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A Proposed Physical Education Curriculum for Boys in Virginia High Schools.

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SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS
OF THE
COLLEGE OF WILLIAM AND MARY
FOR THE DEGREE
MASTER OF EDUCATION

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CHAPTER I

DESCRIPTION OF THE PROJECT

The purpose of this project is to set forth a proposed Boys' Physical Education curriculum designed for Virginia senior high school grades.

The need for this study was suggested by the proposed change-over in Virginia schools from an eleven year to a twelve year system. Part I of " Suggestions for the Inauguration of a Twelve Year School System" was distributed by the State Board of Education, to the school administrators of the State in February 1946. In this publication, the State Department brought out the need for a twelve-year system, and suggested that there are two points in the system at which the grade might be introduced. The two possibilities mentioned were:

1. Following the present eleventh grade as a twelfth grade.
2. Between the present elementary and high school programs as an eighth grade.

In either case physical education was to be required as a subject in all grades.

The proposed Physical Education program in this study was designed for the last four years of the senior high school.

It is obvious that a curricular program in Physical Education cannot be determined for each and all senior high schools in Virginia. It is the belief of this writer that the pupils, with the help of the physical education instructor, should

have a part in selecting the activities for their program. Since the needs will vary in the different sections of the state as well as the city, urban, and rural areas a physical education program must be flexible if it is to meet these needs. It may be necessary to substitute other activities not included in this program or eliminate an activity due to lack of facilities, lack of interest, or it may not meet the needs of the community. Basically, though, this program can be used in any high school in Virginia. This proposal, however, should not be considered as a pre-determined course of study, but rather as a guide to assist the teacher or administer in selecting worthwhile and meaningful experiences for boys in the light of pupils' needs and the objectives of the school. Many of the activities suggested in this report will have to be adapted to the environmental factors present in the particular teaching-learning situation. Although not all the experiences mentioned can be used by all teachers, it seems safe to assume that the program is comprehensive enough for even the most highly organized physical education program in Virginia secondary schools.

The program covers physical activities, including individual and team sports, and health instruction for all pupils. It also covers an adapted sports program for those pupils who have been found to be physically handicapped and not able to participate in the regular physical education curriculum.

Unlike programs of many schools which devote only one or two years to Physical Education, and only one or two hours per week, this program embraces the full four years with one hour each day.

Two days of each week will be devoted to health instruction, as recommended by the State Department of Education. (Material for these two days of health instruction is not included in this project; it is furnished by the State Department of Education.)

The teacher of Physical Education, like all other teachers, is confronted with the necessity of choosing a philosophy of education from those already in existence or of formulating one of his own by combining and modifying principles that have already been established in existing philosophies. In doing this he may have various educational objectives in mind. For example, he may think of education as a discipline in behavior, or as a process of transmitting the social heritage, or as a pattern of interaction directed toward the development of the individual through creative experiences, or he may seek to combine all three of these objectives in an eclectic system.

Dewey, one of the foremost philosophers in the field of education, defines education in the following way: "Education is that reconstruction of experience which adds to the meaning of experience, and which increases ability to direct the course of subsequent experience."¹ This definition suggests that education is something more than merely learning facts out of a book, instead, by adding to his past experience, the pupil becomes more alert to the outcomes that certain experiences may develop. This philosophy takes into consideration the nature of the individual, the growth of his personality, the functions of the school, and the meaning of life. It considers not only life in the future, but also life from day to day. Every experience an individual has plays a part in his

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Dewey, John, Democracy and Education, New York, The Macmillan Company, 1929, pp 89 - 90

growth and development. Authorities in the field of Physical Education state: " The philosophy of democracy declares its purpose in terms of the maximum development of all, equal opportunity for all, and special privileges for none."² Therefore, physical education should aim at a maximum contribution to the development, growth, and adjustment of the individual. By this development, growth, and adjustment, Physical Education will follow the main purposes of general education as expressed by Douglas when he said:

" Education should produce a self-directive, self-reliant individual, free from mental conflict, healthful in mental sense, poised in contacts with others, conscious of the problems which concern the social groups of which he is a part, sympathetically inclined toward his fellows, appreciative of the finer things of life - in a word, education should produce the integrated personality."³

This integrated personality is the goal which education seeks through "the seven cardinal principles" proposed by The Commission on the Reorganization of Secondary Education (1918).⁴ Physical Education seeks to give its maximum contribution to the integrated personality through the following general objectives upon which physical educators⁵ and general educators⁶ agree:

² Williams, J. F., and Brownell, C. L., The Administration of Health AND Physical Education, Philadelphia, Saunders Company, 1946, p. 12.

³ Douglass, A. A., Modern Secondary Education, Boston, Houghton Mifflin Company, 1938, p. 23.

⁴ Cardinal Principles of Secondary Education, U. S. Bureau of Education Bulletin 35, Washington: Government Printing Office, 1918, p. 32.

⁵ Nixon, Eugene W., Cozens, Frederick W., An introduction to Physical Education, Philadelphia, W. B. Saunders Company, 1947, p. 70.

⁶ Wiley, George M., The Redirection of Secondary Education, New York, The Macmillan Company, 1940, p. 371.

1. The development of organic power.
2. The development of skills in physical education activities.
3. The development of desirable social habits and attitudes.
4. The development of wholesome play and recreation.
5. The satisfaction of the individual's particular needs, in terms of growth, development, adjustment, capacity, and desires.
6. The development of a wholesome integrated personality.

The relationship of these objectives to " the seven cardinal principles" is shown in the following chart:

1. Health

- a. Development of organic power. The vigorous activity needed to develop the organic system is derived through team games and individual sports.
- b. Remedying defects. Some defects found by the health examination can be remedied by the proper selection of exercises and activities, but many of these require the services of a physician.

2. Command of Fundamental Processes

- a. Physical skills. In order to participate in the activities of the group, the individual must have a certain amount of skill, and it is the desire of every normal boy to be able to participate and gain the recognition of his friends.
- b. Knowledge. In the physical education class the individual gains knowledge of the rules and techniques of various activities.

3. Worthy Home Membership

- a. School-home ties. Since the physical education class affects the individual's health, physical development, and recreational activities, these ideas and activities are taken into the home.
- b. Desirable habits. Habits that are acquired in the school will be practiced in the home and community; therefore, it is important that the physical education teacher use activities that lead to the development of good habits.

4. Vocation
- a. Initiative and leadership. Physical Education activities, such as athletic games, provide opportunities for developing initiative and leadership, both of which are desirable in any vocation.
 - b. Endurance, strength, and skill. These traits, developed in physical activity help in many types of work.
5. Citizenship
- a. Social cooperation and democratic spirit. In sports and group games one learns loyalty to the group and respect for the wishes of the majority. He learns to play the game according to the rules and respect for law and order.
 - b. Prevents delinquency. If the habits of clean living and play are learned in the school they will be practiced at home and in the community and will lead to better citizenship.
6. Worthy Use of Leisure
- a. Recreational activities. With the introduction of child labor laws the hours of labor for children have been drastically reduced. This means that the children stay in school longer and also have more free time after school. The Physical Education program provides interesting and active play for these hours. Many of the activities of the program have carry-over value into adult life, but the provision for the leisure time of the adolescent is the primary concern. Voltmer and Erslinger state: " If the problem is adequately administered in youth, there will be little cause for anxiety about leisure time activities during the time of adult life." ⁷
7. Ethical Character
- a: Emotional control. Team games and individual activities give a boy self-confidence, and emotional control. He learns to abide by the decisions of the officials and to accept these without the show of emotions.

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Voltmer, E. F., and Erslinger, A. A., The Organization and Administration of Physical Education, New York, Crofts and Company, 1942, p. 25

- b. Social personality. Two authorities previously quoted also say: " Our personality with its basis of character is, after all, the sum total of our responses to the social situation in which we find ourselves." ⁸ Character reactions are established through habit, in familiar situations.

The contribution of Physical Education to the general goals of education is made possible in that it meets the needs of the individual on the level at which he lives.

Physical Education relies on the sciences of Anatomy, Physiology, and Psychology for facts in determining its practices. Anatomy provides information regarding the use of the foot in walking, the arm in throwing, and the legs in running. These are the basic skills in almost every type of physical activity. Physiology gives the facts in development of the heart and circulatory system. There is great need for careful supervision of activities during developmental periods, and of avoiding undue strains during periods of adjustment. As has been stated previously, psychologists have brought out the idea that behaviour is an expression of the total individual; mind, body and spirit; and that the physical education teacher must consider the total individual in selecting the activities for the program. The individual seeks to satisfy his wants, and his past experiences help to determine his present wants - such as, to have fun, to attain skill, to develop strength, and endurance, or to make the team. Motivation is an important factor in learning, and many Physical Education activities carry their own incentive because most normal individuals are eager to play the game.

To sum up - since an individual is composed of body, mind, and spirit, and since the aim of education in general is the integration

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Voltmer, E. F., and Erslinger, A. A., The Organization and Administration of Physical Education. New York, Crofts and Company, 1942, p. 25

of these three components, it is the aim of Physical Education in general to give a maximum contribution to this integration. The proposed program is designed with this end in view.

The writer believes that it would be appropriate to say something more about competition since it has an important place in this physical education program. Competition, if not directed, may have undesirable effects on both the individual and on the group. For example, if more emphasis is placed on winning than on fair play the pupil is likely to develop a competitive attitude which in the course of time will be injurious to the best welfare of society which depends on a broad spirit of cooperation. Nixon and Cozens say that:

" Fortunately man is cooperative by nature under certain conditions, as well as competitive under others, and therefore, the prime educational function of group competitive activity is the promotion of cooperative types of responses and the proper modification of competitive responses, so that both may contribute ultimately to individual and group welfare." 9

There are two types of competition:

1. Competition with one's self where the individual desires to improve his ability, knowledge, and skill. For example, a boy may be able to swim only a hundred yards, but he desires to swim two hundred yards. He practices and trains so that each day he is able to swim a little farther. He is competing against himself, he has the desire to do better, to improve his skill.

2. Competition with others where it is necessary to cooperate with other members of the group or team in order to attain success. All team sports are based on this assumption, everyone works together as a unit to make a better organization.

Therefore, activities involving competition with one's self and competition with others where the competitive spirit is presumed to be directed toward educational goals will be used in this program. Cooperation and competition in many instances is the difference between success and failure. Competition, whether it be with one's self or with others, can contribute to a desire to excel in whatever activity the individual undertakes.

The data for this proposed physical education program for secondary schools in Virginia was gathered by three methods:

1. Conferences with teachers of physical education.
2. Observation of actual physical education classes.
3. Suggested programs by recognized authorities in the field of Health and Physical Education.

Any of the above methods could have been used, but the writer believes, since all are subject to limitations, that the data secured through the application of more than one method should possess greater validity.

The interview method was used to determine the types of programs that are being employed by teachers and directors of Physical Education throughout the State of Virginia. These interviews were with teachers and directors of Physical Education in the following school groups as classified by the Virginia Literary and Athletic League:

1. Three schools in Group I.
2. Two schools in Group II.
3. Four schools in Group III.

The six basic questions asked were:

1. How many years are students required to take physical education?

2. How many times a week do the physical education classes meet?
3. How many are in each class?
4. Do you have a definite course of study to follow?
5. What activities are included in the physical education program?
6. What facilities do you have for physical education classes?

From the data obtained from interviews it was found that, although physical education is recommended by the State Department of Education for every year in the high school, the offering in schools vary from no physical education to classes in physical education five times a week for the four years of high school. The number of years that physical education is required and the number of times a week classes meet is important, because this determines the number of activities that could be covered during those years. If years of physical education requirement and number of class meetings a week are limited, the variety of activities is also limited. Therefore, a school that requires physical education all four years would have a definite advantage in the number of activities offered and skills taught over a school requiring physical education only one year.

The size of the classes varied from twenty to sixty. In larger classes the number of students limited the time spent on individual instruction. In classes with forty or more pupils most of the instructor's time was spent in organization and mass instruction. It is agreed by these teachers and by authorities in the field that the number of pupils in a class ideally should be limited to twenty-five.

In some of the schools there was no definite course of study, and the physical education period was used more as a play period. In other schools activities such as baseball, basketball and touch football were played during their appropriate seasons.

In most of the schools the activities were limited. All the schools that had a physical education program included touch football, indoor or outdoor basketball and softball. Semi-organized and group games were used along with the above activities.

The schools vary in facilities and equipment from well-equipped gymnasiums and adequate outdoor facilities and equipment to no adequate facilities and very little equipment for Physical Education. In most of the smaller schools basketball had to be played in the fall out-of-doors because no indoor facilities were available.

The following activities are those listed by the physical education teachers interviewed in the secondary schools in Virginia. Some schools used only three or four of the activities, others a greater number, but no school included all activities.

- Touch Football
- Basketball
- Softball
- Volleyball
- Baseball
- Soccer
- Handball
- Horseshoes
- Tumbling
- Wrestling
- Group games
- Rhythmics
- Semi-organized games
- Unorganized games

Data obtained through the conference-interview method are subject to limitations because the teachers' responses were chiefly

1. The responses may have been in terms of the type of physical education program the teacher would like to have rather than what he actually had.
2. The responses would probably vary in terms of the extent of the experience and training in the field of physical education. For example, one of the teachers interviewed had had no previous physical education training. He was employed as a History teacher and because he liked sports and since there was no trained teacher of physical education available, he was given the assignment.
3. The possibility that the interviewer would project his own ideas during the interview. Frequently, individuals tend to agree with ideas expressed by other persons with whom they are engaged in conversation.

It appeared desirable, therefore, that the data secured through the interview method should be supported by data secured by other means. Therefore, classroom visits were made during the winter in two of the larger high schools in Group I, and in the spring in one of the smaller schools of Group II.

OBSERVATIONS CHECKED	Group I		Group II
	School 1	School 2	
Were there adequate indoor and outdoor facilities and equipment ?	Yes	Yes	No
What activities were in progress at the time of the visit ?	Wrestling and Basketball	Basketball	Softball
Size of Class	58	29	24
Number of Instructors	3	1	2
Was a course of study being followed ?	Yes	No	Yes
Did the majority of the pupils seem interested in the activity ?	Yes	No	No
Was there individual instruction ?	Yes	No	No

In order to appraise the data derived from the observation and the interview methods books and pamphlets prepared by authorities in the field of physical education were consulted.

In the light of the data and their appraisal the following conclusions concerning the current program of physical education for boys in Virginia appear to be justified:

1. An organized and generally applicable course of study in physical education is needed.
2. Expansion of facilities and equipment is essential if a well-rounded program is to be put in operation.
3. Instruction in the fundamental skills involved in the activities in the program should be emphasized and regularly provided.
4. A wider variety of activities should be included in the course of study.
5. The class size in physical education should approximate the number acceptable for other academic subjects.
6. Individual instruction should occupy a larger place in the program.
7. Facilities and programs for training teachers of physical education should be expanded and strengthened in order to meet the demand for qualified instructors.

On the basis of the data secured and the conclusions set forth above, the program outlined in the chapters which follow is proposed and the activities recommended for inclusion therein selected.

The mechanics of organization upon which this Physical Education program is based are:

1. Classification

- a. The Physical Education classes will be organized according to grades. In this way age and interest will be more closely related.
- b. Those found physically unfit to participate in the regular classes will be assigned to the adapted sports class for special attention to their defects.
- c. Knowledge of each individual will be gained through medical examination, class activities, and individual conferences.
- d. Pupils will help plan future changes in the program.
- e. Age and individual differences will determine the methods and materials used.
- f. Students will be used as group leaders. This will help to make the utmost use of available time, and help to develop desirable qualities in the students.

2. Selection of Activities

- a. Activities will be selected as to student need and educational value.
- b. Activities involving competition will be used as much as possible because they are more interesting to boys than formal drill alone.
- c. To enjoy an activity there must be a certain amount of knowledge and practice of the fundamental skills; therefore, the skills of the more highly complex games will be taught by participation in games of preliminary basic fundamentals.
- d. Activities will be used that provide the maximum activity and repetition of the skills to be learned.
- e. The intramural program will grow out of the Physical Education program.
- f. Development of activities the individual is likely to carry on after he finishes school.

3. Activities Recommended in the Program

1. Basketball
2. Volleyball
3. Soft ball
4. Touch Football
5. Soccer
6. Speedball
7. Tennis
8. Handball
9. Badminton
10. Golf
11. Ping Pong
12. Paddle Tennis
13. Shuffleboard
14. Horse-shoes
15. Tumbling
16. Apparatus
17. Boxing
18. Wrestling
19. Track
20. Relay Races
21. Combatives
22. Unorganized Games
23. Semi-organized Games

Swimming and dancing have been omitted; the former because facilities are not generally available in the schools of the State, and the latter because it is a coeducational activity and this program is for boys only.

CHAPTER II

PROGRAM FOR THE NINTH AND TENTH GRADES

The activities for the ninth and tenth grades consist of the fundamental skills of individual and group games. Unorganized games are used at the beginning of the ninth and tenth grades to give the instructor an estimate of the ability of each pupil, and also an opportunity to organize the class into groups or squads.

Volleyball is especially well adapted for the player of average ability and is a game for any age group. Inasmuch as there is no bodily contact between opponents during the play, there is little chance of injuries. Volleyball is also one of the better games for correcting postural defects.

Touch football, soccer, and speedball are games that require very little equipment and can be played on a limited amount of space. These games are excellent from the developmental standpoint. They call for speed, quick thinking, and quick response of muscle.

Basketball has possibilities for development of both individual skill and team work. The simplicity of the rules allows the novice to quickly understand and enjoy participating in the game.

Boxing without bodily contact will develop speed, endurance, grace of movement, and coordination. By eliminating bodily contact the danger of injuries is reduced to a minimum.

Paddle tennis, ping pong, handball, tennis, and horse-shoes

are games suitable for any age over ten years. These games can be modified to make them a very strenuous or a moderate activity.

E. D. Mitchell says, "They provide a neuro-mascular training that is valuable not only in all other games but in situations where personal safety is dependent on perfect control of the human machine."¹⁰ Since officials are not used in the majority of games, the players make decisions on rule violations, and, therefore under proper supervision they may develop important social qualities.

Apparatus and tumbling develop neuro-muscular skills and body control. Apparatus and tumbling are beneficial for development, growth, and correction of bodily defects.

Track is probably the oldest of games and is one of the most widely played sports. It is a sport where the responsibility is placed on the individual, but in some events, as the relay, teamwork is an important factor.

Softball, a sport that has grown in popularity in the past few years, is suitable for all age groups. It can be played with limited equipment, and on a smaller area than baseball.

The semi-organized activities in the ninth and tenth grades are lead-up games to the organized games in the program. In these activities pupils are given a chance to practice skills necessary for other activities.

The unorganized games, semi-organized games, and relay races used in the ninth grade and tenth grade can be found in the following books:

¹⁰ Mitchell, E. D., Sports for Recreation, New York, A. S. Barnes and Company, 1935, p. 190

1. Staley, S. C., Games, Contests and Relays
2. Mason, B. S., and Mitchell, Elmer D.,
Active Games and Contests
3. Bancroft, Jessie H., Games

Suggestions for evaluating the Program

The state tests are explained in Bulletin (P. H. 10A) "Detail of Testing Activities for High School Boys," distributed by the Division of Physical and Health Education, State Board of Education. (See Appendix A)

Sportsmanship and Healthmanship are included in the final evaluation of each pupil in all grades. Sportsmanship refers to conduct in sports in terms of social standards for participating in them. Society over a long period has gradually adopted certain approved standards for participation in sports that are considered conducive to social well-being. For example, participants should be courteous to opponents, should abide by the decisions of officials, and should not evade the rules. Healthmanship refers to conduct in sports in terms of hygiene standards of performance. A sport or an activity to be beneficial must make for good health; therefore, hygienic standards include proper dress for physical activities, and other health standards emphasized in health instruction.

The first five or ten minutes of each class period is devoted to calisthenics or warm-up exercises.

Where the specific objectives of an activity listed in the program is "performing a skill or playing a game reasonably well" the instructor will use the following criteria in deriving

his estimate:

1. Native ability.
2. The age, weight, and height of a pupil in relation to other pupils.
3. The attitude of the pupil toward the activity. Does he try to execute the activity to the best of his ability?
4. Does he try to improve?

CURRICULUM OUTLINE FOR THE FIRST SEMESTER
OF THE NINTH GRADE

- A. Unorganized Games - One week
- B. Volleyball Fundamentals - Three weeks
- C. State Test - One week
- D. Touch Football Fundamentals - Four weeks
- E. Soccer Fundamentals - Three weeks
- F. Basketball Fundamentals - Five weeks
- G. Semi-organized Games - One week

A. Unorganized Games - One week

Specific objective: Playing the following games reasonably well:

1. Line Soccer
2. Booting the pin
3. Target kick
4. Dribble and kick relay
5. Keep it up

B. Volleyball Fundamentals - Three Weeks

Specific objective: Performing the following skills reasonably well:

1. Skill activities
 - a. Service
 - b. Return high balls, low balls, net ball, spiked balls
 - c. Set-up attack, relaying
2. Knowledge of rules

C. State Test - One week

D. Touch Football Fundamentals - Four weeks

Specific objectives: Performing the following skills reasonably well:

1. Passing
 - a. Forward pass
 - b. Center pass
 - c. Lateral pass

2. Kicking
 - a. Punt
 - b. Place kick
3. Receiving
 - a. Forward pass
 - b. Center pass
 - c. Lateral pass
 - d. Punts
4. Running and Dodging
5. Blocking
6. Knowledge of the rules

E. Soccer Fundamentals - Three weeks

Specific objective: Performing the following skills reasonably well:

1. Kicking
 - a. A stationary ball
 - b. A rolling ball
 - c. A bouncing ball
2. Trapping
 - a. Foot trap
 - b. Thigh trap
 - c. Body trap
3. Passing
 - a. Standing
 - b. Running

4. Receiving
 - a. Standing
 - b. Running
5. Making a throw in
6. Knowledge of the rules

F. Basketball Fundamentals - Five weeks

Specific objective: Performing the following skills reasonably well:

1. Passing
 - a. Chest pass
 - b. Double underhand pass
 - c. Single underhand pass
 - d. Shoulder pass
 - e. Hook pass
 - f. Bounce pass
2. Shooting
 - a. One hand lay up shot
 - b. Two hand chest shot
 - c. One hand push shot
 - d. Hook shot
3. Catching
 - a. Low balls
 - b. High balls
 - c. Fast balls
4. Dribbling
5. Knowledge of rules

G. Semi-organized Games (Lead-up games to Basketball)
One week

Specific objective: Playing the following games
reasonably well:

1. Circle goal ball
2. Captain ball
3. Bounce and pass relay
4. Dodge ball
5. Guarding

EVALUATING PLAN - NINTH GRADE - FIRST SEMESTER

1. Demonstration examination on the following Volleyball skills:
 - a. Serving - Five trials; one point for each good serve. 0 - 5
 - b. Return of serve - Five trials; one point for each good return 0 - 5
 - c. Set-up - Five trials; one point for each good set-up 0 - 5
2. Written examination on Volleyball rules 0 - 6
3. Demonstration examination on the following Touch Football skills:
 - a. Target throw (target 2' x 2' thirty feet away) Six throws; one point each time target is hit 0 - 6
 - b. Punt for distance. Standard determined by class average 0 - 4
 - c. Catching passes standing still. Distance twenty yards - Five trials; one point for each pass caught 0 - 5
4. Written examination on Touch Football rules 0 - 6
5. Demonstration examination on the following Soccer skills:
 - a. Goal kick - Distance thirty-five feet - Five trials; one point for each goal made. . . 0 - 5
 - b. Trapping. Ball rolled on ground by Instructor - Five trials; one point for each successful trap 0 - 5
 - c. Kick for distance. Standard determined by class average 0 - 4

EVALUATING PLAN - NINTH GRADE - FIRST SEMESTER
 (Continued)

6.	Written examination on Soccer rules	0 - 6
7.	Demonstration examination on the following Basketball skills:	
	a. Target throw (target 2' x 2' eight feet away) Five trials: one point each time target is hit	0 - 5
	b. Foul shooting. Six shots; one point for each goal made	0 - 6
	c. Dribble and pass (target 2' x 2' eight feet away) Five trials; one point each time target is hit	0 - 5
8.	Written examination on Basketball rules	0 - 6
9.	Sportsmanship estimate	0 - 8
10.	Healthmanship estimate	0 - 8
	T O T A L	0 - 100

CURRICULUM OUTLINE FOR THE SECOND SEMESTER
OF THE NINTH GRADE

- | | | |
|----|------------------------|---------------|
| A. | Boxing Fundamentals | - Three weeks |
| B. | Paddle Tennis | - Three weeks |
| C. | Ping Pong | - One week |
| D. | Apparatus Stunts | - Two weeks |
| E. | Track and Field events | - Four weeks |
| F. | Softball Fundamentals | - Four weeks |
| G. | State Test | - One week |

ACTIVITIES FOR THE NINTH GRADE - SECOND SEMESTER

A. Boxing Fundamentals - Three weeks

Specific Objective: Performing the following skills reasonably well.

1. On guard
2. Footwork
 - a. Advance and retreat
 - b. Side stepping
3. Thrusts
 - a. Straight right
 - b. Straight left
4. Hooks
 - a. Right
 - b. Left

B. Paddle Tennis - Three weeks

Specific Objectives: Performing the following skills reasonably well.

1. The service
 - a. The grip
 - b. The toss of the ball
 - c. The service stroke
2. The strokes
 - a. Forehand
 - b. Backhand
 - c. Lob
 - d. Chop

- C. Ping Pong - One week
- Specific Objective: Playing Ping Pong reasonably well.
1. Knowledge of the rules
- D. Apparatus Stunts - Two weeks
- Specific Objectives: Performing the following stunts. Standard of achievement listed.
1. Horse
 - a. Squat vault - clear horse, land, and remain on the feet
 - b. Thief vault mount - hold half lever, five seconds
 - c. Neck spring - land and remain on the feet
 2. Parallel Bars
 - a. Back shoulder roll - execution
 - b. Shoulder stand - ten seconds
 - c. Forward hip on end - rise to cross rest, and hold
- E. Track and Field Events - Four weeks
- Specific Objectives: Performing the following events. Standard of achievement listed after each event.
1. The 100-yard dash - 12 seconds
 2. The low hurdles - thirty seconds
 3. The running broad jump - three times the performer's height
 4. The running high jump - the height of the performer's nipples
 5. The mile run - six minutes

F. Softball Fundamentals - Four weeks

Specific Objectives: Performing the following skills. Standard of achievement; fairly well.

1. Batting
2. Throwing
 - a. Overhand
 - b. Underhand
3. Catching
 - a. Fly balls
 - b. Ground balls
 - c. Balls thrown
4. Bunting
5. Base running
6. Knowledge of the rules

G. State Test - One week

EVALUATING PLAN - NINTH GRADE - SECOND SEMESTER

1.	Performance examination in Boxing fundamentals	
	Standard: Instructor estimate of performance	0 - 8
2.	Demonstration examination on the following Paddle Tennis skills:	
	a. Serve five trials; one point for each good serve.	0 - 5
	b. Forehand stroke, five trials; one point for each successful return	0 - 5
	c. Backhand stroke, five trials; one point for each successful return	0 - 5
3.	Written examination on Paddle Tennis rules	0 - 8
4.	Performance examination in Ping Pong	
	Standard: Instructor estimate of performance	0 - 8
5.	Demonstration examination on the six stunts performed in class; two points for each stunt	0 - 12
6.	Demonstration examination on the five Trach and Field events performed in class; two points for each event	0 - 10
7.	Demonstration examination in the following Softball skills:	
	a. Target throw (target 2' x 2', thirty feet away) five throws: one point for each throw.	0 - 5
	b. Catching ground balls, five trials; one point for each catch	0 - 5
	c. Bunting, five trials; one point for each good bunt	0 - 5
8.	Written examination on Softball rules	0 - 8
9.	Sportsmanship estimate	0 - 8
10.	Healthmanship estimate	0 - 8
	T O T A L	0 - 100

CURRICULUM OUTLINE FOR THE FIRST SEMESTER
OF THE TENTH GRADE

- | | | |
|----|-------------------|---------------|
| A. | Unorganized Games | - One week |
| B. | Touch Football | - Four weeks |
| C. | State Test | - One week |
| D. | Speedball | - Three weeks |
| E. | Handball | - Two weeks |
| F. | Tumbling | - Three weeks |
| G. | Basketball | - Four weeks |

ACTIVITIES FOR THE TENTH GRADE - FIRST SEMESTER

A. Unorgznised Games - One Week

Specific objective: Playing the following games
reasonably well:

1. Dodge Ball
2. Rooster Fight
3. Stake Snatch
4. Broncho Tag
5. Throw the Stick

B. Touch Football - Four weeks

Specific objective: Playing Touch Football
reasonably well

1. Review of Fundamentals
 - a. Passing
 - b. Kicking
 - c. Receiving
 - d. Running
 - e. Blocking
 - f. Rules
2. Playing the game

C. State Test - One week

D. Speedball - Three weeks

Specific objective: Playing Speedball
reasonably well

1. Knowledge of the rules
2. Playing Speedball

E. Handball - Two weeks

Specific objective: Playing Handball (single wall)
fairly well

1. Singles
2. Doubles
3. Knowledge of rules

F. Tumbling - Three weeks

Specific objective: Performing the following stunts:

1. Squat stand - 10 seconds
2. Elbow stand - 10 seconds
3. Head stand - 10 seconds
4. Rocker - execution
5. Chest roll - execution
6. Sitting backward roll - continuous roll to a stand
7. Running broad dive - two times performer's height

G. Basketball - Four weeks

Specific objectives: Performing the following skills
reasonably well

1. Review of fundamentals
 - a. Shooting
 - b. Passing
 - c. Catching
 - d. Dribbling
 - e. Knowledge of rules

EVALUATING PLAN - TENTH GRADE - FIRST SEMESTER

1. Demonstration examination on the following Touch Football skills:
 - a. Pass for distance. Standard determined by class average 0 - 4
 - b. Goal place kick. Distance 45 feet
Five trials; one point for each goal 0 - 5
 - c. Catching punts. Five trials; one point for each punt caught. (Punt must be within 10 yards of receiver). 0 - 6
2. Demonstration examination on the following Speedball skills:
 - a. Lift (lift and catch a rolling ball)
Five trials; one point for each lift and catch 0 - 5
 - b. Target throw (target 2' x 2' ten yards away) Five trials; one point each time target is hit 0 - 5
 - c. Lift and pass. Use two-legged pick-up and hit target (2' x 2') five yards away. Five trials; one point for each successful lift and pass 0 - 5
3. Written examination on Speedball rules 0 - 8
4. Performance examination in Handball fundamentals. .
Standard: Instructor's estimate 0 - 10
5. Written examination on Handball rules 0 - 8
6. Demonstration examination on the seven Tumbling stunts performed in class 0 - 7
7. Demonstration examination in the following Basketball skills:
 - a. Obstacle Dribble. Five obstacles, 10 feet apart; one point for each obstacle dribbled around successfully 0 - 5
 - b. Throw for distance. Standard determined by class average. 0 - 4

EVALUATING PLAN - TENTH GRADE - FIRST SEMESTER
 (Continued)

7.	c. Goal Shooting. Number of goals made in 30 seconds from under the basket. Standard determined by class average.	0 - 4
8.	Written examination on rules and technique of Basketball	0 - 8
9.	Sportsmanship estimate	0 - 8
10.	Healthmanship estimate	0 - 8
	T O T A L	0 - 100

CURRICULUM OUTLINE FOR THE SECOND SEMESTER
OF THE TENTH GRADE

- | | | |
|----|----------------------|---------------|
| A. | Semi-organized Games | - Three weeks |
| B. | Apparatus Stunts | - Three weeks |
| C. | Relay Races | - Two weeks |
| D. | Softball | - Four weeks |
| E. | Tennis Fundamentals | - Four weeks |
| F. | State Test | - One week |
| G. | Horse-shoes | - One week |

ACTIVITIES FOR THE TENTH GRADE - SECOND SEMESTER

A. Semi-organized Games - Three weeks

Specific objective: Playing the following games fairly well

1. Hand Baseball
2. Sidewalk Tennis
3. Slap Ball
4. Pin Ball
5. Bat Ball

B. Apparatus Stunts - Three weeks

Specific objective: Performing the following stunts:

1. Horizontal Bar
 - a. Backward heel circle - start and stop at back rest
 - b. Backward hip circle - start and stop at front rest
 - c. Forward hip - rise to front rest and hold
2. Flying Rings
 - a. Swinging in hip position - three complete swings
 - b. Stationary backward double cut-off - land and remain on feet
 - c. Joy ride - execution

C. Relay Races - Two weeks

Specific objective: Performing the following relay races reasonably well:

1. Fireman's Carry
2. Crab Walk

C. Relay Races (continued)

3. Crawl through Legs
4. Obstacle
5. 400-yard Relay
6. Mile Relay

D. Softball - Four Weeks

Specific objective: Playing Softball reasonably well

1. Review of fundamentals
2. Team Play

E. Tennis Fundamentals - Four weeks

Specific objectives: Performing the following skills reasonably well:

1. The Service
 - a. the grip
 - b. the toss of the ball
 - c. the service stroke
2. The Strokes
 - a. forehand
 - b. backhand
 - c. lob
 - d. the overhead smash
 - e. the volley
3. The net attack
4. Teamwork
5. Knowledge of the rules

F. State Test - One week

G. Horse-shoes - One week

Specific objective: Playing Horse-shoes fairly well

EVALUATING PLAN - TENTH GRADE - SECOND SEMESTER

1.	Demonstration examination on the six Apparatus Stunts performed in class: two points for each Stunt properly executed	0 - 12
2.	Demonstration examination on the following Softball skills:	
	a. Throw for Distance. Standard determined by class average	0 - 8
	b. Base Running. Standard determined by class average of time it takes to circle bases	0 - 8
	c. Catching fly balls. Six trials; one point for each catch	0 - 6
3.	Written examination on Softball rules	0 - 10
4.	Demonstration examination on the following Tennis fundamentals	
	a. Serve. Six trials; one point for each good serve	0 - 6
	b. Forehand Stroke. Ball thrown by Instructor. Six trials; one point for each good return . . .	0 - 6
	c. Backhand Stroke. Ball thrown by Instructor. Six trials; one point for each good return . . .	0 - 6
5.	Written examination on Tennis rules	0 - 10
6.	Performance examination in Horse-shoes Standard: Instructor's estimate	0 - 12
7.	Sportsmanship estimate	0 - 8
8.	Healthmanship estimate	0 - 8
	T O T A L	0 - 100

CHAPTER III
PROGRAM FOR THE ELEVENTH AND TWELFTH GRADES

The activities for the eleventh and twelfth grades provide the opportunity for a review of the fundamental skills of the sports taken up in the ninth and tenth grades. In the team sports emphasis will be placed on team play, and game strategy. In the individual sports emphasis will be placed on improvement of skills and ability, so that the participants will be able to get more enjoyment from playing and thereby have a desire to continue these activities after leaving school.

Several individual sports that were not taken up in the ninth and tenth grades have been added for the eleventh and twelfth grades. This is done in order to give the pupils an opportunity to participate in more activities that they will be able to continue after leaving school.

Badminton is a game that is suitable for all age groups and for both sexes. It is a game that requires skill and co-ordination. It contributes to organic development and neuromuscular skills. It is an expensive game if played with the regulation equipment - the shuttlecocks being the most expensive item - but cotton or sponge balls can be substituted for these.

Golf is another sport that is suitable for most age groups. It, too, can be an expensive sport, but substitutes can be made for some of the more expensive items. Since instruction

will be concerned mainly with the basic skills and knowledge of the game, second-hand clubs and either cotton or practice balls may be used.

Wrestling is an interesting and natural sport, and its place in the program is described by E. D. Mitchell, when he says -

"The modern physical educator is not, as a rule, concerned with bulgy muscle building nor with the promotion of wrestling as a means of self-defense. Properly supervised, wrestling is a good leisure-time activity, provides excellent all-round exercise, and is a sport that requires constant and alert thinking. Frequent participation in this sport should give one co-ordination, make him aggressive, versatile, and supple." 11

The State test will be given as directed by the State Department of Education. (See Appendix A) Other suggestions for evaluation may be found on Page 19.

11
Mitchell, E. D., Sports for Recreation, New York,
A. S. Barnes and Company, 1935 p. 135

CURRICULUM OUTLINE FOR THE FIRST SEMESTER
OF THE ELEVENTH GRADE

- | | | |
|----|--------------------|---------------|
| A. | Combative Contests | - One week |
| B. | Volleyball | - Three weeks |
| C. | State Test | - One week |
| D. | Touch Football | - Three weeks |
| E. | Soccer | - Three weeks |
| F. | Wrestling | - Four weeks |
| G. | Basketball | - Three weeks |

ACTIVITIES OF THE ELEVENTH GRADE - FIRST SEMESTER

- A. Combative Contest - One week
- Specific objective: Performing the following combative contest reasonably well
1. Hand wrestle
 2. Rooster fight
 3. Indian wrestle
 4. Spot wrestle
 5. Sitting pull
 6. Back to back lift
- B. Volleyball - Three weeks
- Specific objective: Playing Volleyball reasonably well
1. Review of fundamentals
 2. Team play
- C. State Test - One week
- D. Touch Football - Three weeks
- Specific objective: Playing Touch Football reasonably well
1. Team Play
 2. Offensive play
- E. Soccer - Three weeks
- Specific objective: Playing Soccer reasonably well
1. Team play
 2. Offensive play

F. Wrestling - Four weeks

Specific objective: Performing the following skills reasonably well

1. Assuming the following positions:
 - a. On guard
 - b. All fours
 - c. Referee's hold
 - d. Rump position
2. Taking opponent to mat by the following methods:
 - a. Football tackle
 - b. Leg dive
 - c. Front lead lock
 - d. Kick over
 - e. Crotch lift
3. Executing the following holds:
 - a. Half Nelson
 - b. Side head scissors
 - c. Body scissors
4. Knowledge of the rules

G. Basketball - Three weeks

Specific objective: Playing Basketball reasonably well

1. Offensive play
2. Defensive play

EVALUATING PLAN - ELEVENTH GRADE - FIRST SEMESTER

1. Demonstration examination on the following Volleyball skills:
 - a. Serving - Five trials; one point for each
good serve 0 - 5
 - b. Net recovery - Five trials; one point for each
good recovery and pass 0 - 5
 - c. Passing - Five trials; one point for each
good pass 0 - 5
2. Written examination on Volleyball rules 0 - 6
3. Demonstration examination on the following Football skills:
 - a. Punt for distance, standard determined by
class average 0 - 4
 - b. Catching passes, running pass - Five trials;
one point for each catch 0 - 5
 - c. Catching punts - Five trials; one point for
each punt caught (Punt must be within ten
yards of receiver) 0 - 5
4. Written examination on Touch Football rules 0 - 6
5. Demonstration examination on the following Soccer skills:
 - a. Speed dribble, standard determined by class
average 0 - 4
 - b. Foot trap - Five trials; one point for each
good trap 0 - 5
 - c. Body trap - Five trials; one point for each
good trap 0 - 5
6. Written examination on Soccer rules 0 - 6
7. Performance examination in Wrestling, standard
determined by instructor estimate 0 - 13
8. Performance examination in Basketball, standard
determined by instructor estimate 0 - 10

9.	Sportsmanship estimate	0 - 8
10.	Healthmanship estimate	0 - 8
	T O T A L	0 - 100

CURRICULUM OUTLINE FOR THE SECOND SEMESTER
OF THE ELEVENTH GRADE

- | | | |
|----|------------------------|---------------|
| A. | Badminton Fundamentals | - Four weeks |
| B. | Paddle Tennis | - Two weeks |
| C. | Unorganized Games | - Two weeks |
| D. | Shuffleboard | - Two weeks |
| E. | Golf Fundamentals | - Three weeks |
| F. | State Test | - One week |
| G. | Softball | - Four weeks |

ACTIVITIES OF THE ELEVENTH GRADE - SECOND SEMESTER

A. Badminton fundamentals - Four weeks

Specific objective: Performing the following skills and playing Badminton reasonably well.

1. Grip
2. The strokes
 - a. Drive
 - b. Tip shot
 - c. Smash shot
3. Footwork
4. The service
 - a. Long lob
 - b. Short service
 - c. Stance
 - d. Holding the bird
5. Knowledge of the rules

B. Paddle Tennis - Two weeks

Specific objective: Playing Paddle Tennis reasonably well.

C. Unorganized Games - Two weeks

Specific objective: Playing the following games reasonably well:

1. Lawnball
2. Rotation
3. Bucket cricket
4. Lineball

D. Shuffleboard - Two weeks

Specific objective: Playing Shuffleboard reasonably well.

1. Knowledge of the rules

E. Golf Fundamentals - Three weeks

Specific objective: Performing the following skills fairly well.

1. Grip
2. Stance
3. The swing
4. Putting
5. Knowledge of the rules

F. State Test - One week

G. Softball - Four weeks

Specific objective: Playing Softball reasonably well.

1. Team play
2. Offensive strategy
3. Defensive strategy

EVALUATING PLAN - ELEVENTH GRADE - SECOND SEMESTER

1.	Demonstration examination on the following Badminton skills:	
	a. Serving - Three trials; one point for each good serve	0 - 3
	b. Strokes - Two trials each stroke (drive, top shot, smash); one point for each good stroke	0 - 6
2.	Written examination on Badminton rules	0 - 8
3.	Performance examination on Paddle Tennis	0 - 10
4.	Performance examination on unorganized games	0 - 10
5.	Performance examination on Shuffleboard	0 - 10
6.	Written examination on Shuffleboard rules	0 - 8
7.	Demonstration examination on the following golf skills:	
	a. Driving - Three trials; one point for each drive over 150 yards	0 - 3
	b. Putting - Three trials (ten feet); one point for each good put	0 - 3
8.	Performance examination on Softball	0 - 10
9.	Written report, subject to be selected by the pupil and the instructor	0 - 13
10.	Sportsmanship estimate	0 - 8
11.	Healthmanship estimate	0 - 8
	T O T A L	0 - 100

CURRICULUM OUTLINE FOR THE FIRST SEMESTER
OF THE TWELFTH GRADE

- | | | |
|----|--------------------------|---------------|
| A. | Horse-shoes and Handball | - Five weeks |
| B. | Relay Races | - Two weeks |
| C. | State Test | - One week |
| D. | Touch Football | - Three weeks |
| E. | Speedball | - Three weeks |
| F. | Basketball | - Four weeks |

ACTIVITIES OF THE TWELFTH GRADE - FIRST SEMESTER

- A. Horse-shoes and Handball - Five weeks
Specific objective: Playing Horse-shoes and Handball reasonably well.
- B. Relay Races - Two weeks
Specific objective: Performing the following stunts reasonably well:
1. Object Pass Relay
 2. Man Lift Relay
 3. Sprinting Relay
 4. Jungle Relay
 5. Human Croquet Relay
 6. Jump the Stick Relay
- C. State Test - One week
- D. Touch Football - Three weeks
Specific objective: Playing Touch Football reasonably well.
- E. Speedball - Three weeks
Specific objective: Playing Speedball reasonably well.
1. Team Play
 2. Offensive Play
 3. Defensive Play
- F. Basketball - Four weeks
Specific objective: Playing Basketball reasonably well.
1. Team Play
 2. Zone Defense
 3. Fast-break Offense

EVALUATING PLAN - TWELFTH GRADE - FIRST SEMESTER

1.	Performance examination on Horse-shoes and Handball . . .	0 - 12
2.	Performance examination on Relay Races	0 - 12
3.	Performance examination on Touch Football	0 - 12
4.	Performance examination on Speedball	0 - 12
5.	Performance examination on Basketball	0 - 12
6.	Written report, subject to be selected by the pupil and the Instructor	0 - 24
7.	Sportsmanship estimate	0 - 8
8.	Healthmanship estimate	0 - 8
	T O T A L	0 - 100

CURRICULUM OUTLINE FOR THE SECOND SEMESTER
OF THE TWELFTH GRADE

- | | | |
|----|-------------------|---------------|
| A. | Tumbling | - Three weeks |
| B. | Unorganized Games | - Two weeks |
| C. | Volleyball | - Three weeks |
| D. | Golf | - Two weeks |
| E. | Tennis | - Three weeks |
| F. | State Test | - One week |
| G. | Softball | - Four weeks |

ACTIVITIES OF THE TWELFTH GRADE - SECOND SEMESTER

A. Tumbling - Three weeks

Specific objective: Performing the following stunts reasonably well.

1. Individual stunts
 - a. Forward roll
 - b. Cart wheel
 - c. Forward handspring
 - d. Snap up
 - e. Hand stand
2. Double stunts
 - a. Pull-ups
 - b. Double roll over back
 - c. Backward pitch
 - d. Handspring over thrower's knees
3. Triple stunts
 - a. Neck lift and pull-up
 - b. Snake roll
 - c. Ferris-wheel sideways

B. Unorganized Games - Two weeks

Specific objective: Playing the following games reasonably well:

1. Double Dodge Ball
2. Broom Hockey
3. Bull's Eye Baseball
4. Corner Ball
5. Elimination Tag

C. Volleyball - Three weeks

Specific objective: Playing Volleyball reasonably well.

1. Team Play

D. Golf - Two weeks

Specific objective: Playing Golf reasonably well.

1. Review of fundamentals
2. Tournament play

E. Tennis - Three weeks

Specific objective: Playing tennis reasonably well.

1. Singles
2. Doubles

F. State Test - One week

G. Softball - Four weeks

Specific objective: Playing Softball reasonably well.

EVALUATING PLAN - TWELFTH GRADE - SECOND SEMESTER

1.	Demonstration examination on the following Tumbling stunts:	
	a. Forward Roll	
	b. Cart wheel	
	c. Forward Handspring	
	d. Snap-up	
	e. Hand Stand	
	Two points for each stunt properly executed	0 - 10
2.	Performance examination on Unorganized Games	0 - 12
3.	Performance examination on Volleyball.	0 - 12
4.	Performance examination on Golf	0 - 12
5.	Performance examination on Tennis	0 - 12
6.	Written report, subject to be selected by the pupil and the Instructor	0 - 26
7.	Sportsmanship estimate	0 - 8
8.	Healthmanship estimate	0 - 8
	T O T A L	0 - 100

CHAPTER IV

A D A P T E D S P O R T S

For many years the schools have provided physical education for the physically normal student only. The physically handicapped individual was either excused from all physical education classes or was required to take the regular prescribed course.

Stafford found that:

" Approximately one in every eight school children is handicapped to the extent that special educational provision must be made to meet their special needs."¹²

This percentage along with the increasing number of paralysis cases is large enough to warrant serious attention. Some of the defects found among school children can be corrected only by medicine or surgery, but many common defects can be treated by the school through the Department of Physical Education; For example, faulty body mechanics, weak and flat feet, and atrophied limbs due to paralysis.

The objective of the program suggested in this study is:

1. To correct those physical defects if possible, and attempt to uncover the abilities and aptitudes of all handicapped students.
2. To restore the weak and under-exercised individual to the point where he can indulge, with benefit and pleasure, in recreational activities.
3. To improve co-ordination.
4. To train the individual in exercise and games that are safe for him and that can be used in future years.

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Stafford, Geo. T., Sports for the Handicapped, New York, Prentice-Hall, Inc., 1947. P. 3

5. To protect the individual against further injury or deformity.
6. To maintain bodily function and organic vigor.
7. To train the individual to follow the rules of health.
8. To teach appreciation of sports even though the individual is not able to participate in them.
9. To train the individual to adjust himself in society.
10. To teach attitudes.

The students to be enrolled in the Adapted Sports class will include only those with physical disabilities as described by their own or the school physician.

This course is conducted so that each student enrolled will receive individual attention in terms of needs, capacities, and interest. Each student will be required to make out a personal health record. (This covers the student's analysis of his hygienic and health practices). Each student is given a functional ability test. (This covers activities of sports nature, based upon achievements which should be possible for the student to perform, considering his handicaps.) This is followed by a consultation with the student, at which time the health examination record, the personal health record, and the functional ability test record are reviewed.

At the conference, the student and the instructor formulate a program of activities to be followed.

T H E P R O G R A M

1. A program of sports to be learned in class.
2. A program of sports to be practiced outside of class.
3. A program of hygienic activities to be practiced outside of class.
4. A program of exercise for the individual.
5. Each student will be given a knowledge test on five of the following sports and a performance test on skills in which he is able to participate. (These activities cover a four-year period)

Football (selected skills)	Deck Tennis
Basketball (selected skills)	Golf
Baseball (selected skills)	Horse-shoes
Softball (selected skills)	Shuffleboard
Tennis (selected skills)	Volleyball
Bait Casting	Table tennis
Box Hockey	Sidewalk Tennis
Apparatus Stunts	Kick Ball
Archery	Punch Ball
Badminton	Individual athletic skills
Darts	

ADAPTED EXERCISES

1. Free Exercises
2. Medicine ball exercises
3. Pulley weight exercises
4. Stall bar exercises

TERM REPORT

Each student will be required to write a term report. The subject will be selected co-operatively by the student and the instructor.

GRADING PLAN

Term paper	0 - 14
Written examination covering rules, technique, etc. of prescribed sports. (Examination to be given during each semester).	0 - 10
Demonstration and performance examination (Examination to be given when student and instructor think advisable).	0 - 40
Written examination on:	
a. General health knowledge	
b. Specific health knowledge relative to one's particular condition (Examination to be given during final examination period)0 - 20
Sportsmanship	0 - 8
Healthmanship	0 - 8
T O T A L	0 - 100

Sportsmanship refers to conduct in sports in terms of social standards for participating in them.

Healthmanship refers to conduct in sports in terms of hygienic standards of performance.

PHYSICIAN'S RECOMMENDATION TO THE DEPARTMENT OF PHYSICAL EDUCATION

(To be mailed to _____, Director of Physical Education)
 (for Boys at the _____ High School)

This certifies that I have examined _____
 and that, in my opinion, because of _____
 he cannot safely take part in the activities which I have checked
 below:

Calisthenics
 Individual Athletics
 Apparatus Gymnastics
 Athletic Games

I recommend that exercises be given for the correction or
 prevention of further aggravation of the following underscored
 conditions:

Poor body mechanics
 Weak feet
 Flat feet
 Underweight
 Overweight
 Functional Heart condition
 Hernia

 (Note additional conditions)

I recommend complete rest during the physical education
 period (Yes) (No)

(Signed) _____, M. D.

(Date) _____

HEALTH QUESTIONNAIREAnswer "Yes" or "No"

1. Do you work and play without being more than comfortably tired at bedtime? _____
 2. Are you rested and refreshed when you awake in the morning? _____
 3. Can you relax at will? _____
 4. Do you have a good appetite for wholesome foods? _____
 5. Do you abstain from eating between meals? _____
 6. Do you drink six or more glasses of water daily? _____
 7. Do you use sweets in moderation and only at the end of a meal? _____
 8. Do you play some game demanding skill and large muscle movements well enough to enjoy it? _____
 9. Do you cease playing when you have reached the state of being comfortably tired? _____
 10. Do you conform to good hygienic study or work habits (regular hours, proper light, heat, ventilation)? _____
 11. Do you secure sufficient sleep? _____
 12. Do you go to bed at a regular time? _____
 13. Do you clean your teeth thoroughly every day? _____
 14. Do you know your physical limitations? _____
 15. Do you follow the advice of your physician? _____
-

SOME OF THE MOST COMMON DEFECTS, THEIR CAUSES, AND SUGGESTED TREATMENTSI. POOR BODY MECHANICS

A. Causes

1. General muscular insufficiency
2. Incorrect postural habits
3. Injuries and deformities

B. Symptoms

1. Fatigue
2. Flexibility is lessened
3. The muscles are poorly developed
4. Muscle and joint "sense" become deficient

C. Suggested Treatment

1. Proper health habits
2. Rest
3. Nutrition
4. Activity

- a. Correct standing position
- b. Correct lying position
- c. Correct walking position
- d. Correct breathing

5. Corrective exercises

(Faulty antero-posterior cases)

- a. Crampton's "Air-Push"
- b. Self correction before a mirror
- c. Passive hanging from horizontal bar
- d. Trunk circling
- e. Wand exercises
- f. Stationary running

(Flat back)

- a. Abdominal exercises
- b. Hanging exercises
- c. Large muscle activities
- d. Backward bending of trunk
- e. Games which are not too vigorous

(Round back)

- a. Same exercises as for Flat Back
- b. Games which cause vigorous reaching upward with arms

(Scoliosis)

- a. Correct lying position
- b. Flexibility exercises
- c. Abdominal exercises
- d. Large muscle activity
- e. Games - Volleyball, Tennis, etc.

II. THE FEET

A. Causes

- 1. Incorrect use of feet
- 2. Incorrect shoes
- 3. Injuries
- 4. Overweight
- 5. Rickets

B. Symptoms

- 1. A feeling of weakness
- 2. Pain
- 3. Abduction

C. Suggested Treatment

- 1. Education
- 2. Rest
- 3. Removal of causes
- 4. Corrective exercises

(Weak Feet)

- a. Weight bearing exercises
- b. Light postural exercises
- c. Correct walking
- d. Towel exercises
- e. Games - Circle games, relays (with marbles),
catching tennis balls with the feet

(Flat Feet)

- a. The deformity must first be corrected. This is the work of the orthopaedic surgeon, and exercises and games will be suggested by him.

III. HEART DISTURBANCES

A. Causes

- 1. Infection
- 2. Errors in diet
- 3. Exposures
- 4. Failure to practice daily personal hygiene habits

B. Symptoms

1. Shortness of breath on slight exercise
2. Discomfort in the chest
3. Undue physical fatigue on slight exertion
4. Anemia

C. Suggested Treatment

1. Functional cases
 - a. Practice correct breathing
 - b. Squatting exercises (very slowly)
 - c. Rest in the correct lying position
2. Organic Heart Condition
 - a. Exercises are the same as for functional heart conditions

IV. MALNUTRITION (Undernourishment)

A. Causes

1. Defects (diseased tonsils, adenoids, teeth)
2. Lack of parental control
3. Faulty food habits
4. Faulty health habits

B. Symptoms

1. Comparison
2. Lack of endurance
3. Physical defects
4. Flabby muscles
5. Inattentiveness

C. Suggested Treatment

1. Remove the causes
2. Ultraviolet rays
3. Exercises (done slowly)
 - a. Half-knee bend
 - b. Push-ups
 - c. Side kick
 - d. Trunk bends
 - e. Hiking
4. Games - lighter forms of activity

MALNUTRITION (Obesity)

A. Causes

IV. MALNUTRITION (Obesity) -continued

1. Glandular disturbances
2. Habitual intake of more energy-producing food than the activity of the body can take care of.

B. Symptoms

1. Shortness of breath
2. Changes in body contour
3. Lessened power of endurance

C. Suggested Treatment

1. Change diet
2. Exercises
 - a. Trunk bends
 - b. Knee flexion
 - c. Trunk twist
 - d. Breathing
 - e. Stationary run
 - f. Sit-ups
3. Games - Lighter forms of activity
 - a. Medicine ball throwing (three minutes)
 - b. Hiking (thirty to sixty minutes)

V. BLOOD PRESSURE

1. High Blood Pressure

A. Causes

1. Infection
2. Worries
3. Poisons
4. Poor health and faulty hygienic habits
5. Excess

B. Symptoms

1. Accelerated pulse rate
2. Nervousness
3. Indigestion
4. Disturbed sleep

C. Suggested Treatment

1. Remove the cause
2. Rest
3. Restricted diet
4. Exercises

V. BLOOD PRESSURE - continued

C. Suggested Treatment

- a. Rising on toes
- b. Arm exercises
- c. Flexion and extension of the knees in the supine position

5. Games

- a. Volleyball
- b. Golf
- c. Horse-shoes

2. Low Blood Pressure

A. Causes

- 1. Malnutrition
- 2. Shock
- 3. Warm climate
- 4. Disease

B. Symptoms

- 1. Weak and debilitated
- 2. Fatigue after slight exertion
- 3. Poor circulation

C. Suggested Treatment

- 1. Remove the cause
- 2. Rest and sufficient sleep
- 3. Use correct diet
- 4. Exercises
 - a. Trunk twisting
 - b. Slow squats
 - c. Light leg movement
 - d. Games (light)
 - e. Swimming where the water is not too cold

VI. HERNIA

A. Causes

- 1. Weakness of abdominal muscles
- 2. Relaxed abdominal ring
- 3. Violent internal pressure on weakened part

B. Symptoms

- 1. A dull ache, pain, or tenderness
- 2. Relaxed rings
- 3. Enlargement

VI. HERNIA - continued

C. Suggested Treatment

1. Doctor's examination
2. Exercises
 - a. Knee lift
 - b. Trunk bends
 - c. Half-knee bends (slowly)
 - d. Arm exercises which tend to lift the chest

VII. INFANTILE PARALYSIS

A. After a thorough examination by an orthopaedic surgeon, the physical educator should begin his work during the convalescent stage of the disease.

B. Suggested Treatment

1. Heat
2. Massage
3. Electricity
4. Muscle re-education
5. Supports

CHAPTER V

INTRAMURAL PROGRAM

The term Intramural Sports has generally become accepted as the name for all competitive and recreational sports which take place within a particular school or institution. The word "intramural" is derived from the Latin word intra, meaning within, and muralis, meaning wall. The use of the word today refers to activities of one particular school, either among individuals of that school or among teams of the same school.

Teams that represent the school in competition with other schools are generally considered as varsity teams.

The intramural program may be organized in two ways:

1. It may be an integral part of the regular physical education classes. In this organization of team sports the class may be divided into teams of as near equal ability as possible to stimulate interest and provide desirable competition. For the individual activities the class may be divided into groups according to their ability as determined by weight, height, and age.
2. It may be set up as a separate organization with the activities taking place during recess or after school hours. In this type of organization competition may be between grades, classrooms or other school organizations. Of the two methods or organizations this writer prefers the latter for these reasons:
 1. It will allow more time in the regular program for teaching fundamental skills in a greater number of activities.
 2. It will be an outgrowth of the physical education program.
 3. It will be voluntary in nature.

4. It will provide an opportunity for the pupils to put into practice the skills learned in the physical education classes.
5. Desirable competition can be expanded and will stimulate greater interest.

Therefore, the intramural program outlined in skeleton form, is to be considered merely a brief outline suggestive of activities, rather than something to be rigorously followed. Whenever possible, other activities should be added. The program should be voluntary in nature and should be made attractive enough to encourage the participation of the mass of students who do not take part in varsity athletics.

The objectives of the intramural program will be:

1. To interest as many participants as possible
2. To promote physical and mental health through participation
3. To teach and practice safety education
4. To practice skills taught in required Physical Education classes
5. To teach proper attitudes, habits, and understandings
6. To teach the meaning of loyalty and co-operation
7. To employ the students' leisure time in a wholesome way .

INTRAMURAL SCHEDULEFALL

October -	Soccer
November -	Touch Football
	Speedball
	Paddle Tennis

WINTER

December -	Handball
January -	Badminton
February -	Basketball
	Volleyball

SPRING

March -	Ping Pong and Horse-shoes
April -	Track
	Tennis
May -	Softball

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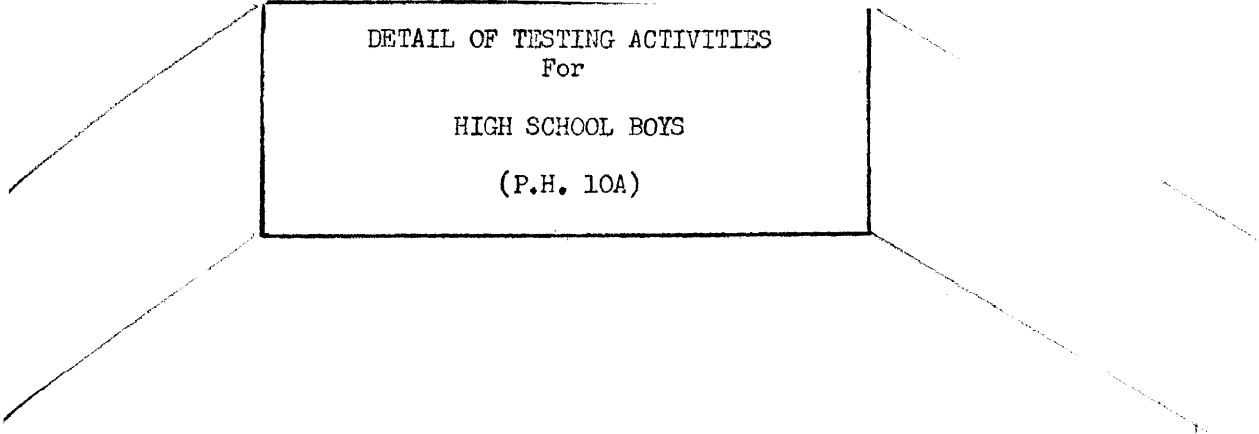
DATE OF BIRTH: April 14, 1911

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Graduate study

A P P E N D I X "A"

PHYSICAL EDUCATION

SOURCE MATERIAL
For
CORE CURRICULUM OF
VIRGINIA HIGH SCHOOLS



DETAIL OF TESTING ACTIVITIES
For
HIGH SCHOOL BOYS
(P.H. 10A)

Division of Physical and Health Education
State Board of Education

RICHMOND, VIRGINIA
SEPTEMBER, 1946

FOREWORD

This bulletin deals with the events listed on the student "Individual Evaluation Card". It is confined to one phase of the Physical Education program; for discussion of the total program, refer to the materials dealing with "The Core Curriculum of Secondary Schools", "Suggestions for the Fourth Year, 1941", page 287, and "The Course of Study for Virginia Elementary Schools", May 1943, page 353. The purpose of this bulletin is to explain the testing activities in detail so that the teacher may be able to use them more effectively in testing the student to determine individual needs. For instance, in Group I, push-ups, and pull-ups are used to test arm and shoulder strength. If in this group, the student is below average in his classification, we know that he should give more attention daily to conditioning exercises, games and game skills which contribute to the development of arm and shoulder strength. At the same time, consideration must be given to other factors which may be causing his low achievement record, such as physical defects, poor nutrition, failure to observe health rules, etc. In like manner, a student whose performance in these events shows exceptional strength or ability (that is, his performance regularly equals or exceeds the top scores for his classification) should spend time on events in which his record is low. Events in the other groups have been selected to test strength of the trunk and legs, as well as to test the ability to perform definite game skills. It should be understood that the tests are to serve as measuring rods to show progress. Practice on the testing events is advisable, but it should not receive undue emphasis nor should it interfere with participation in a well-rounded total program.

Physical Examination - All students should have a thorough physical examination by a physician at the beginning of the session. If this examination is not possible, at least a pulse ratio test should be given. This test is described on page 6.

Classification - The factors of age, height and weight have a definite relationship to an individual's capacity, and are used as the basis for classifying students. Classification once a year will serve, although reclassification should be made if need is apparent. An indication of this need is shown if a pupil reaches in the majority of tests a maximum of ten points according to the scale for his classification. In such a case, rechecking of age, height, weight may result in placing this student in a new group where the ratings are more challenging.

Organization - Experience has shown that in the physical education period, a more effective program can be given by organizing students into small team groups. A daily period of conditioning exercises should be given to all during the first 10-12 minutes, followed by a plan of team or group rotation (such as a Round Robin Schedule) for the instructional and game activities. Such an organization allows time for the administering of tests during the regular periods without disrupting the schedule. For detailed information on this type of organization, refer to the state bulletin, "Suggested Organization for the Physical Education Period" (P.H. B7-43); Intelligent use of the achievement tests coupled with findings of the physical examination or inspection and observation will form the basis for determining specific needs for the individual.

If the student understands his needs and how the correction of physical defects and the various physical and health education activities contribute to meeting these needs, it will vitalize all phases of the program and give him, as well as the teacher, a concrete means of evaluating his progress.

NOTE - Official balls for tests are desirable but not necessary. Be sure to use same type of ball for repeat tests.

GROUP I (Arm and Shoulder Strength)

These events are selected to test strength of the large muscles of the arms and shoulders. Any activity in which the arms and shoulders are used to push or pull against weight or force is helpful in developing these muscles. Other examples of such activities would be rowing, tug-o-war, wrestling, horizontal ladder or other suspension work.

PUSH-UPS

Rules - The contestant lies on the floor, face down, body straight, arms bent with hands on the floor in front of the arm pits. From this position, he straightens his arms until he is in a front leaning rest position with hands and feet only touching the floor. He then bends his elbows lowering his body until the chest barely touches the floor without taking the weight from his arms. Feet and hands only rest on the floor throughout the movement. The body should remain straight and rigid without "Swayback" or "humped" position. The exercises should be continuous without rest.

Record - Total number.

Teaching Suggestions - Keep elbows close to body with hands about shoulder width apart. If contestant cannot raise his body, let him practice by using a brace behind his feet.

PULL-UPS (Chinning)

Equipment - Horizontal bar (or other means of suspension).

Rules - The contestant hangs from bar with arms and legs fully extended, (feet not touching the ground). He raises his body until his chin is even with the bar, then lowers his body to a full arm hang. This is one pull-up. There must be a full arm extension before each pull-up. The exercises should be continuous without rest.

Record - Total number.

Teaching Suggestions - Be sure hands of contestant are shoulder width apart. Either the underhand or overhand grip is permissible. No change of grip or combination of grips is allowed during the exercise.

GROUP II (Trunk Strength)

Events listed in this group are used mainly to test strength of the abdominal and back muscles. In general, any exercise which results in the body bending or twisting at the waist will help to do this. Other suggestions are touching fingers to toes from standing position, leg lift from back lying position, rowing, etc.

SIT-UPS

Rules - Contestant lies on back, fingers of both hands interlaced behind the neck, feet held at ankles by another class member who counts the number of sit-ups. The trunk is raised up and forward, rotating slightly so that the right elbow touches the left knee, hands remaining behind neck. Return to starting position. This counts as one sit-up. Next, raise trunk as before, excepting that the left elbow touches the right knee. Continue raising the trunk alternately touching left knee with right elbow and right knee with left elbow. The exercise should be continuous without rest.

Record - Total number.

Teaching Suggestions - The teacher counts cadence by calling up-down so that one sit-up is completed each two seconds.

BANK TWIST

Rules - Contestant lies on back, arms extended sideward, palms on floor, legs raised to perpendicular position, knees straight, toes extended. From the position lower legs; first, left to the floor, then back to starting position. This counts as one exercise. Next lower the legs to the right and return to starting position. This counts as one exercise. Legs must be under control at all times and knees must be straight. The feet must touch the floor on or above an imaginary line drawn through the hips. Continue alternating left and right without rest, shoulders remaining on floor at all times.

Record - Total number.

Teaching Suggestions - If the contestants press their legs tightly together, the exercise is easier to do.

GROUP III (Leg Strength)

The large muscles of the leg are tested by use of these events. Other exercises helpful in this development are: running in place with high knee lifting, deep knee bending, bicycling, hiking, racing, etc.

RUNNING BROAD JUMP

Equipment - Tape measure or pole marked off in feet and inches; properly prepared pit with take-off board. (Preferably pit 6' X 18' X 1' filled with sawdust, sand or a combination); take off board 2" X 8" X 3' long. (Set in flush with ground).

Rules - The contestant is allowed unlimited run, and jumps from either foot. The horizontal distance from the front edge of the take-off board to the nearest imprint made by any portion of the contestant's body is measured in feet and inches. Two trials are allowed.

Record - Best jump in feet and inches.

Teaching Suggestions - The contestant should practice to hit the board in stride using every ounce of energy and power to get speed and height. Be sure the pit is kept smooth, in a soft condition.

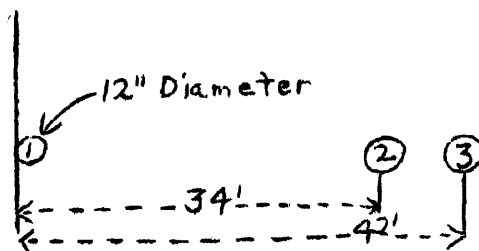
POTATO RACE

Equipment - A watch (if stop watch not available use watch with second hand); two blocks of wood or suitable substitute measuring about 2" on a side.

Rules - A starting line is marked on floor or ground. Tangent to and in front of this line, circle No. 1 is drawn; 34' from this line, circle No. 2 is drawn; and 42' from the same line, circle No. 3 is drawn. All circles are 12" in diameter. One block is placed in circle No. 2 and one in circle No. 3. Contestant standing behind the starting line runs to circle No. 2, picks up the block, returns and places it in circle No. 1, runs to circle No. 3, picks up block, and places it in circle No. 1. Contestant then picks up the first block, returns it to circle No. 2 and in the same manner, returns the second block to circle No. 3, after which he returns to his starting line. Blocks must be placed and remain clearly in designated circle before contestant may continue.

Record - Time in seconds.

Diagram -



GROUPS IV AND V (Game Skills)

These events are used to test definite game skills. These skills along with participation in active games help to develop special muscle groups. They improve timing, coordination, and body control involved in running, jumping, throwing, etc. Other contributions which are important but which are difficult to test or measure are aggressiveness, cooperation, leadership, and followship. Selection of games should include the more active type that can be played by the larger groups.

GROUP IV (Fall)

FOOTBALL PASS (Distance)

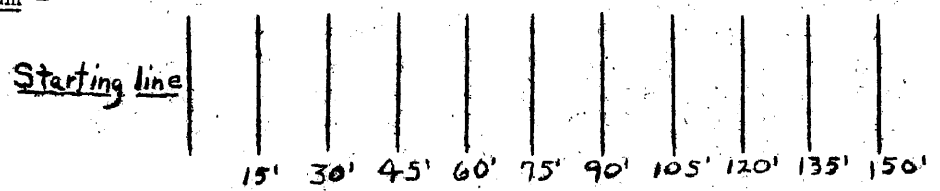
Equipment - Football; tape measure or 10' pole marked off in feet.

Rules - Mark off area as shown in diagram above, starting from throwing line and lay off lines (similar to football field) every 5 yards 15' apart parallel to throwing line, starting with the 15' line and going to the 150' line. Where lines cannot be made, stakes or markers may be placed in front of and at right angle to the throwing line. Contestant throws from behind the throwing line; he may have a running start of unlimited distance. The distance from throwing line to the point where ball first hits the ground is measured in feet. Stepping over throwing line nullifies that particular record, but counts as one trial. Two trials are allowed.

Record - Best distance in feet.

Teaching Suggestions - The ball should be held between the thumb and fingers, preferably with the latter along the laces and somewhat behind the middle. The throwing hand and arm should follow through in the direction of the throw.

Diagram -



SOCCER PLACE KICK

Equipment - Soccer ball and goal. (Posts 24' apart, crossbar 8' from the ground).

Rules - Soccer ball is placed on a line directly in front of and 30' away from the goal. The contestant stands behind the ball and with or without a run tries to kick the ball between the standards and under the crossbar. (Ball striking posts and going on through the goal counts). Record is total points in five kicks.

Record - 5 points - on the fly through the goal.

3 points - one bounce through the goal.

1 point - more than one bounce or roll through the goal.

BASKETBALL GOAL THROW (Accuracy)

Equipment - Basketball and basketball goal and watch (if stop watch not available, use watch with second hand).

Rules - The contestant stands on or back of the free throw line 15' from the backboard. On the signal "GO" he throws for the basket and continues until the signal "STOP" is given at the end of one minute. Upon retrieving the ball, the contestant may take one step while making the next throw, or dribble the ball in for a closer shot if he desires. If time is called when the ball is in the air, the goal, if made, counts.

Record - Number of baskets made in one minute.

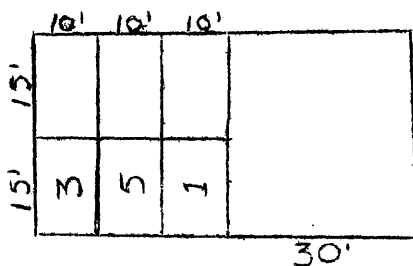
Teaching Suggestions - Contestant should try to recover the ball from basket before it touches the ground or floor. (Dribbling wastes time). If he shoots from side of basket using the backboard to rebound the ball into the ring, it will increase his scoring ability.

GROUP V (Spring)

VOLLEY BALL SERVE

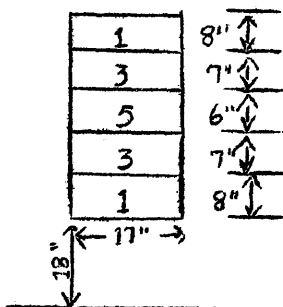
Use a regulation volley ball court 30' X 60'. The net cuts the court in half making two sides, 30' X 30'. Divide one side into six equal parts (See diagram). Only one half of the divided side is used for scoring. Scoring value, 1, 5, & 3, points. The contestant stands when serving behind the opposite rear court line, and to the right of the center. The ball should be hit with the heel of the open hand, using a full arm swing from the shoulder with follow through. Stepping on or over service line nullifies the score but counts as a serve.

Record - Total points scored in five serves.



BASEBALL THROW (Accuracy)

Equipment - 12" softball and target. For target, mark off a rectangle 17" by 36" long, place with long axis perpendicular with its lower and 18" off the ground or floor. The rectangle shall be divided into five sections as follows: The center section is six inches in width; each section adjacent to the center section above and below is 7" wide, top and bottom sections are 8" wide.



Rules - The center section scores 5 points. The adjacent sections above and below the center section score 3 points and the top and bottom sections score 1 point. A throw landing on a line receives the higher score. The contestant has five throws from behind a line 30' from target. Stepping over the throwing line counts as a trial, but nullifies any score made.

Record - Total score in 5 throws.

Teaching Suggestions - Accuracy is not dependent upon speed. Practice throwing overhand with a free swing and follow through. Underhand and sidearm throws are not the best for accuracy.

100-YARD DASH

Equipment - Stop watch (if stop watch is not available, use watch with second hand).

Rules - At signal "GO", the contestant, from behind the starting line, and using either a standing or crouching position, races across a finish line.

Record - Time in seconds.

Teaching Suggestions - Preliminary conditioning for this event is advisable.

Warming up just before the run is vital. Always be on the lookout for signs of excessive strain and over-fatigue.

SWIMMING

Swimming tests are not included in this testing program due to a lack of facilities in our Virginia Schools. There are, however, in some communities facilities which may be available to school personnel. It is hoped that wherever possible, swimming will be taught as a phase of the physical education program. Tests for swimming will be found in the Federal High School Manual, "Physical Fitness Through Physical Education". (See Bibliography).

PULSE RATE TEST

There is no cardiac functional test which should be substituted for a complete medical examination by a competent physician. When such service is not possible, the pulse test should be given. Though it is felt that no single test is infallible, it was thought that this test was one of the best for use with children thirteen to sixteen and above. A strong regular pulse and prompt recovery to normal rate after an exercise usually goes with first class physical condition. Furthermore, slow recovery indicates lack of training in exercise.

TEST:

First - Count a student's pulse for 15 seconds. Multiply your count by four (rate for one minute). Use finger tips, not thumb. Use stop watch (or watch with second hand).

Second - Have the student run in pace at rate of three steps per second lifting foot at least six inches off the floor for 15 seconds.

Third - Have student stand at ease for three minutes, then count the pulse again.

If the pulse rate is irregular, or if, after three minutes, it has not returned to approximately normal or if it goes below normal, then some weakness or abnormal condition is to be suspected and examination by a physician should be required.

Bibliography - The following material will be helpful in methods of organization, teaching game skills, and interpreting conditioning exercises:

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