A Physical Education Program for a Small Virginia High School

Henry Lester Hooker

College of William & Mary - School of Education

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A PHYSICAL EDUCATION PROGRAM FOR A SMALL VIRGINIA HIGH SCHOOL

A Project
Presented to
the Faculty of the Department of Education
The College of William and Mary

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Henry Lester Hooker, Jr.
August 1948
There are several people to whom I am indebted for their help and guidance with this project. I wish to especially thank the members of my committee, Messrs. George J. Oliver, Chairman, Kenneth L. Cleston and Bernard E. Wilson.
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INTRODUCTION

Teachers of Physical Education Activities should identify and understand the problems that are ever present not only in relation to the problem of the school, but also to the problems of the community and of the homes from which pupils come. Teachers must justify and adapt the program of Physical Education in the light of pupil needs, growth, and development. Therefore, Physical Education will become more than a "way" of Education, a "phase" of Education; it is Education, of and by the physical.

The Physical Education program should be so well organized and administered that results will give pupils greater emotional stability; better integrated personalities; higher development of leadership; better fellowship; improved social understandings; and desirable skills and techniques for the better use of leisure time. It can contribute much to the rest of the school program by reaching the objectives Physical Education strives to accomplish. The extent to which Physical Education contributes to pupil well-being
depends upon such factors as equipment, leadership, time
allotment, extent of the program in the school,
classification of pupils, size of classes, eligibility,
evaluations of progress and credit, provision for first
aid and safety, and records.

By what criteria shall the adequacy of the physical
and health education programs be judged? The answer to
this question may be found in the effect the program has
upon the life of the pupil. These outcomes may be
determined to a large degree by finding the answers to
questions about the pupils such as:

Have health understandings and health practices
been improved?

Has there been an improvement in bodily mechanics,
good posture, and activity skills?

Have remediable defects been corrected or improved?

Have pupils acquired joy and activity in play?

Have pupils experienced the activities which help
to make the best use of leisure time?

Has good sportsmanship been stressed and learned on
the playfield and has it carried over into the other
situations of the school, community and the home?
Has a greater degree of honesty, a greater loyalty, a greater respect for others been developed?

Is there more joy and happiness in the school room, on the playfield, in the community and in the home?

Have the qualities of leadership and fellowship of more individuals been improved?

Have the pupils been given opportunities to become more intelligently self-directing in planning programs and in choosing with discrimination activities that will especially promote growth and development?

With the exception of the pupil, the most important factor in any learning situation is the teacher. The success of the teacher's work should be measured by the way he studies and analyzes situations in relation to the pupil, the home, and the community, and by the way in which he applies his knowledge in teaching-learning situations. A teacher then must be evaluated in terms of the whole program -- in terms of objectives, methods and results; interests inside and outside of school; desire and ability to assume personal responsibility as a member of the community.
There are certain definite essentials which are common to good Physical Education programs. These may be stated as follows: every pupil enrolled in the school should participate daily in the Physical Education program; the program should be adapted to the needs of individual pupils; the analysis, evaluation and adaptation of all Physical Education activities are essential; and the program should provide for a thorough health appraisal, given at such times as are deemed necessary to determine the actual health status of the pupil. Another essential is that the school environment should be well planned, equipped, and supervised to provide safe living and to foster lasting health habits among children.

The Physical Education program which follows has been designed for small five-year high schools with enrollments of less than one hundred boys. This program is actually prepared for Smithfield High School, in Smithfield, Virginia.
After considering the many ways to organize the Physical Education classes in Smithfield High School, it was decided that, since there are only three periods available per day for Physical Education in the schedule, the most desirable method would be to divide the pupils according to the classes in which they are actually members. This method has been approved by Dr. Harold Jack, Director of Health and Physical Education of the State of Virginia.

An organization such as this would mean that all the eighth grade pupils (twenty-five to thirty) would be in one section, all the ninth grade pupils (twenty to twenty-five) would be together, and the tenth, eleventh, and twelfth grade pupils (thirty to thirty-five) would be in the same class. This method of organization was decided upon so that the students would derive more benefit and wholesome development from participation in classes consisting of students of, for the most part, their own age and mental and physical level. Students also benefit from experiencing to a greater extent the entire range of activities covering the full five year program. For

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when a five year program is inaugurated only one group — the eighth grade — will experience the entire program and therefore should be permitted to continue along together rather than become integrated with some other group who may graduate after two or three years. It follows that the ninth grade will be able to take four years of Physical Education and thereby more nearly have an opportunity to experience the entire range of activities while those in the upper grades will be handicapped in that only one grade — the tenth — will receive as much as six semesters of work. Since some three classes must be grouped together to meet schedule requirements — three periods per day — the members of the tenth, eleventh, and twelfth grades are considered better able, both physically and mentally, to enjoy the various activities as a group than any other combination of grades, for instance, the eighth, eleventh, and twelfth grades.

2 Ibid., p. 163
Two things had to be considered in arranging the Physical Education schedule, the Smithfield High School curriculum and the limited faculty in the school. When a child enters the eighth grade he takes, for the most part, required subject-matter taught to the entire grade during the same periods and it is, therefore, easier to place all those students in one Physical Education class.

Almost the same is true for the ninth grade as the student is still taking his required units, but as a student enters the later years of his high school career he usually finds that he has more choice, making free periods for this group fewer. Thus if all the students in the tenth, eleventh, and twelfth grades are scheduled for the same period in Physical Education it simplifies schedule making. Under these circumstances -- three periods per day -- authorities in the field of Physical Education, as Irwin 3 Staley 4 Jack 5 and Williams 6 have indicated that this method of organization would be satisfactory.

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3 Ibid., pp. 162 - 163.


At the present time there are limited Physical Education and Recreational facilities, both in the town and at the high school, but it is believed this situation can be changed if enough interest can be aroused in recreational activities. To the student who graduates from the school and other persons interested in recreation, Smithfield offers only the high school gymnasium, three tennis courts, a baseball diamond and a playfield, 660 feet by 400 feet. The nearest golf courses or bowling alleys are over twenty-five miles away and even these are antiquated. The people of the town enjoy athletics from a spectator's point of view as well as through participation. The Physical Education teacher can introduce his program to his pupils and instruct them in such a manner as to develop a lifelong interest in many activities which will be an influence on the other inhabitants. It seems advisable to emphasize those activities which can be enjoyed individually with the
limited facilities now afforded constituting a major consideration in choosing these activities.

Another factor to be considered is that there had not been an organized Physical Education program in the school nor had the school participated in interscholastic sports other than basketball and baseball until 1946.

In 1946 football was begun on a small scale and met with such enthusiasm that a field is being constructed with lighting and seating facilities for both football and baseball.

The interest in football combined with the interest and enthusiasm shown for the sports already organized is evidence that the community as a whole, as well as the people individually, enjoy recreational activities and would support a more varied program than just the major sports of the high school.

Since much of the Physical Education program can be carried on out-of-doors, the use of outside facilities should be carefully planned and arranged for groups of
different ages, sizes and sex, and for different types of activities. All surfaces should be free of holes, obstructions, or projections. Uprights and suspended equipment should be tested frequently to prevent accidents. Courts should be well marked. Indoor facilities should include an adequate playroom or gymnasium, with sufficient lockers, showers and dressing rooms for boys and girls. The gymnasium space should be planned and arranged to provide the greatest possible number of different activities for boys and girls.

In the high school it is desirable to have a double forty-five minute period or one period of at least sixty minutes for the activity. Schedule arrangements should permit participation in Physical Education by all pupils. Definiteness and regularity of schedule time will aid in promoting a wider use of facilities and equipment. In addition to the regularly scheduled programs, there should be opportunity for pupils to participate in a leisure-time program before and after school, as well as during the noon hour.
Boys and girls should not be denied the opportunity to enjoy the thrill of acquiring and developing skill in games suited to their individual needs; the experience of team membership, with its innumerable opportunities to learn and practice responsibility, good leadership, and good fellowship; the joy that comes with participation in a contest well played; and the increasing enjoyment in learning various types of activities which may be engaged in during leisure hours. No pupil should be excused from the program because of general organic or nervous weakness or a crippled condition, injury or health hazard. All pupils whose physical condition indicates a needed adjustment should be assigned to an adapted Physical Education class until a change is considered desirable.

For the best results in teaching fundamentals and skills of the various activities comparatively small classes, with a maximum of forty pupils, are advisable.

Beside native ability, specific training in subject matter and in method is required for the highest success in

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8 Ibid., pp. 313 - 314.
teaching. Underlying all specific techniques there are certain principles of procedure which generally apply and are drawn from the knowledge of how pupils learn and the ways in which the teacher may plan his teaching on the basis of actual pupil needs. These include:

the application of the laws of learning such as the primary laws of readiness, exercise and effect; the recognition that interest is a prime factor in learning; the recognition that activity is necessary and that learning takes place best when activities are related; and the recognition of the different types of learning and the need for appropriate modification of techniques.

Another underlying factor is the provision for the mental health of the child through learning conditions free from fear and worry, guiding the work so as to contribute to the welfare of the school, discovering abilities of the child and permitting an exercise of these abilities to produce self-confidence and self-respect, and insistence upon reasonable standards of achievement and behavior.
Also, the provision of training situations which develop ethics and character, and the provision for the worthy use of wholesome emotional attitudes are of primary importance.

All teaching must be planned to include general and specific objectives, skill materials, outcomes, methods of teaching, time allotment and emphasis.

Special adaptations of any program of Physical Education are necessary as all schools vary somewhat necessitating new and varied arrangements to comply with differences in needs, equipment, facilities and faculties.

There is only one Physical Education Instructor in Smithfield High School to teach both boys' and girls' Physical Education classes. The equipment and facilities available for use in the Physical Education Classes in Smithfield High School are:

1 gym floor - thirty-six feet by seventy-two feet.
2 basketball goals,
4 gym mats - five feet by ten feet.
3 regulation basketballs
4 voit basketballs
6 volleyballs
1 wrestling mat - twenty feet by twenty feet
6 softball bats
6 voit softballs
3 regulation softballs
1 playfield - 660 feet by 400 feet
3 voit footballs
3 voit soccer balls
2 softball catchers' masks
1 stop watch
1 whistle
CHAPTER I

HEALTH PROGRAM

In all phases of the Physical Education Program the pupils must have the opportunity to practice the best health habits.

There is no State planned Health Curriculum for Virginia such as many Physical Educators advocate using in High schools. Because no definite plan has been devised by the State Department of Education, Health, and Physical Education, though they have many competent persons working on such a plan at the Madison College Workshop which plan is supposed to be completed by the Fall of 1948, a plan that has been approved by Dr. Harold Jack, Director of the State Department of Education, Health, and Physical Education, has been devised.

A sound educational philosophy is concerned with the development of the whole person. It recognizes, therefore, the importance of the physical aspects of the individual. The current philosophical emphasis in education is the
guidance of children in self-directed democratic experiences. It is the function of philosophy to integrate and tie together the contributions from all fields of human knowledge so as to plan better for the present and future education of children.

Students should realize the importance of health. The health of its people is one of the greatest resources of a country. It is listed as one of the "cardinal principles of education". Yet, statistics released during and after war emergencies reveal a much too large 1 percentage of unfit manpower. This indicates that there is a wide discrepancy between our health knowledge and present practice.

The problem of health education is to teach all children, at each stage of their development, and adults the knowledge necessary for them to attain and maintain the best possible health. This knowledge must be functional; behind it must be the individual's desire to use the facts for the better health of all.

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Following is the outline of the Health Program which was devised by the writer under the supervision of Dr. Harold Jack, Director of the State Department of Health, Education and Physical Education:

I. Purposes and needs for health instruction.

A. Purposes

1. To instruct pupils so that they may conserve and improve their own health.

2. To teach pupils the habits and principles of living which throughout their school life and in later years will assure the abundant vigor and vitality which provide the basis for greatest possible happiness and service in personal, family, and community life.

3. To influence parents and other adults, through health education program for children to better habits and attitudes so that the school may become an effective agency for the promotion of the social aspect of health education in the family and community as well as the school itself.

4. To improve the individual and community life of the future, to insure a better second generation, and still better third generation; a healthier, fitter national race.
B. General health objectives.7

1. To improve the general physical condition of the individual so that he may function normally, avoid disease, and better fit himself for his life work.

2. To develop the functional power of each individual consonant with his needs and capacities.

3. To develop the psycho-physical potentialities of the individual in terms of habits, behavior, and knowledge.

4. To develop in the pupils an interest in good body mechanics through self-appraisal and group adjustment.

5. To present to the pupils health instruction material that is progressive, scientific, and individualized.

C. Reasons for health education.

1. More emphasis being placed on individual and group health.

2. Nation more health conscious than ever before

3. Present health practices are poor as evidenced by
   a. Military service and draft records
   b. Other medical reports.
   c. Observation concerning the spread of communicable diseases.
   d. Increase in organic and nervous disorders.
   e. The development of physical defects during childhood.

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7 Ibid.

3. Children need training and instruction in healthful living because
   a. Some elements in modern complex civilization are unhygienic.
   b. The traditional, often uneducated, attitude toward disease is unsound.
   c. Teaching in the past has been largely negative.
   d. People have insufficient health knowledge.

4. Habits affect health as demonstrated by
   b. Athletic training.
   c. The result of improvement in diet and other living conditions.
   d. Experience of certain individuals who have enjoyed unusually long life.
   e. The result of special experiments in health education.

5. Other reasons for having health education in the Physical Education program
   a. It makes clear to all teachers that the administration in charge of the school system expects health education to be an active part of the school program.
   b. It insures the completeness of the program as a whole.

D. Scope of health education

1. Health protection
   a. Sanitation of school.
   b. Physical examination.

2. Correction of defects
   a. Inform parents and urge correction
      (1) Doctors
      (2) Nurses
      (3) Free clinics
b. Physically handicapped
   (1) Special classes
   (2) Health improvement classes
       where corrections can be made

3. Health promotion
   a. The hygienic arrangement of the
      program to provide healthful school
      living
      (1) Planning recesses
      (2) Amount of homework allowed
      (3) Kinds of examinations
      (4) Sequence of subjects
      (5) Number of pupils per class
      (6) Lunch room
      (7) Other reasons.

b. Physical education program
   (1) Provides play activities and
       body building activities that
       contribute to physical health,
       mental health, and social adjust-
       ment
   (2) It also develops skill and coordi-
       nation, contributes to worthy
       citizenship by developing the
       ability to get on with other
       individuals: builds sportsmanship
       and personality; leads to wise
       use of leisure time.

c. Health education
   (1) Temperance agencies
   (2) State laws

II. Underlying principles

A. Some of the principles which are the foundation
   of health instruction in high school.

1. One's health is determined by both his
   heredity and his mode of living.

   a. No uniformity of healthful living
   b. Health not determined entirely by
      habits.
2. Health education is the joint responsibility of the home and school
   a. School should supplement desirable learnings taught at home
   b. Also school should help students not taught at home

3. In the elementary school, health education is principally experienced through the classroom teacher
   a. Habits formed by doing
   b. Classroom teacher should see that children experience good habits

4. Health education must be accepted by the administrative authorities of the school as a part of the education program if it is to succeed

5. Effective health education demands the understanding, sympathy, cooperation, and support of health specialist in the school system

6. Health training and instruction should contribute to the easier accomplishment of medicine, nursing, and dental services. Their services, even when remedial, should contribute to the health education of the child
   a. Health education in the classroom is a force in the prevention and correction of remediable defects
   b. Doctors, nurses, dentists, etc., should contribute to the child's wholesome experiences

7. The promotion of teacher health is important to the health education program as well as to the quality and cost of education
a. Health of teacher important
b. Also teacher's attitude toward health education

8. The professional skill and initiative of the teacher constitutes a most valuable element in the health training of the child.
   a. Arrangement of the program should be made so that the constructive and creative contributions of the individual teacher may be fostered.
   b. Teacher and pupil made problems for projects are usually better than those assigned by health directors.

9. It is necessary to develop health practices of the child before he is old enough to understand the scientific reasons upon which these practices are based.
   a. Health training begins at home
   b. Practice is needed before knowledge is possible

III. General Curriculum Considerations

A. Procedures
   1. Cooperative activities
      a. Interpretation of the health program to the home
      b. The correction of physical defects
      c. The prevention of communicable diseases
      d. The control of communicable diseases
      e. Maintaining hygienic conditions in the school building
(1) Ventilation  
(2) Lighting  
(3) Sanitation  
(4) Adjustment of seat and desk

2. Routine procedure in the school program  
   a. Weighing and measuring  
   b. The morning health review in classrooms  
      (1) Inspection  
      (2) Checking health habits  
      (3) Observing symptoms of illness  
   c. Mid-morning lunch  
   d. Relaxation period

B. Methods of instruction

1. Division of work into units  
   a. Use of the child interest approach  
      (1) Involves interest at different grade levels  
      (2) Materials should be supplied so teacher can encourage pupil initiative  
      (3) Pupils should also learn through experience  
   b. Use of individual participation  
      (1) If material requires activity, then the methods of instruction must allow it  
      (2) Class instruction should be formal  
   c. Other methods of instruction  
      (1) Methods should be related to objectives  
         (a) Pupil participation encouraged  
         (b) Teachers should inform pupils of their objectives
2. Local situations should be used in teaching
   a. Cafeteria
   b. Health examination
   c. Football team
   d. Accidents in school
   e. Other similar problems

3. Discussions
   a. General group discussions
   b. Division into small work group
   c. Panel discussion

4. Activities and problems
   a. Activities arising out of interest
   b. Projects should be carefully chosen and planned
      (1) Pupils should be allowed freedom in working
      (2) May work in groups or individually

5. Provision of scientific materials
   a. Books, pamphlets, magazines, etc., should be made available
   b. Research attitudes and procedures should be developed in attacking problems

6. Visual instruction
   a. Use of graphs, charts, posters, film slides, etc., adds to effectiveness of instruction

7. Special Lectures and demonstrations
   a. Demonstration of technique by qualified individual
   b. Laboratory demonstrations
8. Teacher example
   a. Influence on students and others

C. Materials

1. Printed matter
   a. Governmental agencies
      (1) Office of Education
      (2) U. S. Public Health Service
          in Department of Treasury
      (3) State Department of Health
      (4) State Department of Education
      (5) Local Health Department
      (6) Local School System
      (7) Other similar agencies
   b. Societies, Associations and Private Agencies
      (1) American Association for Health, Physical Education, and Recreation
      (2) American Dental Association
      (3) American Dietetics Association
      (4) American Federation of Organization of the Hard of Hearing
      (5) American Heart Association
      (6) American Home Economics Association
      (7) American Medical Association
      (8) American Nurses Association
      (9) American Public Health Association
      (10) American Red Cross
      (11) American School Health Association
      (12) American Social Hygienic Association
      (13) American Society for Control of Cancer
      (14) National Congress for Parents and Teachers
      (15) National Safety Council
      (16) National Society for Prevention of Blindness
      (17) National Tuberculosis Association
      (18) National Women's Christian Temperance Union
(19) Rockefeller Foundation  
(20) Milbank Memorial Fund  
(21) Russell Sage Foundation  
(22) Signal Press  
(23) W. K. Kellogg Foundation  
(24) Many others  

c. Commercial or semi-commercial agencies  
   (1) Metropolitan Life Insurance Company  
   (2) John Hancock Life Insurance Company  
   (3) National Dairy Council  
   (4) Irradiated Evaporated Milk Institute  
   (5) Also others  

d. Health Libraries  

2. Visual Education Material  
   a. Still pictures  
      (1) Charts  
      (2) Models  
      (3) Prints  
      (4) Lantern slides  
   b. Motion Pictures  
      (1) Films are now available on almost every phase of health education  
   c. Hygionic Museums  

9 Definitions:  

Health Education — is the sum of experiences which favorably influence habits, attitudes, and knowledge relating to individual, community, and racial health.  

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9 Healthful Education; A Program for Public Schools and Teacher Training Institutions, Report of the Joint Committee on Health Problems in Education, New York: Bureau of Publication, Teachers College, Columbia University.
School Health Education -- is that part of health education that takes place in school or through efforts organized and conducted by school personnel.

Hygiene -- is the applied science of healthful living; it provides the basic scientific knowledge upon which desirable health practices are founded.

Sanitation -- is the application of scientific measures for improving or controlling the healthfulness of the environment.

Health -- in the human organism is that condition which permits optimal functioning of the individual enabling him to live most and to serve best in personal and social relationships.

Health Instruction -- is that organization of learning experiences directed toward the development of favorable health knowledge, attitude, and practices.

Health Service -- comprises all those procedures designed to determine the health status of the child, to enlist his cooperation in health protection and maintenance, to inform parents of the defects that may be present, to prevent disease, and to correct remediable defects.
Healthful School Living — is a term that designates the provision of a wholesome environment, the organization of a healthful school day, and the establishment of such teacher-pupil relationships as make a safe and sanitary school, favorable to the best development and living of pupils and teachers.

Health Examination — is that phase of health service which seeks through examination by physicians, dentists, and other qualified specialists to determine the physical, mental, and emotional health of an individual.

Curricular Outline

The following is an outline for a health program for a five year high school complete with examples on how to present the various topics or activities which are suggested for each grade:

Eighth Grade

E. Personal hygiene

A. Introduction to whole problem of health
   A. Survey of the school situation with regard to health
1. What things need improving
2. What things show evidence of healthful procedures and practices
3. Are the students doing their part to make the school a healthful place

B. Study results of physical examination given at beginning of school
   a. Help students know important implication conclusions from results of their examinations
      1. Stress importance of regular examination

6. Cleanliness
   Film - Cleanliness - clean face and hands, use revised edition if possible
   a. Relation to health, happiness and appearance
   b. Cleanliness of body
      1. Importance of regular bathing, etc.
   c. Cleanliness of clothes and surroundings

D. The Skin
   Film - The Skin - use latest film
   a. What causes blackheads, pimples, etc.
   b. How to care for the skin
      1. Special class for girls in use of cosmetics - how to apply, remove, etc.

E. Care of the Teeth
   Film - Care of the Teeth - or others

F. Functions and Care of the Eyes
   Film - How the Eyes Function and How You See It
   a. Compare eye to a camera
   b. Discuss why some people must wear glasses
   c. Where to go to have glasses fitted

* All films listed can be secured from the State film library.
G. Function and care of ears
   Film\# - How Ear Functions
   a. How we hear
   b. Discuss methods of cleaning ears
   c. How deafness is caused by diseased tonsils and adenoids
   d. New hearing aids

H. Hair
   a. What causes baldness
   b. How and when to wash the hair
   c. Importance of brushing
      1. Class in hair styles for girls

I. Hands and nails
   a. Carrier of germs
   b. How to care for them

J. Feet
   Film\# - The Feet
   a. How to walk properly
   b. Importance of shoes that fit
   c. Causes of treatment of athlete's foot

K. Posture
   Film\# - Posture - use latest release
   a. Effects of poor posture on health and on appearance
   b. How to improve posture

III. Community hygiene

A. What is community hygiene or health

B. Part each individual has in total program
   a. Film\# - Defending the City's Health
   b. Other films\# available

C. Local health services
   a. Nurses
   b. Clinics
   c. Hospitals

* All films listed can be secured from the State film library.
D. State Health Services  
a. Department of health  

E. Natural Health Service  

F. City Water Supply  
a. Trip to see city water works  
b. Study of that system of purification  
   i. Study of other systems  

G. City sewage  
   Films: *Sewage Disposal*  
   A. Type used by city  

H. City garbage disposal  
a. How often and by what means.  

Ninth Grade  

Two Periods Per Week  

Or  

Seventy – Two Periods Per Semester  

I. Safety  
   A. Importance of developing safe habits  
      1. Investigation of deaths and injuries due to accidents in nature  
      2. Discuss with group accidents they have had and causes  

*Films listed can be secured from the State film library.*
B. Discuss safety in the school
   1. Running in halls, pushing on stops, crossing streets without looking, hanging out of windows, etc.

C. Safety at play
   Film: Safety at Play and Vacation Safety
   1. Playing in road, not using mark while catching, dangerous types of activities, etc.

D. Safety in home
   Film: Safety in the Home
   1. Slippery stairs, loose rugs, unmarked medicine bottles, open fires, etc.

E. Safety as a pedestrian
   Film: Street Safety
   1. Jay walking, crossing against light

F. Safe and good driving
   1. Investigation by committee as to natural death rate and injury rate due to accidents. The common causes of the accidents, age of drivers. Also data on State and local records. Discuss findings.
   2. Report on state laws governing the obtaining of driver's licenses.
   3. Give standardized test on safe driving
      a. Discuss results
      b. Attempt to find how many actually practice the good procedure they know
      c. Film: We Drivers
   4. Begin instruction course in how to drive
      (May be possible to get State to send an instructor)
      a. State laws
         (1) Speed
         (2) Hand signals
      b. Important parts of an automobile
      c. Aids in judging distance

---

*All films listed can be secured from the State film library.*
c. Driving on open highway
d. Driving in the city
e. Parking and backing
f. Aids for night driving
g. Road courtesy and politeness
h. Car insurance
i. Inspection

II. First Aid Course
   A. Definition of first aid
   B. When it should be used
   C. Number of accidents occurring in United States
      1. Importance of first aid
      2. Discuss times the student felt he could have used first aid, had he had the knowledge
      3. Accidents that were saved from fatal results through first aid
   D. How to report an accident
   E. Give Junior Red Cross Course
      1. Instruction from Red Cross may be obtained
         a. Film on First Aid
            a. Minor Wounds
            b. Control of Bleeding
            c. Life Savory and Respiration
            d. Wounds and Fractures

   Tenth Grade

   Two Periods Per Week
   Or
   Seventy - Two Periods Per Semester

L. Mental Hygiene
   A. How we learn

---

All films listed can be secured at the State film library.
Film* - Learning and Gravity
1. Give study habit questionnaire
2. Factors affecting learning
3. Developing good habits
4. Factor in retention

B. How individuals differ
1. What makes a person "quiet," "Talkative," "shy," etc.

C. Importance of adjustment with fellow students

D. Getting along and relations with parents, brothers, and sisters.

E. What makes us what we are
1. Heredity
   a. Film* - Heredity
2. Motives
3. Impulses
4. Growth patterns

F. Importance of outside interests and recreations
1. Film* - Recreation

G. Data on number of mental cases in United States
1. Discussion of mental institutions in our State

H. Main causes of mental disorder
1. Reports by committee on various mental illnesses

I. Some of more important cures

II. Personal Hygiene

A. Communicable diseases
1. Colds
   a. Film* - Confessions of a Cold
   b. How many colds have members of class had this winter.

*All films listed can be secured from the State film library.
c. Cite statistics concerning days lost from school due to colds

d. How they weaken body for other diseases

e. Causes of colds

f. How to prevent colds

B. Childhood diseases
1. Measles
2. Mumps
3. Diphtheria
4. Smallpox
5. Rheumatic Fever
   a. Causes, prevention (vaccination), quarantine, etc.

C. Tuberculosis
1. Films: Good - bye Mr. Germ and T. B. and How It May Be Avoided
2. Statistics on T. B.
   a. Sanatorium in Virginia
3. Our present cures
4. Importance of frequent examinations
   a. X-rays

D. Cancer
1. Death rate
2. Search for a cure
3. Advances made in treatment of patients

E. Infantile Paralysis
1. Causes
2. Prevention and cures
3. Foundation for prevention and treatment

F. Heart Diseases
1. Emphasis on rheumatic heart trouble

---

All films listed can be secured from the State film library.
2. Causes
   a. Unwise exertion
   b. Diseased tonsils
   c. Diseased adenoids

3. Prevention

4. Cures

5. Film — Heart In Action
   a. Blood circulation in the heart
   b. Strains caused by unwise exertion

6. American Heart Association
   a. Research on prevention
   b. Research on cures

7. Virginia Sanatoriums
   a. Where located
   b. Private
   c. State

8. Virginia Services
   a. Nurses
   b. Doctors
   c. Clinics

---

*All films listed can be secured from the State film library.*
G. Venereal Diseases
   1. Number affected
   2. Why there should be few cases of these disease
   3. Results of disease
   4. Cures

H. Use of Alcohol, Narcotics
   1. Effects on one's efficiency
   2. Collect newspaper clippings relating to accidents.

Eleventh Grade

Two Periods Per Week

Or

Seventy - Two Periods Per Semester

I. Community hygiene
   A. Why we have health examinations for food handlers
      1. Policy of local community

   B. Policy followed concerning inspection of restaurants, hotels, rest room, public building, etc.
      1. Local health ordinance

   C. Keeping our streets and public parks clean and beautiful
      1. Responsibility of the individual
D. Industrial health
   1. Individual insurance.
   2. Health and safety program
   3. Shorter working day
   4. Development of laws protecting workers
   5. Worker's compensation
   6. Harmful industries in regard to health

E. Slum conditions that exist in city
   1. Try to discover actual conditions
   2. Why is it a threat to entire community
   3. What can and is being done to eliminate them
   4. Try to discover how conditions effect children from these areas

III. Nutrition
   A. Film* - Fundamentals of Diet

   B. A survey of what pupils eat for their meals
      1. Determine calorie content
      2. What is desired content

   C. What foods make a balanced diet
      1. Good diet is necessary for utmost efficiency
         a. Film* - Human Race
            (athletic and importance of milk)
         b. A safe diet for reducing
         c. Importance of good digestion in our health
            (1) Study of digestive system
         d. Study and discussion of table manners
         e. Study Pure Food and Drug Act

* All films listed can be secured from the State film library.
Twelfth Grade

Two Periods Per Week

Or

Seventy - Two Periods Per Semester

I. Mental Attitudes

A. Finding the right job
1. Give interest and vocational inventories
2. Discuss importance of finding job that fits person’s interest and ability

B. What makes up a person’s personality
1. Give personality test
2. Discuss way of improving one’s personality
3. Discuss with group what traits make a person likeable, respected, etc.
4. Discussion of results of test

C. Importance of self adjustment and emotional stability
1. How a person may obtain and maintain these qualities
2. Give Bell Adjustment Test
3. Discuss results of tests with individuals

D. Importance of developing a Philosophy of Life
1. Helping pupil see need for this and helping them begin building a Philosophy of Life

III. Personal Hygiene

A. Systems of body — compare body to machine, part systems play in making body function
1. Circulatory System
   a. Film* - - Circulation and Blood
   b. What does blood do for the body
   c. How is blood circulated
   d. What is heart trouble
   e. Take pulse before and after exercise
   f. Explain how blood helps to cool and heat the body

2. Respiratory System
   a. Film* - - Respiration
   b. Why rooms at times become stuffy
   c. Note temperature and ventilation of school rooms
   d. Cartoons drawn on improper mouth breathing
   e. Diagram of respiratory system

3. Skeleton System
   a. Note different types of skeleton class
   b. Discuss function of skeleton
   c. Growth of skeleton
   d. Diseases and care

4. Muscular System
   a. Film* - - Muscles
   b. Demonstration of how muscles work by heavy member of class picking up heavy object
      (1) Diagrams and pictures of muscles
   c. Development and growth of muscles
   d. How muscles may be strengthened, made larger, made elastic, etc.

5. Reproductive System
   a. Difference in males and females
   b. How do humans reproduce

* All films may be secured from the State Film library.
CHAPTER II

General Regulations and Plans

Physical Education Requirement — All students are required to enroll and attain a satisfactory standard of achievement in the Physical Education classes for ten semesters. (Eighth grade through the twelfth grade.)

Health Examinations — All students will be required to have a complete health examination prior to the opening of school.

Class Assignments — All students who are physically able will be required to take the regular Physical Education courses. Students who are not in good health or who are seriously afflicted will be required to take the course prescribed by their physician.

Physical Education Credit — All students who successfully attain a satisfactory standard of achievement in the Physical Education class will receive one-half unit credit per year toward graduation. A total of two unit credits accepted for graduation. A student will receive one-quarter unit credit each semester.

Class Schedule — All sports classes will meet daily.
Time of Classes -- All classes will start five minutes after the beginning and close ten minutes before the end of the fifty minute class period. (Each student will have five minutes to dress before class and ten minutes to shower and dress at the close of the period.)

Costume -- All students will be required to wear the following costume, unless otherwise notified: white T-shirts, blue gym shorts, white wool ankle socks, and canvas shoes with rubber soles of ankle height. Each student must supply his own uniform. Students will be permitted to attend classes only when outfitted in the prescribed uniform unless otherwise excused.

Equipment -- The school will provide equipment needed for Physical Education classes.

Lockers -- Lockers, if available, will be assigned at the first meeting of the class in each semester. If lockers are not available some arrangement will be made to insure the safe keeping of valuables, clothing, etc.

Showers -- Students will be required to take a bath after each class in Physical Education. Students will furnish their own towels.
Laundering — Students will be required to have their costumes laundered every two weeks.

Tardiness — Students who are tardy for classes will be required to furnish the instructor with an excuse.

Conduct Objectives — All activities that are held during the Physical Education Class or any activity taught by the Physical Education instructor will be conducted according to social and hygienic standards. Social and hygienic standards are considered those standards of hygiene and social behavior which are acceptable to present day society. Furthermore, all students will be required to conduct themselves according to such standards.

Class Plan — In the Physical Education class each student will be treated as an individual. The student will be guided in activities which will satisfy his individual needs and capacities and which will tend to lead to a "well-rounded" individual.

Marking System — The individual marks in the various Physical Education classes will be based on the

---

following factors:

1 - Performance Examination - This examination will usually be given at the conclusion of each activity. It is based on how the individual conducts himself during the activity concluded.

2 - Written Examination - The written examination will usually be given before the conclusion of the activity.

3 - Sportsmanship Estimate - This will be made in terms of the social standards of conduct exhibited by the student.\(^2\)

4 - Demonstration Examination - This type of examination will usually be given during the period in which the activity to be demonstrated is taught. The pupil demonstrates some phase of the activity to the other pupils.

5 - Healthmanship Estimate - This estimate will be made in terms of the hygienic standards of conduct exhibited by the student.\(^3\)

6 - Term Reports - Each student may be required to hand in a written report on a subject of his own choosing yet one that is related to the activities he has experienced in class.

The above factors do not have equal bearing on the final mark as item number one is usually the most important while the written examination is usually of

\(^2\) Ibid., p. 251
\(^3\) Ibid., p. 252
least importance.

Each factor is worth a certain number of points depending upon the activity in relation to its importance. This will be explained further as each grade's activity is outlined.

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>36 - 100</td>
<td>E</td>
<td>Excellent</td>
</tr>
<tr>
<td>73 - 85</td>
<td>S</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>60 - 72</td>
<td>P</td>
<td>Passing</td>
</tr>
<tr>
<td>Less than 60</td>
<td>U</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>
CHAPTER III

CURRICULUM OUTLINE FOR THE EIGHTH GRADE

First Semester

Special Regulations and Plans

Class Size -- There are twenty-nine boys registered for this class.

Costume -- The regulation gym suits described previously.

Schedule of Activities:

Elementary Soccer -- Meets Daily
    September 3 through October 3

Virginia Achievement Tests -- Meets Daily
    October 6 through October 8

Elementary Touch Football -- Meets Daily
    October 9 through November 7

Elementary Volleyball -- Meets Daily
    November 10 through December 5

Elementary Basketball -- Meets Daily
    December 8 through January 30

Note -- On days when the activities scheduled cannot be held (rain or cold weather during fall season) health or sports appreciation classes may be substituted.

Any activity will be held outdoors if weather permits, otherwise, the same activity will be in the gymnasium.
Activity and Objectives -- Playing Elementary Soccer according to social and hygienic standards.

Procedure -- Main emphasis will be placed on the acquisition of individual skills.

<table>
<thead>
<tr>
<th>Skills to be experienced and understandings to be developed</th>
<th>Materials of learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rules of play</td>
<td>1 playfield</td>
</tr>
<tr>
<td>Dribbling the ball</td>
<td>(660 feet by 400 feet)</td>
</tr>
<tr>
<td>Trapping the ball</td>
<td>3 soccer balls</td>
</tr>
<tr>
<td>(Left and right)</td>
<td>2 soccer goals</td>
</tr>
<tr>
<td>(cheat and stomach)</td>
<td>1 whistle</td>
</tr>
<tr>
<td>Kicking</td>
<td>1 stop watch</td>
</tr>
<tr>
<td>Passing</td>
<td>2 books on soccer</td>
</tr>
<tr>
<td>Volleying</td>
<td></td>
</tr>
<tr>
<td>Throw - in</td>
<td></td>
</tr>
<tr>
<td>Kicking goals</td>
<td></td>
</tr>
<tr>
<td>Corner kick</td>
<td></td>
</tr>
<tr>
<td>Penalty kick</td>
<td></td>
</tr>
<tr>
<td>Knowledge of the technic of play</td>
<td></td>
</tr>
<tr>
<td>Offensive and defensive</td>
<td></td>
</tr>
</tbody>
</table>

A penalty kick
A corner kick
A free kick
A goal kick
A throw - in
Individual position play
Warming up exercises
Conditioning
Sportsmanship
Healthmanship

Activity and objectives -- Playing elementary touch football according to social and hygienic standards.

Procedure -- the main emphasis will be placed on the acquisition of individual skills.

Skills to be experienced and understandings to be developed

Rules of play
Individual positions
Forward passing
Lateral passing (while running)
Lateral passing (while running) running
Center pass
Running with ball
Dodging with ball
Blocking
Avoiding blockers

Materials of learning

1 playfield
(660 feet by 400 feet)
3 voit footballs
2 goal posts
1 whistle
1 stop watch
2 books on touch football
Miscellaneous posters on the bulletin board.
Place kicking
Punting
Receiving all kicks
Receiving all passes
Recovering loose balls
Game strategy
Warming-up exercises
Conditioning
Sportsmanship
Healthmanship

Activity and objectives -- playing elementary volleyball according to social and hygienic standards.

Procedure -- the main emphasis will be placed on the acquisition of individual skills.

Skills to be experienced and understanding to be developed

<table>
<thead>
<tr>
<th>Rules of play</th>
<th>Materials of learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rotation of players</td>
<td>2 regulation outdoor volleyball courts</td>
</tr>
<tr>
<td>Underhand service</td>
<td>1 regulation indoor volleyball court</td>
</tr>
<tr>
<td>Setting up</td>
<td>2 books on volleyball</td>
</tr>
<tr>
<td>Recovering ball from net</td>
<td></td>
</tr>
<tr>
<td>Position play</td>
<td></td>
</tr>
<tr>
<td>Placing serves</td>
<td></td>
</tr>
</tbody>
</table>
Game strategy
Warming-up exercises
Conditioning
Sportsmanship
Healthmanship

Activity and objectives -- playing elementary basketball and some related activities according to social and hygienic standards.

Procedure -- the main emphasis will be placed on the acquisition of individual skills.

<table>
<thead>
<tr>
<th>Skills to be experienced and understandings to be developed</th>
<th>Materials of learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rules of play</td>
<td>1 gymnasium</td>
</tr>
<tr>
<td>Chest passing</td>
<td>(thirty-six by seventy-two feet)</td>
</tr>
<tr>
<td>Set shooting</td>
<td>2 basketball goals with nets</td>
</tr>
<tr>
<td>(chest shot)</td>
<td>3 basketballs</td>
</tr>
<tr>
<td>Bounce passing</td>
<td>1 stop watch</td>
</tr>
<tr>
<td>Foul shooting</td>
<td>1 whistle</td>
</tr>
<tr>
<td>Dribbling</td>
<td>2 books on basketball in the library</td>
</tr>
<tr>
<td>Receiving chest pass</td>
<td></td>
</tr>
<tr>
<td>Receiving bounce pass</td>
<td></td>
</tr>
</tbody>
</table>
Lay up shots
Back board play
Defense play
Pivoting
Strategy
Conditioning
Warming up exercises
Healthmanship
Sportsmanship

Miscellaneous posters to be placed on the bulletin board.

Evaluation

Soccer - Performance examination to be given at the close of soccer season. Rating: 0 - 10 points.
Demonstration examination on a fundamental in soccer that has been stressed in class to be given during soccer season. Rating: 0 - 15 points.

Touch football - Performance examination to be given at the close of touch football season. Rating: 0 - 15 points. Written test on touch football rules, etc., to be given at end of second week of season. Rating: 0 - 5 points.

Volleyball - Performance examination to be given at the close of volleyball season. Rating: 0 - 10 points.
Demonstration examination on some volleyball fundamental that has been stressed in class to be given during volleyball season. Rating: 0 - 10 points.

Basketball -- Performance examination to be given at the close of basketball season. Rating: 0 - 20 points. Written test on basketball rules, etc., to be given at end of second week of season. Rating: 0 - 5 points.

Sportsmanship -- will be made at the close of semester. Rating: 0 - 5 points.

Healthmanship: -- will be made at the close of semester. Rating: 0 - 5 points.

Total - - - - - - - - - - - - - - - 0 - 100 points.
*If term report is required it will be valued 0 - 10 points.

Second Semester

Class size -- there are twenty-nine boys in this class.

Costume -- the regulation gym suits previously described.
Schedule of Activities:

Elementary tumbling - - Meets Daily
February 3 through February 20

Elementary wrestling - - Meets Daily
February 23 through March 12

*Elementary softball - - Meets Daily
(related activities)
March 15 through April 27

Virginia Achievement Tests
April 28 through April 30

Track and Field Events - - Meets Daily
(related activities)
May 1 through May 30

Note - - On days when the activities scheduled
cannot be held (rain or cold weather during season)
health or sports appreciation classes may be substituted.

*Activity will be held outdoors if weather permits,
otherwise, the same activity will be in the gymnasium.

Activity and objectives - - performing individual
tumbling stunts (elementary) according to social and
hygienic standards.

Procedure - - the main emphasis will be placed
on the acquisition of individual skills.
Skills to be experienced and understandings to be developed
Squat stand - five seconds
Elbow stand - five seconds
Forearm stand - five seconds
Knee stand - five seconds
Hand stand - five seconds
Hand stand - five seconds
Forward roll - knees straight
Backward roll - knees straight
Cartwheel - execution
Forward roll - legs crossed

Materials of learning
4 gym mats
(five feet by ten feet)
2 books on tumbling in the library
Miscellaneous pictures placed on the bulletin board.

Activity and objectives -- performing some elementary skills in wrestling and some related activities according to social and hygienic standards.

Procedure -- the main emphasis will be placed on the acquisition of individual skills.

Skills to be experienced and understandings to be developed
Warming up exercises
Changing position
Back pivot

Materials of learning
1 wrestling mat
(twenty feet by twenty feet)
2 books on wrestling in the library
Bridging

Shoulder roll

All four side roll

Assuming the following positions:

On guard

Referee hold

All fours

Taking opponent to mat by following methods:

Football tackles

Leg dive

Front leg lock

Kick over

Forward grip

Crotch lift

Conditioning

Sportsmanship

Healthmanship

Activity and objectives -- playing softball according to social and hygienic standards.

Procedure -- the main emphasis will be placed on the acquisition of elementary skills.
Skills to be experienced and under translations to be developed

Rules of play
Catching
Pitching
First base
Second base
Shortstop
Third base
Left field
Center field
Right field
Throwing
(From one to seventy-five yards)

Batting
Catching ground balls
Catching fly balls
Base running
Strategy
Conditioning
Healthmanship
Sportsmanship

Materials of learning
1 playfield
(600 feet by 400 feet)
6 softballs
6 softball bats
3 bases
2 catchers masks
2 catchers mits
2 first baseman's mits
2 books on rules to be placed in the library
Miscellaneous posters to be placed on the bulletin board
Activity and objectives — five track and field events and related activities to be performed according to social and hygienic standards.

Procedure — the main emphasis will be placed on the acquisition of individual skills and conditioning.

The five events are:

- 75 yard dash
- 200 yard relay
- Running broad jump
- Running high jump
- Softball throw

All standards of achievement will be based on the individual's age, height, and weight.

<table>
<thead>
<tr>
<th>Skills to be experienced and understanding to be developed</th>
<th>Materials of learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warming up exercises</td>
<td>1 playfield (666 feet by 400 feet)</td>
</tr>
<tr>
<td>Conditioning</td>
<td>1 broad jump pit</td>
</tr>
<tr>
<td>Starting</td>
<td>1 high jump pit</td>
</tr>
<tr>
<td>Striding</td>
<td>3 softballs</td>
</tr>
<tr>
<td>Correct approach</td>
<td>1 stop watch</td>
</tr>
<tr>
<td>Various types of jumping</td>
<td></td>
</tr>
<tr>
<td>The take off</td>
<td></td>
</tr>
<tr>
<td>Running relays</td>
<td></td>
</tr>
<tr>
<td>Methods of throwing ball for distance</td>
<td></td>
</tr>
</tbody>
</table>
Evaluation

Tumbling - performance examination to be given at the close of tumbling class. Rating: 0 - 15 points.

Wrestling - performance examination to be given at the close of wrestling class. Rating: 0 - 20 points. Written test to be given on wrestling about half-way through the instruction. Rating: 0 - 5 points.

Softball - performance examination to be given at close of softball season. Rating: 0 - 20 points. Written test to be given on softball about the middle of the season. Rating: 0 - 5 points.

Track and field events - performance examination to be given at close of track season. Rating: 0 - 20 points. Written test to be given on track about the middle of the season. Rating: 0 - 5 points.

Sportsmanship estimate - will be made at the close of semester. Rating: 0 - 5 points.

Healthmanship estimate - will be made at the close of semester. Rating: 0 - 5 points.

Total - 0 - 100 points.*

*If term report is required it will be valued 0 - 10 points.
CHAPTER IV

CURRICULUM OUTLINE FOR THE NINTH GRADE

Special Regulation and Plans

First Semester

Class size — there are twenty-two boys enrolled in this class.

Costume — the regulation suit previously described.

Schedule of Activities:

Semi - advanced soccer — Meets daily
September 8 through October 3

Virginia Physical Achievement Test
October 6 through October 8

Semi - advanced touch football — Meets daily
October 9 through November 7

**Semi - advanced tumbling and stunts — Meets daily
November 10 through December 5

**Semi - advanced basketball — Meets daily
(related activities)
December 8 through January 30

Note — on days when the activities scheduled cannot be held (rain or cold weather) health or sports appreciation classes will be substituted.

** Advanced skills will be taught only if students have had the elementary skills and techniques.

* Activity will be held outdoors if weather permits,
otherwise the same activity will be held in the gymnasium.
Activity and objectives -- playing semi-advanced soccer according to social and hygienic standards.

Procedure -- the main emphasis will be placed on the acquisition of individual skills and team technique.

Skills to be experienced and understandings to be developed

- Rules of play
- Review of elementary skills
- Shin strap
- Thigh strap
- Heading
- Goal keeping
- Offensive strategy
- Defensive strategy
- Game situation
- Competition games
- Ball control
- Team plays
- Conditioning

Materials of learning

- 1 playfield (660 feet by 400 feet)
- 3 soccer balls
- 2 soccer goals
- 1 whistle
- 1 stop watch
- 2 books on soccer in the library
Healthmanship

Sportsmanship

Activity and objectives — playing semi-advanced touch football according to social and hygienic standards.

Procedure — the main emphasis will be placed on the acquisition of individual skill and team technique.

Skills to be experienced and understandings to be developed

- Rules of play
- Review elementary skills
- Offensive team play
- Defense against running plays
- Defense against pass plays
- Pass protection
- Punt protection
- Running ten plays
- Receiving punts
- Team play on defense
- Blocking kicks
- Recovering loose balls
- Team strategy

Materials of learning

- 1 football (660 feet by 400 feet)
- 3 footballs
- 2 goal posts
- 1 whistle
- 1 stop watch
- 2 books on football in the library
- Miscellaneous posters on the bulletin board.
Conditioning
Healthsmanship
Sportsmanship

Activity and objectives — performing intermediate tumbling stunts according to social and hygienic standards.

Procedure — the main emphasis will be placed on the acquisition of individual skills.

Skills to be experienced and understandings to be developed

Review of elementary skills
Series of forwards rolls
Chain roll, forward
Shoulder mount
Series of cartwheels
Running forward somersault
Somersault
Chest roll to head balance
Stick jump
Double elbow level
Backward roll

Material of learning

4 gym mats
(five feet by ten feet)
2 books on tumbling in the library
Miscellaneous posters to be placed on the bulletin board.
Activity and objectives — playing semi-advanced basketball and related activities according to social and hygienic standards.

Procedure — the main emphasis will be placed on the acquisition of individual skills and on team technique.

**Skills to be experienced and understandings to be developed**

- Rules of play
- Team offense
- Fast break
- 3 man weave
- 5 man weave
- 2 man criss cross
- Out of bound plays
- Team defense
- Man to man
- Zone defense
- Switching man to man

**Materials of learning**

- 1 cylindrical gymnasium (thirty feet by seventy-two feet)
- 2 basketball goals with nets
- 3 basketballs
- 1 stop watch
- 1 whistle
- 2 books on basketball in the library
- Miscellaneous posters on the bulletin board.
Evaluation

Soccer -- performance examination to be given at the end of the season. Rating: 0 - 20 points. Written test on soccer to be given about the middle of the season. Rating: 0 - 5 points.

Touch football -- performance examination to be given at the end of the season. Rating: 0 - 20 points. Written test on touch football to be given about the middle of the season. Rating: 0 - 5 points.

Tumbling -- performance examination in tumbling to be given at the end of the class. Rating: 0 - 15 points.

Basketball -- performance examination in basketball to be given at the end of the season. Rating: 0 - 20 points. Written test on basketball to be given about the middle of the season. Rating: 0 - 5 points.

Healthmanship -- will be made at the close of the semester. Rating: 0 - 5 points.

Sportsmanship -- will be made at the close of the semester. Rating: 0 - 5 points.

Total -- -- -- -- -- -- -- -- -- 0 - 100 points.

*If term report is required it will be valued 0 - 10 points.*
Second Semester

Special Regulations and Plans

Class size -- there are twenty-two boys enrolled in this class.

Costume -- the regulation suit previously described.

Schedule of Activities:

Advanced volleyball -- Meets daily
February 3 through February 20

Advanced wrestling -- Meets daily
February 23 through March 12

Semi-advanced softball -- Meets daily
March 15 through April 27

Virginia Physical Achievement Test
May 1 through May 3

Track and field events -- Meets daily
May 3 through May 30

Note -- on days when the activities scheduled cannot be held (rain or cold weather) health or sports appreciation classes may be substituted.

"Advanced skills will be taught only if the students have had the elementary techniques.

"Activity will be held outdoors if weather permits, otherwise, the same activity will be held in the gymnasium."
Activity and objectives -- playing advanced volleyball according to social and hygienic standards.

Procedure -- the main emphasis will be placed on the acquisition of individual skills and team technique.

**Skills to be experienced and understandings to be developed**

- Review of elementary fundamentals
- Rules of play
- Team play
- Handling low ball
- Rotating
- Over head service
- Passing
- Handling high ball
- Attack
- Setting up
- Defense
- Spiking or Killing
- Team competition
- Healthmanship
- Sportsmanship

**Materials of learning**

- 2 regulation outdoor volleyball courts
- 1 regulation indoor volleyball court
- 2 books on volleyball in the library
Activity and objectives — to perform the art of advanced wrestling according to social and hygienic standards.

Procedure — the main emphasis will be placed on the acquisition of individual skill.

<table>
<thead>
<tr>
<th>Skills to be experienced and understandings to be developed</th>
<th>Materials of learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of fundamental or elementary skills</td>
<td>1 wrestling mat</td>
</tr>
<tr>
<td>Rules</td>
<td>(twenty feet by twenty feet)</td>
</tr>
<tr>
<td>Prevention of injuries</td>
<td>2 books on wrestling</td>
</tr>
<tr>
<td>Referees hold</td>
<td>to be placed in the library</td>
</tr>
<tr>
<td>Going behind and dropping opponent</td>
<td>Miscellaneous posters</td>
</tr>
<tr>
<td>Neck and head holds</td>
<td>to be put on the</td>
</tr>
<tr>
<td>Training drills</td>
<td>bulletin board.</td>
</tr>
<tr>
<td>Nelson holds</td>
<td></td>
</tr>
<tr>
<td>Pinning an opponent</td>
<td></td>
</tr>
<tr>
<td>Offensive fundamentals</td>
<td></td>
</tr>
<tr>
<td>Defensive fundamentals</td>
<td></td>
</tr>
<tr>
<td>Procedure from defensive position</td>
<td></td>
</tr>
<tr>
<td>Double wrist locks</td>
<td></td>
</tr>
<tr>
<td>Holds from in front (kneeling)</td>
<td></td>
</tr>
</tbody>
</table>
Scissor holds
Blocks and counters

Activity and objectives -- playing semi -- advanced softball according to social and hygienic standards.

Procedure -- the main emphasis will be placed on the acquisition of individual skill and team technique.

Skills to be experienced and understandings to be developed

Rules of play
Review of elementary skills
The advanced play of:
  Catcher
  Pitcher
  First baseman
  Second baseman
  Third baseman
  Shortstop
  Left fielder
  Center fielder
  Right fielder
  Base running
  Coaching bases
  Team strategy

Materials of learning

1 playfield
(660 feet by 400 feet)

6 softball bats

6 softballs

3 bases

2 catchers masks

2 catchers mits

2 first baseman mits

2 books on rules in the library

Miscellaneous posters to be placed on the bulletin board.
Knowledge of game

Bunting

Sliding

Infield team play

Outfield team play

Activity and objectives — performing five track and field events and related activities according to social and hygienic standards.

Procedure — the main emphasis will be placed on the acquisition of more advanced individual skills and team technique.

The five main events are:

*100 yard dash
*300 yard dash
*Running broad jump
*Running high jump
*Softball throw

*All standards of achievement will be based on the individual's age, weight, and height.
**Skills to be experienced and understandings to be developed**

Review of elementary procedure  
Start  
Stride  
Warming up exercises  
Conditioning  
Steps  
Western roll in the high jump  
Eastern roll in the high jump  
Scissors in the high jump  
Stance for throwing  
Shift of weight in throwing  

**Materials of learning**

- 1 playfield (660 feet by 400 feet)  
- 1 broad jump pit  
- 1 high jump pit  
- 3 softballs  
- 1 stop watch  

**Evaluation**

Volleyball — performance examination in volleyball to be given at the end of the season.  
Rating: 0 - 15 points. Demonstration examination to be given on volleyball about middle of the course.  
Rating: 0 - 5 points.
Wrestling - performance examination to be given at the end of the course. Rating: 0 - 15 points.

Softball - performance examination in softball to be given at the end of the season. Rating: 0 - 20 points. Written test on softball to be given about the middle of the season. Rating: 0 - 5 points.

Track and field events - performance examination to be given at the close of the track season. Rating: 0 - 20 points. Demonstration examination to be given on track about the middle of the season. Rating: 0 - 5 points.

Healthmanship - will be made at the close of the semester. Rating: 0 - 5 points.

Sportsmanship - will be made at the close of the semester. Rating: 0 - 5 points.

Total - - - - - - - - - - - - - - - 0 - 100 points.*

*If term report is required it will be valued 0 - 10 points.
CHAPTER V

CURRICULUM OUTLINE FOR THE TENTH

ELEVENTH AND TWELFTH GRADES

First Semester

Special Regulations and Plans

Class size -- there are thirty-three boys enrolled in this class.

Costume -- regulation gym suits described previously.

Schedule of Activities:

**Advanced Football or
**Advanced soccer** -- Meets daily
September 8 through October 3

Virginia Achievement Tests
October 6 through October 8

Elementary Speed ball -- Meets daily
October 9 through November 7

Individual Athletics** -- Meets daily
November 10 through December 5

*Advanced Basketball -- Meets daily
*Advanced Volleyball**
or *Advanced tumbling**
December 5 through January 30
Note -- on days when the activities scheduled cannot be held (rain or cold weather) health or sports appreciation classes may be substituted.

**Advanced skills will be taught only if the students have had the elementary skills.**

**Activity will be outdoors if weather permits, otherwise, the same activity will be held in the gymnasium.**

**Students will select the activity they wish to participate in provided they have had two previous semesters work in each activity.**

Activity and objectives -- playing either advanced touch football or advanced soccer according to social and hygienic standards.

Procedure -- the main emphasis will be placed on the acquisition of individual skills and team technique. Also competition and team strategy.

**Touch Football**

<table>
<thead>
<tr>
<th>Skills to be experienced and understandings to be developed</th>
<th>Materials of learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rules of play</td>
<td>1 playfield (660 feet by 400 feet)</td>
</tr>
<tr>
<td>Review of elementary skills</td>
<td></td>
</tr>
</tbody>
</table>
Review of semi-advanced skills
Pass receiving
Body blocks
Various formations
Competitive games
Strategy
Officiation
Sportsmanship
Healthmanship

3 voit footballs
2 goal posts
1 stop watch
1 whistle
2 books on football in the library
Miscellaneous posters on the bulletin board.

Soccer

Skills to be experienced and understandings to be developed

Rules of play
Review of elementary skills
Review of semi-advanced skills
Kicking variations
Trapping
Tackling
Intercepting variations
Outside foot kick
Instep kick
Pivot instep kick
Heel kick

Materials of learning

1 playfield
(660 feet by 400 feet)
3 soccer balls
2 soccer goals
1 whistle
1 stop watch
2 books on soccer in the library
Goal keeping
Competitive games
Game situations
Healthmanship
Sportsmanship

Activity and objectives -- playing elementary speedball according to social and hygienic standards.

Procedure -- emphasis will be placed on the acquisition of individual and advanced skills.

<table>
<thead>
<tr>
<th>Skills to be experienced and understandings to be developed</th>
<th>Materials of learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rules of play</td>
<td>1 playfield (660 feet by 400 feet)</td>
</tr>
<tr>
<td>Kicking</td>
<td>2 goals</td>
</tr>
<tr>
<td>Dribbling</td>
<td>1 soccer ball</td>
</tr>
<tr>
<td>Position</td>
<td>2 books on speedball in the school library</td>
</tr>
<tr>
<td>Catching</td>
<td></td>
</tr>
<tr>
<td>Heading</td>
<td></td>
</tr>
<tr>
<td>Stubbing</td>
<td></td>
</tr>
<tr>
<td>Pivoting</td>
<td></td>
</tr>
<tr>
<td>Trapping</td>
<td></td>
</tr>
<tr>
<td>Playing fly ball</td>
<td></td>
</tr>
</tbody>
</table>
Out of bounds
Offensive plays
Defensive plays
Healthsmanship
Sportsmanship

Activity and objectives - performing various individual activities according to social and hygienic standards.

Procedure -- the main emphasis will be placed on individual strength and achievement.

Skills to be experienced and understandings to be developed

Warm up exercises
Standing broad jump
Pull ups
Sit ups
Hop, step, and jump
Football pass (distance) or Free throw or shooting in basketball
Football pass (accuracy) or Baskets made in thirty seconds.

Materials of learning

1 playfield (660 feet by 400 feet)
1 gymnasium (thirty-six feet by seventy-two feet)
2 basketballs
2 footballs
1 stop watch
1 whistle
Football punt
or
Rope skipping

Middle distance races:
  440 yard dash
  880 yard dash

Softball accuracy throw.

*Standards will be set up according to age, weight, etc., therefore, a minimum standard cannot be set up at this time. Seniors for instance, would be expected to perform better than juniors and etc.

Activity and objectives - playing either advanced basketball or advanced volleyball or performing tumbling stunts according to social and hygienic standards.

Procedure - emphasis will be placed on competition in the games and exacting performance in tumbling.

Basketball

<table>
<thead>
<tr>
<th>Skills to be experienced and understood to be developed</th>
<th>Materials of learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>advanced skills</td>
<td>1 gymnasium (thirty-six feet by seventy - two feet)</td>
</tr>
</tbody>
</table>

Rules of Play

Offense maneuvers for:
- 2 - 1 - 2 zone
- 3 - 2 zone
- 2 - 3 zone

2 basketball goals with nets

3 basketballs
Switching man to man

Defense maneuvers for:
- 2 - 1 - 2 zone
- 3 - 2 zone
- 2 - 3 zone

Switching man to man

Officiating

Score keeping

Competitive games

Conditioning

Healthmanship

Sportmanship

Volleyball

Skills to be experienced and understandings to be developed

Review of elementary and advanced skills

Rules of play

Team play

Position

Passing

Underhand service

Side arm service

Materials of learning

1 stop watch

1 whistle

2 books on basketball in the library

Miscellaneous posters to be placed on bulletin board.

2 regulation outdoor volleyball courts

1 regulation indoor volleyball court

3 volleyballs

2 books on volleyball in the library if possible
Competitive games
Healthmanship
Sportsmanship

Tumbling

Skills to be experienced and understandings to be developed

Review of elementary skills
Review of advanced skills
Head spring
Building pyramids
Series of head springs
Hand spring
Series of hand springs
Front somersault
Series of front somersaults
Back somersault
Series of back somersaults
Twisting front somersault
Companion stunts.

Materials of learning

4 gym mats
(five feet by ten feet)
2 books in the library on tumbling
Miscellaneous pictures placed on the bulletin board.
Evaluation

Soccer or touch football — performance examination to be given at the end of the season. Rating: 0 - 20 points. Demonstration test to be given about the middle of the season. Rating: 0 - 5 points.

Speedball — performance examination to be given at the end of the class. Rating: 0 - 15 points. Demonstration test to be given about the middle of the course. Rating: 0 - 5 points.

Individual examinations — performance examination to be given at the end of the class. Rating: 0 - 20 points.

Basketball, volleyball or tumbling — performance examination to be given at the end of the session. Rating: 0 - 20 points. Demonstration test to be given about the middle of the session. Rating: 0 - 5 points.

Healthmanship estimate — will be made at the end of the semester. Rating: 0 - 5 points.

Sportsmanship estimate — will be made at the end of the semester. Rating: 0 - 5 points.

Total — — — — — — — — — — — 0 - 100 points.*

*If written work is required it will be valued from 0 - 10 points.
Second Semester

Special Regulations and Plans

Class size = there are thirty-three boys enrolled in this class.

Costume = the regulation gym suit previously described.

Schedule of Activities:

**Advanced Wrestling** = Meets daily
February 3 through February 20

**Sports Techniques** = Meets daily
February 23 through March 12

**Advanced Softball** = Meets daily
March 15 through April 27

Virginia Achievement Tests
April 28 through April 30

**Advanced Track and Field Events** = Meets daily
May 1 through May 30

Note = that on days when activities cannot be held (rain or cold weather) health or sports appreciation classes will be substituted.

**Activity will be held outdoors if weather permits, otherwise, the same activity will be held in the gymnasium.

**Advanced skills will be taught only if the students have had the elementary techniques.**
Various sports such as golf, tennis, boxing, etc., of the students own choosing. The student will have to furnish his own equipment until such time as the school can supply it.

Activity and objectives -- performing the art of advanced wrestling according to social and hygienic standards.

Procedure -- emphasis will be placed on the mastery of holds and defenses.

Skills to be experienced and understandings to be developed

- Review of fundamental skills
- Waist lock
- Twisting hammerlock
- Head scissors
- Half nelson
- Arm lock
- Hook scissors
- Half standing switch
- High bridges
- Old standard
- Knowledge of fouls, etc.
- Competitive wrestling
- Condition to wrestle twelve minutes

Materials of learning

- 1 wrestling mat (twenty feet by twenty feet)
- 2 books on wrestling in the library
Healthmanship

Sportsmanship

Activity and objectives — playing golf, tennis, and performing the art of boxing according to social and hygienic standards.

Procedure — emphasis will be placed on the acquisition of individual skills.

Golf
(Elementsary and Advanced)

<table>
<thead>
<tr>
<th>Skills to be experienced and understandings to be developed</th>
<th>Materials of learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of play</td>
<td>1 playfield</td>
</tr>
<tr>
<td>Individual and group</td>
<td>(660 feet by 400 feet)</td>
</tr>
<tr>
<td>Grip</td>
<td>1 gymnasium</td>
</tr>
<tr>
<td>Stance</td>
<td>(thirty-six feet by seventy-two feet)</td>
</tr>
<tr>
<td>Balance</td>
<td>Miscellaneous posters</td>
</tr>
<tr>
<td>Line of flight</td>
<td>on the bulletin board</td>
</tr>
<tr>
<td>Putter (back and forward swing)</td>
<td></td>
</tr>
<tr>
<td>Mashie (back and forward swing)</td>
<td></td>
</tr>
<tr>
<td>Mid - iron (back and forward swing)</td>
<td></td>
</tr>
<tr>
<td>Approach shots</td>
<td></td>
</tr>
<tr>
<td>Tee shots (woods) (Driver or brassie)</td>
<td></td>
</tr>
</tbody>
</table>
Tennis
( Elementary and Advanced)

Skills to be experienced and understandings to be developed:

General knowledge of play
Rules
Grips
Receiving stance
Serving stance
Service
Forehand drive
Backhand drive
The volley and ground ball
Court strategy
Single play and strategy
Double play and strategy
Baseline play
Net play
The lob
Overhead smash
Chop stroke
Conditioning
Healthmanship
Sportsmanship

Materials of learning:

3 regulation tennis courts
Miscellaneous posters to be placed on the bulletin board.
Boxing
((Elementary and Advanced)

Skills to be experienced and understandings to be developed:

- Rules
- Training
- Stance
- Positions
- Advance and retreat
- Blocking and ducking
- Leading
- Single blows
- Feinting
- Clinching
- Combination blows
- Ring strategy
- Use of the left hand
- Use of the right hand
- Defensive tactics
- Footwork and use of legs
- Counter punching
- Uppercuts
- Crouch and weave

Materials of learning:

- 4 gym mats
  (five feet by ten feet)
- 1 wrestling mat
  (twenty feet by twenty feet)
- 1 stop watch
- 1 whistle
Left handed boxing
(Defense and offense)

Healthmanship

Sportsmanship

Activity and objectives: playing softball according to social and hygienic standards.

Procedure: emphasis will be placed on the individual skill and competitive play.

Skills to be experienced and understandings to be developed

Materials of learning

Rules
1 playfield (660 feet by 400 feet)

Review of elementary skills
6 softball bats

Review of advanced skills
6 softballs

Infield play (individual and team)
3 bases

Outfield play (individual and team)
2 catchers masks

Advanced base running
2 catchers mits

Advanced sliding
2 first baseman mits

Umpiring
2 books on softball in the library

Score keeping
Miscellaneous posters to be placed on the bulletin board.

Team competition

Condition
Healthmanship

Sportsmanship

Activity and objectives -- performing track and field events according to social and hygienic standards.

Procedure -- emphasis will be placed on individual achievement.

Skills to be experienced and developed

- Review of elementary skills
- Review of advanced skills
- How to warm up properly
- Competitive racing
- Competitive jumping
- Minimum 100 yard dash
- Minimum 300 yard relay
- Minimum running broad jump
- Minimum running high jump
- Minimum softball throw
- Middle distance races
- Shot put
- Discus throw
- Javelin throw

*Minimums will be set up in these events according to the age, weight, height, etc., of the individual pupils.

Materials of learning

- 1 playfield (660 feet by 400 feet)
- 1 broad jump pit
- 1 high jump pit
- 3 softballs
- 1 stop watch
- 1 tape measure
Evaluation

Wrestling — performance examination to be given at the close of the class. Rating: 0 - 20 points.

Sports techniques — performance examination to be given at the end of the class. Rating: 0 - 15 points. Demonstration test on sports techniques to be given at the middle of the session. Rating: 0 - 5 points.

Softball — performance examination to be given at the close of the season. Rating: 0 - 20 points. Demonstration test to be given about the middle of the season. Rating: 0 - 5 points.

Track and field events — performance examination to be given at the close of the season. Rating: 0 - 20 points. Demonstration test to be given about the middle of the track season. Rating: 0 - 5 points.

Healthmanship estimate — will be made at the close of the semester. Rating: 0 - 5 points.

Sportsmanship estimate — will be made at the close of the semester. Rating: 0 - 5 points.

Total — — — — — — — — — 0 - 100 points.*

*Term report if required will be valued from 0 to 10 points.
CHAPTER VI

RELATED AND SUPPLEMENTARY ACTIVITIES

Low Organized Games, Contests, and Relays

Definition — Low organized games are games or activities that do not require the skill and organization that sports require. This type of game is necessary in all programs so that it can be substituted for the regular activity at any time. (If a period is cut short by an assembly one of these games can be substituted.)

The following are the low organized games which may be substituted in the curriculum when the regularly scheduled activity is impracticable:

- Sideline basketball and scramble basketball
- Basketball golf
- Basketball target throw
- Box basketball
- Basketball dodge ball and guarded 21 all score
- Basketball pass for accuracy
- Captive ball
- Clock basketball
- Foul shooting and pin ball

Miscellaneous games:
- Dodge ball
- Wheel barrow hockey
- Circle pass and crabwalk hockey
- Attack and weak horse
- Chain dodge ball and broncho tag
- Tether ball and hot hard
- One out and bombardment
- Snatch the handkerchief and shoe scramble
Contest games:
Stick wrestle, stick turn, stick pull and balance
Swat 'em, and Rooster fight
Mounted wrestle, hand wrestle, human tug of war
and elbow struggle
Pull hands, back to back push, between leg and
mounted boxing

Relays:
Knock down ring push, sitting push out of circle
and dizzyizzy
Football push-up relay, wheel barrow relay and crab
walk relay
Man carry relay and pick-a-back relay

Baseball type games:
V-base and three base ball
Over the line softball and through the line baseball
Snap ball
Screen ball
Bat ball and cork ball
Slap ball and german bat ball
Clothes pin ball and rounders and twenty-one
Kick ball
Skee baseball
Kick pin ball and punch softball

Football and soccer type games:
Rotating touch football and soccer dodge ball
Sideline soccer
Base soccer
Single line soccer
American ball
Mass soccer
Football speed ball
Handkerchief zone football
Indoor touch football
Football punting duel

Net type games:
Four man volleyball and cage ball
Shower ball
Cross ball
Hand net tennis
The Adapted Sports Program

Since every student is required to take Physical Education an adaptive or corrective program is a necessity. It so happens that no person is physically handicapped in Smithfield High School. The instructor should work in close harmony with the boy's physician in such cases. If possible it would be advisable to have all those with a handicap in one class and call it an adapted sports class. Each student could then work on the remedial exercises advised for him.

The afflicted pupil can act as an official in many athletic contests and games, as a manager of teams, or some other similar job that will give the student some satisfaction as well as help him meet others and help him surmount his affliction.

The Intramural Program

A Physical Education Program cannot be complete without a well-rounded intramural program where all the students can compete on fairly even terms. Activity in the intramural program should be conducted in a manner so as to comply with social and hygienic standards.¹

Intramurals should be a voluntary, extra-curricular activity in the school. A true intramural program will be run after school hours rather than during the class periods. The intramural program is not a substitute for Physical Education but it is an integral part of the program. The properly organized intramural program will take the majority of spectators out of the stands and put them on active teams.

A. Aims and objectives of an intramural program
1. To develop sportsmanship
2. To develop fellowship
3. To stimulate better health through physical activity
4. To develop a love of sports through active participation
5. To create a desire for higher scholarship and increased interest in the general school program
6. To develop a carry over value in all sports
7. To stimulate the average pupil to take an active part in activities rather than a passive part.

B. Organization of an intramural program
1. The program will be directly under the supervision of the Physical Education instructor.
   Two student managers (seniors) and a publicity manager will work with the instructor. The various teams will also have managers accountable to the head student manager.
2. The team managers will be responsible for seeing that teams are present and also for providing a scorer and timer when necessary.
The student manager shall see that team managers are notified when they are scheduled to play and make sure officials and the necessary equipment are on hand.

3. The entire boys' student body is divided into ten teams according to size. Every student has an opportunity to play on some team. The teams are divided into two leagues (American and National) and boys compete only in their league. Other methods of arranging teams have been tried, such as, by class, Physical Education classes, and free team competition but the suggested method seems most successful.

C. Eligibility
1. No member of a varsity team may participate on an intramural team in the same sport
2. No member of a junior varsity team may participate on an intramural team in the same sport
3. There are no scholastic eligibility rules
4. A student may not play on more than one team

Exception:
If a boy is capable enough to play with boys larger than his size classification he will be allowed to play on his original team as well as one of the teams of larger boys.

D. Officials and rosters
1. The officials for various games will be chosen from members of the varsity team. Whenever possible officials will be chosen also from the students who are not physically able to participate.

A team point plan can be used. The following scoring plan has been devised:

<table>
<thead>
<tr>
<th>Place</th>
<th>(each event)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st place</td>
<td>(each event)</td>
<td>100</td>
</tr>
<tr>
<td>2nd place</td>
<td>(each event)</td>
<td>75</td>
</tr>
<tr>
<td>3rd place</td>
<td>(each event)</td>
<td>50</td>
</tr>
</tbody>
</table>
4th place  (each event)  25
5th place  (each event)  0

Calisthenics and Marching Drills

It will be noted that Calisthenics and Marching Drills have been omitted from the regularly scheduled activity. However, this does not mean that calisthenics will not be given – they may come at the beginning of each period as a part of the warming up exercises.
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Minneapolis, Minn.: Burgess Publishing Company, 1940.

Williams, J. F., and C. L. Brownell, Administration of Physical Education
VITA

On July 27, 1921, Henry Lester Hooker, Jr., was born to Henry Lester Hooker and Nell Sanford Hooker in Stuart, Patrick County, Virginia. He was graduated from Richmond, Virginia, Public School System and later received his Bachelor of Arts Degree at the College of William and Mary, Williamsburg, Virginia. He also received his Master of Education Degree at the College of William and Mary, Williamsburg, Virginia.

He was appointed Physical Education and Athletic Director at Smithfield High School, Smithfield, Virginia, in August, 1947.