Physical Education
in the
High School

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in the
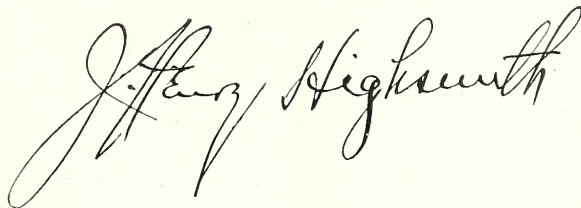# High School

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PREFACE

The importance of Physical Education is generally recognized by school men and women everywhere. The Greeks had music for the soul and gymnastics for the body. The expression, *"Mens Sana in Corpore Sano"* ("A sound mind in a sound body"), is Latin in form, but Greek in meaning and its validity is recognized everywhere. With the decline of Greek and Roman civilization there was a falling away, not only from the importance of physical training, but of mental training. During the Middle Ages there was a disposition to despise the body rather than to regard it as the temple of the soul, and, therefore, worthy of highest development.

The demands of our present-day civilization upon the physical strength of an individual make it more imperative now than ever before that due regard should be given to bodily development. The increased emphasis, therefore, upon Physical Education is warranted from every standpoint. Spencer says that the first obligation of the school is to make the pupil a good animal. The physical basis is fundamental as the foundation upon which to build manhood and womanhood.

In some schools the tendency has been to place undue emphasis upon competitive exercises and upon the more strenuous forms of physical training called athletics. The purpose of Physical Education in a high school is not to train a few athletes, but to give systematic and properly-planned exercises to all boys and girls in order that their bodies may be developed and health promoted.

It would be highly desirable to have a director of Physical Education in every high school. This, however, is impossible in the smaller schools. It is possible, however, for some training in Physical Education to be given in every school if principals and teachers will avail themselves of the instructions and material in this manual. It is hoped that emphasis will be placed not only upon the recreational aspects of Physical Education, but also upon the corrective aspects and wherever possible that the health authorities of the community will be called upon to coöperate in the realization of the complete aims of a Physical Education program.

> *" 'Tis Life, not Death, for which we pant;*
> *More Life and fuller that we want."*

October 9, 1926.   *State Inspector of High Schools.*

INTRODUCTION

This course in Physical Education for the high schools of the State was prepared by Mr. J. F. Miller, Director of Physical Education, and W. C. Parker, Professor of Physical Education, of the North Carolina College of Agriculture and Engineering, Raleigh, North Carolina.

The publishing of this bulletin is the outgrowth of considerable discussion concerning the teaching of habits pertaining to the physical side of the high school student. It was felt that it is just at this period of life that the body, upon which the intellectual development is largely dependent, should be given at least a guide in proper exercises and activities in order that the mind and body should develop simultaneously.

In fact, the purpose of this course is to follow in order the course prepared for the elementary grades and issued as our publication number 94. It is so prepared that it is not necessary for the teacher to have had special training in physical education. Any teacher by using these outlines as a guide may instruct a class in the exercises set forth and thus aid in perfecting the physical life of the youth of the State.

It is believed that this bulletin will serve a practical purpose and that work in physical education may be carried out that will bring gratifying results not only in improving the physical side of the child's life, but also his mental and moral side and the general spirit of the school. It is hoped that at least one teacher in each high school will take advantage of the outline presented to put on a program of physical education in each high school of the State.

A. T. Allen

State Superintendent of Public Instruction

PHYSICAL EDUCATION IN THE HIGH SCHOOL

GENERAL STATEMENT

Much has been written and much has been said about the training and the development of man physically, mentally and morally. Fine school systems have been developed to train the minds of the young, fine churches have been built to guide the morals of our people but comparatively no opportunity has been provided for the physical education of our coming generation. Practically the only organizations which have tried to put into actual practice the theory of the three-fold man, believing that the physical, mental and moral development were so inter-related that the one could not be properly developed without the aid of the other, are the Y. M. C. A. and the Y. W. C. A.

This ideal of perfecting the body, disciplining the mind and molding the character of the youth by selected forms of physical activity has been held and handed down through the ages. The zenith of the civilization of every country has been reached when that country cherished this ideal. It is always present but as has so often been the case, it drifts wraithlike out of sight and the nation suffers as the individual suffers. Intercollegiate and interscholastic athletics have been the most valuable exponents of physical education. Great throngs collect and cheer for the winning teams. Those who have time and opportunity to participate in this comparatively small group are out on the field winning honors for themselves and laying foundations of the firmest texture for their future lives. Those who needed the benefits of the work the most, the over-studious and the over-social, sat in the cheering sections. It is for them that the great benefits of physical education are awaiting. In the past the cause of nations losing the grip of this ideal was due in most part to dissipation. Today the cause is not so much dissipation as the mere fact that time is placed before other and more important considerations.

Few great movements in the history of the world ever started and lasted without some great crisis as its cause. The recent great World War was the crisis that brought with impelling force the lack and need of physical education and at the same time demonstrated the great benefits which systematic exercise could bring to the participant physically and socially. America was astounded and shocked out of much of her complacency and apathy, when the draft revealed the positive fact that one out of every four of the young men who should have been in the prime of their physical manhood, were unfit to bear arms in the emergency call of their country. The result was that a thorough study of the situation was made by the government. American education had failed in that it had neglected to provide for the physical development and health

of her youth. Immediately recreation, play and exercise on an organized basis was made a part of the routine of the vast armies in Europe. Physical education did much for the morale and physical fitness of these armies, helping make possible the victory that came.

The ending of the war does not put an end to the physical impairments of the coming generation. The disastrous by-products of the war can even now be observed in the European countries. We must realize that competent authorities state that three out of every four children of the fifteen million school children of today are suffering from some physical defect which can be prevented or corrected. *The schools of our country can prevent repetition of the facts disclosed by the war.* The government of the United States has appropriated vast sums to assist the different states in setting up opportunities for the youth of the land to play, to get supervised exercise and to develop habits of health. Many of the states have incorporated in their statutes, laws requiring physical education to be taught in their public school system.

Educators of our country now recognize an educational value in physical education as well as a physical value. The experience of the war proved that the physiological benefits which had heretofore been recognized were minor in comparison to the social values. The precepts of good citizenship and the precepts of sound character and right habits of living have been taught in the schools almost since their origin; in fact, this is education. Educators realize that the playfields afford a laboratory for putting into practice these precepts, such as cannot be found any other place. The importance of physical education physically, mentally and morally in determining the high standards which our future citizens must maintain to be successful in this day and time is pretty generally recognized and provisions have been made for it in the school curriculum with equal importance to other subjects taught.

A physical education program in a school should be to develop "athletics" and not to develop "athletes." It should be kept in mind that although the more obvious results of physical education are physical, the ultimate objectives are character training, habits of healthy living and the development of social responsibility. The main emphasis of the physical education programs in the high schools of North Carolina in the past has been placed on interscholastic teams. A small percentage of the student body who were fortunate enough to be endowed with a fine physique, were given the time and attention.

Today, however, many cities in the State are putting on programs of physical education which include physical training classes, games and instruction in hygiene. A man or woman trained in physical education work is secured to organize and administer this program. The organization demands that classes be formed according to grades and work given at certain periods during the students' daily schedule. The modern school buildings being built in the State at the present time are equipped with

a gymnasium to centralize this work. The Director of Physical Education gives his entire time to the organization and teaching of physical training classes, hygiene classes, inter-school leagues, coaching interscholastic teams and many times supervising the physical training work in the elementary schools of the city.

The large majority of high schools of North Carolina do not have these facilities to put on a program of physical education. It is the object of this outline to assist those schools which find it necessary to use teachers who have not had special training in physical education. This outline is by no means a complete syllabus of physical education but rather sufficient material so arranged that it can be put into practical use by any school desiring to instigate an organized program. Every teacher or leader should be able to work out his program for the year by using this suggested program and should seek every available opportunity to familiarize himself with physical education.

AIMS OF PHYSICAL EDUCATION

The aims of physical education in its broadest sense can be classified under four heads:

A—Hygienic

The promotion of health and development of organic vigor. Under this head are classified all forms of exercises which stimulate and increase the activity of the respiratory, circulatory, digestive and excretory systems. Examples of such exercises include movements which bring into play the larger group muscles such as games, gymnastics, athletics and folk dancing.

B—Educational

This is primarily the training of subjective and objective motor control and develops such qualities as leadership, self-control, coöperation, fairness, truthfulness, self-confidence, obedience, courage, loyalty, determination, quickness of perception and quickness of action. Examples of such exercises are games and response commands in gymnastics.

C—Corrective

Corrective aims are met by exercises especially designed to correct certain common physical defects found to a large degree in school children. The most common defects being poor posture, round backs, hollow chests, and flat feet. Although the corrective values should be stressed in all forms of physical training it becomes necessary at times to group certain of these students in separate classes where corrective exercises are the predominating types of exercises.

D—Recreative

Physical education to be of its most value must be recreative in its nature. Results can only be accomplished when students are interested in the work they are doing. Plays and games lend themselves to this accomplishment most readily, although gymnastics may be made interesting if proper explanation of its aims are clearly put before the classes.

More specific aims of physical education in the schools may be stated as follows:

1. Alleviation from mental strain.
2. Relief from long sitting positions.
3. Satisfy urgent desire of every healthy child for muscular activity.
4. Establish habits of daily exercise.
5. Furnish proper outlet for superfluous energy.
6. Develop poise and strength.
7. Improve discipline.
8. Promote the joy of living and bring happiness into the school life.
9. To make better citizens.

THE PROGRAM

The following program is suggested as one that would cover practically all phases of physical education in a high school system. Each part of this program has been fully described and practical suggestions made for carrying it out in the following pages. This program is divided into six parts as follows:

1. Physical Training Lessons.
2. Competitive Sports.
3. Relief Drills.
4. Health Instruction.
5. Corrective Exercises.
6. Interscholastic Athletics.

PHYSICAL TRAINING

A—Scope

The foregoing plan of physical training is designed especially to meet the needs of the many high schools which have not gymnasiums or special physical training supervisors. Although a much more elaborate and comprehensive piece of work can be accomplished with the use of a gymnasium and the services of special supervisors of both boys and girls, it is still possible to promote a constructive program of physical training without either. It is the plan of this outline to give in detail all the information

necessary in carrying on a program of physical training, and to give this information in terms easily understood by the average teacher.

B—Time and Division of Pupils

The physical training periods should be at least thirty minutes long, a longer period is even better. Such periods should come at least twice a week, although the ideal situation would be once every day.

Just where these periods should come in the school curriculum is a matter of local organization, and it would probably be impossible to submit any one plan that would be advisable in every system. However, in schools having an average daily attendance under 140 it is suggested that an *"activity hour"* be set aside each day. This would permit the boys to have physical training two days and the girls two days and neither interfere with the other. If, however, these classes can be taken to a playground large enough both boys and girls can meet at the same time. This would permit more classes per week or give more days for other activities. Best results can be obtained by scheduling the "activity hour" late in the morning session.

C—Who Will Teach These Classes

The program outlined for these classes is so arranged and explained in detail that any teacher on the faculty could successfully carry it out. All teachers graduating from our normal schools and colleges of today have had more or less training in physical education and athletics, and could with very little preparation carry out its aims. Some, of course, will be better qualified than others. It is suggested that either the principal or the man in charge of athletics take charge, with the assistance of the other teachers. Wherever possible, it is desirable to have one of the women teachers handle the girls' classes and one of the men handle the boys' classes.

D—Where to Hold These Classes

The ideal place to hold the classes, of course, is the gymnasium. However, where there is no gymnasium there are generally other available spaces such as the school yard or playground, hallways, or the classroom. Whenever possible it is advisable to hold these classes out-of-doors. In schools where the playground is of sufficient size the girls' and boys' classes can meet during the same hour on the same days. This will make it possible to have the classes more times each week or make more periods available for other activities. Where such a plan is possible one or two days could be given to the "Competitive Sports" program.

E—Plan of the Physical Training Period

The physical training period has been divided into three parts:
1. Marching Tactics.
2. Calisthenics.
3. Group Games.

Such a division necessitates giving each phase only a small amount of time. Taking a thirty-minute period as a sample such division would consist of:

Marching Tactics . . . . . 5 minutes
Calisthenics . . . . 10 minutes
Group Games . . . . . . 15 minutes

However, such a division need not be final and the instructor should feel free to put more or less time on any of the divisions depending upon local conditions.

F—Marching Tactics

Marching tactics are included for two purposes:
1. Develop Response.
2. Posture Training.

Only the simple tactics and elementary marching is included. This type of work should come at the beginning of the lesson and can be used as "warming up" exercises, as well as for the development of a quick response and a good carriage. No attempt has been made to outline lessons as the movements should be taken one by one, progressing only as fast as the class masters them.

G—Calisthenic Lesson

The calisthenic lesson is divided into eight divisions. This is done for the purpose of including exercises that will directly exercise all parts of the body. It is advisable to follow the order indicated in the lessons. However, should the lesson be shortened, certain parts can be omitted, or if lengthened, two exercises under certain divisions can be used. The lesson can also be lengthened by giving more repetitions of each movement. The divisions of the calisthenic lessons are as follows: breathing, arm and leg, posture, trunk, abdominal, balance, jumping, and breathing.

H—Group Games

Games should come at the end of the period. They are given the largest allotment of time because of their importance in any program of physical training. Not alone do they carry great physical benefits, but they are unexcelled in developing such qualities as leadership, coöperation, fairness, team-work, honesty, obedience, loyalty, quickness, and self-confidence. The success of the physical training periods will depend to a large extent upon the interest manifested by the pupils; games will do more than any other one thing to create and maintain this interest.

A great deal of interest can be developed by having definite teams for these games and having these teams compete against each other during every physical training period. Keep a record of the results on the board in the study room or the assembly room. This will bring a competitive spirit into the physical training periods and will greatly help to build up the interest and enthusiasm.

If such a plan is not followed, teams can be selected each day by dividing the class into equal teams by lining them up in a single line and counting off in the desired numbers.

Lists of games suitable for both high school girls and high school boys are included in the outline.

I—Gymnastic Commands

All gymnastic commands are divided into three parts:
1. Preparatory or Explanatory Part.
2. Pause.
3. Executive Part.

A—PREPARATORY PART

The aim of the preparatory part is to explain briefly and concisely what is to be done. This should be done in a manner that will leave no doubt in the pupils' minds what is expected.

B—THE PAUSE

Following the preparatory command should come a pause long enough to allow the pupils to form a mental picture of what the exercise is to be. If the pause is too short the pupils will not have a clear understanding of what the exercise is. If the pause is too long, the pupils will lose interest and consequently not all act together when the executive command is given.

C—THE EXECUTIVE PART

This is the signal for immediate action. There are two accepted ways of giving this command—one by using the verb, the second by using numbers. Examples:

1. *Use of Verb*: Arms forward . . . . . RAISE

"Arms forward" being the preparatory part, telling the class what the exercise is—a pause giving time to think it over—and the verb "raise" coming as the executive signal to start the exercise.

2. *Use of Numbers:* Arms raising forward . . . 1-2.

In this method the present participle of the verb is used in the preparatory command, then the pause and then "1" as the command of execution. "2" is then used as the command of execution to get the class back to the original position.

Exercises may be given in rhythm very much the same way they are given by using the numbers. The rhythm is set by the teacher either during the first exercise or before the exercise is started. Example:

ARMS RAISING FORWARD (in rhythm) . . BEGIN (1-2-3-4, 1-2-3-4).

Rhythmical exercises are stopped by saying "Class Halt" on the 3rd and 4th count.

J—Methods of Presentation

The matter of presentation of calisthenic exercises is a very important one. It is absolutely essential that the class understand exactly what the exercise is before they attempt to do it. In the main there are three accepted methods:

1. *Short Description*—In this method the verb is used as the command of execution. Exercises presented in this manner require a quick response and are of infinite value in developing quick reaction and alertness. Example:

ARMS FORWARD . . . . RAISE

2. *By the Numbers*—By using this method the teacher can give a full explanation of the exercise in the preparatory part of the command using the present participle of the verb. The pause necessarily should be a little longer. The command of execution in this method is a number. If a two-count exercise is given, the numbers should be 1 and 2, repeated as many times as the teacher desires the exercise to be done. Example:

ARMS RAISING FORWARD . . . . 1-2.

(On "1" arms are raised forward and on count "2" they are lowered to position.)

3. *By Demonstration*—When using this method the teacher sets the exercise before the class—she may or may not give explanations as she is setting it. This method is advisable when giving *new exercises* and when giving more complicated exercises. After the exercise has been demonstrated the command of execution is a number. Example:

DEMONSTRATE, ARMS FORWARD RAISE . . READY, 1-2, etc.

K—Execution

Emphasis should be laid upon correct form and energetic execution. There is very little, if any, benefit derived from calisthenic exercises if done in a half-hearted manner. Not only should exercises be done in good form, but should be done immediately upon the giving of the command of execution.

This same emphasis should be stressed in the playing of games. Games lose a great deal of their value, both from the hygienic and educational aims if rules are not lived up to exactly, or if played in a listless manner.

L—Corrections

Corrections should be made whenever the teacher sees that the exercises are not being executed properly. As a rule corrections should be made to the class as a whole. However, if after corrections have been made in this manner, and still pupils are executing them wrong, individual correction must be made. Such general corrections or admonitions as "chest

high," "stand tall," "waists in," when giving posture exercises, for example, will be of general benefit in getting correct execution.

M—Repetitions

The hygienic values of calisthenics are only obtained by giving many repetitions of the different exercises. The number should be varied and will run from four to eight, depending upon the difficulty of the exercise.

N—Suggestions in Teaching Games

1. It is of prime importance that the teacher know all the rules.
2. Teacher should always have a whistle.
3. Give rules and methods of play of a new game in classroom with use of diagrams. It is best to explain the game before starting to play and not as game progresses.
4. Change runners often.
5. Lack of interest may come from having too many in the game, one or two being allowed to dominate play, sides uneven in strength, or tired of that particular game.
6. Insist upon living up to rules at all times—this teaches fair play and gives all pupils confidence in teacher.
7. See that everyone gets a chance to run or be "it."
8. It always adds interest when the teacher participates in the game.
9. The teacher should suggest different games and let the pupils choose the one they wish to play.
10. New games should be taught from time to time, but when one game is extremely popular, it is not best to introduce a new one until the interest starts to lag.
11. Insist upon all the pupils taking part; the very ones that are backward about playing are the ones that need it the most.

O—Arrangement of Class for Exercise

It is necessary to have one or two definite systems by which the class can be arranged for the calisthenic lesson. Two things to be taken into consideration are: first, that there is ample space between each individual to permit absolute freedom of motion; and second, to have the smaller pupils in front.

The class should not always be kept facing in the same direction. From a teaching standpoint certain exercises can be seen better if the class is facing to the left or right of the teacher—trunk forward bend is an example of such an exercise. Some exercises it is best to have the class face on the oblique so that they will not interfere with each other during exercise. An example of this type of exercise is feet jumping backward and forward from a knee-bend rest position.

Two simple but effective "open order" movements are as follows:

1. With the class in a single alignment along the side of the gymnasium or playground, count off in fours. On the command "open order," all the number one's start marching forward; on the fifth count, all the number two's start marching forward; on the ninth count, all number three's start marching forward; and on the thirteenth count, all number four's start marching forward. All stop on the seventeenth count and will then be in proper arrangement for the calisthenic lesson.

"Close order," or the command used to get the class back to its original position, is executed in the reverse manner after giving the class "about face."

DIAGRAM SHOWING THIS METHOD OF OPEN ORDER:
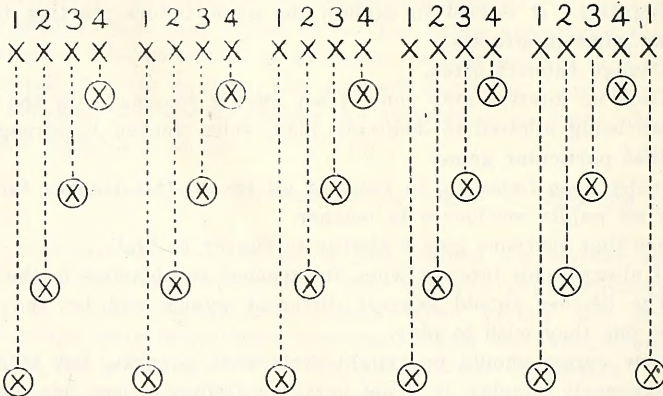
2. With the class in a column of four's down the center of the gymnasium or playground, have the outside files (the number one's and four's) side-step outward six steps (taking twelve counts) and have the inside files (the number two's and three's) side-step outward two steps. The inside files should start on count nine, which will bring the entire class to a halt at the same time.

"Close order" will be the reverse of the "open order" in that all files will side-step inward, all starting on the word "march."

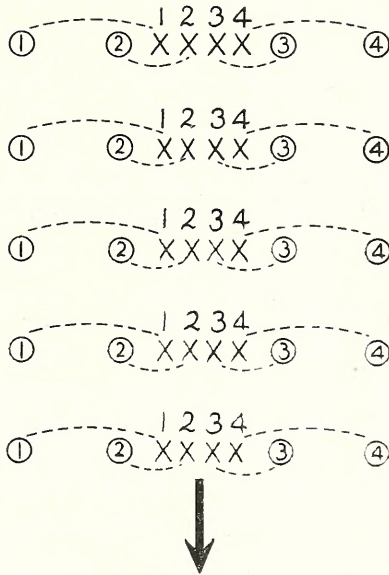There are a large variety of other methods that can be used.

P—Explanation of Movements Used in Marching Tactics

1. FALL IN

This command is used to get the class into an organized formation. On the command "fall in," the pupils quickly arrange themselves in one line, side by side, the tallest at the right and the shortest at the left.

2. RIGHT . . . DRESS

DIAGRAM SHOWING THE METHOD OF OPEN ORDER:

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           ┌ - - - - 1 2 3 4 - - - - ┐
    ①      ②  X X X X  ③      ④

           ┌ - - - - 1 2 3 4 - - - - ┐
    ①      ②  X X X X  ③      ④

           ┌ - - - - 1 2 3 4 - - - - ┐
    ①      ②  X X X X  ③      ④

           ┌ - - - - 1 2 3 4 - - - - ┐
    ①      ②  X X X X  ③      ④

           ┌ - - - - 1 2 3 4 - - - - ┐
    ①      ②  X X X X  ③      ④
                      ↓
```

At the command "right dress," the pupils place their left hand on the left hip, turning the head and eyes to the right, and arrange themselves in a straight line with the same interval between each pupil.

3.   FRONT

On the command "front," the pupils turn their head and eyes to the front and drop their left hand. This will leave them in a straight line with the same interval between each one.

4.   RIGHT . . . FACE

At the command "face," each pupil turns to the right on the heel of the right foot and toe of the left 90 degrees. It is a two-count movement—on count one turn on the heel and toe, and on count two, place the left foot beside the right.

5.   ABOUT . . . FACE

"About face" involves a turn of 180 degrees. It is done by placing the right toe about four inches and a little to the left of the left heel and turning towards the right on the right toe and left heel. (The tendency in turning is to raise the left heel from the floor—this is wrong and will bring the feet too far apart.)

6.   HALF-RIGHT (or LEFT) . . . FACE

This movement is executed the same as "right face" except that the turn is 45 degrees.

7.   MARK-TIME . . . MARCH

This is in reality marching in place and is done in rhythm at about 120 steps to the minute. This movement should always start with the left foot and is done by raising the knees straight up in front until the foot is from four to six inches from the floor with the ankle extended and the toe pointing downward.

8.   FORWARD . . . MARCH

At the command "march," step off with the left foot a full step (about 30 inches); this is followed by the right and is done in rhythm of about 120 steps to the minute.

9.   CLASS . . . HALT

At the command "halt," the class should take two more steps, coming to a full stop on the second.

10.   TO THE REAR . . . MARCH

The command "march" should be given as the right foot hits the floor. The class then advances one full step with the left, turns to the right on the balls of both feet and steps off in the new direction again with the left foot. It is a two-count movement.

11.   TO THE REAR . . . HALT

Executed same as No. 10, except instead of taking full step with left foot, it is placed beside of right, class halting.

12.   SIDEWARD LEFT (or RIGHT) . . . MARCH

At the command "march" each pupil takes a step of fifteen inches to the left with the left foot—the right is brought up beside the left on count two. This is a two-count movement and so any given number of sideward steps will require twice that number of counts.

13.   QUICK TIME MARCHING

Quick time marching is the regular cadence of 120 steps per minute.

14.   DOUBLE QUICK TIME MARCHING

Double quick time marching is increasing the cadence to 240 steps per minute. The arms are generally raised to a thrust position when doing double quick marching.

NOTE—It requires four counts to change from double quick marching to quick time marching or to a halt.

15.   BACKWARD . . . MARCH

This movement is executed the same as "forward march" except the steps are taken backwards and are only half steps (fifteen inches).

16.   BY THE LEFT (or RIGHT) FLANK . . . MARCH

This command is given to change the direction of the marching. The command "march" should be given as the LEFT foot hits the floor, ad-

vance one full step—with the right and turn on the balls of both feet 90 degrees to the left and step off in the new direction with left foot.

17. FOUR'S RIGHT . . . MARCH

The class should be previously counted off in four's. At the command "march" every number one does a "right face" and marks time four counts. The number two's, three's and four's, execute a half right face and march into place beside of number one. On the fifth count all step off in the new direction with the left foot. The pivot man (number one) must turn on same spot he was standing on when command was given.

18. FOUR'S LEFT . . . MARCH

Same as four's right except executed to the left.

19. FOUR'S RIGHT ABOUT . . . MARCH

This movement is simply executing four's right twice in succession. Care must be taken to see that the pivot men turn in the same space they were occupying when the command was given.

20. FOUR'S LEFT ABOUT . . . MARCH

Same as No. 19 only to the left.

21. COLUMN RIGHT . . . MARCH

This command changes the direction of the column but keeping the column formation the same. The first set of four's execute a four's right at the command "march" (except that the pivot man takes half steps instead of marking time) and each succeeding set of four's turn at the same place.

22. COLUMN LEFT . . . MARCH

Same as No. 21 only to the left.

23. ALTERNATE FOUR'S, LEFT and RIGHT . . . MARCH

This command is given when marching down the center of the space in a column of four's. At the command "march" the first set of four's execute a "four's left" and the second set of four's execute a "four's right," with each successive set of "four's" alternating until you have two columns of four's marching in opposite directions. (All sets of four's turn at same place.)

These two columns can be marched around the space until they meet at the opposite end and there one execute a column left and the other a column right and form sets of "eight's" marching down the center.

24. TWO'S, RIGHT and LEFT . . . MARCH

With the class in a column formation marching down the middle of the space the above command can be used to form two columns of two's going in opposite directions. At the command "march," the set of two's

on the left execute a column left and the set of two's on the right execute a column right. They can be united again in a column of four's in the same manner as suggested in No. 22.

The above commands and movements are not all the marching movements possible by any means, but will give a working basis for marching tactics.

Q—Explanation of Movements Used in Calisthenic Lessons and Relief Drills

General Notations

1. In the majority of cases the exercises start from the fundamental standing position (attention), although this is not always the case. When they do not start from this position they are said to start from a "new" starting position. A good example of this is the exercise "arms flinging side," a two-count exercise, from the position of "hands on neck." As a rule exercises of this nature involve the use of "short description" commands to get into the "new" starting position and the "numerical" system for the exercise itself.

2. All the exercises explained are listed under the "short description" method of commands.

3. The command "FLING" indicates a rapid movement.

4. The command "RAISE" indicates a slow movement.

5. The command "STRETCH" means a rapid extension of arms in the direction indicated from an "arms bend" position.

Movements of the Arms, Forearms and Hands

1. ARMS FORWARD . . . RAISE (OR FLING). Arms are raised forward to a horizontal position, with palms facing in and shoulder width apart.

2. ARMS FORWARD UPWARD . . . RAISE (OR FLING). Arms are raised forward upward to a vertical position with the palms in and shoulder width apart. (An effort must be made to have the elbows straight.)

3. ARMS SIDEWARD . . . RAISE (OR FLING). The arms are raised sideward to a horizontal position with palms facing down.

4. ARMS SIDEWARD UPWARD . . . RAISE (OR FLING). The arms are raised sideward and upward to a vertical position, shoulder width apart with palms facing in.

5. ARMS BACKWARD . . . FLING. Arms are carried backward as far as possible without raising the shoulders or bending forward.

6. ARMS SIDEWARD WITH PALMS UP . . . RAISE. This movement is the same as described in No. 3 except the palms are turned up.

7. ARMS CIRCLING INWARD . . . START. In this movement the left arm circles left (counter clockwise) and the right arm circles

right (clockwise). Each describes as large a circle as possible. The arms meet and cross in front of the thighs first and later over the head.

8. HANDS ON HIPS . . . PLACE. Hands are quickly placed on the hip bone with the thumbs to the rear and elbows slightly back.

9. HANDS ON NECK . . . PLACE. The arms are raised and the elbows flexed sufficiently to allow the fingers to touch behind the neck. Fingers should just touch and not be interlocked. Elbows should be forced back as far as possible.

10. HANDS ON HEAD . . . PLACE. The arms are raised and elbows flexed sufficiently to allow the fingers to meet on top of the head. The elbows should be forced back as far as possible.

11. ARMS . . . BEND. Elbows are flexed sufficiently to allow the hands with the fingers fully flexed to be placed at the side of the shoulders. (Hands are brought to this position on all "stretching" movements.)

12. ELBOWS SIDEWARD . . . BEND. The arms are raised in the side horizontal plane with the elbows flexed in the horizontal plane with the thumbs and first fingers touching the chest.

13. ELBOWS HALF SIDEWARD . . . BEND. The arms are raised in the side horizontal plane with the elbows flexed 90 degrees in the horizontal plane, palms turned in.

14. ELBOWS HALF UPWARD . . . BEND. The arms are raised in the side horizontal plane and the forearms flexed 90 degrees in the vertical plane, elbows back and palms in.

15. ARMS SIDEWARD AND DOWNWARD . . . STRETCH. A four-count movement, arms are raised to "arms bend" position (No. 11) on count one; on count two, arms are extended to side horizontal position; on count three, are carried back to "arms bend" position again; and on count four, extended downward to starting position. The following combinations of stretching movements are possible: sideward and upward; sideward and forward; forward and downward; forward and upward; and upward and downward. They are executed in the same relative manner as described above.

Body Movements

1. TRUNK FORWARD . . . BEND. The trunk is bent forward at the hips 45 degrees. The relative position of the head, shoulders and upper back are unchanged.

2. TRUNK FORWARD, DOWN . . . BEND. The trunk is bent forward at the hips as far as possible, with the relative position of the head, shoulders and upper back unchanged.

3. TRUNK BACKWARD . . . BEND. The trunk is inclined backward with the relative position of head and shoulders unchanged. The extension should come mostly in the upper back. The hips must be kept in same position and knees straight. Great care must be taken not to over-emphasize this movement as it will easily lead to an over extension in the lower back and the throwing forward of the stomach, making a bad posture.

4. TRUNK TO THE LEFT . . . BEND. The trunk is bent to the left as far as possible with the head and shoulders retaining the same relative position. Avoid raising the heels from the floor and rotation of the hips.

5. TRUNK TO THE RIGHT . . . BEND. Same as No. 4 only to the right.

6. TRUNK TO THE LEFT . . . TWIST. The trunk is twisted to the left as far as possible. This movement must take place only above the hips. Avoid any movements of the legs or feet.

7. TRUNK TO RIGHT . . . TWIST. Same as No. 6, only to the right.

8. TRUNK CIRCLING RIGHT, LEFT . . . BEGIN. With the hips as a center the head describes as large a circle as possible. Head and shoulders are kept in same relative position. To the right is clockwise; to the left is counter clockwise.

Leg Movements

1. HEELS . . . RAISE. Heels are raised from floor as high as possible, keeping knees straight and body erect.

2. KNEES . . . BEND. Bend the knees as far as possible, keeping body erect. This will necessitate raising the heels from the floor.

3. LEFT (RIGHT) LEG FORWARD . . . RAISE. Transfer weight onto right leg and raise left leg forward and sideward, keeping knee straight and foot extended. Care must be taken not to bend trunk backward.

4. LEFT (RIGHT) LEG SIDEWARD . . . RAISE. Same as No. 3 except leg is raised sideward. Care must be taken not to lean to the right.

5. LEFT (RIGHT) KNEE FORWARD . . . RAISE. The knee is bent, forming a right angle.

6. LEFT (RIGHT) FOOT FORWARD . . . PLACE. The foot is placed directly forward about twice its length with the weight equally divided on both feet.

7. LEFT (RIGHT) FOOT SIDEWARD . . . PLACE. The foot is placed directly sideward about fifteen inches with weight equally divided on both feet.

8. TOE, TOUCH FORWARD, FORWARD OBLIQUE, SIDEWARD, OR BACKWARD. All made in the same manner only in the direction indicated. The weight is transferred to the other leg, leg and toe extended so that the toe barely touches the floor.

9. FEET APART . . . JUMP. Feet are separated sideward with a little jump to about 24 inches. The command, "feet jumping apart—begin," indicates a continuous movement done in rhythm.

10. JUMPING ON TOES . . . BEGIN. This movement is jumping up and downward right in place. The feet should be raised six to eight inches from the floor. It is a rhythmical exercise.

11. CROSS STRIDE JUMPING . . . BEGIN. On count 1, one foot is crossed over in front of the other by a jump; on count 2, this foot is crossed back to position. This is a rhythmical exercise. The foot to be crossed should be indicated in the command—this movement is frequently used by alternating the foot crossing.

12. ALTERNATE FOOT JUMPING, FORWARD AND BACKWARD . . . BEGIN. This exercise is started from a stride stand position (left foot forward . . . place). On count 1, on a jump, the left foot is placed back and the right foot forward; on count 2, the left is placed forward again and the right back. This is continued in rhythm.

13. LEFT (RIGHT) FORWARD . . . LUNGE. The body falls forward at the same time the left (right) foot is moved forward about twice or three times its length. The rear foot is turned outward to be at right angles with the forward foot. The knee of the forward leg should be flexed and directly over the toe. The rear leg should be straight. The trunk is kept in an upright position.

14. LEFT (RIGHT) SIDEWARD . . . LUNGE. Same general description as in No. 13, except the movement is sideward instead of forward.

15. TRUNK FORWARD, BEND ON LEFT (RIGHT) . . . FOOT. This is a balance position and is executed the same as trunk forward bend, except the left (right) leg is raised backward at the same time.

16. KNEE BEND, REST POSITION . . . TAKE. The knees are bent and the hands placed on the floor, inside the knees.

17. FEET JUMPING FORWARD AND BACKWARD FROM KNEE BEND, REST POSITION . . . BEGIN. From the knee bend rest

position described above the weight is put on the hands and the feet are jumped backward on count one and forward again on count two. This is a rhythmical exercise usually, although the rhythm must be rather slow with only a few repetitions.

18. ALTERNATE FEET JUMPING FORWARD AND BACKWARD FROM KNEE BEND, REST POSITION . . . BEGIN. This is essentially the same as No. 17 except on count one the left leg is jumped forward and the right leg jumped backward and on count two the reverse. This is a rhythmical exercise and usually started with the left foot back.

19. PRONE FALLING POSITION. This is the position obtained when the feet are jumped backward from the knee bend rest position and held back. It is a position with the weight on the hands, arms straight, and toes. Head should be held up.

20. ELBOWS BEND FROM PRONE FALLING POSITION. This exercise is merely the bending of the elbows, keeping the toes in place. The elbows should be bent to the extent of having the chest nearly touch the floor. This exercise should not be repeated many times.

CALISTHENIC LESSONS

LESSON I

BREATHING EXERCISE—
　　Deep breathing from fundamental standing position, 1-2. (Emphasize arching chest and inhaling through the nose and exhaling through the mouth.)

ARM AND LEG EXERCISE—
　　Raising on toes with arms flinging sideward, (by count) 1-2.

POSTURE EXERCISE—
　　Hands placing on neck with alternate foot placing sideward, (by count) 1-2.

TRUNK EXERCISE—

Hands on hip and feet apart	JUMP
Trunk forward	BEND
Trunk upward	RAISE
Hands and feet back to position	JUMP

　　　　(Repeat several times by count—slowly.)

ABDOMINAL EXERCISE—
　　Hands placing on hips with alternate knee raising forward (starting with left), (by count) 1-2.

BALANCE EXERCISE—
>Hands placing on hips and left leg forward   .   .   .   RAISE
>Hands down and left leg   .   .   .   .   REPLACE
>*(Repeat by count—slowly.)*

JUMPING EXERCISE—
>Jumping on toes in place (rhythmical) READY, BEGIN   1-2-3-4.

BREATHING EXERCISE—
>Same as above.

LESSON II

BREATHING EXERCISE—
>Deep breathing, raising arms sideward, (by count) 1-2.

ARM AND LEG EXERCISE—
>Arms raising forward with alternate leg raising forward, (by count) 1-2.

POSTURE EXERCISE—
>Arms bending (hands on shoulders, elbows down) and stretching downward, (by count) 1-2.

TRUNK EXERCISE—
>Hands on hips   .   .   .   .   PLACE
>Trunk to the left   .   .   .   .   BEND
>Trunk upward   .   .   .   .   RAISE
>Hands   .   .   .   .   POSITION
>*(Repeat by count, going first left then right.)*

ABDOMINAL EXERCISE—
>Hands placing on hips with alternate knee raising forward, (by count) 1-2.

BALANCE EXERCISE—
>Hands placing on neck with alternate leg raising sideward, (by count) 1-2. *(Slow exercise.)*

JUMPING EXERCISE—
>Hands on hips and left foot sideward   .   .   .   PLACE. *(New starting position.)* Exercise jumping on toes (rhythmical) READY, BEGIN 1-2-3-4.

BREATHING EXERCISE—
>Same as above.

LESSON III

BREATHING EXERCISE—

> Deep breathing with arms raising forward, upward, (by count) 1-2.

ARM AND LEG EXERCISE—

> Arms raising sideward with alternate leg raising sideward, (by count) 1-2.

POSTURE EXERCISE—

> *(Thumbs and fore-fingers on chest with elbows high and back.)*
> Elbows sideward . . . . BEND
> Hands . . . . POSITION
> *(Repeat several times by count—keep elbows back.)*

TRUNK EXERCISE—

> Hands on neck and feet apart . . . . . . JUMP
> Trunk forward . . . . BEND
> Trunk upward . . . . RAISE
> Hands down and feet together . . . . . . JUMP
> *(Repeat several times by count.)*

ABDOMINAL EXERCISE—

> Hands placing on neck with alternate leg fling forward, (by count) 1-2.

BALANCE EXERCISE—

> Hands on hips . . . . PLACE
> Knees . . . . BEND
> Knees . . . . STRAIGHTEN
> Hands . . . . POSITION
> *(Repeat several times by count—slow exercise.)*

JUMPING EXERCISE—

> Hands on hips and feet apart . . . JUMP. *(New starting position.)*
> Exercise jumping on toes (rhythmical) READY, BEGIN 1-2-3-4.

BREATHING EXERCISE—

> Same as Lesson II.

LESSON IV

BREATHING EXERCISE—

> Deep breathing with arms raising sidewards, palms turned upward, (by count) 1-2.

ARM AND LEG EXERCISE—

> Raising on toes with arms flinging forward, upward, (by count) 1-2.

POSTURE EXERCISE—

    Hands on neck . . . PLACE. *(New starting position.)*

    Ex.: Arms flinging sideward (keep elbows back), (by count) 1-2.

TRUNK EXERCISE—

    Hands on neck . . . . PLACE

    Trunk to left . . . . BEND

    Trunk upward . . . . RAISE

    Hands . . . . POSITION

    (Can make this a two-count movement by using second and third
exercises by count.)

ABDOMINAL EXERCISE—

    Arms raising sideward and alternate knee raising forward, (by
count) 1-2-3-4.

BALANCE EXERCISE—

    Alternate leg raising forward with arms flinging sideward, (by
count) 1-2-3-4. *(Must hold counts 2 and 3 to make it a balance
exercise.)*

JUMPING EXERCISE—

    Feet jumping apart (rhythmical) READY, BEGIN 1-2-3-4. *(On count
1 feet jump to stride position, on count 2 feet jump together
again; should have hands on hips during this exercise.)*

BREATHING EXERCISE—

    Same as Lesson III.

LESSON V

BREATHING EXERCISE—

    West Point breathing, (by count) 1-2. *(Keep hands at sides, turn-
ing palms outward while inhaling and back to position while
exhaling.)*

ARM AND LEG EXERCISE—

    Arms flinging forward, sideward, forward and downward, (by
count) 1-2-3-4.

POSTURE EXERCISE—

    Hands on hips . . . PLACE. *(New starting position.)*

    Ex.: Trunk backward . . . . BEND

         Trunk upward . . . . RAISE

    (Slow movement—bend should be in upper back with chin kept in.)

TRUNK EXERCISE—

    Hands on neck and feet apart . . JUMP. *(New starting position.)*

    Ex.: Alternate trunk bending left and right, (4 counts) 1-2-3-4.

ABDOMINAL EXERCISE—

Knee bend rest position . . . DOWN. *(New starting position.)*
Ex.: Feet jumping backward and forward, (by count) 1-2. *(On count 1 feet are jumped back so that weight is on hands and toes—on count 2 feet are jumped forward again.)*

BALANCE EXERCISE—

Hands on hips . . . PLACE. *(New starting position.)*
Ex.: Knees bend and arms sideward . . . . FLING
Knees straighten and hands on hips . . . PLACE
(Repeat several times by count.)

JUMPING EXERCISE—

Feet jumping apart with arms flinging sideward, (by count) 1-2. *(On count 1 feet are apart and arms sideward—on count 2 feet are together and arms at side.)*

BREATHING EXERCISE—

Same as Lesson IV.

LESSON VI

BREATHING EXERCISE—

Deep breathing, arms raising forward, upward and raising on toes, (by count) 1-2.

ARM AND LEG EXERCISE—

Arms sideward fling and feet apart . JUMP. *(New starting position.)*
Ex.: Arms flinging over-head and raising on toes, (by count) 1-2.

POSTURE EXERCISE—

Elbows sideward bend and feet apart . . JUMP. *(New starting position.)*
Ex.: Arms flinging sideward and raising on toes, (by count) 1-2.

TRUNK EXERCISE—

Arms forward, upward fling and feet apart . . JUMP. *(New starting position.)*
Ex.: Trunk bending forward with hands touching floor, (by count) 1-2. *(Rhythm slow at first—faster later.)*

ABDOMINAL EXERCISE—

Sitting position on floor. *(New starting position.)*
Ex.: Hands on hips and trunk backward . . . BEND
Trunk upward (hands to the side) . . . RAISE
(Repeat several times by count—slow exercise.)

BALANCE EXERCISE—
>Hands on hips . . . . . PLACE. *(New starting position.)*
>Ex.: Raising alternate knee forward and raising on opposite toe, (by count) 1-2-3-4.

JUMPING EXERCISE—
>Hands on hips and feet apart . . JUMP. *(New starting position.)*
>Ex.: Jumping on toes, feet crossing in front, (rhythmical) 1-2-3-4. *(On count 1 jump and cross left in front of right; on count 2 jump, crossing left back to stride position; on count 3 jump, crossing right in front of left; on count 4 jump to stride position. Continue this in rhythm.)*

BREATHING EXERCISE—
>Same as in Lesson V.

LESSON VII

BREATHING EXERCISE—
>Deep breathing, arms raising sideward with palms turned upward and raising on toes, (by count) 1-2.

ARM AND LEG EXERCISE—
>Arms circling inward, (by count) 1-2. *(Keep elbows straight, describing as large a circle as possible—arms cross first in front of hips and again over-head.)*

POSTURE EXERCISE—
>Arms forward raise and left foot forward . . . PLACE. *(New starting position.)*
>Ex.: Arms flinging sideward, raising on toes, (by count) 1-2.

TRUNK EXERCISE—
>Arms sideward raise and feet apart . . . . . JUMP
>Trunk to left (right) . . . . BEND
>Trunk upward . . . . RAISE
>Arms down and feet together . . . . . . JUMP
>*(Can use the first position as a new starting position and the second and third movements as an exercise by count.)*

ABDOMINAL EXERCISE—
>Alternate leg, raising forward with arms raising sideward, (by count) 1-2-3-4.

BALANCE EXERCISE—
>Hands on neck and feet apart . . JUMP. *(New starting position.)*
>Ex.: Arms flinging sideward, (by count) 1-2.

JUMPING EXERCISE—
>Feet jumping apart with hands clapping over-head, (rhythmical) 1-2-3-4. *(As feet are apart hands clap over-head—as feet are together hands are at sides.)*

BREATHING EXERCISE—
>Same as Lesson VI.

LESSON VIII

BREATHING EXERCISE—
>Deep breathing, arms raising sideward, upward and raising on toes, (by count) 1-2.

ARM AND LEG EXERCISE—
>Arms forward raise and feet apart . . . JUMP. *(New starting position.)*
>
>Ex.: Arms raising over-head, raising on toes, (by count) 1-2-3-4.

POSTURE EXERCISE—
>Arms stretching backward and downward, (4 counts) 1-2-3-4. *(See Lesson II—hands go to arm bend position on counts 1 and 3.)*

TRUNK EXERCISE—
>Arms forward raise and feet apart . . . JUMP. *(New starting position.)*
>
>Ex.: Trunk bending forward with arms flinging sideward, (by count) 1-2.

ABDOMINAL EXERCISE—
>Knee bend rest position with left leg back. *(New starting position—see Lesson V.)*
>
>Ex.: Feet jumping forward and backward, (rhythmical) 1-2.

BALANCE EXERCISE—
>Arms raise forward and left leg backward . . . RAISE
>Arms flinging sideward and left leg forward . . . FLING
>Arms forward fling and left leg backward . . . FLING
>Arms down and left leg . . . . POSITION
>*(Repeat by count—slow exercise.)*

JUMPING EXERCISE—
>Jumping on toes turning ¼ turn to the right on every 5th count, (rhythmical) READY, BEGIN. 1-2-3-4.

BREATHING EXERCISE—
>Any previous breathing exercise.

LESSON IX

BREATHING EXERCISE—

    West Point breathing. *(See Lesson V.)*

ARM AND LEG EXERCISE—

    Hands on hips and left (right) sideward   .   .   .   Lunge
    Feet and hands . . . . Position
        (See explanation of a Lunge—repeat by count.)

POSTURE EXERCISE—

    Interlock fingers behind hips, palms facing backward. *(New start-ing position.) (On count 1 turn palms upward, forward and downward; on count 2 return to first position.)*

TRUNK EXERCISE—

    Arms sideward, upward fling and feet apart . . . Jump
    Trunk to left (right) . . . . Bend
    Trunk upward . . . . Raise
    Arms down and feet together . . . . . Jump
        (Repeat several times by count.)

ABDOMINAL EXERCISE—

    From "prone falling position." *(See explanation "prone falling position.")*
    Ex.: Elbows . . . . Bend
       Elbows . . . . Straighten
        (Repeat by count—slow exercise.)

BALANCE EXERCISE—

    Hands on hips and knees . . . Bend. *(New starting position.)*
    Ex.: Change position of hands several times by command, such as "hands on neck," "arms sideward fling," "arms forward fling."

JUMPING EXERCISE—

    Alternate feet jumping forward with arms flinging forward, (rhythmical) 1-2-3-4. *(On count 1 jump, placing left foot for-ward and raise arms forward; on count 2 jump, return left foot and lower arms; on count 3 jump, placing right foot for-ward raising arms forward; on count 4 jump, return right foot and lower arms. Continue in rhythm.)*

BREATHING EXERCISE—

    Any previous breathing exercise.

LESSON X

BREATHING EXERCISE—

Deep breathing, arms circling inward, (by count) 1-2.

ARM AND LEG EXERCISE—

Hands on hips and heels	RAISE
Knees bend and arms sideward	RAISE
Knees straighten and hands on hips	PLACE
Hands down and heels	LOWER

(Repeat several times by count.)

POSTURE EXERCISE—

Arms raising backward, turning palms outward and raising on toes, (by count) 1-2.

TRUNK EXERCISE—

Wood chopping exercise. Hands clasped on right shoulder and feet apart . . . JUMP. *(New starting position.)*

Ex.: On count 1 bend trunk left obliquely downward swinging hands down to position over left foot; on count 2 return to starting position, (by count) 1-2.

ABDOMINAL EXERCISE—

Sitting position with hands on neck . . . DOWN. *(New starting position.)*

Ex.: Trunk bending backward, (by count) 1-2. *(Give girls any previous abdominal exercise.)*

BALANCE EXERCISE—

Hands on hips and left (right) knee forward . . .	RAISE
Left (right) leg forward, stretch arms sideward . .	RAISE
Left (right) knee bend and hands on hips . . .	PLACE
Hands down and left (right) foot	POSITION

(Repeat by count—slow exercise.)

JUMPING EXERCISE—

Hands on hips . . . . . . PLACE. *(New starting position.)*

Ex.: Running in place, (rhythmical) READY, BEGIN 1-2-3-4.

BREATHING EXERCISE—

Any previous breathing exercise.

LESSON XI

BREATHING EXERCISE—

Deep breathing, arms raising forward and sideward, palms up and raising on toes, (by count) 1-2.

ARM AND LEG EXERCISE—

> Hands clapping over-head and feet jumping apart, (rhythmical) 1-2-3-4. *(See Lesson VII.)*

POSTURE EXERCISE—

> Elbows half sideward . . . . BEND
> *(See explanation elbows half sideward.)*
> Forearms upward . . . . RAISE
> Forearms downward . . . . LOWER
> Hands . . . . POSITION
> *(Repeat by count several times.)*

TRUNK EXERCISE—

> Left (right) sideward and hands on hips . . . LUNGE
> Trunk . . . . BEND
> Trunk upward . . . . RAISE
> Feet and hands . . . . POSITION
> *(Repeat by count; can vary by having arms flinging sideward on second movement.)*

ABDOMINAL EXERCISE—

> Knee bend rest position . . . DOWN. *(New starting position.)*
> Ex.: Feet jumping backward and forward, (by count) 1-2.
> *(Give girls any previous abdominal exercise.)*

BALANCE EXERCISE—

> Left (right) leg backward raise and arms sideward . RAISE
> Arms fling over-head and right (left) heel . . . RAISE
> Arms sideward lower and right (left) heel . . . LOWER
> Hands down and left (right) leg . . . . . REPLACE
> *(Repeat by count—slow exercise.)*

JUMPING EXERCISE—

> Jumping on toes with one-half turn to the right on every fifth count, (rhythmical) 1-2-3-4.

BREATHING EXERCISE—

> Any previous breathing exercise.

LESSON XII

BREATHING EXERCISE—
> West Point breathing, (by count) 1-2.

ARM AND LEG EXERCISE—
> Knee bend rest position   .   .   .   DOWN. *(New starting position.)*
> Ex.: Jumping feet apart, raising trunk and flinging arms sideward,
> (by count) 1-2. *(Count one as described on count to jump
> back to knee bend rest position.)*

POSTURE EXERCISE—
> Arms stretching sideward and backward, (4 counts) 1-2-3-4. *(See
> Lesson VIII.)*

TRUNK EXERCISE—
> Left (right) forward lunge with elbows sideward . . BEND
> Trunk forward, bend with arms sideward   .   .   . FLING
> Trunk upward, raise elbows sideward   .   .   .   . BEND
> Feet and hands . . . . POSITION
> *(Repeat by count—can use second and third movement several times
> in a row, using first position as new starting position.)*

ABDOMINAL EXERCISE—
> Knee bend rest position   .   .   . DOWN. *(New starting position.)*
> Ex.: Alternate foot jumping forward and backward, (rhythmical)
> 1-2-3-4.

BALANCE EXERCISE—
> Left forward lunge and hands on hips   .   .   .   . PLACE
> Trunk forward bend raising right leg off floor   .   .   . 1
> Trunk upward raise, replacing right foot on floor   .   . 2
> Feet and hands . . . . POSITION
> *(Repeat, using numbers for all four movements.)*

JUMPING EXERCISE—
> Rocking step (rhythmical) READY, BEGIN   .   .   . 1-2-3-4.
> *(Start with hands on hips and left leg forward. On count 1 place
> left foot where right was and raise right leg backward; on
> count 2 replace right foot and swing left leg forward again.
> Continue in rhythm.)*

BREATHING EXERCISE—
> Any previous breathing exercise.
> NOTE: *Teachers can make an unlimited number of different lessons
> by combining any of the movements given in these twelve
> lessons or by adding different movements.*

GAMES AND RELAYS

Following is a list of group games and relays suitable for either boys or girls or both as indicated after each. These games are games of lower organization and can be used as part of the physical training periods.

A—GAMES

1. Dodge Ball (Both)

Divide group into two teams. One team forms as large a circle as is possible by joining hands—the other team gets in center of this circle. Team on circle then drop hands. Team on circle has a ball (basket, soccer, volley) and throws this ball back and forth across circle trying to hit any of the team in the center. When one of the center team is hit he must leave the game. When the last man is hit the teams change places and play as above. The teacher should keep a record of the length of time it took each team to hit everyone of the other team. The team having the lowest time wins.

2. Circle Ball (Both)

Arrange all the players in a circle except one who is "it" in the center. The players on the circle have a ball (basket, soccer, volley) and throw the ball back and forth between them. "IT" tries to touch this ball by running back and forth after it; if he does touch the ball the one that last threw it or last touched it becomes the new "IT." The first "IT" takes his place in the circle.

This game can be speeded up by having two "ITS."

3. Three Deep (Both)

Arrange players in a double circle in pairs facing in. Appoint one runner and one chaser. The chaser tries to catch the runner who may save himself by running in front of any player on the inner circle. The player immediately behind this player then becomes the runner. If the runner is tagged he immediately becomes the chaser and the first chaser the runner. (Players should be encouraged not to run for long but to run in front of someone immediately, thus making the game faster.)

4. Pom Pom Pull Away (Both)

Establish two lines across the playground fifty feet apart. Place all but one player "IT" on one of these lines. Place the "IT" in the middle between the two lines. The "IT" then calls "POM POM PULL AWAY, COME AWAY OR I'LL PULL YOU AWAY," upon which all the players run for the opposite line. "IT" tries to tag as many as he can—everyone tagged must join "IT" and help him tag the others. This is continued until all are tagged. The last one tagged is the winner and is "IT" for the next game.

5.   Cross Tag (Both)

Scatter all players but two over the playing area. One of the two is the runner and the other the chaser. The chaser chases the runner trying to tag him and must continue to chase him until one of the other players cross between him and the runner—the player that crosses between is then the runner. If the chaser tags the runner the two reverse places and the game continues.

6.   Black and White (Both)

Establish two lines thirty feet long and sixty feet apart. Divide the group into two teams, BLACKS and WHITES. Arrange the two teams facing each other about three feet apart down the center of the playing area. Secure a piece of cardboard which is black on one side and white on the other. At a signal this cardboard is thrown up in the air where all can see it—if it comes down with the black side up the black team turns and runs for the line at their backs, the white team trying to catch as many as possible. All caught go to the other team. If on the other hand the cardboard comes down white, then the whites run for their line with the blacks trying to catch them. This is continued until one side has caught all of the other side, thereby winning the game.

7.   Double Tag (Both)

Scatter all players around in the area except two "ITS" who link elbows. At a signal these two try to tag any of the other players. They must keep their elbows locked. Any player tagged exchange places with the "IT" that tagged him.

8.   Mount Ball (Boys)

Arrange the group in a double circle in pairs. The inner circle being the "horses" and the outer circle the "riders." The "riders" mount the "horses" and are given a ball (basket, soccer). The object is for the "riders" to pass the ball back and forth among each other while the "horses" try to make them drop the ball. If the ball is dropped the "riders" change places with the "horses." The "horses" must stay in place but may dodge, duck, side-step and use similar tactics to force the "riders" to drop the ball. The entire group changes, not simply the one that dropped the ball.

9.   Club Snatch (Both)

Divide the group into two teams. Establish two lines about thirty feet apart with a circle in the center, equal distance from each end. Arrange the two groups on these lines, each being opposite an opponent. Put an Indian club, or an object in the circle. The players two at a time (one from each team) approach the object trying to snatch it and return to their line without being tagged by their opponent. The player that is successful scores one point for his team; if however, the player who snatches the club is caught a point is scored by the opposing team.

10. Broncho Tag (Boys)

Divide players into groups of two's and scatter them around the playing area. Each player is a broncho, one the head and the other the tail. The tail grasps the head from the rear around the waist. Appoint one player to be the runner and one to be the chaser. The runner tries to save himself from being tagged by catching on to the tail of one of the bronchos. The bronchos try to prevent this by running around, wiggling, and squirming. When the runner does succeed in catching on to the tail the head immediately becomes the runner.

11. Swat Your Neighbor (Boys)

Arrange group in a circle about two feet apart. Appoint one "IT." The players in the circle face in and bend over with hands on their knees and eyes shut. The "IT" has a swatter (cylindrical piece of canvas stuffed with cotton or a knotted towel); he runs around in back of the circle and quietly puts the swatter in someone's hands. This person turns and swats the man on his right as many times as he can before this man can run to the right around the circle and get back into his place again. The man with the swatter then runs around and puts the swatter in someone else's hands, etc.

12. Last Couple Out (Both)

Arrange the players in a column of two's (couples) with the player chosen to be "IT" about ten feet in front, facing in the same direction. At a signal from "IT" the last couple, each running to the outside of the ones directly in front of them, try to join hands in front of the "IT" without being tagged by "IT." The "IT" cannot look around or attempt to tag either of the runners until they are on a line with him. The players running should vary their approach in such a way (by circling wide or zig-zagging, etc.) as to make it difficult to tag them. If one player is tagged he becomes the new "IT" and the other two take their places as the first couple. If neither is tagged the same one is "IT" a second time, etc.

13. Hound and Rabbit (Both)

Arrange all but two players in groups of three's scattered over the playing area. Two of the players in each group face each other and join hands, the third gets in between the other two. Appoint one of the remaining two the "RABBIT" and the other the "HOUND." At a signal the hound chases the rabbit trying to tag him. The rabbit may prevent being tagged by running in under any of the groups holding hands—the one already in the center of this group immediately becomes the "rabbit" and must run or be tagged by the "hound." If the hound does tag the rabbit, the rabbit immediately becomes the hound and chases the former hound. Players should be encouraged not to run for a long time, but to run into some group and so change runners frequently. After the game has been going on for a little while have one of the ones holding hands in

each group change places with the one in the center. Make a similar change again in a short time and everyone will then have an opportunity to be a runner.

14. Milling the Man (Boys)

Divide the class into groups of from ten to fifteen. Have all but one of each group sit in a circle facing in with the bottoms of the feet all touching. Appoint one to be the "IT" and have him stand in the center. He should stand stiff and rigid and then fall as heavily as he can in any direction. The players sitting all raise their arms and try to prevent him from falling on them. They push him from one to the other, trying to keep him from falling on them. The "IT" tries to fall through; should he fall through the player whom he falls on becomes the new "IT." If the "IT" will keep stiff he will be thrown around with momentum enough to cause some player to let him fall.

15. Call Ball (Girls)

Arrange all the players except one who is to be "IT" in a close group in the center of the playing area. "IT" has a ball (basket, soccer, volley) and starts the game by tossing it in the air, calling someone's name in the group. As the ball is tossed in the air all the players scatter, except the one whose name was called, who tries to catch the ball. As soon as this player catches the ball she calls "STAND" and everyone must stop immediately. The player with the ball then has an opportunity to throw the ball at any player (who cannot move or dodge); if she hits the player that player becomes the new "IT," if she misses she becomes the new "IT."

16. Fox and Geese (Boys)

Appoint one of the players the "Gander" and all of the others "Geese" except one who is the "Fox." The geese get in a single line, each with his hands around the waist of the player in front—first one in line puts his hands around the gander's waist. The fox tries to tag the last goose in the line and the gander tries to prevent this by holding his arms out to the side and always staying in front of the fox. All the geese (keeping in line with their hands around the waist of the one in front) keep back of the gander. The fox tries to run by the gander to get to the back of the line and the gander immediately follows, staying between him and the geese—this means that the geese are continually moving either one way or the other trying to stay in back of the gander. If the last goose is tagged he becomes the "IT" and the former "IT" takes a place in the line.

17. Maze Tag (Both)

Arrange all but two in parallel lines, arms width apart and the same distance in back of the one in front. Appoint one of the remaining players "IT" and the other the runner. The players all join hands by raising their arms sideward. The "IT" then chases the runner up and down the

aisles formed by the players holding hands. The teacher at different intervals calls "RIGHT FACE," after which the players all face to the right and again join hands—this makes the aisles running in a different direction and will widely separate the runner and "IT." The teacher should time her call so as to protect the runner—that is, if "IT" was about to tag the runner while running down one of the aisles the call "RIGHT FACE" would put the runner and the "IT" in entirely different aisles and thus prevent the runner from being tagged. If the runner is tagged, he immediately becomes "IT" and the former "IT" the runner. The teacher should frequently change both the runner and the "IT" and so give everyone a chance to run.

18.   Japanese Tag (Both)

This is played the same as regular tag except the one tagged must hold one hand on the spot he was tagged while trying to tag someone else.

B—RELAYS

1.   Over-Head Relay (Both)

Divide the players into teams of from 10 to 12. Arrange each team in a single column, teams about ten feet apart with the first man in each column on the same line. The players should stand as close to each other as possible with arms raised over heads. The first one in each column has a basketball and on the word "GO" passes the ball back to the second one in line, the second one passes it back to the third, etc., until the last one in line gets the ball. When the last one gets the ball he runs to the front of the line (each player in the line moving back one step) and starts the ball back again. This is repeated until the original first man gets back to his original place. The team getting their first man back first wins.

2.   Underneath Relay (Boys)

This is played exactly as "over-head relay" except instead of passing the ball over-head it is rolled on the ground between the legs of each player.

3.   Over and Under Relay (Boys)

This is played the same as the above except every other player passes the ball over-head and every other passes it between his legs.

4.   Wand Relay (Both)

The players are divided into equal teams as in "over-head relay." The first player is given a wand (any stick three or four feet long will do); at the signal "GO" this player runs forward to a given mark (should be about 40 or 50 feet) and back—as he gets back he gives one end of the wand to the second player and they, one on one side and the other on the other side, carry the wand about 12 inches from the ground back under the other

players on their team. The other players each in turn jump as the wand passes under them. When these two reach the back of the line the player that was number two in line (the one getting the wand after the first man ran down to the given mark and back) takes the wand and runs down to the given mark and back giving one end to number three and they run back with it underneath their team as before. The team wins who first gets its number one player back to the front of the line again.

5. All Up Indian Club Relay (Both)

Arrange players as in "over-head relay." In front of each line (about 40 feet) mark two small circles—in one circle place three Indian clubs (any object will do). At the signal "GO" the first player in each line runs down and changes the Indian clubs from one circle to the other and runs back and tags number two in line. Number two repeats number one's performance as does everyone in the line. The team winning that finishes first.

6. Shuttle Relay (Both)

Divide the players into groups of 12 to 20 each. Divide each group into two equal groups, which stand facing each other in single file, with the leader of each group on a starting line. These starting lines should be from 60 to 100 feet apart. Thus each team is divided into two groups facing each other. At the signal "GO" the leader of one group of each team (the leaders of the groups standing on the same line) run across the space and touches the leader of his other group, this player in turn runs across the playing space and touches the second player of the other group on his team, this player then runs across the space and touches the second player of the opposite group on this team. This is repeated until every one has run in both groups of each team. The team wins whose last man to run reaches the opposite starting first. The players, after running, should drop back out of the way, making it easy to see who is left to run. It is sometimes desirable to pass an object instead of merely tagging the next player to run.

7. Zig Zag Relay (Both)

Divide the players into teams of 10 to 20. Each team is again divided into two groups. These groups line up side by side with about three foot intervals, facing each other. The players of each team must be directly opposite each other. The first player of one group of each team is given a basketball. At the signal "GO" the ball is passed ZIG ZAG back and forth up the whole length of each team and back again (each player thus catching and passing the ball twice). The team to get the ball back to its original starting place first wins.

8. Skin the Snake Relay (Boys)

Divide the players into two teams and place them as in "over-head relay." Each player then puts his right hand between his legs and grasps the LEFT hand of the player behind him. At the signal "GO" the last man in each column sits down, then lays down on his back while the rest all back until the next to the last man's feet are opposite the last man's head, he then sits down and lays down. This continues until all are on the ground on their backs. After the player that was the first in line is on the ground he immediately gets up and runs forward (straddling the others of his team who are on their backs, as he gets over the man in front of him he pulls that man up to his feet). This is continued until all are again in their original places. The first team to get back to its original place wins. (It is absolutely necessary that each player retains his grasp of his team-mate's hand throughout the entire relay—otherwise the chain will be broken and the relay spoiled.)

9. Hopping Relay (Both)

The players are divided as in "over-head relay." Some object, as a chair, or a line drawn on the ground, is placed 30 or 40 feet from the starting line. At the signal "GO" the first player in each line hops forward on one foot, holding the other up with his hand, around this chair and back to his starting position. He touches number two upon his return and number two hops down around the chair and back. This is continued until everyone has gone down around the chair and back. The team who's last player returns to the starting line first wins.

10. Avalanche Relay (Both)

Divide the players into teams of from 10 to 20. Arrange each team in a single column (the teams should be about 20 feet apart) with about 8 feet between each player. At the signal "GO" the last player on each team runs forward, clasps both·arms around the player in front of him— they then both run forward to the next player who is likewise clasped about the waist—this is continued until all are clasped together in one body. The entire body then runs forward to the finishing line (about 30 or 40 feet in front of the front player). The team crossing this starting line first, with everybody clasped about the waist, wins.

11. Centipede Relay (Boys)

Arrange the players in equal teams as in "over-head relay," the first man of each team on a common starting line. Establish a turning point about 60 feet in front of each team. Give the first two players of each team a stick, have them place this stick between their legs, holding it with one hand. At the signal "GO" the first pair on each team runs forward around the turning point and back to the starting line. They then drop the stick and run to the side out of the way. The next two in line

then take the stick in the same manner and run around the turning point and back to the starting line. This is continued until all have run. The team which gets the last two back to the starting line first wins.

12. Leap Frog Relay (Boys)

Arrange the players in equal teams, each in a single column, the teams at least ten feet apart. Place three players of each team in a single column facing the same way the team is facing with their hands on their knees, heads down about six feet apart. At the signal "GO" each team runs forward, doing a straddle vault over each of the three players in front of them and return again to their original places. They should keep in the same formation throughout the relay. The team to get all of its players back to their original places first wins.

13. Back and Forth Relay (Both)

Arrange the players as in "over-head relay." Draw a circle one foot in diameter immediately in front of each team. Draw another circle one foot in diameter about 30 feet in front of the first circle. Place three small objects (baseballs, blocks of wood, or stones), in the circle nearest the players. At the signal "GO" the first player of each team carries these objects one at a time to the circle and runs and touches the third player, etc. This is continued until everyone has transferred the objects from one circle to the other. The team finishing first wins.

14. Half and Half Relay (Both)

Divide group into two divisions and each division into partners standing in a column of two's—first set of partners of each division on same starting line about ten feet apart. The first set of partners in each division lock arms with one partner facing forward and the other facing backward. The object is for these partners to run to a "touch line" about 30 feet from the starting line and back and tag the next set of partners. This is continued until every set of partners have run. The last set of partners to finish first wins the relay. The partner running backward must run backward on the way to the touch line and the other partner run backward on the return.

15. Pass an Object Relay (Both)

Divide the class into equal groups as in relay number one, only have the players face to the side (all facing to the same side). The first player takes hold of the second player's left wrist with his right hand—the second player takes the third player's left wrist with his right hand, etc., until every player is holding the wrist of the player at his right. Place six dumb-bells, baseballs, stones, or any small objects in front of the first player. On the word "GO" the first player picks up the objects one at a time and passes them back—the players, still keeping hold of wrists, pass the objects back to the last one on the line, the end player puts the objects

in a pile in front of him. When all six are in the pile, he picks them up one by one and passes them forward again. The team wins that gets all six of the objects back to the first player first.

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RELIEF DRILLS

A—Purpose

The purpose of the "relief drill" is to give some form of physical exercise to counteract the prolonged sitting positions and to equalize and stimulate the circulation. Continual sitting is tiresome and is one of the greatest causes of inattention in the school. This can be overcome, however, by the use of the "relief drills," which as the name implies, gives relief from the monotony of school room recitations.

The "relief drills" are especially designed for schools not having a physical training period, also for days when physical training is not given.

B—Time

These drills should be from two to three minutes in length. They should consist of a few carefully chosen exercises of an all-round character. It is suggested that the teacher insert the drill whenever she feels that the class needs it, rather than at any definite hour. As a rule, two such periods in the morning and one in the afternoon will give the desired results. The ideal time to use these drills is between the longest sitting periods.

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*Books every teacher should have.

C—Fresh Air and Ventilation

The relief drill should always be given with the windows open. The mere fact that the windows are opened will be of great benefit to the students. At some time during the drill it is advisable to face the class towards the open windows.

The matter of opening windows can be facilitated by the appointment of WINDOW MONITORS, whose duty it shall be immediately upon getting ready for the drill to open the windows. They will immediately close them after the drill, unless the weather is such that they can be left open.

D—Who Shall Give the Relief Drills

It is the best plan to have the regular teacher lead these drills—such teachers will have better control of the class and therefore get a better response. When this is not found advisable, however, it is possible to select leaders from the class. These leaders can be given training by either the teacher or principal, and under the supervision of the teacher, effective work can be done.

E—Arrangement of Class

From the seventh grade through the high schools the boys should be in the front of the room and the girls in the back. This arrangement will take but a second or two if at the command "STAND FOR RELIEF DRILL" the boys of each row rise and walk to the front and the girls walk to the back, keeping in the same rows. At the command "TAKE YOUR SEATS," the students can walk to their original places and be seated.

F—Wraps

Coats, sweaters, scarfs, over-shoes, rubbers, etc., should always be removed before the drill starts. This is done to keep the pupils from perspiring unduly and to give freedom of movement.

G—Make-up of Relief Drills

The relief drill should be made up of four or five well-chosen exercises of an all-round character. In general these drills should be divided into four divisions:

    a. Breathing Exercises.
    b. Posture Exercises.
    c. General Exercise.
    d. Breathing Exercises.

H—A Typical Relief Drill—(For explanation of terms see physical training explanation pages.)

    1—Deep breathing, arms raising sideward and raising on
      toes . . . . 1-2, 1-2.

2—Hands on neck . . . . PLACE
3—Hands on hips and feet apart . . . . . JUMP
    Trunk forward . . . . BEND
    Trunk upward . . . . RAISE
    Feet and hands back to position . . . . JUMP
4—Deep breathing, arms raising forward upward . . 1-2, 1-2.

I—Twelve Graded Relief Drills

Following are twelve graded drills. These drills will give material for one school year. After the first few lessons have been given some time should be spent in reviewing the lessons or parts of lessons previously given. It is hoped that teachers will make up drills of their own, taking the best exercises of these drills or new exercises.

LESSON I

1. BREATHING—
    Deep breathing, arms raising sidewards 1-2

2. POSTURE—
    Hands on neck . . . . PLACE
    Hands . . . . LOWER

3. GENERAL—
    Hands on hips . . . . PLACE
    Trunk forward . . . . BEND
    Trunk upward . . . . RAISE
    Hands . . . . POSITION
              (Repeat by count.)

4. BREATHING—
    Same as above.

LESSON II

1. BREATHING—
    Deep breathing, arms raising forward, upward, and
      raising on toes 1-2

2. POSTURE—
    Hands on hips . . . . PLACE
    Trunk backward . . . . BEND
    Trunk upward . . . . RAISE
    Hands . . . . LOWER

3. GENERAL—
    Hands on hips . . . . PLACE
        (New starting position.)
    Jumping on toes (in rhythm). READY, BEGIN 1-2, 1-2, etc.

4. BREATHING—
   Same as in Lesson I.

LESSON III

1. BREATHING—
   Deep breathing with arms raising sidewards,
   palms up 1-2, 1-2

2. POSTURE—
   Elbows sidewards . . . . BEND
   Arms sidewards . . . . FLING
   Elbows sidewards . . . . BEND
   Hands . . . . POSITION
   (Repeat by count.)

3. GENERAL—
   Hands on hips and feet apart . . . . . . JUMP
   Trunk to the left . . . . BEND
   Trunk upward . . . . RAISE
   Feet and hands back to position. . . . . JUMP

4. BREATHING—
   Same as in Lesson II.

LESSON IV

1. BREATHING—
   Deep breathing with arms raising sidewards and up-
   wards and raising on toes 1-2, 1-2

2. POSTURE—
   Hands on shoulders (elbows low) . . . . . PLACE
   Arms sidewards . . . . STRETCH
   Hands on shoulders . . . . PLACE
   Hands . . . . POSITION

3. GENERAL—
   Hands on hips . . . . PLACE
   Knees . . . . BEND
   Knees . . . . STRAIGHTEN
   Hands . . . . POSITION

4. BREATHING—
   Same as in Lesson III.

LESSON V

1. BREATHING—

    Deep breathing with arms raising sidewards and
    raising on toes 1-2

2. POSTURE—

    Hands on neck and feet apart . . . . JUMP
    (New starting position.) Arms flinging sidewards,
    raising on toes, (in rhythm) BEGIN 1-2
    Hands down and feet together . . . . . . JUMP

3. GENERAL—

    Hands on hips and left foot sidewards . . . . PLACE
    Trunk to left . . . . BEND
    Trunk upwards . . . . RAISE
    Hands down and left foot . . . . REPLACE

4. BREATHING—

    Same as in Lesson IV.

LESSON VI

1. BREATHING—

    West Point breathing . . . 1-2 *(With arms at sides turn
    palms outward, thumbs first, while inhaling. Turn palms in-
    ward again while exhaling.)*

2. POSTURE—

    Arms forward raise and feet apart . . . . . JUMP
    (New starting position.) Arms flinging sidewards rais-
    ing on toes, (in rhythm) BEGIN 1-2
    Arms down and feet together . . . . . . JUMP

3. GENERAL—

    Hands on hips . . . . PLACE
    (New starting position.) Feet jumping apart and to-
    gether, (in rhythm) BEGIN 1-2
    Hands . . . . POSITION

4. BREATHING—

    Same as in Lesson V.

LESSON VII

1. BREATHING—

    Deep breathing with arms raising forward, upward and
    raising on toes 1-2

2. POSTURE—

Arms upward . . . . BEND
Arms backward . . . . STRETCH
Arms upward . . . . BEND
Arms down . . . . STRETCH
(Repeat several times by count.)

.3. GENERAL—

Hands on neck and feet apart . . . . JUMP
Trunk to the left . . . . TWIST
Trunk to the front . . . . TWIST
Hands down and feet together . . . . . . JUMP
(Repeat by count.)

4. BREATHING—

Any previous breathing exercise.

LESSON VIII

1. BREATHING—

Deep breathing with hands placing on neck . . . 1-2

2. POSTURE—

Interlock fingers behind hips—on count ONE turn
palms towards hips and downward; on count
TWO reverse back to first position. *(Repeat
several times slowly.)*

3. GENERAL—

Feet jumping apart with arms raising sidewards,
(in rhythm) . . . 1-2. (As feet are
apart arms are raised sideways, as feet are
together arms are lowered.)

4. BREATHING—

Any previous breathing exercise.

LESSON IX

1. BREATHING—

West Point breathing 1-2

2. POSTURE—

Arms half sidewards . . . BEND *(New starting position.)*
Forearms raising upwards (in rhythm) 1-2
Arms downward . . . . PLACE

3. GENERAL—
     Hands on hips and left foot forward . . . . PLACE
     (New starting position.)
     Jumping on toes with alternate foot placing for-
        ward and backward (rhythmical) 1-2
     *(On count ONE jump and place left foot in back
        and on count TWO jump, placing right foot
        backward again, etc.)*

4. BREATHING—
     Any previous breathing exercise.

LESSON X

1. BREATHING—
     Deep breathing with arms circling outward. (Hands
        cross in front of body at hips first, then
        over-head.)

2. POSTURE—
     Arms sidewards raise, palm up and feet apart . . JUMP
     (New starting position.) (Count ONE, trunk bend
        forward, hands touching floor; count TWO
        trunk raise and arms sidewards.)
     Arms down and feet together . . . . JUMP

3. GENERAL—
     Hands on hips and left foot forward . . . . LUNGE
     Feet and hands . . . . POSITION

4. BREATHING—
     Any previous breathing exercise.

LESSON XI

1. BREATHING—
     Deep breathing with arms raising forward, upward
        and lowering sideways downward 1-2

2. POSTURE—
     Hands on neck and feet apart . . . . . . JUMP
     Trunk to the left . . . . BEND
     Trunk upward . . . . RAISE
     Feet and hands . . . . POSITION
          (Repeat several times by count.)

3. GENERAL—
     Feet jumping apart with hands clapping over-head . . 1-2
     (As feet are apart hands clap over-head, as feet
        are together hands are at sides.)

4. BREATHING—
     Any previous breathing exercise.

LESSON XII

1. BREATHING—

    West Point breathing 1-2

2. POSTURE—

    Left for lunge and hands on neck . . . . . . PLACE
    Trunk forward . . . . BEND
    Trunk upward . . . . RAISE
    Feet and hands . . . . POSITION
    (Repeat by count.)

3. GENERAL—

    Rocking step (rhythmical). (Start with left leg
        raised forward—on count ONE left foot is
        brought to the floor where the right foot was
        and the right foot is raised backward; on count
        TWO, the right foot is placed on floor where
        left was and left is swung forward again—
        this is repeated in rhythm.)

4. BREATHING—

    Any previous breathing exercise.

COMPETITIVE SPORTS

Interscholastic athletics are an integral part of any school's curriculum. They are not alone beneficial to the students actually participating but do much to promote and develop school spirit. As a rule, however, interscholastic athletics include only a very small percentage of the total enrollment of the school. The great pity is, then, that only about 20% of the students have an opportunity to receive any athletic training or derive any of the benefits from competitive sports.

It seems, therefore, that it is essential to provide some form of organized competitive sports for the majority of the students, and not have only a small minority participating. It is the purpose, therefore, of this outline to suggest ways and means by which every student may have the opportunity to participate in some form of competitive sports.

If such a program is to be installed it would, of course, require careful planning and supervision of some of the teaching staff. But without doubt the benefits both physical and mental will greatly offset any extra efforts. Such a program would in the majority of cases necessarily be carried out after school hours.

Suitable Divisions

The first step in organizing such a program would be to determine the suitable divisions possible in the school. Such divisions might be INTER-CLASS, INTER-ROOM, or INTER-TEAM. The latter by choosing team captains among the students and having these captains select their team. Such divisions should include both boys' and girls' teams, in either the same sports or different sports.

Scoring Methods

In the main there are two ways of keeping the results. The first and easier way is to have each league an entirety in itself. Each team plays each other and the team with the largest percentage of "wins," wins the championship. The second way is to have all leagues throughout the year count towards one final "COMPETITIVE SPORTS CHAMPIONSHIP." If this plan is to be followed each league would determine its winner the same as described in the first method, but would in addition be given a certain number of points towards the final championship. The latter method will create and stimulate a great deal of interest, and is perhaps the best method for keeping the interest throughout the school year. The last method, of course, requires the teams to represent some permanent organization such as class or society.

If the latter suggestion should be followed, it will greatly increase the interest to give a certain number of points to each organization for each individual that represents that organization in any competitive sports league. These points might be allowed to count towards the final championship or might count towards a separate "PARTICIPATION CHAMPIONSHIP."

Possible Competitive Sports

The various sports that are possible under such an organization are many. A few of the most popular ones are as follows:

1. FALL: Soccer, cross-country, tennis, tag football, speed ball, basketball, and play-ground ball.

2. WINTER: Basketball, captain-ball, boxing, wrestling, foul shooting, and volley ball.

3. SPRING: Baseball, track, play-ground ball, horseshoe pitching, tennis, rope pulls, captain-ball (girls), volleyball and bat-ball.

(Rules for these games can be found in Games, Contests and Relays by Staley, or Games for the Playground, Home, School and Gymnasium by Bancroft.)

Organization

The organization of such sports is a comparatively easy matter. The students are very much interested and will willingly co-operate. After the suitable divisions are decided upon, a captain or manager of each

division should be appointed. This captain or manager should then be responsible for getting one or more teams from his division. He should furnish the teacher in charge of this part of the program with a list of eligible players before the actual play starts.

The schedule should be drawn up and posted so that each team will know when they are to play. The posting of the schedule will add a great deal of interest to the leagues.

The results should be turned in to the teacher directing "competitive sports" immediately after each contest. This teacher should keep the correct standing posted in some central place where all the students can easily see it. It often adds to the interest to keep individual records and post them, such as batting averages in baseball, or goals scored in basketball.

If working on the INTER-ROOM divisions, each room teacher should assume the responsibility of organizing her room's team. In this case the league standings should be kept on board at all times. This will develop "room spirit" better, perhaps, than any other one thing.

In the case of a championship game, and in schools where a part of the children are forced to leave immediately after school, it is well to lengthen the recess period and play the contest during school hours. This, of course, should only be done on special occasions. On the other hand, some of the "competitive sports leagues" can be played during the "ACTIVITY PERIODS" when the sport is such as volleyball, tag-football or captain ball, as these games can be played within a 30- or 40-minute period.

Awards

Awards are not necessary. The students will be interested in playing for the "fun" they get out of it. If awards are once given, they will always be expected and the students soon develop the trait of "not wanting to play unless there is something in it." The one exception, I would say, would be when the different leagues all counted towards one "COMPETITIVE SPORTS CHAMPIONSHIP," then a suitable banner to hang in the room of the winners is desirable.

Practice Periods

A little time before the opening of each league should be given for practice periods for the various teams. These periods can come after school or might even come during the "ACTIVITY PERIODS" not used for physical training lessons, or at recess.

Officials

It will be far more satisfactory to the players if members of the faculty act as officials in the various leagues. However, when this is not possible in all probability some of the older boys or girls can be found that will make competent officials.

The Making of Schedules

Whenever possible, the leagues should be conducted on the percentage plan, with each team playing each other team once. The teacher directing this program should make out these schedules. It is possible to make a "blind draw" for the first round and then arrange the balance of the schedule so that the teams play in rotation—each team playing before any one team plays twice. This is easy when there are an even number of teams, but difficult when there are an uneven number of teams.

In making out the schedules it will help to follow the "chart plan" described below:

	A	B	C	D
A	X			
B	OCT. 9TH	X		
C			X	
D				X

Arrange the teams in order down one side and across the top as indicated by letters A, B, C, and D. Mark in the X's as indicated. Then as a date is decided upon for a game between two teams put this date in the square opposite one team and under the other. For instance, team A plays team B on October 9. Write October 9, in the square as indicated in chart above. Follow this scheme throughout until all the squares are filled on one side of the chart and every team will be scheduled to play every other team once. If it is desirable to play every team twice, do the same thing on the other side of the chart and each team will then be scheduled to play every other team twice.

If an elimination series is planned, the following rule will make it possible always to have the drawings come out right: Subtract the number of teams from the next highest power of 2—this number will give the number of "byes." The "byes" should be arranged with equal number in each half as indicated below. For instance, if there were ten teams, the

next highest power of 2 would be 16. Ten from sixteen would leave six "byes"—these should be arranged as below:
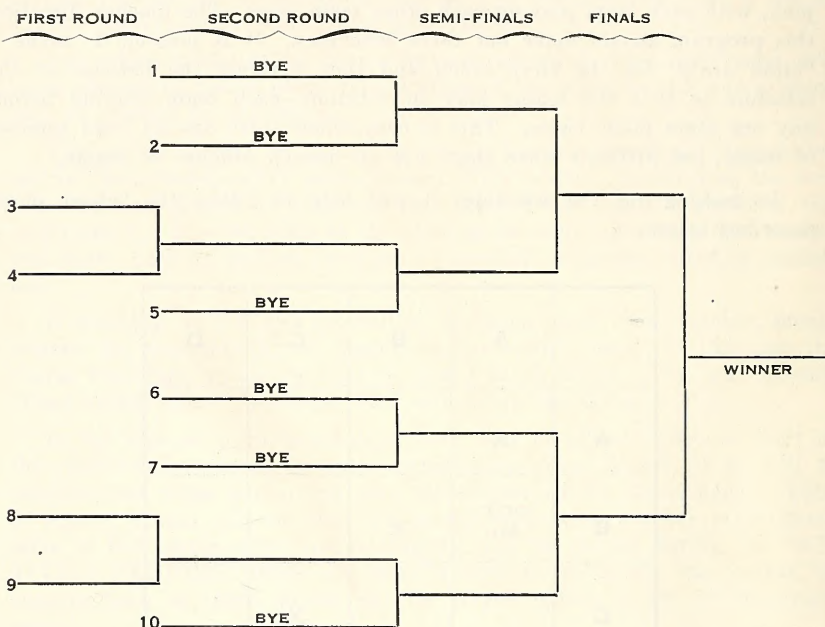
CORRECTIVE EXERCISES

Regardless of how complete a program of physical training is promoted, there is always need for special corrective exercises. There are always to be found pupils with deviations from the normal, oftentimes these are slight and easily corrected by special exercises. Without question, this phase of physical education is of great importance in the high school, as it is in the years of adolescence that these deviations become fixed and tend to make a permanent deformity. In many instances school life is directly responsible, making the necessity of remedial measures all the more imperative.

The most common deviations found in school children are: poor posture, lateral curvature of the spine and flat feet. The first of these, poor posture is by far the most common and probably the most harmful. Poor posture, including flat chest, round backs, protruding abdomens, is really a matter of habit. With no particular attention ever paid to standing or sitting positions, pupils very easily acquire the habit of standing or sitting in the most comfortable positions. Unfortunately these "most comfortable" positions are very often detrimental to the best interests of the

student. Lateral curvature of the spine and flat feet cannot generally be attributed to school life, except possibly lateral curvature caused by continually carrying large numbers of books always on the same side. These defects are nevertheless important in the development of the pupils' physiques, and should be corrected in our schools.

It is the purpose of this outline to give, under the above headings, exercises especially designed to correct such defects.

A—Posture

The matter of correct posture is primarily a matter of habit formation. Posture training should be given throughout the school day in various ways. It is not enough to simply give specially designed exercises a few times each week, but the classroom teacher should continually keep reminding her pupils to "stand straight" or "sit straight" and so by persistent efforts establish the habit of standing or sitting straight. During study periods and specially during recitations should the teacher insist upon a good standing or sitting position.

If results are to be accomplished along this line, two things are necessary: first, explain to the pupils the advantages of a good carriage and the disadvantages of a poor carriage, and second, to actually show the pupils what good posture is. A great deal of this can be accomplished through the physical training periods; in fact, 90% of the pupils will only require the training given in these lessons. But there will always be some that have pronounced cases, and these few are the ones the following exercises are designed especially for. These exercises are designed to strengthen the muscles necessary in holding good posture and at the same time to give the pupil "the feel" of a correct posture.

Exercises to Correct Poor Posture

1. The first exercise to give is the position of "attention" in gymnastics. This position is carefully explained under the heading, "Explanations of Movements in Gymnastic Commands."

2. Deep breathing exercises are particularly good exercises for developing a good posture. Any of the breathing exercises outlined in the physical training lessons can be used.

3. Any of the exercises outlined under the heading "Posture Exercise" in the physical training lessons can be used. These exercises with a larger number of repetitions will make excellent corrective exercises.

4. With the pupil standing in the usual faulty position, place the hand about one inch in front of the sternum, tell pupil to raise his chest until it touches the hand. While in this position have the pupil take several deep breaths. Repeat the entire exercise 10 or 15 times.

5. Have pupil stand with fingers interlocked behind hips, palms turned out. The exercise consists of turning palms upward, inward, and downward. Repeat 15 or 20 times.

6.   Hands placing on neck or elbows forward bend followed by arms flinging sideward (described in physical training lessons) are especially good posture exercises.

7.   Have pupil lie in a prone position on a table, couch, or the floor with hands on neck.   Either fasten the ankles or have another pupil hold them still.   Raise the head and extend the spine, pressing the elbows back.   This exercise should be followed by a breathing exercise.

8.   Same as No. 7 with the hands and arms in different positions.

9.   Same as No. 7 except lying in a supine position with hands at sides.   Deep breathing with arms raising over-head.

10.   Pupil sitting on floor with hands on neck.   Another pupil or teacher standing directly back with knee against pupil's back.   Take hold of underside of elbows and gradually pull arms backward, pressing knee against pupil's back.   Care must be taken not to pull too hard or too far.

B—Lateral Curvature

Lateral curvature is less prevalent than round shoulders, flat chests or the drooping head, although it very frequently accompanies these irregularities.   In a great majority of cases the pupils do not know they have any curvature, do not know even that one shoulder is lower than the other.   There are many contributory causes to lateral curvature, many of which are caused by school life.   Some of the most common are poor sitting positions while studying, standing positions where the weight is thrown almost entirely on one leg, writing with forearms on the desk, and carrying books always under the same arm or on the same hip.   Another outstanding cause, especially in boys, is the carrying of papers.   As a rule it is the right shoulder that is lowered, this being due in the main to the fact that the majority of children are right-handed and in the cases of carrying books and papers and in writing, it is the right shoulder that is drooped.

The following special exercises are especially designed for the correction of a lowered right shoulder.   The same exercises reversed will correct a lowered left shoulder.   Many of the exercises under "arm and leg" and "trunk" movements can be used with little variation for this work.

Exercises Especially Designed to Correct a Lowered Right Shoulder

1.   From position of "attention" raise right arm forward, taking deep breath.   Raise on toes, flinging arms sideward and down on exhaling.

2.   Place left hand behind hips, raising right arms sideward, upward, raising on toes.

3.   With new starting position of left hand behind hips and right arm raised sideward, upward—bend trunk to the left.

4.   Place left hand behind hips—bend trunk forward, downward, touching floor with the right hand.

5. Place pupil on a prone position on a table, couch, or on the floor with the teacher or another pupil holding his ankles in place. Place left hand behind hips and right hand on neck—raise the head and extend the spine, pressing backward with the right elbow.

6. The lifting of a weight from the floor to over the head with the right hand is also a valuable exercise.

7. From position of arms sideward, raise, bend trunk forward twisting to the left, swinging the right arm downward and the left upward.

8. Raise right arm sideward, upward and left arm sideward—raise left leg sideward, raising on toes of right foot.

9. From a prone position on a table, couch, or the floor, raise the right arm forward and the left arm backward at the same time raise the head and trunk.

10. From a supine position, raise the right arm forward and upward, taking a deep breath—exhale sideward, downward.

C—Flat Feet

There are many cases of flat feet, or feet with a tendency towards flatness, which go unnoticed by either the pupils or their parents. In many cases they give no pain and without a physical examination are given no consideration. In many other cases, however, the pupil suffers pain in the arch of the foot or in the calf of the leg. The most marked characteristic, however, is an excessive turning out of the feet in standing, walking, or running. Flat feet, except in the cases of falling arches, are really caused by the weakening of the muscles in the arch of the foot. In all, except extreme cases, therefore, the strengthening of these muscles will remedy this condition. Exercises given for flat feet should be done several times during the day with many repetitions each time. These exercises can, and should be, taken while at home or even while at play.

Exercises for Correction of Flat Feet

1. Walking and standing with feet pointed straight ahead.
2. Raising on toes, feet pointed straight ahead.
3. Jumping on toes.
4. Standing with toes together and heels apart—raising slowly on toes.
5. Standing with feet together raise on toes, forcing heels apart at the same time.
6. Standing with feet together, curl toes downward as far as possible. (This exercise can be done while sitting also.)
7. Sitting with one leg across the other knee—rotate the foot outward, curling the toes at the same time.
8. Stand feet parallel and about twelve inches apart—bend knees pressing outward.

9. Stand with toes together and heels apart—raise on toes and walk forward and backward.

10. Picking up small articles on the floor, such as marbles, etc., with the toes.

A SCHOOL HEALTH PROGRAM

The scope of a school health program of today includes three phases of work; the acquisition of health knowledge, the practical training in health habits, the formation of ideals and attitudes tending to promote personal and community health.

The history of the above program of school health has been a varied one with physical education, school health program, play program and last a combination of all, vying with each other for supremacy. The first era was controlled by physical education which had its origin as health measures. Medical sciences then came to the front. Physical education could not keep up with the contributions made to health promotion and d.sease prevention by physiology, bacteriology, pathology, etc. The school inspections then carried out brought to light an alarming number of physical defects, such as malnutrition, caries of the teeth, infected tonsils, infected adenoids, defective sight and hearing, heart and circulatory disorders. This school health program conducted through physical examinations predominated; physical education had made the mistake to lay emphasis on methods and technique. The third era of a school health program was instigated by the new psychology which brought forward the important rôle that instincts and emotions played in the activities, growth and education of the child. The play movement then predominated, and spread like wildfire but made the mistake of letting the emotions predominate and athletes were developed instead of athletics for all. The fourth era brought physical education back into the limelight. The appalling revelations of the draft caused the schools over the country to seek a program which would achieve positive health and physical efficiency. Last, it was finally realized that all of these agencies had a common object in view. They were all interested in the physical examination and the follow-up procedures and physical efficiency tests. The public refused to support all of these agencies in their school systems when the same objective of the sound, vigorous, harmonious development of the body was the goal. The consequence is that these agencies have been combined and work toward a common end.

Health education may be pictured as a triangle, the base representing health instruction and the sides representing the physical examination and the physical training. Knowledge and health practice should go hand in hand. In the elementary schools the instruction and practice of health habits can be simple and should be correlated with the other subjects taught in the school. In high schools, however, a different situation exists.

The study of health in high schools involve the study of physiology, biology, etc., that is, the why and how of the facts that have been taken for granted in the elementary grades. To a large extent the general health instruction should be considered in connection with other subjects, but it is necessary in high school to incorporate it as a separate and distinct course in the curriculum.

Health knowledge can be presented by a regular course in personal and community hygiene and by correlating knowledge gained in other subjects whenever possible. It is also advisable to give short health talks during part of the physical training period on such subjects as sunlight, fresh air, deep breathing, muscular exercise, sensible clothing, the art of eating, pure water drinking, regular bathing, high pressure living, rest and recreation, and the prevention of disease. Information can be secured through physical examinations and records kept and referred to, concerning the individual students. This examination should be given in such manner that the examiner can get acquainted and give advice, rather than to see how many pupils can be rushed through the examination. And last when the student has received instruction on what health habits are and why; and information has been secured concerning the individual, then follow this up with the physical training program to instill the habits of right living.

INTER-SCHOLASTIC ATHLETICS

Inter-scholastic athletics are an essential part of every school curriculum; they not alone are beneficial because of development of both physical and mental powers, but develop school spirit far better than any other one thing. The great difficulty with inter-scholastic athletics is that they are not properly supervised. When they are not properly supervised they are detrimental to individual development and school spirit.

The first step in organizing inter-scholastic athletics should be the selection of a member of the faculty as athletic director. This man should assume full responsibility, under the direction of the Faculty Athletic Committee, for the conduct of the players, their training, and supervision of all games. It is necessary, therefore, that a man of high character and moral standards be selected for this position.

The athletic policy of the school should be controlled by a Faculty Athletic Committee. This committee should consist of not less than three, or more than five members. It is advisable to have the principal act as chairman and to include at least one woman member of the faculty. Matters of eligibility and the expenditure of funds should be controlled by this committee. It is not advisable to have members of the community on this committee.

It is a good plan to have a student athletic association. Encourage all students to become members and have a small membership fee. This

association should have officers and be active in the promotion of athletics. In some cases it is well to have a representative of this association meet with the Faculty Athletic Committee. In many schools this member meets with the faculty committee once a month or once in two months.

It should be the policy of the school to have as large a number of candidates out for the various teams as possible. The great trouble is that only a few of the best players come out, as the others think there is no chance of making the team. It will help to have the athletic director go before the student body and make a general call for candidates at the beginning of each season.

It should also be the policy to play only teams in the same "class," which means games with large city schools merely for the purpose of making a little money would be abolished.

Sportsmanship, fair play, coöperation, physical development, playing according to the rules, teamwork, and winning by hard, clean play, should be stressed, rather than winning at any cost. The winning of the games is in reality merely incidental and the development of the above mentioned qualities, the main objective.

Eligibility rules, especially the scholastic eligibility rules, should be lived up to the letter. No special cases should be made regardless of how "good" a player the boy is. The most satisfactory way is to have all schools play under the same eligibility rules. In this state the North Carolina High School Association rules should govern all athletic contests.