Official Bulletin

Keds Sports Department

Frank Leahy DIRECTOR

NO. 5 PHYSICAL FITNESS

We are a peaceful nation. We don't like war but it has been thrust on us. We are engaged now in a war for survival, a total war, a war of armies and navies, a war of factories and farms, a war of homes and schools, a war in which each one of us plays a part.

Students in our 28,000 high schools are eager to do their share in our march toward victory. Through the High School Victory Corps they are preparing themselves for duty, if it should come, on the combat fronts and on the production and essential community fronts here at home. This wartime service demands a condition of strength, endurance, stamina, coordination, and agility beyond that ordinarily required for peacetime pursuits.

Suggestions for building this winning physical fitness may be found in this booklet. It can be read with benefit by high school coaches and athletic directors in charge of wartime programs of physical education, as well as by students.

HIGH SCHOOL VICTORY CORPS

The High School Victory Corps is America's answer to students who want to serve their country. It is democratic. It is voluntary. And it is making a valuable contribution to the war effort.

It is training thousands of high school boys and girls for essential war work. Briefly, it consists of these divisions:

1. *Air Service,* as preparation for service as aviation cadets or as aircraft repair or maintenance workers.

2. *Land Service,* as preparation for some branch of the Army ground forces (infantry, tank corps, artillery, signal corps).

3. *Sea Service,* as preparation for some branch of Navy or Merchant Marine (other than Naval Aviation).

4. *Production Service,* as preparation for work in war industry, agriculture, or other essential civilian production jobs.

5. *Community Service,* as preparation for work in community or other service occupations, such as: teaching, social work, medicine, nursing, dentistry, librarianship, or other professional services; stenographer, typist, bookkeeper, or other commercial services; home-making, child care, home nursing, nutrition, or similar services.

Any and all students enrolled in a senior high school with a Victory Corps unit may become general members by meeting a few simple requirements. The one standard requirement for all five special divisions is *participation in a program of physical fitness.*

The student is also required to participate in at least one of these suggested Victory Corps activities:

Air Warden, firewatcher or other Civilian Defense work; U. S. O. volunteer activities; Red Cross services; scale model airplane building; health services; *farm aid or other part-time employment to meet manpower shortages;* school-home-community services such as salvage drives, care of small children for working mothers, gardening, book collection, and similar activities.

The complete details for installing, organizing, and operating the HSVC program may be found in the special pamphlet being distributed by the U. S. Office of Education.

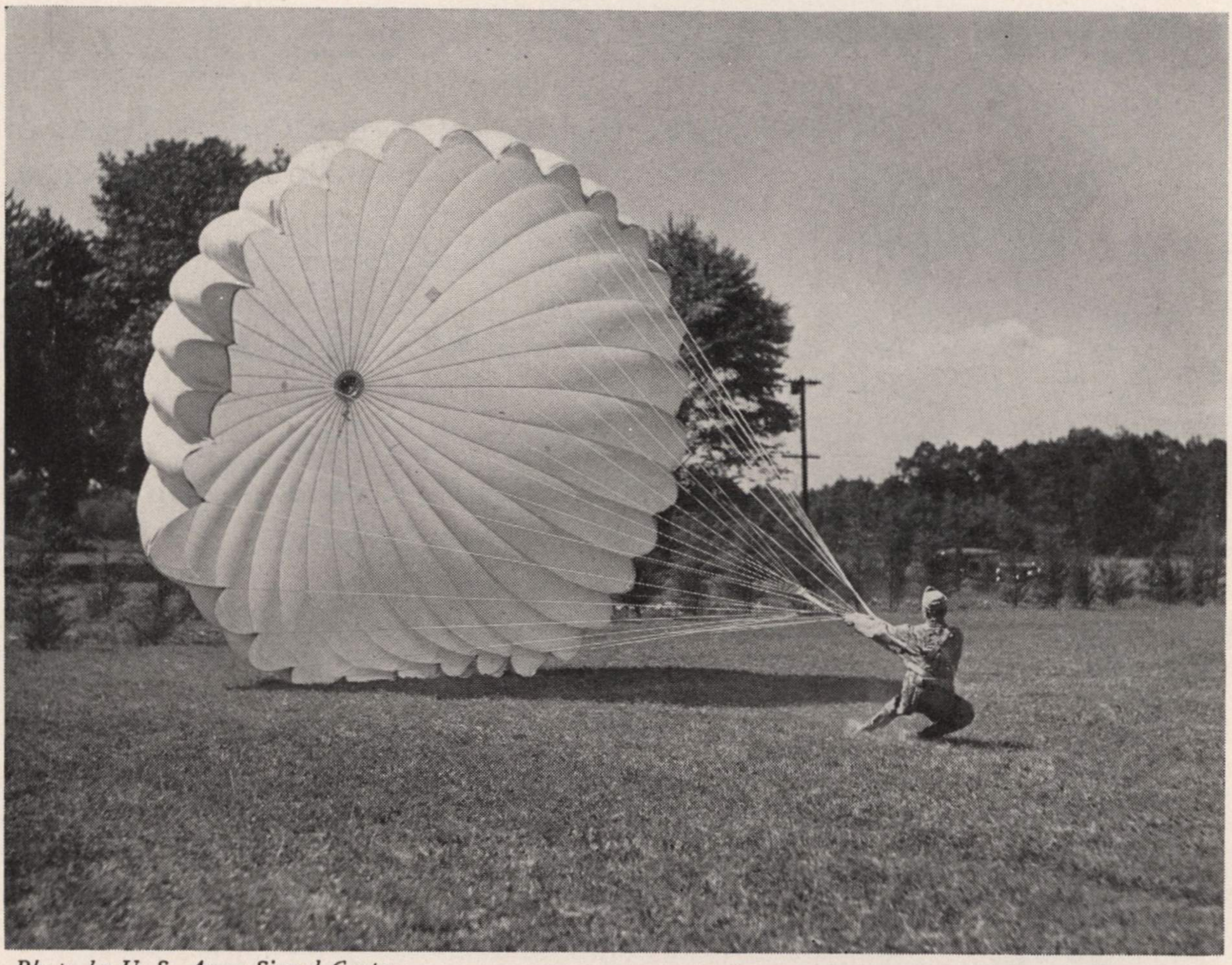


Photo by U. S. Army Signal Corps

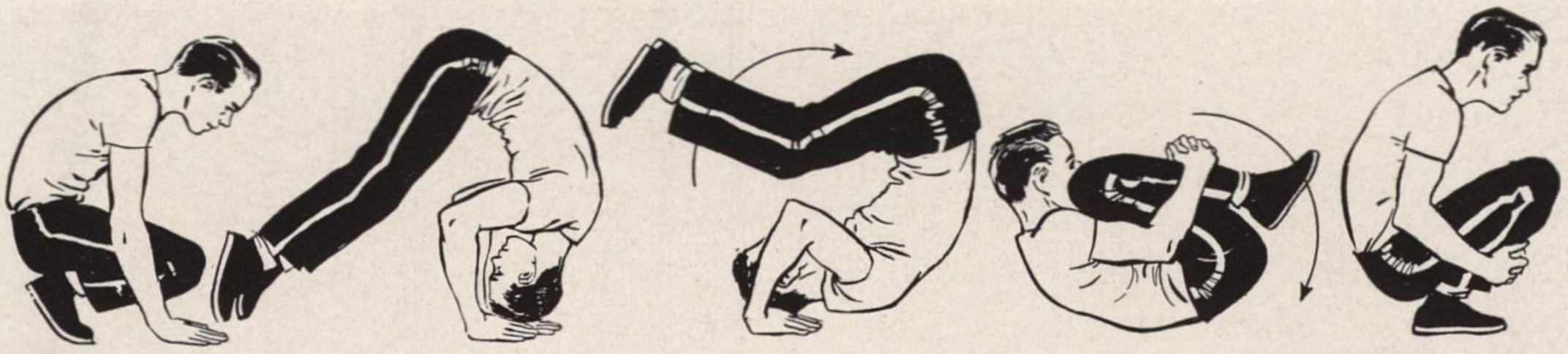
TUMBLING

Tumbling has always been an excellent body conditioner and a source of great fun for high school boys. Our armed forces find it useful in getting to cover, in leaping from moving trucks and tanks and from fences and walls. Our soldiers find it essential in hand-to-hand fighting and in parachute training.

Here are the basic tumbling stunts, beginning with the simpler movements and progressing to the more difficult. Each exercise should always be preceded with a good warm up to stretch the muscles.

FORWARD ROLL: Take a low straddle position in front of the mat, leaning forward so that the weight is over the toes and both hands are flat on the mat. Then shift the weight forward on the hands, duck the head and push forward. Land on the back of the neck and shoulders. Keep a tight tuck with the chin on the chest and roll like a ball on the shoulders and back (not on the head). Grab the shins as you go over and rise to a standing position.

FOOTBALL SHOULDER ROLL: As you drop to the mat, turn your head and left shoulder to the right, breaking the fall with the left arm, which should be kept relaxed. Land on the back of the left shoulder blade and roll over the back and the buttocks to a stand.



FORWARD ROLL

For military training, a long stick or wand may be carried in the left hand.

DIVE: Lean forward and jump off both feet, throwing the arms forward. Absorb the shock of the fall with the hands and arms. Duck the head and roll on the neck and shoulders. Keep the chin on the chest and the heels close to the buttocks. Grasp the shins, keep the head forward and come up to a stand. In practice, start at low heights. Finish the dive sometimes with a quick roll to the left or perhaps with a shoulder roll as our soldiers do in tumbling into foxholes.

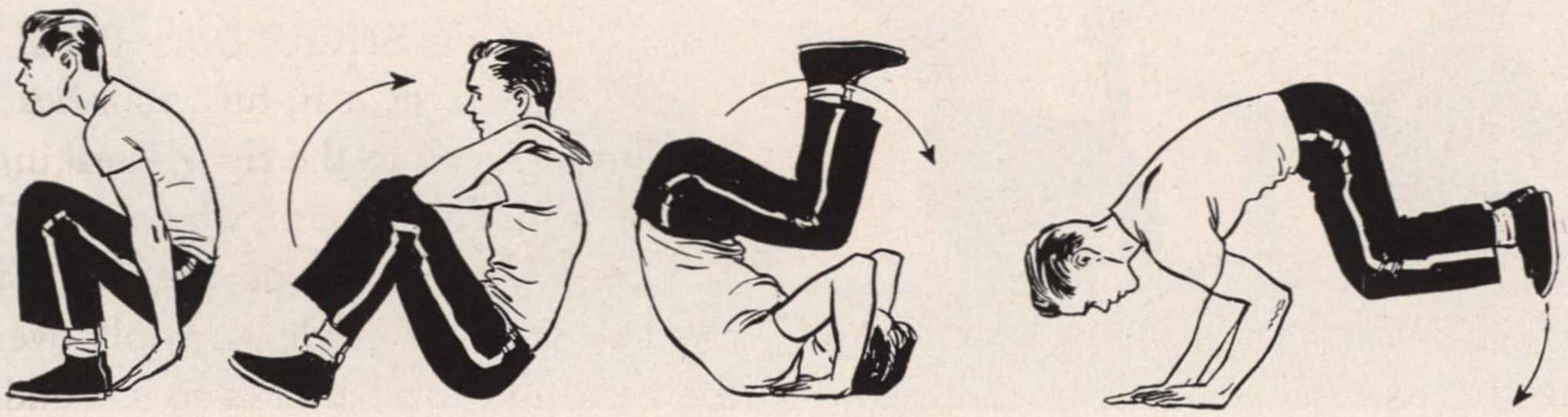
BACKWARD ROLL: Stand with the back to the mat; then sit down just behind the heels. Place the hands on the mat at the sides of the buttocks to break the fall. Then quickly place the hands behind the shoulders with the palms up. Tuck the knees close to the chest and roll back. When the weight is felt on the hands, a push will relieve the strain on the neck. Keep pressing and roll over to a landing on the feet.

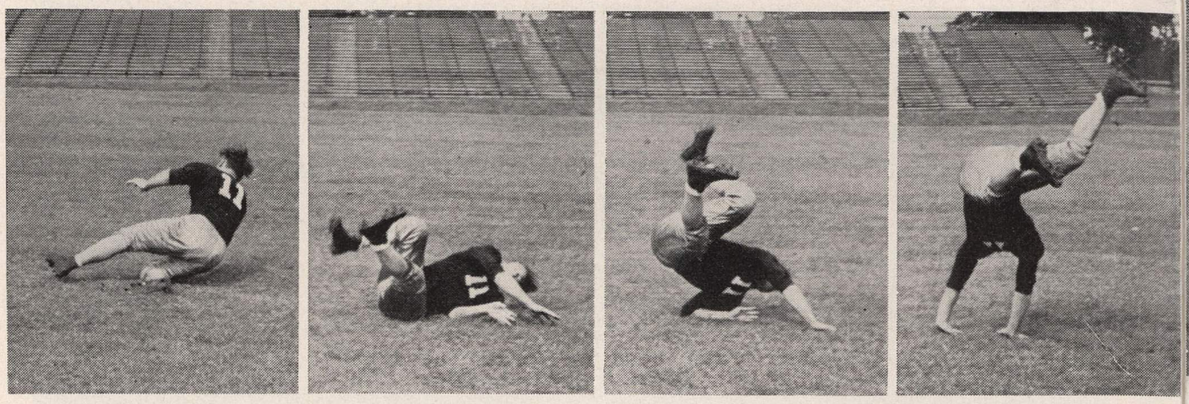
SQUAT HAND BALANCE: Squat, placing the hands on the mat with the fingers forward, palms flat and fingers arched. Rest the knees above the elbows. Push forward with the toes until the entire weight is on the hands. Balance on the hands, rocking back and forth about ten seconds.

JUMP THROUGH: Lie flat on the chest with the legs extended, palms on ground close to the body and the elbows at right angles. Straighten the arms quickly, at the same time flexing the knees and hips. Sling the feet through the arms to sitting position, legs extended. Absorb any shock with the arms.

SIDE ROLL: Run toward the mat and throw yourself sideways as you fall, landing on the left foot and left hand at the same time—the hand absorbing the shock. To avoid injury, turn the elbow and knee in immediately. Then, as you roll, turn the shoulder over with the legs extended.

BACKWARD ROLL





As you roll over to the face again, bring the knees up under the body.

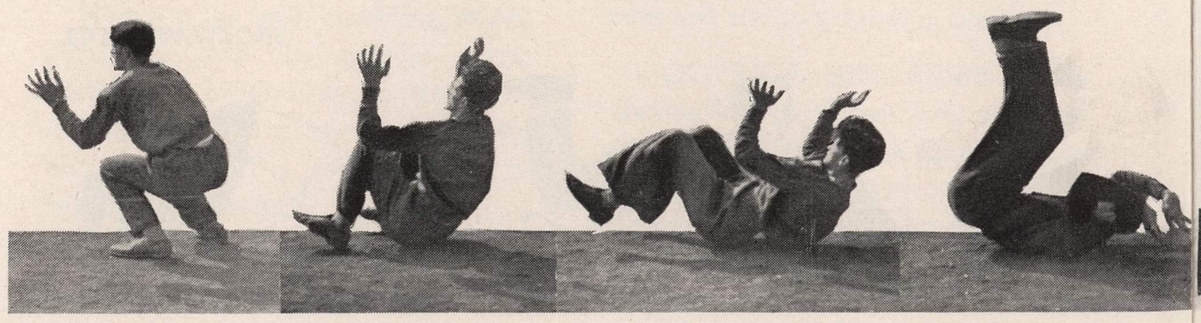
HEAD STAND: Imagine a triangle on the mat. Place the forehead on the far angle and the hands on the two near angles. Now walk up close to your hands (raising the hips). Keep the back straight. Raise the legs one after the other to an inverted position. Lean the weight slightly toward the hands, keeping the body arched with the legs together and toes pointed.

HAND STAND: Lean over from the hips, placing the hands on the mat with the shoulders well ahead of them. Look straight ahead, always keeping the head up. Now raise the legs one after the other to the stand position. If you feel yourself going over too far, press down with the fingertips and raise your head. If the body falls back toward the starting position, drop to the heels of the hands, bend the elbows and lower the head. Once the hand balance is attained, make sure to hold a good arch. Keep the feet together, the toes pointed and the head up.

DIVE AND ROLL: How football players and soldiers toughen up. Note how the diver breaks his fall with the hands, rolls over on his shoulders and back and comes right up to his feet—ready for action!

JUMP AND ROLL: A popular event on the obstacle course program. The parachuter leaps from a beam high into the air. Upon landing he goes immediately into a forward roll and comes to his feet.

CHEST ROLL: Go into a hand stand, hold it a moment or two, then lower your weight slowly with the arms. Keep your chin up and inch the chest



DIVE AND ROLL

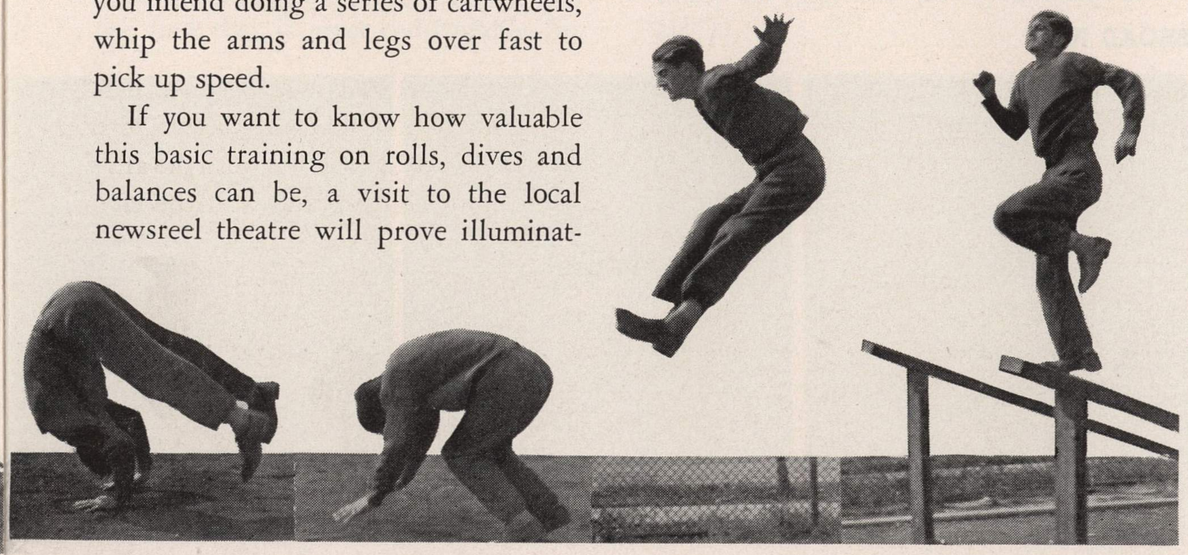
forward slightly. Come down on your chest and roll down, holding the arch until your toes touch the ground. As a variation, rock forward and backward after the landing.

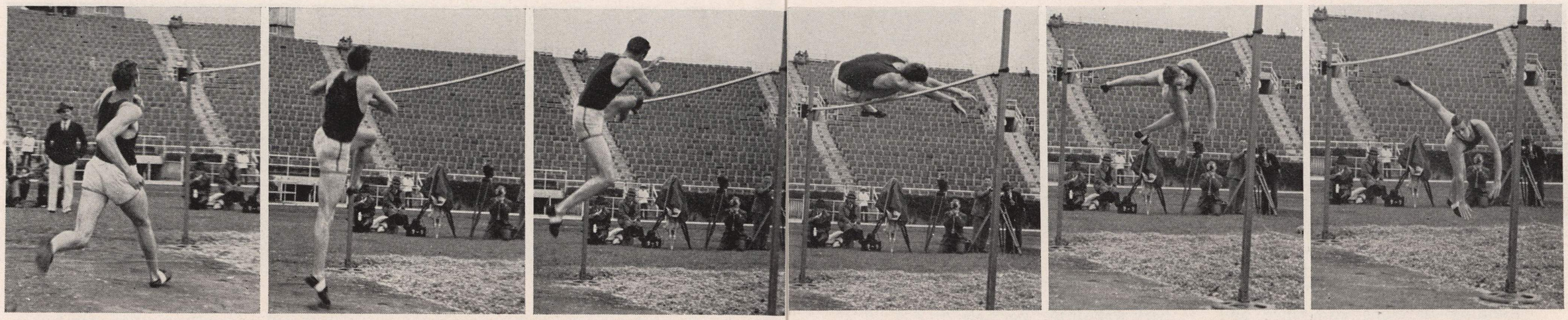
CARTWHEEL: Learn this stunt from a short run. As you reach the mat, place your right hand on it and kick up with your left leg, turning sideways as you kick. Make your arms and legs resemble the spokes of a wheel, and keep turning. Make sure you travel in a straight line. Keep the back arched, the head well up, and the hips straight. Upon landing, your side, not your front, should be toward the mat. If you intend doing a series of cartwheels, whip the arms and legs over fast to pick up speed.

If you want to know how valuable this basic training on rolls, dives and balances can be, a visit to the local newsreel theatre will prove illuminating. You'll see soldiers rolling into foxholes, diving over ditches, etc.

The parachute landing is nothing but a backward roll. The jumper, as he approaches the ground, grasps the shrouds with both hands and gives a mighty tug upward (chinning). He lands with equal force on the balls of both feet and pivots in the direction of the wind. The knees give naturally, the body assuming a squat position over the buttocks. The lander continues his rolling motion with a backward roll and ends up by scrambling to his feet.

JUMP AND ROLL





HIGH JUMP

JUMPING

Jumping of all types is important from a military point of view because it develops agility, leg muscles, coordination, and confidence.

The niceties of form are not too carefully observed in the Army and Navy conditioning program. But for practice in the gym and on the athletic field, it pays to jump with proper form.

Good form adds distance or height, and better conditions the body. Thus, under military conditions, it produces superior performance.

HIGH JUMP (Western Roll): Because the Western Roll allows for a low center of gravity, it is generally considered the most efficient style of jumping.

The start is from either side and from a point 25 to 40 feet from the bar. Most western rollers approach the bar at a lope, with a speed up on the last four strides. They hit down hard with the near leg at a point two to four feet in front of the bar.

The other leg is thrown vigorously forward and upward, with the arms aiding the lift. When the left leg is well on its way up, the right knee is straightened and rocks up completely on the toe.

At the highest point of the jump the left leg is straight and the right is bent so that the thigh is parallel to the bar. This is known as the layout. The body rolls over as the bar is crossed and falls to the ground with the head lower than the hips and facing the pit.

BROAD JUMP: No jumper should begin practicing this event until his legs are in shape to carry him full speed for 100 yards without tiring.

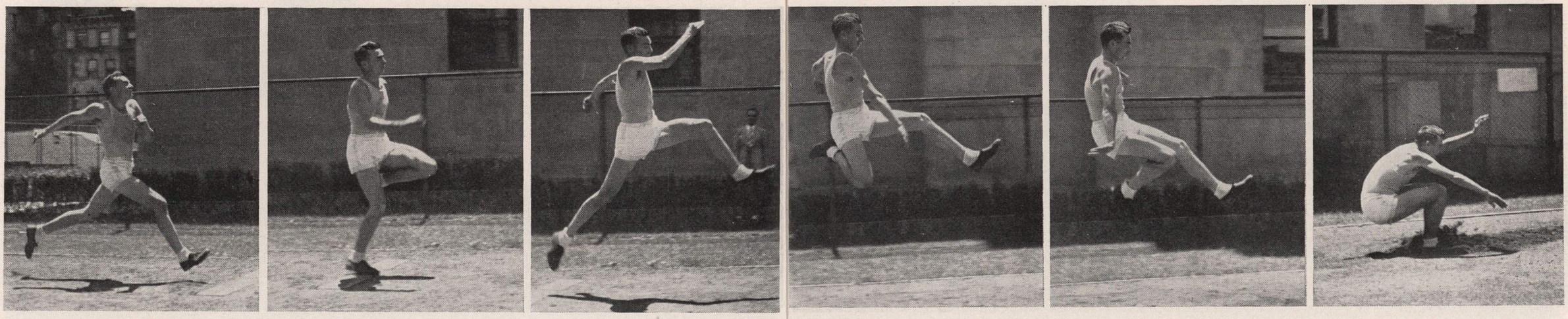
Our top-flight broad jumpers take a 60 to 90 foot run at top speed. Speed is essential to gain maximum velocity. They hit the takeoff board forcibly with the foot that is most comfortable for them (in this case, it's the right). The other leg then drives up and is thrust forward as high and as powerfully as possible.

As the jumper floats through the air, the head is erect and the arms aid in keeping the body erect.

The trailing arm comes forward as the jumper starts dropping into the pit, and the legs come together. The weight is shifted ahead of the feet, to avoid falling backward in the landing. Note how both legs are stretched fully forward with the feet together, giving the jumper every possible inch of distance.

There is another type of footwork known as the hitch-kick. In this, the jumper keeps kicking his feet as he floats through the air ("running in air").

BROAD JUMP



RUNNING

Running develops endurance and all-around strength, both of which are prime objects in military training. In reality, there are two types of running —sprinting and distance running. Both are important and neither need displace the other.

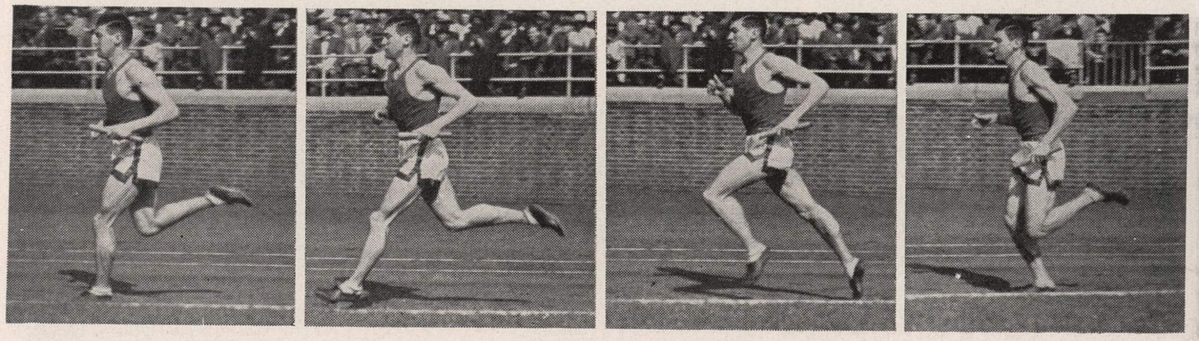
SPRINTING: Most sprinters dig their holes about 15 and 34 inches from the starting line. Thus, in taking their marks, the knee of their back leg is opposite the ankle of the front member. The feet are about two inches apart and the hands just back of the line. The body is relaxed with most of the weight over the right knee, which is resting on the ground.

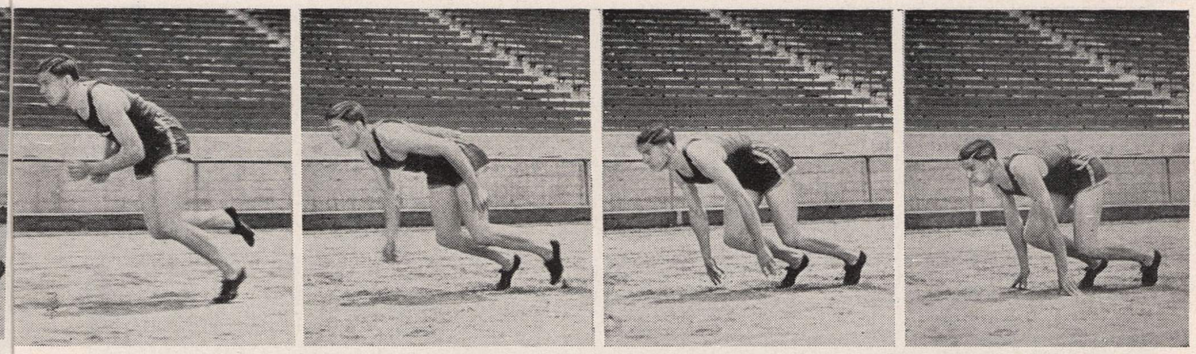
On "get set", the hips are raised into starting position, and the weight thrown forward on the feet and hands. On the gun, the right knee is raised and the foot drives hard against the back wall of the rear hole.

At the same time, the opposite arm (left) is driven forward and the other arm thrust back. The shoulders are raised higher than the hips, and the body is kept low.

The right foot strikes the ground about 18-28 inches in front of the starting line. This is the shortest step of the race. It is not until after the first four steps that the sprinter brings his body up to the normal running angle.

While striding, the body is kept at an angle of about 25 degrees. The toes point straight ahead, the head is held naturally, and the trunk is kept straight. The arms pump from the shoulders with little movement in the elbows, which are held at a 45-degree angle. The hands keep moving close and parallel to the hips.





SPRINT START AND STRIDE

There are several distinct ways of finishing a dash. One method calls for throwing the hands up over the head. Another and probably superior way is to hit the tape by turning the shoulder into it. A third technique, called the Drew Style, is to extend the arms forward as the tape is reached. Some runners jump at the finish, but this is not recommended.

DISTANCE RUNNING: The quartermiler uses the same start as sprinters, because of the resemblance of his race to the dash. He runs with a long, springy stride and with a more relaxed arm carriage than sprinters. The knees are drawn up well and the running is done more on the lower ball of the feet.

Because it is impossible to run more than 300 yards at top speed, the quartermiler must slow down a little somewhere in the race into a free, relaxed stride that permits easy breathing.

In the half mile it is usually necessary to sprint about 50 yards to obtain a favorable starting position; so the sprinting start is used here also. The halfmiler carries his body straighter than the sprinter's and holds his arms loosely.

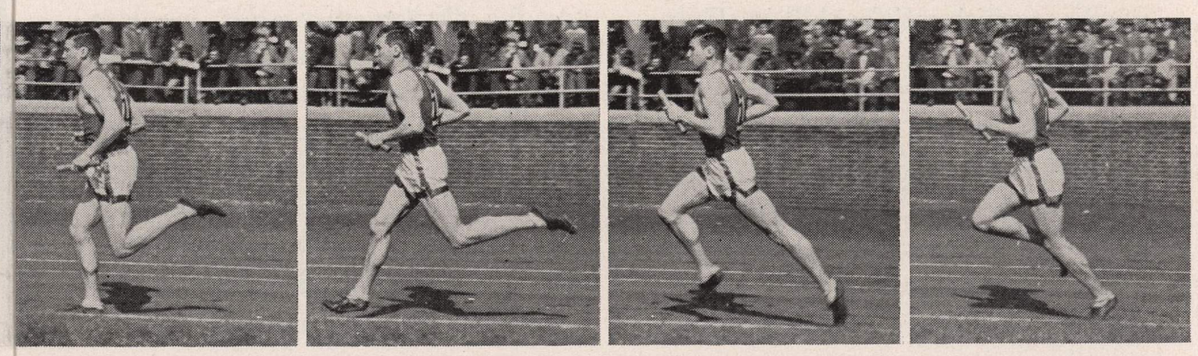
The actual running is on the ball of the foot. The arms are carried lower than in the quartermile and the breathing is more regular.

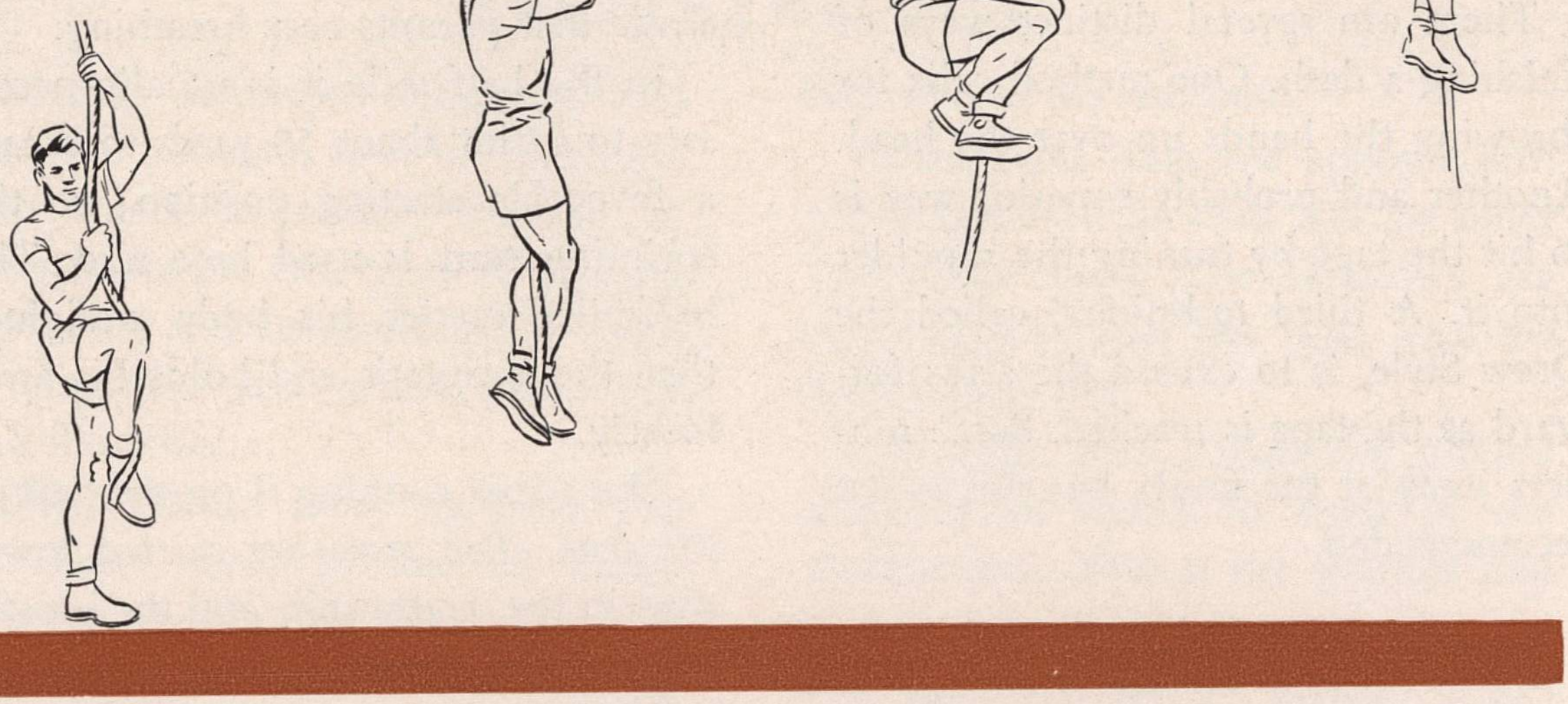
For long-distance running, the body lean is only slight. The runner uses a low gliding action and breathes deeply and evenly through both the mouth and the nose.

Most of the strategy in running is reserved for the distance runs. This strategy is developed mainly from a careful study of pace.

Glenn Cunningham and Paavo Nurmi carried stop-watches in their heads.

STRIDE FOR DISTANCE





ROPE CLIMB

Ordinarily the rope climb presents an exceptionally good means of developing agility and strengthening the arms and shoulders. In time of war this training is doubly valuable. The ability to climb a rope comes in handy on both land and sea. Reaching strategic spots in trees and on cliffs, and emergencies on ship are some of the situations which call for skill in climbing a rope.

In learning the technique, reach up and grasp the rope at a comfortable reach. Keep the left leg behind the rope and the right leg in front.

The secret of good climbing lies in clinching the rope with the knees and holding fast with the legs and feet. To ascend, place one hand over the other, lifting with the arms and raising the knees. Always straighten the hips before reaching with the hands.

A word of caution as to the descent: Never slide down with the hands. Severe burns are the result. The descent is like the ascent, but in reverse. Or the climber may slide his legs down, while moving hand under hand.

A good exercise on the rope is climbing without use of the legs. Maintaining a rhythmical movement of the body will help you ascend easily. To test your knee grip, jump to a clinging position and release your hands. Continue this exercise by climbing up and down.

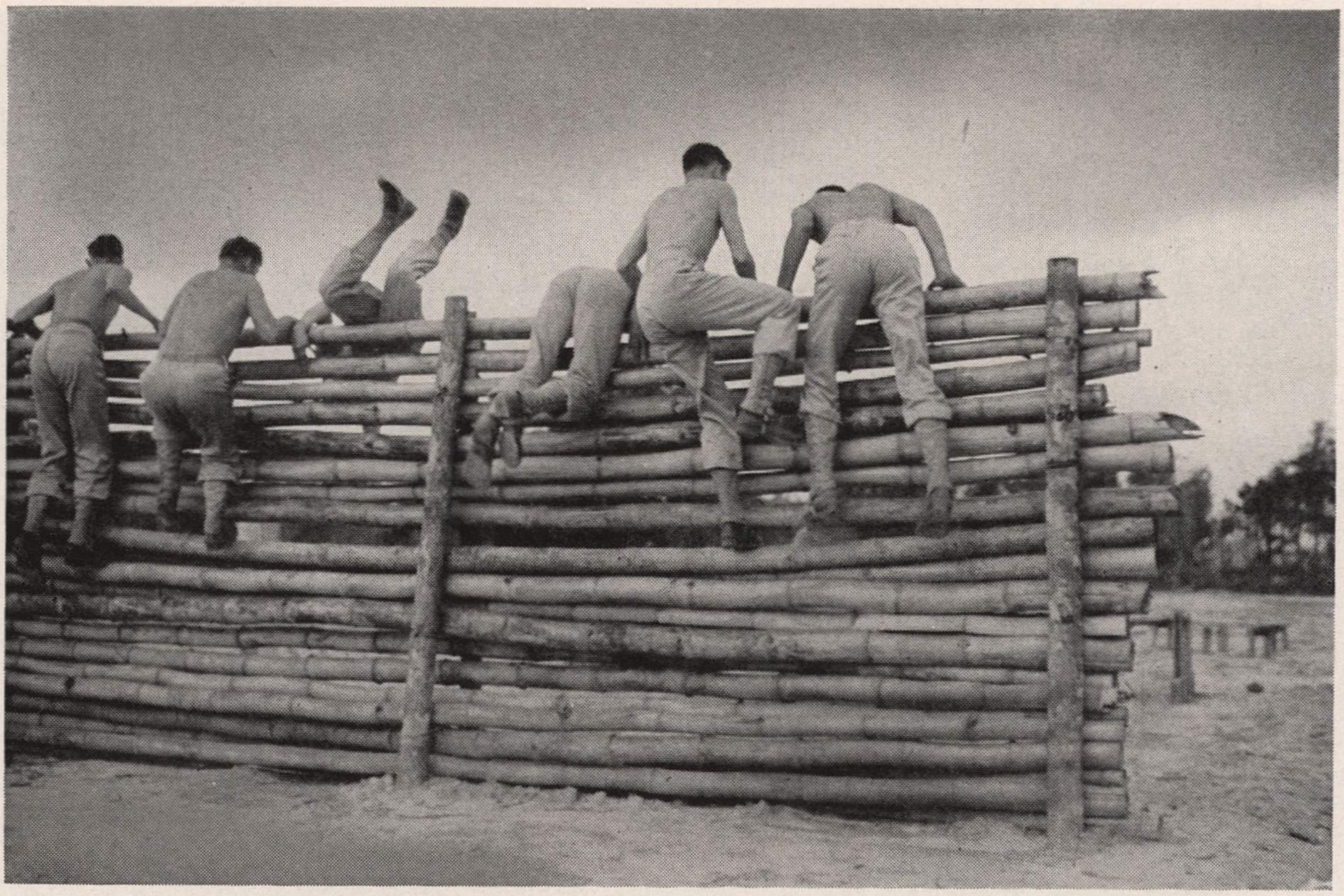


Photo by U. S. Army Signal Corps

MILITARY TRACK

Such activities as running, jumping, vaulting, climbing, and crawling should be practiced in school and after school as a means of developing strength, stamina, and self-confidence.

The military track program offers an enjoyable medium for incorporating all these activities. The program should include events of practical military usefulness. For example, soldiers are seldom called upon to throw a 12-pound object. But they do throw 20-ounce grenades. So for military track, a throw with a 20-ounce object will be more practical than the 12-pound shotput.

A good six-event program may consist of these events:

1. 100-Yard Dash.
2. 440-Yard Run.
3. Broad Jump.
4. High Jump.
5. 20-Ounce Hand Grenade Throw.
6. Obstacle Race.

The technique of the regular track events (Nos. 1-4) are described on pages 8 through 11. The grenade throw is analyzed here.

The obstacle race is a wonderful conditioner and provides plenty of fun at the same time. If your school has a 440-yard track, the course may be laid out around the entire lap. In the diagram, the turns have not been utilized for obstacles. But there is no reason why several of the obstacles may not be set up on them.

Schools with limited space may set up an obstacle course on any 100-yard flat surface. Suggested obstacles and relative distancing, as shown in the diagram following on page 17.

Where KEDS Fabrics, Rubber and Craftsmanship are Going

STORAGE TANKS

FLYERS' LIFE-BOATS

BARRAGE BALLOONS

BULLET-SEALING FUEL CELLS

FIRE-FIGHTING SUITS

DIVING SUITS

TANK GUN SIGHTS

PONTONS

CRASH PADDING

LIFE-SAVING SUITS

RAINCOATS

These are just a few of the many War Products now being manufactured from the rubber and fabric that formerly went into Keds. The same skilled workmen who made Keds before the war are now turning out this vital equipment.

JUNGLE BOOTS

WADING SHOES

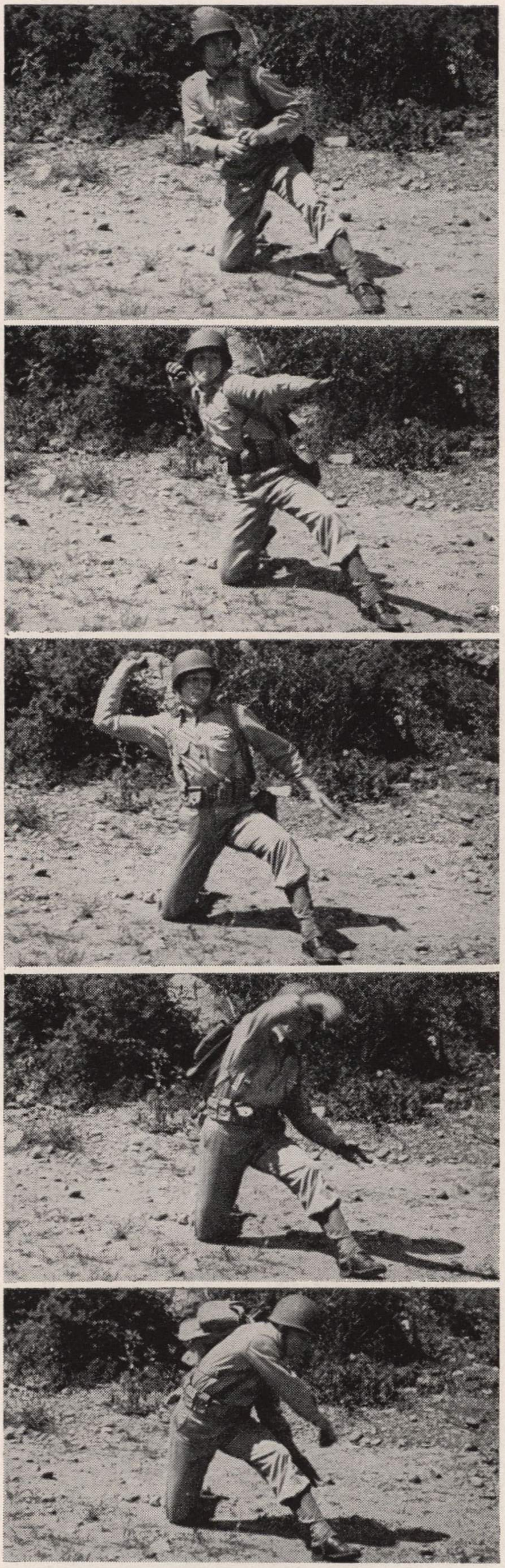
ALASKAN BOOTS

WADING SUITS

MUKLUKS

ARCTICS

FLYING BOOTS



GRENADE THROW

100-YARD COURSE

1. From the starting line, run 30 feet and hurdle a 2½ foot barrier. This may be a fixed rail or a movable hurdle.

2. Run 30 feet and vault a 4 foot fence.

3. Run 18 feet and weave in and out of four posts. Use four fixed posts, rounded at the top, 3 feet high, placed at 6 foot intervals.

4. Run 30 feet and scale an 8 foot wall.

5. Run 25 feet, fall or dive to ground and roll under a rope stretched two feet above the ground.

6. Run 30 feet and jump or leap an 8 foot ditch.

7. Run 30 feet, mount and run over three balance platforms. Use two 12 foot platforms and one 4 foot platform, 1 foot wide and 2 feet high.

8. Run 25 feet, mount, run up ramp, and jump to ground. This may be a 12 foot plank, 1 foot wide, supported on the ground at the near end and inclined upward to a 4 foot height at the far end.

9. Run through to the finish line.

440-YARD COURSE

1. Climb Ladder, 14 feet high, go up, over and down.

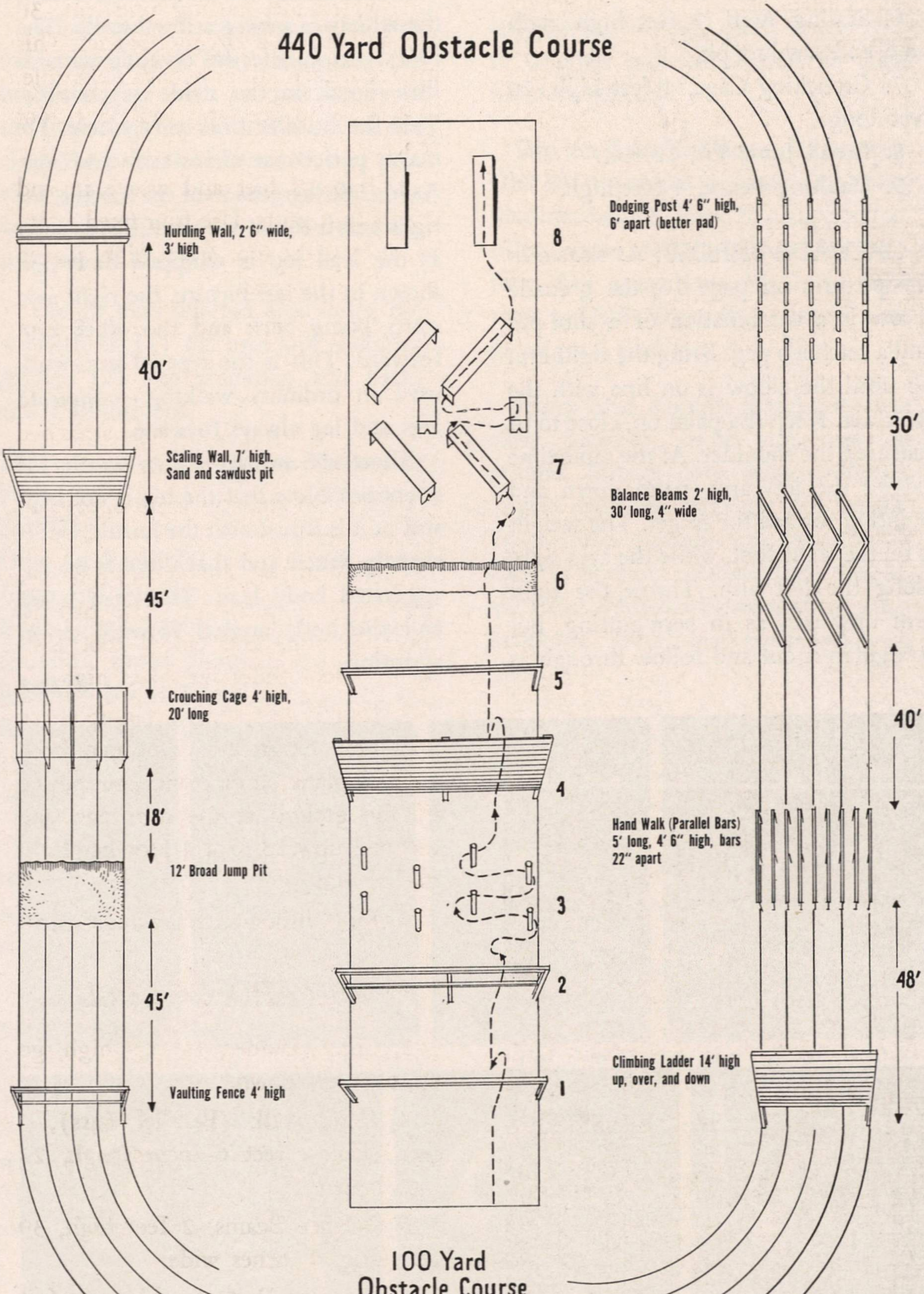
2. Hand walk (Parallel Bars), 5 feet long, 4 feet 6 inches high, 22 inches apart.

3. Balance Beams, 2 feet high, 30 feet long, 4 inches wide.

4. Dodging Posts (padded), 4 feet 6 inches long, 6 feet apart.

(*Continued on page 18*)

440 Yard Obstacle Course



100 Yard
Obstacle Course

5. Hurdling Wall, 2 feet 6 inches wide, 3 feet high.

6. Scaling Wall, 7 feet high, with sand and sawdust pit.

7. Crouching Cage, 4 feet high, 20 feet long.

8. Broad Jump Pit, 12 feet.

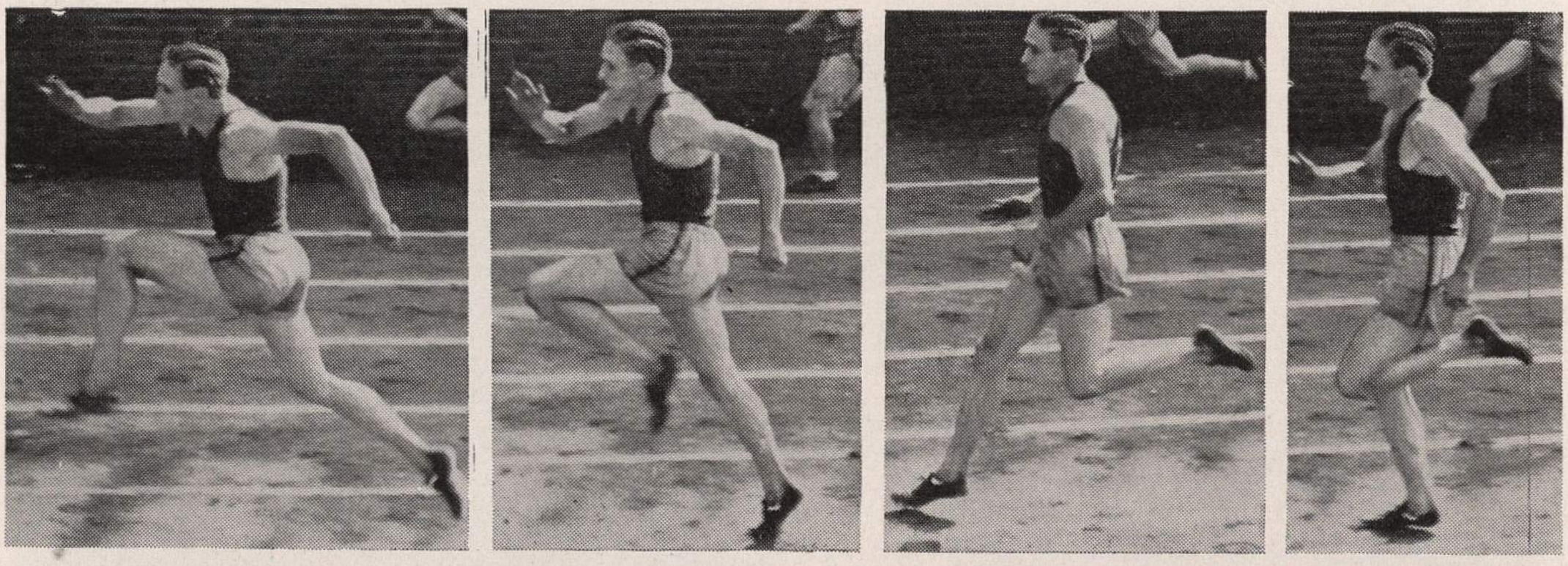
9. Vaulting Fence, 4 feet high.

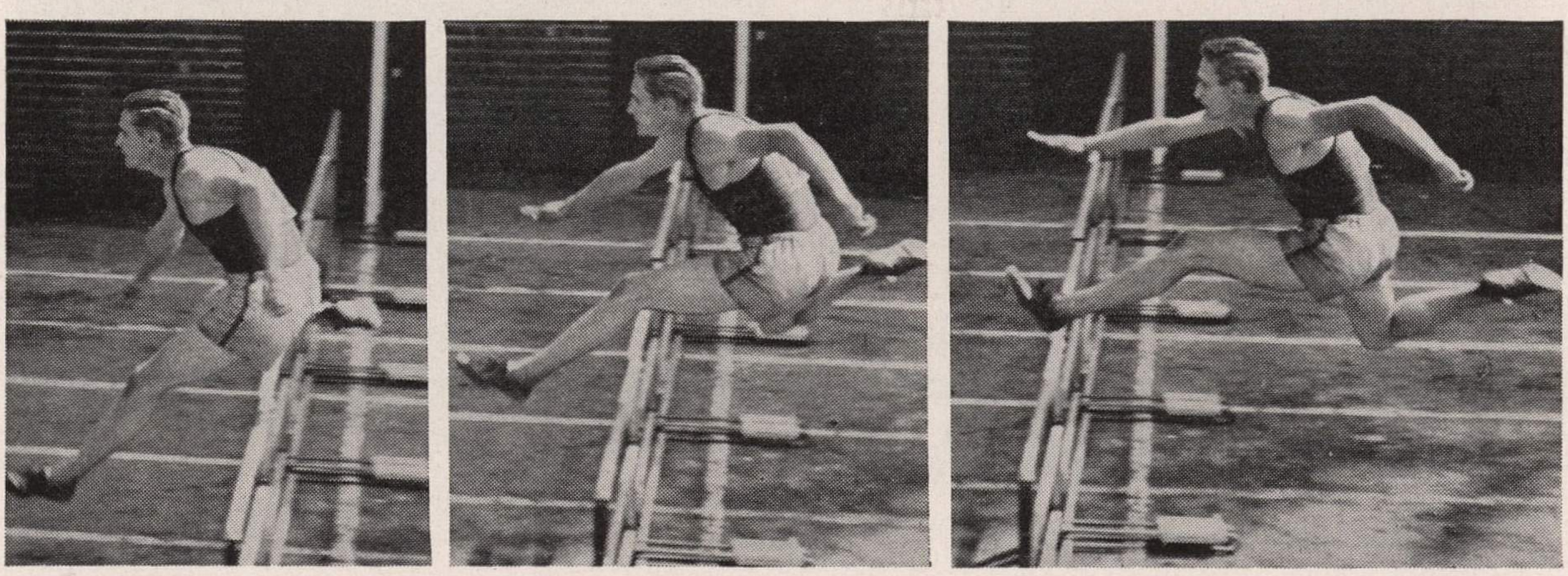
GRENADE THROW: As shown in the pictures on page 16, the grenade throw is a combination of a shot-put and a catcher's peg. Bring the right arm up until the elbow is on line with the shoulder. Keep the palm up, close to or touching the shoulder. At the same time extend the left arm, palm down and pointing toward the target. The weight is on the right foot, while the eyes sight along the left arm. Throw the right arm upwards, as in shot-putting, but straighten it out and follow through as you would in throwing a baseball.

HURDLING: In the pictures below, the athlete is taking a low hurdle. The idea is to hurdle the obstacle with as little break in the stride as possible. This the hurdler does very nicely. He makes perfect use of his arms and legs. As his left leg goes over the barrier, his right arm is thrust forward. But as soon as the lead leg is whipped down, as shown in the last picture, the right arm starts going back and the other arm forward. This is the type of arm-work used in ordinary walking — opposite arm and leg always forward.

There are several points worthy of attention: Note that the leg is not kept stiff as it is thrust over the hurdle, but is slightly flexed and that there is no exaggerated body lean. The head is up and the body angled forward as in sprinting.

START





ACHIEVEMENT TESTS

Achievement Tests serve several valuable purposes. They stimulate the boys and give them an opportunity to see how they rate with the rest of the class. And, for the instructor, they provide a check on his own instruction as well as an opportunity to determine the progress of his class.

The 10 tests selected here index the strength of (1) the arm and shoulder girdle, (2) the abdomen and back, and (3) the legs.

Test	Army Minimum
Push-Ups	not given
Pull-Ups	6
Dips on Parallels	not given
Jump and Reach	13 in.
Rope Climb (20 ft.)	20 sec.
Standing Broad Jump	6 ft.
Running Broad Jump	12 ft.
Running High Jump	3 ft. 9 in.
100-Yard Dash	14 sec.
440-Yard Run	87 sec.

With the exception of the first four tests, these activities are described elsewhere in this book. The first four should be given as follows:

Push-Up: From standing position, place hands on floor and extend legs backward, feet together, back and arms straight with weight supported on hands and toes. Lower body by flexing arms until chest nearly touches floor. Then raise body to starting position. Do as many dips as possible without rest.

Pull-Up: Hang on horizontal bar with arms and legs fully extended, using any grip. From this position, flex arms keeping knees straight, until chin touches top of bar. Then lower body to original position. Repeat as many times as possible.

Dip on Parallel Bars: Adjust parallel bars to width of chest and above shoulder height. Jump to a support position, arms straight. From this position, flex arms, lowering body until arms are fully bent; then extend arms to original position.

Jump and Reach: Stand with feet close together, heels and toes on ground. Stretch both arms overhead, fingers extended. Measure this height. Then jump straight up, reaching as high as possible. Measure this height, also. The difference between these measurements gives the jump-and-reach score.

HOW TO CLASSIFY

Boys in high school differ greatly in age, height, and weight. These factors tend to favor or handicap them in athletic performance. To classify boys according to only one of these factors is less fair than to take all three factors into consideration.

For this reason, the following plan should be used to classify the boys before the achievement tests are given:

Determine for each boy his age in years and months (to the nearest month), his height (to the nearest half inch), and his weight (to the nearest pound). Use any method that will save time and furnish fairly accurate measurements.

After these measurements have been secured, refer to the table for classification. For example, a boy's age is 14 years and 10 months, his height 61½ inches, and his weight 136 pounds. The exponent for 14 years and 10 months is 30; the exponent for 61½ inches is 29, and the exponent for 136 pounds is 22. The sum of these exponents (30, 29, 22) total 81. We find from the table that the boy is in Class C, and is expected to meet the standards listed for his class on following page.

The sample individual record chart on page 22 provides for three separate testings during the school year. A comparison of the records will indicate the progress being made.

The exponents for age, height, and weight may be found by consulting the Classification Scales. These are added and the Class recorded.

The column headed "Score" refers to achievement or T scores, a system of evaluating different types of tests on the same basis. Where these scales are not available, the "Score" column may be omitted. Column "r" refers to rating: Fair, Good, and Excellent, as found in the chart on Standards.

Exp.	Age	Height	Weight	Exp.	Age	Height	Weight
9			53–59	24	11:9–12:2	49½–51½	147–153
10			60–65	25	12:3–12:8	52 –53½	154–159
11			66–71	26	12:9–13:2	54 –55½	160–165
12			72–78	27	13:3–13:8	56 –57½	166–171
13			79–84	28	13:9–14:2	58 –59½	172–178
14			85–90	29	14:3–14:8	60 –62	179–184
15			91–96	30	14:9–15:2	62½–64	185–190
16			97–103	31	15:3–15:8	64½–66	191 up
17			104–109	32	15:9–16:2	66½–68	
18			110–115	33	16:3–16:8	68½–70½	
19			116–121	34	16:9–17:2	71 –72½	
20			122–128	35	17:3–17:8	73 –74½	
21			129–134	36	17:9–18:2	75 up	
22	10:9–11:2	47 down	135–140	37	18:3–18:8		
23	11:3–11:8	47½–49	141–146	38	18:9–19:2		

Cozens, Frederick W.; Trieb, Martin H.; and Neilson, N. P.; *Physical Education Achievement Scales for Boys in Secondary Schools,* (A. S. Barnes & Co., 1936)

Class	Exponent Value (Sum)
F	69 and below
E	70–74
D	75–78
C	79–82
B	83–87
A	88 and over

TABLE OF STANDARDS

RATING BY CLASS		PUSH-UPS	PULL-UPS	DIPS ON PARALLELS	ROPE CLIMB 20′	JUMP and REACH	ST. BROAD JUMP	RUN. BROAD JUMP	RUN. HIGH JUMP	100-YD. DASH	440-YD. RUN
A	Superior	44	21	21	6.6	22.5	9–8	20–9	5–6	10.7	54.7
	Excellent	35	17	16	8.9	20.	8–11	18–8	5–1	11.4	59.6
	Good	20	9	8	12.6	16.	7–7½	15–1	4–6	12.5	67.7
	Fair	13	5	4	16.4	12.	6–4½	11–7	3–10	13.7	75.8
	Poor	8	3	1	18.6	9.5	5–7	9–5	3–5	14.3	80.7
B	Superior	42	20	19	7.6	21.5	8–10½	19–5	5–4	10.9	56.5
	Excellent	33	16	14	9.9	19.	8–2½	17–6	4–11	11.6	61.3
	Good	18	8	7	13.8	15.	7–0½	14–2	4–4	12.7	69.5
	Fair	11	4	3	17.7	11.	5–11	10–11	3–8	13.8	77.6
	Poor	7	2	0	20.0	8.5	5–2½	8–11	3–3	14.5	82.5
C	Superior	40	19	16	8.4	21.	8–4½	18–0	5–2	11.1	58.2
	Excellent	31	14	12	10.9	18.5	7–9	16–2	4–9	11.8	63.0
	Good	16	7	5	14.9	14.	6–8½	13–1	4–2	12.9	71.2
	Fair	9	3	1	19.0	10.	5–8	10–0	3–6	14.1	79.3
	Poor	5	1	0	21.4	7.5	5–0½	8–2	3–2	14.7	84.2
D	Superior	39	17	14	8.9	20.5	8–2	16–10	5–0	11.5	60.3
	Excellent	30	13	10	11.4	18.	7–6½	15–2	4–7	12.2	65.1
	Good	15	6	3	15.6	13.5	6–6	12–4	4–0	13.3	73.3
	Fair	8	2	0	19.8	9.5	5–5½	9–6	3–4	14.4	81.4
	Poor	4	0	0	22.3	7.	4–10	7–10	3–0	15.1	86.3
E	Superior	38	16		9.2	20.	8–0½	16–0	4–10	11.9	62.4
	Excellent	29	12		11.9	17.5	7–5	14–5	4–5	12.6	67.3
	Good	14	5		16.2	13.	6–4½	11–9	3–10	13.7	75.4
	Fair	7	1		20.6	9.	5–4	9–1	3–2	14.9	83.5
	Poor	3	0		23.2	6.5	4–8½	7–6	2–10	15.5	88.4
F	Superior	38	14		9.8	19.5	7–11	15–3	4–8	12.5	64.5
	Excellent	29	10		12.5	17.	7–3½	13–9	4–3	13.2	69.4
	Good	14	4		17.0	12.5	6–3	11–3	3–8	14.3	77.5
	Fair	7	0		21.5	8.5	5–2½	8–9	3–0	15.5	85.7
	Poor	3	0		24.2	6.	4–7	7–3	2–8	16.1	90.5

ACHIEVEMENT TESTS

Personal Record Chart

Name_____ Date of Birth_____

School_____ City_____

Test	1		2		3	
Record—Exponent	R	Exp.	R	Exp.	R	Exp.
Age	14—10	30				
Height	61½	29				
Weight	136	22				
Sum of Exp.		81				
Class		C				
Date of Test	April 1943		October 1943		February 1944	

Events	Rec.	Score	r	Rec.	Score	r	Rec.	Score	r
Push-Ups	16		G						
Pull-Ups	3		F						
Dips on Parallels	5		G						
Rope Climb	14.9		G						
Jump-Reach	18.5		E						
Stand. Broad Jump	5-8		F						
Run. Broad Jump	13-1		G						
High Jump	4-9		E						
100-yard Dash	11.8		E						
440-yard Run	79.3		F						
Total Score									
Average									

ROUGH AND TUMBLE COMBATIVES

A knowledge of rough and tumble tactics is indispensable in protecting yourself against a stronger opponent.

The pictures show how it is possible to trap an opponent into using his strength to bring about his own downfall. These counters are simple. They can be grasped in a few minutes and mastered in half an hour's practice with a friend.

ILLUSTRATION 1

The first picture illustrates a good counter for a punch. Let us say an opponent facing you swings with his right arm. The first thing to do is duck. Then grasp his nearest ankle and throw him backward by lifting his leg as high as possible.

Another good defense, as shown in the second picture, is to sidestep your man, grab his wrist with your right hand and swivel around in back of him, at the same time twisting his wrist and grabbing his upper arm with your left hand. The combination of the twist and the pressure on his upper arm keeps his arm rigid and thus renders him helpless.

ILLUSTRATION 2

Now let us assume the opponent grabs you in a headlock (third picture). The counter is simple. Throw your arms around him, put one leg behind his leg and turn in towards him as much as you can. Lift, push and over he goes.

To bring a man down from the front, you can use a leg dive. Feint, to bring up his guard, then suddenly drop down and grab him around the legs, just above the knees. Pull his legs together and toward you, at the same time driving your shoulder into his middle. Use short digging steps, keeping the feet well spread for balance.

ILLUSTRATION 3

PERSONAL HEALTH CHART

NAME_____ AGE___ CLASS___ ADDRESS_____

HISTORY (Give dates and after-effects)

1. Measles_____
2. Diphtheria_____
3. Scarlet Fever_____
4. Mumps_____
5. Pneumonia_____
6. Infantile Paralysis_____
7. Tuberculosis_____
8. Whooping Cough_____
9. Typhoid_____
10. Rheumatism_____
11. Influenza_____

Operations_____

MEDICAL EXAMINATION

Part	Normal (√) Defect (X)	Nature of Defect	Treatment Suggested
Eyes			
Ears			
Nose			
Throat			
Teeth			
Thyroid			
Heart			
Lungs			
Abdomen			
Posture			
Skin			
Feet			
Hernia			

Nutrition Ht. Wt. (Circle) Normal Overweight Underweight

OBSERVATION EXAMINATION BY TEACHER OR NURSE

Teeth (Dental blank observed)_____ Ht._____ Wt._____

Vision: Without Glasses R._____ L._____ Posture_____

With Glasses R._____ L._____ Feet_____

Hearing (Audiometer)_____ Bowels_____

Frequent Colds—Sore Throats_____ Headaches_____

Skin (Clean—Erupted)_____ Mental Health_____

Glandular Disturbances_____

KEEP FIT

1. Make sure to get from eight to ten hours sleep *every* night. Sleep in a quiet, well-ventilated room.

2. Eat well-balanced meals. Meats, eggs, fish are tissue builders. Sugar, whole grain cereals, starches produce energy. Butter, oils, and meat fats are heat producing foods. Vitamins and minerals are contained in abundant quantities in fruits, vegetables, meat, and milk.

3. Brush the teeth at least twice a day.

4. Wash hands and face frequently. Shower or bathe every day, especially during warm weather.

5. Maintain good posture when walking or sitting. Keep the back straight, stomach and head up. Avoid exaggerated postures.

6. Change underwear, shirt, and socks as often as possible; don't share a towel with others.

7. Drink plenty of water, but use it sparingly during exercise periods.

8. Before exercise, eat only light, easily digested food, if any. After exercise, do not eat a hearty meal within 30 minutes.

9. In cold weather, dry your hair carefully before going out of doors.

10. Cover mouth when sneezing or yawning.

11. Eat meals at regular hours. Don't stuff yourself. It is better to go away feeling slightly hungry. Come to the table well rested.

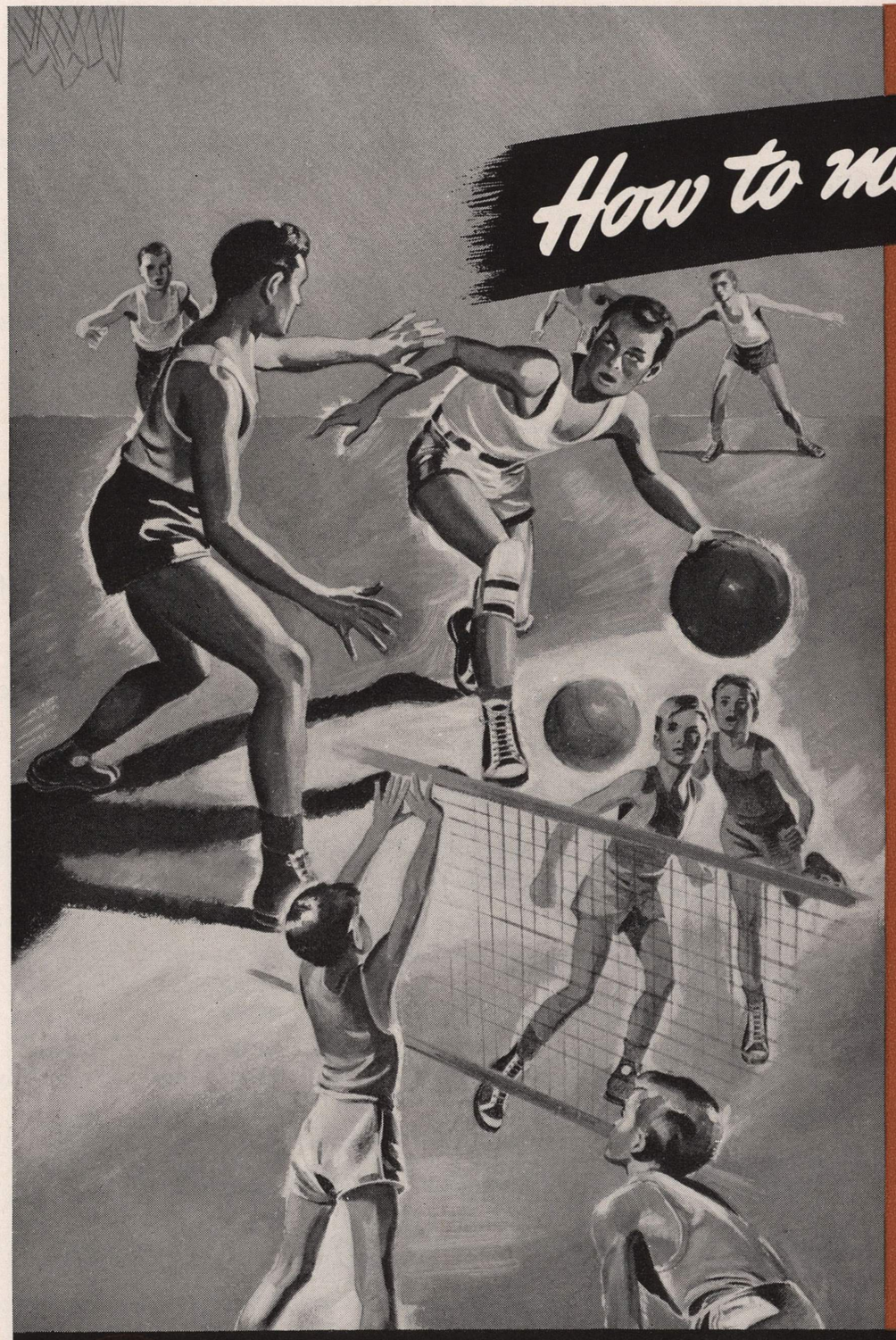
12. In exercising, be careful not to push yourself beyond your capacity.

13. Always walk with the toes pointed directly forward.

14. While studying, reading or writing, make sure the light comes from over your shoulder.

15. Change your handkerchief every day.

16. After an injury, see a doctor immediately.



How to make your Keds last longer

Keds are now being made only for the Armed Forces. Therefore, safeguard the wear left in the Keds you now own.

1 Perspiration acids shorten the life of Keds. Wear your Keds into the shower at frequent intervals, or simply wash them with mild soap and lukewarm water.

2 Don't throw your Keds into locker stuffed with socks damp from perspiration. Open the tops so your Keds will dry thoroughly. This prevents the uppers from rotting.

3 During off-seasons store your Keds in a cool, dark place.

4 Repair broken stitches promptly. Don't store your Keds in lockers near hot pipes or radiators. Do not dry them on radiators.

5 Don't leave your Keds for extended periods on locker room benches or on window sills where they will be exposed to direct sunlight which speeds oxidation and deterioration.

6 Thoroughly wash your Keds with soap and water at the end of the season.

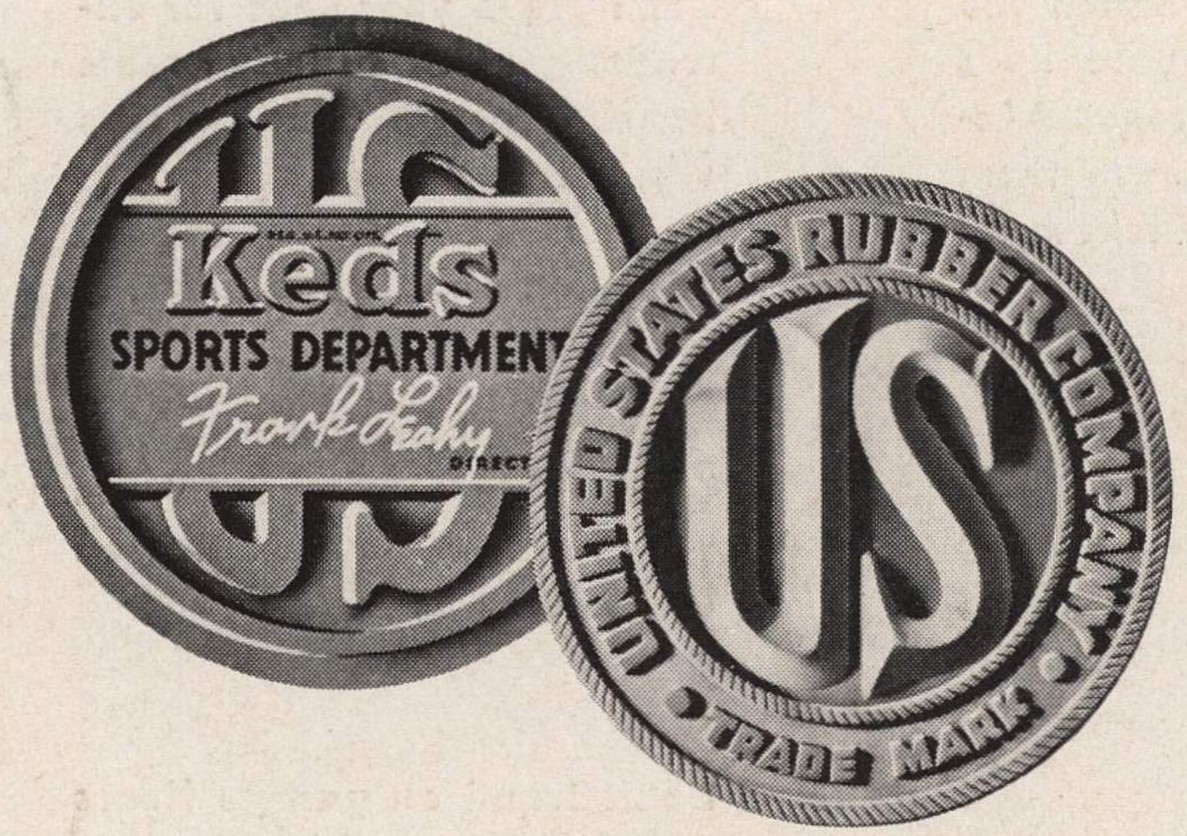
7 Don't tread on garage floors or engine rooms where oil and grease will come in contact with the soles.

8 Don't discard a single pair of Keds with any wear left in them. Your local rubber salvage stations will welcome those worn out Keds.

KEDS SPORTS DEPARTMENT

UNITED STATES RUBBER COMPANY

THE ABOVE MESSAGE IS AVAILABLE TO SCHOOLS IN A COLORFUL WALL POSTER, FREE UPON REQUEST TO KEDS SPORTS DEPARTMENT, 1230 SIXTH AVENUE, NEW YORK CITY



Keds Sports Department
United States Rubber Company
1230 Sixth Avenue • New York, N. Y.

Form No. F-43-17

Printed in U.S.A.

A

TEN THOUSAND MAN HOURS PER WEEK OF PHYSICAL EDUCATION

Ten thousand man hours plus per week of physical education sounds rather impressive, - and so it is. At the peak of the war effort on Mount Oread, the University's Department of Physical Education did a Herculean job. Twenty-five hundred hours per week for the Navy V-12, forty-two hundred hours per week for the Army Specialized Training Program, nine hundred hours per week each for civilian students, and Navy V-5 fliers, and approximately fifteen hundred hours per week for machinists' mates - totalling ten thousand hours per week. Of course, the physical conditioning was only one of the integral parts of the education these men were getting, but physical fitness has long been one of the imperative needs of a first class fighting man. And with the American armed forces the finest in the world, the emphasis upon physical education is paramount.

What a metamorphosis has taken place here on Mount Oread since Pearl Harbor! During all these months the physical training plant of the University of Kansas has been a beehive of activity, with full use from early morning until late in the evening of Robinson Gymnasium, Hoch Auditorium, Memorial Stadium, the drill hall of the Military Science Building, the intramural fields, and nearby tracts used for playfields.

In the fall of 1942 the University adopted a plan of compulsory physical conditioning for all men registered for induction and for all men enlisted in any of the armed services or reserve programs. Through the far-seeing eye of Chancellor Malott who early in the game visited Washington and got first hand information on the Army and Navy needs, the University began to recruit outstanding men in physical education to carry on the very important work the government was asking of her educational institutions.

By the summer of 1943 ten thousand man-hours of physical education per week was the assignment for the staff of the Department of Physical Education - and the task was accomplished by a staff of nine men - an average of eleven hundred man hours per week for each instructor.

Fortunately, we had in our employ two outstanding teachers - Henry Shenk and Reginald Strait. Henry Shenk, a graduate of the University of Kansas, came to us from Junction City, Kansas, where he was coach and director of physical education for the Junction City schools. Shenk's chief teaching load is in the Navy V-12 program, but he has also taken over the duties of varsity football coach which he has done with signal success. Reginald Strait, in charge of the V-5 Naval Aviation Cadets physical training program, was director of physical education for the Chanute, Kansas, city schools when we secured his services after Dr. E. R. Elbel left the department for military service.

Ray Kanehl, another Kansas graduate, who was head of the department of physical education at Wichita East High School, came to us in July, with an outstanding record as administrator, teacher and coach. In addition to his teaching duties in the V-12 program, he is coordinator and schedule-maker of the service groups, and also varsity track coach.

Dean Nesmith, a former Kansas football star, and trainer of athletic teams at the University, is our other civilian instructor in the V-12 program.

Now for the physical instructors handling the ASTP physical training. Howard Porter, a graduate of Kansas City University and the University of Missouri, and former physical education teacher at Argentine High School in Kansas City, joined our staff in August, and was placed in charge of the physical conditioning for this group. Vernon Hayes, a Washburn University graduate, was teaching at Waterville, Kansas, when he was asked to join our staff. Elmer Schaake, one of Kansas' immortals in football, former coach

at Bethany College and Lawrence Memorial High School, is the only one of these four men remaining on the staff at the present time, due to the curtailment of the Army Specialized Training Program. Jack Austin, a former Emporia State Teachers College football star, was at the University working on his doctorate, when we asked him to assist in this important physical conditioning of the Army Trainees.

The scheduling of so many classes throughout so many hours of the day created a problem to find accommodations for everyone, yet I believe we worked out a program that was mutually satisfactory to all groups. Ray Kanehl was appointed as coordinator of programs and schedules for the various service groups. All V-12 classes were scheduled to meet in Robinson Gymnasium from 8:30 in the morning through 4:30 in the afternoon five days a week. The V-5 trainees meet for an hour and a half each day for their physical training - 10:30 to 12, and 5 to 6:30 - and all of these had to fit into the schedule without overlapping some other class. The ASTP program calls for six hours per week of physical conditioning. These classes meet three times a week for two-hour periods, and before the enrollment in the unit was curtailed, these classes met in Hoch Auditorium on both the main floor and the stage, and also in the drill hall of the new Military Science Building. Physical Conditioning classes for all civilian students (men) were held in the west stadium.

A 650-yard obstacle course on the south slppe of Mount Oread is second to none in this section of the country. This course consists of walls to climb, a "hog-house" to climb over, a trough to run through, hurdles and vaults, hand-over-hand beams, rope-swing over water, balance beams, a maze, a bear pit, water jumps, and ropes over walls. All of the students - civilians, fliers, Army and Navy trainees, use the obstacle course regularly. It comes closer to conditioning men for war skills and

combat than most any other piece of apparatus in the conditioning program. Running is one of the best leg and wind conditioners. In obstacle course running men must progress over, under, around, and through obstacles placed in their way, and these obstacles are designed to incluse activities requiring use of arms as well as legs.

A full intramural program has been carried out for each sport in season: touch football, basketball, volleyball, softball, tennis, handball, horseshoes, and so forth. The intramural fields south of Robinson Gymnasium are in use every afternoon from 4:30 to 6:30 or later, and the practice fields at the stadium are used every morning and afternoon.

While the naval school for machinists' mates (later electricians' mates) provides officers to conduct its own physical conditioning program, its swimming schedule is under the supervision of our department of physical education. Requirements of both Navy V-12 and Army ASTP programs include swimming. New filters have been installed in the pool in the gymnasium, the pumping capacity doubled, and additional purification facilities added. The load on the pool has become so great that it has been necessary to install a new chlorinator to insure the sanitation of the water.

Swimming is an imperative must with all of our armed forces. Tha fact that we have 3,700,000 of our men overseas makes it imperative that all of our service men must learn to swim, because at the most unexpected moment any of our men and women may be catapulted into the water as they journey over the seven seas. It is impossible to be too good a swimmer, and for that reason swimming is given paramount consideration in a physical fitness program. To be able to swim may be the means of saving one's own life.

It has been a real challenge and an unusual pleasure that we have enjoyed in working with the officers and men of our armed forces. From Lieut. A. H. Buhl, the commanding officer of the Machinists' and Electricians' Mates School, together with Chief Starkey, Lieut. McGuigan and Lieut. Zeller, - to Lieut. Randolph Neil and Lieut. Ben F. Douglas, and later Lieut. Claude M. Smith, of the V-5 Naval fliers, - to Lieut. C. A. Michelman, commanding officer of the Navy V-12 program, and Ensign H. L. Ware, athletic officer of this group, - to Col. W. L. McMorris, commanding the Army unit, along with Capt. Archie Morris and Lieut. Ben. F. Clark, - to our Chief Specialists in the Navy - Ralph Hayes, T. J. Odom, Bob Garver and Don Davis - working with our civilian staff, the experience has been one continuous administrative and physical education beehive.

With our buildings taxed to their capacity, there has been a forbearance and an appreciation of the other fellow's job that has been surprisingly pleasant. Most of our officers in all branches of the service have been men skilled in competitive athletics. Football, Basketball, track and baseball have been the competitive laboratory in thich these men have learned to work together and at the same time to drive and inspire their men to a fine pitch of physical conditioning - that quality so needed by our fighting forces.

Ensign H. L. Ware, the athletic officer for the Navy V-12 program, was an outstanding wingback on the Texas Christian University teams in 1938, 1939 and 1940. He was co-captain in 1940. The predecessor of Lieut. Claude M. Smith, Lieut. Ben F. Douglas, athletic officer of the V-5, was an outstanding football and basketball player on the Grinnell College teams as an undergraduate, and before coming here to assume his position as athletic officer, was head football and basketball coach at his alma mater, Grinnell College. Lieut. Smith, formerly great halfback

at "Ole Miss", was later assistant football coach at that institution, the University of Mississippi, until his induction into the Navy.

The Machinists' Mates have an outstanding group of athletic officers. Chief Starkey is a great baseball fan, having played some semi-pro ball; Lieut. McGuigan played football at Rockhurst College in Kansas City, and Lieut. Zeller was a football and basketball star at Indiana University before playing with the Chicago Bears.

The Chief Specialists of the V-12 group are a hardy and aggressive group. Chief Ralph Hayes, an expert boxer, has developed Golden Gloves champions at Cedar Rapids, Iowa, for many years. In Robinson Gymnasium at 4:30 any day in the week will be found fifty or more husky mit-wielders under the watchful eye of Chief Hayes, swinging knock-out blows at their opponents, and at the same time developing the manly art of self defense which in naval language means the survival of the fit. Chief Troy Odom played halfback at Tulane University in 1934, 1935 and 1936. Chief Bob Garver is an expert swimmer, and has had outstanding success as a Red Cross swimming instructor. Chief Don Davis, who played baseball and basketball at Kansas State College, and later coached in high school, is a fine organizer of V-12 intramural teams.

There is just one objective of all Army and Navy training -- to prepare men physically and technically for service in combat. The man who is in top physical condition fights better and longer than the one who isn't. For example, a man who enters the service with no experience in body contact sports may get a completely knew mental experience from his boxing lesson. After more training in contact sports a man gets poise, confidence, skill and the desire for combat -- even though he had never had a grade school fist fight before his service days. We do not teach commando tactics. We teach physical conditioning because that is

what Uncle Sam instructs us to do. And ours is the first phase in getting the boys ready for the thing that is so vital to the preservation of our country. Physical training makes fit fighters.

The Machinists' Mates were succeeded in April by a contingent of Electricians' Mates. This program will be terminated in October, and we are advised that the Navy V-12 program will be greatly reduced in November. The ASTP which started out with an enrollment of seven hundred trainees last August, is reduceddto less than 75 at the present time, but approximately 250 more boys are expected in August. The V-5 program will be terminated July first, we understand.

The transition to peace is becoming evident on Mount Oread, but we have not slowed up in our physical conditioning of these boys who may have to fight. These trainees in all groups have been carrying on their athletics, and the spirit of competition is very manifest. There will be a great revival of physical training with the returning of our men from the services, and we will find that playfields will be rehabilitated and enlarged, fieldhouses and swimming pools will be built. These young men will have a desire to be physically fit.

HENRY SHENK - In the game against Gwinn Henry's University of Missouri team in 1927, he caught a 32-yard pass from Art Lawrence and ran about 30 yards.

ELMER SCHAAKE - Lettered in Football in 1930, '31, '32. Also Basketball, same years. In the game with Notre Dame in 1932, Carnie Smith threw the pass to Elmer Schaake.

LT. BEN DOUGLAS - Student at Grinnell College - 1927-'31.
Coached at Maplewood - 1934-'40.
Coached at Grinnell - 1940-'43.
Entered the Navy in November, 1942.

JACK AUSTIN - Played quarterback on Fran Welch's football team in

VERNON HAYES - Played at Washburn, Football and Basketball, 1927-1931
Rutherford B. Hayes, brother, lettered in football at K.U. in 1934 and 1935.

DEAN NESMITH - Played football here in 1933, '34, '35
In his first college game - in 1933 - in the game against Warrensburg, Mo., State Teachers, he ran 85 yards for a touchdown.

RAY KANEHL - Lettered in track in 1927 (numeral in basketball); assistant instructor in Phys. Ed. Dept., 1926 and 1927. Member of Mo. Valley Championship Track Team under Coach Huff, 1927. Coach and Director of P. E., Wichita East High, since 1927; championship track teams in 1929, 1930, 1939, 1940, 1943.

REG STRAIT - Played football under Dr. Elbel at Ottawa U. in 1924, '25, and '26. Also lettered in Basketball in 1926. Came to K.U. in the fall of 1942 from the Chanute public schools.

HOWARD PORTER - Lettered in Footballand Basketball at K.C.U.
Master's degree at Missouri in 1939.

EARL FALKENSTIEN - Began as Financial Secretary, Athletic Association, in August, 1932.

C

RULES FOR PHYSICAL PERFORMANCE TESTS
Headquarters, 2nd District
Air Forces Technical Training Command

The following tests will be conducted at all stations in the Second District of the Air Forces Technical Training Command. Tests should be scored according to the accompanying achievement scale.

I. A. Chinning
or
B. Rope Climb

II. A. Push-ups (parallel bars)
or
B. Floor Dips

III. Coordination Run

IV. A. Standing Broad Jump
or
B. Three Standing Broad Jumps

V. Burpee Test

Note: Choice is allowed of certain activities due to variation in facilities at different stations. There is no reason why all events may not be conducted if time and facilities permit.

RULES FOR CONDUCTING EVENTS

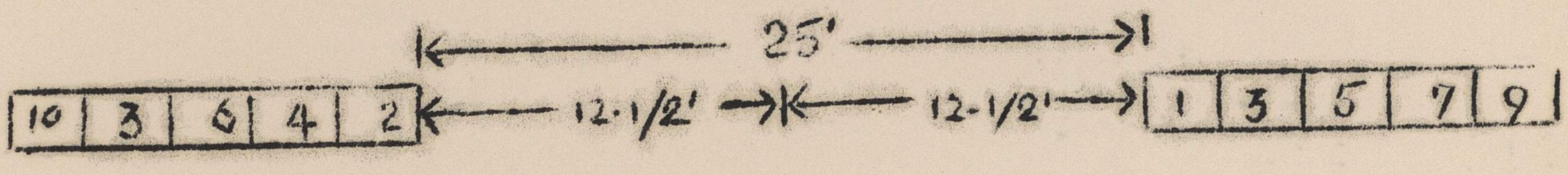
I. A. Chinning.
Equipment. (a) Use one-inch pipe or solid bar. (b) Bar eight feet from ground. (c) Suggested width of bar, 3'6" - 4'.
Method. (a) Overhand grasp must be used. (Back of hands toward face) (b) Start from full arm extension. (c) Pull up until chin is even with or above the bar. (d) Return to full arm extension. (e) Allow no swing.
Basis for scoring. Total number of complete movements.

B. Rope Climb.
Equipment. (a) One and one-half inch rope, at least fifteen feet in length. (b) Rope hung with knot on lower end 18 inches from ground. (c) Markings of paint or adhesive plaster at one foot intervals on rope.
Method. (a) Start climb from sitting position, legs parallel to the ground. Hand grip on rope below line of chin. (b) Start climb on signal, feet not touching ground. (c) Legs may be used in climb. (d) Time interval - ten seconds.
Basis for scoring. Greatest height as measured by position of lower hand.

II. A. Push-ups (parallel bars)
Equipment. Parallel bars or similar suitable equipment.
Method. (a) Start from a straight arm position. (b) Lower body to full arm bend. (c) Push up to straight arm position.
Basis for scoring. Number of complete movements.

B. Floor Dips.
Equipment. None.
Method. (a) Start - full arm extension, legs extended, body straight.
(b) Bend arms, touching only chin to ground, body straight.
(c) Straighten arms, keeping body straight.
Basis for scoring. Total number of complete movements.

III. Coordination Run.
Equipment. (for each contestant). (a) Ten 1 in. x 10 in. x 12 in. boards or two 5 ft. x 10 in. boards. If the 5 ft. boards are used, each should be marked off in 12 in. sections. (b) Ten 2 in. x 2 in. wooden blocks. The 10 in. x 12 in. boards are placed end to end--five at the right and five at the left of the center mark. The distance from nearest edge of each inside board to center mark is 12-1/2 ft. (see diagram). Time -- 15 seconds.



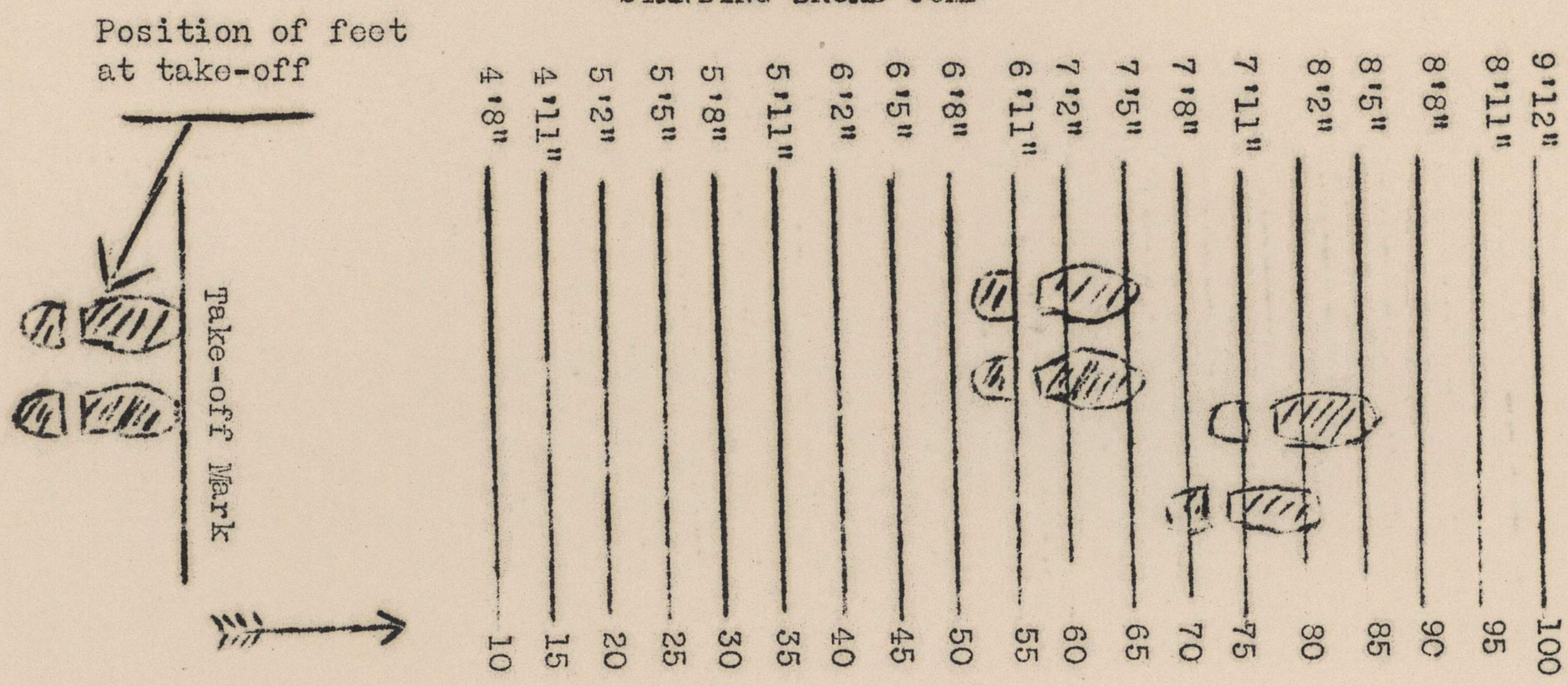
Method. (a) Start at center mark with one block in hand. Remaining blocks are placed on center mark. (b) At starting signal, run either to right or left (at own choice), place the block on one of the inside boards. (c) Return to the center mark, secure another block and place it upon the opposite inside board. (d) Continue this process, placing blocks alternately on boards, on opposite side of center mark until time is called. Each block must be placed in progressive order, starting with the inside board (or section) and continuing outward. If the runner has a block in his hand when time is called, he shall be allowed to count it. Example (see diagram)--Runner starts at center mark, runs to rt.,places a block on #1 board (or section), returns to center;secures another block; places it on #2 board (or section). Next block is placed upon #3 board (or section), etc.
Basis of scoring. Number of blocks placed upon boards.

IV. A. Standing Broad Jump.
Equipment. Take-off line and measuring lines. First line 4'8" from take-off line. Markers containing distances in feet and inches may be placed at one side of the pit. Markers containing number of points at each interval may be placed at opposite side of pit. Use a straight stick to place across pit to determine measurement of each jump, e.g., in (a) diagram, place stick across at 6'8" and 50-point mark if in front of 6'8" mark and behind 6'11" mark, record jump 6'8". Marks should be made at 3"-intervals up to and including 9'2". Six-inch intervals may be used (see diagram).
Method. (a) Start with toes behind take-off line. (b) Jump must be continuous after feet first leave ground. (c) Measure from mark

farthest back toward take-off line. (Any part of body touching ground). (d) Point of measurement is the line immediately behind area which includes back mark.

Basis for scoring. Greatest distance attained in either of two trials.

STANDING BROAD JUMP



(a) Credit for 6'8" jump--50 points. (b) Credit for 7'5" jump--65 points.

B. Three Broad Jumps (Standing Start).

Equipment. Take-off line and measuring lines. First line - 13 ft. from take-off line and others at one-foot intervals up to and including 23'6" and then 6"-intervals up to and including 26'6". Point of measurement is the line immediately behind area which includes back mark.

Method. (a) Start-standing position. (b) Jumps must be continuous after first jump is started. (c) Feet must be kept parallel and contact the ground simultaneously. Point of measurement is the line immediately behind area which contains back mark.

Basis for scoring. Greatest distance attained in either of two trials.

THREE BROAD JUMPS (STANDING START)

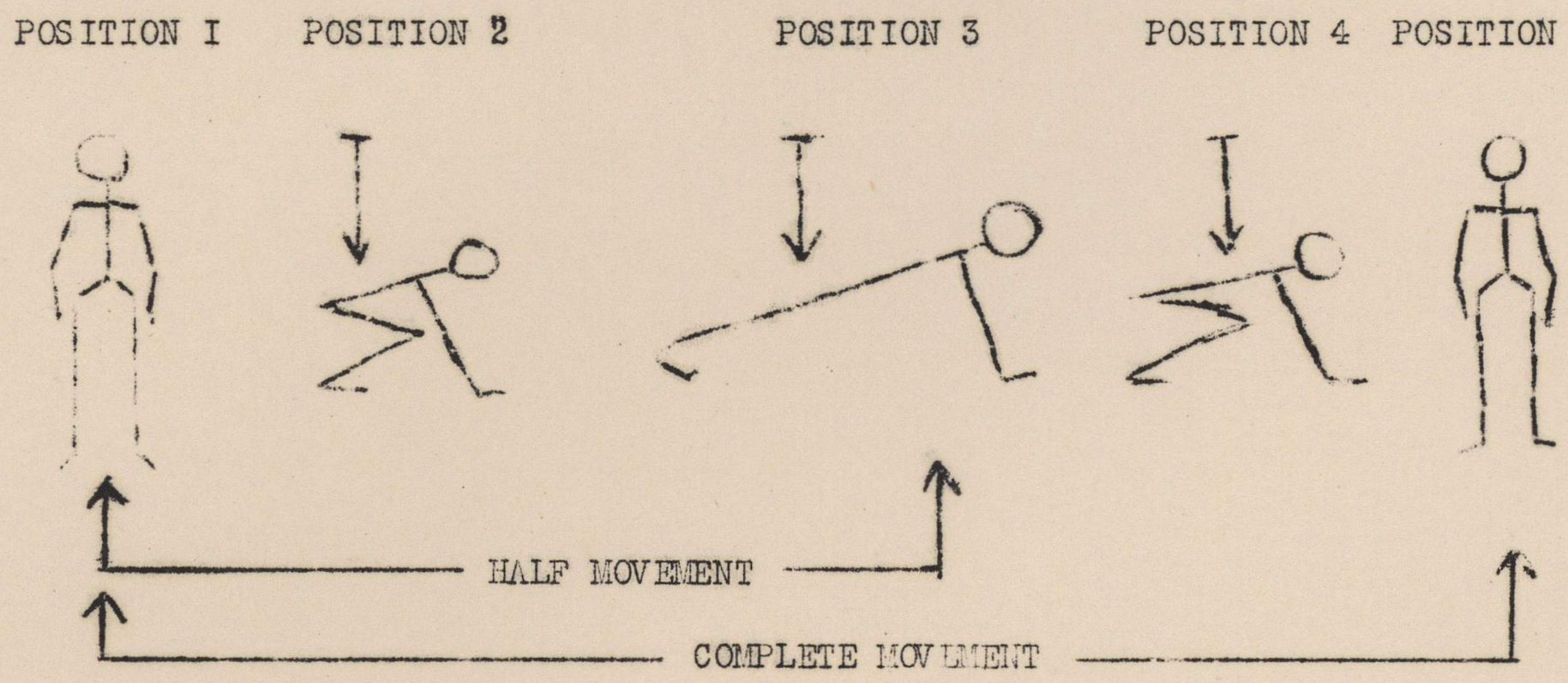
V. Burpee Test (modified).

Equipment. None.

Method. (a) Start--standing position, arms at sides. (b) At starting signal drop to full squat position, w eight on hands. (c) Extend both feet backward to full extension, hips below the line from shoulders to heels. (d) Return to squat position. (e) Return to starting position. (f) Repeat as many times as possible in 20 seconds. Explain fully; conduct in groups of 15 or 20, each man keeping own score. Instructor keeps time for entire group.

Basis for scoring. The number of complete half movements in prescribed time, e.g., man may complete 8.50 movements, etc. If he reaches "front-leaning rest" position, it counts 50. He must reach standing position to complete the movement and secure credit for same (see diagram).

DIAGRAM - BURPEE TEST



Score.	Chinning (times)	* Rope Climbing (ft. in 10sec)	Push Ups (times)	Floor Dips (times)	** Coordination Run (blocks in 15sec)	Standing Broad Jump (ft. and in.)	*** 3 Standing Broad (ft. and in.)	Burpee Test (times in 15sec)	**** Burpee Test (times in 20sec)	Score
200	15	15'	9	42	10	9'2"	26'6"	12.00	14.50	100
95				40		8'11"		11.50	14.	95
90	12	14'	8	38	9	8'8"	26'	11.	13.50	90
85				36		8'5"	25'6"	10.50	13.00	85
80	10	12'	7	34		8'2"	25'	10.	12.50	80
75				32	8	7'11"	24'6"	9.50	12.	75
70	8	11'	6	30		7'8"	24'	9.00	11.50	70
65				28		7'5"	23'6"	8.50	11.	65
60	6	10'	5	26	7	7'2"	23'	8.	10.50	60
55				24		6'11"	22'	7.50	10.	55
50	5	9'	4	22	6	6'8"	21'	7.	9.50	50
45				20		6'5"	20'	6.50	9.	45
40	4	8'	3	18	5	6'2"	19'	6.	8.50	40
35				16		5'11"	18'	5.50	8.	35
30	3	7'	2	14	4	5'8"	17'	5.00	7.50	30
25				12		5'5"	16'	4.50	7.00	25
20	2	6'	1	10	3	5'2"	15'	4.00	6.50	20
15				8		4'11"	14'	3.50	6.	15
10	1	5'		6	2	4'8"	13'	3.	5.50	10
5				4					5.00	5

ACHIEVEMENT SCALES PHYSICAL PERFORMANCE TESTS [1]
Air Forces Technical Training Command

1. Scores based upon combatants wearing G.I. shoes and fatigue clothes.
*Based on 110 scores from Scott Field.
** " " 319 " as run at Jefferson Barracks.
*** " " 341 " from Scott and Keesler Fields.
**** " " 272 " " Jefferson Barracks and Scott Field.