The Development of a Physical Education Program for a Small Virginia High School

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https://dx.doi.org/doi:10.25774/w4-5rp6-3457

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THE DEVELOPMENT OF 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
William Emerson Harding
August 1950
THE DEVELOPMENT OF A PHYSICAL EDUCATION PROGRAM

FOR A SMALL VIRGINIA HIGH SCHOOL

BY

William Emerson Harding
ACKNOWLEDGMENTS

To the members of my committee, Mr. George J. Oliver, Mr. Kenneth H. Cleeton, and Mr. Bernard E. Wilson, I wish to express my grateful appreciation for their guidance and helpful suggestions throughout this study.

Grateful acknowledgment is expressed to Miss Louise R. Inman for typing the manuscript.
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CHAPTER I

INTRODUCTION

Physical education can be stimulating and effective if organized and directed toward accomplishing definite aims. In order to insure such an outcome, the program must be planned with the idea of each activity contributing to the realization of the desired outcome.

Statement of Problem: The problem considered in this project was the development of a boy's physical program for a small four-year high school. It is impossible under certain circumstances peculiar to small schools to provide more than one physical education class section for each sex, this project will suggest a comprehensive program of activities designed to meet the varied social and personal needs of all the boys enrolled. The program was planned for a school with an enrollment of two hundred or less students, and one without adequate building facilities for an indoor program of physical education.

The purpose of the study is to plan and organize a program of physical education which will meet the needs and interests of the pupils and community, and remain practical in light of the existing school facilities.
Need for the Study: There is a need for a study concerned with the physical education activities in a small high school because the majority of the studies published in the field are planned for larger schools that have adequate equipment, a gymnasium, and a trained instructor to teach physical education. For those schools operating under less favorable conditions, few studies have been published that offer concrete suggestions for the organization and administration of a program to fit their facilities. Too often the program of physical education has become a loosely organized recreational period.

Setting of Study: The program set forth in this study was developed for a rural consolidated county school located in an eastern Virginia county. The population of the community was less than five hundred.

The occupations of the residents of the county were predominantly agricultural. Tobacco was the chief money crop for most farmers and the large majority of the farms were operated by individual owners, employing few outside workers. During the last six years, however, there has been a marked increase in dairy farming. Approximately eighty-five per cent of the pupils come from homes where agriculture is the occupation of the parents.

Two hundred and three students were enrolled in the high school; eighty-four boys and one hundred and nineteen girls. Approximately ninety-eight per cent of the pupils ride the school bus.
buses to and from school.

There were twelve members of the high school faculty, eight women and four men. The men were employed in the positions of principal, history teacher, agriculture teacher, and social science teacher-coach. The supervising staff of the high school consisted of the following: Supervisor of Instruction, visiting teacher, librarian, county nurse and director of music. All except the librarian served the elementary schools in the county as well.

The physical plant consisted of the high school building, grammar school building, agriculture building, home economics cottage, and cafeteria. The high school building was over-crowded and lacked sufficient classroom space. There were eleven classrooms in the building, five of which were used for elementary classes. The absence of a sufficient number of classrooms necessitated the placement of study hall pupils in rooms where classes were being taught. The auditorium seated less than three hundred and fifty persons. The limited seating capacity was acutely felt when programs were offered for community attendance.

A boy's dressing and shower room was located in the basement of the high school building. The dressing and shower room was adequate for athletic teams, but not large enough for the physical education class. The physical plant did not include a gymnasium or playrooms.

Two large play fields were available for use in the school area. The largest of these being one hundred and thirty yards long.
and seventy yards wide. The field was suitable for most athletic activities. The other large field was one hundred and sixty yards long and sixty yards wide. The area had a gradual slope and was rough in places. Two smaller fields were also available. The smaller areas were approximately fifty yards long and thirty yards wide. In addition, the county baseball field, located a quarter of a mile from the school building, could be used for school functions.

The physical education program and costs of athletic equipment were financed by a fee of fifty cents per student and by money-making projects sponsored by student organizations. Available equipment for physical education and interscholastic program was limited.

The school program was planned to allow fifty minutes for the physical education class during the last period of the day. The period was shortened or eliminated in favor of other school activities on an average of three times a month. The competition for school time among clubs and student organizations was responsible for the use of the physical education period for other purposes. This situation resulted from the inability of students to remain after school hours for extra-class activities.

The school was operated under the eleven-year system and there were no immediate plans to establish the twelfth year. Little provision was made for individual needs or differences of
pupils, especially among those with exceptionally high or low academic aptitudes. A large number of drop-outs occurred between the first and fourth years of high school and the lack of "holding power" of the school was especially apparent in the male enrollment. Statistics revealed that less than forty percent of the boys entering the freshman class were graduated.

The physical education and athletic program was not actively supported by the administration or school patrons. The administration did not furnish equipment or adequate facilities to carry on a desirable program. There was no provision made in the School Board's budget for funds to finance the physical education program or interscholastic program.

Attendance at athletic contests by adults was limited; an average of less than fifty persons attended a contest. Admission to home athletic events was free.

Methods of Study: The purposes of the study was to plan and organize a physical education program which meets the needs of the individual students and of the community, and remains workable and practical in the light of existing conditions. The proposed program offered in the study and the philosophy expressed was the result of the integrated and survey method of research. The following techniques were employed in securing valid data for the study: (1) literature in the field was examined and a bibliography prepared; (2) analysis was made of the literature; (3) a
synthesis of the study was prepared; (4) a questionnaire was mailed to high school principals; (5) interpretation was made of pertinent information and (6) the study was presented.

The questionnaire was mailed to one hundred and five Group III Virginia High Schools - schools with less than two hundred enrollment. The questionnaire was mailed to thirty-nine per cent of the Group III high schools in the state. A return of ninety-four questionnaires was obtained, representing eighty-nine per cent of the total mailed.

Definition of Terms: There are terms used in this study that are peculiar to the field of physical education. Some are defined differently by experts. To avoid confusion a list of definitions is given.

Adapted physical education class - A class designed for physically handicapped students; provided in the curriculum to allow for more individual attention and special corrective activities.

Curriculum - The curriculum includes any pupil activity for which the school assumes responsibility.

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

Hygiene - Applied science of healthful living; it provides the basic scientific knowledge upon which desirable health practices are founded.
Interscholastic program — That phase of the physical education program in which highly organized and trained teams compete with teams from other schools.

Intramurals — That phase of the physical education program in which teams are formed and competition takes place within the school.

Physical education — That phase of education that emphasizes physical activities that are scientifically selected and participated in under careful supervision by trained and capable instructors.

Recreation — Any activity done voluntarily and without regard for present or future reward.

Sports appreciation class — A class in which the general background of various sports are stressed — as to history, development, rules, and famous performers.

Plan of Study: In Chapter II, the aims, objectives, and philosophy of education and physical education are discussed. An understanding was developed as to the relationship of physical education to the total educational process. Valid principles for the planning and organization of a physical education program are presented. Chapter III contains the factors considered in planning and organizing the program, and the organization of the program. The curricular outline is presented in Chapter IV.
A review of fundamentals and philosophy which determine our attitudes toward education are important in establishing an educational program. The relationship of education and physical education are dealt with in this chapter.

**Philosophy**

The primary objective of education is to produce a socially efficient individual - an individual who is able to function well in his own society. This can be accomplished by guiding the student so that he will participate in meaningful and lifelike experiences. That is, the experiences must have meaning for the individual and be in logical sequence. The choice and presentation of the experiences must be selected with reference to his background, maturity, and development. An individual grows in terms of the experience he has, and in terms of the satisfaction he receives from such experiences. Activities are thus selected on the basis of their value to aid in providing the desired experiences and satisfactions. Physical education is one important area of the total educational process and contributes to the achievement of the objectives of education. Wood and Cassidy bring out this relationship when they say:
When physical education presents a program which is psychologically and physiologically sound, and, therefore pedagogically acceptable, it will find itself in organic relationships with education as a whole and with other subjects or departments represented.1

Physical education is not education of the physical faculties of an individual, but rather education which is accomplished primarily by means of physical activities. Physical education has a vital part to play in the total educational process, and is concerned with all the objectives of education. When properly taught, physical education can contribute as much to all the goals of education as any other school subject.2

The Commission on the Reorganization of Secondary Education listed the following goals of education: health, worthy home membership, command of the fundamental process, vocational training, citizenship, worthy use of leisure time, and ethical character.3 Physical education contributes to all these principles in varying degrees. In regard to health, physical exercise and muscular development are necessary for obtaining healthy development, both mental and physical. Physical activity and competition are outlets for emotional tension.


The mastery of physical skills is an important part of the fundamental process. A fair amount of success at mastering these skills is often important to prevent loss of standing and recognition in one's group. The loss of prestige is especially true of young people, because their interests are less broad. The principles of worthy home membership, character, and citizenship are closely related, and physical education can make a large contribution to the development of these desirable qualities.

The Physical Education class provides a laboratory for development of character and provides those participating an opportunity to live experiences. The wide interest and participation afford those in charge an opportunity to establish a deep feeling of respect for authority. The physical education teacher is usually closer to students than other teachers, and a teacher who enjoys a relationship of this type is in a position to help students develop desirable character traits. The physical education program provides for awards and punishments, which under proper guidance can encourage sportsmanship, cooperation, sociability, self control, leadership, initiative, and other desirable traits.

In regard to vocational preparation, better physical and mental health aid in securing and maintaining employment.
education, properly conducted, can do much to develop traits of poise and leadership, valuable assets in most vocations. The Physical Education department's interest should be found in all school functions, not just those activities within the department. The department is not due any special consideration or favors, but should be able to stand on its educational contribution to the pupils.

In establishing a program of physical education the following factors should serve as a guide: (1) The administration and instruction of physical education must be based on the same fundamental principles of education as are other areas of learning; (2) the aims of the physical education program are necessarily those of general education, in that they are compatible and harmonize with all phases of the educational process; (3) the administration and supervision of the program should be consistent with the overall philosophy of the program.

In the planning and organization of the physical education program it should be remembered that pupils learn by doing and lead by leading. Opportunities for experiences of this nature should be provided in the curriculum. Sherman believes it is desirable for pupils to have as many complete, interesting, and first hand experiences as possible.

In the selection of objectives it should be remembered that physical education must deal with the whole life, with all the problems that affect the individual.\footnote{Jesse Williams, \textit{The Principles of Physical Education}, Philadelphia, W. B. Saunders and Company, 1938, p. 126.} Physical education is no longer concerned only with organic development, but in the modern program attention is given social, emotional, and mental development of the pupil.\footnote{Sherman, \textit{op. cit.}, 20.}

The instructional class in physical education should be organized with regard to the following conditions: (1) classes should not be larger than those of the regular academic subjects, approximately twenty-five or thirty; (2) pupils of approximately the same age, level should be placed together; (3) all pupils should be enrolled in the physical education program; (4) all pupils should have a physical examination; (5) all pupils are required to wear appropriate uniforms; (6) one-hour class period should be provided each day.\footnote{Vaughan Blanchard and Laurcline Collins, \textit{A Modern Physical Education Program for Boys and Girls}, New York, A. S. Barnes and Company, 1940, p. 21.}

The purposes, objectives, and aims of the program must be clearly understood and established in order that the selection of activities and supervision of the program may be consistent with the overall philosophy. Lee, Sherman, Wood and Cassidy, Voltmer and Esslinger, all experts in the field of physical education, have expressed the following as purposes of physical education:
Activities should be organized that will contribute towards the pupils' muscular and neuro-muscular development.

Opportunities should be provided whereby all pupils may develop skills in physical education to a reasonable degree of achievement.

Continuous guidance should be given to the participants for the development of desirable character and personality traits.

The cultivation of desirable health habits and the development of wholesome attitudes are to be provided for in the physical education program.

It is imperative that every pupil be stimulated toward the worthy use of leisure time.

Every activity in the physical education program should contribute towards the development of emotional stability.

 Provision for harmonious adjustment to others through activities involving leadership, fellowship, cooperation, and initiative should be established.

The development of broad and varied interests in desirable activities on part of students should be stressed.

The physical education program should be organized to meet the needs and ideals of the community.

The specific purposes of a program in physical education may vary with regard to local situations such as geographical location, community ideals, facilities, and personnel available; however, the

13 See Mable Lee, *The Conduct of Physical Education*, New York: A. S. Barnes and Company, 1937; also


presentation of the activities selected to accomplish established purposes must be in accord with the principles of learning. Learning is an automatic and instantaneous affair resulting from the life process, but guidance is needed in participation and in the selection of materials to insure the desired outcomes. Factors affecting learning are readiness, continuity, association, intensity, repetition, effort, interest, and transfer of learning. A pupil learns in terms of his experiences and the satisfaction he receives from these experiences. The instructor should remember that everyone feels the need for success and recognition. For example Carroll says there is a "need for emotional security, achievement and mastery, recognition and status and physical satisfaction." The physical education teacher must work to prevent emotional strain and be prepared to alleviate it once it has occurred. Each child must be recognized as an individual with different needs, interests, abilities, and limitations; and that each has a different rate of physical and mental growth. The activities offered should be difficult enough to arouse mental and physical faculties, but not so difficult that pupils are unable to perform them because they lack needed information, experience, or ability. The pupils have a need for stable and uniform situations, dependable human relations, patience, and tolerance.

Establishment of Principles: The establishment of principles of physical education are necessary to aid in the planning, organization, selection of subject matter, and methods of achieving the

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the objectives established. The selection of principles for this project was based on an analysis of writings by experts in the field of education and physical education. The following principles are suited to guide the planning and organizing of the proposed program of physical education because they are directly related to the expressed purposes:

1. The physical education program should provide for youth a variety of opportunities for muscular, neuro-muscular, and organic power through big muscle activity.\(^{15}\)

The large muscles are located in the trunk, shoulders, hips, and neck and are used in such activities as running, jumping, throwing, striking, climbing, and pushing. The larger muscles are the fundamental muscles, and most of the valuable health attributes arise from activities involving their use. When the big muscles are used they burn more energy, which results in increased functional activity of the circulatory, respiratory, heart regulating mechanism, and digestive system. This organic activity develops in the individual's organic power, vigor, vitality, resistance to fatigue, and health.\(^{16}\)

The organic development through physical activity, says Sharman, must come during the years the child is growing and

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15 Voltmer and Esslinger, *op. cit.*, p. 82.

maturing, and consequently, the child should participate in vigorous activity from early childhood until physiological maturity is reached.\(^{17}\)

2. Provision should be made in the program for the teaching of physical skills.\(^{18}\)

Sufficient time should be provided for the learning of basic skills necessary for successful participation in the selected activities. Williams is of the opinion that when young persons have been physically educated out of the beginner class and into the enjoyment class, the participation problem is on the way to solution.\(^{19}\) The physical education program must provide the instruction and drills necessary for the learning of skills required for successful participation in an activity. Drills, when correctly used, make the execution of skills faster, more accurate, and automatic.\(^{20}\)

Lee believes the development of skills are necessary because people tend to participate in activities for which they have greater skills.\(^{21}\) Individuals tend to avoid experiences which annoy, and to seek those experiences which give satisfaction.

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17 Sharman, op. cit., p. 22
18 Irwin, op. cit., p. 44.
19 Williams, op. cit., p. 199.
20 Sharman, op. cit., p. 172.
3. The physical education curriculum should offer a wide variety of activities to provide for differences in capacities, abilities, interests, and needs of the pupils.\textsuperscript{22}

Sharron has written that every person is different from every other individual in a large number of traits and characteristics.\textsuperscript{23} The differences in individuals must be recognized and provided for in the program.

Provision for choice in the selection of activities is one method of meeting individual needs. Students participate best in purposeful activities out of which arise recognized wants and interests.\textsuperscript{24} Teachers should attempt to improve the quality and increase the number of worthwhile interests and wants of their pupils. A variety of experiences will increase the number and variety of one's shared interests and wants.\textsuperscript{25}

4. Outdoor activities should be selected, where possible in preference to indoor activities.\textsuperscript{26}

The curriculum in physical education should provide for a predominance of outdoor activities. Outdoor activities are

\textsuperscript{22} Volmer and Seelinger, \textit{op. cit.}, p. 82.
\textsuperscript{23} Sharron, \textit{op. cit.}, p. 173.
\textsuperscript{24} Sharron, \textit{op. cit.}, p. 177.
\textsuperscript{25} \textit{ Ibid.}, 176.
\textsuperscript{26} McCloy, \textit{Philosophical Basis for Physical Education}, New York: F. S. Crofts and Company, 1927, p. 43.
considered more healthful than indoor activities because of the presence of sunlight and open air.\textsuperscript{27} Instruction in indoor activities should be done outside whenever possible.

5. The physical education program should provide for participation in activities capable of arousing the emotions of students, and provide an outlet for their expression.\textsuperscript{28}

Students need an outlet for repressed energies and emotions. Physical education can answer the need by guiding the pupils in activities which aid in arousing and releasing emotions. Emotional stability is best achieved through practice in controlling and modifying the feelings released.\textsuperscript{29} Physical education can provide a laboratory setting in which emotional control is practiced.

The inclusion of activities which are capable of arousing emotions is an important part of the program. Activities that involve body contact, such as football, basketball, soccer, are effective in arousing deep and powerful emotions. Sherman believes such activities are desirable because most behavior is the result of ideals, attitudes, and habits associated with emotional reaction.\textsuperscript{30}

\textsuperscript{27} Voltmer and Esslinger, \textit{op. cit.}, p. 86.
\textsuperscript{28} \textit{Ibid.}, p. 89.
\textsuperscript{29} \textit{Ibid.}, p. 90.
\textsuperscript{30} Sherman, \textit{op. cit.}, p. 138.
6. The program should be rich in activities that are adaptable for leisure time.31

In the past century more time has become available to Americans for leisure time activities and the wholesome use of this time has become one of the country's leading social problems. The physical education program must contain activities which have recreational value for both present and later life. Americans must be educated to relax and make wholesome use of leisure time.

The problem of the number of increasing mental cases has been associated with the improper use of leisure time. Carroll revealed that one out of twenty born today will eventually be admitted and spend some time in a mental hospital, and in all probability one out of ten will suffer from mental disease at some time during his life.32

The problem of juvenile delinquency has been associated with unwise use of leisure time. Surveys reveal that seventy-five per cent of the delinquents studied had no constructive leisure time activities.33 The absence of wholesome recreation for so many provides an important challenge for physical education.

31 Irwin, op. cit., p. 49.
32 Carroll, op. cit., p. 23.
33 J. B. Nash, Physical Education and Interpretation and Objectives, New York: A. S. Barnes and Company, 1928, p. 44.
Highly organized games like football and basketball should not be excluded on the basis of their small carry-over value to adult life. Experts in the field of physical education believe it is more important to provide for adequate leisure time activities during the period of adolescence, than for later life.34

7. The program of physical education should assist youth in the development of desirable character traits.35

Character has been defined as the sum of one's total habits and attitudes expressed in his behavior. Through proper selection of activities and wise supervision and guidance, the physical education program can contribute to the development of desirable traits. Qualities of leadership, initiative, resourcefulness, self-confidence, cooperation, respect for others, respect for rules, self-control, dependability, tolerance, and others are considered desirable traits and attitudes in our society. Physical education can provide experiences which aid in the development of desirable traits and attitudes. McCloy maintains that athletics teach each individual to work for the good of the whole rather than primarily for his own good.36

Physical education provides opportunities for living experiences in lifelike situations. Volmer and Esslinger have expressed the following view:

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34 Volmer and Esslinger, op. cit., p. 25.
35 Sharman, op. cit., p. 183.
36 McCloy, op. cit., p. 121
This splendid educational laboratory demands actual responses to tense situations just as much as life in general does. The whole setup provides real rewards and punishments which with proper guidance will serve to encourage sportsmanship, cooperation, sociability, self-control, leadership, and those other qualities which we stress. 37

It should be remembered that desirable character comes out of experiences which are constructively wholesome, stimulating to effort, and helping toward the distant but recognizable goals. 38

8. The selection of activities should provide for progression. 39

The curriculum in physical education should be arranged to allow for the normal growth and development of students in regard to needs, interests, and abilities. The placement of activities in the program should be in agreement with the laws of learning. It is logical to go from the simple to the complex, educationally and otherwise. 40 Selection of activities should be made with regard to physical skills, interests, and needs of the individual groups.

The new approach to progression is to teach and give opportunities to learn according to awakening interests. The principle of psychological progression considers the fact that children at

37 Voltmer and Esslinger, op. cit., p. 23.
38 Williams, op. cit., p. 317.
39 Voltmer and Esslinger, op. cit., p. 90.
40 Ibid., p. 90.
certain ages have interests in certain types of activities and that there are certain character traits of the age.\textsuperscript{41} The levels of accomplishment demanded of pupils should relate to the development of the individual. The levels of development as listed by Williams are as follows:

- Age 6 - 11 period of generalized play activity
- Age 10 - 12 period of beginning technique
- Age 12 - 15 period of team play
- Age 16 on period of speed and skill\textsuperscript{42}

Physical education offers a large number of the same activities year after year. As a result much of the progression must take place within the activity through the emphasis placed on the activity and the method of conducting the activity.\textsuperscript{43} The grade placement of activities is usually determined on the basis of past experiences, aims, and objectives of physical education.

9. The physical education program should provide an environment conducive to health, and to the development of desirable health habits and attitudes.\textsuperscript{44}

Physical exercise is advocated as one of the necessary means of attaining a healthy development. Physical education contributes to physical and mental health through the use of the fundamental muscles which stimulate action of the other body systems and tends to reactivate the cortical battery.\textsuperscript{45}

\textsuperscript{41} Williams, \textit{op. cit.}, p. 315.
\textsuperscript{42} Ibid., p. 311.
\textsuperscript{43} Voltmer and Easlinger, \textit{op. cit.}, p. 166.
\textsuperscript{45} Voltmer and Easlinger, \textit{op. cit.}, p. 20.
The instructional class program in physical education and the interscholastic program afford excellent opportunities to practice desirable health habits. People learn by doing, not by reading or hearing about what to do. In physical education there is ample opportunity to learn by doing.

The environment in which the program takes place should stress the importance of desirable health habits and attitudes. The instructional program in health can be wasted, if the physical education program is conducted according to unhygienic standards. Staley is of the opinion that participation in unhygienic ways will produce unhygienic results.46

10. The selection of activities should be confined to those useful and purposeful in achieving the objectives and aims established for the program.47

The activities are selected on their ability to achieve the objectives established. Each activity included should be useful and purposeful, rather than traditional, and each as a means to an end, rather than a means in itself.48

Awareness by the learner of the objectives of an activity aid the learning.49 Activities which are without purpose are difficult to justify to students.

46 Staley, op. cit., p. 125.
47 McCoy, op. cit., p. 35.
48 Ibid., p. 35
49 Williams, op. cit., p. 317.
CHAPTER III

DESCRIPTION OF PROGRAM

In this chapter the factors considered in the establishment of the proposed physical education program, the organization of the program, and an outline of the program are presented.

Factors considered in establishing the Program: In the program of physical education offered in this study the attempt is made to meet the needs of the schools operating under conditions similar to those revealed in Table I. The realization that a majority of the small schools surveyed must plan for a program of physical education which will not include the use of a gymnasium, the existence of adequate dressing facilities, or a trained physical education teacher is an important factor in the organization and planning of a program.

The curriculum offered must be in accord with existing school conditions. According to Irwin there are a number of factors affecting the selection of activities to be included in the physical education curriculum, among them are: equipment, size of class, climatic conditions, available space, number and training of staff, time devoted to the physical education class, size and resources of community, and recreational facilities outside the school.²⁰

²⁰ Irwin, op. cit., p. 55.
In the light of the conditions which exist in the majority of small Virginia high schools, revision and modification of the program of physical education as usually planned was necessary.

An immediate addition to facilities and equipment is not always possible or practical; however, the long range aim of any program should include plans for the improvement of existing conditions. Changes can be accomplished by modification in attitudes and philosophy on the part of the administration and patrons. Until the changes can be made maximum use of existing facilities must be achieved.
TABLE I

SURVEY OF CONDITIONS UNDER WHICH PHYSICAL EDUCATION WAS CONDUCTED IN NINETY-FOUR VIRGINIA HIGH SCHOOLS WITH LESS THAN TWO HUNDRED STUDENTS IN 1949 - 1950

<table>
<thead>
<tr>
<th>Condition</th>
<th>Number of Schools</th>
<th>% of Schools</th>
<th>Number of Conditions Schools</th>
<th>% of Schools</th>
</tr>
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<tbody>
<tr>
<td>Mass Type of Physical Education Class 1</td>
<td>55</td>
<td>61.8</td>
<td>Staggered system of Physical Ed. Class 2</td>
<td>33</td>
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<tr>
<td>Regular classroom Teacher</td>
<td>64</td>
<td>71.9</td>
<td>Trained Phy. Educ. Teacher</td>
<td>25</td>
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<tr>
<td>Inadequate Dressing Facilities</td>
<td>74</td>
<td>83.1</td>
<td>Adequate dressing Facilities available</td>
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<tr>
<td>Gymnasium not Available for class</td>
<td>54</td>
<td>60.6</td>
<td>Gymnasium Available for Use</td>
<td>35</td>
</tr>
</tbody>
</table>

1. Mass type of physical education class refers to the plan in which all students participate at the same time.

2. Staggered system of physical education class refers to the plan in which the subject is taught to different groups at various periods during the school day.
Organization of Program

The success of any educational program depends upon the cooperation of the administration, faculty, parents, and students. In some instances it may be necessary to modify the attitude held towards physical education in order to receive the desired cooperation. The process of changing attitudes is usually long and difficult.

The establishment of a physical education program which contributes to the total educational objectives of the school, and satisfies the needs of students, will do much to earn the program an equal place among the academic subjects. Professional attitude and conduct on the part of the physical education instructor will also serve to elevate opinions concerning the program.

The assignment of a regular classroom teacher as instructor of physical education activities is a necessity in small high schools. These teachers are more likely to cooperate and render valuable services if they know and understand the objectives of the activity and receive information relative to teaching the activity.

The proposed program of physical education was planned for a male enrollment of eighty-four boys. The boys were divided into four groups for purposes of instruction and participation. The pupils are placed in groups according to their ratings on the Classification Test - a combination of the Classification Index
and Shuttle Run results. The Classification Index is based on age, weight, and height. The following formula is used to determine the classification index: 20 (age in years) plus 5.5 (height in inches) plus weight in pounds. The results are combined with the Shuttle Run results in determining the final basis for group placement. The Shuttle Run results are determined by the number of seconds needed to complete the run. These results give consideration to the factors of speed, power, and agility.

Irwin believes it is easier to conduct activities if pupils are placed in homogeneous groups, in order for each pupil to participate in activities suited to his needs and abilities. Also there is less chance of injury under a system of grouping which gives consideration to age, growth, and ability.

Students are ranked from one to eighty-four on the basis of the classification test, with the highest score rated first. Group I includes the lowest fourth of the class, Group II the next fourth, Group III the next, and Group IV the upper fourth of the class.

The curriculum selected for Groups I and II requires participation in activities involving basic physical skills. The activities included require less technical skills and team work than those required of Groups III and IV. In those activities listed for all four groups, the skills required advance


52 Irwin, op cit., p. 294.
progressively for Groups I, II, III, and IV.

Each group is under the constant supervision of a teacher at all times. The coach or teacher in charge of the entire program divides his time among the groups, rendering special instruction and supervision to the group requiring his help at a particular time. Each group is divided into two squads, with a squad leader appointed by the instructor for each. The procedure of forming squads and appointing squad leaders is recommended by Voltmér and Esslinger.\textsuperscript{53}

In Chapter I the setting, with regard to physical plant, location, facilities, community conditions, and school organization, of the proposed program was described. The organization of the program and placement of activities was made with regard to these conditions. On occasions it was necessary to schedule activities out of the normal participation season, because of the lack of equipment and available space. Limitations of facilities also necessitate the exclusion of some desirable activities from the program.

The general and specific objectives of each activity are given in the curricular outline. For example, the activity of tennis: General objective - the development of health through participation; participation in activity with leisure time value. Specific objective - performing the pertinent skills fairly well.

\textsuperscript{53} Voltmér and Esslinger, \textit{op. cit.}, p. 291.
The meaning of the term "fairly well" is determined by the evaluation of the instructor in terms of (1) ability, (2) attitude of pupil towards activity and other participants, and (3) indication of improvement.

The time allotted for physical education is fifty minutes. The first five minutes are allowed for reporting and roll call, the next twenty for instruction and drills, and the last twenty minutes are devoted to supervised competition in the activity. The instructor has an opportunity for making valuable corrections and suggestions during this latter period. The final five minutes are used in the dismissal of students and their return to homerooms. The suggested time schedule is not rigid, but is offered as a guide for instruction.

The time schedule is as follows:

- 2:35 - 2:40 assemble, roll call
- 2:40 - 3:00 practice skills, instruction drills
- 3:00 - 3:20 supervised competition
- 3:20 - 3:25 dismissal

**Intramural Program**

The intramural program should supplement the instructional program of physical education by offering pupils an opportunity for further participation in desirable activities.

The objectives of the intramural program are (1) participation of a large number of students in desirable physical activities; (2) practice of skills taught in class; (3) promotion of mental and physical health by participation; (4) provision of opportunity for growth in emotional control through activities.
which involve emotional reactions; and (5) wholesome use of leisure time in school.

The intramural program is planned to use part of the regular physical education class time and the noon recess time. Irwin makes a point for the inclusion of intramurals in the physical education class by stating: "Occasionally, because of the conditions within a particular school, it is granted that intramural activities during physical education class periods may be justifiable."  

The inability of students to remain after school is adequate justification for the use of class time for intramural competition. Participation by pupils in intramural activities occurring during class time is required. Two weeks of class time each semester are devoted to intramural competition.

Teams of approximately the same ability are formed for each intramural activity. Assignments to teams are made by the instructor with the student's score on the evaluation test for the activity serving as a guide for placement. Each team is composed of the required number of participants and two or three substitutes. All members of the team are required to participate in a minimum of one-half of the contest. Team leaders, elected by members of the team, are responsible for the fulfillment of the participation requirement and other duties connected with the team's participation in the program. Members of the physical education class, regardless of skills, are assured an opportunity to participate in the intramural program.

54 Irwin, op. cit., p. 226.
# INTRAMURAL SCHEDULE

## FALL

<table>
<thead>
<tr>
<th>October</th>
<th>November</th>
<th>April</th>
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<tbody>
<tr>
<td>Basketball goal shooting tournament</td>
<td>Noon recess</td>
<td>Horse Shoe Tournament</td>
</tr>
<tr>
<td>Noon recess</td>
<td>Phy. Ed. Class</td>
<td>Noon recess</td>
</tr>
<tr>
<td>All Groups</td>
<td>Groups I and II</td>
<td>All Groups</td>
</tr>
<tr>
<td>Basketball tourney</td>
<td>Phy. Ed. Class</td>
<td></td>
</tr>
<tr>
<td>Phy. Ed. Class</td>
<td>Groups III and IV</td>
<td></td>
</tr>
<tr>
<td>All Groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speedball</td>
<td>Touch Football</td>
<td>May</td>
</tr>
<tr>
<td>Groups I and II</td>
<td>All Groups</td>
<td>Noon recess</td>
</tr>
<tr>
<td>Soccer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phy. Ed. Class</td>
<td>Groups III and IV</td>
<td></td>
</tr>
<tr>
<td>Groups III and IV</td>
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## SPRING

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<th>April</th>
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<th>June</th>
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<tr>
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<td>Noon recess</td>
<td>Softball</td>
</tr>
<tr>
<td>All Groups</td>
<td>Groups I and II</td>
<td>Groups I and II</td>
</tr>
<tr>
<td>Touch Football</td>
<td>Badminton Tournament</td>
<td>Softball</td>
</tr>
<tr>
<td>All Groups</td>
<td>All Groups</td>
<td>Groups III and IV</td>
</tr>
<tr>
<td>Baseball</td>
<td>Track and Field</td>
<td>Track and Field</td>
</tr>
<tr>
<td>Groups III and IV</td>
<td>All Groups</td>
<td>All Groups</td>
</tr>
</tbody>
</table>

## Health and Sports Appreciation

The State Department of Education of Virginia suggests two periods of health instruction and three periods of physical education a week. Schools without a gymnasium or facilities for inside activities cannot follow the suggested program exactly. The proposed
program in this study was planned for a majority of the health instruction to be given during the winter months of December, January and February. The regularly scheduled program of health instruction and sports appreciation is supplemented by instruction on days when weather conditions are unfavorable for our-of-doors activity.

The program plans for instruction in both health and sports appreciation. The approximate ratio suggested is four periods of health instruction to one of sports appreciation.

The health instruction program offers knowledge and understanding in the field of health. Small emphasis has been placed on the biological aspect of health knowledge. The stress has been placed on forming desirable attitudes and health habits, helping the student better to understand himself, and to investigate problems of real interest to the student.

The sports appreciation program is designed to widen and broaden the knowledge and interests in sports common to our cultural heritage. Also to provide an opportunity to develop an understanding and appreciation of sports and the place they occupy in the life of Americans.

Activities that have been excluded from the program for lack of equipment and facilities are discussed to create new interests and give basic principles.
Program for Handicapped Students

The problem for providing for the physically handicapped students in physical education is a difficult one. The employment of highly-trained technical experts is desirable for corrective work with physical defects. The majority of small high schools cannot provide the trained personnel needed for the corrective program. Irwin recommends: "Wherever possible in the smaller schools, the handicapped pupils should remain in the regular physical education class and sports be adapted or modified as found necessary."55 The number of seriously handicapped students is normally few in the majority of small schools. The physical education program has a responsibility for the handicapped students; however, the first duty of the program is to provide a proper program for the large number of unrestricted students.56

The proposed program of physical education has placed the handicapped student in the regular class wherever possible. In those activities that cannot be successfully adapted to the handicaps of the individual students, instruction is provided in selected skills. Students with handicaps seriously affecting their efficiency in an activity, are assigned as officials or scorers during intramural competition. Instruction in officiating and scoring are given prior to assignments of duty.

55 Irwin, op. cit., p. 322.
56 Ibid., p. 199.
CHAPTER IV

CURRICULAR OUTLINE

The outline of specific activities are in accord with the purposes and principles of physical education as established and validated in Chapter II. Activities are also selected with regard to facilities, equipment, and community conditions.

Curriculum outline for Group I

First Semester

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Duration</th>
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<tr>
<td>A</td>
<td>Physical Examination and Testing</td>
<td>1 week</td>
</tr>
<tr>
<td>B</td>
<td>Low Organized Games</td>
<td>3 weeks</td>
</tr>
<tr>
<td>C</td>
<td>Basketball</td>
<td>3 weeks</td>
</tr>
<tr>
<td>D</td>
<td>Touch Football</td>
<td>3 weeks</td>
</tr>
<tr>
<td>E</td>
<td>Intramurals</td>
<td>2 weeks</td>
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<tr>
<td>F</td>
<td>Health and Sports Appreciation</td>
<td>6 weeks</td>
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Second Semester

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<tr>
<td>A</td>
<td>Health and Sports Appreciation</td>
<td>4 weeks</td>
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<tr>
<td>B</td>
<td>Speedball</td>
<td>3 weeks</td>
</tr>
<tr>
<td>C</td>
<td>Softball</td>
<td>3 weeks</td>
</tr>
<tr>
<td>D</td>
<td>Track and Field</td>
<td>3 weeks</td>
</tr>
<tr>
<td>E</td>
<td>Low Organized Games</td>
<td>2 weeks</td>
</tr>
<tr>
<td>F</td>
<td>Testing</td>
<td>1 week</td>
</tr>
<tr>
<td>G</td>
<td>Intramurals</td>
<td>2 weeks</td>
</tr>
</tbody>
</table>
FIRST SEMESTER - GROUP I

A. Physical Examination and Testing 1 week

1. Physical Examination
   a. Posture
   b. Weight
   c. Height
   d. Skeletal defects
   e. Heart-pulse ratio test

2. Testing
   a. Virginia State Test (Fall)
   b. Burpee Test
   c. Shuttle Run Test

B. Low Organized Games 3 weeks

General Objectives: The development of health through participation; development of skills

Specific Objectives: Performing the following activities fairly well:

1. Scrimmage Ball
2. Kick Ball
3. Chain Ball
4. Rider Ball
5. Dead Ball
6. Relays
C. Basketball

General Objectives: Participation in activity involving team work and body contact; development of skills.

Specific Objective: Performing the following skills fairly well:

1. Basic rules
2. Passing
   a. Two hand chest pass
   b. Bounce pass
   c. One hand pass
3. Dribbling
   a. Control dribble
   b. Speed dribble
4. Pivoting
   a. Without ball
   b. With ball
5. Shooting
   a. Lay-up shot
   b. Two-hand chest shot
   c. One hand push shot
   d. Foul shooting

D. Touch Football

General Objectives: Participation in body contact activity; muscular and neuromuscular development.
D. (continued)

Specific Objective: Performing the following skills fairly well:

1. Review of basic rules
2. Passing
   a. Forward pass
   b. Lateral pass
3. Pass receiving
   a. Stationary
   b. Running
4. Kicking ball
   a. Punt
   b. Place kick
5. Centering ball
   a. For running play
   b. For pass play
   c. For kick

E. Intramurals 2 weeks

F. Health and Sports Appreciation 6 weeks
EVALUATING PLAN - GROUP I - FIRST SEMESTER

I. Low Organized Games

A. Performance evaluation by instructor 0 - 10

II. Basketball

A. Test of skills

1. Pass for accuracy - 3 passes 0 - 3
2. Lay-up shots - three shots; one point for each goal 0 - 3
3. Two-hand chest shot - three shots from foul line; one point for each goal 0 - 3
4. One-hand push shot - three shots from foul line; one point for each goal 0 - 3
5. Dribble length of court for speed - standard determined by class average 0 - 3

B. Performance Evaluation by instructor 0 - 5

III. Touch Football

A. Test of Skills

1. Ability to catch pass - three tries; one point for each pass caught 0 - 3
2. Passing - for accuracy; three tries 0 - 3
3. Punting - for distance; class average to determine standard; three kicks 0 - 3
4. Place kicking - for distance; class average to determine average; two kicks 0 - 2
III. Touch Football (continued)
   5. Centering - accuracy; three tries 0 - 3
   B. Performance evaluation by instructor 0 - 5

IV. Intramurals
   A. Performance evaluation by instructor 0 - 10

V. Health and Sports Appreciation
   A. Health
      1. Written test 0 - 15
      2. Term paper 0 - 5
   B. Sports Appreciation
      1. Written test 0 - 8
      2. Class report 0 - 3

VI. Attitudes, sportsmanship, and cooperation evaluation by instructor based on observations throughout the semester 0 - 10

0 - 100
SECOND SEMESTER - GROUP I

A. Health and Sports Appreciation 4 weeks

B. Speedball 3 weeks

General Objectives: Improvement of mental and physical health by participation; development of skills

Specific Objectives: Performing the following skills fairly well.

1. Review of rules
2. Kicking ball
3. Trapping ball
4. Controlling ball
5. Passing techniques
6. Goal defense

C. Softball 3 weeks

General Objectives: Development of basic skills; opportunity to participate in group activity; participation in activity with leisure time value.

Specific Objectives: Performing the following skills fairly well.

1. Review of rules
2. Throwing ball
   a. Overhand throw
   b. Side-arm throw
   c. Underhand throw
C. Softball (continued)

3. Catching ball
   a. Pitched ball
   b. Ground ball
   c. Fly ball

4. Running the bases

5. Batting
   a. Full swing
   b. Bunt

D. Track and Field

3 weeks

General Objectives: Muscular and neuro-muscular development; development of basic skills

Specific Objective: Performing the following skills fairly well.

1. Starting position
   a. For sprint
   b. For distance run

2. Sprinting
   a. Stride
   b. Arm action
   c. Body position

3. Broad jump
   a. Approach
   b. Take-off
   c. Landing
D. Track and Field (continued)

4. Shot put
   a. Stance
   b. Grip on put
   c. Approach and release
   d. Follow through

E. Low Organized Games

General Objectives: Opportunity for social association with group in active participation; development of skills.

Specific Objectives: Perform the following activities fairly well.

1. Relays
   a. Run and Pass
   b. Goal throwing relay
   c. Ball passing relay

2. Soccer Dodge Ball

3. Line Soccer

4. Mass Soccer

5. Rider Ball

F. State Test (Spring)

Objectives: To aid in determining the individual's ability and skill, and provide for measurement of improvement.

G. Intramurals

2 weeks
EVALUATING PLAN - GROUP I - SECOND SEMESTER

I. Health and Sports Appreciation

A. Health

1. Written test
   0 - 12

2. Term paper
   0 - 4

B. Sports Appreciation

1. Written test
   0 - 6

2. Class report
   0 - 3

II. Speedball

A. Test of skills

1. Passing accuracy - three passes, one point each hit
   0 - 3

2. Kicking rolling ball - three tries, one point for each successful kick
   0 - 3

3. Trapping ball - three tries, one point for each successful trap
   0 - 3

B. Performance evaluation
   0 - 5

III. Softball

A. Test of skills

1. Throwing ball - distance, two throws, standard set by class average
   0 - 2

2. Throwing ball - accuracy, two throws
   0 - 2

3. Catching thrown ball - two tries
   0 - 2

4. Catching ground ball - two tries
   0 - 2

5. Catching fly balls - two tries
   0 - 2

6. Base running - speed, standard based on class average
   0 - 2
III. Softball (continued)

A. 7. Hit pitched ball — three swings, ability to hit pitch, one point for each ball hit. 0 — 3

IV. Track and Field

A. Test of Skills

1. Run 60 yard dash — speed, standard based on class average 0 — 4

2. Broad jump — distance, standard based on class average 0 — 4

3. Shot put — distance, standard based on class average 0 — 4

V. Low Organized Games

A. Performance evaluation 0 — 9

VI. Intramurals

A. Performance evaluation 0 — 10

VII. Attitude, sportsmanship, and cooperation estimate by instructor based on observations throughout the semester 0 — 10

0 — 100
CURRICULUM OUTLINE FOR GROUP II

FIRST SEMESTER

A. Physical Examination and Testing 1 week
B. Softball 3 weeks
C. Tough Football 3 weeks
D. Basketball 3 weeks
E. Intramurals 2 weeks
F. Health and Sports Appreciation 6 weeks

SECOND SEMESTER

A. Health and Sports Appreciation 4 weeks
B. Low Organized Games 2 weeks
C. Speedball 3 weeks
D. Softball 3 weeks
E. Track and Field 3 weeks
F. Testing 1 week
G. Intramurals 2 weeks
FIRST SEMESTER - GROUP II

A. Physical examination and Testing 1 week

1. Physical examination
   a. Posture
   b. Weight
   c. Height
   d. Skeletal defects
   e. Heart-pulse ratio test

2. Testing
   a. Virginia State Test (Fall)
   b. Burpee
   c. Shuttle Run

B. Softball 3 weeks

General Objectives: Development of basic skills; development of desirable character traits.

Specific Objective: Performing the following skills fairly well.

1. Review of Rules
2. Throwing ball
   a. Overhand
   b. Side arm
   c. Underhand
3. Catching ball
   a. Thrown ball
B. Softball (continued)

3. Catching ball
   b. Ground ball
   c. Fly ball

4. Running bases

5. Batting
   a. Full swing
   b. Bunt

6. Playing the Outfield
   a. Catching fly balls
   b. Catching line drives
   c. Throwing from outfield

C. Touch Football

General Objectives: Providing opportunity for participation in body contact activity; development of basic skills.

Specific Objective: Performing the following skills fairly well:

1. Review of Rules

2. Catching Ball
   a. Passes
   b. Kicks

3. Passing ball
   a. Standing still
   b. Running pass
   c. Lateral pass

3 weeks
C. Touch Football (continued)

4. Kicking ball
   a. Punting
   b. Place kick

5. Centering ball
   a. For pass
   b. For run
   c. For kick

6. Blocking
   a. Shoulder block
   b. Line block

D. Basketball  3 weeks

General Objectives: Participation in activity requiring team work; development of basic skills

Specific Objective: Performing following skills fairly well.

1. Review of Rules

2. Pass
   a. Chest pass
   b. Bounce pass
   c. One hand pass

3. Dribble
   a. Control dribble
   b. Speed dribble
D. Basketball (continued)

4. Pivoting
   a. Without ball
   b. With ball

5. Shooting
   a. Lay-up shot
   b. Chest shot
   c. One hand push
   d. Foul shot

E. Intramurals 2 weeks

F. Health and Sports Appreciation 6 weeks
EVALUATING PLAN - GROUP II - FIRST SEMESTER

I. Softball
   A. Test of Skills
      1. Throwing - accuracy, three tries, one point for each hit 0 - 3
      2. Catching ground balls - three tries, one point for each ball caught 0 - 3
      3. Catching fly balls - three tries, one point for each ball caught 0 - 3
      4. Base running - speed, standard set by class average 0 - 2
      5. Hitting - four swings, one point for each fairly hit ball 0 - 4
      6. Bunting - two tries, one point for each ball fairly bunted 0 - 2
      7. Throwing - from outfield, three tries, one point for each throw in reach of catcher 0 - 3

II. Touch Football
   A. Test of Skills
      1. Passing - accuracy, three passes, one point for each hit 0 - 3
      2. Pass catching - three tries, one point for each pass caught 0 - 3
      3. Punt receiving - three tries, one point for each punt caught 0 - 3
      4. Punting - distance, three punts, standard determined by class average 0 - 3
II. Touch Football (continued)

5. Centering - accuracy, two tries, one point for each accurate center 0 - 2

B. Performance evaluation 0 - 5

III. Basketball

A. Test of Skills

1. Pass - any type, for accuracy, three tries, one point for each accurate pass 0 - 3

2. Dribble - speed, length of court, standard determined by class average 0 - 3

3. Lay-up shot - three shots, one point for each basket made 0 - 3

4. Chest shot - from foul line, three shots, one point for each basket made 0 - 3

5. One hand push shot - from foul line, three shots, one point for each basket made 0 - 3

6. Pivoting - with ball, evaluation of performance by instructor 0 - 2

IV. Intramurals

A. Performance evaluation 0 - 3

V. Health and Sports Appreciation

A. Health

1. Written tests 0 - 10

2. Term paper 0 - 5

B. Sports Appreciation

1. Written tests 0 - 8

2. Class reports 0 - 3

VI. Attitudes, sportsmanship, and cooperation evaluation by instructor based on observations throughout the semester 0 - 10

0 - 100
SECOND SEMESTER - GROUP II

A. Health and Sports Appreciation 4 weeks

B. Low Organized Games 2 weeks

General Objectives: Development of health and organic vigor through participation; development of basic skills

Specific Objective: Performing the following activities fairly well:

1. Lineball
2. Lawnball
3. Pin Ball
4. Bat Ball
5. Hand Basketball
6. Relays

C. Speedball 3 weeks

General Objectives: Participation in body contact activity; development of basic skills

Specific Objective: Performing the following skills fairly well:

1. Dribble ball with:
   a. Hands
   b. Feet
2. Pass ground ball by kicking with:
   a. Toe
   b. Instep
C. Softball (continued)

2. o. Inside of foot
   d. Outside of foot

3. To pass a caught ball by means of:
   a. Chest pass
   b. Underhand pass
   c. Overhead pass
   d. Punt
   e. Place kick
   f. Throw in

D. Softball

General Objectives: Participation in team activity; participation in activity with recreational value

Specific Objectives: Performing the following skills fairly well:

1. Review of Rules
2. Batting
   a. Stance
   b. Swing
   c. Bunting
3. Sliding
4. Playing First Base
5. Playing Second Base
6. Playing Third Base
7. Playing Short Stop
E. Track and Field

General Objectives: Organic and muscular development; development of basic skills

Specific Objective: Performing the following skills fairly well:

1. Starting
   a. Sprint
   b. Distance

2. Stride
   a. Sprinting
      1. Use of arms
      2. Body position

3. 100-yard Dash
   a. Start
   b. The sprint
   c. Finish

4. High Jump
   a. Approach
   b. Take-off
   c. Roll
   d. Landing

5. Shot put
   a. Position and grip
   b. Approach
   c. Release and follow through

3 weeks
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<th></th>
<th>Event</th>
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<tr>
<td>F</td>
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<td>Objective:</td>
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<td>To aid in determining the individual's</td>
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<td>ability and skill, and provide for</td>
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<tr>
<td></td>
<td>measurement of improvement.</td>
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<tr>
<td>G</td>
<td>Intramurals</td>
<td>2 weeks</td>
</tr>
</tbody>
</table>
I. Health and Sports Appreciation

A. Health
   1. Written test  
      0 - 12
   2. Term paper  
      0 - 4

B. Sports Appreciation
   1. Written tests  
      0 - 6
   2. Class report  
      0 - 3

II. Low Organized Games

A. Performance evaluation  
   0 - 8

III. Speedball

A. Test of Skills
   1. Dribble ball - with feet, ten yards,  
      performance evaluation  
      0 - 3
   2. Pass ball - with toe, accuracy, three  
      passes  
      0 - 3
   3. Pass - any type of pass, for accuracy,  
      three passes  
      0 - 3
   4. Punt - distance, three punts,  
      standard set by class average  
      0 - 3

B. Performance evaluation  
   0 - 3

IV. Softball

A. Test of Skills
   1. Batting - three swings, one point for  
      each ball fairly hit  
      0 - 3
IV. Softball (continued)

2. Bunting - three bunts, one point for each ball fairly bunted 0 - 3

3. Sliding - form evaluation 0 - 3

4. Ability to play one infield position - performance evaluation 0 - 8

V. Track and Field

A. Test of Skills

1. Run 100 yard dash - time, standard determined by class average 0 - 5

2. High Jump - height, standard determined by class average 0 - 5

3. Shot put - distance, standard determined by class average 0 - 5

VI. Intramurals

A. Performance evaluation 0 - 10

VII. Attitudes, sportsmanship, and cooperation evaluation by instructor throughout the semester 0 - 10

0 - 100
CURRICULAR OUTLINE FOR GROUP III

FIRST SEMESTER

A. Physical Examination and Testing 1 week
B. Basketball 3 weeks
C. Touch Football 4 weeks
D. Volleyball 2 weeks
E. Intramurals 2 weeks
F. Health and Sports Appreciation 6 weeks

SECOND SEMESTER

A. Health and Sports Appreciation 4 weeks
B. Soccer 3 weeks
C. Baseball 4 weeks
D. Track and Field 2 weeks
E. Recreational Activities 2 weeks
F. Testing 1 week
G. Intramurals 2 weeks
FIRST SEMESTER - GROUP III

A. Physical Examinations and Testing 1 week

1. Physical Examinations
   a. Posture
   b. Weight
   c. Height
   d. Skeletal defects
   e. Heart-pulse ratio test

2. Testing
   a. Virginia State Test (Fall)
   b. Burpee Test
   c. Shuttle run

B. Basketball 3 weeks

General Objectives: Development of health through participation; participation in team activity

Specific Objectives: Performing the following skills fairly well:

1. Review of rules

2. Passing
   a. Chest pass
   b. Bounce pass
   c. One hand pass
   d. Hook pass
B. Basketball (continued)

3. Dribbling
   a. Speed dribble
      1. With right hand
      2. With left hand
   b. Control dribble
      1. With right hand
      2. With left hand

4. Pivoting
   a. Without ball
   b. With ball

5. Shooting
   a. Two hand chest shot
   b. One hand push shot
   c. Foul shot
   d. Lay-up shot
   e. Hook shot

6. Tip-off control

C. Touch Football 4 weeks

   General Objectives: Participation in body contact and team sport; development of skills

   Specific Objectives: Performing the following skills fairly well:

1. Review of rules
2. Pass receiving
   a. Standing still
C. Touch Football (continued)

2. b. Running
3. Passing
   a. Short pass
   b. Long pass
4. Kicking
   a. Punt
   b. Place kick
   c. Drop kick
5. Blocking
   a. Shoulder
   b. Line block
6. Centering
   a. For running play
   b. For pass play
   c. For punt

D. Volleyball
   2 weeks

   General Objectives: Development of skills; participation in recreational type activity

   Specific Objectives: Performing following skills fairly well:

   1. Review of Rules
   2. Serve
   a. Underhand
D. Volleyball (continued)
   3. Pass
   4. Set-up
   5. Spike

E. Intramurals

F. Health and Sports Appreciation
EVALUATING PLAN - GROUP III - FIRST SEMESTER

I. Basketball

A. Test of Skills

1. Passing - chest pass, accuracy, two passes
   Scale: 0 - 2

2. Passing - hook pass, accuracy and form, two passes
   Scale: 0 - 2

3. Dribbling - speed, length of court, standard determined by class average
   Scale: 0 - 3

4. Pivoting - form evaluation, with ball
   Scale: 0 - 3

5. Shooting - any type of shot, from foul line, three shots, one point for each goal
   Scale: 0 - 3

6. Hook shot - from foul line, three shots, one point for each goal
   Scale: 0 - 3

B. Performance evaluation
   Scale: 0 - 4

II. Touch Football

A. Test of Skills

1. Passing - accuracy, three passes, one point for each hit
   Scale: 0 - 3

2. Punting - distance, standard determined by class average, three punts
   Scale: 0 - 3

3. Place kick - distance, standard determined by class average, three kicks
   Scale: 0 - 3

4. Blocking - performance evaluation
   Scale: 0 - 2

5. Centering - accuracy, two centers
   Scale: 0 - 2

6. Pass catching - ability to catch pass, three tries, one point for each catch
   Scale: 0 - 3
II. Touch Football (continued)

B. Performance evaluation 0 - 4

III. Volleyball

A. Test of Skills

1. Serve - accuracy, three serves, one point for each good serve 0 - 3
2. Set-up - ability to perform skill evaluated by instructor, three tries 0 - 3
3. Spiking ball - ability to perform skill, evaluated by instructor 0 - 3

B. Performance evaluation 0 - 5

IV. Intramurals

A. Performance evaluation 0 - 10

V. Health and Sports Appreciation

A. Health

1. Written tests 0 - 10
2. Term paper 0 - 5

B. Sports Appreciation

1. Written tests 0 - 8
2. Class reports 0 - 3

VI. Attitudes, sportsmanship, and cooperation evaluation by instructor throughout the semester 0 - 10

0 - 100
SECOND SEMESTER - GROUP III

A. Health and Sports Appreciation 4 weeks
B. Soccer 3 weeks

General Objectives: Participation in body contact sport; development of skills

Specific Objectives: Performing following skills fairly well:

1. Review of rules
2. Kicking
   a. Stationary ball
   b. Rolling ball
   c. Bouncing ball
3. Trapping
   a. Foot trap
   b. Thigh trap
   c. Body trap
4. Passing
   a. Standing
   b. Running
5. Receiving
   a. Standing
   b. Running
6. Making a throw-in

C. Baseball 4 weeks
C. Baseball (continued)

General Objectives: Participation in team sport; participation in activity with leisure time value

Specific Objective: Performing the following skills fairly well:

1. Review of rules
2. Fielding batted balls
   a. Ground balls
   b. Fly balls
   c. Line drive
3. Throwing
   a. Over hand
   b. Side arm
   c. Under hand
4. Batting
   a. Stance
   b. Full swing
   c. Bunt
5. Base running
6. Sliding
7. Outfield play
8. Infield play

D. Track and Field

General Objectives: Development of muscular and organic power; development of skills

2 weeks
D. Track and Field (continued)

Specific Objective: Performing the following skills fairly well:

1. Sprinting
   a. Start
   b. Stride
   c. Finish

2. Distance running
   a. Start
   b. Stride
   c. Pacing

3. High Jump
   a. Approach
   b. Take-off
   c. Roll
   d. Landing

4. Broad Jump
   a. Approach
   b. Take-off
   c. Landing

5. Shot put
   a. Stance and grip
   b. Steps
   c. Release and follow through
E. Recreational Activities

General Objectives: Participation in activity with carry over value for leisure time; participation in small group activity

Specific Objectives: Performing the following skills fairly well:

1. Horse shoes
   a. Keeping score and rules
   b. Position for throwing shoe
   c. Throw and follow through

2. Badminton
   a. Rules and scoring
   b. Correct way to hold racquet
   c. Serve
   d. Volley
   c. Smash

F. Testing

1. State test (Spring)

Objective: To aid in determining the individual's ability and skill, and provide measurement of improvement.

G. Intramurals

2 weeks
EVALUATING PLAN - GROUP III - SECOND SEMESTER

I. Health and Sports Appreciation

A. Health

1. Written tests 0 - 12
2. Term paper 0 - 4

B. Sports Appreciation

1. Written tests 0 - 6
2. Class reports 0 - 3

II. Soccer

A. Test of Skills

1. Kicking - distance, rolling ball, standard determined by class average 0 - 3
2. Trapping - foot trap, ability to perform skill, evaluation by instructor 0 - 3
3. Passing - running pass, accuracy, three passes, one point for each hit 0 - 3
4. Receiving - ability to receive pass while running, two tries, evaluation by instructor 0 - 3

B. Performance evaluation 0 - 4

III. Baseball

A. Test of Skills

1. Catching fly - ability to catch a fly ball, two tries, one point for each catch 0 - 2
2. Catching ground ball - ability to catch ground ball, two tries, one point for each catch 0 - 2
III. Baseball (continued)

3. Batting - three swings, one point for each fairly hit ball  
   0 - 3

4. Bunting - two tries, one point for each fairly bunted ball  
   0 - 2

5. Base running - time required to circle bases, standard determined by class average  
   0 - 3

6. Ability to play one infield position - evaluation by instructor  
   0 - 3

7. Ability to play an outfield position - evaluation by instructor  
   0 - 3

IV. Track and Field

A. Test of Skills

1. 100-yard dash - speed, standard determined by class average  
   0 - 4

2. High Jump - Height, standard determined by class average  
   0 - 4

3. Broad Jump - distance, standard determined by class average  
   0 - 4

4. Shot put - Distance, standard determined by class average  
   0 - 4

V. Recreational Activities

A. Performance evaluation  
   0 - 5

VI. Intramurals

A. Performance evaluation  
   0 - 10

VII. Attitudes, sportsmanship, and cooperation evaluation by instructor through the semester  
   0 - 10

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0 - 100
CURRICULAR OUTLINE FOR GROUP IV - FIRST SEMESTER

| A. | Physical Examination and Testing | 1 week |
| B. | Touch Football | 3 weeks |
| C. | Basketball | 4 weeks |
| D. | Volleyball | 2 weeks |
| E. | Intramurals | 2 weeks |
| F. | Health and Sports Appreciation | 6 weeks |

SECOND SEMESTER

| A. | Health and Sports Appreciation | 4 weeks |
| B. | Recreational Activities | 3 weeks |
| C. | Soccer | 3 weeks |
| D. | Track and Field | 2 weeks |
| E. | Baseball | 3 weeks |
| F. | Testing | 1 week |
| G. | Intramurals | 2 weeks |
FIRST SEMESTER - GROUP IV

A. Physical Examination and Testing 1 week

1. Physical Examination
   a. Posture
   b. Weight
   c. Height
   d. Skeletal defects
   e. Heart-pulse ratio

2. Testing
   a. Virginia State Test (Fall)
   b. Burpee Test
   c. Shuttle run Test

B. Touch Football 3 weeks

General Objectives: Participation in body contact sport; development of skills

Specific Objectives: Performing the following skills fairly well:

1. Review of Rules

2. Review of basic fundamentals of passing, kicking, centering, and pass receiving

3. Place kicking

4. Drop kicking

5. Defensive team play

6. Offensive team play
C. Basketball  

4 weeks

General Objectives: Participation in activity needing team work; development of skills

Specific Objective: Performing the following skills fairly well:

1. Review of rules
2. Review of basic skills of passing, pivoting, and shooting
3. Hook shot
4. Give and go
5. Defensive team play
6. Offensive team play

D. Volleyball  

2 weeks

General Objectives: Development of organic and muscular power; participation in activity with leisure time value

Specific Objective: Performing the following skills fairly well:

1. Review of Rules
2. Review of the basic fundamentals of serving, passing, and set-ups
3. Spiking
4. Defensive team play
5. Offensive team play

E. Intramurals  

2 weeks

F. Health and Sports Appreciation  

6 weeks
EVALUATING PLAN - GROUP IV - FIRST SEMESTER

I. Touch Football

A. Test of Skills

1. Drop kick - accuracy, through goal posts, three kicks, one point for each goal, ball kicked from 10-yard line 0 - 3

2. Place kick - Distance, three kicks, standard determined by class average 0 - 3

3. Defensive play - performance evaluation by instructor 0 - 4

4. Offensive play - performance evaluation by instructor 0 - 4

B. Performance evaluation 0 - 5

II. Basketball

A. Test of Skills

1. Set shot - from foul line, three shots, one point for each goal 0 - 3

2. Hook shots - from foul line, three shots, one point for each goal 0 - 3

3. Pivoting - performance evaluation 0 - 3

4. Defensive play - performance evaluation 0 - 3

5. Offensive play - performance evaluation 0 - 3

B. Performance evaluation 0 - 5

III. Volleyball

A. Test of Skills

1. Spiking - performance evaluation 0 - 4
III. Volleyball (continued)

2. Serve - accuracy, three serves, one point for each good serve 0 - 3
3. Defensive play - performance evaluation 0 - 4
4. Offensive play - performance evaluation 0 - 4

IV. Intramurals

A. Performance evaluation 0 - 10

V. Health and Sports Appreciation

A. Health

1. Written tests 0 - 10
2. Term paper 0 - 5

B. Sports Appreciation

1. Written tests 0 - 8
2. Class reports 0 - 3

VI. Attitudes, sportsmanship, and cooperation evaluation made by instructor through the semester 0 - 10

0 - 100
SECOND SEMESTER - GROUP IV

A. Health and Sports Appreciation  
   4 weeks

B. Recreational Activities  
   3 weeks

   General Objectives: Participation in activities having leisure time value

   Specific Objective: Performing the following activities fairly well:

1. Horse shoes
   a. Rules and scoring
   b. Proper grip
   c. Delivery and follow through

2. Badminton
   a. Rules and scoring
   b. Proper grip on racquet
   c. Serve
   d. Volley
   e. Smash
   f. Lob

C. Soccer  
   3 weeks

   General Objectives: Participation in body contact sport; development of skills

   Specific Objective: Performing the following skills fairly well:

1. Review of rules

2. Kicking
C. Soccer (continued)

2. a. Stationary ball
   b. Rolling ball
   c. Bouncing ball

3. Trapping
   a. Foot trap
   b. Thigh trap
   c. Body trap

4. Passing
   a. Standing
   b. Running

5. Receiving
   a. Standing
   b. Running

6. Making throw-in

D. Track and Field

General Objectives:
Development of muscular and organic power; development of skills

Specific Objective:
Performing the following skills fairly well:

1. Sprinting
   a. Start
   b. Stride
   c. Finish

2 weeks
D. Track and Field (continued)

2. Distance running
   a. Stride
   b. Pacing
   c. Finish

3. Broad Jump
   a. Approach
   b. Take off
   c. Landing

4. High Jump
   a. Approach
   b. Take off
   c. Roll
   d. Landing

5. Shot put
   a. Stance
   b. Grip
   c. Approach
   d. Release and follow through

E. Baseball 3 weeks

General Objectives: Participation in team sport activity; development of skills

Specific Objectives: Performing the following skills fairly well:

1. Review of Rules
E. Baseball (continued)

2. Review of fundamental skills of throwing, fielding, base running, batting

3. Pitching
   a. Proper grip of ball
   b. Position on mound
   c. Release of ball and follow through
   d. Holding runners on base

4. Catching
   a. Stance
   b. Position for giving signals
   c. Catching different types of pitches
   d. Throwing to bases
   e. Fielding bunts
   f. Fielding fouls

F. Testing

1. State Test (Spring) 1 week

   Objective: To aid in determining the individual's ability and skill, and as a measurement of improvement.

G. Intramurals 2 weeks
EVALUATING PLAN - GROUP IV - SECOND SEMESTER

<table>
<thead>
<tr>
<th>Scale</th>
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<tbody>
<tr>
<td>I. Health and Sports Appreciation</td>
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<tr>
<td>A. Health</td>
</tr>
<tr>
<td>1. Written tests</td>
</tr>
<tr>
<td>2. Term papers</td>
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<tr>
<td>B. Sports Appreciation</td>
</tr>
<tr>
<td>1. Written tests</td>
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<tr>
<td>2. Class reports</td>
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<tr>
<td>II. Recreational Activities</td>
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<tr>
<td>A. Performance evaluation</td>
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<tr>
<td>III. Soccer</td>
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<tr>
<td>A. Test of Skills</td>
</tr>
<tr>
<td>1. Kicking - distance, rolling ball, standards determined by class average</td>
</tr>
<tr>
<td>2. Trapping - thigh trap, ability to perform skill, evaluation by instructor</td>
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<tr>
<td>3. Passing - running pass, accuracy, three passes, one point for each hit</td>
</tr>
<tr>
<td>4. Receiving - ability to receive pass while running, evaluation by instructor</td>
</tr>
<tr>
<td>B. Performance evaluation</td>
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<tr>
<td>IV. Baseball</td>
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<tr>
<td>A. Test of Skills</td>
</tr>
<tr>
<td>1. Ability of pitcher to hold runner on first base - form and performance evaluation by instructor</td>
</tr>
</tbody>
</table>
IV. Baseball (continued)

2. Ability to pitch to batter - evaluation of form and of performance 0 - 3

3. Ability of catcher to receive pitched balls - performance evaluation 0 - 3

4. Ability of catcher to throw it second-performance evaluation 0 - 3

5. Ability of catcher to field foul ball-ability to catch foul fly, three tries, one point for each fly caught 0 - 3

B. Performance evaluation 0 - 5

V. Track and Field

A. Test of Skills

1. 100-yard dash - speed, standard to be determined by class average 0 - 3

2. High jump - height, standard to be determined by class average 0 - 3

3. Broad jump - distance, standard to be determined by class average 0 - 3

4. Shot put - distance, standard to be determined by class average 0 - 3

VI. Intramurals

A. Performance evaluation 0 - 10

VII. Attitudes, sportsmanship, and cooperation evaluation by instructor through the semester 0 - 10
HEALTH PROGRAM

GROUPS, I, II, III, and IV

Ten Weeks

I. Personal Hygiene

Objective: To provide students the needed knowledge and understanding of necessary health information; attempt to create wholesome attitudes; problems of personal hygiene.

A. Introduction to problem of Health

1. Survey of school situation, in regard to health.
   a. Needs of improvement and change
   b. Evidences of desirable practices and procedures
   c. Student participation and cooperation in school health program

B. Investigation into the purposes of physical examination

1. The implications, conclusions, and results of examination

2. The importance of follow-up on results

C. Cleanliness

1. Film - Cleanliness - emphasis on face and hands

2. Cleanliness of the following:
   a. Body
   b. Hair
   c. Teeth
   d. Nails
I. C. Cleanliness (continued)
   3. Cleanliness of clothes and surroundings
      a. Importance
      b. Methods

II. Mental Health 3 weeks

Objective: Provide information necessary for an understanding of mental health and realization of importance

A. How individuals differ
   1. In what respects individuals differ
   2. Why they differ
   3. Factors influencing personality
   4. Individual adjustment
      a. To oneself
      b. To fellow students
      c. To parents and siblings
      d. To teachers

B. Learning process
   1. Film - Learning and Gravity
   2. Factors affecting learning
   3. Desirable study habits
   4. Factors in retention

C. Heredity
   1. Characteristics we inherit
   2. Heredity and environment
II. C. Heredity (continued)
   3. Film - Heredity

D. Recreation
   1. Increased need of recreation
   2. Importance of recreation
   3. Survey of recreational opportunities

III. Social Adjustment

Objective: To help students to understand themselves and to aid in the development of a philosophy of life.

A. Personality development
   1. What is personality?
   2. Means of improving personality
   3. Discuss and explain personality tests and inventories

B. Occupational Choice
   1. Importance of a wise choice
   2. Help in making the choice

IV. Nutrition

Objective: To help students understand the importance of a balanced diet.

A. Film - Fundamentals of Diet and Human Race
B. Requirements of a balanced diet
C. The use of energy by the body
D. A safe diet for reducing
E. Diet to gain weight
F. Importance of proper digestion
SPORTS APPRECIATION

GROUPS I, II, III, and IV

OBJECTIVE: To provide students an understanding and knowledge of sports that are accepted as part of the American way of life.

I. Football
   A. Early history and development
   B. Basic rules
   C. Film of football game
   D. Explanation of plays and strategy
   E. Rehow film
   F. Discussion of famous players and teams

II. Basketball
   A. Early history and development
   B. Basic rules
   C. Explanation of defensive and offensive play
   D. Discussion of famous players and teams

III. Tennis
   A. Brief history and development
   B. Rules and scoring
   C. Demonstration and explanation of fundamental skills
   D. Discussion of famous players

IV. Baseball
   A. Early history and development
IV. Baseball (continued)
   B. Basic rules
   C. Listen to broadcast of game with explanation of procedure and strategy
   D. Famous players and teams

V. Boxing
   A. Early history and development
   B. Rules
   C. Demonstration of basic skills
   D. Discussion of famous fighters

VI. Bowling
   A. Rules and Scoring
   B. Demonstration and explanation of basic skills

The physical education program suggested for the small high school is believed to be practical and workable in light of available facilities and equipment, and, so far as it is possible to determine, it meets the needs of the pupils and the community.
BIBLIOGRAPHY

A. BOOKS


B. PERIODICALS


VITA

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