - 2. Subdivision for instruction—four sections (one advanced and three beginning)
 - 3. Length of class period—forty-five minutes (0815-0900, 0930-1015, and 1050-1135)
 - 4. Number of class periods—eleven
 - 5. Time of academic year—mid-April through May
 - 6. Number of instructors—four
 - B. Time breakdown (approximate) and methods
 - 1. Discussion and review (5-15 minutes)
 - 2. Practice with individual instruction and criticism (25-35 minutes)
 - 3. Discussions of etiquette axioms (5 minutes)
 - C. Facilities and equipment
 - 1. Facilities
 - a. Outdoor—approximately thirteen acres with six greens
 - b. Indoor
 - (1) Boxing Room (83' x 44')—diagonal pitching canvas and two thousand square feet of putting carpet
 - (2) Fencing Room (83' x 43')—five driving cages and ten canvas driving backdrops
 - (3) Varsity Wrestling Room (82' x 44')—thirty canvas driving backdrops
 - 2. Equipment—sets of clubs (#2, #5, #7, and #9 irons, putter, and #1 and #3 woods—one set per cadet), balls (six per cadet), cotton practice balls, coco mats (one per cadet), tees, thirty putting traps, targets (in outdoor area and in driving cages), bulletin and blackboards, and side hill lie platform
 - 3. Training aids
 - a. Copies of "Golf Lessons" for individual distribution
 - b. Printed material and drawings for bulletin board display
 - D. Prevention of injuries
 - 1. Orientation on sources of injury
 - 2. Stress on safety precautions
 - 3. Constant supervision of classes
 - E. Use of cadet assistants (selected from individual classes on basis of previous experience)—individual assistance to class members

III. Grading--none

IV. Lesson plans

A. Advanced sections

1. Lesson One
 - a. Orientation
 - (1) Importance of golf for future officers
 - (2) USMA facilities and equipment
 - (3) Rules, etiquette, and safety precautions
 - (4) Conduct of instruction
 - (5) Use of "Golf Lessons"
 - b. Demonstration and practice
 - (1) Square stance
 - (2) Overlapping grip
 - (3) Medium iron swing
 - c. Etiquette axioms
2. Lesson Two
 - a. Review of grip, stance, and medium iron swing
 - b. Short irons
 - (1) Description and use
 - (2) Practice with cotton and hard balls
 - c. Etiquette axioms
3. Lesson Three
 - a. Review of grip, stance, and basic swing
 - b. Long irons
 - (1) Description and use
 - (2) Practice with cotton and hard balls
 - c. Etiquette axioms
4. Lesson Four
 - a. Review of grip, stance, and long iron swing
 - b. Practice of long irons with cotton and hard balls
 - c. Etiquette axioms
5. Lesson Five
 - a. Review of grip, stance, and basic swing
 - b. Woods
 - (1) Description and use
 - (2) Practice with cotton and hard balls
 - c. Etiquette axioms
6. Lesson Six
 - a. Review of grip, stance, and wood swing
 - b. Practice of woods with cotton and hard balls
 - c. Etiquette axioms
7. Lesson Seven
 - a. Description and use of pitching
 - b. Practice with cotton and hard balls
 - c. Etiquette axioms
8. Lesson Eight
 - a. Putting
 - (1) Importance
 - (2) Variations in grip, stance, and swing

- (3) Practice of short and medium putts
 - b. Chipping
 - (1) Importance and use
 - (2) Selection of clubs
 - (3) Practice of short and medium chips with varying rolls
 - c. Etiquette axioms
- 9. Lesson Nine
 - a. Review of grip, stance, and putting swing
 - b. Practice of short and medium putts
 - c. Review of grip, stance, and chipping swing
 - d. Practice of short and medium chips with varying rolls
 - e. Etiquette axioms
- 10. Lesson Ten
 - a. Competitive play on three short holes
 - b. Etiquette axioms
- 11. Lesson Eleven—competitive play on course
- B. Beginning sections
 - 1. Lesson One
 - a. Orientation
 - (1) Importance of golf for future officers
 - (2) USMA facilities and equipment
 - (3) Rules, etiquette, and safety precautions
 - (4) Conduct of instruction
 - (5) Use of "Golf Lessons"
 - b. Demonstration and practice
 - (1) Square stance
 - (2) Overlapping grip
 - (3) Medium iron swing
 - c. Etiquette axioms
 - 2. Lesson Two
 - a. Review of grip, stance, and medium iron swing
 - b. Medium irons
 - (1) Description and use
 - (2) Practice with cotton balls
 - c. Etiquette axioms
 - 3. Lessons Three and Four
 - a. Review of grip, stance, and medium iron swing
 - b. Practice with cotton and hard balls
 - c. Etiquette axioms
 - 4. Lesson Five
 - a. Review of grip, stance, and basic swing
 - b. Long irons
 - (1) Description and use
 - (2) Practice with cotton and hard balls
 - c. Etiquette axioms
 - 5. Lesson Six
 - a. Review of grip, stance, and basic swing
 - b. Woods
 - (1) Description and use
 - (2) Practice with cotton and hard balls

- c. Etiquette axioms
- 6. Lesson Seven
 - a. Review of grip, stance, and wood swing
 - b. Practice with cotton and hard balls
 - c. Etiquette axioms
- 7. Lesson Eight
 - a. Putting
 - (1) Importance
 - (2) Variations in grip, stance, and swing
 - (3) Practice of short and medium putts
 - b. Chipping
 - (1) Importance and use
 - (2) Selection of clubs for chipping
 - (3) Practice of short and medium chips with varying rolls
 - c. Etiquette axioms
- 8. Lesson Nine
 - a. Review of grip, stance, and putting swing
 - b. Practice of short and medium putts
 - c. Pitching
 - (1) Importance and use
 - (2) Selection of clubs for pitching
 - (3) Practice of short and medium pitches
 - d. Etiquette axioms
- 9. Lesson Ten
 - a. Review of grip, stance, and long iron swing
 - b. Practice with cotton and hard balls
 - c. Etiquette axioms
- 10. Lesson Eleven—competitive play on course

GYMNASTICS

- I. Objectives--development of personal requisites for military effectiveness
 - A. Strength, coordination, power, agility, and balance
 - B. Applied skills of climbing, vaulting, mounting, dismounting, falling, swinging, etc.

- II. Methods and materials
 - A. Class data
 1. Size of class--approximately thirty
 2. Sub division for instruction--equal thirds
 3. Length of class periods--forty-five minutes (0815-0900, 0930-1015, and 1050-1135)
 4. Number of class periods--twenty-four
 5. Time of academic year--September to mid-April
 6. Number of instructors--three
 - B. Time breakdown (approximate)
 1. Conditioning exercises (10 minutes)
 2. Rotational instruction (thirty-five minutes split into units of twelve, twelve, and eleven minutes)
 - a. Lessons One through Twelve--parallel bars, tumbling, rope climb, and long horse vaulting
 - b. Lessons Thirteen through Twenty-four--stationary rings, horizontal bar, trampoline, and basic skills
 - c. Methods of instruction within each area of rotation
 - (1) Explanation and demonstration to entire squad
 - (2) Individual practice with analysis and correction by instructors
 - C. Facilities and equipment
 1. Facilities--4th floor, Central Gymnasium (117' x 73') and East Gymnasium (189' x 90')
 2. Equipment--six parallel bars, six tumbling mats, six climbing ropes, six sets of stationary rings, six horizontal bars, two trampolines, six long horses, shelf, climbing wall, hand walk (parallel bars), high horse, hand walk (horizontal bars), and incidental mats
 3. Training aids--enlarged drawings of specific exercises and descriptions of required exercises and skill tests
 - D. Prevention of injuries
 1. Use of properly placed mats
 2. Instruction in proper techniques of spotting
 3. Constant check on use of proper spotting techniques
 - E. Use of cadet assistants
 1. Conduct of conditioning exercises
 2. Correction and assistance with instruction
 3. Disciplinary supervision of class

- III. Grading
 - A. All test exercises graded on pass or fail basis; test exercises may

be passed during any class period within a grading period (twelve lessons)

- B. No grade--seven or more absences during either twelve-lesson period
- C. Final grade is an average of the following
 - 1. Twelfth lesson--total exercises completed on parallel bars, tumbling, rope climb, and long horse converted to 3.0 scale (weight--one)
 - 2. Twenty-fourth lesson--total exercises completed on stationary rings, horizontal bar, trampoline, and basic skills converted to 3.0 scale (weight--two)

IV. Lesson plans

- A. Orientation--class procedure, class methods, and grading
- B. Assignments (see Paragraph V for description of exercises)
 - 1. Lesson One--Exercises #1 on parallel bars, tumbling, and long horse
 - 2. Lesson Two--Exercises #2 on parallel bars, tumbling, and long horse
 - 3. Lesson Three--Exercises #3 on parallel bars, tumbling, and long horse
 - 4. Lesson Four--Exercises #4 on parallel bars, tumbling, and long horse
 - 5. Lesson Five--Exercises #5 on parallel bars, tumbling, and long horse
 - 6. Lesson Six--Exercises #6 on parallel bars and tumbling and Exercise #1 on rope climb
 - 7. Lesson Seven--Exercises #7 on parallel bars and tumbling and Exercise #2 on rope climb
 - 8. Lesson Eight--Exercises #8 on parallel bars and tumbling and Exercise #3 on rope climb
 - 9. Lesson Nine--Exercises #9 on parallel bars and tumbling and Exercise #4 on rope climb
 - 10. Lesson Ten--Exercises #10 on parallel bars and tumbling and Exercise #5 on rope climb
 - 11. Lessons Eleven and Twelve--review of all previous exercises
 - 12. Lesson Thirteen--Exercises #1 on horizontal bar, stationary rings, and trampoline
 - 13. Lesson Fourteen--Exercises #2 on horizontal bar, stationary rings, and trampoline
 - 14. Lesson Fifteen--Exercises #3 on horizontal bar, stationary rings, and trampoline
 - 15. Lesson Sixteen--Exercises #4 on horizontal bar, stationary rings, and trampoline
 - 16. Lesson Seventeen--Exercises #5 on horizontal bar, stationary rings, and trampoline
 - 17. Lesson Eighteen--Exercises #6 on horizontal bar and trampoline and Exercise #1 on basic skills
 - 18. Lesson Nineteen--Exercises #7 on horizontal bar and trampoline and Exercise #2 on basic skills

19. Lesson Twenty—Exercises #8 on horizontal bar and trampoline and Exercise #3 on basic skills
20. Lesson Twenty-one—Exercises #9 on horizontal bar and trampoline and Exercise #4 on basic skills
21. Lesson Twenty-two—Exercises #10 on horizontal bar and trampoline and Exercise #5 on basic skills
22. Lessons Twenty-three and Twenty-four—review of all exercises from Lesson Thirteen through Twenty-two

V. Test exercises (AAU approved nomenclature used throughout)

A. Parallel bars

1. Straddle mount (cross riding seat); place hands forward; swing legs off bar in rear and travel forward to straddle rest (cross riding seat); swing legs backward, forward, and backward into front vault dismount to right.
2. Jump to support in center of bars (cross rest arms extended); swing legs forward, backward, forward, backward, forward, and backward into high front vault dismount to left
3. Straddle mount (cross riding seat); place hands forward; straddle roll forward to straddle rest (cross riding seat); swing legs forward, backward, and forward into rear vault dismount to left.
4. Straddle mount (cross riding seat); roll forward to shoulder stand (upper arm stand); hold for three seconds; lower down backward to straddle rest; swing backward, forward, and backward into front vault dismount to right.
5. Straddle mount (cross riding seat); roll forward to shoulder stand (upper arm stand); hold for three seconds; roll forward with bent hips (kip position) to straddle rest; swing legs forward, backward, and forward into rear vault dismount to right with one-half turn to left.
6. Jump to support on end of bars (cross rest arms extended), develop swing and execute four forward bent arm swinging-dips, dismounting at rear after fourth dip.
7. Jump to upper arm hang in center of bars (upperarm cross hang), develop swing and rear uprise to support (backward uprise to cross rest arms extended), swing legs forward and cross left leg over right bar sliding left leg backward to meet right hand, swing right leg over right bar, left-about face dismount.
8. Jump to upper arm hang in center of bars, swing forward and bend hips to overhead balance above bars (kip position), roll forward and downward to straddle rest, place hands on end of bars, swing into straddle cut-off dismount (straddle dismount forward).
9. Jump to support in center of bars (cross rest arms extended), swing to shoulder stand (upper arm stand), hold for three seconds, cartwheel dismount to right to stand (shoulder stand off to right)
10. Jump to upper arm hang in center of bars, develop swing and shoulder roll backward (back roll), bend hips to overhead

balance above bars (kip position), roll forward to side saddle right (outside cross seat), swing right hand and both legs to left from seat and rear vault across both bars to the left.

B. Tumbling

1. Forward tuck roll
2. Backward tuck roll
3. Shoulder roll (right or left)
4. Dive and roll over low object (man on hands and knees)
5. High dive and roll over side horse (four feet)
6. Headstand for three seconds
7. Forearm balance for three seconds.
8. Cartwheel
9. Round-off
10. Walk on hands ten feet and lower-down into forward roll

C. Long horse

1. Vault four horses alternating flank vault left and right, down and back.
2. Straddle mount to saddle, rear shears, front shears, straddle off.
3. Run jump to stand on croup, dive to neck, and straddle-off.
4. Run jump and straddle mount to neck, swing-up, and rear shears off.
5. Run and straddle vault over horse (hands must be placed on neck).

D. Rope climb

1. Climb fifteen feet using climbing clinch.
2. Climb twenty-two feet using climbing clinch.
3. Climb twenty-two feet using four clinches or fewer.
4. Climb fifteen feet without clinch.
5. Climb twenty-two feet without clinch.

E. Horizontal bar

1. Leap to hang (front or ordinary grip), draw insteps to bar and hold for one second, lower to extended arm hang, repeat three times, dismount.
2. Leap to hang (front grip); chin up and place right leg up and over bar outside right hand (single knee hang); swing left leg forward, downward, and backward to rest on bar (outer thigh mount); drop backward and swing legs forward, outward, and backward (underswing) to dismount at rear.
3. Leap to hang (rear or reverse grip), backward circle mount over bar to support (hip swing up to front rest), roll forward to extended arm hang, (forward turn over), dismount.
4. Leap to hang (front grip), while keeping legs straight draw insteps to bar, flex legs, turn backward between arms to back hang, hold for three seconds, return forward between arms to extended arm hang, dismount.
5. Leap to hang (reverse grip); chin up and place right leg up and over bar inside hands (single knee hang); swing left leg forward, downward, and backward up to rest on bar (inner thigh mount); circle forward (single knee circle forward); swing left leg over bar and under left hand; dismount to front in making one-half turn to right.

6. Leap to hang (front grip); backward circle mount over bar to support; circle backward to front rest (hip circle); drop backward; swing legs forward, outward, and backward (underswing); and dismount at rear.
7. Leap to hang, front grip, backward circle mount over bar to support, flank vault dismount to left.
8. Leap to hang (front grip); backward circle mount over bar to support; circle backward to front rest; drop backward; swing legs forward, outward, and backward (underswing); and on next forward swing outer-thigh mount with right leg to rest on bar; drop backward; swing legs forward and dismount on forward swing with one-half turn to left.
9. Leap to hang (front grip), raise legs to half-lever and hold for three seconds (legs straight), draw insteps to bar keeping legs straight and hold for three seconds, lower legs down to half-lever and hold for three seconds, dismount.
10. Leap to hang (front grip), swing and kip-up to support (kip up to front rest), backward hip circle into underswing dismount at rear.

F. Stationary rings

1. Jump off two feet and turn backward to one-half inverted hang, lower legs down backward to back hang, hold for one second, return to one-half inverted hang, straighten body to full inverted hang, hold for one second, bend hips and return to one-half inverted hang, lower legs to floor.
2. Jump off two feet to extended arm support, raise legs to half lever and hold for three seconds, drop down through rings, and dismount.
3. Jump off two feet and turn backward to one-half inverted hang position, circle left leg under left hand and regrasp ring (single leg cut-off), circle right leg under right hand and regrasp ring (single leg cut-off), lower legs to floor.
4. Jump off two feet and turn backwards to one-half inverted hang, straddle dismount forward to stand (double leg cut-off forward).
5. Jump off two feet and straddle dismount backward to stand (double leg cut-off backward).

G. Basic skills

1. Hand walk up and down two sets of parallel bars.
2. Wall scale.
3. Shelf mount.
4. Handwalk in hang across eight horizontal bars.
5. Fence vault over high horse.

H. Trampoline

1. Feet bounce (straight bounce) in swing (6 repetitions) and break.
2. Feet to knees to feet and repeat (3 repetitions) in swing and break.
3. Feet to seat to feet and repeat (3 repetitions) in swing and break.
4. Feet to knees to seat to feet and repeat (3 repetitions) in swing and break.

5. Feet to front drop to feet with free bounce and repeat (3 repetitions) in swing and break.
6. Feet to seat to front drop to feet and repeat (3 repetitions) in swing and break.
7. Feet to back drop to feet with free bounce (3 repetitions) in swing and break.
8. Feet to knees to feet to seat to feet to front drop to feet (3 repetitions).
9. Feet to knees to feet to seat to feet to front drop to feet to back drop to feet (3 repetitions).
10. Feet to back drop to feet with one-half twist (3 repetitions) in swing and break.

SWIMMING

I. Objectives

- A. Development of personal requisites for military effectiveness
 1. Strength, endurance, and coordination
 2. Applied skills of swimming, life saving, water safety, and functional swimming
- B. Indoctrination in swimming as a recreational sport to insure a physically active career
 1. Development of recreational skills of swimming
 2. Development of enjoyment of swimming as a recreational sport

II. Methods and materials

- A. Class data
 1. Size of class—approximately thirty
 2. Subdivision for instruction—initial classification into advanced (50%), intermediate (35%), and beginning (15%) sections, based on distance swum (free style) in five minutes (percentages approximate)
 3. Length of class period—forty-five minutes (0815-0900, 0930-1015, and 1050-1135)
 4. Number of class periods—twenty-four
 5. Time of academic year—September to mid-April
 6. Number of instructors—three
- B. Time breakdown
 1. Explanation and demonstration of subject material (10-15 minutes)
 2. Practice of fundamental skills (30-35 minutes)
- C. Facilities and equipment
 1. Facilities—Instructional Swimming Pool (75' x 30'), Intramural Swimming Pool (100' x 60') and Varsity Swimming Pool (75' x 40')
 2. Equipment—kick boards, water soccer balls, khaki clothing, diving bricks, and miscellaneous materials commonly used in swimming instruction.
 3. Training aids—enlarged drawings of fundamental swimming skills
- D. Prevention of injuries
 1. Strict sanitation program including
 - a. Medical supervision and personal inspection of colds, abrasions, etc.
 - b. Cleaning of pool decks with hot water and odorless disinfectant between classes
 - c. Thorough supervised showering by users of pools
 - d. High standards of filtration, and chemical treatment
 - e. Prohibition of use of street shoes on decks of pools
 2. Usual safety precautions in conduct of classes

- E. Use of cadet assistants
 - 1. Disciplinary supervision of classes
 - 2. Assistance in instruction of beginning and intermediate sections

III. Grading

- A. Advanced sections
 - 1. No grade—absence from seven or more class periods during any grading period
 - 2. Final grade is an average of the following:
 - a. Twelfth lesson—subjective rating (3.0 scale) by two instructors of performance in the side, elementary back, breast, and crawl strokes (weight—one per stroke)
 - b. Twenty-fourth lesson—composite grade (3.0 scale) representing subjective rating of performance on thirteen skill items in life saving (weight—four) (Note: The grade for all cadets failing to complete the certification requirements for Senior Life Saving under the American Red Cross is withheld until completion of the course during the Third Class year)
- B. Intermediate sections—same as advanced sections
- C. Beginning sections
 - 1. No grade—absence from thirteen or more class periods during the entire course
 - 2. Final grade is an average of the following:
 - a. Twenty-fourth lesson—subjective rating (3.0 scale) of performance in the side, elementary back, breast, and crawl strokes (weight—one per stroke)

IV. Lesson plans

- A. Advanced sections
 - 1. Lesson One
 - a. Orientation on operating procedures for classes, use of pools, scope of course, and grading plan
 - b. Underwater swimming
 - 2. Lesson Two—side stroke
 - 3. Lesson Three
 - a. Review of side stroke
 - b. Head-out turn
 - c. Recreational activity
 - 4. Lesson Four
 - a. Elementary back stroke
 - b. Elementary back and tumble turns
 - 5. Lesson Five
 - a. Breast stroke
 - b. Recreational activity
 - 6. Lesson Six
 - a. Review of breast stroke
 - b. Head-out turn

7. Lesson Seven
 - a. Crawl stroke
 - b. Recreational activity
8. Lesson Eight
 - a. Review of crawl stroke
 - b. Lateral and head-out turn
9. Lesson Nine—review of four basic strokes
10. Lesson Ten—grading of basic strokes
11. Lesson Eleven
 - a. Orientation of functional swimming and water safety
 - b. Disrobing and use of clothing for support
 - (1) Inflation of shirt
 - (2) Inflation of trousers
 - (3) Combination of shirt and trousers
 - c. Skill check—disrobe in deep water from trousers and shirt, inflate trousers and make V-float, and remain afloat for five minutes
12. Lesson Twelve
 - a. Technique of jumping
 - (1) Pool deck
 - (2) Balcony
 - b. Proper use of expedients in emergencies
 - c. Skill check—jump from balcony and swim twenty yards underwater
 - d. Skill check—swim two hundred yards while fully clothed using side, breast, and elementary back stroke
13. Lesson Thirteen
 - a. Orientation on life saving
 - b. Fundamentals of life saving—entries, treading and sculling, and head and feet-first surface dives
 - c. Front underwater approach
 - d. Chin carry
14. Lesson Fourteen—continuation of life saving approaches and carries
 - a. Review of front underwater approach
 - b. Rear approach
 - c. Front surface approach
 - d. Cross chest carry
 - e. Head carry
 - f. Wrist tow
15. Lesson Fifteen—continuation of life saving carries
 - a. Hair carry
 - b. Tired swimmer's carry
 - c. Review of approaches and carries as solutions to practical problems
16. Lesson Sixteen—life saving releases
 - a. Blocks and carries
 - b. Front release
 - (1) Press away
 - (2) Leverage against head and elbow

- c. Rear release
- d. Water wrestling
- 17. Lesson Seventeen—continuation of life saving releases
 - a. Double wrist release
 - b. Double drowning release
 - c. Removal of unconscious persons from pool
 - d. Review of releases as solutions to practical problems
- 18. Lesson Eighteen—artificial respiration
- 19. Lesson Nineteen—review of life saving approaches and carries
- 20. Lesson Twenty—review of life saving releases and artificial respiration
- 21. Lesson Twenty-one
 - a. Five minute swim test (included in year-end physical education grade as a portion of the spring tests)
 - b. Fundamentals of diving
 - (1) Basic front take-off
 - (2) Basic rear take-off
 - (3) Feet-first entry
- 22. Lessons Twenty-two and Twenty-three—grading of life saving
- 23. Lesson Twenty-four—continuation of fundamentals of diving
 - a. Approach
 - b. Front dive
 - c. Front dive in pike position
 - d. Back dive
- B. Intermediate sections
 - 1. Lesson One
 - a. Orientation on operating procedures for classes, use of pools, scope of course, grading plan
 - b. Fundamental aquatic skills—breathing, buoyancy, glides, and rhythmic bobbing
 - 2. Lesson Two
 - a. Fundamentals of support—treading and sculling
 - b. Side stroke
 - 3. Lesson Three—review of side stroke
 - 4. Lesson Four
 - a. Elementary back stroke
 - b. Recreational activity stressing underwater swimming
 - 5. Lesson Five
 - a. Review of elementary back stroke
 - b. Elementary back stroke turn
 - 6. Lesson Six
 - a. Breast stroke
 - b. Skill check (Note: failure to pass all items necessitates transfer to beginning section)
 - 7. Lesson Seven
 - a. Review of breast stroke
 - b. Head-out turn
 - 8. Lesson Eight
 - a. Crawl stroke

- b. Recreational activity
- 9. Lesson Nine
 - a. Review of crawl stroke
 - b. Lateral and head-out turns
- 10. Lesson Ten
 - a. Review of side and elementary back strokes
 - b. Recreational activity
- 11. Lesson Eleven
 - a. Review of breast and crawl strokes
 - b. Recreational activity
- 12. Lesson Twelve--grading of basic strokes (Note: failure to pass all basic strokes necessitates transfer to beginning section)
- 13. Lesson Thirteen
 - a. Orientation on life saving
 - b. Fundamentals of life saving--entries, treading and sculling, and head and feet-first surface dives
- 14. Lesson Fourteen--life saving approaches and carries
 - a. Front underwater approach
 - b. Rear approach
 - c. Chin carry
 - d. Cross chest carry
- 15. Lesson Fifteen--continuation of life saving approaches and carries
 - a. Front surface approach
 - b. Head carry
 - c. Wrist tow
- 16. Lesson Sixteen--continuation of life saving carries
 - a. Hair carry
 - b. Tired swimmer's carry
 - c. Review of approaches and carries as solutions to practical problems
 - d. Recreational activity
- 17. Lesson Seventeen--life saving releases
 - a. Blocks and carries
 - b. Front release
 - (1) Press away
 - (2) Leverage against head and elbow
 - c. Rear release
- 18. Lesson Eighteen--artificial respiration
- 19. Lesson Nineteen--continuation of life saving releases
 - a. Double wrist release
 - b. Double drowning release
 - c. Removal of unconscious persons from pool
- 20. Lesson Twenty--review of life saving approaches and carries
- 21. Lesson Twenty-one
 - a. Five minute swim test (included in year-end physical education grade as a portion of the spring tests)
 - b. Review of artificial respiration

22. Lesson Twenty-two
 - a. Review of life saving releases
 - b. Recreational activity
23. Lesson Twenty-three and Twenty-four--grading of life saving
- C. Beginning sections
 1. Lesson One
 - a. Orientation on operating procedures for classes, use of pools, scope of course, and grading plan
 - b. Basic fundamentals--orientation to water, breath holding, inhalation and exhalation, rhythmic bobbing, buoyancy, and prone glide and recovery
 2. Lesson Two
 - a. Practice of rhythmic bobbing
 - b. Modified flutter kick
 - c. Recreational activity
 3. Lesson Three
 - a. Practice of rhythmic bobbing
 - b. Practice of modified flutter kick
 - c. Beginner's crawl stroke
 4. Lesson Four
 - a. Review of rhythmic bobbing
 - b. Review of modified flutter kick
 - c. Practice of beginner's crawl stroke
 - d. Recreational activity
 5. Lesson Five
 - a. Review of rhythmic bobbing
 - b. Practice of beginner's crawl stroke
 - c. Leveling off from vertical position
 - d. Recreational activity
 6. Lesson Six
 - a. Review of rhythmic bobbing
 - b. Review of beginner's crawl stroke
 - c. Orientation to deep water--jump, surface, level off, and swim away
 - d. Timed distance check--five minutes
 7. Lesson Seven
 - a. Review of rhythmic bobbing
 - b. Scissors
 - c. Sculling and treading
 - d. Recreational activity
 8. Lesson Eight
 - a. Review of rhythmic bobbing
 - b. Practice of scissors kick
 - c. Side stroke
 - d. Practice of sculling and treading
 - e. Recreational activity
 9. Lesson Nine
 - a. Review of rhythmic bobbing
 - b. Review of scissors kick

- c. Practice of side stroke
 - d. Practice of sculling and treading
 - e. Recreational activity
10. Lesson Ten
- a. Review of rhythmic bobbing
 - b. Review of side stroke
 - c. Review of sculling and treading
 - d. Recreational activity
11. Lesson Eleven
- a. Review of rhythmic bobbing
 - b. Modified frog kick
 - c. Elementary back stroke
 - d. Five minute support check
 - e. Recreational activity
12. Lesson Twelve
- a. Review of rhythmic bobbing
 - b. Review of elementary back stroke
 - c. Timed distance check--five minutes
13. Lesson Thirteen
- a. Review of rhythmic bobbing
 - b. Practice of side and elementary back strokes
 - c. Review of sculling and treading
 - d. Five minute swim test
14. Lesson Fourteen
- a. Review of rhythmic bobbing
 - b. Review of side and elementary back strokes
 - c. Review of sculling and treading
 - d. Recreational activity
15. Lesson Fifteen
- a. Rhythmic bobbing in deep water
 - b. Review of modified frog kick
 - c. Breast stroke
 - d. Elementary turns--lateral and elementary back stroke
 - e. Three minute swim test
16. Lesson Sixteen
- a. Practice of rhythmic bobbing in deep water
 - b. Review of modified frog kick
 - c. Practice of breast stroke
 - d. Review of elementary turns
 - e. Recreational activity
17. Lesson Seventeen
- a. Practice of rhythmic bobbing in deep water
 - b. Practice of breast stroke
 - c. Optional stroke practice
 - d. Ten minute swim test
18. Lesson Eighteen
- a. Practice of rhythmic bobbing in deep water
 - b. Practice of breast stroke
 - c. Optional stroke practice
 - d. Recreational activity

19. Lesson Nineteen
 - a. Practice of rhythmic bobbing in deep water
 - b. Review of breast stroke
 - c. Optional stroke practice
 - d. Three minute swim test
20. Lesson Twenty
 - a. Practice of rhythmic bobbing in deep water
 - b. Review of flutter kick
 - c. Crawl stroke
 - d. Optional stroke practice
 - e. Recreational activity
21. Lesson Twenty-one
 - a. Review of rhythmic bobbing in deep water
 - b. Official five minute swim test (included in year-end physical education grade as a portion of the spring tests)
 - c. Review of crawl stroke
 - d. Optional stroke practice
22. Lesson Twenty-two
 - a. Review of rhythmic bobbing in deep water
 - b. Optional stroke practice
 - c. Recreational activity
23. Lesson Twenty-three
 - a. Review of rhythmic bobbing in deep water
 - b. Grading of basic strokes
 - c. Elementary diving
24. Lesson Twenty-four
 - a. Review of rhythmic bobbing in deep water
 - b. Basic fundamentals of life saving
 - (1) Orientation
 - (2) Rear approach and chin carry
 - (3) Tired swimmer's carry
 - (4) Ring buoy toss
 - (5) Underwater swimming
 - c. Recreational activity

TENNIS

I. Objectives

- A. Development of personal requisites for military effectiveness--
agility, coordination, and endurance
- B. Indoctrination in tennis as a recreational sport to insure a
physically active career
 - 1. Development of skills of tennis
 - 2. Development of enjoyment of tennis as a recreational sport

II. Methods and materials

- A. Class data
 - 1. Size of class--approximately fifty-five
 - 2. Subdivision for instruction--equal halves
 - 3. Length of class period--forty-five minutes (0815-0900,
0930-1015, and 1050-1135)
 - 4. Number of class periods--eleven
 - 5. Time of academic year--mid-April through May
 - 6. Number of instructors--six
- B. Time breakdown (approximate)
 - 1. Review of previously learned skills (10 minutes)
 - 2. Explanation and demonstration of new skills and strategy
(10 minutes)
 - 3. Practical application by class (20 minutes)
 - 4. Critique and review (5 minutes)
- C. Facilities and equipment
 - 1. Facilities
 - a. Outdoor--fifteen tennis courts
 - b. Indoor--West Gymnasium (210' x 73'); 2nd floor, Central
Gymnasium (117' x 73'); and 4th floor, Central Gymnasium
(117' x 73')
 - 2. Equipment--tennis rackets (one per cadet), tennis balls
(four per pair of cadets), and twelve Stowe stroke developers
 - 3. Training aids--enlarged charts demonstrating basic strokes
and court lay-out
- D. Prevention of injuries--discussion of properly fitting shoes, use
of ankle supports, and care of blisters
- E. Use of cadet assistants (class members selected on basis of
ability)
 - 1. Assistance in individual instruction
 - 2. Handling of equipment

III. Grading--None

IV. Lesson plans

- A. Lesson One
 - 1. Orientation
 - a. Importance of tennis for future officers
 - b. USMA facilities and equipment

- c. Rules and etiquette
- d. Conduct of course
- 2. Eastern grips, forehand and backhand—pivot, racket back, stepping, and hitting
- 3. Ready position
- 4. Forehand and backhand strokes
- 5. Drill without hitting ball
- 6. Forehand and backhand drill against wire screen
- 7. Review of rules of play and method of scoring
- B. Lessons Two and Three
 - 1. Review of grips and forehand and backhand strokes
 - 2. Forehand and backhand drill against wire screen
 - 3. Hitting from rear of baseline
- C. Lesson Four
 - 1. Volley stroke—grip, pivot, and stepping into ball
 - 2. New position and "Little Game"
 - 3. Review of forehand and backhand strokes
 - 4. Review of forehand and backhand from rear of baseline
- D. Lesson Five—service stroke (grip and ready position, ball tossing, weight shift, looping, hitting, and follow through)
- E. Lesson Six
 - 1. Review of service stroke
 - 2. Review of forehand and backhand stroke from rear of baseline
- F. Lesson Seven
 - 1. Lob stroke—grip, footwork, hitting, and follow through
 - 2. Review of volley stroke
 - 3. Review of forehand and backhand strokes from rear of baseline
- G. Lesson Eight
 - 1. Review of service stroke
 - 2. Review of forehand and backhand strokes from rear of baseline
- H. Lesson Nine—review of all strokes
- I. Lessons Ten and Eleven—controlled competitive play

WRESTLING

- I. Objectives--development of personal requisites for military effectiveness
 - A. Strength, endurance, power, coordination, agility, and balance
 - B. Applied combative skills of wrestling

- II. Methods and materials
 - A. Class data
 - 1. Size of class--approximately thirty
 - 2. Subdivision for instruction--equal halves
 - 3. Length of class period--forty-five minutes (0815-0900, 0930-1015, and 1050-1135)
 - 4. Number of class periods--twenty-four
 - 5. Time of academic year--September to mid-April
 - 6. Number of instructors--two
 - B. Time breakdown (approximate)
 - 1. Conditioning drills (10 minutes)
 - 2. Warm-up for wrestling (4 minutes)
 - 3. Review of previous instructional material (10 minutes)
 - 4. Explanation, demonstration, and practice of new material (15 minutes)
 - 5. Full speed wrestling (6 minutes)
 - C. Facilities and equipment
 - 1. Facilities--Varsity Wrestling Room (82' x 35') and Intramural Wrestling Room (96' x 28') with covered mats and protected walls
 - 2. Equipment--none
 - 3. Training aids--enlarged charts indicating practice routines and listing of take-downs, pinning holds, escapes, etc.
 - D. Prevention of injuries
 - 1. Adequate warm-up using exercises adapted to conditioning for wrestling
 - 2. Development of class attitude whereby aggressors will do full share in prevention of injury to partner
 - 3. Emphasis upon proper methods of falling
 - 4. Use of long trousers and long-sleeved wrestling jerseys to prevent mat burns
 - 5. Immediate treatment of minor cuts and abrasions
 - 6. Immediate end of individual action when in contact with walls or other pairs
 - 7. Weekly change of and daily vacuuming of mat covers
 - 8. Careful supervision and control of all class activity
 - E. Use of cadet assistants
 - 1. Leadership of wrestling warm-up drills
 - 2. Conduct of review of old instructional material
 - 3. Officiating and scoring of bouts

- III. Grading
 - A. No grade--absence from four or more class periods during any

grading period

B. Final grade represents an average of the following:

1. Sixth lesson—average subjective rating by four instructors (0-6 scale) of effective performance in competitive wrestling situations (weight—one)
2. Twelfth lesson—average subjective rating by four instructors (0-6 scale) of effective performance in competitive wrestling situations (weight—one)
3. Eighteenth lesson—average subjective rating by four instructors (0-6 scale) of effective performance in competitive wrestling situations (weight—one)
4. Twenty-fourth lesson—objective grade (3.0 scale) based on final standing in round robin tournament involving four sections (weight—one)
5. Twenty-fourth lesson—average subjective rating by four instructors (0-6 scale) on effective performance in competitive wrestling situations (weight—one)

IV. Lesson plans

A. Lesson One

1. Lecture--orientation
 - a. History of wrestling
 - b. Purposes of wrestling
 - c. Intercollegiate wrestling
 - d. Methods of grading
 - e. Class procedure
2. Basic warm-up drill
 - a. Bridge
 - b. Bridge and turn
 - c. Back push-up
 - d. Basic positions and movements thereto
 - (1) Position on back
 - (2) Position on stomach
 - (3) Turning on mat
 - (4) Movement to knees
 - (5) Movement to feet
 - (6) Neutral position--feet and knees
3. Referee's position--top and bottom
4. Direct leg dive with feint
5. Full speed wrestling--two thirty-second bouts

B. Lesson Two

1. Review of basic warm-up drill stressing movement and position
2. Explanation of "loose wrestling"
3. Demonstration and practice of Sequence #1 (See Chart XIV)
4. Full speed wrestling--three thirty-second bouts

C. Lesson Three

1. Review of basic warm-up drill
2. Review of Sequence #1
3. Demonstration and practice of Sequence #2
4. Full speed wrestling--three one-minute bouts

CHART XIV

FOURTH CLASS WRESTLING SEQUENCES

<u>Sequence</u>	<u>Contact</u>	<u>Take-down</u>	<u>Pinning Combination</u>	<u>Escape from Pin</u>	<u>Escape or reversal</u>	<u>Take down or pin</u>
1.	Head on shoulder	Push up and leg dive	Half nelson and arm bar	Arm between, bridge, and turn towards	Stand up and turn in	Direct leg dive
2.	Bar and arm	Trip	Reverse nelson and arm bar	Same as #1	Turn-in escape	
3.	Single wrist	Arm drag	Half nelson and crotch	Same as #1	Lock and roll	Reverse nelson and arm bar
4.	Double arm bar	Headlock and arm bar	Half nelson and arm bar	Same as #1	Sit out	
5.	Leg dive with arms over top of opponent	Double wing lock	Reverse nelson and arm bar	Same as #1	Sit out	
6.	Bar and arm	Arm drag	Bear hug	Turn over head		Reverse nelson and arm bar
7.	Single wrist	Arm pull and take-over backwards	Half nelson and crotch	Arm between, bridge, and turn towards	Turn in reversal	
8.	Double arm bar to knees	Cross over and spin behind	Cradle	Kick and turn	Double wrist lock	Key lock
9.	Double arm bar, opponent flat	Spin behind			Block half nelson, lock inside elbow, inside leg over	
10.	Head on shoulder	Cross face and leg dive			Switch	Double bar
11.	Head on shoulder	Single leg dive				
12.	Head on shoulder	Double grip on upper arm and trip	Reverse nelson and crotch	Arm between bridge and turn towards	Sit out	Both arms under, pull forward and turn under
13.	Double arm bar	Underneath lock and trip	Same as #12	Same as #12	Inside leg over and flatten out	
14.		Direct leg dive	Half nelson and crotch	Same as #12	Stand up and turn in	

- D. Lesson Four
 - 1. Review of basic warm-up drill
 - 2. Underneath drills stressing movement
 - 3. Review of Sequences #1 and #2
 - 4. Wrestling for class rank--begin wins and losses record (three one-minute bouts)
- E. Lesson Five
 - 1. Review of basic warm-up drill
 - 2. Review of Sequences #1 and #2
 - 3. Demonstration and practice of Sequence #3
 - 4. Full speed wrestling for class position--three one and one-half-minute bouts
- F. Lesson Six
 - 1. Review of basic warm-up drill
 - 2. Explanation of competitive wrestling rules
 - 3. Grading period--cadet officiating
- G. Lesson Seven
 - 1. Basic warm-up drill
 - 2. Demonstration and practice of Sequences #4 and #5
 - 3. Full speed wrestling--four one and one-half minute bouts
- H. Lesson Eight
 - 1. Basic warm-up drill
 - 2. Drill on sit-out variations
 - 3. Review of Sequences #4 and #5
 - 4. Demonstration and practice of Sequence #6
 - 5. Full speed wrestling for class position--four one and one-half minute bouts
- I. Lesson Nine
 - 1. Basic warm-up drill
 - 2. Review of Sequence #6
 - 3. Demonstration and practice of Sequence #7
 - 4. Full speed wrestling for class position--four one and one-half minute bouts
- J. Lesson Ten
 - 1. Basic warm-up drill
 - 2. Review of Sequence #7
 - 3. Demonstration and practice of Sequence #8
 - 4. Full speed wrestling for class position--four one and one-half minute bouts
- K. Lesson Eleven
 - 1. Basic warm-up drill
 - 2. Two point control--use of weight
 - 3. Free wrestling
 - 4. Demonstration and practice of Sequence #9
 - 5. Full speed wrestling for class position--four one and one-half minute bouts
- L. Lesson Twelve
 - 1. Basic warm-up drill
 - 2. Grading period--cadet officiating

- M. Lesson Thirteen
1. Basic warm-up drill
 2. Review of basic positions and contact grips
 3. Free wrestling with Sequence #1
 4. Full speed wrestling for class position (new series)--four one and one-half minute bouts
- N. Lesson Fourteen
1. Basic warm-up drill
 2. Free wrestling with Sequences #2 and #3
 3. Discussion of officiating
 4. Full speed wrestling for class position--four one and one-half minute bouts
- O. Lesson Fifteen
1. Basic warm-up drill
 2. Free wrestling with Sequences #1, #2, and #3
 3. Demonstration and practice of Sequence #10
 4. Full speed wrestling for class position--four one and one-half minute bouts
- P. Lesson Sixteen
1. Basic warm-up drill
 2. Free wrestling with Sequences #3, #4, #8, and #10
 3. Demonstration and practice of Sequence #11
 4. Full speed wrestling for class position--four one and one-half minute bouts (cadet officiating)
- Q. Lesson Seventeen
1. Basic warm-up drill
 2. Free wrestling with Sequences #5, #10, and #11
 3. Demonstration and practice of Sequence #12
 4. Full speed wrestling for class position--four one and one-half minute bouts (cadet officiating)
- R. Lesson Eighteen
1. Basic warm-up drill
 2. Grading period--cadet officiating
- S. Lesson Nineteen
1. Basic warm-up drill
 2. Free wrestling with Sequences #11 and #12
 3. Demonstration and practice of Sequence #13
 4. Leg wrestling
 - a. Plain body scissors
 - b. Cross body ride
 5. Full speed wrestling for class position--four one and one-half minute bouts (cadet officiating)
- T. Lesson Twenty
1. Basic warm-up drill
 2. Free wrestling with Sequence #13
 3. Demonstration and practice of Sequence #14
 4. Review of leg wrestling
 5. Leg wrestling
 - a. Figure-4 scissors
 - b. Cross body stretcher

6. Full speed wrestling for class position--four one and one-half minute bouts (cadet officiating)
- U. Lesson Twenty-one
1. Basic warm-up drill
 2. Explanation of round robin tournament
 - a. Three thirty-second rounds per bout
 - b. Cadet officiating
 3. Rounds One-Four of round robin tournament
- V. Lesson Twenty-two
1. Basic warm-up drill
 2. Rounds Five-Eight of round robin tournament
- W. Lesson Twenty-three
1. Basic warm-up drill
 2. Rounds Nine-Twelve of round robin tournament
- X. Lesson Twenty-four
1. Basic warm-up drill
 2. Completion of round robin tournament.

BASKETBALL

I. Objectives

A. General

1. Development of personal requisites for military effectiveness
 - a. Endurance, power, coordination, and agility
 - b. Fundamental skills of running, jumping, and throwing
2. Development of professional requisites for military physical training
 - a. Contribution to a broad sports education
 - b. Ability to instruct in basketball on a small unit basis

B. Specific

1. Advanced sections
 - a. Review of fundamental skills and simple team play
 - b. Development of ability in systematic team play
 - c. Development of knowledge of rules
 - d. Development of knowledge of, and ability in, the techniques of officiating
2. Beginning sections
 - a. Development of ability in fundamental skills
 - b. Development of ability in simple team play
 - c. Development of knowledge of rules

II. Methods and materials

A. Class data

1. Size of class--approximately forty
2. Subdivision for instruction--initial classification into approximately equal halves based on cadet estimate of previous playing experience
3. Length of class period--sixty minutes (1415-1515 and 1520-1620)
4. Number of class periods--seven
5. Time of academic year--late November through March
6. Number of instructors--two

B. Time breakdown (approximate)

1. Discussion of rules and/or fundamentals of team play (10 minutes)
2. Warm-up and conditioning exercises (10 minutes)
3. Review of previously learned skills (10 minutes)
4. Demonstration, explanation, and practice of new skills (30 minutes)

C. Facilities and equipment

1. Facilities--4th Floor Central Gymnasium (117' x 73') with two basketball courts (six backboards)
2. Equipment--basketballs, red sleeveless shirts, horns, whistles, and stopwatch
3. Cadet references
 - a. Sports and Games (TM 21-220). Washington: War Department, 1947, 188 pp.

- b. Mimeographed sheet of major rule changes for 1947-48, 1948-49, and 1949-50
- D. Prevention of injuries
 - 1. Thorough warm-up before active participation
 - 2. Orientation to sources of injury in various activities
 - 3. Constant supervision during activity
- E. Use of cadet assistants
 - 1. Disciplinary supervision of class
 - 2. Individual assistance during practice of basic skills
 - 3. Assistance in administration of skill tests

III. Grading

- A. No grade—absence from four or more class periods
- B. Final grade is an average of the following:
 - 1. Fourth lesson—objective grade representing performance on thirty-second pass against wall (weight—one)
 - 2. Fifth lesson—objective grade representing performance on thirty-second speed shooting test (weight—one)
 - 3. Sixth lesson—objective grade representing performance on thirty-second dribbling course test (weight—one)
 - 4. Seventh lesson—grade on objective writ measuring knowledge of rules, fundamental skills, and basic techniques of team play (weight—one)

IV. Lesson plans

- A. Advanced sections
 - 1. Lesson One
 - a. Orientation
 - (1) Importance of basketball "in the service"
 - (2) Course objectives
 - (3) Conduct of course
 - (4) Grading methods
 - b. Warm-up exercises
 - c. Catching and passing
 - (1) Baseball
 - (2) One-hand underhand
 - (3) Two-hand chest
 - (4) Two-hand overhead
 - (5) Two-hand underhand
 - d. Dribbling
 - e. Footwork
 - f. Lay-up shooting
 - g. Assignment (Lesson Two)—Sports and Games (TM 21-220) (pp. 29-36) (Rules 3-6)
 - 2. Lesson Two
 - a. Discussion of Rules 3-6
 - (1) Major court dimensions and measurements
 - (2) Substitutions
 - (3) Definitions
 - (4) Scoring and timing

- b. Warm-up exercises
 - c. Review of catching, passing, footwork, and lay-up shooting
 - d. Set shooting
 - e. Free throwing
 - f. Assignment (Lesson Three)--Sports and Games (TM 21-220) (pp. 36-44) (Rules 7-10)
3. Lesson Three
- a. Discussion of Rules 7-10
 - (1) Ball in front and back court
 - (2) Out of bounds
 - (3) Free throwing
 - (4) Violations
 - (5) Technical fouls
 - (6) Personal fouls
 - b. Warm-up exercises
 - c. Individual and dual offensive skills
 - (1) Feinting
 - (2) Hand-offs
 - (3) Screening
 - (4) Give-and-go
 - d. Single post offense
4. Lesson Four
- a. Discussion of zone defenses and methods of attack
 - b. Warm-up exercises
 - c. Practice of 2-1-2 zone defense and methods of attack
 - d. Skill test #1--thirty-second pass against wall
 - e. Controlled half-court scrimmage against 2-1-2 zone defense
5. Lesson Five
- a. Skill test #2--thirty-second speed shooting
 - b. Discussion of officiating
 - (1) Court positions
 - (2) Techniques
 - (3) Use of voice and whistle
 - c. Warm-up exercises
 - d. Practice of continuity offense (figure-eight)
 - e. Practice of shifting in man-to-man defense
 - f. Controlled full-court scrimmage
 - (1) Team One--single post offense and man-to-man defense
 - (2) Team Two--three-man figure-eight with double pivot offense and 2-1-2 zone defense
6. Lesson Six
- a. Warm-up exercises
 - b. Cadet practice of officiating techniques
 - c. Skill test #3--thirty-second dribble course
 - d. Full-court scrimmage with cadet officials
7. Lesson Seven
- a. Final writ and review of writ
 - b. Warm-up exercises
 - c. Full-court scrimmage with cadet officials

B. Beginning sections

1. Lesson One

- a. Orientation
 - (1) Importance of basketball "in the service"
 - (2) Course objectives
 - (3) Conduct of course
 - (4) Grading methods
- b. Warm-up exercises
- c. Footwork--starting and stopping
- d. Catching and passing
 - (1) Two-hand chest
 - (2) Baseball
 - (3) One-hand bounce
 - (4) Two-hand overhead
- e. Lay-up shooting
- f. Assignment (Lesson Two)--Sports and Games (TM 21-220)
(pp. 29-33) (Rules 3-4)

2. Lesson Two

- a. Discussion of Rules 3 and 4
 - (1) Major court dimensions and measurements
 - (2) Substitutions
 - (3) Definitions
- b. Warm-up exercises
- c. Review of passing, catching, and lay-up shooting
- d. Dribbling
- e. Set shooting
- f. Assignment (Lesson Three)--Sports and Games (TM 21-220)
(pp. 33-36) (Rule 5)

3. Lesson Three

- a. Discussion of Rule 5--scoring and timing
- b. Warm-up exercises
- c. Review of dribbling and lay-ups
- d. Review of set shooting
- e. Free throwing
- f. Footwork--pivoting
- g. Assignment (Lesson Four)--Sports and Games (TM 21-220)
(pp. 36-39) (Rules 6-8)

4. Lesson Four

- a. Discussion of Rules 6-8
 - (1) Jump balls
 - (2) Ball in front and back court
 - (3) Out of bounds
 - (4) Free throwing
- b. Warm-up exercises
- c. Skill test #1--thirty-second pass against wall
- d. Individual defense
 - (1) Stance, footwork, and arms
 - (2) Against dribbler
- e. Controlled one-on-one half-court scrimmage

- f. Assignment (Lesson Five)—Sports and Games (TM 21-220)
(pp. 40-44) (Rules 9-10)
- 5. Lesson Five
 - a. Discussion of Rules 9 and 10
 - (1) Free throw violations
 - (2) Contact with basket violations
 - (3) Technical fouls
 - (4) Personal fouls
 - b. Skill test #2—thirty-second speed shooting
 - c. Warm-up exercises
 - d. Single post fundamentals
 - e. Controlled two-on-two half-court scrimmage
- 6. Lesson Six
 - a. Warm-up exercises
 - b. Skill test #3—thirty-second dribble course
 - c. Three-lane fast break
 - d. Review of controlled two-on-two half-court scrimmage
 - e. Controlled three-on-three half-court scrimmage
- 7. Lesson Seven
 - a. Final writ and review of writ
 - b. Warm-up exercises
 - c. Controlled three-on-three half-court scrimmage

HANDBALL

I. Objectives

A. General

1. Development of personal requisites for military effectiveness-- endurance, coordination, agility, and balance
2. Indoctrination in handball as a recreational sport to insure a physically active career
 - a. Development of recreational skills of handball
 - b. Development of enjoyment of handball as a recreational sport

B. Specific

1. Development of ability in fundamental skills
2. Development of knowledge of rules, courtesies, fundamental skills, and strategy of play

II. Methods and materials

A. Class data

1. Size of class--approximately twenty-four
2. Subdivision for instruction--three or four per court
3. Length of class period--sixty minutes (1415-1515 and 1520-1620)
4. Number of class periods--seven
5. Time of academic year--late November through March
6. Number of instructors--one

B. Time breakdown (approximate)

1. Explanation and demonstration of basic skills and rules (15 minutes)
2. Practice of basic skills with analysis and criticism by instructor (15 minutes)
3. Participation in Lombard tournament (30 minutes)

C. Facilities and equipment

1. Facilities--eight handball courts (46' x 21' x 22')
2. Equipment--handballs and handball gloves
3. Cadet references--Sports and Games (TM 21-220). Washington: War Department, 1947, 188 pp.

D. Prevention of injuries

1. Thorough warm-up prior to active participation
2. Orientation to sources of injury in various activities
3. Soaking of hands in hot water prior to play or wearing of light cotton gloves beneath leather gloves
4. Constant supervision during activity

E. Use of cadet assistants--none

III. Grading

A. No grade--absence from four or more class periods

B. Final grade is an average of the following:

1. Grade on objective writ measuring knowledge of rules, courtesies, fundamental skills, and strategy of play (weight--one)

2. Objective grade based on final standing in Lombard tournament (weight--three)

IV. Lesson plans

A. Lesson One

1. Orientation
 - a. Importance of handball as a "service" recreational activity
 - b. Course objectives
 - c. Conduct of course
 - d. Grading methods
2. Introduction to game
 - a. Court markings
 - b. General methods of play
3. Fundamental strokes--warm-up, stance, and stroke
4. Assignment (Lesson Two)--Sports and Games (TM 21-220) (pp. 78-81 and 85-89)

B. Lesson Two

1. Basic fundamentals
 - a. Carom reading and court position
 - b. Ambidexterity
 - c. Backwall shots
 - d. Hinder rule
2. Rounds One and Two of Lombard tournament

C. Lesson Three

1. Basic fundamentals
 - a. Review of backwall shots
 - b. Serves--lobs and drives
 - c. Review of rules
2. Rounds Three and Four of Lombard tournament

D. Lesson Four

1. Basic fundamentals
 - a. Strategy
 - (1) Key position
 - (2) Forcing opponent out
 - (3) Anticipation of opponent
 - (4) Use of pass and lob shots
 - b. Kill shots
 - c. Review of rules
2. Rounds Five and Six of Lombard tournament

E. Lesson Five

1. Basic fundamentals
 - a. Cut throat strategy
 - b. Doubles strategy
 - (1) Tandem system
 - (2) Parallel system
 - c. Review of rules
2. Rounds Seven and Eight of Lombard tournament

F. Lesson Six

1. Advanced skills

- a. Hopping ball on service
 - b. Wrist snap
 - c. Hopping backwall shot
 - d. Fisting ball
2. Review of rules
 3. Rounds Nine and Ten of Lombard tournament
- G. Lesson Seven
1. Final writ and review of writ
 2. Rounds Eleven and Twelve of Lombard tournament

SKIING

I. Objectives

- A. Development of personal requisites for military effectiveness-- strength, endurance, and coordination
- B. Indoctrination in recreational sports to insure a physically active career
 - 1. Development of recreational skills of skiing
 - 2. Development of enjoyment of skiing as a recreational sport

II. Methods and materials

- A. Class data
 - 1. Size of class--approximately one hundred twenty-five
 - 2. Subdivision for instruction--groups of ten to fifteen
 - 3. Length of class period--seventy-five minutes (forty-five minutes on slopes) (1415-1530 and 1515-1630)
 - 4. Number of class periods--varying with snow conditions up to six (On the basis of past experience this course will probably never exceed three attendances)
 - 5. Time of academic year--November to March dependent upon snow conditions
 - 6. Number of instructors--one
- B. Time breakdown (approximate)
 - 1. Review of previously learned skills (10-15 minutes)
 - 2. Explanation and demonstration of new skills (5-10 minutes)
 - 3. Practice and criticism of new skills (20-30 minutes)
- C. Facilities and equipment
 - 1. Facilities--parade ground (flat), Ordnance slope (gentle) and Victor Constant Slope (A, B, C, and beginners' slopes) and trails with two tows.
 - 2. Equipment--one set of ski equipment (skis and bindings, boots, poles, and parka) per cadet
- D. Prevention of injuries
 - 1. Classification of all cadets according to skiing ability
 - 2. Assignment to skiing area and course material according to classification
 - 3. Constant supervision of entire class by instructor and cadet assistants.
 - 4. Preliminary discussion on sources and control of injuries stressing relationship of injuries to fatigue, conditioning, and skiing ability
- E. Use of cadet assistants--complete instruction of groups by ski club members and other proficient skiers under supervision of instructor

III. Grading--none

IV. Lesson plans

- A. Lesson One--Parade Ground and Ordnance Slope

1. Orientation on course, methods, and classification
 2. Selection and training of cadet assistants
 - a. Skiing ability test--series of two consecutive stem-christie turns left and right followed by a stop-christie on moderate slope
 - b. Training of cadet assistants
 - (1) Method of controlling instructional squads
 - (2) Techniques of explanation, demonstration, practice and criticism
 - (3) Discussion of lesson plans
 - (4) Assignment to squads
 3. Assignment of other classified skiers to free skiing at their own level of ability
 4. Beginners
 - a. Walk-step around parade ground
- B. Lesson Two--Victor Constant Slope (level area)
1. Discussion of equipment
 - a. Boots and binding
 - b. Waxing
 - c. Poles
 - d. Defective equipment
 2. Discussion of injuries
 - a. Necessity of control of speed and direction
 - b. Relationship of injuries to fatigue, conditioning, and skiing ability
 - c. Technique of falling
 - d. Getting up
 3. Basic fundamentals
 - a. Change of direction
 - (1) Step-turns
 - (2) Kick-turns
 - b. Running position
 - c. Snowplow
 - d. Climbing steps
 - (1) Side-step
 - (2) Half side-step
 - (3) Traverse
 - (4) Herringbone
 - e. Cross country steps
 - (1) One-step
 - (2) Two-step
- C. Lesson Three--Victor Constant Slope (beginners' slope)
1. Climbing steps
 2. Straight running exercises
 3. Reduction of speed snow-plow
 4. Diagonal downhill traverse--single stem brake
- D. Lesson Four--Victor Constant Slope (beginners' slope)
1. Review of step-turns, kick-turns, and snowplow
 2. Snowplow turns

- E. Lesson Five--Victor Constant Slope (beginners' slope)
 - 1. Review of snowplow turns
 - 2. Practice of snowplow turns on steeper slope
- F. Lesson Six--Victor Constant Slope (beginners' slope)
 - 1. Review snowplow turns in series
 - 2. Stem Christie
 - 3. Discussion of slope etiquette and use of ski tows

SQUASH

I. Objectives

A. General

1. Development of personal requisites for military effectiveness-- coordination, agility, balance, and endurance
2. Indoctrination in squash as a recreational sport to insure a physically active career
 - a. Development of recreational skills of squash
 - b. Development of enjoyment of squash as a recreational sport

B. Specific

1. Development of ability in fundamental skills of squash
2. Development of knowledge of rules, courtesies, fundamental skills, and strategy of play

II. Methods and materials

A. Class data

1. Size of class--approximately twenty-four
2. Subdivision for instruction--pairs
3. Length of class period--sixty minutes (1415-1515 and 1520-1620)
4. Number of class periods--seven
5. Time of academic year--late November through March
6. Number of instructors--one

B. Time breakdown (approximate, except for Lombard tournament)

1. Explanation and demonstration of basic skills and rules (20 minutes)
2. Practice of basic skills with analysis and criticism by instructor (40 minutes)

C. Facilities and equipment

1. Facilities--twelve single squash courts (32' x 18.5')
2. Equipment--squash balls and racquets
3. Cadet references--mimeographed abstracts of United States Squash Racquet Association rules

D. Prevention of injuries

1. Thorough warm-up prior to active participation
2. Orientation to sources of injury in various activities
3. Constant supervision during activity

E. Use of cadet assistants--none

III. Grading

A. No grade--absence from four or more class periods

B. Final grade is an average of the following:

1. Grade on objective writ measuring knowledge of rules, courtesies, fundamental skills, and strategy of play (weight--one)
2. Objective grade based on final standing in Lombard tournament (weight--three)

IV. Lesson plans

A. Lesson One

1. Orientation
 - a. Importance of squash as a "service" recreational activity
 - b. Course objectives
 - c. Conduct of course
 - d. Grading methods
2. Court dimensions and markings
3. Basic rules
4. Grip
5. Forehand and backhand strokes
- B. Lesson Two
 1. Review of grip and forehand and backhand strokes
 2. Lob service
 3. Smash service
- C. Lesson Three
 1. Review of lob and smash services
 2. Alley shots
 3. Cross court shots
 4. Court position and position play
- D. Lesson Four
 1. Review of alley and cross court shots
 2. Explanation of Lombard tournament and time limits
 3. Rounds One through Three of Lombard tournament
- E. Lesson Five--Rounds Four through Seven of Lombard tournament
- F. Lesson Six
 1. Final writ and review of writ
 2. Rounds Eight through Ten of Lombard tournament
- G. Lesson Seven--Rounds Eleven through Thirteen of Lombard tournament

SWIMMING

- I. Objectives
 - A. General—development of personal requisites for military effectiveness
 - 1. Strength, endurance, and coordination
 - 2. Applied skills of swimming, life saving, and water safety
 - B. Specific—development of applied skills of life saving

- II. Methods and materials
 - A. Class data
 - 1. Size of class—approximately thirty-six (composed of only those cadets who did not complete the requirements for American Red Cross Senior Life Saving during the plebe year; cadets completing ARC Senior Life Saving and First Class distance requirements of two hundred yards in five minutes are assigned to handball and squash in lieu of swimming during the Third Class year)
 - 2. Subdivision for instruction
 - a. Those cadets judged able to cope with life saving begin on Lesson Eight
 - b. Those cadets judged lacking in skills necessary for life saving begin on Lesson One
 - c. Those cadets beginning on Lesson Eight but failing to qualify as Red Cross Senior Life Savers repeat Lessons Eight through Fourteen
 - 3. Length of class periods—sixty minutes (1415-1515 and 1520-1620)
 - 4. Number of class periods—seven or fourteen
 - 5. Time of academic year—late November through March
 - 6. Number of instructors—two
 - B. Time breakdown (approximate)
 - 1. Explanation and demonstration of subject material (15-20 minutes)
 - 2. Practice of fundamental skills (40-45 minutes)
 - C. Facilities and equipment
 - 1. Facilities—Intramural Swimming Pool (100' x 60')
 - 2. Equipment—khaki clothing, kickboards, and Jacob's ladders
 - D. Prevention of injuries
 - 1. Strict sanitation program
 - a. Medical supervision and personal inspection of colds, abrasions, etc.
 - b. Cleaning of pool deck with hot water and odorless disinfectant between classes
 - c. Thorough showering by users of pools
 - d. High standards of filtration and chemical treatment
 - 2. Usual safety precautions in conduct of classes
 - E. Use of cadet assistants

1. Disciplinary supervision of classes
2. Assistance in instruction of classes

III. Grading

- A. No grade—absence from four or more class periods (Lessons Eight through Fourteen)
- B. Final grade—composite grade representing subjective rating of performance on thirteen skill items in life saving

IV. Lesson plans

- A. Lesson One
 1. Orientation
 - a. Course objectives
 - (1) Improvement in use of four basic strokes
 - (2) Development of ability in functional swimming
 - (3) Certification for American Red Cross Senior Life Saving
 - b. Methods of instruction
 - c. Grading
 2. Back float
 3. Back glide and recovery
 4. Finning, winging, and sculling
 5. Combination of inverted flutter kick with finning, winging, and sculling
- B. Lesson Two—side stroke
- C. Lesson Three
 1. Elementary back stroke
 2. Elementary back stroke turn
- D. Lesson Four
 1. Breast stroke
 2. Head-out turn
- E. Lesson Five
 1. Crawl stroke
 2. Lateral turn
- F. Lesson Six
 1. Objectives of functional swimming
 2. Inflation of the shirt
 3. Inflation of the trousers
 4. Combination of shirt and trousers
- G. Lesson Seven—emergency jumping
 1. Factors for consideration
 - a. Headway
 - b. Weather
 - c. List
 - d. Use of aids
 - e. Varying height
 - f. Clearance of ship and use of clothing
 2. Methods of jumping
 3. Five minute swim test for all cadets not previously achieving two hundred yards

- H. Lesson Eight
 - 1. Orientation
 - a. Requirements for certification
 - b. Application of life saving in "the service"
 - c. Grading
 - 2. Fundamentals preliminary to life saving--entries, support techniques, head and feet-first surface dives, and modification of basic strokes for life saving
 - 3. Front underwater approach
 - 4. Chin carry
 - 5. Cross chest carry
- I. Lesson Nine--continuation of approaches and carries
 - 1. Front approach to partially submerged victim
 - 2. Rear approach
 - 3. Hair carry
 - 4. Head carry
 - 5. Wrist tow
 - 6. Tired swimmer's carry
 - 7. Solution of typical life saving problems
- J. Lesson Ten--life saving releases
 - 1. Blocks and parries
 - 2. Front head hold release
 - 3. Rear head hold release
 - 4. Double wrist release
 - 5. Double drowning release
 - 6. Solution of typical life saving problems
- K. Lesson Eleven
 - 1. Review of life saving techniques
 - 2. Five minute swim test for all cadets not previously achieving two hundred yard
- L. Lesson Twelve
 - 1. Artificial respiration
 - a. History
 - b. Condition of patient
 - c. Methods--Schafer prone pressure method
 - d. Care and treatment of victims
 - 2. Five minute swim test
- M. Lessons Thirteen and Fourteen--grading of life saving

VOLLEYBALL

I. Objectives

A. General

1. Development of personal requisites for military effectiveness
 - a. Coordination, agility, and balance
 - b. Fundamental skills of jumping
2. Development of professional requisites for military effectiveness
 - a. Contribution to a broad sports education
 - b. Ability to instruct in volleyball on a small unit basis

B. Specific

1. Development of ability in fundamental skills
2. Development of ability in team play
3. Development of knowledge of rules and strategy

II. Methods and materials

A. Class data

1. Size of class--approximately thirty-six
2. Subdivision for instruction--equal halves
3. Length of class periods--sixty minutes (1415-1515 and 1520-1620)
4. Number of class periods--seven
5. Time of academic year--late November through March
6. Number of instructors--two

B. Time breakdown (approximate)

1. Review of previously learned skills (10 minutes)
2. Explanation and demonstration of new skills (10 minutes)
3. Practice of new skills (20 minutes)
4. Controlled scrimmage with cadet officials (20 minutes)

C. Facilities and equipment

1. Facilities--2nd Floor Central Gymnasium (117' x 73') and West Gymnasium (area of 105' x 73') (six volleyball courts with standards and nets)
2. Equipment--volleyballs, movable cord line twelve inches above and parallel to net, volleyballs suspended nine feet above floor
3. Training aids
 - a. Training film "Play Volleyball"
 - b. Sports and Games (TM 21-220). Washington: War Department, 1947, 188 pp.

D. Use of cadet assistants

1. Conduct conditioning exercises
2. Disciplinary supervision of class
3. Individual assistance during practice of basic skills

III. Grading

- A. No grade--absence from four or more class periods

- B. Final grade is an average of the following:
 - 1. Sixth Lesson--grade on objective writ measuring knowledge of rules, basic techniques, and tactics (weight--one)
 - 2. Sixth and Seventh Lessons--average subjective rating (1-5 scale) by two instructors of performance in competitive volleyball (passing, setting, spiking, serving, and general team play) (weight--two)

IV. Lesson plans

A. Lesson One

- 1. Orientation
 - a. Value of volleyball at USMA and in "the service"
 - b. Scope of course
 - (1) Basic fundamentals
 - (2) Teamplay
 - (3) Tactics
 - (4) Officiating
 - (5) Coaching
 - c. Grading methods
- 2. Fundamental skills
 - a. Basic triangle--passing, setting, and spiking
 - b. Overhand passing
 - c. Underhand serving
- 3. Team positions and passing patterns
- 4. Controlled scrimmage

B. Lesson Two

- 1. Training film--"Play Volleyball"
- 2. Rules quiz and discussion
- 3. Practice of fundamental skills
 - a. Passing
 - b. Serving
- 4. Review of court positions

C. Lesson Three

- 1. Conditioning exercises
- 2. Review of fundamental skills
 - a. Passing
 - b. Serving
- 3. Additional fundamental skills
 - a. Setting
 - b. Spiking
- 4. Basic play
- 5. Controlled scrimmage

D. Lesson Four

- 1. Selection of permanent teams for duration of course
- 2. Conditioning exercises
- 3. Review of fundamental skills (conducted by team captains)
 - a. Passing
 - b. Spiking

4. Blocking
 5. Variations of basic play
 6. Scrimmage
- E. Lesson Five
1. Conditioning exercises
 2. Reorientation
 - a. "Service" application
 - b. Contrast between championship play and service play
 3. Special serves
 - a. Underhand—curves and floaters
 - b. Overhand
 4. Net recovery
 5. Discussion of rules and tactics
 - a. Net rules
 - b. Optimum conditions for spiking
 - c. Blocking formations
 6. Passing, set-up, and spiking drill (conducted by team captains)
 7. Scrimmage
- F. Lesson Six
1. Conditioning exercises
 2. Final writ and discussion
 3. Beginning rounds of Lombard tournament
- G. Lesson Seven
1. Conditioning exercises
 2. Completion of Lombard tournament
 3. Course summary

SECOND CLASS COURSES

Introduction. All Second Classmen complete the course in instructor training. In addition each Second Classman is assigned by his Company Athletic Representative to a coaching techniques course. This is the one opportunity for election within the instructional courses. Assignment to the coaching techniques course is dependent upon his athletic aptitudes and his probable availability to serve as coach of his company intramural team in that sport during his First Class year.

INSTRUCTOR TRAINING

- I. Objectives--development of professional requisites for military physical training
 - A. Voice and command techniques
 - B. Ability to administer and supervise conditioning, rifle, and guerrilla exercises; grass drills; and informal soldier games and relays
 - C. Understanding of basic principles of physiology of exercise

- II. Methods and materials
 - A. Class data
 - 1. Size of class--approximately one hundred and twenty-five
 - 2. Breakdown for instruction--six equal groups
 - 3. Length of class periods--sixty minutes (1415-1515 and 1520-1620)
 - 4. Number of class periods--nine
 - 5. Time of academic year--March and April
 - 6. Number of instructors--six
 - B. Time breakdown--variable (see daily lesson plans)
 - C. Facilities and equipment
 - 1. Facilities--West Gymnasium (210' x 73') and Army Theater (169' x 94')
 - 2. Equipment--instructor's stands, basketballs, rifles, and wands
 - 3. Training aids
 - a. Department of the Army publications
 - (1) Informal Games for Soldiers (TM 21-221). Washington: War Department, 1943, 56 pp.
 - (2) Physical Training (FM 21-20). Washington: War Department, 1946, 392 pp.
 - b. Miscellaneous charts
 - D. Prevention of injuries--nature of program includes prevention of injuries
 - E. Use of cadet assistants--none

- III. Grading
 - A. No grade--absence from five or more class periods
 - B. Final grade is an average of the following:
 - 1. Subjective rating (1-5 scale) by instructor representing performance in administration of conditioning exercises and either guerrilla or rifle exercises (weight--two)
 - 2. Subjective rating (1-5 scale) by class members representing performance in administration of conditioning exercises and either guerrilla or rifle exercises (weight--one)
 - 3. Grade on objective writ measuring knowledge of basic military physical training activities, methods of instruction and administration of these basic activities, voice and command techniques, and physiology of exercise (weight--one)

IV. Lesson Plans

A. Lesson One

1. Lecture and discussion

a. Orientation (10 minutes)

- (1) Objectives
- (2) Conduct of daily classes
- (3) Grading
- (4) Importance of military physical training assignments

b. Voice and command techniques (25 minutes)

(1) Essential of the command voice

- (a) Pitch
- (b) Volume
- (c) Duration
- (d) Enunciation
- (e) Inflection
- (f) Cadence

(2) Aids to projection

- (a) Relaxation
- (b) Posture
- (c) Breathing
- (d) Emphasis on vowels
- (e) Avoidance of exertion

(3) Commands

- (a) Preparatory
- (b) Execution

2. Practical work in voice and command (25 minutes)

- a. Diagnosis of individual cases for entire class
- b. Practice in voice and command techniques (groups of six)

3. Assignment (Lesson Two)--Physical Training (FM 21-20)

(pp. 1-7 and 31-44)

B. Lesson Two

1. Lesson and discussion (60 minutes)

- a. Physiological effects of exercise--strength and endurance
- b. Overload principle in activities
- c. Principles of progression in program planning
- d. Elements underlying posture
- e. Fatigue and exhaustion--implications for military service

2. Assignment (Lesson Three)--Physical Training (FM 21-20)

(pp. 8-30 and 45-56)

C. Lesson Three

1. Lecture and discussion (30 minutes)

a. Techniques for conducting conditioning exercises

- (1) Leadership
- (2) Physical training commands
- (3) Physical training formations
- (4) Exercise positions
- (5) Methods

b. Demonstration and explanation of Exercises #1-6, Section III

2. Practical work in administration of conditioning exercises (groups of five) (25 minutes)
 3. Instructor critique (5 minutes)
 4. Assignment (Lesson Four)--Physical Training (FM 21-20) (pp. 13-22 and 50-56)
- D. Lesson Four
1. Lecture and discussion--military physical training programs (10 minutes)
 - a. Time allotment
 - b. Responsibility
 - c. Objectives
 - d. Hygienic considerations
 2. Practical work in administration of conditioning exercises (50 minutes)
 - a. Groups of five
 - b. Entire class
 3. Assignment (Lesson Five)
 - a. Informal Games for Soldiers (TM 21-221)--pp. 46-47
 - b. Physical Training (FM 21-20)--pp. 57-63
- E. Lesson Five
1. Lecture and discussion--demonstration and explanation of Exercises #7-12 (15 minutes)
 2. Practical work in administration of conditioning exercises (40 minutes)
 - a. Groups of five
 - b. Entire class
 3. Practical work in administration of informal games (5 minutes)
 4. Assignment (Lesson Six)
 - a. Informal Games for Soldiers (TM 21-221)--pp. 49 and 51
 - b. Physical Training (FM 21-20)--pp. 13-17 and 50-63
- F. Lesson Six
1. Practical work in administration of conditioning exercises (55 minutes)
 - a. Groups of five
 - b. Entire class
 2. Practical work in administration of informal games (5 minutes)
 3. Assignment (Lesson Seven)
 - a. Informal Games for Soldiers (TM 21-221)--pp. 54-55
 - b. Physical Training (FM 21-20) pp. 78-87
- G. Lesson Seven
1. Lecture and discussion (30 minutes)
 - a. Rifle exercises in physical training
 - b. Techniques of conducting rifle exercises
 - (1) Commands
 - (2) Positions
 - c. Demonstration and explanation of Exercises #1, 2, 3, 5, 6, 7, and 9 of Drill #1.
 2. Practical work in administration of rifle exercises (25 minutes)
 - a. Groups of five

- b. Entire group
- 3. Practical work in administration of informal games (5 minutes)
- 4. Assignment (Lesson Eight)
 - a. Informal Games for Soldiers (TM 21-221)—pp. 50 and 51
 - b. Physical Training (FM 21-20)—pp. 152-71 and 176-80
- H. Lesson Eight
 - 1. Lecture and discussion (35 minutes)
 - a. Conduct of guerrilla exercises and grass drills
 - (1) Formations
 - (2) Commands
 - (3) Basic positions
 - b. Demonstration and explanation of Guerrilla Exercises #1, 2, 3, 4, 6, 8, and 11
 - c. Demonstration and explanation of grass drills
 - 2. Practical work in administration of guerrilla exercises and grass drills (20 minutes)
 - 3. Practical work in administration of informal games (5 minutes)
 - 4. Assignment (Lesson Nine)
 - a. Informal Games for Soldiers (TM 21-221)—pp. 1 and 46-55
 - b. Physical Training (FM 21-20)—pp. 1-63, 152-71 and 176-80
- I. Lesson Nine
 - 1. Lecture and discussion (10 minutes)
 - a. Sports and games in the conditioning program
 - (1) Contribution
 - (2) Interest
 - (3) Space and equipment requirements
 - (4) Informal games
 - b. Game leadership
 - (1) Objectives
 - (2) Criteria for success
 - (3) Administration and supervision
 - (4) Techniques of conducting
 - 2. Practical work in administration of informal games (20 minutes)
 - 3. Final writ (30 minutes)

BASKETBALL COACHING TECHNIQUES

- I. Objective—development of professional requisites for military physical training (ability to instruct in, coach, and officiate basketball on a small unit basis)
- II. Methods and materials
- A. Class data
1. Size of class—approximately twenty-four
 2. Subdivision for instruction—none
 3. Length of class periods—one hundred and twenty minutes (0755-0955 and 1000-1200)
 4. Number of class periods—five
 5. Time of academic year—late August and early September
 6. Number of instructors—one
- B. Time breakdown (approximate)
1. Lecture and discussion (60 minutes)
 2. Demonstration and practical application (60 minutes)
 - a. Practice of skills and techniques by class
 - b. Practice of instruction by class
- C. Facilities and equipment
1. Facilities—4th Floor Central Gymnasium (117' x 73') with two basketball courts and six backboards
 2. Equipment—basketballs; blackboard; red, yellow, and blue sleeveless shirts; scoresheets and pencils; stop watches and timers; and whistles and horns
 3. Cadet references
 - a. Official National Basketball Committee Rules. New York: A. S. Barnes and Company, 1949, 49 pp.
 - b. Regulations for Intramural Athletics. West Point: Office of Physical Education, 1948, 45 pp.
 - c. Rupp, A. F., Championship Basketball. New York: Prentice-Hall, Inc., 1948, 240 pp.
 - d. Seal-O-San Basketball Coaches Digest. Huntington: Huntington Laboratories, 1948, 64 pp.
- D. Prevention of injuries
1. Orientation to sources of injury in various activities
 2. Constant supervision during activity
 3. Thorough warm-up before active participation
- E. Use of cadet assistants—none
- III. Grading
- A. No grade—absence from three or more class periods
- B. Final grade is an average of the following:
1. Subjective rating (3.0 scale) by instructor representing performance in practice instruction, coaching and/or officiating (weight—one)
 2. Grade on objective writ measuring knowledge of fundamentals and team play, coaching methods, rules, officiating techniques, and administration (weight—one)

IV. Lesson plans

A. Lesson One

1. Previously prepared assignment (Lesson One)
 - a. Championship Basketball (Rupp)--pp. 3-13, 29-83 and 135-42
 - b. Official NBC Rules--pp. 5-12 (Rules 1-3)
 - c. Seal-O-San Basketball Coaches Digest--pp. 4-8, 12-15, 21-22, 26, 28-29, 37-39, and 42-51
2. Lecture and discussion
 - a. Orientation
 - (1) Objectives
 - (2) Conduct of daily classes
 - (3) Grading
 - (4) Bibliography and available references
 - (5) Importance of basketball "in the service"
 - (6) Intramural coaching assignments as opportunities for leadership
 - b. Coaching methods
 - (1) Applied psychological principles
 - (2) Planning of practices
 - (3) Instructional techniques
 - (a) Drills
 - (b) Scrimmage
 - c. Responsibilities of a basketball coach
 - (1) Conditioning and training
 - (2) Teaching of fundamentals
 - (3) Selection of material
 - (4) Organization of team offense and defense
 - (5) Adaptation of team play to opponents
 - d. Rules 1, 2, and 3
 - e. Individual offensive and defensive fundamentals
 - f. Dual offensive and defensive fundamentals
3. Demonstration and practice of fundamentals
 - a. Passing, dribbling, and footwork drills
 - b. Shooting, passing, dribbling, and footwork drills
 - c. Defense for three-on-two situations
 - d. Controlled three-on-three scrimmage (half court)
4. Assignment (Lesson Two)
 - a. Championship Basketball (Rupp)--pp. 84-134 and 201-10
 - b. Official NBC Rules--pp. 12-19 (Rules 4 and 5)
 - c. Seal-O-San Basketball Coaches Digest--pp. 8-10, 16-20, and 22-25

B. Lesson Two

1. Lecture and discussion
 - a. Rules 4 and 5
 - b. Coaching aids
 - (1) Charts
 - (2) Bulletin boards
 - (3) Scouting

- c. Team of offenses
 - (1) Requirements of a good offensive system
 - (2) Selection of an offense
 - (3) Criteria for evaluation of an offense
 - (4) Fast break
 - (5) Post or pivot
 - (6) Figure-eight
 - (7) Spread
 - (8) Miscellaneous offensive plays
 - (9) Adaptation of offensive system to material
- 2. Practical application of coaching methods by class members
 - a. Dribbling drills
 - b. Passing drills
 - c. Lay-up drills
 - d. Combination drills (passing, dribbling, shooting, and footwork)
- 3. Demonstration and practice of team offenses
 - a. Three-lane fast break
 - b. Single post
 - c. Figure-eight
- 4. Assignment (Lesson Three)
 - a. Championship Basketball (Rupp)--pp. 143-80
 - b. Official NBC Rules--pp. 19-24 (Rules 6-8)
 - c. Regulations for Intramural Athletics--pp. 5-7, 13-19, and 27-28
 - d. Seal-O-San Basketball Coaches Digest--pp. 32-34
- C. Lesson Three
 - 1. Lecture and discussion
 - a. Rules 6-8
 - b. Administration
 - (1) Responsibilities of coach as administrator
 - (2) Intramural administration
 - (3) Scoring
 - (4) Timing
 - c. Team defenses
 - (1) Selection of team defenses
 - (2) Man-to-man
 - (3) Pressing
 - (4) Zone
 - (5) Combination
 - (6) Miscellaneous defensive plays
 - (7) Adaptation of defensive system to material
 - 2. Practical application of coaching methods by class members
 - a. Five-man advancing figure-eight offense
 - b. Three-lane fast break offense
 - c. Single post offense
 - 3. Demonstration and practice of team defenses
 - a. Shifting man-to-man
 - b. Pressing
 - c. 2-1-2 zone

4. Assignment (Lesson Four)
 - a. Championship Basketball (Rupp)--pp. 175-76 and 181-84
 - b. Official NBC Rules--pp. 25-34 (Rules 9-10 and Comments on Rules)
 - c. Seal-O-San Basketball Coaches Digest--pp. 30-31, 35-36, 54-57, and 59-60
- D. Lesson Four
 1. Lecture and discussion
 - a. Rules 9 and 10 and Comments on Rules
 - b. Officiating
 - (1) Basic philosophy
 - (2) Qualifications for an official
 - (3) Principles of officiating
 - (4) Techniques of officiating
 - c. General basketball strategy
 - (1) Strategic hints
 - (2) Substitutions
 - (3) Time-outs
 - d. Special basketball problems
 2. Practical application of coaching methods by class members
 - a. Man-to-man defense
 - b. Pressing defense
 - c. 2-1-2 zone defense
 3. Demonstration and practice of special basketball problems
 - a. Attacking pressing defense
 - b. Attacking 2-1-2 zone defense
 - c. Freezing
- E. Lesson Five
 1. Final writ
 2. Critique and discussion of writ
 3. Practical application of coaching methods, officiating techniques, and scouting methods by class members

BOXING COACHING TECHNIQUES

- I. Objective--development of professional requisites for military physical training (ability to instruct in, coach, and officiate boxing on a small unit basis)
- II. Methods and materials
 - A. Class data
 1. Size of class--approximately twelve
 2. Subdivision for instruction--none
 3. Length of class periods--one-hundred and twenty minutes (0755-0955 and 1000-1200)
 4. Number of class periods--five
 5. Time of academic year--late August and early September
 6. Number of instructors--one
 - B. Time breakdown--variable (see daily lesson plans)
 - C. Facilities and equipment
 1. Facilities--Boxing Room (82' x 44')
 2. Equipment--boxing gloves (14 oz.), boxing ring, heavy punching bags, headgears, mouthpieces, skipping ropes, timer, and bell
 3. Cadet references
 - a. Boxing. Annapolis: U. S. Naval Institute, 1943, 296 pp.
 - b. Sports And Games (TM 21-220). Washington: War Department, 1947, 188 pp.
 - D. Prevention of injuries
 1. Orientation to sources of injury
 2. Constant supervision during activity
 3. Use of headgears and mouthpieces during sparring and bouts
 4. No endurance activities (short bouts only)
 - E. Use of cadet assistants--none
- III. Grading
 - A. No grade--absence from three or more class periods
 - B. Final grade is an average of the following:
 1. Subjective rating (3.0 scale) of performance in fundamental skills (weight--one)
 2. Subjective rating (3.0 scale) of performance in practice coaching (weight--two)
 3. Grade on objective writ measuring knowledge of fundamental skills, coaching methods, rules, and officiating techniques (weight--one)
- IV. Lesson plans
 - A. Lesson One
 1. Previously prepared assignment (Lesson One)--Boxing (pp. 3-24)
 2. Lecture and discussion (65 minutes)

- a. Orientation
 - (1) Objectives
 - (2) Conduct of daily classes
 - (3) Grading
 - (4) Importance of boxing "in the service"
 - (5) Intramural coaching assignments as opportunities for leadership
- b. Psychology in coaching
- c. Responsibilities of a coach
 - (1) Conditioning
 - (2) Fundamentals
 - (3) Injury prevention
- 2. Demonstration and practice of fundamentals (55 minutes)
 - a. Stance and movement
 - b. Left lead
 - c. Defense for left hand
 - d. Shadow boxing
- 3. Assignment (Lesson Two)--Sports And Games (TM 21-220) (pp. 54-65 and 65-77)
- B. Lesson Two
 - 1. Lecture and discussion--rules (35 minutes)
 - 2. Practical application of coaching methods by class members--left hand drill (10 minutes)
 - 3. Demonstration and practice of fundamentals (75 minutes)
 - a. Left hook and defense
 - b. Straight right and defense
 - c. Straight right following left lead
 - d. Counter punching with left hand after straight left lead
 - e. Controlled sparring
 - 4. Assignment (Lesson Three)--Boxing (pp. 33-40)
- C. Lesson Three
 - 1. Lecture and discussion (55 minutes)
 - a. Training procedure and methods
 - b. Handwrapping
 - c. Officiating
 - 2. Practical application of coaching methods by class members (25 minutes)
 - 3. Demonstration and practice of fundamentals (40 minutes)
 - a. Counter punching with right hand after straight left lead
 - b. Counter punching after left hook
 - c. Counter punching after straight right
 - d. Shadow boxing
 - e. Controlled sparring
 - 4. Assignment (Lesson Four)--Boxing (pp. 155-70)
- D. Lesson Four
 - 1. Lecture and discussion (75 minutes)
 - a. Seconding a boxer
 - b. Advanced maneuvers
 - (1) Clinching

- (2) Slipping
- (3) Rolling
- (4) Feinting
- (5) Bringing opponent out of passive position
- c. Combination blows
- 2. Practical application of coaching methods by class members (45 minutes)
- 3. Assignment (Lesson Five)--review for writ
- E. Lesson Five
- 1. Practical application of coaching and officiating methods by class members (60 minutes)
- 2. Critique of student performance in practical assignments (10 minutes)
- 3. Final writ (35 minutes)
- 4. Critique and discussion of writ (15 minutes)

FOOTBALL COACHING TECHNIQUES

- I. Objective—development of professional requisites for military physical training (ability to instruct in, coach, and officiate football on a small unit basis)
- II. Methods and materials
 - A. Class data
 1. Size of class—approximately forty-eight
 2. Subdivision for instruction—equal halves
 3. Length of class periods— one-hundred and twenty minutes (0755-0955 and 1000-1200)
 4. Number of class periods—five
 5. Time of academic year—late August and early September
 6. Number of instructors—two
 - B. Time breakdown—variable (see daily lesson plans)
 - C. Facilities and equipment
 1. Facilities—Howze Field
 2. Equipment—ankle wraps, blackboard, blocking dummies, footballs, and complete football uniforms
 3. Cadet references
 - a. Football. Annapolis: U. S. Naval Institute, 1943, 244 pp.
 - b. Official NCAA Football Rules. New York: A. S. Barnes and Company, 1949, 71 pp.
 - D. Prevention of injuries
 1. Thorough warm-up before active participation
 2. Orientation to sources of injury in various activities
 3. Constant supervision during activity
 4. Preventive measures such as ankle wraps, pads, and proper-fitting and complete equipment
 - E. Use of cadet assistant—none
- III. Grading
 - A. No grade—absence from three or more class periods
 - B. Final grade is an average of the following:
 1. Average subjective rating (2-6 scale) by class representing performance in practice instruction and coaching (weight—one)
 2. Average subjective rating (2-6 scale) by two instructors representing performance in practice coaching (weight—two)
 3. Grade on objective writ measuring knowledge of fundamentals and team play, coaching methods, rules, and officiating techniques (weight—one)
- IV. Lesson plans
 - A. Lesson One
 1. Previous prepared assignment (Lesson One)

- a. Football (U. S. Naval Institute)—pp. 21-25 and 28-41
- b. Official NCAA Football Rules—pp. 11-27 (Rules 1-4)
- 2. Lecture and discussion (30 minutes)
 - a. Orientation
 - (1) Objectives
 - (2) Conduct of daily classes
 - (3) Grading
 - (4) Importance of football "in the service"
 - (5) Intramural coaching assignments as opportunities for leadership
 - b. Primary requisites of coaches, instructors, and officials
 - c. Conditioning
 - (1) Methods
 - (2) Model warm-up drill
- 3. Demonstration and practice of offensive fundamentals (70 minutes)
 - a. Warm-up drill
 - b. Ankle wrapping
 - c. Wind sprints
 - d. Offensive fundamentals
 - (1) Line
 - (2) Backfield
- 4. Lecture and discussion—Rules 1-4 (20 minutes)
- 5. Assignment (Lesson Two)
 - a. Football (U. S. Naval Institute)—pp. 28-29, 42-46, 66-76, 83-85 and 98-100
 - b. Official NCAA Football Rules—pp. 28-41 (Rules 5-8)
- B. Lesson Two
 - 1. Practical application of coaching methods by class members (60 minutes)
 - a. Warm-up drill
 - b. Ankle wrapping
 - c. Wind sprints
 - d. Offensive fundamentals
 - 2. Demonstration and practice of defensive fundamentals (40 minutes)
 - a. Defensive line
 - b. Defensive backfield
 - 3. Lecture and discussion—Rules 5-8 (20 minutes)
 - 4. Assignment (Lesson Three)
 - a. Football (U. S. Naval Institute)—pp. 103-66 and 193-200
 - b. Official NCAA Football Rules—pp. 41-48 (Rules 9 and 10)
- C. Lesson Three
 - 1. Lecture and discussion (30 minutes)
 - a. Offensive formations
 - (1) Single wing
 - (2) Double wing

- (3) "T"
 - (4) Short punt
 - b. Building an offense
 - (1) Selection of an offense
 - (2) Numbering of offensive positions
 - (3) Numbering of plays
 - 2. Practical application of coaching methods by class members (70 minutes)
 - a. Warm-up drill
 - b. Ankle wrapping
 - c. Wind sprints
 - d. Offensive fundamentals
 - e. Defensive fundamentals
 - 3. Lecture and discussion—Rules 9 and 10 (20 minutes)
 - 4. Assignment (Lesson Four)
 - a. Football (U. S. Naval Institute)—pp. 167-83 and 193-200
 - b. Official NCAA Football Rules—pp. 49-50 and 56-65
- D. Lesson Four
- 1. Lecture and discussion (30 minutes)
 - a. Types of defense
 - (1) Five-man line
 - (2) Six-man line
 - (3) Seven-man line
 - b. Building a defense
 - (1) Selection of a defense
 - (2) Importance of line backers
 - (3) Principles of play for line and backs
 - (4) Placement of linemen and backs
 - (5) Pass defense
 - 2. Practical application of coaching methods by class members (70 minutes)
 - a. Warm-up drill
 - b. Ankle wrapping
 - c. Wind sprints
 - d. Offensive fundamentals
 - e. Defensive fundamentals
 - 3. Lecture and discussion (20 minutes)
 - a. Duties of officials
 - b. Mechanics of officiating
 - 4. Assignment (Lesson Five)
 - a. Football (U. S. Naval Institute)—pp. 184-92
 - b. Review all rules
- E. Lesson Five
- 1. Final writ and discussion (60 minutes)
 - 2. Practical application of coaching methods by class members (45 minutes)
 - a. Warm-up drill
 - b. Ankle wrapping

- c. Wind sprints
 - d. Offensive fundamentals
 - e. Defensive fundamentals
3. Lecture and discussion--coaching strategy (15 minutes)

LACROSSE COACHING TECHNIQUES

- I. Objective—development of professional requisites for military physical training (ability to instruct in, coach, and officiate lacrosse on a small unit basis)

- II. Methods and materials
 - A. Class data
 1. Size of class—approximately twenty-four
 2. Subdivision for instruction—none
 3. Length of class periods—one-hundred and twenty minutes (0755-0955 and 1000-1200)
 4. Number of class periods—five
 5. Time of academic year—late August and early September
 6. Number of instructors—two
 - B. Time breakdown—variable (see daily lesson plans)
 - C. Facilities and equipment
 1. Facilities—Target Hill Athletic Field
 2. Equipment—blackboard, lacrosse balls, lacrosse goals, red sleeveless shirts, and complete lacrosse uniforms
 3. Cadet references
 - a. Handbook On Elements Of Physical Education, Sports, And Games. West Point: Office of the Master of the Sword, 1944, 391 pp.
 - b. Official NCAA Lacrosse Guide. New York: A. S. Barnes and Company, 1949, 104 pp.
 - c. Physical Training (FM 21-20). Washington: War Department, 1946, 392 pp.
 - d. Physical Training And Athletics Guide. Camp Lee: Army Ground Forces Physical Training School, 1947, 152 pp.
 - e. Stanwick, T., Lacrosse. New York: A. S. Barnes and Company, 1940, 92 pp.
 - f. Thiel, G. N., Notes On The Game Of Lacrosse. State College: Author (mimeographed), no date, 21 pp.
 - D. Prevention of injuries
 1. Orientation to sources of injury in various activities
 2. Constant supervision during activity
 3. Thorough warm-up before active participation
 4. Full protective equipment required for all practical work
 - E. Use of cadet assistants—none

- III. Grading
 - A. No grade—absence from three or more class periods
 - B. Final grade is an average of the following:
 1. Average subjective rating (1-7 scale) by two instructors representing performance in practice instruction and coaching (weight—one)
 2. Average subjective rating (1-7 scale) by two instructors representing performance of fundamental skills (weight—one)

3. Grade on objective writ measuring knowledge of fundamentals and team play, coaching methods, rules, and officiating techniques (weight--one)

IV. Lesson plans

A. Lesson One

1. Previously prepared assignment (Lesson One)
 - a. Handbook On Elements Of Physical Education, Sports, And Games--pp. 157-61 and 164-67
 - b. Lacrosse (Stanwick)--pp. 1-26
 - c. Official NCAA Lacrosse Guide--pp. 77-95
 - d. Notes On The Game Of Lacrosse (Thiel)--pp. 1-13
 - e. Physical Training (FM 21-20)--pp. 45-77
 - f. Physical Training And Athletics Guide--pp. 24-25
2. Lecture and discussion (75 minutes)
 - a. Orientation
 - (1) Objectives
 - (2) Conduct of daily classes
 - (3) Grading
 - (4) Importance of lacrosse "in the service"
 - (5) Intramural coaching assignments as opportunities for leadership
 - b. Preview of the game
 - c. Prevention and care of athletic injuries
 - d. Rules and officiating
 - (1) Officials' positions
 - (2) Officials' signals
 - e. Conditioning exercises and warm-up drills
3. Demonstration and practice of individual fundamentals (45 minutes)
 - a. Cradling
 - b. Scooping
 - c. Throwing and catching
4. Assignment (Lesson Two)
 - a. Handbook On Elements Of Physical Education, Sports, And Games--pp. 167-70
 - b. Lacrosse (Stanwick)--pp. 27-52
 - c. Official NCAA Lacrosse Guide--pp. 77-95
 - d. Notes On The Game Of Lacrosse--pp. 15-17 and 20-21

B. Lesson Two

1. Review of fundamentals of stick handling (30 minutes)
 - a. Conditioning exercises or warm-up drill
 - b. Cradling
 - c. Scooping
 - d. Throwing and catching
2. Lecture and discussion (30 minutes)
 - a. Rules and officiating
 - (1) Layout of field
 - (2) Players' positions
 - (3) Starting lineup of teams

- b. Defensive play
 - (1) Individual defense requirements
 - (2) Team work in defense
 - 3. Demonstration and practice of fundamentals (60 minutes)
 - a. One-on-one individual defensive play
 - b. Two-on-two defensive play--shifts
 - c. Picking up total defense
 - d. Clearing drills
 - 4. Assignment (Lesson Three)
 - a. Handbook On Elements Of Physical Education, Sports, And Games--pp. 166-67
 - b. Lacrosse (Stanwick)--pp. 53-63
 - c. Official NCAA Lacrosse Guide--pp. 77-95
 - d. Notes On The Game Of Lacrosse (Thiel)--pp. 13-15 and 17-30
- C. Lesson Three
 - 1. Lecture and discussion (30 minutes)
 - a. Teaching of offensive play
 - (1) Individual offense requirements
 - (2) Offensive team fundamentals
 - b. Rules and officiating--play situations
 - (1) Offsides
 - (2) Jeopardy of attack
 - (3) Out-of-bounds
 - 2. Demonstration and practice of fundamentals and team play (90 minutes)
 - a. Conditioning exercises or warm-up drill
 - b. Review of fundamental stickwork
 - c. Shooting
 - d. Fast break--four on three
 - e. Six-on-five with extra man behind the goal
 - f. Six-on-six scrimmage
 - g. Face-off practice
 - 3. Assignment (Lesson Four)
 - a. Handbook Of Elements Of Physical Education, Sports, And Games--pp. 160-64
 - b. Official NCAA Lacrosse Guide--pp. 77-95
 - c. Physical Training And Athletics Guide--pp. 25-27
- D. Lesson Four
 - 1. Lecture and discussion--rules and officiating (20 minutes)
 - a. Personal fouls
 - b. Technical fouls
 - c. Expulsion fouls
 - 2. Practical application of coaching methods by class members (75 minutes)
 - a. Ankle wrapping and warm-up drill
 - b. Cradling skills
 - c. Scooping skills
 - d. Throwing and catching skills

- e. Clearing skills
- f. Defensive skills
- g. Shooting skills
- 3. Practice of team play and officiating (25 minutes)
 - a. Ten-man teams
 - b. Four officials
- 4. Assignment (Lesson Five)--review for final writ
- E. Lesson Five
 - 1. Review of rules and officiating (10 minutes)
 - 2. Practical application of coaching methods by class members--
as in previous lesson (75 minutes)
 - 3. Final writ and discussion of writ (35 minutes)

SOCCER COACHING TECHNIQUES

- I. Objective--development of professional requisites for military physical training (ability to instruct in, coach, and officiate soccer on a small unit basis)

- II. Methods and materials
 - A. Class data
 1. Size of class--approximately thirty-six
 2. Subdivision for instruction--none
 3. Length of class periods--one-hundred and twenty minutes (0755-0955 and 1000-1200)
 4. Number of class periods--five
 5. Time of academic year--late August and early September
 6. Number of instructors--one
 - B. Time breakdown--variable (see daily lesson plans)
 - C. Facilities and equipment
 1. Facilities--North Athletic Field
 2. Equipment--blackboard; soccer balls; training soccer ball; red sleeveless shirts; and individual soccer equipment to include shoes, ankle wraps, and shin guards
 3. Cadet references
 - a. Official NCAA Soccer Guide. New York: A. S. Barnes and Company, 1948, 120 pp.
 - b. Soccer. Annapolis: U. S. Naval Institute, 1943, 182 pp.
 - D. Prevention of injuries
 1. Orientation to sources of injury in various activities
 2. Constant supervision during activity
 3. Thorough warm-up before active participation
 - E. Use of cadet assistants--none

- III. Grading
 - A. No grade--absence from three or more class periods
 - B. Final grade is an average of the following:
 1. Subjective rating (1-5 scale) representing performance in each of the following fundamental skills: dribbling, heading, shooting, goal kick for distance, corner kick for accuracy, and penalty kick for accuracy (weight--one)
 2. Subjective rating (3.0 scale) representing performance in practice coaching (weight--two)
 3. Grade on objective writ measuring knowledge of individual skills and team play, coaching methods, rules, and officiating techniques (weight--one)

- IV. Lesson plans
 - A. Lesson One
 1. Previously prepared assignment (Lesson One)
 - a. Official NCAA Soccer Guide--pp. 9-21 and 84-95
 - b. Soccer--pp. 1-60.

2. Lecture and discussion (30 minutes)
 - a. Orientation
 - (1) Objectives
 - (2) Conduct of daily classes
 - (3) Grading
 - (4) Importance of soccer "in the service"
 - (5) Intramural coaching assignments as opportunities for leadership
 - b. Introduction to the game
 - (1) Players and requirements
 - (2) Field and player positions
 - (3) Equipment
 - (4) Terminology
 - c. Prevention and care of injuries
 3. Demonstration and practice of offensive fundamentals (90 minutes)
 - a. Conditioning exercises
 - b. Trapping
 - c. Dribbling
 - d. Passing
 - e. Kicking
 - f. Heading and chesting
 - g. Volleying
 4. Assignment (Lesson Two)
 - a. Official NCAA Soccer Guide--pp. 97-106
 - b. Soccer--pp. 60-84
- B. Lesson Two
1. Lecture and discussion (25 minutes)
 - a. Coaching responsibilities
 - b. Player qualification
 - c. Position play
 - d. Coaching of plays
 - (1) Kick-off
 - (2) Throw-in
 - (3) Penalty
 - (4) Goal
 - (5) Free kicks
 2. Demonstration and practice of fundamentals and team play (95 minutes)
 - a. Conditioning exercises
 - b. Review of offensive fundamentals
 - c. Defensive fundamentals
 - (1) Tackling
 - (2) Intercepting
 - (3) Checking
 - (4) Anticipating
 - d. Simple team offense
 - (1) Two-man dribble and pass
 - (2) Three-man dribble and pass

- (3) Five-man line on attack
- (4) Five-man line on attack supported by halfbacks
- e. Team plays (see IV B 1 d above)
- 3. Assignment (Lesson Three)
 - a. Official NCAA Soccer Guide--pp. 107-10
 - b. Soccer--pp. 85-112
- C. Lesson Three
 - 1. Lecture and discussion (20 minutes)
 - a. Direct and indirect free kicks
 - b. "M" and "W" offenses
 - c. Zone and man-for-man defenses
 - 2. Practical application of coaching methods by class members (25 minutes)
 - 3. Demonstration and practice of team play (75 minutes)
 - a. Extra man situations
 - b. Position play and play situations
 - 4. Assignment (Lesson Four)
 - a. Official NCAA Soccer Guide--pp. 111-13
 - b. Soccer--pp. 113-22
- D. Lesson Four
 - 1. Lecture and discussion--officiating (25 minutes)
 - a. Techniques
 - b. Position
 - c. Personal qualifications
 - d. Play situations
 - 2. Practical application of coaching methods by class members (35 minutes)
 - 3. Demonstration and practice of team play (60 minutes)
 - a. Pre-game warm-up drills
 - b. Game situations (with officials)
 - 4. Assignment (Lesson Five)
 - a. Official NCAA Soccer Guide--pp. 114-19
 - b. Soccer--pp. 123-76
- E. Lesson Five
 - 1. Lecture and discussion (20 minutes)
 - a. Offside rule
 - b. Course critique
 - 2. Final writ (15 minutes)
 - 3. Skill tests (75 minutes)
 - a. Dribbling
 - b. Heading
 - c. Shooting
 - d. Goal kick for distance
 - e. Corner kick for accuracy
 - f. Penalty kick for accuracy
 - 4. Scrimmage (with officials) (10 minutes)

SOFTBALL COACHING TECHNIQUES

- I. Objective--development of profession requisites for military physical training (ability to instruct in, coach, and officiate softball on a small unit basis)

- II. Methods and materials
 - A. Class data
 1. Size of class--approximately thirty-six
 2. Subdivision for instruction--equal halves
 3. Length of class periods--one-hundred and twenty minutes (0755-0955 and 1000-1200)
 4. Number of class periods--five
 5. Time of academic year--late August and early September
 6. Number of instructors--two
 - B. Time breakdown--variable (see daily lesson plans)
 - C. Facilities and equipment
 1. Facilities--Howze Field
 2. Equipment--softball bats, blackboard, adjustable ball tees, catcher's masks and chest protectors, softballs, and softball gloves
 3. Cadet reference--Noren, A. T., Softball. New York: A. S. Barnes and Company, 1947, 114 pp.
 - D. Prevention of injuries
 1. Orientation to sources of injury in various activities
 2. Constant supervision during activity
 3. Thorough warm-up before active participation
 4. Use of necessary protective equipment
 - E. Use of cadet assistants--none

- III. Grading
 - A. No grade--absence from three or more class periods
 - B. Final grade is an average of the following:
 1. Average subjective rating (1-6 scale) by two instructors representing performance of fundamental skills and team play (weight--two)
 2. Grade on objective writ measuring knowledge of fundamentals and team play, coaching methods, rules, and officiating techniques (weight--one)

- IV. Lesson plans
 - A. Lesson One
 1. Previously prepared assignment (Lesson One)--Softball (Noren) (pp. vii-xvi, 3-6, 7-19, 36-41, 59-62, and 88-89)
 2. Lecture and discussion (10 minutes)
 - a. Orientation
 - (1) Objectives
 - (2) Conduct of daily classes
 - (3) Grading

- (4) Importance of softball "in the service"
 - (5) Intramural coaching assignments as opportunities for leadership
 - b. Prerequisites of coaches and officials
 - 3. Demonstration and practice of fundamentals (110 minutes)
 - a. Warm-up techniques
 - b. Pitching
 - (1) Techniques and rules
 - (2) Tactics
 - c. Batting
 - 4. Assignment (Lesson Two)--Softball (Noren) (pp. 23-32, 62-67, and 89-91)
- B. Lesson Two
 - 1. Discussion of batting rules (15 minutes)
 - 2. Demonstration and practice of fundamentals and team play (100 minutes)
 - a. Review of batting
 - b. Bunting
 - c. Infield play
 - (1) Requirements for each position
 - (2) Techniques
 - (3) Infield drills
 - 3. Oral quiz and discussion--Rules 22, 23, and 24 (5 minutes)
 - 4. Assignment (Lesson Three)--Softball (Noren) (pp. 33-35, 42-44, and 67-73)
- C. Lesson Three
 - 1. Demonstration and practice of fundamentals and team play (105 minutes)
 - a. Warm-up
 - b. Review of infield play
 - c. Outfield play
 - d. Base running
 - (1) Base running and sliding
 - (2) Tactics
 - 2. Oral quiz and discussion of rules of base running (Rules 25-30) (15 minutes)
 - 3. Assignment (Lesson Four)--Softball (Noren) (pp. 1-3, 30-31, 45-46, 55-57, and 73-76)
- D. Lesson Four
 - 1. Lecture and discussion (20 minutes)
 - a. Review of rules and techniques of base running
 - b. Tactics of team play
 - (1) Stealing
 - (2) Sacrificing
 - (3) Coaching signals
 - 2. Demonstration and practice of fundamentals and team play (70 minutes)
 - a. Warm-up
 - b. Practice of team play with runners on base

- c. Outfield play
 - (1) Practice of team play with runners on base
 - (2) Cut-off play
 - 3. Lecture and discussion (30 minutes)
 - a. Duties of umpires
 - b. Responsibilities of coaches
 - (1) Prevention of injuries
 - (2) Preparation of batting order
 - 4. Assignment (Lesson Five)--Softball (Noren) (pp. 3-45 and 53-95)
- E. Lesson Five
- 1. Final writ (40 minutes)
 - 2. Discussion and correction of final writ (20 minutes)
 - 3. Model game with rotated assignments in various positions and officiating (60 minutes)

SWIMMING AND WATER POLO COACHING TECHNIQUES

- I. Objective--development of professional requisites for military physical training (ability to instruct in, coach, and officiate swimming and water polo on a small unit basis)
- II. Methods and materials
 - A. Class data
 1. Class size--approximately forty-eight
 2. Subdivision for instruction--equal thirds
 3. Length of class periods--one-hundred and twenty minutes (0755-0955 and 1000-1200)
 4. Number of class periods--five
 5. Time of academic year--late August and early September
 6. Number of instructors--three
 - B. Time breakdown--variable (see daily lesson plans)
 - C. Facilities and equipment
 1. Facilities--Varsity (75' x 40'), Instructional (75' x 30'), and Intramural (100' x 60') Pools
 2. Equipment--blackboard; canvas belts; kickboards; public address system; starter's pistol and blank cartridges; scoreboard; timers; water polo goals, caps, and balls; and whistles
 3. Cadet references
 - a. Kiphuth, R. J. H., Swimming, New York: A. S. Barnes and Company, 1942, 110 pp.
 - b. Official NCAA Swimming Guide. New York: A. S. Barnes and Company, 1949, 200 pp.
 - c. Smith, J. R., Playing And Coaching Water Polo. Los Angeles: W. F. Lewis, 1948, 153 pp.
 4. Training aids--miscellaneous charts and drawings
 - D. Prevention of injuries
 1. Orientation to sources of injury in various activities
 2. Constant supervision during activity
 - E. Use of cadet assistants--none
- III. Grading
 - A. No grade--absence from three or more class periods
 - B. Final grade represents an average of the following:
 1. Grade on objective writ measuring knowledge of fundamentals and team play, coaching methods, rules, and officiating techniques in water polo (weight--one)
 2. Grade on objective writ measuring knowledge of fundamentals and mechanics, coaching methods, rules, officiating techniques, and administration in swimming (weight--one)
- IV. Lesson plans
 - A. Lesson One
 1. Previously prepared assignment (Lesson One)
 - a. Official NCAA Swimming Guide--pp. 149-50 and 161-62
 - b. Swimming (Kiphuth)--pp. 1-69 and 83-84

2. Lecture and discussion (55 minutes)
 - a. Orientation
 - (1) Objectives
 - (2) Conduct of daily classes
 - (3) Grading
 - (4) Importance of swimming and water polo "in the service"
 - (5) Intramural coaching assignments as opportunities for leadership
 - b. Indoctrination to competitive swimming
 - c. General program for team training and conditioning
 - d. Conditioning exercises
 - (1) Free movements without apparatus
 - (2) Pulley-weight exercises
 - e. Sprint crawl stroke
 - (1) Body position
 - (2) Leg action
 - (3) Arm action
 - (4) Timing and breathing
3. Demonstration and practice of crawl stroke fundamentals (30 minutes)
 - a. Preliminary drills
 - b. Complete stroke
 - c. Stroke analysis
4. Lecture and discussion (15 minutes)
 - a. Crawl start
 - b. Sprint and middle distance turns
5. Demonstration and practice of crawl stroke turns (see IV A 4 above) (20 minutes)
6. Assignment (Lesson Two)
 - a. Official NCAA Swimming Guide--pp. 163-64
 - b. Swimming (Kiphuth)--pp. 76-82, 85, and 97-101
- B. Lesson Two
 1. Lecture and discussion--breast stroke (20 minutes)
 - a. Body position
 - b. Leg action--traditional and narrow kicks
 - c. Arm action
 - d. Timing
 2. Demonstration and practice of breast stroke fundamentals (25 minutes)
 - a. Preliminary drills
 - b. Complete stroke
 - c. Stroke analysis
 3. Lecture and discussion (20 minutes)
 - a. Breast stroke start
 - b. Breast stroke turn
 4. Demonstration and practice of breast stroke start and turns (see IV B 3 above) (25 minutes)
 5. Lecture and discussion--relays (10 minutes)
 - a. Types
 - b. Arrangement of relay teams

- c. Touch-offs
- 6. Demonstration and practice of relay fundamentals (20 minutes)
- 7. Assignment (Lesson Three)
 - a. Official NCAA Swimming Guide--pp. 147-50 and 154-62 (Rules I, II, IV, V, VI, and VII)
 - b. Swimming (Kiphuth)--pp. 70-71, 75-76, 84, and 99
- C. Lesson Three
 - 1. Lecture and discussion (65 minutes)
 - a. Administration of swimming competition--intramural and collegiate
 - (1) Order of events
 - (2) Pool requirements
 - (3) Equipment
 - (4) Officials duties
 - b. Swimming Rules 1-7
 - c. Back crawl stroke
 - (1) Body position
 - (2) Leg action
 - (3) Arm action
 - 2. Demonstration and practice of back crawl fundamentals (10 minutes)
 - a. Preliminary drills
 - b. Complete stroke
 - c. Stroke analysis
 - 3. Lecture and discussion (5 minutes)
 - a. Back crawl start
 - b. Back crawl tumble turn
 - 4. Demonstration and practice of back crawl fundamentals (see IV C 3 above) (20 minutes)
 - 5. Final swimming writ (20 minutes)
 - 6. Assignment (Lesson Four)--Playing And Coaching Water Polo (Smith) (pp. 1-40 and 71-94)
- D. Lesson Four
 - 1. Lecture and discussion (30 minutes)
 - a. Indoctrination to water polo
 - (1) Facilities and equipment
 - (2) Team positions and player requisites
 - b. Conditioning and training a water polo team
 - c. Ball handling fundamentals
 - (1) Receiving
 - (2) Passing
 - (3) Dribbling
 - (4) Shooting
 - 2. Demonstration and practice of ball handling fundamentals (see IV D 1 c above) (35 minutes)
 - 3. Lecture and discussion (30 minutes)
 - a. NCAA-FINA rules with USMA adaptations

- (1) Technical fouls
- (2) Personal fouls
- (3) Major fouls
- (4) Goal throws
- (5) Corner throws
- (6) Free throws
- b. Team offense
 - (1) Goalie
 - (2) Backs
 - (3) Forwards
 - (4) Types of offense
- 4. Demonstration and practice of offensive team play (25 minutes)
- 5. Assignment (Lesson Five)--Playing And Coaching Water Polo (Smith) (pp. 41-70, 95-110 and 125-48)
- E. Lesson Five
 - 1. Lecture and discussion (30 minutes)
 - a. Individual defense
 - b. Team defense
 - (1) Types
 - (2) Switching
 - (3) With player out of game
 - c. Defensive strategy
 - 2. Demonstration and practice of defensive fundamentals and team play (30 minutes)
 - 3. Lecture and discussion--rule interpretations and methods of officiating (10 minutes)
 - a. Play situations
 - b. Duties of officials
 - c. Officiating techniques
 - 4. Demonstration and practice of team play with officials (25 minutes)
 - 5. Final water polo writ (25 minutes)

TRACK AND FIELD COACHING TECHNIQUES

- I. Objective--development of professional requisites for military physical training (ability to instruct in, coach, and officiate track and field on a small unit basis)
- II. Methods and materials
- A. Class data
1. Size of class--approximately twenty-four
 2. Subdivision for instruction--none
 3. Length of class periods--one-hundred and twenty minutes (0755-0955 and 1000-1200)
 4. Number of class periods--five
 5. Time of academic year--late August and early September
 6. Number of instructors--two
- B. Time breakdown--variable (see daily lesson plans)
- C. Facilities and equipment
1. Facilities--North Athletic Field (440 yard track, jumping pits, and shot put area)
 2. Equipment--blackboard, first aid kit, flags, hurdles, intramural track and field blank forms, public address system, rakes, red sleeveless shirts, relay batons, shot puts, shot put circles and toeboards, shovels, starting blocks, starting pistol with blank cartridges, steel tape, stop watches, trowels, and whistles
 3. Cadet references
 - a. Conger, R. M., Track and Field. New York: A. S. Barnes and Company, 1939, 94 pp.
 - b. Johnson, L., Want To Be A Track And Field Champion (Track)? Minneapolis: General Mills, Inc., 1945, 29 pp.
 - c. Jones, T. E., Want To Be A Track And Field Champion (Field)? Minneapolis: General Mills, Inc., 1945, 29 pp.
 - d. Official NCAA Track And Field Guide. New York: A. S. Barnes and Company, 1949, 168 pp.
- D. Prevention of injuries
1. Orientation to sources of injury in various activities
 2. Constant supervision during activity
 3. Thorough warm-up before participation
 4. No endurance activities for unconditioned cadets
- E. Use of cadet assistants--none
- III. Grading
- A. No grade--absence from three or more class periods
- B. Final grade is an average of the following:
1. Average subjective rating (3.0 scale) by two instructors representing performance in fundamental skills (weight--one)
 2. Average subjective rating (3.0 scale) by two instructors representing performance in practice coaching (weight--two)
 3. Grade on objective writ measuring knowledge of individual

skills, coaching methods, rules, officiating techniques,
and administration (weight--one)

IV. Lesson plans

A. Lesson One

1. Previously prepared assignment (Lesson One)
 - a. Official NCAA Track And Field Guide--pp. 31-32, 124-40, 150-57, and 161-64
 - b. Track and Field (Conger)--pp. 10-22
 - c. Want To Be A Track And Field Champion (Track)? (Johnson)--pp. 1-12
2. Lecture and discussion (80 minutes)
 - a. Orientation
 - (1) Objectives
 - (2) Conduct of daily classes
 - (3) Grading
 - (4) Importance of track and field "in the service"
 - (5) Intramural coaching assignments as opportunities for leadership
 - b. Responsibilities of a track and field coach
 - (1) Psychology of coaching
 - (2) Squad and individual conditioning
 - (3) Team selection
 - (4) Teaching mechanics of events
 - (5) Training
 - c. Conditioning
 - (1) Equipment
 - (2) Injury prevention and care
 - (3) Warming-up
 - d. Selection of individuals for events
 - e. Sprinting
 - (1) Rules
 - (2) Physical requisites
 - (3) Techniques
 - (a) Starting
 - (b) Striding
 - (c) Finishing
 - (4) Conditioning
3. Demonstration and practice of sprinting fundamentals (40 minutes)
 - a. Warm-up
 - b. Sprint starts
 - c. Sprinting
4. Assignment (Lesson Two)
 - a. Official NCAA Track And Field Guide--pp. 149-50 and 160
 - b. Track And Field (Conger)--pp. 23-37 and 47-53
 - c. Want To Be A Track And Field Champion (Track)? (Johnson)--pp. 13-27

B. Lesson Two

1. Lecture and discussion--administration of intramural meets (30 minutes)
 - a. Facilities and equipment
 - b. Lane drawing
 - c. Order of events
 - d. Officiating
 - e. Running events
 - f. Field events
2. Review and practice of sprinting fundamentals (20 minutes)
 - a. Warm-up
 - b. Sprint starting
3. Lecture and discussion (40 minutes)
 - a. Middle distance running
 - (1) Rules
 - (2) Physical requisites
 - (3) Techniques
 - (4) Strategy
 - (5) Conditioning
 - b. Relay running
 - (1) Types
 - (2) Rules
 - (3) Techniques
 - (4) Strategy
 - (5) Conditioning
4. Demonstration and practice of relay fundamentals (30 minutes)
 - a. Baton handling
 - b. Baton passing
5. Assignment (Lesson Three)
 - a. Official NCAA Track And Field Guide--pp. 140-41 and 157-58
 - b. Track And Field (Conger)--pp. 54-61
 - c. Want To Be A Track And Field Champion (Field)? (Jones)--pp. 1-6

C. Lesson Three

1. Lecture and discussion--administration of intramural meets (cont'd) (25 minutes)
 - a. Personnel
 - b. Miscellaneous (six simultaneous dual meets)
 - (1) Control of meet with public address system
 - (2) Referee
 - (3) Scoring and use of blank forms
2. Review and practice of fundamentals (35 minutes)
 - a. Sprint starting
 - b. Baton passing
3. Lecture and discussion--low hurdles (25 minutes)
 - a. Rules
 - b. Physical requisites
 - c. Techniques
 - d. Conditioning

4. Demonstration and practice of low hurdle fundamentals (35 minutes)
5. Assignment (Lesson Four)
 - a. Official NCAA Track And Field Guide—pp. 143-45, 153, and 158-59
 - b. Track And Field (Conger)—pp. 38-46 and 62-92
 - c. Want To Be A Track And Field Champion (Field)? (Jones)—pp. 12-14 and 20-23

D. Lesson Four

1. Lecture and discussion (50 minutes)
 - a. Administration of intramural cross country
 - b. Distance and cross country running
 - (1) Physical requisites
 - (2) Techniques
 - (a) Level terrain
 - (b) Uphill
 - (c) Downhill
 - (3) Strategy
 - (a) Pace
 - (b) Challenging
 - (c) Meeting challenges
 - (4) Conditioning
 - c. Broad jump
 - (1) Rules
 - (2) Techniques
 - (3) Conditioning
2. Demonstration and practice of broad jump fundamentals (30 minutes)
 - a. Warm-up
 - b. Location of approach checks
 - c. Jumping
3. Lecture and discussion—shot put (15 minutes)
 - a. Rules
 - b. Techniques
 - (1) Stance
 - (2) Shift (glide)
 - (3) Delivery and release
 - (4) Reverse
 - c. Conditioning
4. Demonstration and practice of shot put fundamentals (25 minutes)
5. Assignment (Lesson Five)—review of all previous assignments

E. Lesson Five

1. Final writ (45 minutes)
2. Discussion of writ (10 minutes)
3. Model intramural track meet (45 minutes)
 - a. Assigned coaches
 - b. Assigned officials
4. Critique of model track meet (15 minutes)

WRESTLING COACHING TECHNIQUES

- I. Objective--development of professional requisites for military physical training (ability to instruct in, coach, and officiate wrestling on a small-unit basis)
- II. Methods and materials
- A. Class data
1. Size of class--approximately twelve
 2. Subdivision for instruction--none
 3. Length of class period--one-hundred and twenty minutes (0755-0955 and 1000-1200)
 4. Number of class periods--five
 5. Time of academic year--late August and early September
 6. Number of instructors--one
- B. Time breakdown--variable (see lesson plans)
- C. Facilities and equipment
1. Facilities--Intramural Wrestling Room (96' x 28') with protected walls and covered floor mats
 2. Equipment--stop watches
 3. Cadet references
 - a. Official NCAA Wrestling Guide. New York: A. S. Barnes and Company, 1949, 112 pp.
 - b. Wrestling. Annapolis: U. S. Naval Institute, 1943, 160 pp.
- D. Prevention of injuries
1. Adequate warm-up exercises adapted to conditioning for wrestling
 2. Development of class attitude whereby aggressor will do full share in prevention of injury to partner
 3. Emphasis upon proper methods of falling
 4. Use of long trousers and long-sleeved jerseys to prevent mat burns
 5. Immediate treatment of minor cuts and abrasions
 6. Immediate end of individual action when in contact with walls or other pairs of cadets
 7. Weekly change and daily vacuuming of mat covers
 8. Careful supervision and control of all class activities
- E. Use of cadet assistants--none
- III. Grading
- A. No grade--absence from three or more class periods
- B. Final grade is an average of the following:
1. Subjective rating (3.0 scale) by instructor representing ability to apply fundamental skills in a competitive wrestling situation (weight--one)
 2. Subjective rating (3.0 scale) by instructor representing performance in the teaching of skills and strategies of wrestling (weight--two)

3. Grade on objective writ measuring knowledge of rules, strategy, and coaching methods in wrestling (weight--one)

IV. Lesson plans

A. Lesson One

1. Previously prepared assignment (Lesson One)
 - a. Official NCAA Wrestling Guide--pp. 67-80
 - b. Wrestling (U. S. Naval Institute)--pp. 66-75
2. Lecture and discussion (35 minutes)
 - a. Orientation
 - (1) Objectives
 - (2) Conduct of daily classes
 - (3) Grading
 - (4) Importance of wrestling "in the service"
 - (5) Intramural coaching assignments as opportunities for leadership
 - b. Theory and principles of fundamental positions and movements
3. Warm-up exercises and conditioning for wrestling
4. Discussion, demonstration, and practice of fundamentals (60 minutes)
 - a. Standing positions
 - b. Referee's position
 - c. Takedowns
 - d. Contact grips
 - e. Points of control
 - f. Falls
 - g. Escape principles
5. Lecture and discussion (15 minutes)
 - a. Wrestling rules
 - b. Safety precautions
6. Assignment (Lesson Two)
 - a. Official NCAA Wrestling Guide--pp. 81-86
 - b. Wrestling (U. S. Naval Institute)--pp. 22-55 and 92-101

B. Lesson Two

1. Lecture and discussion--theory and principles of control (20 minutes)
2. Practical application of coaching methods by class members (15 minutes)
 - a. Warm-up exercises and conditioning
 - b. Wrestling fundamentals
3. Discussion, demonstration, and practice of fundamentals (35 minutes)
 - a. Controlling holds
 - b. Riding
 - c. Pinning combinations
4. Competitive bouts and officiating (50 minutes)
5. Assignment (Lesson Three)--Wrestling (U. S. Naval Institute) (pp. 156-65)

C. Lesson Three

1. Lecture and discussion--wrestling defense (20 minutes)
2. Practical application of coaching methods by class members (20 minutes)
 - a. Warm-up exercises and conditioning
 - b. Wrestling fundamentals
3. Discussion, demonstration, and practice of fundamentals (35 minutes)
 - a. Standing defense--counters, footwork, and balance
 - b. Escapes from underneath
 - c. Escapes from pinning combinations
4. Competitive bouts and officiating (45 minutes)
5. Assignment (Lesson Four)
 - a. Official NCAA Wrestling Guide--pp. 87-104
 - b. Wrestling (U. S. Naval Institute)--pp. 15-21, 76-91 and 139-41

D. Lesson Four

1. Lecture and discussion--theory and principles governing attack and defense from the standing position (20 minutes)
2. Practical application of coaching methods by class members (15 minutes)
 - a. Warm-up exercises and conditioning
 - b. Fundamental wrestling stances
3. Discussion, demonstration, and practice of fundamentals (55 minutes)
 - a. Areas of attack
 - b. Defensive movements
 - c. Offensive mat movements
 - d. Working for a fall
4. Competitive bouts and officiating (30 minutes)

E. Lesson Five

1. Practical application of coaching methods by class members (40 minutes)
 - a. Warm-up exercises and conditioning
 - b. Wrestling fundamentals
2. Competitive bouts and officiating (20 minutes)
3. Final writ (30 minutes)
4. Competitive bouts and officiating (30 minutes)

PHYSICAL TRAINING ADMINISTRATION

- I. Objectives--development of professional requisites for military physical training
 - A. Appreciation and understanding of military physical training
 - B. Ability to organize and administer physical training programs to meet specific military needs

- II. Methods and materials
 - A. Class data
 1. Size of class--approximately forty-five
 2. Subdivision for instruction--none
 3. Length of class period--sixty minutes (1410-1510 and 1515-1615)
 4. Number of class periods--seven
 5. Time of academic year--October
 6. Number of instructors--one
 - B. Time breakdown--group conference method throughout
 - C. Facilities and equipment
 1. Facilities--conference room
 2. Equipment--blackboard and chalk
 3. Training aids
 - a. Department of the Army publications
 - (1) Care and Maintenance of Special Service Equipment (TB 28-1). Washington: War Department, 1944, 21 pp.
 - (2) Physical Training (FM 21-20). Washington: War Department, 1946, 392 pp.
 - (3) The Special Services Officer (TM 21-205), Washington: War Department, 1945
 - (4) War Department Training Circular #7, 10 July 1946
 - b. Miscellaneous charts, graphs, etc.
 - D. Prevention of injuries--not applicable
 - E. Use of cadet assistants--none

- III. Grading--grade on objective writ measuring knowledge of basic principles of physical education, understanding and appreciation of military physical training, and methods of organization and administration of military physical training programs

- IV. Lesson plans
 - A. Conference One--authority for, and organization of, service physical training programs
 1. General objectives of physical education at the Military Academy.

- a. Fitness for military leadership
- b. Leadership ability in physical training activities
- c. Recreational skills and interests
- 2. Authority for service programs--Training Circular #7
 - a. Physical training now officially a part of training
 - b. Conditioning and intramural phases during duty time
 - c. Command function
 - d. Personnel
 - e. Time allotment
 - f. Reconditioning
 - g. Relationship to Special Services
- 3. Present trends and problems
 - a. Incomplete adjustment to new training concepts--leadership largely in hands of younger officers
 - b. Varying attitudes and interpretations by commanding officers
 - c. Personnel problems
 - d. "Winning team" philosophy still prevalent
 - e. Necessity of personal habits of physically active recreation
 - f. Need of knowledge of fundamental skills, team play, rules, officiating techniques, and coaching methods in a broad range of physical training activities
- 4. Necessity of constant promotion
- B. Conference Two--physiology of exercise
 - 1. Objectives of physical training
 - 2. Components of physical fitness
 - 3. Principles of physical training
 - a. Progressive conditioning
 - b. Overload principle
 - 4. Effects of exercise on body structure and function
 - 5. Value of warm-up and cooling-off
 - 6. Fatigue and exhaustion--second wind
 - 7. Assignment (Conference Three)--Physical Training (FM 21-20) (pp. 31-44)
- C. Conference Three--programs and schedules
 - 1. Training time programs
 - a. Conditioning phase
 - (1) Determination of desirable level of physical fitness by commanding officer
 - (a) Primary military duties
 - (b) Assessment of fitness by observation and testing--use of individual profiles
 - (2) Use of overload principles for progressive conditioning
 - (3) Selection of activities
 - (a) Conditioning exercises, guerrilla exercises, grass drills, running, etc.

- (b) Combination of various types of activities
 - b. Mass athletic phase
 - (1) Purpose—sports for all
 - (2) Program
 - (a) Instruction plus intra-unit competition
 - (b) Criteria for selection of activities
 - (m) Availability of equipment and facilities
 - (n) Interest of personnel
 - (o) Need
 - (p) Physical conditioning results
 - (q) Skill requirements
 - (c) Rotational scheduling
 - (d) Constant planning
 - 2. Leisure time program
 - a. Competition at company level and above
 - b. Recreational sports
 - c. Exhibitions
 - 3. Typical problems encountered by athletic officers
 - a. Leadership for conditioning exercises and athletics
 - b. Effect of conflicting duties on attendance
 - c. Improper scheduling
 - d. Officer participation on enlisted teams
- D. Conference Four—organization of athletic competition (tournaments and meets)
 - 1. Importance and advantages of organization
 - 2. Methods of organization
 - a. Meets
 - b. Tournaments
 - (1) Single elimination
 - (a) Byes
 - (b) Seeding
 - (2) Consolation tournaments
 - (3) Double elimination
 - (4) Round robin
 - (5) Lombard
 - (6) Challenge
 - (a) Ladder
 - (b) Pyramid
 - (7) Miscellaneous types—ringer, tombstone, etc.
 - c. Point systems
 - (1) Advantages
 - (2) Suggested schemes
- E. Conference Five—procurement and care of athletic equipment and facilities
 - 1. Procurement of equipment
 - a. Sources of funds
 - (1) Appropriated—Quartermaster 401 Fund

- (2) Non-appropriated
 - (a) Army and Air Force Exchange proceeds
 - (b) Army and Air Force Theater proceeds
 - b. Purchasing
 - (1) Anticipation of delays in delivery
 - (2) Quality merchandise from a reliable source
- 2. Care and maintenance of equipment
 - a. Technical Bulletin 28-1
 - b. Accountability and responsibility
 - c. Equipment room
 - d. Record system
 - e. Cleaning, repair, and inventory
- 3. Facilities
 - a. Ingenuity and initiative in development
 - b. Constant promotion
- F. Conference Six--writ and discussion on writ
- G. Conference Seven--presentation of Special Services Program by guest speaker from Special Services School

CHAPTER VIII
INTRAMURAL ATHLETICS

General

Purpose. In pursuing its goal of "Physical Education for Military Leadership" the Office of Physical Education relies heavily upon the intramural program to fulfill certain objectives. In this phase of the physical education program the cadet receives a broad sports education in both team and individual activities while conditioning himself physically and learning basic athletic skills. It provides spirited competition, relaxation, recreation, and many character traits (measurable and immeasurable) which result from vigorous participation in athletic competition. Lastly, this activity prepares the cadet to assume his commissioned duties in the athletic and recreational field by providing experience in coaching teams, in officiating contests, and in administering athletic programs.

Scope. The program of intramural athletics is organized and directed by the Office of Physical Education under the provisions of the Regulations for Intramural Athletics but is administered entirely by cadets under the close supervision of instructors of the department (Instructor-in-Charge).

The intramural year consists of four seasons:

1. Fall (required)--football, golf, lacrosse, tennis, and track and field.
2. Winter (voluntary)--basketball, boxing, handball, squash, swimming, volleyball, and wrestling

3. Spring (required)—cross country, golf, soccer, softball, tennis, and water polo
4. Summer (required) (Third Class only)—basketball, canoe racing, golf, skeet, softball, swimming, tennis, touch football, and volleyball

During the fall, winter, and spring seasons, each company (twelve per regiment) participates in a single round robin schedule within its regiment in all sports on the program, except football, basketball, and volleyball which are half-regiment (6 company) leagues, and boxing and wrestling which are conducted on a single elimination pattern within each regiment. The champions of the two regiments then compete for the brigade championship.

Attendance by regiment is scheduled twice a week for seventy-five minutes each period. Twenty attendances are included in the fall season, sixteen each in the winter and spring seasons, and twenty-one during the summer of the Third Class year. Additional practices are arranged by the cadet coaches during cadet free time.

Administration

Personnel. The intramural athletics program is conducted under the leadership of the Director of Intramural Athletics, who is a member of the physical education staff. He is aided by an Assistant Director of Intramural Athletics, usually appointed for the season, and an instructor assigned to each sport.

Practically all First Classmen receive an assignment in the administrative or coaching phases of the program during some intramural season. During

the Second Class year cadets are prepared for their assignments through coaching techniques and instructor training courses. These cadets then serve as Company Athletic Representatives (company directors of athletics), Cadets-in-Charge of sports, Coaches, and Officials. Assistant Coaches and Assistant Athletic Representatives are designated from the Second Class.

During each academic year, one cadet from the First Class is appointed to direct intramural athletics in his company; he is known as the Company Athletic Representative and is assisted by one Second Classman. His duties include assignment of all unexcused company members to intramural teams according to eligibility rules, appointment of coaches and officials, supervision of team organization and administration, assignment of Second Classmen to appropriate coaching techniques courses, preparation and collection of reports and ratings as required by the Director of Intramural Athletics, maintenance of eligibility records of all company members, and performance of such other duties as are required by the Director of Intramural Athletics.

During every season Cadets-in-Charge are appointed in both regiments for each sport. The duties of the Cadet-in-Charge include assignment of playing areas for practice and competition, assignment of Officials for record contests, issuance of game equipment, preparation of reports on scores and Bankers' Trophy points after each contest, and performance of such other duties as may be necessary in conducting his activity or as required by the Instructor-in-Charge.

Each company team has a First Classman assigned as Coach and a Second Classman as Assistant Coach in that sport; insofar as possible, the Coach and his assistant have completed a coaching techniques course in his sport.

The duties of the Coach include issuance and inspection of authorized equipment and uniforms; organization, training, and coaching of the company team in his sport; maintenance of a record of the playing time of each member of his squad; supervision of the rating of performance of all members of his squad; and preparation of reports and ratings as required by the Director of Intramural Athletics.

Each company Athletic Representative appoints officials for each sport as required by the Director of Intramural Athletics. Prior to the beginning of record contests, an officiating clinic is conducted by the Instructor-in-Charge in each sport. The duties of the officials include conduct of all scheduled contests in accordance with the prescribed rules and enforcement of prescribed safety and equipment regulations during contests.

All other company members not excused from participation in the intramural program are assigned as players in the various activities within the limits of their eligibility. The Director of Intramural Athletics establishes a minimum and maximum number of cadets (dependent upon the strength of the Corps of Cadets) to be assigned to each sport by the Company Athletic Representative.

Equipment. All athletic equipment beyond the individual cadet athletic clothing is furnished by the Office of Physical Education. This includes such special equipment as football uniforms, lacrosse helmets and sticks, track and soccer shoes, golf clubs, boxing gloves, tennis racquets, etc.

All equipment is drawn from the Intramural Storeroom by the cadet Coaches and re-issued to the members of the squads. Similarly, the Cadet-in-Charge of each sport draws the special equipment (whistles, umpire indicators, stop

watches, etc.) necessary for the conduct of his activity.

Facilities. The Director of Intramural Athletics is responsible that all facilities are ready for play when needed.

During the fall and spring seasons the areas available as required for the intramural program include twelve fields of football size, one quarter-mile track, the Academy Golf Course, thirteen tennis courts, one cross country course, and one swimming pool (100' x 60').

During the winter season the indoor facilities available as required for the intramural program include twelve single squash courts, six handball courts, six basketball courts, three volleyball courts, a wrestling room, two boxing rings, and one swimming pool (100' x 60').

Eligibility and participation requirements. All cadets are eligible and required (winter program is voluntary) to participate in intramural athletics except for the following:

1. Those excused by the Surgeon because of current illness or injury.
2. Members of current intercollegiate athletic squads.
3. Company Athletic Representatives (whose assignment includes observation and supervision of company teams).

Assignment to specific sports is also governed by definite regulations; the following are ineligible for assignment to a given sport:

1. Those who have participated in the same sport during any previous intramural season unless they compete under the special eligibility rules outlined below.
2. Those whose names have appeared on five or more weekly intercollegiate athletic squad lists for the same sport.

3. Those who, during the current season, have been relieved from an intercollegiate squad of the same sport as a result of academic deficiency or disciplinary action.

A cadet is not ineligible for an intramural sport because of a previous service as a non-playing manager of an intercollegiate squad.

In order to improve the quality of performance throughout the intramural program, several special eligibility rules apply. Coaches and Assistant Coaches, except for varsity letter winners, are eligible to participate in an activity even though they have had previous intramural or intercollegiate experience in that activity. Two cadets (one attack or midfield, and one defense) with previous intramural experience may be assigned to lacrosse; one is permitted in soccer. Participation in the summer intramural program of the Third Class year does not affect eligibility for other seasons of the intramural program.

For those sports for which there is no similar inter-collegiate sport, the Director of Intramural Athletics prescribes any necessary eligibility rules. In order to further the purpose of intramural athletics, the Director of Intramural Athletics may declare a cadet ineligible for a sport, even though he may be otherwise eligible.

The official records of the Office of Physical Education, which are available to Athletic Representatives, are the basis for determining eligibility because of previous intercollegiate of intramural participation.

In any contest both the Coach and Assistant Coach may participate, but both may not compete at the same time. The coach need not meet the minimum participation requirement but the assistant coach must.

Protests. Protests are considered in the case of misinterpretation of rules by officials, use of ineligible players, and failure to comply with the minimum participation rules. No protest involving the use of ineligible players can be considered if the protesting coach had knowledge of the ineligibility and failed to bring it to the attention of the opposing coach at the earliest opportunity. All protests must be submitted within twenty-four hours after the contest.

The Director of Intramural Athletics makes the final decision on all protests. When a protest is approved, the protesting team receives credit for a win and fifty percent of the possible Bankers' Trophy points. The team causing the protest receives credit for a loss and forfeits all Bankers' Trophy points earned in the contest.

Grading. All participants in the fall and spring intramural programs are graded at the conclusion of the season. The standard grading system of the Military Academy is used; the unit of grading is the tenth, 3.0 being the highest possible grade and 2.0 the lowest passing grade.

Company Athletic Representatives are rated by the Director of Intramural Athletics on their demonstrated administrative ability. They, in turn, rate their assistants upon the same basis. Cadets-in-Charge are rated on demonstrated administrative ability by the Instructor-in-Charge of their particular sport. Coaches are rated on demonstrated coaching ability by both the Instructor-in-Charge of the sport and the Company Athletic Representative. The coaches, in turn, rate their assistants upon the same basis. Officials are rated on officiating ability by both Coaches after every record contest; the average of such ratings determines the individual's final grade.

All other participants are rated by all members of their respective squads on their demonstrated playing ability in comparison with the average playing ability of all in the regiment participating in the sport. The ratings of individual players rendered by the Coach and Assistant Coach are weighted by three and two respectively. The individual player's final grade for the season is his average rating determined by all squad members.

Scoring systems. The regimental championship in each seasonal sport is determined by awarding three points for each victory, one point for a tie, and no points for a loss. In case of a tie for first place the championship is decided by a playoff--if weather, time, and the nature of the sport permit. The decision for the method by which such a tie shall be broken is the responsibility of the Director of Intramural Athletics. In football, basketball, and volleyball half-regiment champions are determined by this point system and the regimental championship is determined by a playoff between the half-regiment champions.

The brigade championship in each sport is decided by a play-off between the two regimental champions. In the event of a tie in the play-off contest the Director of Intramural Athletics determines the method of deciding the championship.

The Bankers' Trophy point system is devised to determine the intramural championship company of the entire Corps. The summer program at Camp Buckner is not included in this championship. Each contest is assigned a point value approximately equal to the number of players on a team in each sport. These points are then apportioned according to the actual score in each contest. At the end of the academic year the company earning the greatest total number

of points for all sports is awarded the Bankers' Trophy, symbolic of the intramural championship of the Corps.

The total number of Bankers' Trophy points awarded for each contest includes basketball(six), boxing (individual brigade champion--thirteen, individual brigade runner-up--eleven, individual regimental runner-up--five, and individual regimental semi-final runner-up--one), cross country (five), football (twenty-two), golf (four), handball (four), lacrosse (ten), soccer (eleven), softball (ten), squash (four), swimming (six), tennis (five), track and field (seven), volleyball (six), water polo (seven), and wrestling (same as boxing).

Awards. The intramural insignia (monogram) is awarded after the fall, winter, and spring seasons to squad members, Coaches, and Assistant Coaches of teams which win a brigade championship. In boxing and wrestling the individual winners of brigade championships in each weight class also receive the intramural award.

Squad members who have not met the minimum participation requirements or who have been rated below 2.0 for the season are not eligible for awards.

Individual awards are presented to the winners of individual championships in boxing, cross country, tennis, and wrestling, and to the members of all championship teams of the Camp Buckner summer program.

Individual awards are also presented to the Athletic Representative in each battalion whose company earns the greatest number of Banker Trophy points during the year.

Trophies. The Bankers' Trophy is presented annually to the company with the highest number of Bankers' Trophy points for the academic year.

The General Palmer E. Pierce Trophy is awarded annually to the company winning the brigade football championship.

The George A. Campbell II Memorial Trophy is awarded annually to the company winning the brigade basketball championship.

Plaques are awarded to the brigade championship team and runner-up in all sports at the end of each season. These plaques remain in the possession of the winning company for one year and become the permanent possession of the company which first wins them three times.

Fall Season

General. The fall intramural season consists of twenty required attendances of which seven are devoted to team organization and practice and eleven are used for record contests. Attendance is by regiment, twice weekly for seventy-five minute periods.

Company Coaches are responsible that the issued equipment fits properly and is regularly used by the entire squad; occasional inspections are accomplished by the Instructor-in-Charge to be certain that adequate protection is afforded, especially in the contact games of football, soccer and lacrosse.

Coaches conduct an adequate warm-up period for their entire squad at each attendance. Scrimmage is not permitted in football and lacrosse until the fifth intramural attendance and then only if complete equipment is worn.

A special sick call is held at the Station Hospital at the conclusion of the intramural period each day. Assistant Coaches are responsible that all cadets injured in intramural athletics report to the hospital immediately after the intramural period and that a report of the injury is submitted to the Cadet-in-Charge.

Football. National Collegiate Athletic Association rules govern record contests except that each game consists of two twelve-minute halves with a five-minute rest period between halves. Teams change goals at the start of the second half and the team which lost the choice at the start of the first half has the option of kicking or receiving. No special eligibility rules are in effect for football. All squad members must participate a minimum of five minutes in each record contest.

Golf. United States Golf Association rules govern record contests which are match play and from three to nine holes in length. Each team enters four competitors thus forming two foursomes for each record contest. Team scoring is accomplished on the basis of one point for each singles match and one point for each doubles match. Bankers' Trophy points are allocated in proportion to the team score. No special eligibility rules are in effect for golf. All squad members must participate in a minimum of five record matches.

Lacrosse. National Collegiate Athletic Association rules govern record contests except that all games consist of four quarters of eight minutes each with one five-minute overtime period if necessary to settle tie games. Two squad members (one defense and one attack or midfield) in addition to the Coach and Assistant Coach may have had previous intramural experience in lacrosse. All squad members must participate a minimum of five minutes in each record contest.

Tennis. United States Lawn Tennis Association rules govern the record contests which consist of one singles and two doubles matches. Each match consists of one set, but the brigade championships are decided on the basis of the best two of three sets. No cadet can compete in both singles and doubles matches on the same day. No special eligibility rules are in effect for tennis. All squad members must participate in a minimum of five record matches.

Track and Field. National Collegiate Athletic Association rules govern all record meets. The order of events is 120 yard low hurdles, 440 yard dash, 100 yard dash, 880 yard run, broad jump, and 880 yard relay. Each

team is represented by three contestants in the individual events and by one team in the relay. No contestant may participate in more than two individual events and the relay. Scoring is accomplished on the basis of 5-3-1 for the individual events and 5-0 for the relay, with the Bankers' Trophy points being allocated in proportion to the total score of the meet. No special eligibility rules are in effect for track and field. All squad members must participate in a minimum of five records meets per season.

Winter Season

General. The winter intramural season consists of sixteen scheduled voluntary attendances of which five are devoted to team organization and practice and eleven are used for record contests. Attendance is by regiment, twice weekly.

Since the winter program is voluntary, there are no minimum participation requirements. However, cadets lose eligibility for future participation if they compete in five or more record contests in basketball, handball, squash, swimming, or volleyball or if they win regimental championships in boxing or wrestling.

Coaches conduct adequate warm-up periods for their entire squad at each attendance. Casualties requiring first aid are sent to the training room. Injuries of a more serious nature are brought immediately to the attention of the Cadet-in-Charge.

Basketball. National Basketball Committee rules govern all record contest except that each game consists of two twelve-minute halves with a five-minute rest period between halves and one five-minute overtime period if necessary to settle tie games. No special eligibility rules are in

effect for basketball. A double round robin is played within half regiments; half-regiment winners play off for the regimental championship. Regimental champions then play off for the brigade championship.

Boxing. National Collegiate Athletic Association rules govern all record bouts except that all contestants must wear headgears and mouth pieces and each bout consists of three seventy-five second rounds. Contestants weigh in as announced by the Director of Intramural Athletics. Weighing in, which takes place within the first three weeks of the winter intramural season, is without advance notice. This is to encourage cadets to box at their normal weight and not to reduce to fight at a lighter weight. Competition consists of a single elimination tournament in each weight class in each regiment, the regimental champions meeting to determine the brigade champions. Those cadets who have previously won regimental boxing championships or have been on an intercollegiate boxing squad are ineligible to participate. In addition to these eligibility rules, a careful study is made of the background boxing experience of all entrants and cadets with extensive boxing experience prior to entry into the Academy are ruled ineligible by the Director of Intramural Athletics. Bankers' Trophy points are awarded in each weight class according to the following chart:

	Winner	Loser
Brigade finals	6	4
Regimental finals	5	3
Regimental semi-finals	2	1

In the case of a tie in total points the winner is the company winning the greatest number of regimental championships.

Handball. Amateur Athletic Union rules govern all record contests except that fifteen points determine a game. Each company is represented by

two doubles teams. Matches consist of the best two out of three games. No special eligibility rules are in effect in handball. Bankers' Trophy points are computed in proportion to the number of games won in each contest.

Squash. United States Squash Racquets Association rules govern all record contests. Each company is represented by four singles players. Matches consist of the best two out of three games. No special eligibility rules are in effect in squash. Bankers' Trophy points are computed in proportion to the number of games won in each contest.

Swimming. National Collegiate Athletic Association rules govern all record meets. The events included are 50 yard free style, 50 yard back stroke, 50 yard side stroke, 133-1/3 yard medley relay (4 x 33-1/3 yards), and 133-1/3 yard free style relay (4 x 33-1/3 yards). Each team is represented by two contestants in each individual race and by one team in each of the relays. No contestant may swim in more than one individual event and one relay. Scoring is accomplished on the basis of 5-3-1 in the individual events and 5-0 for the relays with the Bankers' Trophy points being allocated in proportion to the total score of the meet. No special eligibility rules are in effect for swimming.

Volleyball. United States Volleyball Association rules govern all record contests. A double round robin is played in each half regiment with a play-off to determine regimental champions. Regimental champions then play for the brigade championship.

Wrestling. National Collegiate Athletic Association rules govern all record bouts except that all rounds are of two minutes duration. Contestants weigh-in as for boxing. Competition consists of a single elimination tourna-

ment in each weight class in each regiment, with the regimental champions meeting to determine the brigade champions. Only those cadets who have previously won regimental wrestling championships or have been on an inter-collegiate squad are ineligible to participate. Bankers' Trophy points are awarded in each weight class according to the following chart:

	Winner	Loser
Brigade finals	6	4
Regimental finals	5	3
Regimental semi-finals	2	1

In the case of a tie in total points the winner is the company winning the greatest number of regimental championships.

Spring Season

General. The spring intramural season consists of sixteen required attendances of which five are devoted to team organization and practice, and eleven are used for record contests. Attendance is by regiment, twice weekly for seventy-five minute periods.

Coaches conduct and participate in an adequate warm-up period for their entire squad at each attendance. Minor injuries are handled through the regular hospital sick call. More serious injuries are brought immediately to the attention of the Cadet-in-Charge.

Cross Country. Amateur Athletic Union rules govern all record meets, which are of the dual type. The course is 2.66 miles in length including both level and hilly terrain. Prior to each race, seven members of each squad are designated as official entries and receive credit for official participation for that attendance. The remaining squad members participate unofficially. A final individual championship race is held near the end of

each season; all squad members are eligible to compete for the individual championship of the Corps. Bankers' Trophy points are allotted in inverse proportion to the score of each record contest. No special eligibility rules are in effect for cross country. All squad members must participate as official entries in a minimum of five record meets.

Golf. The spring intramural golf season is conducted under the same regulations as the fall intramural golf season.

Soccer. National Collegiate Athletic Association rules govern all record games with three minor exceptions. Each contest consists of four periods of eight minutes each with a five-minute rest period between the second and third periods. No overtime periods are played in the case of a tie. The goalie may not be charged, even when he is in possession of the ball. One cadet with previous intramural soccer experience may be assigned to each squad in addition to the coach and his assistant. All squad members must participate a minimum of five minutes in each record contest.

Softball. The Joint Rules Committee on Softball rules govern all record games except that all squad members may re-enter the game once. All games are of four innings length unless by mutual consent prior to a contest both coaches agree to play five, six, or seven innings. The brigade championship game is of seven innings length. No special eligibility rules are in effect for softball. If a record contest goes to six innings, all members of the competing squads must have participated in at least two consecutive innings to meet the minimum participation requirement. If a record game goes less than six innings, all squad members must have played at least one inning. An inning for participation purposes is defined as six con-

secutive outs.

Tennis. The spring intramural tennis season is conducted under the same regulations as the fall intramural tennis season.

Water Polo. National College Athletic Association rules govern record contests except that each match consists of two five-minute periods with one two-minute period if necessary to settle tie games. Those cadets ineligible for intramural swimming because of previous intercollegiate swimming squad membership are also ineligible for water polo. Coaches and Assistant Coaches are exempt from this special rule. All squad members must participate a minimum of two minutes in each record contest.

Summer Season

General. The summer intramural program is compulsory for all members of the Third Class during their summer at Camp Buckner. The season consists of twenty-one attendances of which seven are devoted to team organization and practice, and fourteen are used in record contests. Each company attends for three sixty minute periods each week.

The summer intramural athletic program is divided into two periods, July and August. Each company organizes a team for the month of July in each of the sports listed in Groups I and II below.

Group I - Softball	Group II - Basketball
Touch football	Golf
Canoe racing	Swimming
Skeet	Tennis
	Volleyball

Single round robin tournaments are played in each sport between companies with points scored as follows: win--3 points; tie--1 point; loss--0 points. On the first of August the companies reorganize teams in each sport

by assigning cadets who were in a Group I activity to a Group II activity and vice versa. Another single round robin tournament is run between companies using the same scoring system. At the end of the summer points are totaled to determine which company is the champion in each sport. Points earned in both July and August are included for this purpose. Total points earned in all sports in both periods are then totaled to determine a camp champion.

There are eight companies competing during the summer program. The camp champion receives a reward such as an all-day boat-ride on the Hudson River or a picnic on Constitution Island to which they may take guests.

There are no minimum participation requirements in the individual sports. The minimum participation requirements in team sports are described in detail below.

Those cadets who have won intercollegiate awards (letters, monograms, or numerals) may not compete in the sport in which the award was earned. Coaches and Assistant Coaches are exempt from this regulation unless they have earned a varsity letter. Participation in the intramural program during the academic year does not affect eligibility for the summer intramural program nor does participation in the summer intramural program affect eligibility for programs during the academic year.

Basketball. National Basketball Committee rules govern all record games except that each contest consists of two fifteen-minute halves with one five-minute overtime period of necessary to settle tie games. All squad members must participate a minimum of five minutes in each record game.

Canoe Racing. Each company is represented by three two-man canoes. A straight line course of approximately 3/4 mile is used. Scoring is accomplished on a 5-4-3-2-1 basis.

Golf. The summer intramural golf season is conducted under the same regulations as the fall intramural golf season.

Skeet. Each team consists of four cadets who shoot one round of singles from each of eight stations.

Softball. The Joint Rules Committee on Softball rules govern all record games. Games will consist of seven innings. All squad members must participate a minimum of two consecutive innings in each record contest.

Swimming. National Collegiate Athletic Association rules govern all record meets. The events included are 50 yard breast stroke, 50 yard back stroke, 50 yard free style, 50 yard side stroke, 200 yard free style relay (4 x 50 yards), and 150 yard medley relay (3 x 50 yards). Each company is represented by two contestants in each individual race and by one team in each of the relays. No contestant may swim in more than one individual event and one relay. Scoring is accomplished on the basis of 5-3-1 in the individual events and 5-0 for the relay. There are no minimum participation requirements.

Tennis. United States Lawn Tennis Association rules govern all record contests which consist of two doubles matches. Each match consists of one eight game set. Should the competing companies split the two matches, the team winning the larger total of games is the winner. There are no minimum participation requirements.

Touch football. Specially devised U.S.M.A. rules govern all record

games. Each team consists of eight players. Contests are of two fifteen-minute halves duration. All squad members must participate a minimum of five minutes in each record game.

Volleyball. United States Volleyball Association rules govern all record contests. All contests consist of the best two out of three games of fifteen points each. All squad members must participate during a minimum of time required for ten points to be scored by both teams.

CHAPTER IX
SUPPLEMENTAL PROGRAMS

Processing. A part of the initial processing procedure of the new cadets as they arrive at the Military Academy consists of the measurement of height and weight, the photographing of individual posture, and the administration of tests of swimming and physical ability.

The height measurement serves as the basis for assignment to company groups, first for the summer training period and finally to the individual's permanent unit. The weight measurement is the starting point for the close check kept on the weight of the individual cadet by means of monthly surveys continued through the entire first year at the Academy.

Posture pictures, lateral and posterior views, are used to determine habitual postural defects, to identify and select those cases where remediable defects can be aided through corrective measures, and to serve as a basis for future comparison.

The results of the physical ability test are used to group the new class into instructional units of approximately equal physical ability and to select those individuals with definite deficiencies in physical ability. The swimming test serves to identify the group of very weak swimmers and non-swimmers and to classify the new cadets into homogeneous groups for swimming instruction.

Basic training. During their first summer at West Point the new cadets take part in a physical education program designed to bring them to a degree

of physical condition adequate for the training needs of the Academy program and to provide recreation as a relief from their new and exacting environment.

The leadership for this summer program is provided by the members of the First Class detail, who serve as company officers during the summer and administer the physical education program under the close supervision of the instructors of the Office of Physical Education. In preparation for their duties in this program these First Classmen have a specific training course consisting of a review of the techniques of leadership of conditioning exercises and various sports activities.

The conditioning phase of the summer program consists of fourteen morning periods of thirty minutes each. In these classes each new cadet is taught the first sequence of basic Army conditioning exercises and also has some experience with rifle exercises.

The recreational phase of the summer program is built around twenty-eight afternoon attendances of sixty minutes each in various athletic activities. These activities include softball, speedball, swimming, touch football, volleyball, and water polo. Each company is so scheduled that the members attend four or five times at the same activity before changing to a new sport. Each class begins with ten minutes of grass drills or guerrilla exercises which serve as warm-up and provide further conditioning. On those days when their company is scheduled for athletics, non-swimmers attend instruction in the fundamentals of elementary swimming.

On the final afternoon of the athletic phase of the program a field meet is held. Each company enters a team in each of the sports activities.

The competition in the field meet is conducted as a Lombard tournament with each company participating against all other companies in each sport.

General Programs

This category includes activities which concern all cadets beyond the instructional and intramural programs and which require continuing supervision and coordination for their successful administration. These activities are posture, safety, voice and command, and voluntary instruction.

Posture. The purpose of this phase of the physical education program is to make the individual cadet conscious of his own habitual posture and to help him improve himself in this respect throughout his four years at the Military Academy.

Good posture is a tradition at West Point and consequently most of a cadet's posture training results from constant emphasis on posture throughout his daily routine. The posture program of this department insures a sound understanding of the elements of good posture.

The cadet's consciousness of his own posture is aided through the preparation and analysis of posture photographs during his first year at West Point. When the cadet arrives in July of his plebe year, lateral and posterior views are taken during the initial processing. For purposes of comparison and to provide a measure of resultant postural changes in each individual similar views are taken in the spring of the Fourth Class year. These photographs are mounted on posture records and subjected to careful analysis and rating. One copy of the posture record is kept in the active file of the Office of Physical Education as a ready source of reference throughout the individual's career as a cadet. A duplicate

record, with a simple explanation of the degree and nature of the deviation, is posted on the cadet's locker door as a constant reminder of his need for improvement.

Individual and group improvement are accomplished through several media. Tactical officers, cadet officers, and physical education instructors keep all cadets continually conscious of the importance of good posture. Every effort is made to raise the natural posture of each cadet to the West Point standard. Attention to posture, through both group and individual instruction, receives emphasis in all physical education activities. In addition during the first half of the Fourth Class year group posture exercises are given for a short period once a week to call attention to the most common forms of poor posture and to offer methods of improvement. Important postural defects are discovered through the analysis of posture photographs. Those cadets with moderate defects are conferred with and given exercise prescriptions to be performed during their spare time. Cadets with severe defects are assigned to the Corrective Exercise Squad for continued individual attention. (See Deficiency Classes in this chapter).

Safety. This program involves continuing inspection, specific instruction, and constant supervision. It extends throughout the entire program of the department for the specific purpose of preventing accidents in physical education activities.

The first method avoids dangerous situations by repeated inspection for, and removal of, safety hazards in facilities and equipment. Standard safety precautions are prescribed for all activities. These precautions include such diverse examples as the proper placement of mats in wrestling

classes, correct spotting techniques in gymnastics, enforcement of routine sanitary precautions in swimming, proper fitting of intramural uniforms, locker room supervision, etc. In addition to constant inspection and follow-up by class instructors and intramural supervisors, certain staff members have assigned areas of the departmental facilities to inspect at frequent intervals.

The second method used in this program involves continued education of all participants as to frequently occurring injury hazards in physical education activities and the best methods of avoiding those hazards. At the conclusion of intramural seasons injury surveys are frequently conducted throughout the Corps of Cadets to determine the number, types, severity, and causes of injuries and to locate common sources of injury with an eye to future prevention. Every effort is made to teach appropriate preventive techniques to all participants. During the fall intramural season, for example, special exercises for the conditioning of certain joints and the proper use of ankle wraps are thoroughly explained to all football and lacrosse squads; follow-up inspection insures the continued and proper use of these techniques.

The final method used in the safety program involves the careful supervision and constant control of all activities, in both instructional classes and intramural competition. Stress upon proper performance techniques in classes and strict rule enforcement in competition might be cited as examples of this supervision. This phase of the safety program is very closely allied with the reconditioning program in that it involves some treatment of simple injuries and a definite control over further

participation in activities by injured cadets. A definite effort is made to provide the same standard of facilities, equipment, and care for intramural participants as is provided to intercollegiate squad members. This now includes a special hospital sick call to provide immediate medical examination and physiotherapy after the intramural period. It also includes a training room specializing in preventive strapping and bandaging, and immediate first aid.

Voice and command. Scattered throughout the curriculum is a course of instruction devised to develop the cadet's natural command voice and his technique of giving military commands. This type of training complements the military instruction given by the company tactical officers, but is accomplished by instructors of the Office of Physical Education.

During the Fourth Class year the emphasis is upon the fundamentals of the command voice and upon commands for small units. During the fall and winter occasional short periods are devoted to supervised practice of mass commands. In the spring, four full periods are given over to the intensive study of the command voice. Each cadet learns the physiological basis for the command voice--the mechanics of breathing, the significance of proper posture, techniques of breath control, and the necessity of relaxation to overcome nervousness and extra exertion. He is also taught the essential requirements for the command voice--good posture, projection (dependent upon pitch, volume, and duration), enunciation, inflection, and cadence. A portion of each period is devoted to individual practice with analysis and criticism by qualified instructors.

Two periods during the Third Class summer at Camp Buckner are devoted

to a review and practical application of the fundamentals learned during the previous spring.

During the Second Class year voice and command instruction occurs during both the physical education and tactics periods. The program reviews the fundamental elements of the command voice and applies these elements to the leadership of military physical training activities and of close order drill for both small and large units. Methods for correction of individual voice errors are also introduced.

The voice and command program reaches its climax during the summer of the First Class year when the emphasis is upon the application of command voice elements to the handling of new cadets in basic training. Special attention is paid to methods of correction of voice errors during this period.

Voluntary instruction. It is a policy of the Military Academy that any cadet who misses instructional classes is responsible, after a reasonable period of time, for the material covered during his absence. Such a cadet, or one who feels that he would profit by extra assistance, has the privilege of requesting additional instruction. Such a request is purely voluntary on the part of the cadet. In keeping with this policy of the Academy to assist cadets who wish to devote free time to improvement in subjects with which they are experiencing difficulty and in response to popular demand for instruction in certain recreational activities, certain definite voluntary additional instructional classes have been established.

The voluntary conditioning program attempts to improve the physical ability of the individual cadet by providing a thorough and balanced general

work-out and by giving special consideration to his personal physical problems. Those Fourth Classmen found to be of low physical ability on entrance, other cadets of low physical ability, and all conditioned cadets are conferred with and especially encouraged to attend these classes, which meet four times a week in the late afternoon.

From September through November an instructor is available in the Reconditioning Room to recommend special exercises to cadets who request them, to direct those cadets who desire supervision in their exercise, and to offer suggestions to those who request guidance on personal physical problems. To emphasize the significance of their deficiencies and to measure their improvement, all Fourth Classmen of low physical ability on entrance are given several progress checks during this period. These checks consist of short batteries of performance tests and are conducted in close connection with the voluntary conditioning program.

Between December 1st and the time of the spring physical ability tests the emphasis of the voluntary conditioning program is upon mass conditioning exercises of progressively increasing intensity. Assistance in the development of personal skills and the guidance in personal physical problems is still available if desired.

Although the program and facilities still remain available to all who desire additional instruction, during April and May the voluntary conditioning program is primarily designed to assist those cadets who have not made passing grades during the year in physical education and are consequently required to take the final examination. Each cadet who desires assistance is studied individually and his deficiencies are thoroughly ex-

plained to him. A program of exercises is developed to suit his particular need and supplemental activities are suggested for his additional free time. He is guided, encouraged, and assisted whenever and wherever possible.

Throughout the year, whenever the weather permits, voluntary conditioning is held outside where the program consists largely of running activities, obstacle course work, and the basic skills of team and individual sports. Indoor activities are selected primarily from conditioning exercises, rope skipping and climbing, remedial weight lifting, apparatus and tumbling, swimming, running, and the basic skills of indoor team and individual sports.

Any cadet may obtain additional instruction in any physical education subject by making a request to his instructor. Usually this assistance take the form of individual coaching in the late afternoon. Cadets who desire help in wrestling may practice under supervision with the overflow group from the varsity squads. Below average swimmers may obtain assistance by participating with the Special Swimming Squad.

Voluntary instruction is also offered in the recreational sports. Skiing is the most popular of this group. Cadet assistant instructors are trained to take a group of non-skiers through a series of lessons covering the basic fundamentals of downhill skiing. New groups are formed at frequent intervals in order to provide an opportunity for maximum participation and progress. Instruction in golf and tennis are also offered in response to cadet demand.

Deficiency Classes

This group includes those activities, beyond the class instructional and intramural programs, which are required of certain cadets either during

the regular class periods or during their free time. They include corrective exercise, reconditioning, and special swimming.

Corrective Exercise. The purpose of this program is to prevent, arrest, and/or correct posture abnormalities through supervised exercise. The participants are cadets who show evidences of functional defects which may respond to corrective measures.

Cadets who need special consideration are located through study and analysis of posture photographs and through observation by departmental instructors and cadet officers. Questionable cases are given a thorough posture examination by the instructor in charge of correctives. The examination, which is purely diagnostic, is given to determine the particular needs of each case. It includes both subjective and objective tests of flexibility, segmental alignment, foot weakness, femoral rotation, pelvic obliquity, shoulder and scapular dissymmetry, and muscular imbalance. The defects most frequently encountered are faulty weight bearing, lordosis, kyphosis, scoliosis, winged scapulae, and pronation of the feet. These abnormalities are classified as either moderate or severe.

Cadets with moderate defects are given a prescription of exercise to be performed during their free time and are reexamined at regular intervals by the instructor in charge. Those cadets who have severe defects are assigned to the corrective exercise squad until satisfactory improvement is noted by the instructor. Fourth Classmen are required to attend this formation; upper classmen attend voluntarily. The group usually numbers between thirty and forty and meets twice each week for a period of one hour per day.

The method used in corrective exercise is one of informal guidance and supervision. Each cadet is given individual attention. Frequent rechecks are made to determine individual progress and to encourage cadets in their attitudes toward good military bearing. It is recognized that segregation of men into inferior groups may result in self consciousness and efforts are made to avoid this reaction. Full use is made of standard equipment such as mirrors, chest weights, stall bars and benches, plinths, and weights.

The approach to each case is four-fold. First, a desire for improvement must be developed. This is accomplished by means of a thorough orientation which encompasses the type of defect, cause, and means of correction. Secondly, a suitable exercise program must be devised to meet the needs and capacities of the individual. This exercise program must be carefully planned, taught, and supervised. Thirdly, general fitness must be promoted through the development of general muscle tone, adjustment of muscular imbalance, and the development or maintenance of normal flexibility. Lastly, the cadet must be taught to apply good body mechanics at all times.

Throughout the entire program close liaison is maintained with the orthopedic specialist of the Station Hospital. All cases involving structural defects are referred to him for examination. He, in turn, recommends a program of exercise which is carried out by the instructor in charge of correctives.

Reconditioning. The purpose of this phase of the curriculum is to accelerate the return of cadets to active duty following injury, illness, or surgery through the maintenance or restoration of optimum physical or psychological fitness by means of participation (during convalescence) in

prescribed and progressively graded and adapted physical education activities. This purpose is accomplished through one or more of the following approaches: arrest or prevention of physical deconditioning and muscular atrophy, restoration to a level of physical conditioning necessary for physiologically safe participation in the full physical education program, and prevention of re-injury through progressive strengthening of weakened muscles.

All cadets excused by the Surgeon from participation in scheduled physical education instruction attend reconditioning in lieu of physical education classes. Similarly all cadets who have been hospitalized for a period of five or more days are, after release from hospital, automatically assigned to reconditioning instead of the regular physical education program. All individuals continue to attend reconditioning until their medical excuse expires and the Reconditioning Instructor judges that vigorous activity should not cause a recurrence of the injury or illness.

The first portion of each reconditioning class consists of prescription of graded activities for the remainder of the period. Each case is dealt with individually and complete records are maintained to indicate individual progress. The instructor maintains constant liaison with the Surgeon, and, where medical prescriptions have been supplied (mostly surgical cases), he supervises the execution of the assigned exercises. Where no prescription is supplied, he devises a routine for each individual.

The major portion of the reconditioning period is spent in actual execution of the prescribed activities. The group is sub-divided by type of physical disability (traumatic, convalescent, etc.) and also by the part

of the body affected. This portion of the period is carefully supervised to be certain that no individual exceeds his capabilities at his current stage of convalescence. The equipment available for use in reconditioning includes stationary bicycles, chest weights, supinator, nautical wheel, wrist rollers, travelling parallel bars, quarter circle, stall bars and stools, mats, rowing machines, plinth, balance beams, parallel bars, horizontal bar, mirrors, and miscellaneous equipment.

No less important as a part of the reconditioning program is the supplying of basic first aid for injuries occurring in the gymnasium during physical education activities. Treatment for only the simplest injuries is attempted although temporary attention is given to more serious injuries prior to removal to the hospital for medical attention.

Special Swimming. The purpose of the special swimming program is to provide additional water conditioning, instruction, and supervised practice of swimming skills for the non-swimmers and very weak swimmers.

During the processing phase of the new cadet program the swimming classification test, a five minute swim for distance, is administered to the entire entering class. Those cadets who cannot swim twenty-five yards in acceptable form in any one stroke or show reluctance to participate in instruction are classified as non-swimmers. These non-swimmers attend swimming instruction in lieu of certain outdoor athletic activities during the summer basic training period. Those who still cannot swim twenty-five yards in acceptable form in any one stroke are automatically assigned to the Special Swimming Squad effective the beginning of the academic year. Other weak swimmers may be assigned from time to time at the discretion of the regular

swimming instructors. By March of each academic year all Fourth Classmen and certain unqualified swimmers of the upper classes are given the five minute distance test again. Those who cannot then meet the standards of their respective classes are assigned to special swimming until such time as they qualify. The standards for the four classes include:

Fourth Class 175 yards

Third Class 190 yards

Second Class 200 yards

First Class 200 yards

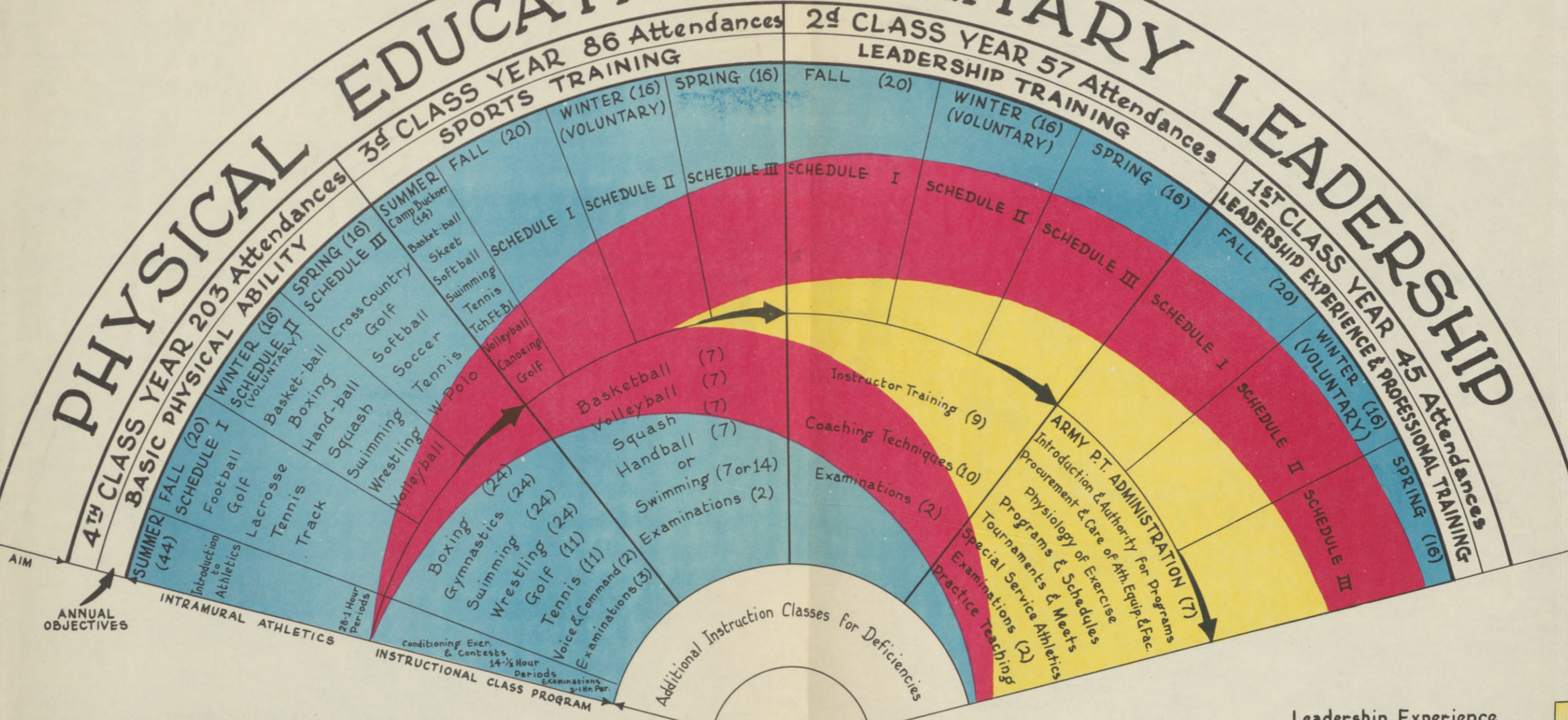
Release from the Special Swimming Squad is accomplished by the satisfactory demonstration of three of the four basic strokes (crawl, elementary back, side, and breast) and the ability to meet the class standard in the timed distance swim. Since many cadets come to the Academy as relatively poor swimmers or non-swimmers, Fourth Classmen may be released from special swimming prior to January of the Fourth Class year by meeting the stroke requirement and swimming 165 yards within the allotted time. Thereafter all cadets must meet the full standards of their classes before they are released from Special Swimming.

The Special Swimming Squad is divided into two sections. The first section is composed of those special swimmers who exhibit reasonable ability to swim the basic strokes but require considerable conditioning work in order to meet the distance requirement for their class. This section is permitted to swim an assigned distance on each of four days per week (at his choice of time), but is required to report for a progress check once every two weeks. The other section is composed of those cadets who require instruc-

tion and supervision to master the basic strokes. This second section reports four times a week for a short, but intensive, practice period. Progress checks are given to this section at the discretion of the instructors.

During the early months of the academic year it is possible for the instructors to do considerable group instruction with the non-swimmers. As individual differences in background and learning rate become more apparent, the special swimming program concentrates on individual coaching of basic skills and on intensive conditioning.

PHYSICAL EDUCATION FOR MILITARY LEADERSHIP



NOTE: VOLUNTARY ATTENDANCES ARE NOT INCLUDED IN THE TOTALS.

Leadership Experience
 Carry-Over recreational skills
 Development of Physical Ability

